Ce rapport est présenté tel qu'il a été reçu par le CRDI du(des) bénéficiaire(s) de la subvention accordée pour le projet. Il n'a pas fait l'objet d'un examen par les pairs ni d'autres formes de révision.

Le présent document est utilisé avec la permission d'INADES-Formation.

© 1988. INADES-Formation.
DIVERSIFICATION AND INTENSIFICATION OF SOURCES OF INFORMATION FOR YOUNG FARMERS IN CAMEROON

SELF-EVALUATION REPORT OF IDRC PROJECT No.3-P-84-0324

CARRIED OUT BY INADES-FORMATION OFFICE, BAMENDA, WITH THE TECHNICAL ASSISTANCE OF AJAGA NJI (Ph.D),
(Evaluation Consultant)
Dschang University Centre,
P.O. Box 110 Dschang, (Cameroon)

PROJECT SPONSORS : I.D.R.C., CANADA

EXECUTING AGENCY : INADES-Formation (Cameroon)
Bamenda Delegation

PROJECT DURATION : 2 YEARS (1986-1988)

ARCHIV 56247

SEPTEMBER, 1988
DIVERSIFICATION AND INTENSIFICATION OF SOURCES OF INFORMATION FOR YOUNG FARMERS IN CAMEROON

SELF-EVALUATION REPORT OF IDRC PROJECT NO.3-P-84-0324

CARRIED OUT BY INADES-FORMATION OFFICE, BAMENDA, WITH THE TECHNICAL ASSISTANCE OF AJAGA NJI (Ph.D.), (Evaluation Consultant) Dschang University Centre, P.O. BOX 110 Dschang, (Cameroon)

PROJECT SPONSORS : I.D.R.C., CANADA

EXECUTING AGENCY : INADES-Formation (Cameroon) Bamenda Delegation

PROJECT DURATION : 2 YEARS (1986-1988)

SEPTEMBER, 1988
# TABLE OF CONTENTS

## PART ONE

**LIST OF ABBREVIATIONS, FIGURES AND TABLES**

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Figures</th>
<th>Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>i - ii</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACKNOWLEDGEMENTS**

<table>
<thead>
<tr>
<th>Acknowledgements</th>
</tr>
</thead>
<tbody>
<tr>
<td>iii</td>
</tr>
</tbody>
</table>

**EXECUTIVE SUMMARY**

<table>
<thead>
<tr>
<th>Executive Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
</tr>
</tbody>
</table>

## PART TWO: CHARACTERISTICS OF THE PROJECT

### A. Origins of the Project

A.1. Origins of the Project

A.2. Location of the Project

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5 - 6</td>
<td></td>
</tr>
</tbody>
</table>

### B. BACKGROUND

<table>
<thead>
<tr>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - 8</td>
</tr>
</tbody>
</table>

### C. OBJECTIVES OF THE PROJECT

<table>
<thead>
<tr>
<th>Objectives of the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 9</td>
</tr>
</tbody>
</table>

### D. EXPECTED OUTPUTS

1. Ultimate Beneficiaries

2. Ultimate Outcome

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10 - 12</td>
<td></td>
</tr>
</tbody>
</table>

### E. MODUS OPERANDI OF THE PROJECT

1. Questions - Answers Reference Library

2. Exchange Visits

3. Dissemination of Extension Information

4. Leadership of the Project

5. Consultancies

6. Implementing Agencies

<table>
<thead>
<tr>
<th>Modus Operandi</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

12

<table>
<thead>
<tr>
<th>Modus Operandi</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

12

<table>
<thead>
<tr>
<th>Modus Operandi</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

13

<table>
<thead>
<tr>
<th>Modus Operandi</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

13

<table>
<thead>
<tr>
<th>Modus Operandi</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

14

<table>
<thead>
<tr>
<th>Modus Operandi</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

### F. TERMS OF REFERENCE

<table>
<thead>
<tr>
<th>Terms of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 16</td>
</tr>
</tbody>
</table>

### G. METHODOLOGY

<table>
<thead>
<tr>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 17</td>
</tr>
</tbody>
</table>
PART THREE: RESULTS

PROJECT GOALS

1. Collection of 100 questions and answers 19-21
2. Translations 21-24
3. Dissemination of extension information. 22-24
   Other audio-visual aids 24-26
4. Reference Library 25-27
5. Exchange Visits 27-31
6. Training of Trainers 31-32

H. SUMMARY OF ACHIEVEMENTS 32-33

11. INCIDENCE AND IMPACT OF PROJECT 33

   1. Incidence 33
   2. Impact 34

I. MANAGEMENT AND ORGANIZATIONAL FACTORS 34-37

PART FOUR: RECOMMENDATIONS AND CONCLUSION 38

J. RECOMMENDATIONS 39

   1. Activities 39-42
   2. Equipment 42-43
   3. Personnel 43-46

K. CONCLUSION 46

L. APPENDICES
PART ONE

Acknowledgements and Executive Summary
LIST OF ABBREVIATIONS, FIGURES AND TABLES IN THIS REPORT

ABBREVIATIONS
IDRC : International Development Research Centre
INADES-Formation : Institut Africain pour le Développement Economique et Social - Centre Africain de Formation
IF : INADES-Formation
PAID : Pan African Institute for Development

FIGURES
Figure 1 : Map of Cameroon showing location and area covered by the project.

Figure 2 : Countries with National offices of INADES-

TABLES
Table 1 : Representation of sample of farmers who took part in exchange visits

Table 2 : Incidence and Impact of exchange visits on participants

Table 3 : How the farmers benefitted from exchange visits.

Table 4 : Summary of social characteristics of farmers

Table 5 : Summary of Achievements of Project Goals
The International Development Research Centre (IDRC) is a public corporation created by the Canadian Parliament in 1970 to support research designed to adapt science and technology to the needs of developing countries in the sectors of agriculture, food and nutrition, health, information, social sciences and communication. Its headquarters is Ottawa, Canada.

INADES-Formation is a non-Governmental Organisation (NGO) which was founded in 1975. It has been working since then as an International not-for-profit Association to improve living conditions of rural people in Africa by improving their access to, and use of information, as well as seeking new methods of improving their environment.

IF has ten branches in Africa. Three in West Africa, (Burkina Faso, Côte-d'Ivoire and Togo), five in Central Africa (Burundi, Cameroon, Rwanda and Chad, Zaire) and two in East Africa (Kenya and Ethiopia). Its headquarters is in Abidjan, Côte-d'Ivoire.
The work that culminated in the preparation of this report derives from the participation of many people. We are indebted to the farmers whose interests and concerns continue to be the cornerstone of rural development in Cameroon. They participated generously in the field interviews by providing comments and suggestions which would shape the future of rural development work in Cameroon.

Some of the INADES-Formation staff were recalled from their annual vacations and others found their vacation deferred until the end of the evaluation exercise. We hope that the experience was worth the inconvenience.
EXECUTIVE SUMMARY

INTRODUCTION

In 1985, the International Development Research Centre of Canada signed a Cooperation Agreement between INADES-Formation (Cameroon) and the Government of the Republic of Cameroon to implement a two year project on information dissemination to young farmers. This document reports the results of an evaluation study of the project.

OBJECTIVES OF THE PROJECT

The project's objectives were to:

a) Put together a collection of 100 questions often asked by farmers and the answers given by IF.

b) Translate the questions and answers as well as any other important documents into English, Ewondo and Fefe.

c) Disseminate extension information by radio and other audio-visual channels to farmers.

d) Set up a specialized reference library on rural development, extension and community development which will serve the needs of trainers, development workers and all other persons involved in the preparation of instructional materials.

e) Promote exchange visits between peasants in the same or different regions with a view to improving their productive capacities through shared knowledge;

f) Train a group of trainers in the use of audio-visual aids;
METHODOLOGY

The data for this report were collected between July 25 and August 4, 1988. Three methods were used: personal interviews with farmers and project personnel, content analysis of project documents as well as field visits to some of the villages impacted by the project.

RESULTS

The results of the evaluation show that the broad objective of the pilot project was reasonably achieved given the resources at the disposal of the executing agency. The specific objectives of the project were achieved in varying degrees. Objectives C, E and F had good achievements.

PROJECT IMPACT

Although the achievement rates of some of the objectives are encouraging, it is difficult to accurately determine at this time the actual impact of the project on the participants, considering the long gestation period common to all agricultural projects.

However, feedback from the farmers particularly those who took part in the exchange visits was overwhelmingly positive. Experience sharing between the farmers, therefore, appeared to be the single output with the greatest positive impact on the farmers.

CONCLUSIONS

Although reasonable outputs were produced, the project have did not achieve as much as it might due primarily to shortcomings related to project management, and the fact the project had a late start.
The leadership of the project suffered considerably from lack of both coordination and a systematic pursuit of project goals.

