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FINAL EVALUATION REPORT OF IDRC PROJECT 3-P-88-0140 ON
"THE DISSEMINATION OF AGRICULTURAL INFORMATION TO YOUNG FARMERS
IN THE NORTH WEST AND SOUTH WEST PROVINCES"

(Phase II : September 1988 to October 1990)

Prepared FOR AND IN COLLABORATION WITH :

INADES-Formation

P.O. Box 252

Bamenda, North West Province

Cameroon (Africa)

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DECEMBER, 1991

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FINAL EVALUATION REPORT OF IDRC PROJECT 3-P-88-0141 ON
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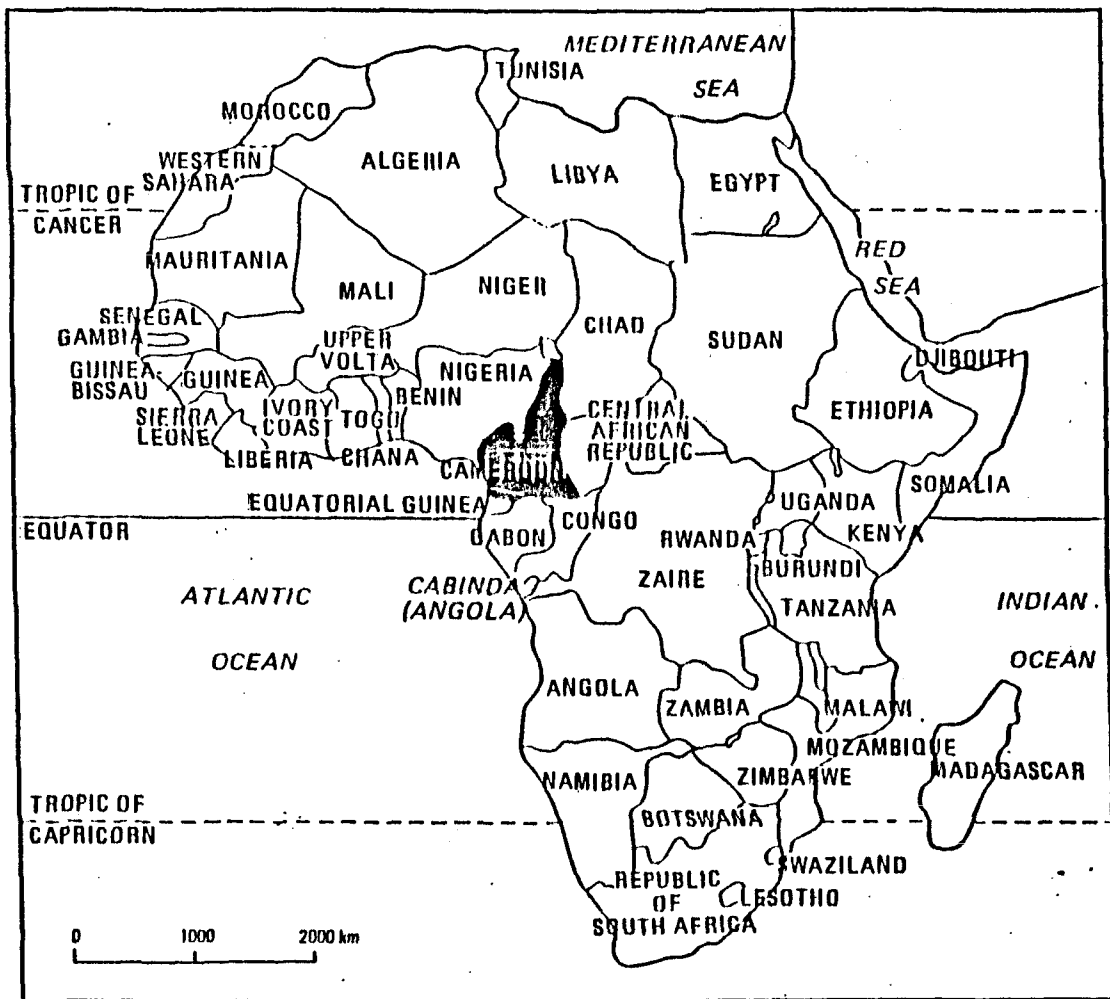


Fig.1. Cameroon in Africa

1 LOCATION, SIZE AND SHAPE

1 Location

Cameroon is a country in Africa. It extends from the Gulf of Guinea in the south to Lake Chad in the north, covering approximately 11° of latitude and 10° of longitude, i.e. from about

1°80'N to 13°N and from 8°25'E to 16°20'E.

It is bounded in the south-west by the Atlantic Ocean, in the south by Equatorial Guinea, Gabon and Congo, in the east and north-east by the Central African Republic and Chad, and in the west by Nigeria.



