



*World Decade for Cultural Development*  
*Décennie mondiale du développement culturel*  
*Decenio mundial para el desarrollo cultural*

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**PAN AFRICAN ASSOCIATION OF ANTHROPOLOGISTS  
(PAAA)  
PAAA/ICASSRT REPORT 15/1997**

**SYNTHETIC REPORT**

**WORKSHOP ON  
CURRICULUM DEVELOPMENT ON CULTURE  
AND DEVELOPMENT**

**BAMEDA, CAMEROON  
JULY 28 - 31 1997**

The views expressed in this document are the responsibility of the authors and do not necessarily reflect the view of UNESCO.

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1. The workshop on Curriculum Development on Culture and Development was held at the Ayaba Hotel Bamenda, Cameroon on 28-31, July 1997. Organised by the Pan African Association of Anthropologists in collaboration with the African Itinerant College for Culture and Development, it was held under the auspices of the United Nations Educational, Scientific and Cultural Organisations (UNESCO).

## **OBJECTIVES AND EXPECTED OUTCOMES**

2. The overall objectives of the workshop was formally introduced to the social scientists from different African universities and institutions. The expected outcome was that a draft curriculum and course outlines would emerged at the end of the workshop and a programme of activities elaborated and strategies for the execution developed and pursued.
3. The workshop was held as part of the activities of the African Itinerant College for Culture and Development (AICCD) based in Dakar, Senegal. It had been planned and deferred once due to late arrival of funds. The workshop was previously scheduled to be held in Douala, Cameroon on 25-29,1997. At the time of the holding of the workshop, funds had not been received. However, the PAAA was able to make funds available for the organisation . As this report is being prepared, the funds have not yet come in.
4. The workshop was attended by 12 senior scholars from Cameroon, Ghana, Nigeria and South Africa representing 10 African universities and institutions (see List Annex 6). The Coordinator of the African Itinerant College for Culture and Development, Dr. Burama Sagnia also attended the workshop. In spite of a heavy programme of work (see Annex 7) the objectives of the workshop were largely realised. Many of the papers presented during the workshop were of high quality. The conclusions of the workshop are consistent with the general assessment of the workshop ( see annexes,1, 2, 3,).
5. The workshop identified a number of concrete actions that should be undertaken both by the PAAA, the executing agent and by AICCD ,the coordinator of the activities of the College. A summary of these actions is provided below. The overall conclusion is that the production of a resource book and course outline on Culture and Development must be undertaken by African scholars themselves in order to define a clear vision as to how the development process will emerged in the 21st century.

## **SUMMARY OF PRESENTATIONS BY PAAA AND AICCD**

6. The meeting was opened by Prof. Nkwi, President of the Pan African Association of Anthropologists (PAAA). While thanking the participants for honouring the invitation of the PAAA and the AICCD, he stressed the importance of the workshop, hoping it will produced the desired results and outcomes. He welcomed the participants to Bamenda and looked forward to four days of fruitful discussions that will map out a new vision for the socioeconomic transformation of the African continent at the dawn of a new millennium.

7. Prof. Nkwi outlining the objectives and goals of the workshop which included the reviews of models to be presented by different participants: and identify relevant areas that require specific attention. He went on to assert in very strong terms that western imposed paradigms had failed to take into consideration the cultural values, beliefs and heritage of the African peoples. Culture had never become an integral thinking of development process. There was the need, he said, to design new models, propose alternative actions to for policy-makers and planners. It was hoped the workshop would lay the groundwork for the draft of a resource book showing different levels at which the courses on culture and development would be taught. Prof., Nkwi also highlighted the need of developing an interdisciplinary approach bringing on board all social scientists and not just anthropologists.

8. Introducing the African Itinerant college for culture, and Development, Dr. Sagnia made a brief presentation of the history, development and vision of the African Itinerant College as a mechanism to enhance and harness capacity for culture and development in Africa. He spoke about two existing schools of thought, namely, the pessimistic or negative school which questions the need of culture in development and the optimistic or positive school which sees culture as an important input mechanism for enhancing and harnessing the development process in order to achieve a better welfare and quality of life for African peoples. The latter uses culture as a spring board for development so as to achieve a human centred development Dr Sagnia also spoke on networking and the need to establish focal points across the continent for promoting and creating awareness on integrating culture in the development process.

