

# **Field Work in Community Development**

**ADE 208**



*University of Ibadan Distance Learning Centre  
Open and Distance Learning Course Series Development*



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## **Vice-Chancellor's Message**

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



**Prof. Abel Idowu Olayinka**

Vice-Chancellor

## **Foreword**

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

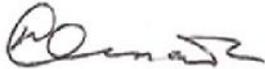
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.



**Professor Bayo Okunade**

Director

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## About this course manual

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Field Work in Community Development ADE 208 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

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### How this course manual is structured

#### The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

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We strongly recommend that you read the overview *carefully* before starting your study.

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#### The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

## Your comments

After completing Field Work in Community Development we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

# Course Overview

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## Welcome to Field Work in Community Development ADE 208 Field Work in Community Development

### Course outcomes

Upon completion of this course, you will be able to:

- *fully describe* and
- understanding the concept of Community development



**Outcomes**

# Getting around this course manual

## Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
<b>Activity</b>	<b>Assessment</b>	<b>Assignment</b>	<b>Case study</b>
			
<b>Discussion</b>	<b>Group Activity</b>	<b>Help</b>	<b>Outcomes</b>
			
<b>Note</b>	<b>Reflection</b>	<b>Reading</b>	<b>Study skills</b>
			
<b>Summary</b>	<b>Terminology</b>	<b>Time</b>	<b>Tip</b>

# Study Session 1

## Concepts in Community Development

### Introduction

The course, ADE 208, is titled Field Work in Community Development. As you would soon learn, it is one of the practical aspects of some of the courses you have taken in Adult Education. In addition to this, your knowledge of the practice in the field of community development should also give you a fuller understanding of other related areas in Adult Education that you will be introduced to. For the first lecture, therefore, we intend to introduce you to some concepts in community development as well as the principles of community development.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 1.1 understand what Community and Development are all about
- 1.2 Define Community organization and why youth organizations exist
- 1.3 identify the Principles of Community Development

### Terminology

<b>Community</b>	A community is commonly considered a social unit (a group of three or more people) who share something in common, such as norms, values, identity, and often a sense of place that is situated in a given geographical area (e.g. a village, town, or neighborhood).
<b>Development</b>	is a process of improvement, moving toward community goals
<b>Community Development</b>	Community development is a means through which members of the community identify their needs by themselves or are assisted to identify their needs and willingly come together to plan a programme to solve the problems with or without assistance from the government, non-governmental organisations or other interests.
<b>Youth Organization</b>	means a public organization or association, registered in the manner prescribed by laws and other legal acts, in which young people or public youth organizations comprise not less than 2/3 of its members

## 1.1 What is a Community?

### Community

A community can be defined in many ways. It is viewed in common sense in terms of a population of people who live within a specific legal area to which they can lay claim

As you know, a community is a group of people living in one place - village or town - and working for the good of that community. However, Polsby sees a community as a population living within a legally established area. In this respect, a community is being described along geographical and legal lines. In his definition, Anyanwu (1981) lists six principal characteristics of a community to be:

1. the existence of a shared territory;
2. the practice of same beliefs;
3. the sharing of common bonds of fellowship by its members;
4. the existence of a common set of standards among members;
5. the existence of a common culture; and
6. the use of a common administration to run the community's affairs

While the points listed above represent yardsticks that we can use in identifying various communities, the fact that a community can be looked at from the two ends of a continuum makes it necessary for us to reflect a little on the explanations. Note that the term continuum refers to an imaginary distance which separates a term or concept in its totality of application from one end (perhaps the lowest) to the other end (which may be the highest). For example, the term community can be viewed along the lines of traditional - modern continuum. We can thus say that a community is extremely traditional or extremely modern.

(See Figure I below)

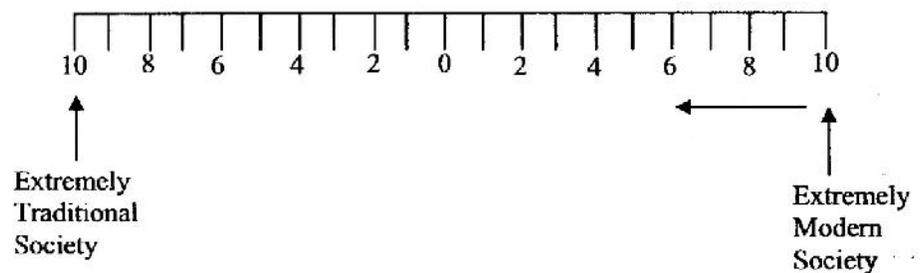


Fig. 1: Two ends of a Continuum in Community Classification



Often when we think of community, we think in geographic terms. Our community is the city, town or village where we live. When a community is defined through a physical location, it has precise boundaries that are readily understood and accepted by others. Defining communities in terms of geography, however, is only one way of looking at them. Communities can also be defined by common: cultural heritage, language, and beliefs or



shared interests. These are sometimes called communities of interest. Even when the community does refer to a geographic location, it does not always include everyone within the area. In larger urban centres, communities are often defined in terms of particular neighbourhoods.

Most of us belong to more than one community, whether we are aware of it or not. For example, an individual can be part of a neighbourhood community, a religious community and a community of shared interests all at the same time. Relationships, whether with people or the land, define a community for each individual.

### 1.1.1 The Concept of Development

#### Development

Development is the Process of economic and social transformation that is based on complex cultural and environmental factors and their interactions

Having identified the characteristics of a community, let us briefly examine the meaning of the term development. Development implies a change. This change may be positive or negative. The sense in which I shall regard it in this course will be a positive one. Whether we are talking about the physical development of a person or a plot of land or the psychological development of a country, it is the sense of positive change that is being stressed.

Since this course, and indeed the entire field of Adult Education is about people and their environment, the emphasis of development, just as Nyerere of Tanzania observed, is to man and his society. According to him "Development is for Man, by Man and of Man".<sup>4</sup>

Development, therefore, makes a society better than what it was through the combined efforts of members of a community. This is evident in the meaning of community development which we shall soon examine.

## 1.2 The Overview of Community Development

#### Development

Community development can be defined as a social action process in which people of the community organise themselves for planning and action. They identify their common and individual needs and problems, make a group and individual plan to meet these needs,

From the examination of the definitions of Community and Development, you will observe that certain basic points are evident. And they are as follows;

1. Members of a community who come together as a result of their bonds of fellowship, shared beliefs, geographical location or legal proclamations do have reasons for wanting to stay together and engage in community actions.
2. When development takes place in communities, whether physical or social, it is not an abstract phenomenon, but the result of the actions of members of the communities through the various channels of action available to them.

execute these plans with a maximum reliance upon community resources.

Therefore, we can define Community Development as a process whereby, community members come together to take collective action and generate solutions to common problems.

## ITQ

### Question

Why do you think Community Development is important?

### Feedback

Community development is important because it helps to build community capacity in order to address issues and take advantage of opportunities, also to find common ground and balance competing interests. Development does not just happen; it requires both a conscious and a conscientious effort to do something (or many things) in order to improve the community.

## 1.2.1 Youth Organizations

### Organization

A youth organization is that distinct group of "young" people which, by the innate energy and drive of its members, engages in activities aimed at developing the communities in which the members reside or hail from.

It is important to remind you, that the place of youth organizations is of great importance. This is one of the reasons they come up for mention early in this study session.

Now, the term youth is generally used to describe a period between childhood and adulthood. In this sense, an adolescent presents a very good picture of the youth those ages usually range between thirteen and nineteen. Thus, the youth could also be referred to as teenagers. There are however two extremes of youth. One is that extreme that describes the youth on the basis of their age classifications, while the other is the extreme that describes those individuals in various communities regarded as a youth because of the "youthful" activities they engage in their organizations, or because they revel in those positive qualities usually associated with youth.

In various communities, these two extremes of youth are fully engaged in community development activities through the various youth organizations. A youth organization is, therefore, that distinct group of "young" people which, by the innate energy and drive of its members, engages in activities aimed at developing the communities in which the members reside or hail from. The youths of most communities are adequately equipped to carry out community development programmes for the following reasons:

1. many of them are already exposed to formal education and the benefits that go along with it;
2. they are still physically strong to run around for effective community development work;

3. they have imbibed ethics, morals and other socio-cultural traits of their settings;
4. they are capable of acting with dispatch and vigour; and
5. Some of them are usually placed in positions of high authority and as such can influence decisions taken by their communities in places that matter.

### ITQ

#### Question

Why do you think there are two extremes to who actually is a youth?

#### Feedback

There are two extremes to who actually is a youth, because, on one hand, the attributes of a youth may be ascribed to one on the basis of their age classification; while on the other hand, one may be regarded as a youth because of the “youthful” activities they engage in their organizations, or because they revel in those positive qualities usually associated with youth.

## 1.3 The Principles of Community Development

### Development

Principles of Community Development provides the framework for the processes and practice of community Development.

On this note, you will understand that there are some basic principles that are common to all community development efforts. These include as follows:

1. the existence of the need for change by community members and their capability to muster human and material resources for same;
2. the use of external assistance, if necessary, which may provide additional motivation, support or incentive;
3. the whole process connotes a sense of voluntarism on the part of members;
4. formal education may not be a pre-requisite for effective community development work even though it may be helpful;
5. a situation of fatalism or lethargy is removed from community members through a proper motivation to develop their communities;
6. development activities embarked upon are usually in consonance with the peoples' expressed or felt needs, and
7. the provision of the right leadership is a necessary element in community development.

Therefore, Community development is a process where community members come together to take collective action and generate solutions to common problems. Community well-being (economic, social, environmental and cultural) often evolves from this type of collective action being taken at a grassroots level. Community development ranges from small initiatives within a small group to large initiatives that involve the broader community.