PHYSICAL FEATURES

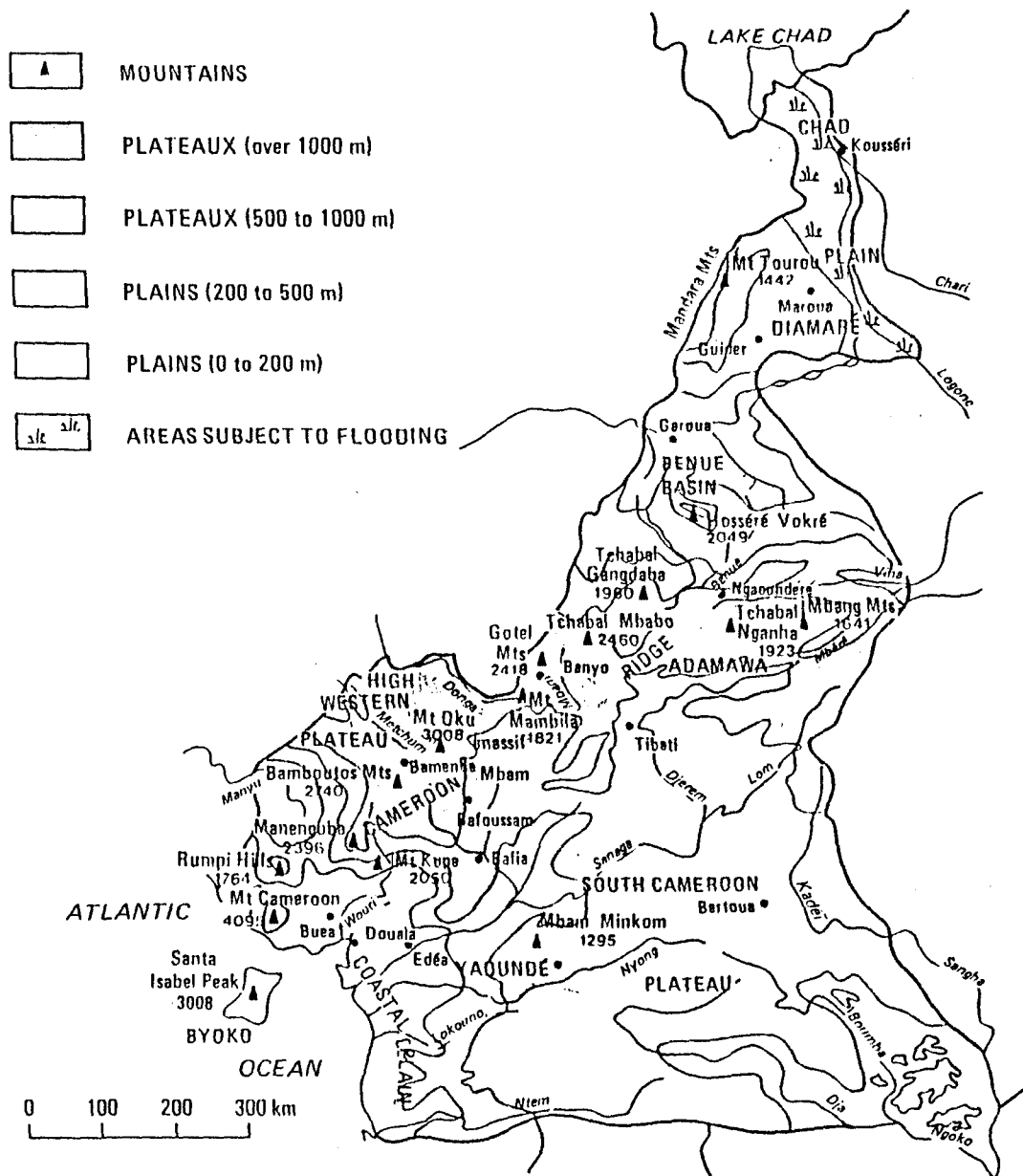
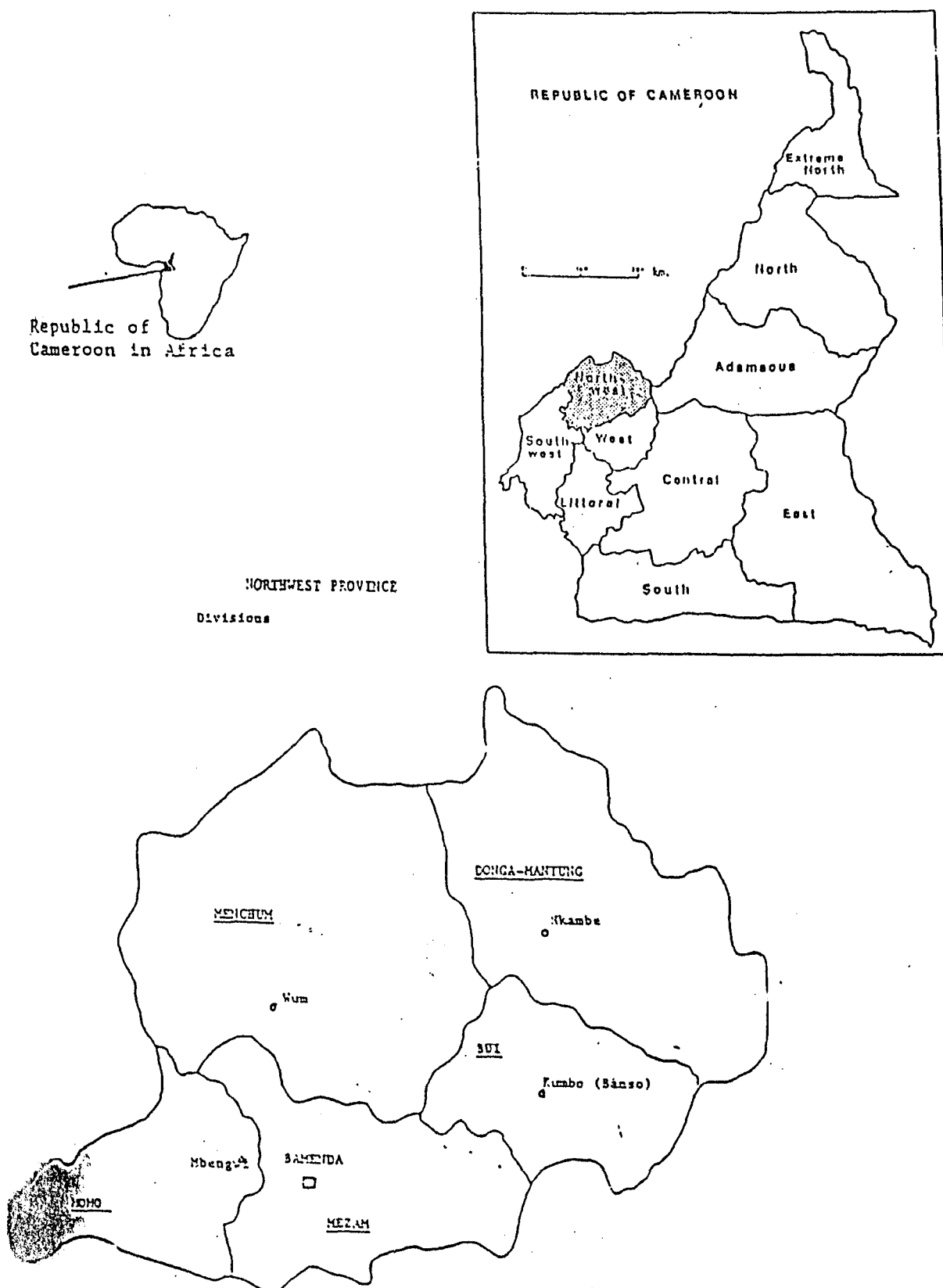


Fig.3. The relief of Cameroon

The relief of Cameroon to a large extent reflects the general relief of Africa. It is dominated by a plateau from which the Cameroon range projects. The plateau descends into the coastal plains and into the interior plains.

Figure 4. Orientation Map Showing Administrative Divisions of the NW Province.



INTRODUCTION

This document is a final report of the evaluation of Phase II of IDRC Project 3-P-88-0141 on the Dessimination of agricultural information to young farmers in the North West and South West Provinces of Cameroon under the aigies of INADES-Formation, Bamenda, Cameroon.

This phase of the project covers the period from October 1 1988 to September 30, 1990. The project set out to achieve seven specific objectives encompassing various communication strategies in the diffusion of information to rural populations.

Organization of the Report

The report is presented in two parts divided into sections. Part I presents the background of the project as well as its objectives, target population, inputs and expected outputs. In section II of this part are presented project outcomes showing the extent to which each objective was achieved and the problems encountered. The project has been evaluated using two criteria : performance and impact.

PART TWO

This part of the report covers the assessment of a special component of the project, namely seminar (training) reports. These are reports prepared by trainers at the end of each training session for farmers and mailed to them as part of the information dissemination process.

The decision to evaluate the impact of these reports was based on three assumptions :-

1. The reports may or may not be fulfilling the purpose for which they are intended;
2. Feedback is needed on the impact of these reports on the end-users so as to assess the exercise in terms of relevance, need and impact.
3. If reports are to be continued in the future it is necessary to assess to what extent their continuous production would justify the costs involved (men, money and materials).

The results of this assessment are presented in three sections.

The first section deals with the introduction and background to seminar reports. The second section reports the findings, and section III presents the conclusions and recommendations.

Three separate documents have been published by students of Dschang University Centre who examined several components of this project in their final year reports. It will be useful to consult these reports at the INADES-Formation Documentation Centre, Bamenda.

MULUH Penn Esau (1990) looked at the socio-economic factors related to the adoption of vegetable production in Babanki Tongo. John MUNGI (1990) studied natural crop protection and AZEH John Mumah (1991) examined the role of INADES-Formation as an NGO in agricultural development in the North West Province.

Each of these documents makes significant contributions to the assessment of several components of the IDRC project during one or both phases of the project.

EXECUTIVE SUMMARY

This report is a final evaluation of phase II of IDRC project 3-P-88-0141 covering the period October 1988 to September 1990.