9. Dr. Sagnia went on to expand on the inappropriate and under-utilisation of existing African capacity. Africa has the human resources and capacity. There is a strong need for re-evaluating and giving a new spirit to the available African resources. He further talked about the regional approach and vision that seeks to establish networks and focal points in Eastern, Southern, Central, West and North Africa.

## **SUMMARY PRESENTATION BY PARTICIPANTS AND DISCUSSIONS**

10. During the four days of intensive work, eleven papers were presented and discussed. The first paper entitled the Concept of Culture was presented by Paul Nchoji Nkwi from the University of Yaounde I, Cameroon. In his presentation, he pointed out the need to integrate qualitative or cultural aspects of change into the development process. He noted that in order to “situate” students of culture within the culture and development paradigm, it is vital and critical to focus on issues that have been at the basis of this conceptual confusion.

11. Outlining the model of the course, Nkwi pointed out that the nature of course would be based on several premises and assumptions, namely, a) most students at the graduate level have not had a better grasp and understanding of the nature of culture; b) students must be drilled in the theoretical issues through extensive reading as well as practical work and field experiences; c) suggested readings would address the issues involved; d) the integration of culture into the development praxis requires intensive practice. He went on to present a brief outline of the course which would incorporate the following concepts: definitions, cultural dynamics, patterns

of culture, relevance of culture. The rationale for reading assignments was also presented. Questions were also raised about the working format dealing with basic concepts, selected key books and journals.

12. During the discussions of the paper, participants emphasize the need for a clear, appropriate and operational definition of culture. It was also brought to the attention of participants that there were over a hundred definitions of the concept. However, the whole issue of cultural dynamics was considered as crucial in the debate. Questions such as how do human beings respond to change? b) how human beings initiate change? c) Are African cultures evolving, stagnant or static? d) How can originality, individuality and creativity of African cultures be enhanced in such a course outline. Such a course would not only dwell on patterns of culture but would also acquaint the students with the historical developments so as to create new knowledge for the future by developing new ways of expressing ideas.

13. It was noted that different definitions exist. However, all definitions have a common denominator. It was important to have an operational definition for culture in development and/or culture and development and culture of development. The fundamental and underlying factor was common ground shared by different disciplines in understanding cultural issues and problems.

14. The second paper on Development Theories and Approaches was presented by Simo Mope John. In his presentation, Simo asserted that the definition of development was full of value judgments in general, and political value judgments in particular. He went further to stress the fact that the theories of development could be reviewed under a) guiding principles, b) as part and parcel of society, c) as the physical quality of life index, d) building up a holistic perspective on the theories of development, e) gender blindness of development theories, f) using social structures for the conceptualization of development theories.

15. After the presentation questions were raised about the concept and definition of development theories. The author was asked to rewrite the paper and to incorporate the concept of development administration. Although administration was a concept or approach of its own right, it should only be seen as a tool. Discussions focused on theories and definitions of development. Emphasis was also laid on development models such as capitalism, socialism, mixture of capitalism and socialism as the third alternative, modernization theories, dependency and indigenous approach. Participants also discussed alternative methods such as participatory approaches, integrated approaches, contextual and historically sensitive, facilitate mobilization, taking into account of local development and global issues, and sustainability. While it was necessary to emphasize methodology, sensitivity to gender issues was to take account of indigenous approaches to reality construction.

16. On the issue of applicability the author was requested to highlight the successes and failures of the existing theories and models. The applicability of new ones and the administration of theories had to be seen from among other things in terms of **agents and agencies** (state, social groups non-governmental organizations, individuals, international groups or corporations) and

**Centralization /decentralization; Institutions** (universities, research institutions, networks-local and international, village communities).