**Tip**

Community development helps to build community capacity in order to address issues and take advantage of opportunities, also to find common ground and balance competing interests. Development does not just happen; it requires both a conscious and a conscientious effort to do something (or many things) in order to improve the community



**Case Study**

The essence of Community Development is the improvement of a given community. For instance, Lagos as a State embarks on a massive development of the state, holding mostly to the enhancement of communities that make up the state. And the way they go about is rooted in the saying that effective community development should be:

- a long-term endeavour
- well-planned
- inclusive and equitable
- holistic and integrated into the bigger picture
- initiated and supported by community members
- of benefit to the community
- grounded in experience that leads to best practices

Whereas, the outcome of Community development as a grassroots process is that the communities:

- become more responsible
- organise and plan together
- develop healthy lifestyle options
- empower themselves
- reduce poverty and suffering
- create employment and economic opportunities
- achieve social, economic, cultural and environmental goals

Little wonder while in Lagos state, community development seeks to improve the quality of life and; effective community development have resulted in mutual benefit and shared responsibility among community members and the state government.



### Activity

#### Task

Given the recorded Community Development feats seen in Lagos state, what is the driving force behind their success story?

#### Feedback

It is a clear fact that Lagos State over the years has written its name in gold in Nigeria and going by their records in the past decades speaks volumes of its strategic thinking and this is as a result of its fundamental principles which stands out as its driving force of holding mostly to the enhancement of communities that make up the state. And the way they go about is rooted in the saying that effective community development should be:

a long-term endeavour

well-planned

inclusive and equitable

holistic and integrated into the bigger picture

initiated and supported by community members

of benefit to the community

grounded in experience that leads to best practice.

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## Study Session Summary



### Summary

In this session, we have identified the concepts of the community; development, community development, and youth organization. While community development is the process of organizing social and physical change by and for a community, most of the activities involved in the process are carried out by members of the youth organization whose root is traceable to the community or who may be resident within it. The amount of energy and vigour they bring into community development activities makes their position unique in the scheme of things. The principles of Community Development were also discussed.

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## Assessment



### Assessment

#### SAQ 1.1 (tests Learning Outcome 1.1)

What do you understand by the term; Community

#### SAQ 1.2 (tests Learning Outcome 1.2)

What is Community Development?

#### SAQ 1.3 (tests Learning Outcome 1.3)

Mention 3 principles of Community Development

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## Study Session 2

# Scope and Approaches to Community Development

## Introduction

In the last study session, you were introduced to the details on community development. You were asked to make a list of other projects in your community, apart from physical ones, which the members are involved in- all aimed at familiarizing you with this area of adult education under study. In this session, we will examine the scope of community development as well as the approaches that are used in carrying out community development projects. There are numerous overlapping approaches to community development. Some focus on the processes, some on the outcomes/ objectives.

## Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 2.1 understand the Scope of Community Development
- 2.2 identify the Approaches to Community Development

## Terminology

<b>Scope</b>	the extent of the area or subject matter that something deals with or to which it is relevant.
<b>Approach</b>	is to assess a situation or circumstance while using multiple sciences or philosophies to find a solution or explanation.

## 2.1 Scope of Community Development

### Development

The Scope of Community Development leads members to become more responsible, develop

The scope of community development has a wider scope covering a vast field of activities. Almost all aspects of social life come under its preview. Such wider connotation of the term along with a differing emphasis on one aspect or other at the various point of time prohibits any scientific definition. Community development

healthy lifestyles, empower, and reduce poverty and economic opportunities.

can be said to be as wide as adult education in many respects. Our earlier definition and explanations of community development support this assertion. We shall thus look at the scope in terms of the locations, content, and method of community development, as well as the organizations that engage in community development activities.

On location, community development activities and projects are usually not bound by the vagaries of geography. Wherever human beings can reside or work, meet to plan future activities or visit for even a brief period of time, community development can, and do take place there.

In this same respect, it is not culture-specific, or bound by either a high or low level of sophistication of any particular setting. While urban dwellers in cosmopolitan Lagos can and do feel the need to come together and develop their environment, those in Akufo in Oyo State, which is a less sophisticated setting can meet and do the same. Their needs may be different just as their means may, but they still nonetheless engage in community development.

A few examples will do in this regard. At a place in Victoria Island in Lagos, some florists are already planning out how they can cooperate with the residents and plant flowers to beautify the area. Yet in the same setting, the fast approaching lagoon is creating tension, making many inhabitants to quickly meet and draw up plans that could help in "sending back" the sea, if the government of the day approves. In another respect, while community development efforts may be geared in the rural communities towards reducing rural-urban migration, it may also be used to reduce urban crime and poverty.



Another dimension of the scope of community development is the category of people involved in community development programmes. While it is observed that the youth of a community are often mostly involved, old people and still younger ones are not left out of the scheme. They contribute their various quotas either by being active participants in the process of change or by being beneficiaries of the change that takes place.

Another ramification of citizen participation is the involvement of various groups and associations in community development activities. It is common to find these associations, usually based on vocational, trade, or more liberal reasons, being at the forefront of community development activities. Women, as well as men-related associations, are also fully involved.

At the level of government, the local, state and federal governments recognize community development and so have special units and departments which coordinate community development activities. At the local government level, it is not uncommon to find community development units organizing series of meetings with

members of the communities that they are overseeing. This is usually the nucleus of the community development associations. The pattern is followed at the state government level where the Ministry of Social Development Youth and Sports usually coordinates community development activities. At the federal level, the Federal Ministry of Social Development, Youth and Sports carry out the same activities.



**Tip**

In order to ensure that community development activities are further promoted, the government has set up other parastatals like the Directorate of Food Road and Rural Infrastructures, the Directorate for Social Mobilization and Better Life for Rural Dwellers programmes. Also, there is the Committee on Women and Development. All these operate in the various states of the federation.

## 2.2 Approaches to Community Development

### **Development**

There are numerous overlapping approaches to community development. Some focus on the processes, some of the outcomes/ objectives

The below points are the approaches to community development as we will discuss as follows:

### **2.2.1 The Matching Grant Approach**

#### **Approach**

The Matching Grant Approach to Community Development mostly entails project that is too expensive for the community to bear alone. Examples are Water or electrification projects.

In using the matching grant approach, a community, through the contributions of its members, engages in self-help projects with the assistance of its local authorities. The state government may indeed provide some technical and financial assistance in this regard. The grant here is actually the money given by the government to the community to add to whatever they have their own contribution to the project.

Since most governments have a tendency to complain about depleting resources, the approach is a way of reducing government's problems and at the same time boosting its image at a very low cost. The communities themselves are happy to engage in cooperative development efforts with the government.

### **2.2.2 The Directive Approach**

The government is the sole decision maker here in terms of what the people need and also the sole supplier of the resources needed to see the project through. The members of the community do nothing but wait for the booty that is coming from the government.

The question is often raised as to whether this type of project should also be referred to as "community development".

The government does not appear unaware of its paternalistic function as it occasionally seeks the people's input into the programme, especially at the reactive stage (the stage of taking decisions on what is to be done).

Whereas government usually carries out this type of project on its own, community members have been known to ask for the said amenities which government now appears to be engaged in providing. For example, the Ogunpa Channelization Scheme in Ibadan is a project that is beyond the financial ability of many of the inhabitants who live along the banks of the dreaded river. However, the fact that the press and the people have gone to town to cry out about the need for the scheme and that some indeed die in the process of the havoc it wreaks yearly easily show the involvement of the people in the choice of the project.



Other projects like road construction, the building of political party offices in each local government and the erection of bridge have sometimes been undertaken via the Directive approach by government, and to the pleasure of community members. You may also note that the efforts of the Directorate of Foods, Roads and Rural Infrastructures of old, typify the activity we are talking about here.

### 2.2.3 Non-Directive Approach

In this Non-Directive approach, the government literally hands off deciding for the people. The people themselves take the bull by the horn to execute their projects themselves. They only report to the government when they have completed their projects, or allow the government to hear the news on its own.

The implication here is that any locality or community that embarks on such a project must be rich enough to do it, or must have suffered considerable neglect in the distribution of amenities that it no longer looks up to the government for such "favour". The reason for such effort may also be because the community is relatively isolated or that culturally, it is their practice to develop their areas on their own.

Examples of some areas in Nigeria where this approach is common are Ayetoro in Ondo State; Oro in Kwara State and of course many communities in the Igbo speaking areas in Nigeria. There are some areas in the Eastern part of Nigeria where the inhabitants pay for the education of their citizens abroad, through communal efforts. You only need to sample the opinions of some Nigerian university

students from these areas to confirm that they are studying on the "scholarship" of their communities.

## 2.2.4 Integrated Approach

### Approach

The main allure of the integrated approach is its full maximization of all the other three approaches mentioned.

The integrated approach takes into consideration the fact that all the resources of a community, whether physical or monetary, governmental or voluntary, must be used to carry out community development activities. Community development is also seen to be more than mere physical development. Even the socio-cultural values of the community are considered for development.

Sometimes, members of the community strive to have their indigenes in high positions in government so that their resources can be fully tapped to ensure the growth of the community. There is also a sense in which there is a pool of community resources from which other members draw their needed support as and when needed.

### ITQ

#### Question

In the Non-Directive approach to Community Development, the government literally hands off deciding for the people. Give examples of areas in Nigeria where this approach is common.

#### Feedback

Examples of some areas in Nigeria where the Non-Directive approach is common are Ayetoro in Ondo State; Oro in Kwara State and of course many communities in the Igbo speaking areas in Nigeria. Also, there are some areas in the Eastern part of Nigeria where the inhabitants pay for the education of their citizens abroad, through communal efforts. You only need to sample the opinions of some Nigerian university students from these areas to confirm that they are studying on the "scholarship" of their communities.

**For further reading see appendices 2.2**

## Study Session Summary



### Summary

In this study session, we have seen that the scope of community development projects is not limited to the erection of physical structure alone. The promotion of social growth through a change in attitudes and habits of the people may involve the members of communities in health campaigns, civic activities, and the development of vocational skills, literacy classes are also promoted while continuing education programmes are encouraged.

Also, we identified four approaches to community development through process, namely: the matching grant, the directive, the non-directive and the integrated approaches. While they all have their advantages, it is observed that the integrated approach attempts to make use of the advantages inherent in all the others for its success.