Methodology

Data for this assignment were collected through interviews with farmers, trainers and other end-users of INADES-Formation training programmes as well as a number of published sources available at the INADES-Formation office in Bamenda.

Project Measurement

The project was assessed on two criteria : performance and impact. The results show that considerable progress was made in this second phase of the project on both criteria compared to phase I. Relatively higher performance and impact were achieved by exchange visits, radio programmes and the questions and answer series than with other components of the project.

Problems

Several problems were encountered in implementation particularly with regard to the documentation centre, production of audio-visual aids and reporting. Several of the recommendations made in phase I of the project do not seem to have been followed as closely as they should.

Recommendations

A number of recommendations have been made to improve the performance and impact of INADES-Formation operations in the future as far as the objectives of this project are concerned.

These include the incorporation of radio programmes, rural development review and exchange visits into the routine activities of IF and the training of trainers in the preparation and use of audio-visual aids.

SECTION I

1.1. Background

In 1984, INADES-Formation (Cameroon), a Non-Governmental Organisation, presented a proposal to the International Development Research Centre of Canada to enable the organisation to disseminate agricultural information to young farmers in the North West and South West Provinces of Cameroon. The ultimate goals of the project were three-fold : (1) to supplement the efforts of the government of Cameroon in initiating development action that would lead to the retention of young people in rural areas; (2) to improve the quality of life in the area of operation through planned social change programmes such as communications for rural development and the sharing of ideas between farmers; (3) seeking to diversify the resources available to INADES-Formation trainers and other rural development paraprofessionals for training in rural/agricultural development. The project was approved in 1985 and implementation started the following year.

1.2. Phases of the Project

The project was funded by IDRC in two phases : Phase I (October 1986 to September 1988) and phase II (October 1988 to September 30, 1990). The impact and achievements of the first phase were evaluated and a report produced. This report evaluates the second phase of the project vis-à-vis its objectives and impacts over a twenty-four months period.

Since phase II is a logical continuation of phase I, it is perhaps obvious that many of the objectives and strategies of the first phase were carried over into the second or modified in consonance with the principles of process, performance or impact assessment of a change programme.

1.3. Main objective of the Project

The main objective of the project was to consolidate and diversify the information and extension services available to development workers serving the needs of rural youth in the North West and South West provinces of Cameroon.

1.4. Specific objectives

The project sought to achieve seven specific objectives.

These are :

- (a) Publication of five 05 Question and Answer Booklets on topics of interest to farmers in the areas of (i) agriculture (ii) livestock (iii) health and nutrition. Two of the booklets were to be translated into Féfé and Ewondo, two of the several local languages used in Cameroon.
- (b) Adapt five documents on crop improvement for French-speaking audiences;
- (c) Publish four issues a year of the "Rural Development Review"
- (d) Bring about quantitative and qualitative improvements to the documentation centre of INADES-Formation in Bamenda as well as expand its services;
- (e) Diversify the audio-visual resources used in the dissemination of information to rural people in the two provinces;
- (f) Promote exchange visits between farmers on topics of interest and importance to the farming community in the area;
- (g) Publish a final report at the end of the second phase for use by other INADES regional offices in Cameroon and NGOs working on similar topics.

1.5. Strategy and Beneficiaries

The project identified people living in rural areas, particularly women and the functionally illiterate as the target populations. To be able to reach these target groups, the project paper recommended that special efforts be made in the second year of phase two to reach people living on the outskirts of Buea in the South West Province, with different linguistic and cultural backgrounds.

The use of pidgin English as a vehicle for transmitting farm information was to be encouraged during this phase so that messages could be effectively transmitted to farmers who do not speak standard English language. This strategy was selected on the belief that pidgin English is widely used in the North West, South West and Littoral Provinces. It is also increasingly being used by trainers and extension agents who cannot communicate with farmers in the local language of the farmer.

Furthermore, it was felt that this strategy would benefit particularly female farmers who are traditionally less educated in English and/or French.

1.6. Outputs

Human Resources

Two programme officers were recruited on a full-time basis for the duration of the project and assigned to specific tasks and duties.

The first programme officer was to be responsible for (i) the production and/or acquisition of audio-visuals and other teaching aids for INADES training programmes; (ii) the maintenance of audio-visual equipment; (iii) production of a weekly radio programme; (iv) "Rural Rendez-vous" and; (v) the organisation of exchange visits for farmers.

The second programme officer's duties consisted of (i) setting up a documentation centre through acquisition of books, periodicals and other publications on agriculture and rural development; (ii) the production of a quarterly magazine, the Rural Development Review; and (iii) the preparation of questions-answer booklets based on interactions between farmers and the trainers. Finally, he was expected to maintain contact with the press through the Review and any other possible channels. Logistic support for the programme officers was to be given by existing INADES staff at post. A part-time secretary was recruited to provide, secretarial support to the project in addition to existing resources at INADES office in Bamenda.

1.7. Financial Resources

Personal Emoluments amounting to approximately twenty-four million (24,004,986) francs were budgeted and disbursed as salaries to the two programme officers for a total of 46 months.

Budgetary Allocations for other activities within the framework of the project are as shown on appendix I.

The equipment purchased within the framework of the project include a microcomputer, video equipment (t.v. screen, VCR and camera), overhead projector and wooden shelves for the documentation centre.

1.8. Outputs

Specific groups of outputs were envisaged in the project.

These include :

1. Publication of eight (8) issues of the Rural Development Review;
2. Production of "Rural Rendez-vous", a radio programme for farmers.

Two programmes per month were planned over CRTV Bamenda for the North West Province and one programme per month for CRTV Buea.

Each programme was to be repeated at least once.

3. Publication of five (05) booklets each in English and French of questions often asked by farmers either over the radio, through their correspondence courses or Rural Development Review, and the Answers given by INADES trainers to those questions.
 4. Planning and execution of eight (8) exchange visits for farmers;
 5. Setting up a documentation centre and an audio-visual laboratory in the new INADES-Formation office in Bamenda;
 6. Training of trainers in the production and use of audio-visual aids (flanellographs, video films, posters, charts, slides, etc.)
 7. Publication of a final report on the lessons learnt throughout the implementation of the project.
- 1.9. Logistics and Administration

Copies of a detailed project document which includes the budget were given to each of the programme officers when they were hired and detailed job descriptions established. Logistic and administrative support were provided by the Delegate for the Bamenda office of INADES-Formation, under whose auspices the project was implemented. Consequently, the project was expected to blend with, and reinforce or expand regular activities of INADES, Bamenda.

SECTION II : PROJECT EVALUATION

This report assesses the success of the project on two indicators: Performance and Impact. Since the results of this evaluation are expected to point out achievements and weaknesses in the implementation of this experimental project, sophisticated analysis will be avoided.

II.1. Terms of Reference

The consultant was invited "to assist" the INADES-Formation management and staff to assess the extent to which project objectives have been met and to make recommendations for improvements that will enhance the performance and impact of similar projects in the future. Continuity in project evaluation was important and it was felt that since the consultant was involved in the evaluation of phase I, he stood in a better position to assess the achievements of phase II whose design was greatly influenced, as would be expected, by recommendations made in the first phase of the project, and lessons learnt therefrom.

II.2. Methodology

Two indicators will be used to measure the success of the project : (1) Performance, that is the extent to which planned targets or objectives were met, and (2) Impact, the extent to which achievements impacted directly or indirectly on the target population.