17. Prof. Agaja Nji presented the third paper on Culture and Agricultural Development. In his presentation, he expanded the issue of methodology outlining a number of fundamental areas such as the need for an African focus or approach: sensitivity to gender issues, local habits and values: sensitive to rituals, values, spiritual practices and attitudes related to agriculture: micro and macro analysis: linkages between the different ecological zones and the market systems: impact of the global system on local farmers and collectives. In terms of application he pointed out the need for culture and agricultural research to be integrated into the awareness of the cultural dimensions of production, distribution, storage, transportation, industrialization and consumption and the cultural dimensions of industrialization, science and technology. The paper had an in-depth presentation of a detailed course outline with a comprehensive list of reading materials.

18. Prof. Lawuyi 's paper on Culture, Politics and Economic Planning made a critique of previous economic plans in Africa showing the gaps, weaknesses and successes. What emerged from the analysis of these plans, was the fact that culture was at no point taken into account in the various policy orientations and economic plans. The paper attempts to define the basic concepts, and goes on to produce a curriculum and course outline including the following: culture as political resource, culture as a mode of consumption, culture as a strategic value; culture as a management instrument, land-holding in Africa, theories of economic planning in Africa, cultural agents and brokers of change, gender relations in the work-place, problems of planning, policy and structural adjustment. After the presentation of the paper, participants emphasized the need to further critique the different approaches to economic planning and the development of policy. In doing so, focus would be on the macro level issues.

19. Dr. Igbo presented a paper entitled Public Administration and Management. The paper was cast within the framework based on apathy and lukewarm nature by which culture has been viewed in African development process. It goes on to argue that Africa can learn a lot from the way other countries have incorporated their cultures in their development processes. It discusses the key concepts used in the course model. The author further notes the distinction between private and public administration. The former, being economic oriented and the latter as being service oriented. However, there is a distinction between administration and management. But in actual fact, the two concepts can be used interchangeably. In traditional societies, he noted, there is a way human and material resources are arranged to achieve specific goals. These cultural factors should be integrated in African administration and management. He cited the case of Japan where there has been a successful integration of cultural values into management. For curriculum development, the author advocated a multi-disciplinary approach in the teaching of the course which could be taught both at the undergraduate and graduate levels. The undergraduate level being would focus on sensitizing students of the problems, issues, challenges and prospects entangled with public management and culture. The use of computers was to be deployed in the course.

20. The question was : Can good elements of Africa's rich cultural systems, past and present, identified, exploited and integrated into modern public administration and management with the hope of evolving a purposeful African style management. The answer was in the affirmative. Other issues were raised such as means of enhancing good management, increasing productivity, promoting a corporate culture: informal relations between workers, traditional, gender and communication relations; motivation: moral ethics: the environment; sense of belonging; culture of welfare support; concept of time which influences corporate culture; conflict management; maintenance culture; adding value to informal relationships; interface between corporate units and society; the culture of gift giving which breeds corruption in the end; use of African tools for sustaining the corporate unit. Participants further stressed on innovativeness on curriculum design in management training; looking at the culture of management; human relationship theory; concept of culture missing in training institutions of management; need to target schools, institutions teaching of public administration and management; the need of targeting managers in the training of administrators in management schools.

21 A paper on an Alternative Model for Africa prepared by Peter Geschiere was presented by Prof. Nkwiri who highlighted the following issues in the paper: a) the contribution of anthropology to development, b) need of a new dynamic culture of development, c) the development of a course outline into two phases. The paper saw the first phase as focusing on the general debates on anthropology, culture and development while the second part will address variable patterns in the dynamic interaction of culture and development backed with case studies. The case studies would look at culture and development within the framework of successful models in Asia (India, Japan, South Korea). The concept of participation would be the bedrock of the African alternative model.