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## Assessment



### Assessment

#### SAQ 2.1 (tests Learning Outcome 2.1)

Briefly, explain what you understand by the scope of Community Development

#### SAQ 2.2 (tests Learning Outcome 2.2)

List 2 Approaches to Community Development and explain any one

#### SAQ 2.3 (tests Learning Outcome 2.3)

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## Study Session 3

# Agents and Need Identification in Community Development

## Introduction

In the last study session, we examined the scope and a number of approaches that are used in carrying out community development activities. It is however observed that none of these approaches can be fully used without the activities of the community development agent. In this session, we shall examine the various ramifications of the term community development agent, and also the activities which community development agents perform as well as taking into consideration the Need identification in Community Development.

## Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 3.1 understand who a Community Development Agent is and their duties
- 3.2 explain what Need is all about and identify its types

## Terminology

<b>Need</b>	A condition or situation in which something must be supplied in order for a certain condition to be maintained or the desired state to be achieved.
<b>Agents</b>	A person who has received the power to act on behalf of another, binding that other person as if he or she were themselves making the decisions.
<b>Community Development Agent</b>	Community Development Agent provides free, confidential information, advice, and assistance about local services for people across targetted areas of their given community who are vulnerable or in need of support.

## 3.1 The Community Development Agent

### Agent

Community Agents need volunteers to be a part of the team, to:

- I. Provide face to face information and support.
- II. Primarily support older people but also anyone who may benefit.
- III. Help you make informed choices.
- IV. Put people in direct contact with appropriate agencies.

From your understanding of community development, you will see that the resources of a community can be supplemented with services and materials outside the community. This has a way of improving the economic, social and cultural conditions of the community. Also inherent in this is the fact that experts are sometimes called in to assist and indeed push the development process in conjunction with community members. Some of these "outsiders" are sometimes referred to as community development agents.

The community development agent is usually an extension worker and a civil servant. He may at times come from a social group whose culture differs from that of the community which he has come to help. He however assumes the responsibility for the success of any programme designed for the development of his client community. He tests and fulfils all elements in a community development programme.

Government support is seen to provide most community development agents the technical aid and general materials they use for their work. Having had a general, or sometimes specialised training in the areas he needs for his activities, the community development agent is usually fully armed for the task ahead.

### 3.1.1 Duties of Community Development Agent

The community development agent acts as a liaison between the government and the people of the community in which he works. Sometimes, he may function as a first aid extension worker, combining the duties of an agriculturist, an educationist, a health officer or a recreation leader. The role in which he finds himself is dictated by the needs of his client community. Thus, when a member of the community in which he works wants schools, he gives them the necessary advice on what to do. At other times, they may be suffering from an outbreak of disease. Again, he is expected to give the initial solution to the problem before the experts come. He is a kind of jack-of-all-trades. An examination of the course content of the diploma programme run for middle-level manpower in Adult Education at the University of Ibadan reveals the extensive knowledge areas that most community development workers have been exposed to. Some of these are courses in Sociology, Animal Husbandry, Agricultural Extension Work, Linguistics, Adult Education, History, Psychology, Philosophy, Literacy, Geography, and Economics.

- ) The community development agent is not expected to impose his ideas on his client community based on the weight of his knowledge and experience. He is expected to relate his ideas to the new socio-cultural setting in which he has now found himself. He needs an extensively new range of skills in human relationships, a willingness to learn as much as to teach, and a flexibility of attitudes which will enable him to match his ideas with those of the people he has come to serve. He actually needs a thorough knowledge of his community as he cannot progress without this.
- ) He must allow the people to see him more as a friend and community member than as an official with some technical advice to offer.



**Tip**

While the community development agent who may have had some formal training in adult education and community development is usually a generalist, there are experts who work in offices close to his whom he needs to work with. This is why we referred to some of his duties in some situations as being on "first-aid" basis.

## 3.2 The Concept of Need

**Need**

The concept of need is closely related to the concept of a situation of need. The need arises from the presence of a gap between the fulfillment of this need and the situation experienced by a person. This gap is called the situation of need.

The term "need" refers to a state in which a significant thing or the other is lacking. In training, when there is a gap between an actual situation and a desired one, a need is said to exist. The same thing is applicable to community development where need usually signifies the lack of something necessary for the well-being of the community. For example, when members of a community desire to send letters to people in other settings and they cannot easily do so for lack of appropriate facilities, when pregnant women die before reaching the nearest maternity centre ten kilometres away, when children from the community have to travel kilometres to get to school, or when cocoa farmers cannot easily dispose of their produce without having to get the services of specialized personnel in their immediate environment, a need is said to arise in each of the various situations.

Just as the scope of community development is very wide, the concept and scope of need are also wide. This, therefore, raises the question of the need to prioritize the needs of a community so that the most urgent ones are considered and pursued first.

Jones' has looked at the issue of need from the angles of:

1. what is; and
2. what should be?

This dichotomy further explains the issue Anyanwu (1981) raised the possibility of a gap existing between *what is* and *what ought to*

*be* in a community. He regarded *what is* to consist of attitudes, knowledge, facts about physical factors such as soils, crops, livestock, farm implements, production resources, home condition, community services, and public problems such as policies, provisional and programmes. On *what should be*, he observes that we can determine these by examining results of research which are relatable to the ideas earlier mentioned. For example, these may be:

1. new or changed attitudes;
2. increased knowledge;
3. improved soils or livestock;
4. new policies and provisions in the communities; and
5. others.

### 3.2.1 Types of Need

Basically, two types of Need can be identified when it comes to Community Development. And they include; Felt Needs and Persuaded/Educated Need.

#### Felt Need

While needs easily show the areas of lack which a community desires to fill up, it is important to identify the community's real needs as opposed to assumed needs. It is common for educated members of the communities to assume an area of need for their people when in actual fact, what they need is different from what is being emphasized. For example, an educated member of a community who has a car may consider a tarred road an urgent need of his people. In the same community, he may be the only person with a number of cars, thus, indirectly pursuing his own need. Meanwhile, the villages may be suffering from an acute lack of potable water with frequent causes of guinea-worm infection reported daily in the area. The moral of this is that only the felt needs of the people should inform the choice of a community development project.

Sometimes, the question that also comes to mind is whose felt needs are we referring to? Is it that of the market woman or that of the rubber tappers group or that of the head of the village? This conflict requires being handled with a lot of tact by the community development officer who may be involved in the work of the community members in choosing an area of need. Needs may, therefore, be considered on the basis of their complementary or competitiveness.



#### Tip

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Most projects are seen to be competitive, complementary and sometimes supplementary. For instance, a community that plans to undertake a water project and at the same time has its eye on the provision of electricity has to choose between two competitive projects. Again, the issue of building a school, or setting up an adult literacy class can be seen to be

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complementary. Also, in a place where there is electricity, a community that desires to embark on buying a generating plant or building a local power generating station is considering a supplementary idea to an already existing one.

When the main issues are thus identified and discussed, community members may be able to determine what exactly their immediate need is. Usually, the returns from the projects to the community and the relative advantages of same will determine the final choice to be made.

### **Persuaded/Educated Need**

There are occasions when members of a community are not fully aware of national plans and programmes, or the leaning of the government on certain issues, e.g. budgets are based on the determined social objectives of the government for the New Year or the present socio-economic leanings/ideological thrust of the new dispensations. When community members thus choose projects that they can benefit from such government patronage or indeed have some link with the new demands on the polity, there is the tendency for such projects to have the desire government financial support and assistance. There is, therefore, the need to sometimes have a persuaded need, especially where community members lack the needed information. This can be done through informal meetings with community members, or through the use of the media of information like radio and television, or posters and other campaign materials.

Persuasion should not depart from its use of subtle participatory dialogue with the community members.



### **Case Study**

There is no hard and fast rule to deny the fact that, most communities in the Niger-Delta region of our country, Nigeria are facing serious environmental pollution caused by the activities of Multi-national oil companies that explore the natural resources over there. Now, over the years, successive Nigeria government have made a promise upon promise to cleanse the land of the oil spillages in their waterways since their mainstay is mainly fishing, have happened to fail in making good their promises. And sadly enough also, this agitation on the part of the community dwellers have resulted in government using the strong arm of force to break the spirit of the people. The practical instance is the summary execution of Ken Saro-Wiwa of the Ogoni land by the Military regime all because his voice was added in the cleansing of his community land. Several other examples portrays how the Niger-Deltans have been going about demanding the key attention of the Federal government to come to their rescue and since the help often times has not been forthcoming, the youths in that community have resulted to militancy just like the most recent (the Niger Deltans Avengers NDA) to drive home their demands. Although, the militancy aspect of it have differs colouration in terms of if truly they are fighting for their people.

Seeing the above you will come to realize that a community Felt Need if not properly managed and most importantly attended to either by the community leaders or the government in authority could transition into a serious Communal violence or national disaster as the case may be.

So, Communal Need, especially, Felt Needs are likely to lead to serious conflict if not resolve early enough by the authorities concerned.



### Activity

#### Task

Do you think that a Felt-Need of a Community could be hijacked to service personal interest?

#### Feedback

I expect you to define what Felt-Need is. Afterwards, you tell us how it can be manipulated for personal reasons. Ensure the Niger Delta Avengers and the Boko Haram are included in your examples.

### 3.2.2 Between Need and Action

While the members of a community are sometimes aware of their needs, and indeed long for the fulfillment of such needs, they may not all become involved actively enough to attain the desired change. Some of the identified reasons for this are:

1. lack of condense on the part of some members concerning their ability to promote change;
2. opposition by other members of the group;
3. lack of faith in the competence or integrity of the project organizers;
4. the inability of a phase in the project to meet up with the interest of some members;
5. possible unimportant ideas are given to some members;
6. Identification of the project with a group or faction which they do not belong to; and
7. the fear by members of the untold consequences of failure.

Community members, however, reduce these fears by ensuring the selection of the projects whose benefits will go round enough and whose choice was affected by a wide generality of members of the community. They also ensure the participation of all and sundry by giving room for the financial involvement of every member. Usually, those whose means are little come in occasionally to contribute their quota in physical terms by directly contributing in the construction process or by managing some aspects of the project involved.