RECOMMENDATIONS

Specific recommendations have been made in three broad areas: Project Objectives, Project Personnel and Project Equipment. The most salient recommendations may be summarized as follows:

1. The activities of the project must be pursued with more determination, guided by a coherent and comprehensive plan of work.

2. The pursuit of project goals should reflect more than before, the aspirations, desires, strengths and weaknesses of the client system and other end-users.

3. If the project is to get anywhere beyond the present levels of achievement, a structural reorganization of the leadership of the project is strongly recommended. Similarly, modifications in the present composition of the personnel directly working on the project appear indispensable to a healthy and productive project management and organizational environment.

4. Finally, the acquisition of additional audio-visual equipment is considered necessary. So is the importance of producing much-needed audio visual aids by an artist attached to the project, as well as training of trainers in the preparation and use of instructional materials.
PART TWO

BASIC PROJECT CHARACTERISTICS
A. INTRODUCTION

A.1. ORIGINS OF THE PROJECT

If (Cameroon) conceived the project within the framework of the development plan of the Government of the Republic of Cameroon to supplement her efforts in the retention of young people in the villages by providing them with appropriate ways and means for work and a good life in the rural areas. Through these efforts, young men and women are expected to be given access to information which would enable them to invest in agriculture, improve their health, sanitation and living standards.

The Government of the Republic of Cameroon believes, in pursuing this strategy, that rural Development Workers and Extension Agents constitute the pivot around which all initiatives to improve the lives of the majority of peasants ought to revolve. Only through them can responsible and the desired effects of development be attained.

A.2. LOCATION OF THE PROJECT

This project was designed and implemented as a pilot project to improve access to information for peasants and small-scale agricultural producers in the North West and South West Provinces.

The project was executed by the Bamenda Delegation, one of the INADES-Formation's four offices located in Cameroon.
Figure 1. Location and Area covered by the project.
Cameroon lies on the trigger of the map of Africa, sharing its Western boundaries with Nigeria. To the South lies Gabon. The Central African Republic is on the West and Chad to the North (Fig.1).

The area covered by the project is the entire operational jurisdiction of INADES-Formation Bamenda. This includes all of the North West and South West Provinces of Cameroon as shown on figure 1.

B.1. BACKGROUND

It has been recognized that African peasants in particular have been by-passed by conventional development strategies. This neglect has tended to deprive the majority of them of the training and education they need to make meaningful contributions to the development process in their countries.

The fact that they are deprived of new knowledge and information puts them in the perpetual vicious circle of poverty— a situation which reinforces the persistence of traditional agricultural and cultural institutions, and practices.
In order to break the circle of poverty then, it is universally accepted that peasants, poor underprivileged rural dwellers and marginalized populations must be given access to useful and appropriate information, and the resources they need to improve themselves. This project was couched as an attempt to fulfill this need by intensifying, diversifying and improving access to information for young farmers in Cameroon. The project was executed as a pilot study in the hope that the lessons learned from it will enable INADES-Formation to improve on the strategy and replicate the experience to other parts of the country.

These "lessons learned" are the subject of this evaluation report.

B.2. OBJECTIVES OF THE PROJECT

The broad objectives of the project is to improve the quality and quantity of information available to the rural youth in Cameroon who live in rural areas or are interested in working and living in rural areas, particularly as agricultural producers.

B.3. GOALS

The specific objectives or goals of the project are to:

a) compile and publish a list of 100 questions most frequently asked by farmers and the answers given to them;

b) translate the list of questions and answers as well as other important documents into English, Féfé and Ewondo.
c) disseminate extension information to farmer and other users by radio and other means of communication, particularly audio-visuals.

d) set up a library or reference centre for rural development workers, trainers and all those who are involved in the preparation of training and educational materials for use in rural areas.

e) initiate and promote experience sharing between farmers within the same region (intra-regional exchange) or between different regions (inter-regional exchange) with a view to improving the knowledge and skills of the participants;

f) train a group of trainers in the preparation and use of audio-visual aids;

g) prepare a report on the project so that the experiences gained from the project can be disseminated and shared with all the national offices of INADES-Formation in Africa.

C. EXPECTED OUTPUTS

It was expected that by the end of the project the Bamenda office of INADES-Formation (executors of the project) will have the following outputs:

1. A specialized Reference Centre or Library under the leadership of the coordinator of the project, who would have completed a one month training course at the Pan African Institute for Development (PAID).
2. New instructional materials would be developed and tested with the participation of sixteen trainers. They were also expected to benefit personally from the project by acquiring theoretical and practical skills on the use of audio-visual aids.

3. The instructional materials and technical processes developed by the project will be extended to other areas of Cameroon as well as in other INADES-Formation offices in Ethiopia, Zaire, Burkina-Faso, Chad, Kenya, Togo, Rwanda, Burundi, and Côte-d'Ivoire (Fig.2)

D.1. ULTIMATE BENEFICIARIES

It is further expected that the ultimate beneficiaries of these outputs will be rural development workers and extension personnel who will now have a greater and better pool of materials, ideas and knowledge to draw from to better serve the farmer.

D.2. ULTIMATE OUTCOME

The outcome of this experience, it is hoped, will be immediate improvements in the awareness of the farmers affected by the project. These farmers are expected to have access to, and be able not only to use better and more information about agriculture and related problems. They will also be able to share their individual experiences with other farmers within or without their areas of residence and work.
Fig. 2. Countries with National Offices of INADES-Formation in Africa.
E. MODUS OPERANDI OF THE PROJECT

The Modus operandi of the project was clearly delineated as follows:

1. Questions and Answers Reference Library
   INADES-Formation staff should systematically pull together about one hundred questions for which they would prepare appropriate and suitable answers which could be used by the extension agents.

   To accomplish this task, the staff concerned would consult, among other things, the files on questions and answers which is put together by the specialized section of INADES-Formation headquarters in Abidjan. A reference document of approximately two hundred pages was to be published in English, French, Féfé and Ewondo. Other documents produced by national INADES-Formation offices were also to be translated and published.

II. Exchange Visits

Exchange visits should be organized between the peasant farmers as follows:

1) five (5) exchange visits by groups of ten (10) to fifteen (15) persons within the jurisdiction of the Bamenda Delegation.

2) two (2) exchange visits for groups of from three (3) to five (5) peasants between different jurisdictions, operational areas or antennas.
III. Dissemination of extension information

Extension information for farmers shall be disseminated by participating in the periodic radio broadcasts scheduled by the Ministry of Agriculture. Two (2) monthly broadcasts were planned. The extension service in the Ministry of Agriculture may rebroadcast the programmes in subsequent broadcasts.

Field reports of the activities of trainers, teachers and agriculturalists should be broadcast by radio as well as by other audio-visual methods of presentation (e.g. films and tapes, photography, slide projections).

IV. Leadership of the Project

A "Coordinator" for the project was to be recruited, preferably someone with a background in journalism. That person was to attend a short course on the techniques of collecting and classifying reference documents at the Pan African Institute for Development.

The role and responsibilities of the coordinator were to:

1. provide leadership for the project;
2. take full responsibility for the preparation and presentation of radio broadcasts for farmers;
3. carry out field reports and documentaries;
4. produce all necessary instructional materials;
5. ensure the proper running of the reference library or centre.
V. Consultancies

The service of a consultant would be sought to train the trainers in the preparation and use of audio-visual aids for a period of three weeks. It was also envisaged to hire a consultant to plan, guide and direct the evaluation of the project and prepare the final report.

VI. Project Evaluation

An evaluation of the project was to be done at the end of the life of the project. The results of the experience are to be disseminated to farmers, development agents, agricultural teachers and trainers as well as in those countries where INADES-Formation is working with NGOs involved in rural development work.

The results of the evaluation will further provide an objective basis for determining the needs and advantages of extending the experience to other parts of Cameroon and beyond.

The project was for two years for a total sum of 87,130 Canadian dollars.

VII. Implementing Agencies

In accordance with the Technical and Scientific Cooperation Agreement signed between the Government of the Republic of Cameroon and the International Development Research Centre, INADES-Formation (Cameroon) is the implementing agency.

F. TERMS OF REFERENCE

The terms of Reference for this evaluation are as stated in a memo of June 22, 1988 from the Director of INADES-Formation Cameroun, Mr. TCHEULACHUIE Jean-Baptiste (appendix 1).
Definition of the objectives of evaluation

Pursuant to item 111 of the terms of Reference, the purpose of the evaluation was to:

1. assess the extent to which the objectives of the project have been attained and to make recommendations for improvement in subsequent phases (if any) of the project;

2. determine the project's impacts and show how these complement the rural development efforts of the government of Cameroon;

3. document the lessons learned and how these experiences might affect the lives of the project participants (beneficiaries);

4. ascertain the extent to which other factors such as human resources and organizational aspects might have influenced the outcome of the project.