22. John Forje, presented a paper on Natural Resources Management The following issues were raised after the presentation of the paper; definition of concepts (natural resources, management) and problems of modern complexity of resources. It was further pointed out the paper should focus on issues such as the need for consistency of concept in relationship to culture and natural resources; the need to bring out impacts of culture on natural resources; the need to integrate peoples participation into national development; a focus on the cultural perception of the people on natural resources. The cultural perception of natural resources, relating resources to people's way of life would enable a better management. Traditional technologies of resource management (modern or traditional) should be explored within the framework of the course outline. Importance should be given to Traditional strategies which involve traditional rituals enabling a regeneration of resources; regulation of consumption (eating habits and traditional taboos). The positive traditional strategies could enhance development. The curriculum and course outline on this topic would address such issues as integration of cultural factors into natural resource management and indigenous knowledge systems. Students would be encouraged to carry out bibliographic and ethnographic research on these issues.

23. The paper on Gender Relations in African Societies was presented by George Hagan. Some of the general highlights in the introduction of the paper included women being responsible for the growth, health and provision of the food needs of the family; women responsible for the



intellectual development of the family and society; women's role defined by culture; cultural definition of male or female; culture related to socioeconomic development. A detailed course outline with a focus on Ghana was presented. Participants recommended that a continental focus be given to the course with more emphasis on gender sensitive development issues.

24 Dr. Y.S. Njikam presented another paper on Gender and Development pointing out that she had adopted a multidimensional approach seeing culture as a conceptual tool of control, not being static, as a function and as a mechanism. The course content was designed for students with a background in anthropology, sociology and social sciences. It was meant to address issues involving among others evaluation of culture, cultural evolution; cross-cultural perspectives of gender, changes in the economic system, child bearing activities and specialization of job roles; united nations decade on women; increasing problems of unmarried women. The discussions on the two papers on gender addressed issues that related to the rising number of women opting away from marriage, and selecting alternative lifestyles; changing marriage patterns and increase in female headed households and its impact on gender relations and culture. The positive contribution of women with higher education to the business ventures and the increasing number of women becoming entrepreneurs and moving away from their traditional roles, was also highlighted. Participants expressed the view that a new section or course outline be included to address the issue of the gender and technology transfer. The growing impact of technology on the role of women and of women adapting to technological changes, was becoming important.

25. Dr. V.O. Modo presented a paper on Design, Implementation and Evaluation. The author pointed out that in approaching the subject, he had taken into account such factors as development becoming qualitative and quantitative, earlier efforts on development as influenced by classical theorists and the concept of basic needs approach. He went on to advocate a zonal development strategy and the need for advancing vocational skills. Participants discussed the ambiguity of the topic and its possible conflict with an earlier paper on Culture, Politics and Economic Planning. Participants wondered whether these two could not be merged into one theme. The design, implementation and evaluation theme was considered so important that it deserved separate treatment as a course. Participants agreed on the need to highlight the involvement of people in the design and implementation of projects thus empowering the people, giving them a sense of ownership. The implementing model required a comprehensive cultural and educational policy; participatory approach promoting justice, equity and good governance. It was recommended that the paper be reformulated to read *Design, Implementation and Evaluation of Development Policy, Programs and projects*. In light of the discussion Prof. Lawuyi's paper would focus on the macro-aspects while Dr. Modo's would address micro issues.

26. George Mbeh's paper on Culture and Sustainable Tourism paid attention to the following issues: a) tourism as a fast growing industries in the world, b) its practice in the developing world with the making of less profit out of the trade and c) mass tourism as a destructive tool of environmental sustainability and its negative impact on the culture of the society. He went on to propose a strategy for community participation such as a) benefits and costs equitably shared between the various economic actors (local community and entrepreneurs) and b) state involvement to ensure a just remuneration system, sustainable land tenure issues, provision of

proper infrastructure and other information and communication facilities. Domestic tourism and the impact of tourism on local culture and wildlife was also discussed. Discussions touched on varied issues, namely, a) western cultural values based on a number determinants like conservation and leisure, promotion and the sale of identity, and elements of curiosity. Participants wondered whether tourism could be sustained a) in view of the tramping on the land by tourists; b) emerging trends on sustainable tourism lack of the culture of tourism; c) tourism without creating negative effects; d) tourism as a tool for income generation and how this could reduce the destruction of the ecosystem; e) the need to promote internal tourism through cultural mechanisms; f) distinction between mechanical and organic tourism; g) the enhancement, and harnessing participatory approach to promote and sustain tourism, and the lack of literature. While suggestions were made for the redesign of the curriculum and course outline, the paper had to be re-titled “ Culture, Sustainable Tourism and Development.