The data for this analysis were collected in several stages. First, through a mid-term evaluation conducted in January 1990. INADES-Formation accommodated two students from Dschang University Centre who wrote their final year reports on the project. Both students interviewed farmers from a number of villages which fall in the project zone in the North West Province to determine the impact of the project on young farmers who are participating in INADES training programmes.

The third set of data were collected between October 17 and 20 through four sets of self-administered questionnaires prepared for project staff, the Station Manager and Chief of Programmes CRTV Bamenda.

The questionnaires were followed up with personal conferences with each of the respondents (trainers, project staff, INADES management and radio people). Together they present the sources of the primary data used in the assessment of project performance and impacts.

Secondary data were obtained from documents written by trainers and project personnel, the delegate of INADES-Formation Bamenda, and other papers prepared within the context of the project (e.g. correspondence as well as trip, monthly and annual reports).

II.3. Performance

Overall, the project performed better in phase II than in phase I, although most of the accomplishments in phase II were achieved towards the later half of year two of the project. For purpose of clarity, performance will be measured for each of the seven objectives or goals.

II.3.1. Objective 1 : Production of Questions and Answers

Out of the five booklets planned for production in this phase, drafts have been prepared on Health and Nutrition, Animal Husbandry, Plant Pests and Diseases and Methods of Crop production. These drafts contain 90 questions, 10 short of the 100 expected to be collected within the two year period. The four booklets still need to be typed and edited before publication. The project still plans to translate two of the booklets into Fêfê and Ewondo at the time of this evaluation. Publication of these books does not seem possible before the end of the project since the exercise is still at the collation stage. This objective can be considered achieved at 50 %.

II.3.2. Objective 2 : Publication of Rural Development Review

Of the eight (8) issues that were planned for publication, only 5 were published Nos 4,5,6, 7&8). The last issue (7&8) can be considered a single publication because the volume is not any bigger than previous volumes even though two volumes are supposed to have been combined in the single publication.

Problems

Trainers were asked to assess the quality of each issue of the magazine. They complained that (1) RDR was never published on time; (2) the magazine has not established a reliable and efficient distribution system; and (3) the poor printing quality especially for volume 7&8 could adversely affect acceptance of the magazine.

These remarks were brought to the attention of the programme officer in charge during the evaluation; he seemed to blame the short-comings on inadequate funds for publication of the magazine. Apart from the overall quality of the printing, trainers also felt that the layout can be improved by eliminating what appears to be haphazard placement of items and columns.

On the positive side, the trainers unanimously feel that RDR has greatly reinforced the training programmes of INADES-Formation Bamenda. It also serves the North West and Western Provinces as a vehicle for transmitting farm information.

However, no conclusive statements can be made about the impact of the magazine on the farming practices of the readers since the survey did not incorporate this aspect in the assessment. Yet, poor distribution and sales continue to be a problem as farmers complain that they do not have easy access to the magazine.

II.3.3. Objective 3 : Rural Rendez-vous radio programme

A total of 26 programmes and 52 broadcasts were planned for CRTV Bamenda and 26 programmes and 104 broadcasts for CRTV Buea. These targets were achieved 100 %. To determine linkages that might have been created as a result of the programme, some staff of CRTV Bamenda were asked to rate the programme and producer in relation to other programmes and producers at that station on a four point scale.

The quality of the radio programme was rated Very Good - Excellent. The producer, Mr. Christopher FORGWE was positively rated on a scale of 1-4 by his colleagues at the radio on a number of traits : Competence (3.0), Sociability with other colleagues (3.5), Efficient use of time allocated (3.5), Relevance of the programme for farmers (3.0), and overall assessment of Rural Rendez-vous as an educational programme (3.0).

Problems :

A number of problems identified with the radio programme during phase I remain unresolved. First, a listener's survey has never been carried out because the programme officer does not feel himself competent enough to carry out such a survey. The second reason he gave for this void is that "logistical problems precluded a survey as understood by radio experts".

The second problem concerns scripts. Out of 52 programmes prepared during the second phase of the project only 4 scripts have been written. The preparation of scripts for each programme was recommended both in phases I and II as these would enable IF Bamenda to share experiences and "Lessons Learned" with other IF regional offices and NGOs involved in communications for rural development.

Thirdly, the programmes were not arranged in a clear and concise structure to reflect coherence, consistency and prediction on the part of listeners. All the trainers felt that the radio programmes ought to have been arranged in series or in a coherent order so that topics or programmes mesh into each other. Unfortunately, this was not done. Perhaps the greatest problem with the production of radio programmes lies in the producer himself who confessed that he lacks organisational skills. Valuable time, available space and other resources do not seem to have been used for careful, long range planning.

II.3.4. Objective 4 : Exchange Visits

Of the (8) exchange visits planned, (4) were carried out. A total of 60 farmers were involved and they visited agricultural research stations and private farms in the North West, South West and West Provinces.

The trainers evaluated the exchange visits and found that participants were quite satisfied with the experiences. Some of the impacts of the visits include adoption of new ideas and a boost in self confidence and pride for the farmers. The Women's Department of INADES-Formation Bamenda reports that the size and number of collective farms in some groups have increased as a result of the exchange visits.

An analysis of enrolments in the traditional correspondence courses organised by INADES-Formation Bamenda shows that enrolment jumped from 349 to 501 farmers between 1988/89 and 1989/90. This shows a membership increase of 30.3 % within the two year period.

However, enrolment in their training programmes has been fluctuating within the past 4 years. Dropping from 1 277 subscribers in 1986/87 to 719 in 87/88, and 349 in 1988/89. The highest number of participants in seminars (2,024) were recorded in 1988/89 compared to 1,531 in 1987/88 and 1,413 in 1989/90. Over the four year period, the highest number of seminars were given in 1988/89 (76), although this number dropped to 70 in 1989/90. In 1986/87 and 1987/88, the number of seminars offered was 62 and 61 respectively.

Trainers at INADES-Formation Bamenda attribute these upward surges in their programmes (particularly the 1988/89 figures) to the exchange visits. Although, however, other factors such as the radio programmes, and the Rural Development Review could have been responsible for the favourable response as well.

Finally, some of the group leaders who took part in the visits came back to the INADES-Formation in Bamenda to thank the staff for the experience they were given the opportunity to have during the exchange visits. A letter of appreciation was received from one of the groups in Mamfe. The evidence suggests that the exchange visits brought home very positive feelings to the farmers inspite of a few gripes (e.g. duration of visits too short, crowded programme and restricted number of farmers selected for the trips).

II.3.5. Objective 5 : Documentation Centre

Significant progress has been made in regard to this task. New and suitable shelves were made and some books bought after the mid-term evaluation. Some kind of classification system has been adopted to divide the shelves by subject matter or in major literature groups as seen appropriate by the programme officer concerned.

This consultant believes that the progress made so far on this item was due to two trips made by the programme officer, one was to the library of Bambui Major Seminary and the other to Dschang to gather ideas for the documentation centre following the recommendations of the mid-term evaluation report.

About 52 people are reported to have used the documentation centre since it was set up 18 months ago; although no records are kept of such visits.

The programme officer was unable to say exactly or even roughly the number and cost of new books and periodicals acquired in phase II and how they were acquired (e.g. whether donation or direct purchase).