## ITQ

### Question

Why do you think, Communities should have a persuaded Need and how can it be achieved?

### Feedback

.Communities should have a Persuaded need because it makes them benefit from the general policy of the government in office and it's often the use of subtle participatory dialogue with the community members to win their hearts over. It can be achieved through informal meetings with community members, or through the use of the media of information like radio and television, or posters and other campaign materials.

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## Study Session Summary



### Summary

In this Study Session, we have identified the roles of the community development agent and how he should operate in his client community. The agent in addition to his responsibilities must recognize the existence of other social workers in the community through whose cooperation he can achieve better results, but whose neglect may spell doom for his plans. Also, we defined Need and stressed the importance of identifying and selecting the prime need of the people as a vital factor in community development activities.

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## Assessment



### Assessment

#### SAQ 3.1 (tests Learning Outcome 3.1)

With a definition of a Community Development Agent, outline one of his duties

#### SAQ 3.2 (tests Learning Outcome 3.2)

Explain the term Need

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## Study Session 4

# Plan for Assessing Local Needs and Resources

## Introduction

In the last session, we discussed about Community Development Agent and defined the need and stressed the importance of identifying and selecting the prime need of the people as a vital factor in community development activities and how necessary a felt need is in determining what members of communities actually require. We then observed that sometimes, a persuaded need helps in shaping the thoughts of the members when lack of information or their attitudes and habits act as hindrances to their recognizing an important need. In this session, we will determine a plan for assessing local needs and getting resources.

## Learning Outcomes



**Outcomes**

When you have studied this session, you should be able to:

- 4.1 explain what resources/assets are in the community
- 4.2 understand why we need to assess needs and resources in the community
- 4.3 explain the period Needs and Assets should be identified.

## Terminology

<b>Resources</b>	An economic or productive factor required accomplishing an activity, or as means to undertake an enterprise.
<b>Assessment</b>	is the process of gathering and discussing information from multiple and diverse sources.

## 4.1 Resources or Assets in the Community

### Assessment

Assessment in the Community focuses on the capabilities of the

Resources, or assets, can include individuals, organizations and institutions, buildings, landscapes, equipment; anything that can be used to improve the quality of life. The individual who volunteers to organize games and sports for neighborhood children after

community, including its citizens, agencies, and organizations. It provides a framework for developing and identifying services and solutions and building communities that support and nurture children and families.

school, the farmers' cooperative that makes it possible for farmers to buy seed and fertilizer cheaply and to send their produce directly to market without a middle man, the library that provides books and Internet access to everyone, the bike and walking path where city residents can exercise; all represent resources that enhance community life. Every individual is a potential community asset, and everyone has assets that can be used for community building. The reason for assessment of needs and resources are the following:

1. It will help you gain a deeper understanding of the community. Each community has its own needs and assets, as well as its own culture and social structure which are a unique web of relationships, history, strengths, and conflicts that define it. A community assessment helps to uncover not only needs and resources but the underlying culture and social structure that will help you understand how to address the community's needs and utilize its resources.
2. It will help you make decisions about priorities for program or system improvement. It would obviously be foolhardy to try to address community issues without fully understanding what they are and how they arose. By the same token, failing to take advantage of community resources not only represents taking on a problem without using all the tools at your disposal to solve it, but misses an opportunity to increase the community's capacity for solving its own problems and creating its own change.
3. It goes a long way toward eliminating unpleasant surprises down the road. Identifying needs and resources before starting a program or initiative means that you know from the beginning what you're dealing with, and are less likely to be blindsided later by something you didn't expect.



**Tip**

An assessment encourages community members to consider the community's assets and how to use them, as well as the community's needs and how to address them. That consideration can (and should) be the first step in their learning how to use their own resources to solve problems and improve community life.

## 4.2 Reason for Developing a plan for Assessment in the Community

It is important to note that, planning is essential to the development and in this aspect, Community Development. However, the reasons for developing a plan for assessment in the community are as follows;

- ) It allows you to involve community members from the very beginning of the process. This encourages both trust in the process and community buy-in and support, not only of the assessment, but of whatever actions are taken as a result of it. Full community participation in planning and carrying out an assessment also promotes leadership from within the community and gives voice to those who may feel they have none.
- ) An assessment is a great opportunity to use community-based participatory research, by involving community members and increasing community capacity.
- ) A good plan will provide an easy-to-follow road map for conducting an accurate assessment. Planning ahead will save time and effort in carrying out the process.
- ) A planning process will give community members the opportunity to voice their opinions, hopes, and fears about the community. Their idea of priorities might be different from those of professionals, but they shouldn't be ignored <sup>4</sup>.



It may be important to address the community's priorities first, in order to establish trust and show respect, even if you don't believe that those priorities are in fact the most important issues. Building relationships and credibility may be more important at the beginning of a long association than immediately tackling what seems to be the most pressing need. Among other things, community members' priorities may be the right ones: they may see underlying factors that you don't yet understand.

### 4.2.1 People involved in developing a plan for assessing Local Needs and Resources

The assessment process benefits greatly when there's full participation from community stakeholders. Among those who should be involved are:

1. ***Those experiencing needs that should be addressed:*** It's both fair and logical to involve those who are most directly affected by adverse conditions. They know best what effects those conditions have on their lives, and including them in the planning process is more likely to produce a plan that actually speaks to their needs.
2. ***Health and human service provider:*** These individuals and organizations, especially those that are community-based, often have both a deep understanding of the community and a strong empathic connection with the populations they serve. They can be helpful both by sharing their knowledge and by recruiting people from marginalized populations to contribute to the assessment.
3. ***Government officials:*** Elected and appointed officials are often those who can help or hinder a community change

effort. Engaging them in planning and carrying out an assessment helps to ensure that they will take the effort seriously and work to make it successful.

4. ***Influential people:*** These can include individuals who are identified as leaders because of their positions; group heads, directors of hospitals and other major organizations, corporate CEOs because of the prestige of their professions; doctors, professors, judges, clergy; or because they are known to be people of intelligence, integrity, and good will who care about the community.
5. ***People whose jobs or lives could be affected by the eventual actions taken as a result of the assessment:*** These include teachers, police, emergency room personnel, landlords, and others who might have to react if new community policies or procedures are put in place.
6. ***Community Activist:*** People who have been involved in addressing policy or issues that could come up in the course of the assessment have a stake in planning the assessment as well.
7. ***Businesses, especially those that employ people from populations of concern:*** The livelihoods of local business owners could be affected by the results of the assessment, as could the lives of their employees.

### ITQ

#### Question

Planning for Assessment in the community cannot be underscored. Provide any reason you know for assessment of needs in the community

#### Feedback

Among other reasons, assessment of needs in the community, help you gain a deeper understanding of the community. Each community has its own needs and assets, as well as its own culture and social structure which are a unique web of relationships, history, strengths, and conflicts that define it. A community assessment helps to uncover not only needs and resources but the underlying culture and social structure that will help you understand how to address the community's needs and utilize its resources.

## 4.3 The Period Needs and Assets should be identified

Identifying needs and assets can be helpful to communities at almost any point in their initiative. If your group has a specific goal, such as reducing teen pregnancy, identifying local needs (better communication between parents and teens, education programs, etc.) and resources (youth outreach programs, peer counsellors) related to the issue can help you craft a workable,

effective goal. On the other hand, if the community is more broad-based; if dedicated to helping the health needs of under-served people in their community, for example identifying assets and needs can help one decide which aspect of the problem to tackle first. Assessments of resources and needs should be done regularly throughout the Initiative that is:

- I. **Prior to planning the initiative:** This gives coalition members, community leaders, and those being served an idea of how to improve their circumstances.
- II. **During the implementation of an initiative:** It is important to make sure that one is on target not only at the beginning and the end of a project but also during its implementation. If car companies only did quality checks on the steel before the parts are constructed and the paint job after it rolled off the line, one might not be inclined to trust the engine. Identifying needs and assets during the life of the initiative helps one use resources well and ensures that the right issues are being addressed the in the right way.
- III. **On an ongoing basis:** During monitoring and evaluation, either ongoing or after the completion of a project, it is important to celebrate successes and to learn from setbacks to further community development.

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## Study Session Summary



### Summary

In this Study Session, we said resources or assets can include individuals, organizations, and institutions, buildings, landscapes, equipment; anything that can be used to improve the quality of life. Every individual is a potential community asset, and everyone has assets that can be used for community building. The reason for assessment of needs and resources is that it will help gain a deeper understanding of the community, encourage community members to consider the community's assets and how to use them, as well as the community's needs and how to address them and so on. The **reason for developing a plan for the assessment is that it allows the involvement of community members from the very beginning of the process.**

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## Assessment



### Assessment

#### SAQ 4.1 (tests Learning Outcome 4.1)

What do you understand by Resources or Assets in the Community?

#### SAQ 4.2 (tests Learning Outcome 4.2)

Highlight 2 reasons why we need to assess Needs and Resources in the community

#### SAQ 4.3 (tests Learning Outcome 4.3)

Justify any 2 periods Needs and Assets should be identified

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## Study Session 5

# The Process of Community Development: Planning and Execution and Project Evaluation

### Introduction

We examined a phase in the process of community development in the last session. In this session, we shall examine the planning and execution of as well as project evaluation of community development projects. For you to apply the principles that we shall discuss in this session, you need to persist in your study of an on-going project in your area. It is only when you do this, that you can fully appreciate the activities and related problems that are involved in executing the projects.

### Learning Outcomes



**Outcomes**

When you have studied this session, you should be able to:

- 5.1 understand what planning is and principles that guide planning
- 5.2 recognize strategies needed to implement community development projects
- 5.3 understand what is meant by evaluation and the activities involved in the evaluation of community development.

### Terminology

<b>Planning</b>	(also called forethought) is the process of thinking about and organizing the activities required to achieve the desired goal.
<b>Execution</b>	The completion, fulfillment, or perfecting of anything, or carrying it into operation and effect
<b>Project</b>	Planned set of interrelated tasks to be executed over a fixed period.
<b>Project Evaluation</b>	Project evaluation is a process of collecting, recording and organizing information about project results and lessons

learned for future projects which are captured during the Closure phase.