## **SUMMARY RECOMMENDATIONS**

27. After the presentation of the nine papers four new courses were identified and proposed for inclusion, namely a) Culture and Capital Formation, b) Culture, Work and Enterprise, c) Culture, Technology and Indigenous Development and d) Culture, Democratic Governance and Sustainable Development. Resources persons were identified (see annex 4) to prepare a curriculum and course outline on these themes ( see Annex 4). It was also decided that additional persons would be added to the original list to prepare course outlines on the assigned topics. Names were proposed for both old and new courses.

28. Three working groups were constituted to discuss the technical issues related to the workshop objectives. They were: a) Follow-Up Activities, b) Theoretical Issues and Course Materials, and c) development of course format and terms of reference for all papers.

29. The reports of the different working groups were presented, amended and adopted. The following recommendations emerged at the end of the workshop:

**Recommendation 1.** That all participants and the newly selected contributors be asked to revise or write papers using a standard format to be worked out in this workshop (see annex 2)..

**Recommendation 2.** That, if possible, letters to participants and potential contributors indicating the suggested formats and how the papers could be improved or enriched, should be ready before the departure of participants. This is to enable some of the participants to collect and deliver these letters to newly nominated contributors nearest to them.

**Recommendation 3.** That the revised (or new) papers should reach the organisers of the workshop on or before September 15, 1997. Thereafter, the organisers would produce a rough Draft of the proceedings of the workshop in a volume for onward dispatch to the African Itinerant College and others.

**Recommendation 4.** Draft proposal will be prepared and submitted along with the proceedings of the workshop by October 15, 1997.

**Recommendation 5.** That an editorial Board, spanning across East, West, Central and Southern Africa be set up to help the editing of the papers. The board should include a strong technical team on the ground (here in Cameroon) that can work as a team to get the work moving (see Annex 1). After editing the papers they will be translated into French (for Francophone Africa), published and disseminated. Consequently, a budget for a professional translator is necessary.

**Recommendation 6.** That the pilot phase will involve a number of activities such as identification of institutions, workshops, identification of resource persons and report preparation and circulation. Some universities were chosen as testing ground for the proposed curriculum (see Annex 1)

**Recommendation 7.** Eight universities will participate in the project on a long term basis while four of them (marked with asterix) have been selected for the pilot phase of the proposed curriculum in the short term ( see Annex 1).

**Recommendation 8:** That the curriculum and course outline workshop would target schools of public administration, industries, top-level policy and decision-makers, development practitioners and agents, Media practitioners and scholars. The workshop will include lectures and field-trips. An evaluation Report will be prepared and distributed

**Recommendation 9.** That in order to produce a Resource Book the following activities will be undertaken for the preparation of a resource book:

Administrative Matters: Identification of experts to undertake research, Invitations to identified experts; Sorting out Administrative matters on contracts, etc.

Technical Matters: Methodology workshop to discuss modalities of the research program, Research activity (3-6 months), Research Seminar on preliminary research findings (3-7 days) to which various stakeholders will be invite; Revision of research materials and preparation of final reports, Submission of final report, Editorial Work (editing, translation, publication, dissemination)

**Recommendation 10.** That three forms of Publication of research findings would include the following: Unabridged Research Report for scholars and researchers; a 20-page policy paper for top-level executives; an executive summary (about 5 pages) for ministers, etc;

**Recommendation 11.** That the dissemination of the major findings will take place in form of an International Conference organised in collaboration with OAU/ECA /UNESCO, a documentary for use by URTNA/PANA; Construction of a Website. The conference location will be the Conference Hall of ECA, Addis Ababa.