Problems : Several obstacles still remain to be resolved to make the documentation centre functional, as seen by the trainers themselves. Primary among them are :

1. Acquisition of more books particularly in the area of Agriculture, Health, Food and Nutrition and Resource Management.
2. Creation of reading space and book lending facility for non INADES-Formation users;
3. Labelling of the books and establishment of an appropriate numbering system;
4. Maintenance of up-to-date records so that books can be traced from the date of arrival in the documentation centre to the lender's desk. At the moment, the chaotic recording system that prevailed in January 1990 seems to have improved but a lot more still needs to be done.
5. Lack of Reference volume such as Encyclopedia, Compendiums, Almanacs, Dictionaries and Atlases in the centre.
6. No notification of new acquisitions to trainers.

7. Lack of appropriate skills for the documentalists seems to obviate all efforts to mould a veritable documentation centre cum library out of a mere collection of books and periodicals.

To assess trainers' opinions of the documentation centre, they were asked to provide comments on the documentation centre on five aspects using a five point scale ranging from poor (1) to excellent (5). For accessability, the five trainers rated the documentation centre Very Good (4); Good - Very Good (3.5) for organisation, Fair (2.6) for diversify of litterature, poor (1.5) for comfort and suitability for reading, and Fair (2.5) for content of material on the shelves. All trainers stated that they have made suggestions for improvements particularly with regard to new acquisitions.

II.3.6. Objective 6 : Production of Audio-visual aids and training of trainers :

Also included in the plan for the documentation centre is an audio-visuals laboratory. There was no observable evidence that "an audio-visual laboratory" was being built up or contemplated. However, the producer of audio-visual aids reported to have bought 37 slides on soy beans from Bafoussam. He has, within the two years of the projects been able to produce 5 posters on child and mother care and mounted 22 sketches, drawings and cut-outs measuring approximately 10 x 15 cm in preparation for flanellographs.

Trainers were asked how many times they have used audio-visual equipment within the last 12 months. 75 % of them reported that they used audio-visuals an average of 6 times within the past year, while 25 % reported to have used audio-visuals about 10 times during the same period.

Most of them have used the same set of slides over and over again, thereby demonstrating a need for more slides and other audio-visual materials to be produced. This dearth of audio-visual aids is accentuated by either laxity on the part of the person who was responsible for their production or the frustration of trainers whose requests for audio-visuials are reported to have received only half-hearted attention at best or just ignored.

These frustrations were vented out in response to a question on form 2 why they never got the audio-visuials they wanted. "Trainers are torn between the audio-visual specialist and the accountant" laments one trainer. If you ever succeed to get one audio-visual aid done, wrote one trainer, you do so "...after a hard long struggle". Of course a few slides and posters have been made but they are handled with little care and amateurish organization.

The project initiators rightly felt that audio-visuials were important training tools. Consequently, the project called for on-the-spot training of trainers in the operation of available equipment. Unfortunately, no organized training sessions were held except for a couple of unstructured orientation to the use of the 35 mm camera.

Evidence of this lack of operational skills can be seen in the state of some of the equipment bought by the project. One of the two cameras is bad, and the audio-visual person blames it on improper handling and manipulation by one of the trainers. The 16 mm movie projector is also out of order but none of the trainers knows what is wrong with it.

II.3.7. Objective No. 7 : Preparation of Final Report on Lessons Learnt

An end of project report has been produced (August 1991). Unfortunately, it is too brief to portray the "lessons learnt" from the project which can be shared with other National Offices of INADES-Formation. The staff failed to write as many reports as required, thereby crippling the communication process. The degree of routine reporting on the project is shown on table 1.

Table 1 : No. of reports expected of and written by each of the trainers on the project in phase II.

STAFF	REPORTS					
	Annual		Monthly		Others	
	Exp.	Written	Exp.	Written	Exp.	Written
Zachee NZOH	2	2	15	13	Yes	11
Christopher FORGWE	2	-	24	3	Yes	0
Barnabas ASONGWE	-	-	24	22	Yes	6
Martha GHANLA	2	2	22	2	Yes	2

Exp. = Expected; Writ. = Written

From table 1, it can be seen that it will be difficult for INADES-Formation Bamenda to write anything meaningful about "Lessons learnt" for activities that fell under the job description of persons who owe reports. On the other hand, it will be quite possible to write on the other aspects if only the reports were to be standardized and systematically monitored for improvement of programme quality.

Interviews conducted with each trainer and perusal of their records show the following weaknesses :

1. Trainers do not keep records of reports nor copies of the correspondence they generate. This is either due to a lack of a proper filing system or sheer negligence. It must be noted with satisfaction, however, that the documentalist has now established a filing system that brooks less disorder.

2. Reports are not standardized. The majority of the reports consulted have no dates on which they were written nor periods covered by them.

3. None of the trainers keeps records of minutes or notes of meetings and/or group discussions for future reference. Perhaps all of them keep a notebook in which they jot down discussions with the Delegate of INADES-Formation Bamenda but not for discussions on a horizontal level. The consultant was indeed embarrassed to be told that "a couple of meetings" were held to discuss project business, but no minutes were taken.

4. The documentation centre needs to be well "documented" but it isn't. There is no record of books received, when they were received and how they were acquired. This lack of detailed information could cripple efforts to "learn" about the best ways to "acquire" books for a place like that or even methods of payment, delivery, etc.

5. Some trainers never submitted their work plans for several months, thereby making it difficult to report properly on their targets and achievements.

6. There is no consensus on what reports are required, necessary, or desirable. As a result, some trainers submit annual reports while others believe that they are not required to.

SECTION III

CONCLUSIONS

The second phase of the project has seen a lot more progress than the 1st phase, even more so in the later half of year two than in the other periods. Trainers confess that the project has been quite useful to them personally and for their work. Most of them use the documentation centre not only for preparing seminar notes but also for looking up answers to farmers' questions and self development.

The radio programmes and Rural Development Review are, in the opinions of the trainers, image boosters for INADES-Formation Bamenda in particular and INADES-Formation Cameroon in general. INADES-Formation Cameroon has become better known and they as trainers have come to know more in their various fields thanks to the various components of the project.

The project has benefitted the staff directly by providing them (particularly the two programme officers) opportunities to establish professional linkages and contacts within Cameroon and abroad. Mr. Christopher FORGWE travelled to Denmark in 1988 and Mr. Zachee NZOH-NGANDEMBOU travelled to Trinidad for three weeks in May/June 1990.

The radio programmes, experiences from research stations, exchange visits, and the magazine have been valuable sources of information for the farmers and trainers alike.

A number of weakness or shortcomings were identified during the evaluation which reduced project success. Lack of motivation, creativity and imagination, coupled with a certain element of professional indiscipline were identified as crucial areas for redress in future projects.

One of the programme officers confessed that he has never had administrative experience so it was difficult for him to have had a smooth transition from "a world of much talk and little work to one of much work and little talk". Fortunately, project leadership has demonstrated a reasonable grasp of authority and control and encouraging efforts to listen and learn.

SECTION IV

RECOMMENDATIONS

These recommendations are based on the assumption even though the project has come to an end, some lessons can still be learnt for future projects or similar circumstances. They are also guided by the assumption that INADES-Formation Cameroon might want to integrate some of the programmes or activities tried by the pilot project into its regular training programmes either in Bamenda or elsewhere.

Finally, it is assumed that a separate report will be commissioned by INADES-Formation Cameroon to assess the weaknesses and strengths of this project in consonance with its objective 7. For ease of understanding, examination, implementation and coherence, the recommendations will be made for each objective or group of objectives.

IV. RURAL DEVELOPMENT REVIEW

Recommendation 1.1. : INADES-Formation Cameroon should seek funds to continue the production of Rural Development Review on the same itinerary as before, making sure that each issue is published on time.