## 5.1 The Concept of Planning

### Planning

The role of the planner is thus to identify a desirable future and to prepare a course of action to achieve this goal.

As you will come to realize, Planning is an organized intelligent process of selecting the best available alternative for achieving specific goals. Usually, a planner requires a thorough understanding of the context of the activity being planned to ensure that he succeeds. This is because various societies and cultures have their own geographical, economic, political and social values and institutions which help to give a clear picture of the environment on which plans are being formulated. A community like Ayetoro in Ondo State, which had for a long time practiced some form of socialism or the other, cannot be said to have the same political and economic context as another one like Oro in Kwara State of Nigeria.

### ITQ

#### Question

Why should a planner understand the context of the activity being planned to ensure that he succeeds?

#### Feedback

A planner requires a thorough understanding of the context of the activity being planned to ensure that he succeeds because various societies and cultures have their own geographical, economic, political and social values and institutions, which help to give a clear picture of the environment on which plans are being formulated.

### 5.1.1 Principles that Guides Planning

Let us consider a few examples of basic principles that are applicable to all situations that need planning in community development.

The first one is the recognition of the need to solve a particular problem. This was an issue we examined in session one and three of this text. The need identification often serves as a catalyst in determining the direction a planning process will take. Sometimes, a need may require the community to engage in a gigantic project, like the building of a bridge. When the economic expectations for such a project is high and the community cannot fully finance it may, lead to the adoption of the *Matching grant* approach to execute the project. The financial input needed for some other project may be so low that members of the community may decide

to adopt the *Non-directive approach* since they have all the resources to effectively execute the project.

The second stage in the process of planning is the identification of key members of the community with whom the project planning and execution is to be entrusted. The trust here is only in respect of the coordination of activities so that the various members of the community can know whom to report to and whom to give the various directives at various times.

The third point about planning is the opening of doors of communication to all members of the community through meetings and others so that ideas can easily flow for the execution of the project. At this stage, the various associations, trade groups, and co-operative societies will be involved as their ideas can help to chart some direction for the economic, social and cultural requirements of the project being planned.

The fourth aspect is the raising of funds for the project. Usually, the community has various channels through which funds are raised for projects. Apart from soliciting the support of the government at the three levels (local, state and federal) such things as launching, bazaars, the drawing of raffles and the sale of community products may be included as strategies for raising funds.



**Tip**

Taking into consideration the need for adequate budget planning so that both the capital and recurrent expenditure of community planning is key to Community development.

## 5.2 Project Implementation

The implementation stage of a community development process is usually the climax of the activities embarked upon at the planning stage. It is the stage at which all the plans that have been formulated are finally put to action. While the aphorism "To fail to plan is to plan to fail" best suits the planning stage, the implementation stage may be easily described as the stage of "More Action and less rhetoric".

At this stage of the community development process, resources such as labour, materials, finance, tools and other equipment are actively used to ensure the success of the project on a continuous basis. There is, therefore, the need to follow a number of steps to achieve effective implementation.

## 5.2.1 Principles Guiding Project Implementation in Community Development

A number of important principles for successful implementation of community development projects shall be examined here.

One of the principles is that apart from continually ensuring the participation of all those who are interested in the project, there is need to rely on existing available materials for the project at hand. Where there are promises made, they should only be considered when they are physically available. This helps to ensure that the project is not bogged down at infancy.

Another principle concerns the timing and sequence of resources for the project. Expatiating on this principle, Adeyeri observed that where, for instance, in an agricultural programme, fertilizer and seeds are being expected and these fail to arrive during the planting season, it automatically affects the progress of the project. The Same thing is applicable to the erection of buildings which is better to do during the dry season rather than the rainy season. Volunteer workers may not want to go a long distance in such a situation.

The third principle is the need to ensure a continual evaluation of the project. A constant review of the various aspects of the project helps members of the community to make necessary adjustment in their plans and thus ensure the completion of the project on time, and satisfactorily



**Tip**

There are occasions in programme planning and execution where community development agents are actively involved in planning with members of the community. Such agents should, in playing their roles as awareness builders and motivators, guide against usurping the community members' role as the planners and implementers of their own projects

## 5.3 The Concept of Evaluation

### **Evaluation**

is all about assessing the outcomes of a project against the background of resources available.

Evaluation generally refers to the process of identifying the extent to which the desired goal in an activity has been achieved or attained. In community development, this refers to the measurement of the effectiveness of all the various resources put into a project, including the project as an entity in itself.

In this sense, while we may want to consider the effective use of the labour available for a community development project, we may also be interested in examining the final outcome of the results of the input of labour, finance, and medical resources which will all help in ensuring the project completion

## ITQ

### Question

Why do you think Evaluation of community project should allow for flexibility?

### Feedback

Evaluation of Community project should allow for flexibility because there may be occasions when original objectives may change as a result of new facts and information available to members of the community. If evaluation takes a rigid form here, it may create some problems in respect of the early or adequate completion of the project.

## 5.4 The Process of Evaluation

### Evaluation

When an evaluation is formative, it means the entire project is evaluated on a gradual basis. It is not just undertaken at the end of the project or a phase of it, but it examines the entire spectrum of the project as it is being carried out.

Evaluation in community development is a continuing process. While it may sometimes take a summative form, it is usually a formative one. Summative evaluation is that evaluation carried out at the end of a project. Since community development is a continuing process, a summative evaluation may not be appropriate. What is recommended is formative evaluation"

The first stage of evaluation is the identification of specific objectives of the project and what the community members intend to achieve. In addition, a list of all available resources to be used is stated. Sometimes, a data bank of all these resources should be made available. A very clear picture of the project being embarked upon is then known.

Having done this, a list of actions to be taken with specific time limits set out for the completion of each phase is done. In fact, members of the community should be able to identify what they hope to achieve concerning a particular project on any particular day. The community development agent has a big role to play here by ensuring that members keep to the mapped out schedules. While those actions are determined, the methods of reaching the goals should also be specified.

The third stage of the evaluation is the reporting system. There is a need to adequately report the day-to-day activities taking place within the context of the project being handled. For instance, information may come that the Federal Government has now decided to sink a borehole in every local government headquarters within two months. If a community already had this as part of its project, it may need to reduce the scale of its operations along this line, and considers other aspects that should now be emphasized. This change in plans is in anticipation of government action and has a way of diverting available funds to other felt needs within the project context.



**Tip**

Community members must be able to pass judgement on what they have achieved so far, especially at meetings called for that purpose. Members can use this forum to criticize aspects of the project that they consider sub-standard and suggest ways of improving on them. There will always be some weak points to be adjusted. However, where the project is proceeding as planned, they must not fail to mention it, and thus motivate those who have been working hard with praises and other non-monetary rewards.

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## Study Session Summary



**Summary**

In this session, we have looked at the processes involved in the planning and execution of projects. While community members need to plan actively for the human, financial and material resources of the project embarked upon, they are also required to evaluate the project on a continuing basis. This will not only ensure the quality of the project but will also help them remove problems that may stall the early execution of the project

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## Assessment



**Assessment**

**SAQ 5.1 (tests Learning Outcome 5.1)**

Highlight any of the Principles of planning you know

**SAQ 5.2 (tests Learning Outcome 5.2)**

Briefly describe the Implementation stage of a Community Development process

**SAQ 5.3 (tests Learning Outcome 5.3)**

Explain the term Evaluation

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## Study Session 6

# Case Studies in Community Development 1: Study of a Market

## Introduction

In the last five study sessions, we have examined the major concepts in community development and the process of this method of change. There is, however the need for us to examine a number of case studies of actual community development practices in various localities. This we shall do in the following study sessions.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 6.1 understand the case study of a market project at Korokorosei in the former Oporoma division of Bayelsa State.

## 6.1 Korokorosei Market Project

Description of Community

Population: 5,000

Mainly farmers, Palm-wine tappers and fishermen

History

The community had previously engaged in self-help projects without a government grant.

Canal Project, 2013

Road Project, 2014

### Phases in the Community Development Process

Identification of needs

Not a single market in the community.

People felt a need to build one.

Project would provide income and employment for families.

Project would provide more communication and contact with nearby communities.

Scarcity of food and other articles.

Market to be a means of supporting themselves without having to depend on external help (Government).

More adequate means of food distribution.

Families would be able to save on unnecessary trips to neighbouring communities to buy goods which are not available in their own.



**Tip**

In comparison to the great deal of attention which has been paid to the areas of needs, planning, and implementation, termination has been a relatively neglected topic. There has been a tendency to view- termination as the point which is reached when progress is no longer being made. Termination should be viewed as an integral part of the whole planned change effort. The community development worker carefully prepares for termination and helps to bring it about. The way the change effort process is brought to an end affects both the success of his effort and his future relationships with those involved.

## 1. Planning

- a. Community takes the initiative for building the market without government intervention.
- b. Co-operation and involvement of all members of the community.
- c. Having been involved with less elaborate projects such as roads, the completion of which gave them the confidence to start other projects such as market.
- d. In a general meeting of all community members, a Market Planning Committee, of 10 persons was elected to implement the project.
- e. Apart from the appointment of the Market Planning and Building Committees, other officials were elected to see to the smooth running of the market project. These included publicity secretary, market judges, and market police; some by-laws were also made to enforce law and order.
- f. With regard to the construction of the market stalls, the members decided that there should be stalls for each quarter of the town, in addition to individually owned stalls. It was decided that individuals should apply for plots for the building of their stalls on "First come first serve" basis.
- g. Choosing a central part as the site and declaring a day for clearing the site.
- h. The planning committee undertook a project survey and selection in which a study was made of the social and cultural conditions, economic and physical resources, so as

to discover problems that may arise in the course of implementing the project. In the survey the position of the community; as regards its accessibility to other communities was considered: how could they help to promote the growth of the market economy? The products and food crops that would keep the market going were all discussed. During the survey, it was also found that there was willingness on the part of the whole community to embark upon the project. So there was a consensus to carry out the project.