**Recommendation 12:** That a format for the presentation of curriculum and course outline be prepared and sent to all participating authors. This recommendation was immediately executed. The terms of reference were prepared (see Annex 2).

**Recommendation 13.** That the format should be sent out to all participating authors. This was done during the week of August 4-8, 1997 (see annex 5).

**Recommendation 14.** On the theoretical Issues, every model must have a relevant and precise theoretical framework informed by cultural underpinnings and with justifications for its adoption by the author (s) ( see Annex 3).

**Recommendation 15.** That the proposed theoretical framework must be a realistic point of departure for the model that is being proposed. Such a perspective must contain adequate and appropriate illustrations and literature for necessary guidance towards the realization of the objectives of the model under study. The perspectives should be original, creative (or innovative) and multi-disciplinary.

**Recommendation 16.** Whatever theories that are being used, each must have an historical background and must also contain a review of the African experience. An evaluation of the theories must be done based on their applicability in the African context. This will be indispensable to highlighting the gaps in existing theories and a justification for their weaknesses or shortcomings. At the same time, the theories must highlight what lessons can be learnt from them as well as the possible conclusions that can be drawn. The problem of gender sensitivity must be systematically included in every model.

**Recommendation 17.** Each model must also propose adequate tools, methodologies and techniques for promoting an alternative African development paradigm. Every model must also make concrete proposals concerning the type of cultural indicators that will be used to measure the performance of the African development models and programmes.

**Recommendation 18.** The African Itinerant College should initiate a process for the acquisition of vital and critical resources materials for the teaching of culture and development courses. The AICCD should identify resource persons ( academics, knowledgeable and experienced administrators, industrialists, development practitioners, etc.) for the programme.

## **GENERAL EVALUATION OF THE WORKSHOP**

Judging from participants' evaluation, the objectives of the workshop had been generally fulfilled. Most presentations were of high quality. As expected most participants felt there was no adequate time for discussions. Although several participants could not attend because of change of dates, it was the desired opinion of all the participants that these should be included in the final rewriting of papers. The conclusions and recommendations show the commitment generated by the discussions. What remains to be seen is the realization of these recommendations.

The workshop was closed with concluding remarks from Dr. Sagnia and Prof. Nkwi who affirmed in very strong terms that this workshop was the beginning of long fruitful cooperation between the Pan African Association of Anthropologists(PAAA) and the African Itinerant College for Culture and Development. It was hoped that UNESCO will continue to sustain these efforts so that the years ahead will be ones of a different fro Africa's development.

## ANNEX 1: WORKING GROUP 1: FOLLOW-UP ACTIVITIES

The group was composed of Prof. Paul Nchoji Nkwi, Dr. Burama Sagnia and Dr. E.U.M. Igbo.

The group considered a number of issues that will need to be followed up after this present workshop. The following actions were proposed:

1. That all those who contributed, or have been asked to contribute, papers for this workshop be asked to revise or write their papers using a standard format to be worked out in this workshop.
2. That, if possible letters to contributors and potential contributors indicating the suggested formats and how the papers could be improved or enriched, should be ready before the departure of participants. This is to enable some of the participants to collect and deliver these letters to newly nominated participants nearest to them.
3. That the revised (or new) papers should reach the organisers of the workshop on or before September 15, 1997. Thereafter, the organisers would produce a rough Draft of the proceedings of the workshop in a volume for onward dispatch to the African Itinerant College and others.
4. Draft proposal will be prepared and submitted along with the proceedings of the workshop by October 15, 1997.
5. That an editorial Board, spanning across East, West, Central and Southern Africa be set up to help the editing of the papers. The board should include a strong technical team on the ground (here in Cameroon) that can work as a team to get the work moving. The following were nominated into the board:
  - Prof. Paul Nchoji Nkwi, University of Yaounde I
  - Prof. Ajaga Nji, University of Dschang
  - Prof. George Hagan, University of Ghana, Legon
  - Prof. Joshua Akong'a, Moi University, Kenya
  - Prof. Bassey Andah, University of Ibadan, Nigeria
  - Dr. Burama Sagnia, African Itinerant College for Culture & development
  - Dr. John Forje, CARAD, Yaounde, Cameroon
  - Mr. Jacob Neba, MMI Yaounde, (Editorial Adviser)

After editing the papers they will be translated into French (for Francophone Africa), published and disseminated. Consequently, a budget for a professional translator is necessary.