The importance of this aspect cannot be over-emphasized because of the growing evidence that project success depends not only on physical factors but also and perhaps most importantly on the human (managerial and organizational) factor. This aspect which is often neglected during the project appraisal phase invariably emerges only during the implementation stage of the project.

5. draw conclusions for the future based on available empirical evidence upon which sound and practical recommendations are based.
G. METHODOLOGY

To obtain the data against which the assessment will be made, several methods of investigation were used:-

1. **Content analysis**

   This method was used to examine the depth and relevance of project outputs (e.g. radio programs, translated book: vis-à-vis the goals and expected outcomes. By using this method it is easy to assess the quality of the accomplishments (e.g. quantity vs quality of slides or other audio-visual aids produced; the questions asked and the answers given).

2. **Interviews**

   To ensure that uniform responses were given to the questions asked, five sets of questionnaires were constructed and administered as follows:-

   a) Form 'A', is a self-administered questionnaire completed by the technical staff working on the project to get their feedback on various aspects related to the accomplishments of the project.

   b) Form 'B' is a questionnaire addressed to a sample of 43 farmers who participated in the exchange visits. The purpose of the questionnaire is to obtain their individual assessment, and feedback on their contacts with the project. The questionnaires were administered by the technicians working on the project as well as the consultant to a random sample of participants in the field (Bui, Mezam and Manyu Division).
c) Form 'C' was developed to obtain objective feedback from the management (Director and Delegate) on a whole range of management and organizational aspects directly related to the project.

d) Form 'D' was completed by all the technicians who worked on the project on several organizational, leadership and human relations aspects directly related to the project objectives and goals.

e) Form 'E' presented items intended to obtain feedback from the coordinator of the project on several self-examination topics: organizational, structural and physical aspects that were considered likely to influence the outcome of the project.

These questionnaires except "D" were supplemented with face-to-face interviews with each of the technicians on the project to obtain deeper insight into questions that might have been omitted or responses that appeared obscure.

The entire process took a total of 18 man-days; three days per person for three teams of two persons each.

We believe that by carrying out such an exhaustive evaluation the chances of error of judgement will be greatly reduced and the probability of success of the second phase increased. This rigor is important for INADES-Foration because it is the first time that the organization is implementing a project of this nature, one that also has both sensitivity and importance in its consequences.
PART THREE
RESULTS
The results of this web of investigations and analysis, are presented in the section that follows. For purposes of clarity and vividness, they will be presented under three headings viz: -

A. EVALUATION OF PROJECT OBJECTIVES, GOALS OR OUTPUTS
B. INCIDENCE AND IMPACT OF PROJECT
C. MANAGEMENT AND ORGANIZATIONAL FACTORS
D. RECOMMENDATIONS

1. PROJECT OBJECTIVES/GOALS

1. Collection of 100 questions and answers

A list of eighty-seven (87) questions has been compiled and answered.

An examination of the list (appendix 2) shows that the most frequently asked questions are about plant pests and diseases. The crops affected are maize, coffee, cocoyam, cocoa and fruit trees. There are also questions concerning the diseases of animals, particularly small ruminants (goats, sheep and rabbits) and chickens.

No data were collected on the geographical distribution of the questions, their frequency nor time of year when the questions are raised. What is known, however, is that most of the questions were asked during seminars with the farmers, through correspondence courses, and in personal contact with the farmers during farm visits.

Furthermore, no accurate records seemed to have been kept about the names, address and characteristics of the farmers who asked the questions. These details were not explicitly called for in the original project documents, although they would have been useful especially in phase two of the project.
This void makes it impossible for the trainers to effectively carry out follow up contacts with the farmers, thus causing the inefficient use of scarce resources (time, money, en and equipment). In such a situation duplication of effort is almost inevitable.

From scientific and practical points of view, it would have been desirable to give not only the name of the person who prepared the answer that was finally given to the farmer but also the source of the answer (scientist, publication) as well as the address of the person who provided the answer.

The value of this information is that the person with the answer may actually be the enquirer's neighbour, colleague or friend but they never discussed the issue together. Even if that were not the case, providing the farmer with such detailed information will enable him/her to contact the source directly if and when the need arose.

Two items in Form "A" to the technical staff enquired how difficult it was to collect the questions and provide answers to them. Almost 50% of them responded that although it was difficult to collect the questions, it was relatively easy to find the answers to those questions.

From responses provided on Form "A" it appears that the coordinator did not find enough time to address all the aspects of the questions - answers task.
Whenever the answers were found and prepared, they were communicated to the farmers without difficulty either with their correspondence courses, in seminars or during broadcasts of radio programs. One problem with some of the answers, however, is their content. The answer to question 8 for example, seems too long and academic. Farmers need precise and practical answers to current problems. Efforts should be made to get feedback from farmers about the extent to which the answers were understood and useful.

It is highly desirable that the project staff handling this activity master adult education techniques.

1.2. TRANSLATIONS

Out of a total of 21 documents (in French) collected for translation, fifteen (71.43%) have been translated so far. Of this number, only three of them deal entirely with a subject matter while the remainder (12) concern topics of general interest or a mixture of various subjects.

The majority of the translations (75%) were from French to English while the remaining 25% was from English into French and from French into Féfé. The list of questions frequently asked has not been translated as planned.

Limited translations have been made into one local language, Féfé which was chosen (along with Ewondo) because that language recently received an international award for its cultural richness. It was also felt that a local language with an old history be encouraged to penetrate scientific circles.
The choice of Ewondo was also based on cultural factors, although clear and concise criteria for language selection do not appear to have been given when the objectives were defined at the beginning.

Since the project is supposed to address the information needs of young farmers, it is advisable to look into the possibility of translating agricultural information into major languages such as Foulbé and Arabic.

Another problem with the documents that have been translated is that the translations do not meet standard reference requirements. Bibliographical information (authors, title, year of publication etc.) of the original document are not given. Similarly, the translation carries no acknowledgements, the name(s) of the translators, year etc. It is absolutely necessary for INADES-Formation to make translations and other publications reference worthy.

1.3. Dissemination of extension information

A radio programme was started and aired over the CRTV Station in Bamenda. "Rural Rendez-vous", it is called, comes up every Wednesday at 5.30 p.m. for 30 minutes. So far, 40 radio broadcasts totaling 1200 minutes have been produced.

Another farm radio programme produced by the North West Development Authority (NWDA) is aired over the same radio station every Monday at 5 p.m. for 30 minutes as well.
No audience survey has been conducted. It will appear useful to carry out an audience survey to determine the listenership of the programs and to determine the degree to which the NWDA and INADES programs conflict with, or complement each other. Also, the results of such a survey may be useful in a comparative analysis of radio program effectiveness throughout Cameroon. At the time of the evaluation, it was guessed that about 3000 farmers listen to the program regularly.

Problems

Several problems were identified with this task. Firstly, the producer of the radio programmes does not prepare scripts for the programme. Without a single script for information disseminated on the air for a target audience, INADES-Formation places itself in a very defenceless situation in case of attack for disseminating the false information. Also, listeners who may prefer to have the script for one reason or the other do not have access to that information once the programme is over, since all the radio programmes are on red-taped tapes.

In my opinion, this runs contrary to the broad objective of the project. Similarly, INADES-Formation will be ill at ease to defend itself against libel, perjury, misrepresentation and so forth when there is no written documents to back up an audio message. The danger is even greater when dealing with interviews and information obtained from secondary sources without reference, or proper acknowledgements.
Finally, inadequate equipment at the radio station have been an obstacle to the prompt preparation of broadcasts. The coordinator complained of the lack of an editing machine. He also expressed that cooperation from professional radio journalists is low.

The project document states that radio programmes were to be produced in collaboration with the staff of the Ministry of Agriculture.

But it was evident from information obtained that the staff of MINAGRI who were supposed to contribute to the programme gave it very little or no support. Few pockets of sympathy could be found, however, within some technical units of MINAGRI especially the soybean unit.

Other audio-visual aids/methods

A total of 1300 slides, nine cassette tapes, twenty-two reel-to-reel tapes, and several photographs were the other audio-visuals which have been produced within the framework of the project.

Although simple audio-visual aids such as flannellographs and posters could be produced at low cost, none had been produced up to the time of the evaluation. Ironically, the demand for posters and flannellographs appeared to be much higher than that for slides and photographs. Photographs, on the other hand, are not suitable visual aids for demonstrations purposes in large groups.
The lack of these instructional materials were lamented by one of the trainers who complained that all efforts to get the artist who is also the coordinator of the project to produce posters for demonstrations were to no avail;

While the general view was that the artist either refused to produce them or that for personal reasons he didn't give posters and flannelographs priority consideration, the artist expressed the opinion that nobody would use these types of instructional materials.

1300 slides have been produced but not all of them have been properly classified. The sets, are not systematically classified nor are they readily accessible. Nor are they ready yet for use by trainers, teachers and extension agents as hoped.