- i. Right from the start, the committee got people from all quarters- age groups, religious groups, etc - involved in the project so that there was no opposition throughout the implementation stage of the project.
- j. Storage.
- k. Transportation.

### **Implementation**

- a. Choosing a central part of the site.
- b. Clearing the site.

What were taken into considerations were: the position of the community; its accessibility to other communities that will help to promote the growth of the market economy; and what products and food crops would keep the market going. Different surveys were carried out in order to find out the interests and opinions of the people in the community.

- a. Publicity and information were given on the project, therefore, people were well aware of what was taking place (what, when and where).
- b. The whole community, including all quarters, age groups, sexes, and religious sectors embarked upon the project.
- c. The planning committee kept themselves free from suspicion of misappropriation of the money which the members of the community contributed for self-help, in addition to the government's matching grant.
- d. The women of this community also played a vital role in the development work of the place, they really gave their support to the men throughout the period the project was going on by putting in much labour; and thus saved cost.
- e. Officials who were elected to see to the smooth running of the market project carried out their responsibilities.
- f. After the clearing of the site, 34 persons applied to construct their own stalls. Plots were allocated to some of those who applied on the basis of "first come first served" with a strong warning that the plot would be given out to another applicant if work did not start on time. Some stalls were built by individuals with local materials, while 4 stalls

- which belonged to the various quarters (compounds) were built with iron rods and roofed with corrugated iron sheets.
- g. The market was seen by the community as a life investment.
  - h. In order to achieve reasonable success, the cost of construction of the market was kept within limits. Proper management techniques were followed.
  - i. The market started to function.
  - j. All members of the community showed interest in the market. In addition to their own interest and encouragement, market boats were invited from Warri to supply some essentials (Garri, food, etc) to the market.
  - k. The fame of the market spread like wildfire - people came to buy and sell from far and near.
  - l. This market that was built through the initiative of the community with local materials first continued up to the time of and after the civil crisis in Nigeria.
  - m. In 2012/13, the Planning Committee applied to the Ministry of Rural Development for financial aid and was granted N2, 000.00 for developing the market. With this grant, the community built a very beautiful modern market.
  - n. Law and order were kept within the market premises.

## ITQ

### Question

What problem do you think the identification of needs in Korokorosei community set out to solve?

### Feedback

The Korokorosei Community known with their track records of meeting their felt needs for the good of all in their community, embarked on the market project for a number of reasons among which include(s); provision of income and employment for families, more adequate means of food distribution, to have a market of their own to mention but these few.

### Evaluation

- a. Some of the principles of change that are dramatically illustrated here are the matters of co-operation and involvement of all members of the community.
- b. Right from the beginning, the Planning Committee got all members of the community involved in the project.
- c. There seem to have been good leadership, honesty and interest among the leaders of the projects.
- d. The Planning Committee set the desired goal clearly, which encouraged everyone to work towards achieving that goal.

- e. The community was led to choose the right felt need to which there was no opposition.
- f. The Rural Development Officer in the area played his rightful role in the development of the community. He paid regular visits, lived with the people, gave good suggestions and did not show personal pride for the community taking his advice. He worked with them and was instrumental in getting financial aid from the government.
- g. The State Government also encouraged his community by the award of the matching-grant to complete the project.
- h. Since the market project of 2010/11 which was grant-aided in the 2012/13 financial year, there have been other projects the community has embarked upon:
  - i. A road embankment.
  - ii. A Secondary Grammar School.
  - iii. Two Joint Road Projects.
    - a. Systematic approach towards the planning of the project, proper survey and selection of project drew the attention of the community, stimulated interest, stirred the community to desire, created confidence, moved the community to action, and brought about satisfaction among the people.
    - b. An important task the worker must be concerned with at the time of termination of a project is the stabilisation and generalisation of the change effort. He needs to assess the steps which must be taken to make sure that the positive changes and gains will be maintained after he is no longer involved. There is a need for periodic examinations of the project's ongoing operations to identify new courses of difficulty and dispose them before they become serious.
    - c. A question is raised whether the people operating the market had been helped to learn how to identify problems which are beyond their resources and how to obtain help if such problems arise.

## Study Session Summary



In this Study Session, a number of key points stand out clearly:

1. a description of the community showed that they are farmers, and fishermen who had been involved in community development programmes in the past;
2. the community members went through the various phases in the community development process, namely, need identification; planning implementation and evaluation of the project; and
3. all the resources of the community were fully mobilized for the project

## Assessment



### Assessment

#### SAQ 6.1 (tests Learning Outcome 6.1)

Discuss the reason why the Korokorosei market project, amidst its full potential to the community dwellers, was unable to withstand the future shake-up that weakens its stand.

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## Study Session 7

# Case Studies in Communities Development II: Study of the Onigbinde Community Maternity/Dispensary Project

## Introduction

The case study in this session was carried out by Mr. D. I. Adekere in February 1989, (as reviewed in 2016) in partial fulfilment of the requirements of the course; ADE 208 (Field Work in Community Development) at the University of Ibadan. It provides another opportunity for you to examine another example of a community development process at work.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 7.1 Identify the felt needs of the Onigbinde Community
- 7.2 examine the phases in the process of building a maternity centre

## 7.1 Identification of Felt-Needs of the Onigbinde Community

Perhaps one would not be too far from the truth if one says that the persistent cases of casualties resulting from the outbreak of certain diseases such as diarrhea, cough, malaria, cholera, premature births and even complicated labour/delivery must have served as a driving force that eventually mooted the idea of setting up a health project among various needs of the Onigbinde inhabitants.

A related problem was the nefarious activities of quack doctors and other self-styled medical personnel who exploited the ignorance of the Onigbinde people. Besides, the closest health centres to Onigbinde were located at Akufo and Oguo communities, 6km and 11km away, respectively.

### Historical Background of Onigbinde Community

### **Community**

Onigbinde lies somewhere about 25km from Moniya, the headquarters of Akinyele Local Government Area due East. It derives its name after Chief onigbinde who migrated from Ibadan to a place first called OLODE.

Onigbinde lies somewhere about 25km from Moniya, the headquarters of Akinyele Local Government Area due East. She came to being at the close of the nineteenth century.

Chief Onigbinde, after whom the village was named, migrated from Ibadan to a place first called Olode, where he later went into intensive, but largely subsistence farming. However, Chief Onigbinde soon found out that it was absurd, trekking back to Ibadan at the end of the day's job on the farms. Hence, he, together with his close associates decided to settle in a place later to be known as Onigbinde. Also, Onigbinde's associates, mainly Anisere, Idowu, Sawere Elesu, Yiosa, Dairo, Aba Odo, Jatan, and Oni Esu later founded their individual villages close to one another. Even with the prevalent contributive tendencies noticed, the different, but inter-related, villages still bear their distinctiveness; even though they do many things in common. Investigation also showed that farming is their main occupation.

On chieftaincy matters, about five chiefs have at one time or the other ruled this village. Chief Isadipe was the first village chief, followed by Amoo. Aborishade was placed third while Sadiku took the fourth place, the fifth and incumbent being Aminu Olaojo.

It is also instructive to note that Onigbinde is a remote village with untarred /dusty roads, and locally made bridges; there are no electricity supply, potable water and telephone. The villages obtain their drinking water from wells not properly sunk and which dry up during the height of the dry season.

Socially, there are virtually no specified youth/voluntary organisations in this village. This is however without prejudice to the fact that quite a handful of the villagers belong to one form of association or the other, based outside the community.

## **7.2 The Onigbinde Maternity Dispensary Project**

In discussing the issue of self-help development projects previously executed in Onigbinde village, it was revealed that the DFRRI (Directorate of Food, Road and Rural Infrastructure) then, graded road dividing the villages into two halves was first opened-up by the inhabitants, who fixed maintenance of the road at five days interval.

Also, the site housing the only primary school in the area was also cleared and made available by the inhabitants who seem to be quite ambitious in transforming their rural setting. Their reliance on any benevolent government, at the state or local level had been minimal. (Non-Directive).

### **7.2.1 Identification of Need/Initiative**

Consequent upon the prevalent health hazard facing the entire community of Onigbinde, and the chaotic transportation problem facing them, it became imperative to embark on a maternity/dispensary project. As remarked earlier, the situation is so bad that even under extreme emergency such as when there was a complication during child bearing; the expectant mother is taken to either Ibadan, about 25km away of maternities at Oguo and Akufo, some 11km and 6km away, respectively. Thus, one can see from the above that the choice of this project is a step boldly taken in the right direction, as it will in no small measure enhance their peaceful and healthy existence, after all "health is wealth".

### **Planning and Preparation**

Quite reflective of their seriousness, this investigation was started when the spokesman disclosed that the Onigbinde family, the initiators of this project, comprising about 75 financial members started contributing ₦5.00 per. month each since 1980 towards the eventual take-off of this project. By April 1988, the actual execution of the project commenced then.

### **Human Resources**

In discussing the human materials available for the successful completion of this project, the abundance of able-bodied men and women in the ten villages readily comes to mind. A visit to the site by this writer confirms this, as he saw not less than 40 men at work on the site. While the men handled the job at the site, the women and grown up children fetched water and carried mixed sand and gravels. This, once again, confirms that the people are using the direct labour approach.

### **Material Resources**

A convenient starting point here is the fact that the plot on which the project is being built was the original property of the Mogaji of the village. He had since donated the plot to the entire community as a sign of his approval of the project. The other elders too, one way or the other, supplied necessary materials needed. For instance, the carpenters and bricklayers made their working tools available. The women folk are not left out; they brought their various containers for use on the site, and prepared the meals.

### **Governmental Resources**

Talking about the governmental resources, one should not fail to mention that the plan of the maternity/dispensary was drawn and approved by the State Government. Some of the facilities to be used in the maternity centre when completed shall also be the responsibility of the state and local governments, at least staffing and supervision. The efforts of various government functionaries at

one time or the other during execution could also be acknowledged as government contribution.