### 6. PILOT PHASE

This will involve a number of activities such as: identification of institutions, workshops, identification of participants and report preparation and circulation. On identification of institutions, the following universities were chosen for use as testing ground for the proposed curriculum:

- University of Yaounde I, Cameroon\*

- University of Ghana. Legon. Ghana\*
- University of Nairobi. Kenya\*
- University of Botswana
- University of Nigeria. Nsukka
- University of Abidjan. Cote d'Ivoire\*
- University of Benin,
- University Cheik Anta Diop. Senegal

These eight universities will participate in the project on a long term basis while four of them (marked with asterix) have been selected for testing the pilot phase of the proposed curriculum in the short term.

7. TESTING OF CURRICULUM & COURSE OUTLINE WORKSHOP(7-14DYS). The target groups will include :

- schools of public administration
- industries:
- top-level policy and decision-makers
- development practitioners and agents
- Media practitioners:
- Scholars

The workshop will include lectures and field-trips for all the participants.

8. An evaluation Report of the workshop will be prepared and distributed

9. Resource Book

The following activities will be undertaken for the preparation of a resource book:

Administrative Matters

- Identification of experts to undertake research
- Invitations to identified experts;
- Sorting out Administrative matters on contracts, etc

Technical Matters

- Methodology workshop to discuss modalities of the research program
- Research activity (3-6 months)
- Research Seminar on preliminary research findings (3-7 days) to which various stakeholders will be invited.
- Revision of research materials and preparation of final reports
- Submission of final report
- Editorial Work (editing, translation, publication, dissemination)

10. Forms of Publication

- Unabridged Research Report for scholars and researchers;
- A 20-page policy paper for top-level executives;
- An executive summary (about 5 pages) for ministers,etc;

11. Dissemination of the Major Findings

- International Conference organised in collaboration with OAU/ECA/UNESCO
- A documentary for use by URTNA/PANA;
- Construction of a Website;
- Conference Location: Conference Hall of ECA, Addis Ababa



## **ANNEX 2: WORKING GROUP 2: COURSE FORMAT**

The members of this working group included Prof. George Hagan, Chair  
Prof. Ajaga Nji, Secretary, Dr. Jean Basco Zumato Some, Member

Each author will be required to follow a standard format in the presentation of his/her course.  
The format recommended is as follows:

- 1. Course Title**
- 2. About the Course or Preface**
- 3. Introduction**
  - I) Problem to be solved
  - ii) Purpose of the Course
- 4. Broad Objective or Aim:**
- 5. Course Objectives**
- 6. Structure of the Course**
- 7. Content of the Course**
  - I) Definition of key concepts used in the Course
  - ii) Course Outline
- 8. Bibliography**
  - I) Prescribed or Required texts/books
  - ii) Recommended/Further Reading

**Details of the above outline are explained below:**

### **1. TITLE**

The title must be concise, clear, meaningful and consistent with the overall objectives of the programme. All titles within a given module must be convergent.

### **2. ABOUT THE COURSE**

The author should write something like this:

This Course has been developed within the context of a programme on Culture and Development specifically designed for the African Context.

### **3. INTRODUCTION**

#### **a) Problem to be solved**

Past experience with development on the African Continent suggests that culture has generally been seen or considered as an obstacle to development on the continent. It has further observed that the concept of culture has not been properly conceptualized, understood and used in development processes in Africa in a meaningful and beneficial manner. A combination of past experience and current thinking on development problems and processes on the African

Continent conspire to create a need to integrate culture in the development process with a view to creating an enabling environment for sustainable development in Africa.

b) Purpose of the Course

The purpose of this course is to focus the attention of planners, policy makers and professionals on the need to consider and integrate cultural variables in the development process. The knowledge to be gained from this course will equip professionals, practitioners and policy makers with conceptual and methodological tools that will enable them to design, implement and evaluate policies, programmes and projects in the spheres covered by this course.