There are no slide-tape narrations and only a very insignificant number of slides have been produced in a sequence to show for example the stages of an agricultural process. This is not to say that the present collection of 1300 slides is insignificant. On the contrary, they exceed the planned target of 800 slides envisioned in the project document. Perhaps with a little bit more care and time, the slides can be put together into teaching resource kits.

It was evident from discussions with the staff that all of them except the Delegate and Coordinator who have been on the project since its inception have zero to fair knowledge in audio-visuals.
The little they have got is on picture taking; and they all expressed the desire to be given the opportunity to learn how to produce (the needed audio-visual aids themselves.

The interests of the project could be best served if the artist on the project were to teach his colleague how to produce the needed materials. Unfortunately, he was rated by his colleague as a poor-fair trainer (2 on a scale of 1-5) even though he rated himself "good" (4 on the same scale) in making optimum use of his skills and capabilities.

1.4. Reference Library

A total of 117 volumes have been collected. This represents books and booklets on agriculture, animal and soil science and other subjects. Thirteen periodicals have been collected as well. A list of the books and periodicals is attached as appendix 3. Before the inception of the project, a total of 75 volumes had been collected.

According to the objective of the project, the centre is to serve the needs of trainers, agriculturists and extension workers. There is no acceptable indication that any of the interested publics have used the collection. No method of determining how much the centre is used has been set up, nor the extent to which the documents that have been collected respond to users' needs.
1.5 Exchange Visits

Six exchange visits were organized between 1987 and 1988 involving 168 farmers. The farmers represented six different groups distributed equally between the North West and South West Provinces.

A random sample of 43 of the participant farmers were interviewed to determine to what extent the exchange visits might have affected them. The representation of the farmers in the sample is as shown on Table 1.

Table 1. Representation of sample of farmers who took part in an exchange visit between 1987 and 1988.

### SOUTH WEST PROVINCE

<table>
<thead>
<tr>
<th>Name of Group and Division</th>
<th>Main Crops cultivated</th>
<th>No. in Group</th>
<th>Place visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manyu Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fotabe</td>
<td>Cocoa, Plantains</td>
<td></td>
<td>Kumba</td>
</tr>
<tr>
<td></td>
<td>Coffee, Cassava</td>
<td>4</td>
<td>IRA Ekona (IRA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IRA Njombe (IRA)</td>
</tr>
<tr>
<td>Ossing</td>
<td>Coffee, Palms, Cocoyams, Plantains</td>
<td>6</td>
<td>Kumba</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IRA Ekona</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IRA Njombe</td>
</tr>
</tbody>
</table>

### NORTH WEST PROVINCE

<table>
<thead>
<tr>
<th>Name of Division</th>
<th>Main Crops cultivated</th>
<th>No. in Group</th>
<th>Place visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buk Division</td>
<td>Irish Potatoes, Maize, Coffee arabica.</td>
<td>3</td>
<td>Uschong</td>
</tr>
<tr>
<td>Vikovi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ngondzen</td>
<td>- same -</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mezam Division</td>
<td>Vegetables, Coffee arabica.</td>
<td>11</td>
<td>Batibo</td>
</tr>
<tr>
<td>Babanki Lungo</td>
<td></td>
<td></td>
<td>Dubi</td>
</tr>
<tr>
<td>Santa</td>
<td>Maize, Irish potatoes, coffee.</td>
<td>10</td>
<td>Mbangui</td>
</tr>
<tr>
<td>Women's Group</td>
<td></td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>
In some cases all the members of the group took part in the exchange visits. In others, members were selected to participate. From participant farmers interviewed in the field during the evaluation exercise it was observed that more than 50% of them did not know why they were selected (the criteria for selection) to take part in the visits. Yet, in the official letter of invitation addressed to the potential participants (Appendix 4), the criteria for selection were clearly spelled out. It will be advisable in the future to ensure that such vital information does not get misunderstood, misinterpreted or discarded.

Table 2
Incidence and impact of exchange visits on participants (N = 43)

<table>
<thead>
<tr>
<th>Indicators used</th>
<th>No. and percentage of farmers responding Yes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Learned something new from visit</td>
<td>43</td>
</tr>
<tr>
<td>Made new friends in places visited.</td>
<td>25</td>
</tr>
<tr>
<td>Farmers visited learned something from me</td>
<td>30</td>
</tr>
<tr>
<td>Returned home with a new idea or technology</td>
<td>43</td>
</tr>
<tr>
<td>Now using a new farming technique learned from trip</td>
<td>28</td>
</tr>
</tbody>
</table>
COST OF EXCHANGE VISITS

The intra-regional exchange visits cost the project 6,875 francs per head for 13 participants on a one day trip to Bafut; 3,689.7 francs per head for 29 farmers on a one day visit to Bali and 12,900 francs per head for 13 participants to Bafut and Gwofon for one day.

The cost per head for each of the three visits includes transportation, room and board for farmers and trainers. The more expensive trips were the inter-regional trips. The cost for the group of 17 farmers from Donga and Mantung to Batibo for 3 days was 18,792.3 francs per head. The group to Dschang cost the project 24,924.4 francs per head for two days while the visit to Njombe cost the project 36,227.7 francs per head for 24 farmers.

With these figures in mind, it can be assumed that the positive feedback from the participants is a reflection of the investments in time, money and resources which the project incurred. The direct benefits to individual farmers are summarized on Table 3.

Table 3: How the farmers benefited from exchange visits (N = 43).

<table>
<thead>
<tr>
<th>Benefit Description</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now using a new tool, or planting a new crop as a result of the visits</td>
<td>20</td>
<td>46.5</td>
</tr>
<tr>
<td>Increased production *</td>
<td>10</td>
<td>23.3</td>
</tr>
<tr>
<td>Improved farming practices</td>
<td>43</td>
<td>100.0</td>
</tr>
<tr>
<td>Improved farming skills</td>
<td>30</td>
<td>69.8</td>
</tr>
</tbody>
</table>
Willing to participate in future visits | 43 | 100.0 |
More open to new ideas | 43 | 100.0 |
Sharing ideas with other farmers in the village | 43 | 100.0 |

*Too early to assess impact of visits on yields.

From the feedback received from the farmers, the exchange visits were an effective method for them to share farming experiences and information. Considering the personal, social and institutional constraints that conspire to deprive rural small-scale farmers of vital information, this approach appears to have produced the desired effects. Nevertheless, some of the farmers expressed the wish that in the future, exchange visits be limited to the same ecological zones so that they can draw on experiences they will be able to use.

Table 4: Summary of the social characteristics of farmer participants in the exchange visits:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Mean age</td>
<td>36.5</td>
<td>33.5</td>
</tr>
<tr>
<td>Illiterate participants</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Up to 7 years of formal schooling</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Average No. of farm plots</td>
<td>5.6</td>
<td>2.5</td>
</tr>
<tr>
<td>Married to more than one wife (polygamy)</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Married to one wife only (Monogamy)</td>
<td>11</td>
<td>-</td>
</tr>
</tbody>
</table>
Characteristics of farmers

Table 4 summaries the social characteristics of farmers who participated in the exchange visits. The data are instructive as they shade more light on the usefulness of demonstration strategies on peasant farmers.

With regard to the level of education, whereas more than 80% of the male farmers have seven or more years of education only 25% of the female farmers have attained the same level of education (i.e. functional literacy and numeracy).

With regard to land ownership, the male farmers tend to have larger farms and more plots than the women. About 20% of the male participants own four plots or more compared to only 10% for the female farmers in the sample.

1.6 Training of trainers

The project document states that the project was to upgrade the skills of INADES-Formation staff in the preparation and use of audio-visual aids. Apart from what appeared to be a short course in the operation and use of the 35 mm Camera, little else appeared to have been done in this area. However, the coordinator had received audio-visual training in Yaounde on the written press, radio, video, flannellograph and posters. The other trainers directly working on the project received training in photography only. It was also revealed during the evaluation that other trainers from INADES-Formation offices in Cameroon took part in various audio-visual courses offered at AMA (Atelier de Materiel Audio-visual et Animation) in Yaounde.
A vacuum in skills was expressed by the project staff themselves who complained about difficulties in preparing instructional materials for workshops or seminars. All the trainers needed assistance in preparing posters, flannellographs etc. which they never got. All of them expressed continued interest and desire to get training in the preparation and use of such audio-visual aids.