### **7.2.2 Execution of the Project**

The project, situated on a plot of land of approximately "100 X 120" directly opposite the only primary school in the village commenced by April 1988. As stated earlier, when completed, the place will be referred to as "Onigbinde Health Centre". The project, as observed is progressing; it has reached the roofing level now and the Opinion Leader of the community disclosed that so far ₦21, 000 had been spent on the project. He also affirmed their commitment to the successful completion of this project but quickly remarked that about ₦40, 000 is still required to complete the project, which is expected to have:

1. A dispensary
2. Consulting room
3. Labour room
4. Delivery ward
5. Water closet and bath
6. 1 Stove
7. beds
8. An electricity generating set.

As at now, the villagers work on the project two weeks in any particular month, while they go about their various means of livelihood for the rest two weeks of the month. Commitment is at its best, one would say. Meanwhile, the Opinion Leader dropped the hint that hereafter they would embark on the construction of staff quarters for those who will work in the health centre. As indicated earlier, the professionals take charge of their respective professional inclinations while the women help to carry sand, gravels and water.

Problems Encountered so far

In discussing the problems encountered so far, the Opinion Leader disclosed that the problems can be broadly categorised into two groups viz:

1. Material problems
2. Human problems

#### ***1. Material Problems***

This mainly revolves round the rapid fluctuating prices of building materials, coupled with the expensive nature of virtually everything required on the project. The implication of the above is that a kind of approximation or quantification of resources required for the

completion of the project becomes grossly inadequate in the face of the galloping inflation.

Again, the issue of transportation, which is rather chaotic, is detrimental to the smooth execution of the project. How does one explain a situation where one travels from Onigbinde to Ibadan to purchase building materials only to spend about 75% of the value of goods on transporting them to Onigbinde?

## 2. Human Problems

The human problems encountered so far has to do with the collection of money from those owing the mandatory monthly subscription. Not all are willing to pay as and when due. The leader has to plead, cajole and sometimes use mild force to get such money from debtors.

The other human problem is associated with absenteeism at monthly meetings. Some members do not attend meetings which hold on the last Sunday of every month. Even though this attracts some fines, efforts are still required to push-on lagging or lukewarm members of the community. The implication of constant absenteeism is that solidarity and mobilisation factors, often re-awakened at every meeting, are becoming difficult.

### Extent of Execution

Despite the above-enumerated problems, work is still progressing. As mentioned in the course of this term paper, work has reached an advanced stage, the stage of roofing. The efforts of these villagers are worth commending. It was not immediately known if the amount the leader said is still needed (₦40, 000) is available, but he pledged an early completion of the project, since they are in dear need of a good health centre.

## ITQ

### Question

From your understanding so far about the Onigbinde Maternity Dispensary Project, will you say that, it is completely a locally supported project without Government assistance or otherwise.

### Feedback

For what is worth, in as much as the Onigbinde community happens to be a key community project supported by locals of the community, it is largely financed by the government as well. This is because, the technical know-how and the expertise to run the maternity and routine supervision among others are all provided by the government.

## 7.2.3 Evaluation and Recommendation

### 3. Evaluation of the Project

Having X-rayed the various stages of the project from the establishment to its advanced stage, this evaluation, therefore seeks to determine its successes and failures so far vis-a-vis the theories and principles underlying community development, and how well the initial motivation has been sustained thus far.

Starting with first principle of community development as regards identification of felt need, one is left in no doubt that the villagers and the project coordinators had met or complied with this principle. By coming together to embark on this project solely, the Onigbinde inhabitants have identified a problem inhibiting their progress, and are doing something to solve it. To that extent, they have scored a pass mark.

Another important principle discussed earlier in this session and worthy of being used as a yardstick is that which states that the people should, to a large extent, become agents of their own change. In other words, it means citizens should participate in the designing, planning, execution, utilization and assessment of social facilities. With the evidence contained in this session, one is left in no doubt that the villagers have also complied with this principle. Even though the project is yet to be completed, the very act of direct labour and reliance on individual expertise is a point to reckon with. One finds it a bit difficult to refer to this community development as Non-Directive because of government's technical expertise



Talking generally on the project, a factor which has not only united or linked the ten villages together as one, but which also serves as the pivot through which this and other projects has seen the light of day is the religious factor. On- the spot assessment of the entire Onigbinde community revealed that they are all Muslims. This in effect means they have basically the same cultural and religious background rendering the community a homogeneous one. The researcher also sees that this factor had so much eaten deep into the very polity of Onigbinde community that one notices it at work on the project; people break up almost at the same time to say their prayers as and when due. Therefore, the importance of a common religion on the successful completion of this project cannot be over emphasized.

The pace of execution of the project is quite encouraging because within a period of nine months or so, it has got to the roofing level. The approach to the execution is more of integrative approach than non-directional.

### **Recommendation**

To further improve on the effective continuation of the execution of the project, the researcher would wish to recommend the following:

1. A monitoring unit or committee, preferably from indigenes resident outside the local government should be set up so as

to evaluate every stage of execution. The idea is however not to witch-hunt anybody or any member of the implementation committee, but to see that the project is properly executed in strict compliance with specifications. They can also check any possible act of embezzlement.

2. Akinyele Local Government should as a matter of urgency donate their own money to the coffers of the project to serve as a morale booster, not only to the inhabitants of Onigbinde community but also to other villages around the local government who are yet to embark on such laudable projects.
3. Again, the local government should sponsor the filming and showing of the villagers at work on the electronic media, especially the television. Others will be able to appreciate the importance of community development and correct the erroneous impressions that government should provide every social amenity. Top officials of the state government and local government should be paying regular visits to the project site so as to evaluate the pace of execution.
4. At the completion of this project, a borehole should be sunk for the use of the health centre rather than the present shallow well being used.
5. On completion of this project, the researcher is of the view that minimal commercialization of the health centre is necessary. Even though the writer was told that the running and staffing shall be the responsibility of the government, generating some amount of money will also go a long way in augmenting government efforts. Moreover, trained health officials who are indigenes of this local government area should be encouraged to work there, while some able bodied and qualified indigenes of these communities should be trained as health auxiliaries so as to complement the efforts of skilled officials. Arrangement could also be made for a visiting doctor to be there at least once a week for a start so as to attend to serious cases. Better still, a request for an NYSC doctor is also a plausible suggestion.
6. Finally, at the completion of this project, the Onigbinde community should start conceiving the idea of what project to embark upon next, and possibly start the spade work before the government comes in. This should be so because the entire community has constituted itself into "a change agent" bearing in mind that "Heaven helps those who help themselves", and as earlier pointed out, no government, however benevolent, can provide all the social amenities required by any given community.

A consideration and adoption of the above recommendations will no doubt better the present and future states of the Onigbinde maternity/dispensary centre when completed.

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## Study Session Summary



### Summary

In this session, bringing to mind the popular saying, "health is wealth", the attempt of the entire Onigbinde community should be applauded and exhorted. Like every human endeavour, this project is not without its attendant problems and shortcomings. However, there is the optimism that such problems would be overcome with time and the project would see the light of the day. It is true that apart from the primary school, Onigbinde community has no other government sponsored public utilities; yet the people seem not to be complacent with the status-quo. Hence they embarked on this project.

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## Assessment



### Assessment

#### SAQ 7.1 (tests Learning Outcome 7.1)

Briefly describe the situation surrounding the Onigbinde Community towards the identification of their Felt-Need

#### SAQ7.2 (tests Learning Outcome 7.2)

Examine two of the problems the researcher encountered in the process of identifying the onigbinde Community Felt-Need

#### SAQ 7.3 (tests Learning Outcome 7.3)

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# Study Session 8

## Field Work

### Introduction

The field work you now want to carry out at this stage should not be a totally new thing to you. Two factors are responsible for this. The first one is the fact that, throughout this course, you have been asked to engage in a series of activities about a particular community development project in your area. Where you have consistently done this, you should have no problem selecting a project for study. The second factor identified in this paragraph is related to the case studies that have been shown in the previous sessions of this text. They provide a sketch of the findings made by students who carried out case studies, like the one you are now about to embark upon. Your study is however expected to be a comprehensive one, showing details of your findings, from the minutest to the most obvious facts. It is also expected to include your own evaluation of the activities.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 8.1 identify a specific project for your assignment
- 8.2 explain the stages involved in and procedures in obtaining information about identified projects.

### Terminology

<b>Field work</b>	a general method for collecting data about users, user needs, and product requirements that involves observation and interviewing. Data are collected about task flows, inefficiencies, and the organizational and physical environments of users.
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### 8.1 Identification of a Project

It is advisable to choose a project within your immediate environment. Apart from ensuring that you have adequate knowledge of the social and cultural nuances of the people, it also

allows for proximity, as you may need to spend too much money travelling to and fro in search of a function.

You may also wish to choose a project that has taken off the ground, not one that is still at the planning stage. Again, you want to guide against choosing projects that had been completed "ages" ago as this has the tendency of letting you miss out on the "action". Most of the committees you need to study would have been dissolved or the interest of their members already shifted to more current development initiatives.

### **8.1.1 Sources of Information for a Community Development Project**

The source of information for a community development project is not limited to the project site or the client community. Usually, information on the project can be obtained from a variety of sources. These are:

1. The head of the village or community
2. Recognized opinion leaders in the community
3. Existing development associations
4. Members of the various committees set up to plan and implement the project
5. Personnel of the Local Government Council Office attached to the project. e.g. community development officer, community health inspector; social welfare personnel etc.
6. The Local Government Office nearby
7. The headmaster or principal of the local primary or secondary school nearby
8. Dignitaries of the community who are resident in other towns;
9. Libraries, for information on the history of the community;
10. University Department of Adult Education, for earlier published works on the community.

### **8.1.2 Procedures in obtaining information on an identified project**

The following procedures or steps are vital for you in sourcing information about your project of interest.

#### **Preliminary Visits**

It is advisable to obtain the first information about the community and their history of community development activities from the local government headquarter in which the community is located. Usually, there are personnel at this level who can give up-to-date information on the community, help identify those to be seen and indeed assist in making the preliminary visit to the community being visited.