IV. IV.1.2. INADES-Formation Bamenda should set up a permanent board of editors which should include at least one trainer, one non IF employee and a farmer. The farmers representative may be changed every year to allow for maximum participation by farmers in deciding the content of "their newspaper".

IV.1.3. A detailed Plan of Action should be drawn up by the Editorial Board showing the themes for each issue well in advance.

IV.1.4. Issues should be published by theme. It should be the responsibility of the Editorial Board to determine the themes for the issues on a yearly basis. In this way, contributions can be requested ahead of time and farmers can anticipate each issue with certainty. This will also avoid last minute arrangements to go to press with half-baked articles, improvized illustrations and unpolished layouts.

IV.1.5. A more scientific readers' survey should be conducted not only to determine the impact of the magazine but also to discover the needs and interests of the readers and various publics.

IV.1.6. A strategy for the social marketing of the Review should be developed to ensure that funds can be generated by the magazine to make it self-sustaining and for a more efficient and reliable distribution network.

IV.2. RURAL RENDEZ-VOUS

IV.2.1. INADES-Formation Cameroon should seek funds for the continuation and eventual improvement of rural rendez-vous radio programmes in the North West and South West Provinces.

IV.2.2. Efforts should be made to extend the radio programme to CRTV Bafoussam.

IV.2.3. For a more efficient use of resources, INADES-Formation may wish to explore the possibility of producing the radio programme on contract basis. Such a part-time assignment should be preceded by a carefully worded contract that spells out the rights and obligations of each party to the contract.

IV.2.4. If the radio programme is continued, it is highly recommended that (a) typed scripts be prepared and filed for each programme (b) the programme be transferred to cassettes and sold to the general public in series. The cassettes can also be used by trainers in seminars.

IV.2.5. The use of pidgin English on the programme be reinforced taking into consideration the needs of the listeners.

IV.2.6. INADES-Formation should examine the possibility of shifting the programme to a later time when farmers would have returned from the field.

IV.3. QUESTIONS-ANSWERS BOOKLETS

IV.3.1. Funds be sought to edit and complete the Q-A-Booklets that have been compiled. In doing this care should be taken to produce an authentic and reliable document with minimum library references.

IV.3.2. Arrangements should be accelerated to translate the Q-A into Féfé and Ewondo as planned and other local languages of the areas from where most of the questions have been asked.

IV.3.3. The collection of Q-A should be continued as this provides an opportunity for the trainer to continue up-grading his/her skills through unstructured learning and also creates a basis for preparing and selecting material for the radio, Rural Development Review and Correspondence Courses.

IV.4. EXCHANGE VISITS

IV.4.1. Exchange visits should be integrated into INADES-Formation methodology as an informal method of adult education.

IV.4.2. More time should be created for exchange visits and the daily schedule lightened to reflect the patience required to work with adult groups.

IV.4.3. An impact assessment of exchange visits carried out in phase II of the project should be conducted. This will enable INADES-Formation to know the extent to which the methodology has changed the behaviour of participants and non-participants alike.

IV.5. DOCUMENTATION CENTRE

IV.5.1. It appears desirable and necessary to make the documentation centre more comfortable for readers. This can be achieved by implementing a related recommendation of the mid-term evaluation report.

IV.5.2. An attendant in the documentation centre even on part-time basis would do the staff and public much good. The documentation centre could be opened to the public 12.30-3.30 M.W.F. and 8-12 T. TH. Alternatively a number of combinations of possible time slots can be tried based on a users survey.

IV.5.3. The documentation centre will look better with better records. Efforts should be made to establish a permanent and simple record system for the facility.

Short-term training should be provided to the documentalist and/or attendant in elementary notions of library science. Such training could be arranged with the Major Seminary in Bambui where Mr. Zachee NZOH-NGANDEMBOU has already opened up contacts.

IV.5.5. A number of finishing touches appear needed in the centre :

- (a) Labelling/Numbering of the shelves and newspaper racks;
- (b) Separation of each shelf in the middle to allow for the maximum display of books;
- (c) The provision of book ends;
- (d) Construction of two small ladder-stools to fit in the space between the shelves;
- (e) Provision of an orientation board in the documentation centre.

IV.5.6. A visitor's and user's register should be kept to record impressions which are usually useful in improving the quality of services and structure of the facility.

IV.5.7. All books in the centre as well as periodicals should be labelled or numbered to ensure easy retrieval of books from and return to the shelves.

IV.5.8. It is highly recommended that efforts be made to increase and diversify the materials on the shelves. More books need to be ordered particularly reference volumes, encyclopedia and compendiums.

IV.5.9. The documentation centre should be sold to the public using techniques of social marketing and other methods particularly the radio.

IV.5.10. A bulletin board should be installed at the entrance to the documentation centre. It is on this board that could be posted information on new books, arrivals, books in print, etc.

IV.5.11. Trainers and staff should be encouraged to inform the documentalists of new or rare books. These should be acquired as soon as possible and put on the shelves.

IV.6. TRAINING OF TRAINERS

IV.6.1. It appears necessary to arrange short-term training for trainers in various aspects of audio-visual aids production and use. A number of local consultancy firms or communication specialists can provide such service, including the preparation of audio-visuals at low cost.

IV.6.2. Video should be introduced in seminars and other training activities organised by INADES-Formation Bamenda.

IV.6.3. A short-term plan of training of 2 weeks per trainer particularly in audio-visuals should be developed by INADES-Formation for all trainers and clerical staff. Such a plan should be based on prior needs assessment and the organisation's priorities and goals set by INADES-Formation.

IV.7. REPORTING

IV.7.1. The reporting system used in INADES-Formation Bamenda should be standardized so that reports from various trainers working in the same organisation can be expected to provide essential information. This recommendation applies to monthly, trip and annual reports.

IV.7.2. One of the sources of difficulty in this project is the lack of an in-house monitoring and evaluation system especially for projects. Quarterly reports have been found to be useful wind-breaks in short-term projects that extend over a one year period.

It therefore, appears desirable to recommend that quarterly reports of progress be required of all INADES-Formation trainers on a regular basis. This will make it possible for INADES-Formation leadership to monitor progress on specific projects and the extent to which plans of work are being implemented or ignored.

IV.7.3. Trainers should be required to keep notes of all important discussions between two people or more on official matters which might result in major decisions or future implications for the organisation. They should also be reminded of the need to keep minutes of all meetings held.

IV:7.5. Trainers should be required to keep copies of all reports written by them in a proper filing system. All such reports should be authored.

IV.8. GENERAL/STRUCTURAL RECOMMENDATIONS

The recommendations made in this section are based on the assumption that INADES-Formation would consider to incorporate some of the experiences from the IDRC project into its routine activities. It is also assumed that funds are limited and that current policy orientations at IF headquarters which require national offices and delegations to generate and search for funds have been espoused.

IV.8.1. In the event that funds are limited, several of the duties formerly carried out by the two programme officers could be merged and one person hired either on part or full-time basis to cover new duties which have to be defined.

IV.8.2. Rural Rendez-vous could be produced on contract per programme making it possible for financial flexibility and discipline to be achieved at a time of financial stringency.

IV.8.3. In the event that funds can be sought for only one position, a one year contract renewable could be established with a three month trial/probation period.

IV.8.4. It is recommended that if the project phases out, the day-to-day supervision and coordination of activities retained for incorporation into INADES-Formation's routine activities should be directly supervised by the delegate of IF Bamenda. This will ensure that continuity and consistency are maintained.