H. SUMMARY OF ACHIEVEMENTS

The degree of attainment for each of the goals is summarized in Table 5 below:

Table 5: Summary of Achievement of Project Goals

<table>
<thead>
<tr>
<th>Goals/Objective</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) One hundred questions and answers</td>
<td>87 questions collected and answered.</td>
</tr>
<tr>
<td>c) Dissemination of farm information by radio - Other audio-visuals</td>
<td>40 radio broadcasts made</td>
</tr>
<tr>
<td>d) Book collection for Reference Centre</td>
<td>1300 unclassified slides produced</td>
</tr>
<tr>
<td>e) Promotion of Exchange Visits</td>
<td>117 Books/Journals collected</td>
</tr>
<tr>
<td>f) Training of trainers in preparation and use of audio-visual aids.</td>
<td>no classification system.</td>
</tr>
<tr>
<td></td>
<td>4 exchange visits conducted.</td>
</tr>
<tr>
<td></td>
<td>Farmers very satisfied.</td>
</tr>
<tr>
<td></td>
<td>One short session on picture taking only.</td>
</tr>
</tbody>
</table>
11. INCIDENCE AND IMPACT OF THE PROJECT

INCIDENCE

Based on the broad objective of the project, it was conceived to have a direct incidence on young farmers residing in rural areas. The ultimate purpose was to improve their farming skills by increasing their access to better and improved farm information.

Data collected during the evaluation show that the incidence of the project has indeed been on middle farmers with a mean age of 35 years. It is not clearly understood from the assessment why farmers below thirty were not represented in the beneficiary group.

On the other hand taking current population trends in Cameroon into account, the absence of "young farmers" in the beneficiary group may be explained by the rate of dissertation of rural areas by populations thirty and below.

This finding is not new to the policy makers of Cameroon who, it seems, ought to become more aware of the potentially risky and negative impacts on the Cameroon society of a dual demographic consequence: an aging farming population and a bourgeoning urban baby boom in the offing. The relationship is further complicated by two structural problems: a high rate of rural-urban migration and low technological improvements in the agricultural sector.

Yet, the participants have all benefitted individually through improved skills and collectively through shared group experiences and information.
IMPACT

The overall impact of the project on the rural populations is hard to assess at this point of a pilot agricultural project. It takes 3-4 years before most investments in agriculture can begin to bring about tangible results. Asked if they increased their production as a result of the exchange visits, 90% of the farmers said that "we have just planted the new seeds" or that they are just beginning to implement some of the things they saw during the visits.

Some of the farmers had recently adopted oxen ploughing on their farms (in March, others are still building improved chicken houses and some have just began to prepare their own manure instead of depending on imported chemical fertilizers.

Thus, it will take at least one crop season to measure the impact of several aspects of the project on the farmers (e.g. use of reference centre, questions asked by farmers, use of information received through radio programmes etc.).

In the meantime, there is ample evidence from the evaluation data that the potential for positive impact on the farm families who benefitted from the pilot project is very high.

L.C. MANAGEMENT AND ORGANIZATIONAL FACTORS

This factor is crucial to the success of a project in view of its importance at the implementation stage.
An extensive set of objective instruments were constructed to evaluate the performance of the coordinator of the project, his relationships with colleagues (vertical and horizontal), and an assessment of the personal characteristics that are considered relevant to project implementation and success.

From data collected during the evaluation, it was determined that higher rates of achievement in project goals were greatly jeopardized by sub-standard leadership, conflict of authority, and sheer lack of motivation and drive.

The training officers on the project complained of lack of cooperation from the coordinator which eventually translated into apathy, lack of foresight and professional paralysis. Trainers said they looked up to the artist cum coordinator in vain for on-the-job training and assistance in the preparation and use of audio-visual aids.

The coordinator appears to be a very opinionated personality. This is seen from his evaluation of self on his ability to accept criticisms kindly. He rated himself 3 on this aspect on a scale of 1-5. Interestingly both his colleagues gave him a score of 3 (2 and 5).

On several leadership qualities he was also rated as a poor leader.
Time management and efficiency in resource allocation are crucial to successful project implementation by project managers. The coordinator received an average score of 2 on the efficient organization of time and other resources. He rated himself 3 on the same aspects.

On the coordinator's ability to take initiative, he received a score of 1, and a score of 2 on willingness for self improvement. An analysis of personnel files related to the project further revealed that nine important letters were written to the coordinator between 1987 and 1988 by his immediate supervisors requesting for information concerning the project. There is no evidence on record that the coordinator replied to any of the letters. Although on questioning he told me that he treats all matters verbally because he resents writing.

As a result of this negligence, the performance of the project appeared to be severely hampered and much initiative on the part of the staff dampened. This attitude was clearly discernable throughout the evaluation exercise as the coordinator preferred to put himself constantly on the defensive. A case of financial dishonesty was reported during one of the exchange visits and this does not make for good leadership on a project. Fortunately, INADES-Formation administration has taken necessary steps to redress the situation.

In a pre-evaluation meeting held in Bamenda in January, 1988, Dr Ajaga Nji suggested guidelines for the collection of data that would be useful in evaluating the project against estimated benchmarks.
In that meeting the coordinator was given directives (see points 4, 11 and 12 of minutes) which, unfortunately were not followed. So, bench-mark data were not collected before project implementation, thus making quantitative assessment of some variables difficult or impossible.

Clear situations of conflict with authority were observed during the two weeks evaluation exercise. And it appears reasonable to conclude that much of the success of the project is attributable to efficient programme (not project coordination) and tolerance on the part of IF administration rather than project leadership.

Looking from the outside in, the external member of the evaluation team felt that atmosphere on the project is inimical to future progress in the operations of the organization, particularly on the project in question. Some shifts appear indispensable to a healthier climate and more fruitful relationships on the project.
PART FOUR

RECOMMENDATIONS AND CONCLUSION
RECOMMENDATIONS

The following recommendations are made based on the data available and on the conclusions thus empirically derived during the evaluation exercise. These recommendations are made under three headings, viz: Activities, Human Resources, Equipment. They are made with the best of intentions for the personnel and the project.

J.I. ACTIVITIES

J.1.1 Intensify efforts on library collection to ensure that a specialized library on agricultural practices is set up by the end of the second phase of the project. Publications thus collected should be appropriately catalogued to facilitate their use by interested publics.

As the activity progresses, IF should inform the public about the availability of the collection (Agricultural teachers, extension agents, rural development workers). Furthermore a system for determining the use of such a facility as well as the contents and relevance of the collection should be established.

J.1.2 Exchange visits were undoubtedly a very popular aspect of the project. It is strongly suggested that more ways and means be found to increase opportunities for farmers' exposure to new ideas and processes through this method. Such visits should be carefully planned to minimize boredom and maximize the potential of farmers. The excursions should also be seen as the trainer's opportunity to improve skills and knowledge about local conditions.
J.1.3 Explore ways and means of increasing opportunities for contact between trainers and farmers. Workshops and seminars are a good vehicle for self development, dialogue, and group discussions on common issues facing the rural population.

J.1.4 Special effort should be made to diversify programme content to include women issues, health, food and nutrition as well as appropriate agricultural technology. Since most farmers in the sample listen to radio Buea regularly, it is strongly recommended that efforts be made to rebroadcast each programme over radio Buea either simultaneously or at a different time slot. The use of pidgin English in radio farm news should be explored during the second phase of the project.

J.1.5 A schedule of periodical meetings should be planned to discuss progress on the project. Bi-monthly meetings would appear adequate if they are held regularly.

J.1.6 An internal system of project monitoring and evaluation should be set up at the beginning of phase two of the project. The purpose of it will be to determine the extent to which project goals are being attained and to redress obstacles to the attainment as the project is being implemented.

Tied to this system of monitoring will be regular reporting. The coordinator and his collaborators should present up-to-date reports on the project at each bi-monthly meeting. All reports should be properly labelled and sequenced to avoid a repeat of the problems encountered during the evaluation of the pilot project.

J.1.7 Great attention should be given to the preparation and use of audio-visual aids, particularly posters and flannellographs.
These can be produced at no extra cost to the project by a resident artist. The intensive use of pictorial communication in the project should increase and improve the quality of INADES-Formation farmer contacts.

J.1.8 Start a Newspaper or Magazine for farmers. This medium should report neighbourhood stories and events of interest to the farming community. It is in such a vehicle that the questions and answers column can be developed more thoroughly.

Farmers interviewed during the evaluation expressed keen interest in a system of constructive criticisms of their work. A column on "Farm News" on this topic would appear adequate to fulfill the need for self-assessment by farmers.

J.1.9 Data collection methods should be established right from the onset of the project. Most of the difficulties and personnel resistance experienced during the evaluation stem from the fact that no data collection procedures were established. In the minority of instances where data were collected they were both unsystematic, incoherent, inadequate and sometimes unreliable. A short-term consultant may be hired to set up a data collection system before the second phase of the project starts.

J.1.10 A reference system for audio-visual aids should be instituted. All audio-visual aids should be catalogued, indexed and systematically classified for easy reference. At the moment, any materials that were collected during the pilot phase are almost irretrievable due to a poor, or a complete absence of referencing system. This applies to tapes, slides, photographs, books, journals etc.
J.1.11 Full texts (scripts or complete notes) should be written for all radio broadcasts. The scripts should be catalogued in reproducible form. A limited number of copies should be produced and kept on hand for sale at a minimum price to farmers and the general public. Listeners should be informed about the availability of the scripts at the end of each radio programme.