### Follow-up Visits

Follow-up visits can be carried out by you, once you are sure that a rapport has been established between you and the community members. You now need to have a full idea of their meeting days, especially of the various committees. Where you are not allowed to attend such meetings, try and ensure that you at least get the chance of being at the project site during working days. Where you are already close to the members, they may even allow you to take photographs of the happenings, which you can then use in your final report.

### Need for Flexibility

There are few theories you may have read up in books and your course text, which may be different from what you see the community members do in practice. This should not present any problem at all, and you should not use it as an opportunity to ask embarrassing questions. Try as much as possible to report what you have seen and heard and only ask questions that would further enlighten you and add to your understanding. Do not give the community the impression that they are doing "a bad thing". You may later observe such differences in practice and theory in your evaluation of the project. You are also free to discuss with your course tutors or writers anytime you have the opportunity.

### ITQ

#### Question

Why should you call first at the Local Government Headquarters of the Community your identified Project work is located?

#### Feedback

The simple truth here is that the Local government headquarters in which the community is located usually have personnel who can give you up-to-date information on the community, help identify those to be seen and indeed assist in making the preliminary visit to the community being visited. Thereby, boost the quality experience of your work.

## Study Session Summary



### Summary

In this Study Session, you have been given an assignment to do and this is the climax of the entire course. There is the need for you to identify a project, carry out preliminary investigations and do follow-up visits to the community and the project site. The local government headquarters in which the project is sited should also be visited to obtain detailed information. It is very important that you warm your way to the hearts of the people you want to

interact with and report upon. Establish a good rapport with them and scoop up as much facts and data as possible to ensure you have a comprehensive report.

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## Assessment



### Assessment

#### SAQ 8.1 (tests Learning Outcome 8.1)

Why is it advisable to choose a project within your immediate environment?

#### SAQ 8.2 (tests Learning Outcome 8.2)

Highlight 4 Sources of information for a Community Development Project

#### SAQ 8.3 (tests Learning Outcome 8.3)

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## Notes on Self Assessment Questions

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### SAQ 1.1

As we earlier noted in (SS1.1), a Community is a group of people living in one place- village or town- and working for the good of that community. See the session for more details. However, to define a Community now, we can say that, A community is commonly considered a social unit (a group of three or more people) who share something in common, such as norms, values, identity, and often a sense of place that is situated in a given geographical area (e.g. a village, town, or neighborhood).

### SAQ 1.2

For a detail discussion on Development, see (SS1.2).Development, however, can be seen as Development is in terms of man's capacity to expand his own consistence and his power over himself, his environment and society.

### SAQ 1.3

The Principles of Community Development are as follows;

1. the existence of the need for change by community members and their capability to muster human and material resources for same;
2. the use of external assistance, if necessary, which may provide additional motivation, support or incentive;
3. the whole process connotes a sense of voluntarism on the part of members.

### SAQ 2.1

See detail discussion on this on (SS2.1). However, it is important to note that the scope of community development has a wider scope covering a vast field of activities. Almost all aspects of social life come under its preview. Such wider connotation of the term along with differing emphasis on one aspect or other at various point of time prohibits any scientific definition. Community development can be said to be as wide as adult education in many respects.

### SAQ 2.2

As noted earlier in (SS2.2), the below points are the approaches to Community Development.

1. The Matching Grant Approach
2. Directive Approach

**Directive Approach:** in this approach, as we learnt, sees the government as the sole decision maker in terms of what the people need and also the sole supplier of the resources needed to see the project through. The members of the community do nothing but wait for the booty that is coming from the government. The question is often raised as to whether this type of project should also be referred to as "community development".

**SAQ 3.1**

As noted in (SS3.1) a community development agent is usually an extension worker and a civil servant. He may at times come from a social group whose culture differs from that of the community which he has come to help. He however assumes the responsibility for the success of any programme designed for the development of his client community. He tests and fulfils all elements in a community development programme

**SAQ 3.2**

The term "need" refers to a state in which a significant thing or the other is lacking. In training, when there is a gap between an actual situation and a desired one, a need is said to exist. The same thing is applicable to community development where need usually signifies the lack of something necessary for the well-being of the community. For example, when members of a community desire to send letters to people in other settings and they cannot easily do so for lack of appropriate facilities, when pregnant women die before reaching the nearest maternity centre ten kilometres away, when children from the community have to travel kilometres to get to school, or when cocoa farmers cannot easily dispose of their produce without having to get the services of specialized personnel in their immediate environment, a need is said to arise in each of the various situations.

**SAQ 4.1**

As rightly captured in (SS4.1), Resources, or assets, can include individuals, organizations and institutions, buildings, landscapes, equipment; anything that can be used to improve the quality of life. The individual who volunteers to organize games and sports for neighborhood children after school, the farmers' cooperative that makes it possible for farmers to buy seed and fertilizer cheaply and to send their produce directly to market without a middle man, the library that provides books and Internet access to everyone, the bike and walking path where city residents can exercise; all represent resources that enhance community life.

**SAQ 4.2**

For detail discussions on this see (SS4.2). However, some of the reasons for developing a plan for assessment in the community are as follows;

1. A good plan will provide an easy-to-follow road map for conducting an accurate assessment. Planning ahead will save time and effort in carrying out the process.
2. A planning process will give community members the opportunity to voice their opinions, hopes, and fears about the community. Their idea of priorities might be different from those of professionals, but they shouldn't be ignored.

**SAQ 4.3**

Identifying needs and assets can be helpful to communities at

almost any point in their initiative. See (SS4.3) for details. However, some of the periods Needs and Assets should be identified include the following;

1. Prior to planning the initiative: This gives coalition members, community leaders, and those being served an idea of how to improve their circumstances.
2. On an ongoing basis: During monitoring and evaluation, either ongoing or after the completion of a project, it is important to celebrate successes and to learn from setbacks to further community development.

#### **SAQ 5.1**

As noted earlier in (SS5.1), Planning is an organized intelligent process of selecting the best available alternative for achieving specific goals. For details see the mentioned session. The below however, is a principle of planning.

The first one is the recognition of the need to solve a particular problem. This was an issue we examined in session one and three of this text. The need identification often serves as a catalyst in determining the direction a planning process will take. Sometimes, a need may require the community to engage in a gigantic project, like building of a bridge. When the economic expectations for such a project is high and the community cannot fully finance it may, lead to the adoption of the Matching grant approach to execute the project. The financial input needed for some other project may be so low that members of the community may decide to adopt the Non-directive approach since they have all the resources to effectively execute the project.

#### **SAQ 5.2**

For details see (SS5.2). However, the implementation stage of a community development process is usually the climax of the activities embarked upon at the planning stage. It is the stage at which all the plans that have been formulated are finally put to action. While the aphorism "To fail to plan is to plan to fail" best suits the planning stage, the implementation stage may be easily described as the stage of "More Action and less rhetoric".

#### **SAQ 5.3**

(SS5.3) clearly discuss this point. Notwithstanding, Evaluation generally refers to the process of identifying the extent to which a desired goal in an activity has been achieved or attained. In community development, this refers to the measurement of the effectiveness of all the various resources put into a project, including the project as an entity in itself.

#### **SAQ 6.1**

As noted in (SS6.1), we discussed extensively about the planning through the evaluation phase of the Korokorosei market project.

You can look up the mentioned session for better understanding. The reason for the shake-up of the project is that, although, the project was well planned and put into effect but little was done through the process in preparing the people to deal with problems which would arise in the future. Rather than let the market disintegrate, there could have been an effort on the part of the community to go to nearby villages to buy what was missing and not solely depend on people to bring goods to them. They also could have looked into the possibility of producing some of these goods themselves.

#### **SAQ 7.1**

Perhaps one would not be too far from the truth if one says that the persistent cases of casualties resulting from the outbreak of certain diseases such as diarrhea, cough, malaria, cholera, premature births and even complicated labour/delivery must have served as a driving force that eventually mooted the idea of setting up a health project among various needs of the Onigbinde inhabitants. A related problem was the nefarious activities of quack doctors and other self-styled medical personnel who exploited the ignorance of the Onigbinde people. Besides, the closet health centres to Onigbinde were located at Akufo and Oguo communities, 6km and 11km away, respectively.

#### **SAQ 7.2**

In discussing the problems encountered so far, as noted in (SS7.2), the Opinion Leader disclosed that the problems can be broadly categorised into two groups viz:

1. Material problems
2. Human problems

#### **Material Problems**

This mainly revolves round the rapid fluctuating prices of building materials, coupled with the expensive nature of virtually everything required on the project. The implication of the above is that a kind of approximation or quantification of resources required for the completion of the project becomes grossly inadequate in the face of the galloping inflation. Again, the issue of transportation, which is rather chaotic, is detrimental to the smooth execution of the project. How does one explain a situation where one travels from Onigbinde to Ibadan to purchase building materials only to spend about 75% of the value of goods on transporting them to Onigbinde?

#### **Human Problems**

The human problems encountered so far has to do with the collection of money from those owing the mandatory monthly subscription. Not all are willing to pay as and when due. The leader

has to plead, cajole and sometimes use mild force to get such money from debtors.

The other human problem is associated with absenteeism at monthly meetings. Some members do not attend meetings which hold on the last Sunday of every month.

### **SAQ 8.1**

As we noted in (SS8.1), it is advisable to choose a project within your immediate environment. Apart from ensuring that you have adequate knowledge of the social and cultural nuances of the people, it also allows for proximity, as you may need to spend too much money travelling to and fro in search of function. You may also wish to choose a project that has taken off the ground, not one that is still at the planning stage. Again, you want to guide against choosing projects that had been completed "ages" ago as this has the tendency of letting you miss out on the "action". Most of the committees you need to study would have been dissolved or the interest of their members already shifted to more current development initiatives

### **SAQ 8.2**

For detail discussions on this see (SS8.2). However, the below points are the sources of information for a community Development project;

1. The head of the village or community
2. Recognized opinion leaders in the community
3. Existing development associations
4. Members of the various committees set up to plan and implement the project

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