Budgetary Allocations for Project 3-P-84-0324 (Million Francs CFA)
Funds Administered by INADES-Formation)

	IDRC FUNDS			INADES FUNDS			OVERALL COST
	Year 1 1988/89	Year 2 1989/90	Total	Year 1 1988/89	Year 2 1989/90	Total	TOTAL
<u>Salaries</u>							
A/V Prog. Officer	6 421 716	6 421 716	12 843 432	-	-	-	12 843 432
Doc. Officer	5 351 430	6 421 716	11 773 146	-	-	-	11 773 146
Short-term Consultations	500 000	500 000	1 000 000	-	-	-	1 000 000
<u>Publications</u>							
Acquisitions	1 000 000	1 000 000	2 000 000	500 000	600 000	1 100 000	3 100 000
Books/periodicals	1 250 000	1 500 000	2 750 000	400 000	800 000	1 200 000	3 950 000
Seminar/Pidgin English	4 500 000	-	4 500 000	525 000	-	525 000	5 025 000
Staff Training	1 500 000	-	1 500 000	-	-	-	1 500 000
<u>Travel</u>							
Exchange visits	750 000	750 000	1 800 000	1 800 000	2 076 000	3 876 000	5 376 000
<u>Research</u>							
Supplies, Analysis translations	1 200 000	1 400 000	2 600 000	-	-	-	2 600 000
Equipment	2 500 000	3 500 000	6 000 000	-	350 000	350 000	6 350 000
	24 973 146	21 538 432	46 466 578	3 225 000	3 626 000	7 051 000	53 517 578

PART TWO

IMPACT ASSESSMENT OF WORKSHOP REPORTS

Section I : Introduction and Background

During the two phases of the project under evaluation, trainers organised various workshops/training sessions for IF subscribers, agricultural field (extension) staff, and a small number of interested non-subscribers. The impact of these reports on the farmers was assessed through a 40 item interview guide prepared and administered specifically for that purpose.

1. Geographical representation and sample

A random sample of 200 farmers was selected for study from five provinces : Littoral, Centre, South (covered by IF Yaounde office) and South West and North West (covered by IF Bamenda delegation). The questionnaires were administered by IF trainers and trained enumerators. A total of 171 respondents were interviewed from 12 administrative divisions in the five provinces as follows : Donga Mantung, Momo, Menchum, Mezam, Manyu, Mbam, Lekié, Méfou, Nyong and Soo, Nyong and Kellé, Sanaga Maritime, and Dja and Lobo.

2. Characteristics of respondents

Of the 171 people interviewed, 137 were fulltime farmers at the time of the study, 10 were field workers of the Ministry of Agriculture, 10 were IF staff and 14 were part-time cultivators. Whereas the farmers and other end users of seminar reports were only consumers, IF staff have been both producers and consumers of the reports.

3. Literacy level of end-users

Approximately 9% of the sample cannot read nor write in English or French. The vast majority (87%) of the respondents have less than or the equivalence of seven years of former education at the primary level.

03% have completed High School and 01% of the respondents have 3-4 years of University education.

4. Sex distribution of the respondents

Although agricultural activity in Cameroon is dominated by women, only 30% of the sample are women. Even among the IF staff who took part-in the study only 20% of them are female.

5. Experience with seminar reports

86% of the participants involved in this assessment have been handling seminar reports (receiving, reading, using them in their work) for periods ranging from 3-6 years while the remaining 14 % have been in contact with such reports for more than 6 years. With regard to non-IF field staff, 60% of them have been handling seminar reports for less than 5 years. On the other hand, 50% of IF staff have been dealing with for more than 6 years.

6. Awareness of objectives of reports

Basically everyone involved in the study reported being aware of the rationable or reasons why a report has to be written for each training seminar. However, the expectations of each group of participants vis-à-vis the reports differ. The trainers and field staff see the reports as an opportunity to review training material used in a previous session and to remind the participants of the contents of the session. Farmers on the other hand, express the feeling that seminar reports should serve as a source of reference and professional reinforcement.

7. Preparation of seminar reports

INADES-Formation trainers unanimously agree that it takes less than three days to collect and collate the information necessary to put together a good seminar report.

A minimum of 1 day is also required to type, print and it together. However, the real cost of producing a 10 page report was not appropriately estimated.

8. Age of participants

The majority (80%) of end-users of seminar report are in the 25-45 year age bracket. Of the remainder, 6% are below 25 and 14% above 45 years old.

Section II

Qualitative and Quantitative Assessment of the Report

The Findings

A number of indicators were selected for assessing these reports which are expected to serve both as a vehicle for disseminating information to the rural world and as a training tool for IF trainers and field workers. These indicators were grouped under five broad headings :

1. Objectives : Are the reports serving the purpose for which they are intended ?
2. Content : How rich and varied are such reports in terms of substance ?
3. Quality : The extent to which the facts are clearly presented for easy understanding by end-users.
4. Volume : Are the reports too big (voluminous) or too small to contain valuable information for farmers ?
5. Usefulness : To what extent are the reports useful or beneficial to the audience ?

1. OBJECTIVES

80% of the respondents stated that they know why seminar reports are written 16% said they have no idea why reports are written and 4% had no opinion. The number expressing knowledge of objec-

tives stated that a seminar report is, in their opinion, expected be :

- (a) a reminder to participants of the topics covered;
- (b) a working or resource document;
- (c) a vehicle to encourage participants to keep up with their work in agriculture;
- (d) a practical guide to supplement the lectures given in a seminar.

These expectations seem to differ somewhat from those of trainers and field staff. For them, seminar reports are revision notes for farmers. In their opinion, the reports are written to remind participants of the salient points in topics covered by the seminar and an opportunity to "follow-up" with the work already done. Seminar reports are also intended to "educate" the farmer and help him..." not to forget what has been learnt during a seminar".

2. CONTENT

In order to find out if respondents had the necessary background for giving an overall assessment of seminar reports, they were asked to state how many reports they have read in 1988 and 1989. 78 participants had read less than 3 reports in 1988, 96 in 1989; 29 and 22 participants had read between 3 and 5 reports in 1988 and 1989 respectively.

The lowest rates of report reading were reported in the data for Yaounde where seminar participants report to have read a maximum of two reports for each of the two project years. 66% of the respondents never read a single report during that period in the Centre, South and Littoral Provinces.

This situation is different from the experience in the Bamenda delegation because whereas Bamenda sends reports to individual participants, IF Yaounde sends reports only to groups as a matter of routine and procedure.

Based, however, on this exposure, 58% of the participants in the Bamenda area rate the reports "excellent" and 31% "good" in terms of content. In Yaounde however, 9 respondents rank the reports as, excellent for the two years; 25 of them rated the reports good. Because there were many missing cases for this and several items, it is illogical to quantify these responses as a percentage of the sample for that area.

The reason given for the various rankings can be summarized as follows :

i	Good reminders of topics for workshop	66
ii	Source of useful information	32
iii	Useful information on social life	3

It is worth noting here that all the respondents to ii above are all male and the respondents to iii are all female. The sections of the reports which respondent rate as useful are as follows by order of importance :

1. Farming methods
2. Storage and marketing
3. Crop protection
4. Animal breeding
5. Land preparation
6. Groups and social life
7. Questions and answers.

Farmers expressed the need to see a number of other topics covered in seminar reports.