J.2.1 **EQUIPMENT**

J.2.1 The project is in need of additional equipment (particularly audio-visuals). The coordinator should submit a list of needed equipment based on the expressed needs of all trainers on the programme. Already, some needs have been expressed on the evaluation questionnaires but an up-dated list of needed equipment should be made in the light of the requirements of the second phase of the project.

J.2.2 There is apparent need for space for the Reference Library. Until the anticipated new office space is available, efforts should be made in the meantime to set up the reference centre in temporary quarters close to, or in the same building as the present IF office. The temporary premises should have room for reading tables, and reproduction equipment (photocopy, duplicating machines, etc.)

For ease of administration, the additional premises to be created could serve as offices for the artist and the technical staff who will be working on reproduction of documents.
J.2.3 An audio-visual unit which can serve users (agricultural teachers, extension agents, community workers etc.) should be started. This unit would serve as the repository of the materials (photos, slides, video films, posters, documentaries etc.) being collected during phase two of the project in addition to those already collected in the pilot phase.

J.III. PERSONNEL

The recommendations in this section are based on conclusions derived from objective empirical evidence presented during the evaluation exercise. These recommendations are therefore made in the best interests of the staff concerned, the sponsors of, and participants on the project.

If phase two of the project is to be implemented with greater chances of success and certainty, a change in the leadership structure of the project is inevitable. These changes call for the following structural modifications in the structure and functions of the personnel to be involved on the project.

J.3.1 From all indications, project goals will best be attained if the leadership in phase two is different from that of stage 1 (pilot stage). The present coordinator badly needs assistance in helping him to cope with the complexity of the tasks required. Such assistance should take the form of redefined roles and lines of authority; delineation of spheres of responsibility and accountability.
It is, therefore, recommended that new leadership for phase 2 be sought with a minimum of a Bachelor's degree in Agricultural Journalism coupled with some experience, or a Professional Journalist/Writer with an agricultural background.

J.3.2 Based on observed competences, the present coordinator should be reassigned to other duties to concentrate on radio programmes and the production of all art work needed by the programme. It is strongly recommended that all posters, paintings, pictures, flannellographs be handled by the present coordinator who is an artist by training and not a journalist. He should also be responsible for the radio programmes which he seems to be able to handle reasonably well.

J.3.3 The new coordinator should be assigned all other duties related to the project objectives.

J.3.4 Both the new coordinator and the artist should sign two year contracts with INADES-Formation, implying that their employment with INADES-Formation ends in, principles, with the second phase of the project. The extension of contracts should be left to the judgement of IF administration as determined by their personnel needs beyond the end of the project.

J.3.5 To make the Reference library functional, it will be advisable to recruit a reference clerk who will be available to users of the facility. Such a person may also be recruited on a two year contract renewable based on need, performance, availability and interest.
J.3.6 To keep up with recommended data collection procedures, it is strongly recommended to envisage the recruitment of one or two training assistants. Their duties will include among others, the classification of data collected as well as assistance in the preparation of conferences, seminars and exchange visits. These workers will also be valuable in collecting material for the "Farm News" or Magazine and other project-related assignments which might take the trainers away from more complex and technical tasks.

J.3.7 In view of the fact that the success of any organization depends on the productivity and efficiency of its workers, a personal evaluation system ought to be instituted. At the time of the evaluation INADES-Formation is now experimenting with a personnel evaluation system.

It is therefore advisable that rapid progress be made on this aspect so that the project in particular and the rest of the organization can satisfactorily and objectively gauge the productivity, stability, and utilisation of human resources. Whenever necessary, complementary sets of evaluation instruments may be developed with the assistance of a short-term consultant. These tools should be designed to meet the specific needs of people working on the IRDC and other projects as well as on other aspects of the organization against which staff morale and productivity may be measured. The system may eventually be extended to other INADES-Formation offices in Cameroon if it is found to be useful in the future.
K. **CONCLUSION**

This evaluation exercise throws light on several aspects of rural development work in developing countries in general and in Cameroon in particular. Several aspects of the project have been examined to see the extent to which the pilot project has succeeded or failed to succeed.

The evidence shows that good and encouraging results were obtained and that better results are possible if a few bottlenecks are promptly removed before the second phase of the project is started.

The areas that are in the greatest need of repairs and redirection are found to be in the methodology for collecting data, presenting and cataloguing information structural reorganization of personnel and physical resources as well as a redefinition of leadership roles and the establishment of a management accountability system.

An in-built project monitoring and evaluation system is also recommended to ensure flexibility in the pursuit of project goals, and maximize the chances of greater success in phase two.

Overall, this project promises to present a positive perspective on development communication. A careful and judicious implementation of the recommendations appears to be the key to the fulfilment of the promises and prospects of the project, particularly in its second phase.
PERSONS INTERVIEWED DURING THE EVALUATION

1. Mr. TCHEULACHUIE Jean-Baptiste, Director of INADES-Formation (Cameroon)

2. Mr. NOUMOSSIE Emmanuel, Delegate,
   INADES-Formation Bamenda

3. Mr. FORGWE Christopher, Coordination IDRC Project
   3-P-84-0324

4. Mr. ASONGWE Barnabas, Trainer
   INADES-Formation Bamenda

5. Ms GHANLA Martha, Trainer IF Bamenda

6. Ms DZIEKAN Irene, German Volunteer and
   Training officer IF Bamenda

7. Mr. OROCKAKWA Samuel Etchu, Secretary IF Bamenda

8. 41 farmers in the North West and South West Provinces.
EVALUATION DU PROJET C R D I
A L'ANTENNE INADES-FORMATION BAMENDA

1 - CALENDRIER

- Lundi 25 juillet : Réunion de l'équipe pour discuter de l'auto-évaluation
  - Méthodologie
  - Objectifs
  - Moyens

- Mardi 26 juillet : Collecte des informations au bureau
  Départ sur le terrain

- 27 au 30 juillet : Travaux sur le terrain

- Lundi 1er août : Réunion des évaluateurs au bureau
  Échanges des informations recueillies sur le terrain

- 1er au 03 août : Exploitation du questionnaire ; rédaction du rapport d'évaluation (draft) élaboré par Dr. AJAGA NJI

- 04 août : Remise du draft du rapport à INADES-Formation pour dactylographie

- Entre le 19 et le 24 septembre : Réunion de synthèse pour discuter le draft

- 30 septembre : Remise du rapport définitif par Dr AJAGA NJI.

II - TYPE

Auto-évaluation assistée.

Les membres de l'équipe sont associés à l'élaboration des objectifs, de la méthodologie et à la réalisation de l'évaluation.
III - TACHES DE L'ÉVALUATEUR EXTERIEUR

L'évaluateur extérieur aidera l'équipe d'INADES-Formation à évaluer le projet. Cette aide sera concrétisée dans les domaines suivants :

- Définition des objectifs de l'auto-évaluation
- Définition de la méthodologie
- Élaboration des instruments de l'auto-évaluation en fonction des objectifs et de la méthodologie arrêtées
- Réalisation de l'auto-évaluation
- Rédaction du draft et du rapport final.

IV - TACHES D'INADES-FORMATION

- Définition des objectifs avec l'aide de l'évaluateur extérieur
- Examen et adoption de la méthodologie et des outils proposés par l'évaluateur extérieur
- Dactylographie des documents de l'évaluation : questionnaires éventuels, draft du rapport, rapport final
- Réalisation de l'évaluation sur le terrain, avec l'appui de l'évaluateur extérieur
- Lecture et critique du draft du rapport
- Financement des coûts de l'auto-évaluation : déplacement et per diem de l'évaluateur extérieur ; déplacements des évaluateurs sur le terrain ; frais de secrétariat etc...