Areas repeatedly cited for coverage are :

- New methods of agricultural production 21
- A summary of past seminar 20
- Mixed farming practices 19
- Animal health and crop protection 10
- Social life and questions and answers 7

The greatest weakness of seminar reports in terms of content, as stated by respondents is the lack of illustrations, particularly on animal husbandry topics. Although the topics cited above are covered in some reports, the respondents suggest that more is needed in those areas.

3. QUALITY

The respondents were asked to rate the quality of the 1989 reports on five criteria as follows : clarity of ideas presented in the reports, richness of information, neatness in the preparation and presentation of the report, language (i.e. whether the reports were written in a language the end-users could easily understand) and the presentation of data.

On a scale of 1 (poor) to 5 (Excellent) 70% of the farmers who answered the question rated the 1989 reports Very Good to Excellent (4-5) on all five criteria. The rest (30% of the farmers, rated the reports less than satisfactory (2) on all five criteria.

Three main suggestions were made by respondents for improvement of such reports : presentation, language and content. Readers suggest that the quality of future reports can be improved significantly by improving the printing and binding, simplicity of language and enrichment of contents. Central to these improvements is the expressed desire to see illustrations included in seminar reports.

4. VOLUME

It was felt by IF staff that because the preparation of these reports take considerable amounts of resources (time, materials and money), it was necessary to find out what readers think about the size of most reports which is generally between 10 and 12 pages. Whereas 6% of the readers stated that the reports were not big enough the vast majority (94%) felt that seminar reports were just big enough.

5. USEFULNESS

Readers stated that seminar reports were useful in their work, because i) they have been able to use information from the reports to increase yields, ii) the reports serve as a reminder and provide opportunity for revision of material covered at seminars, and iii) they serve as useful mechanisms for distance learning in agriculture.

However, out of the 100 participants who responded, 13% never receive seminar reports. They blame this on the poor postal system in rural areas. On the other hand, participants who admit receiving reports generally believe that a farmer has to attend all seminars if he wants to receive seminar reports on a regular basis. However, readers often discuss the contents of their reports with others when they receive them. Furthermore, most readers state that the 1989 seminar reports were sources of new ideas in a) farming methods; b) storage and marketing, c) bee keeping, d) primary health care and family planning, e) crop protection, f) land preparation, g) animal husbandry and group management. These new ideas reportedly helped readers with time management, improved family and farm management as well as increased interactions ("social life") between the farmers.

To determine the future action of IF in regard to seminar reports, the farmers were asked if the reports should be : a) discontinued; b) continue to be written and/or c) revised. All the farmers expressed the desire to continue receiving seminar reports provided they are improved in content and presentation.

Expectations of Trainers

In some respects the views of the trainers (IF staff) differed slightly from those of the farmers. Areas of interest that trainers found useful in reports tend to be pedagogical. For example, the methodology used in conducting seminars, number of participants, dates of subsequent seminars and information on farm visits, questions and answers as well as the manner in which the topics were presented and treated were of more importance to trainers. Interestingly, trainers themselves recognise the absence of illustrations in seminar reports as a big pedagogical handicap to the farmers.

Comparing reports from other NOs, trainers felt that some reports also clearly stated and lack direction (e.g. reports from Rwanda). Trainers also expressed the wish to see "methodology for extension workers" included in seminar reports :

While farmers were more generous with their assessment of the quality of reports (4-5 on a scale of 1-5), the trainers didn't rate reports excellent. Most reports had a score of 3 or 4 on all five criteria. The neatness and presentation of reports was rated 2 by 80% of the trainers.

With regard to volume, 33% of the trainers feel that the reports are too voluminous while 55% felt that they are just big enough. Their reactions can be understood in the light of the fact that they are the authors of the reports.

Trainers also find the reports useful because the documents help them to improve on subsequent seminars and reports, and in the preparation of field work. And like the farmers, they all agree that reports should continue to be written but revised along the lines suggested by readers. They also expressed the need to receive reports from other NOs and a regular basis.

Trainers stated a number of problems encountered in the preparation of seminar reports. Principal among them are i) insufficient time allocated for report writing ii) lack of illustrations for inclusion in reports, iii) the length of time it takes to put a report together. Trainers qualify report writing as a "time consuming exercise".

- iv) Lack of documentation (suitable books in the library) for research;
- v) Role conflict (i.e. they are expected to do the work of field staff and office workers at the same time.

Solutions Proposed by IF staff

The following solutions were proposed to the above problems :-

1. The designation of someone who could review drafts of reports, pointing out weaknesses and strengths, before the final report is typed, printed and circulated.
2. Provision of illustrative texts for inclusion in seminar reports;
3. Stocking the library with appropriate books and resources for research;
4. Allocation of time specifically for report writing.

Section III

CONCLUSIONS AND RECOMMENDATIONS

(a) Conclusions : The results of this assessment clearly bring out three major conclusions, that : a) seminar reports are useful and desired by participants regardless of whether they are IF subscribers or not; b) report writing and distribution should be continued but revised along lines suggested by the readers; c) trainers have expectations which are different from those of farmers in regard to workshop reports. These conclusions are applicable for both Yaounde and Bamenda areas covered by this study.

(b) Recommendations :

In the light of these findings and consistent with the primary goal of dissemination information to farmers and rural populations on a regular basis, the following recommendations are made :

1. IF should continue the production and distribution of reports of workshops on a regular basis;
2. Workshops should be organised on topics of more interest to the farmers and reports prepared on hitherto marginalized topics (e.g. new farming techniques, crop protection, animal husbandry, breeding and family environment).
3. Report writing should be reviewed to achieve :
 - i) simplicity of language
 - ii) clarity of message
 - iii) format (structure) of the reports
 - iv) quality of the report including illustrations
4. To do this, IF Cameroon should organize a communication workshop for all trainers on "writing for specific audiences". Such a workshop should cover workshop reports, articles for newspapers,

circular and journals, press releases, circulars, newspapers and official correspondence.

5. IF delegations (Bamenda, Maroua and Yaounde) should put in place a mechanism for reviewing all technical reports before they are printed and distributed. Such editorial assistance can be provided either by a staff of INADES-Formation who must be appropriately trained for the task, a part-time employee, or a full time Communications Consultant/Specialist.
6. IF Cameroon should issue an interoffice memo delineating clearly the objectives, expectations and structure of workshop and other reports for the attention of IF trainers. This will ensure that both the interests of IF staff and farmers are protected and consolidatory rather than dissipated and conflictual.
7. Efforts should be continued in the on-going efforts to equip the documentation centre with much-needed literature. Special attention should be given to acquisitions on rural communication (reports, newsletters, press releases, radio and video production, etc.)
8. The need for a good and dedicated artist on the staff of IF is eminent. It will be in the interests of IF to recruit someone who in addition to preparing various illustrations can also handle the functions that devolve on a communication specialist. If the right candidate can be found, he/she could also handle the problem of editor/reviewer for technical publications.
9. The presentation (format of reports should be modified into booklet form. Seminar reports that are bound into A5 formats can be handled more easily by farmers and field staff than stapled reports. The new reports can take the present format of IF manuals or course booklets.

10. At the end of each year, all workshop reports should be bound into volumes by topic and put in the documentation centre for reference. Copies could also be made available to other users at a small charge, of course.
11. IF Cameroon should put together a viable communication unit that will be responsible for developing appropriate communication messages and resources for rural areas (e.g. video films, slide series, charts, graphics, pictures, etc.)
12. Trainers should be encouraged to set aside sufficient time for writing workshop reports in conformity with the work plan for each unit.