Yaoundé, le 22 juin 1988

Le Directeur d'INADES-Formation Cameroun

TCHEULACHUIE Jean-Baptiste

CC : - Dr AJAGA NJI
     - D R E V ABIDJAN
        - Antenne BAMENDA
     - Dossier CRDI
The following subjects have been dealt with in the questions and answers elaborated so far: 1 - 67

1. corn weevils - prevention
2. corn smut - origin
3. eating meat from sick animals - dangers
4. Ammonium sulphate in vegetables - dangers
5. Soil degradation by regular use of fertilizers
6. Fungal diseases - origin
7. Weevils in coffee beans
8. Herbicides - does the small farmer need them?
9. Coffee - infestation by aphids, fungi and ants
10. Papaya as a meat tenderizer and as medicine
11. Burning - taboo in the farm
12. Worms in calf - cure, prevention
13. Why not to cement fish ponds
14. Why some cows abort?
15. Paralysis and death - why some rabbits fall victims to...
16. What to intercrop with cocoa?
17. Intercropping palm and coffee
18. Why spread a layer of sandy soil on prenursery beds?
19. Stemborers - eradication, prevention
20. Beanfly - control
21. Sulphate fertilizer - what for?
22. Dying banana plants - cause
23. Why manure leguminous plants
24. Cases of diminishing yields in a farm
25. Income generating project - what one to embark on
26. Diminishing returns from a regularly fertilized plot - why?
27. Draining water from water-logged field
28. Intercropping maize and cotton - why not to
29. Diminishing egg production in poultry - some reasons
30. Rotation of fruit trees - impracticable.
31. How to deal with the problem of cocoyam rot.
32. What crops to intercrop with cocoyas?
33. What to do to cut down on post harvest potato loss.
34. What is meant by family planning and child spacing?
35. Which is the right time to prune cocoa?
36. Which is the right time to prune coffee?
37. Diseases that attack the orange fruit.
38. Precautions to take when spraying into tall trees.
39. Why cabbages don't do well in hot areas?
40. Why coconuts grow well in Bamenda but bear no fruit?
41. The importance of breastfeeding.
42. How is soybeans milk prepared?
43. Causes and remedy for acidic soils.
44. The necessity of planning in modern farming.
45. The cause of "greeners" in Irish potatoes.
46. What causes palm oil to clot and produce a bad smell?
47. What are proteins and vitamins?
48. What is meant by a balanced diet?
49. How to fight the "black pod" disease and capsid in cocoa.
50. How to harvest and process cocoa.
51. Causes of low yield in coffee.
52. Diarrhea and skin diseases in goats.
53. Decay of tomato leaves, fruits and stems.
54. Foot rot in goats.
55. What is erosion?
56. Leaf shedding in young coffee plants.
57. Drying up of young maize, groundnut, and Irish potato plants.
58. Tuberless yams
59. What is the nutritional value of colanut?
60. How long can an egg stay fresh?
61. What to do with pigs that suffer from bent noses?
62. White diarrhoea in fowls
63. Groundnuts that flower well but yield few nuts
64. Tomatoes and garden eggs drying up: Why?
65. Brown top leaves and drying up of tomatoes?
66. Coconuts drying up from the centre?
67. How to deal with the caterpillars that attack our maize
68. Drying up of plantains
69. White ants destroying crops and property
70. Causes and remedies of potatoe rot
71. Citrus diseases of the North West Province
72. Diminishing returns from regularly fertilized plot
73. Causes of ear and tassel smoth in maize
74. Why not to try to associate maize with coffee
75. Is it advisable to intercrop soyabeans with cassava?
76. Problems with propagating cypress trees
77. What is meant by food chain protein useful to farmers?
78. Wilthering Eucalyptus trees
79. What are vegetable families?
80. Why mulch?
81. Storage problems pertaining to potatoes grown on chemical fertilizers
82. Taste problems associated with potatoes grown on chemical fertilizers

...
83. Poisons associated with cassava
84. Cabbages turning yellow and rotting
85. What is low external input farming?
86. Goats retaining placenta after kidding
87. Coarse hair in goats.
APPENDIX 3

LIST OF BOOKS ACQUIRED WITHIN THE FRAMEWORK OF THE PROJECT

1. The Self Sufficient Gardener by John Seymour
   Publisher - Faber and Faber Ltd. London

2. The complete Book of Self Sufficiency by John Seymour
   Publisher - Tansworld Publishers, London.

3. We and our children by Walter Raymond Beach
   Publisher - Press Publishing Association
   Omaha, Nebraska.

4. The Primary Structure of Proteins by Walter A. Shroeder

5. Natural Crop Protection by Gaby Stoll
   Publisher Agrecol Information Centre, Switzerland.

6. Environmentally Sound Small Scale Agric Projects
   Publisher - Vita, Lynn Thee Virginia.

7. Agriculture, Poverty and Freedom in Developing Countries by Eric Clayton
   Publisher - Macmillan (International College Edition).

8. Biological Control of Pests and Weeds by Michael J. Samways
   Publisher - Edward Arnold (Publishers) Ltd.
   41 Bedford Square, London WC1 3DU.

9. Pest Control and its Ecology by Helmut F. Van Remden
   Publisher - Edward Arnold (Publishers) Ltd.
   41 Bedford Square, London WC1 3DU.

10. Agricultural Mechanisation and the Evolution of Farming System in Sub-Saharan Africa by Prabhu Pingali, Yves Bigot, Hans P. Binswanger
    Publisher - Johns Hopkins University Press
    Baltimore, Maryland.
11. Mixed Cropping of Groundnuts and Maize in East Java
   by W.C.H. Van Hoof, Department of Tropical
   Crop Science, Wageningen.

12. Instruction Manual FOR WEED MANAGEMENT
   Prepared by The International Plant Protection
   Centre of Oregon State University in collaboration with
   USAID - Publisher - FAO, UNDP.

13. An Introduction to Farm Organisation and Management
   by In Buckett
   Publishers - Pergamon Press, Oxford; New-York; Toronto

14. The Storage of Tropical Agricultural Products by
   Jelle Hayma
   Publisher - Agromisa, Wageningen.

15. Seed Physiology, by John A. Biyant
   Publisher - Edward Arnold
   41 Bedford Square, London WC1B, 3DQ.

16. Erosion Control in the Tropics
   Published by - Agromisa, P.O. Box 41
   Wageningen, The Netherlands.

17. Agricultural Marketing Enterprises for the
   Developing World, By John C. Abbott

18. Pest Control in RICE
   Published by - Overseas Development Natural Resources
   Institute, College House, Wrights Lane,
   London W855J.

19. Small Farm Development by
   Richard R. Harwood
   Publisher - West View Press, Boulder, Colorado.
20. Rural Project Management by Vincent Austin
   Publisher - Halsford Academic & Educational Ltd.
   London.

21. Poultry Science and Production by Robert E. Moore; John S. Ayens,

22. International Course on Rural Extension
   Published by - International Agricultural Centre
   11 Laeickse Allee 6701 AN Wageningen.

23. Modern Soyabean Production by Walter D. Scott and Samuel H. Aldrich, S.V.A.
   Publication Inc Station A, Box 2660,
   Champaign, ILLINOIS.

   Publishers - Ministry of Agriculture and Fisheries
   The Hague, Netherlands.

25. Modern Biology by Daronjini T. Ramalingam, & Pereira C. Pereira
   Publishers - FLP International Ltd. Singapore.

26. IDRC Coze LIVESTOCK IN ASIA by Jeff C. Fine and Ralph G. Lathimore
   Publishers - IDRC Ottawa Canada.

27. Catalogue Neerlandais de Pommes de terre

28. World Agricultural Economics and Rural Sociology
    abstracts (CAB)
29. Pour une pedagogie de l'autopromotion
   1985 GRAAP Burkina

30. Adult Literacy in Africa. 1980 IIAALP Iran

   Subuola O. Thompson Kenya

32. Beyond the non-formal fashion rewards Education
   Revolution in Tanzania. Arthur Lavery Gillette
   Tanzania 1976

33. Rendre operationnels les objectifs pedagogiques
   cesar birzea. Paris 1979

34. The meaning of conscientization the goal of pedvo
   Freire's pedagogy. William A. Smith 1976 America

35. Education des Adultes et developpement wolfgang leumer
   Association Allemale pour l'education des Adultes. 1982
37. L'Education des Adultes en Afrique noire No. 1
    A.C.C.T. and Karthala. 1984 Paris
39. Non-formal education in African development
40. Evaluating functional Literacy H.S. Bhola 1976 Iran
41. L'Universite rurale Farzam Arbab 1986 Canada
42. Adult Education and development Heribert Hinzen
    German Adult Education Association. 1982
43. Decouvrir une Agriculture vivriere Francois de
    Ravignan. Paris 1977
44. Voix de Jeunos Raymond Deniel Cote-d'Ivoire 1979
45. La vie quatitienne dans un village Guere Afred
    Schwartz Abidjan 1975
46. L'Islam en Hante-Volta. Jean Audouin et Raymond.
    Abidjan 1978
47. Sorcelleries Merinrad P Hebga Cote-d'Ivoire 1979
48. Rural water supply in China, IDRC, Canada 1981
49. Development dialogue, Mario-Angelique Savane
    Uppsala 1985
50. Comprendre une economie rurale, L'harmattan Paris 1981
51. Approvisionnement en Eau dans le regions rurales
    IDRC Malawi 1980
52. Le chemin de villages Guy Belloncle. Paris 1979
53. Manuel de Gestion pratique Tome 1 Fernand Vincent
    1986 IRED
54. Manuel de Gestion pratique Tome 2 Fernand Vincent
    1986 IRED.
56. IITA le point de la Recherche, par Balding et Mansell limited. Nigeria
57. The Primary structure of proeing Walter A. Schroeder. 1968 America
62. Sanitation in developing countries Botswana 1980, proceeding of workshop on training held in Lobatse.
63. Rural water supply in developing countries Malawi 1980, proceedings of a workshop on training held in Zomba.
68. Research methodology for livestock on farm trials, Nardblam T.L. Syria 1985
67. La biotechnologie : possibilites et contraintes Canada CRDI 1985
68. L'Animation des Groupement villageois Jean Morize. France 1985
69. L'Exploitation Agricole familiale en Afrique Soudano-sahelisme, France M. Benoit-cattin J-Faye 1982
70. Enquetes en milieu rural sahélien, Franco, R. Billaz Y. Diawara 1981
71. Les pratiques cooperatives en milien rural africain, France 1984
72. Les Actes du colloque international sur "Quelle form" 1981
73. Demarches de Recherche developpement, Gret. France 1984
74. Income distribution consumption patterns and consumption linkage in rural Sierra Leone, Robert P. King, Sierra Leone 1977
75. Employment Efficiency and Income in the rice processing industry of Sierra Leone, Dunstan S.C. Spencer, Sierra Leone 1976
76. Indirect Employment and Income distribution effects of agricultural development strategies, Derek Byerlee Nigeria 1973
77. The Effects of taxes and subsidies on land and labour utilization in Nigerian Agriculture, Nigerian Francis Sulemanu Idachaba 1973
78. Research on Migration in Africa, past, present and future, Derek Byerlee, Sierra Leone 1972
80. Research on Employment in the rural non-farm sector in Africa, Nigeria by Carl Liedholm
81. An Economic Evaluation of Apprenticeship training in western Nigerian small scale industries, Nigerian by Adewale F. Mabawonku 1979
82. The Economics of rural and urban small-scale industries in Sierra by Carl Liedholm and Enyinna C. 1976
84. L'Entreprise commerciale privée et le développement rurales, Tanzania by Richard Kawura 1983.
85. Cours de partie des Enquêtes statistiques Yaounde by Paul Ngogang 1983-84.
87. Village Handpump Technology Asia by Donald Sharp and Michael C. 1982
88. Vie Plan Quinquennal développement Economique Social et culturel Yaounde 1986-91
90. Report on pre-professional initiation course stage
pre-professionelle on maize cultivation Bamenda
by ASEH Amos Ntam

91. IRA Bambui 1979 Annual Analytic Report Bamenda
by AYUK Takem Jacob Assam 1979

92. Specialization Practical Training on Extension
Activities of INADES-Formation, Bamenda
by ASONGWE Barnabas.

93. Extension part one by Dutilleul Jean P. Bamenda 1984

94. Extension part two by Jean P. Bamenda 1984

95. Memoire de sortie Theme by Marie Therese Santa 1985

96. Specialisation Practical Training Report by ABONGE
Priscilla Bizen, Bambili 1985

97. Delegation Provinciale de l'agriculture de Sud-Ouest
1981 by Nami Benjamin. Sud-Ouest

98. IRA Bambui Station 1982 Annual Report Bamenda

99. Station de Bambui Annuel Rapport Bambui by AYUK
Takem Jacob Assam 1983.

100. IRA Bambui Station Annual Report Bamenda 1981 AYUK T.

101. IRA Bambui Station Annual Report Bamenda 1980 AYUK T.

102. We and Our Children. California Walter Raymond
Beach 1967.

103. Thorndike Barnhart intermediate America by Scott,
Foresman 1974

104. Literacy theview Iran, by Bruce L. Cook 1980

105. Mail order catalogue Hong Kong by A. Andrews
106. Soybean, China by S. Shanmugasundaram 1985
107. Self Sufficiency Britain by John Seymour 1976
109. Environmentally Sound small-scale Agricultural Projects Virginia by Mohouk Trust 1979
110. Africa Link, London by Parenthood 1986
111. Soyabean Cooking Recipes Bafoussam by Jean Charles T. Y. VCP Bafut.
112. Apprendre des Femmes rurales Rome by FAO 1985
114. World Agricultural Economic and rural sociology abstracts London by Cambrian news 1974
116. Organiser et Gerer un Centre de documentation en Afrique Abidjan by Jean Mermoz 1987
117. Abstracts on Rural Developpement in the tropics Koninklijk by Amsterdam 1986
118. Le probleme de la Dette en Afrique Subsaharienne Cote-d’Ivoire 1987
119. Liste des livres enregistries a la bibliotheque 1987 Cote-d’Ivoire
120. Regulation des naissances en Afrique Cote-d’Ivoire 1987
121. Repertoire des organisations non-gouvernementales pour le developpement rural Rome FAO 1985
122. Science et Technique, science and Technology
Cameroon 1985 by Mesres

123. Netherlands Catalogue of Potato varieties 1982
Netherlands by H. Veenman en Zonen B. V.

124. Catalogue Neerlandais de variétés de pommes de
terre Netherlands, by Osterbaan and le cointre 1984

125. La Pomme de terre Paris by Louis Giordano 1984

126. Abstracts on rural development in the tropics
Netherlands by Amsterdam 1986.

127. Adult Education and development No. 27 1986
German Adult Education Association by Jacob Horn

128. Adult Education and development No. 21 German
Adult Education Association 1983 by Jakob Horn

129. Adult Education development No. 26, German Adult
Education Association 1986 by Jakob Horn

130. Adult Education and development No. 25 German Adult
Education Association 1985 by Jakob Horn.

131. Adult Education and development No. 24 German Adult
Education Association 1985 by Jakob Horn.

132. Adult Education and development No. 20 by Jakob Horn
German Adult Education Association 1983.

134. Adult Education and development No. 17 1981 Jakob Horn
German Adult Education Association.

135. Adult Education and development No.17 by Jakob Horn
German Adult Education Association 1981.

136. Adult Education and development No.18 by Jakob Horn
German Adult Education Association 1982.
137. Chamber's 20th Century Dictionary
138. Thorndiknes Intermediate Dictionary
139. Cassels French/English Dictionary
140. The Self Sufficient Gardener by John Seymour
141. The Complete Book of Self Sufficiency by John Seymour
142. Soybean in Tropical and Subtropical cropping system
   (Shamu and Sulzberger)
144. National Crop Protection by Gaby Stoll-Agrecol Infas Centre Switzerland
145. Abstracts on Rural Development in the tropics
146. Liste des livres emegistres a la bibilothque
   (INADES doc.)
147. Regulation des naissances en Afrique
148. Le probleme de la dette en Afrique Subsaharienne - Cote-d'Ivoire
149. Repertoire des organisations non gouvernementales pour le developpement rural (FAO)
150. Rapports et point de la recherche de l'ita 1985
151. Organiser et Gerer un Centre de documentation en Afrique
152. Cultures vivieres tropicales avec reference special au Cameroun Westphaletal
153. La pomme de terre (Giordano)
154. Catalogue (Netherlands) of Potato Varieties)
159. IRA Bambui 1979 Annual Report
160. IRA Bambui 1980 Annual Report
161. IRA Bambui 1981 Annual Report
162. IRA Bambui 1982 Annual Report
163. IRA Bambui 1983 Annual Report
164. IRA Bambui 1984 Annual Report
165. Delegation Provinciale de l'agriculture du Sud-Ouest Rapport Annuel
166. Definir les objectifs de l'éducation 1978
   Georges Thone S.A. Paris
INADES-Formation
P.O. Box 252
Bamenda Cameroon

Inter-Regional Exchange Visit for Manyu based farmers:
Destination: IRA Njombe, IRA and MIDEVIV Ekona, IRA
PSCC Barombi Kang, and RTC Kumba

Dear Mr/Mrs:

You are cordially invited to attend and participate in an Exchange Visit for farmers selected on a merit basis from the various Manyu based farming groups and subscribers affiliated to INADES-Formation Cameroon.

The objectives of the visit will be:

a) To participate in a guided tour of the above centres and to identify the resources obtainable by Cameroon farmers from the centres;

b) To provide an opportunity for the farmers drawn from various regions of Manyu to live together and share experiences during the 3 days of the visit and

c) To prepare the participating farmers to share the knowledge and experience acquired from the visit with their colleagues back home.

Taking into consideration the fact that we will be visiting mainly research centres, we shall limit participation to literate, fulltime farmers who must of necessity have a farm.

You will be required to pay your transport fares from your home district to our meeting point which is the Divisional Delegation of Agriculture in Mfumfe Town. Your transport fares will however, be paid back to you - but only at the officially syndicated rates; so make sure you save your tickets against reimbursements.

INADES-Formation will take charge of all your transport expenses and your lodging and meals during the period you will spend together.
Participating farmers will be individually responsible for whatever drinks and refreshments they choose to consume during the experience.

Those who agree to participate in the rich 3 days experience will also be required to pay a token fee of 3000 (Three thousand) francs CFA to help defray some of the expenses for the elaborate visit.

You will be expected to arrive at the Divisional Delegation of Agriculture in Mammou Town no later than 12 noon on Monday the 23/5/88.

Until then its - safe journey from !