**4. BROAD OBJECTIVE OF THE COURSE OR AIM**

The aim of this course is to produce capable development personnel at all levels of the development process, including planners, policy makers, administrators, teachers and practitioners.

**5. COURSE OBJECTIVES OR GOALS**

After completing this course, the student will be able to:

- a) Understand the relationship between culture and.....(title of course)
- b) Acquire the capacity to understand, analyze and formulate theories and models and be able to apply them to policy , programmes and projects with clear cultural indicators.
- c) Analyze the impact of culture on.....(title of course)
- d) Examine the cultural factors that influence .....in African development
- e) Explain the relationship between culture and .....(title of course).

**6. STRUCTURE OF THE COURSE**

This section will comprise six sub titles. The course author is invited to decide the necessary parameters as they are reflected by the course and state them clearly under the following subheadings:

- a) Course Load
- b) Prerequisites for this course
- c) Time allocation between learning situations
- d) Class structure or format (e.g. small groups)
- e) Field Trips and Simulations exercises
- f) Student Assessment Procedures

**7. COURSE CONTENT**

This section will comprise two parts as follows:

- 7.1. Definitions of key concepts used in this course
- 7.2. Course descriptions and Outline

The course descriptions should briefly present the central themes to be covered in the course in 6-7 lines while the course outline will delineate each sub-topic (e.g. 7.2.1. 7.2.2., 7.2.3., 7.2.4., 7.2.5. etc.)

Also, the time allocation for course modules will be determined by the nature of the particular programme of study and the target group. For example, a 3 months orientation workshop, 6 months diploma course or 1 year M.A. or 2 year M. Phil. Programme etc.

## **8. BIBLIOGRAPHY**

The bibliography should be prepared in two parts. Part I should include all prescribed or required readings (Books, Journal Articles etc.) Part II should include all recommended or further readings. The bibliography in both parts will be expected to respect proper scientific format.

### **STRUCTURE OF THE PROGRAMME**

Since the Curriculum in Culture and Development is designed to respond to flexibility, specific need and circumstances, a number of options are available for the implementation of the programme. The following proposals may be considered:-

#### **M.A. Programme in CULTURE AND DEVELOPMENT**

The student's curriculum will be drawn from two lists of courses. List A will consist of required courses and List B Optional Courses or Electives. For example:

##### **List A: Required Courses**

This list will comprise all courses encompassing

- The concept of culture
- Development Theories and Models
- Design, Implementation and Evaluation of Programmes and Projects
- Research Methods
- Field Placement, Internship or Attachment

All students in the MA Programme will be required to take these courses regardless of the Area of Specialization.

##### **List B: Electives**

Specialization in Economic Development  
Courses in List A plus....

Culture, Politics and Economic Planning  
African Alternative  
Culture, Gender and Development

In addition to the course work, students will be expected to show independence of thought, imagination and creativity in some form of practical end of course project. For example, M.A. students might be required to write a research paper which is submitted for evaluation in partial fulfillment of the requirements of that degree. Students in the M. Phil stream will be required to submit a thesis in partial fulfillment of the requirements of that degree.

It can be expected that students who participate in courses shorter than degree programmes should acquire practical skills in culture and development. In this case, they will be required to write critical terms papers with practical relevance as part of a modular training programme.

It is also expected, however, that students will be exposed to and drilled through practical exercises in each of the courses they take through the CULTURE AND

#### DEVELOPMENT PROGRAMME.

With regard to specific curricula several combinations are possible. The first and most obvious and practical approach will be to make each model an area of specialization (except, perhaps) Core Modular Courses.

For the purpose of this curriculum Core Courses that should be required of all students regardless of specialization are the following:

- Mod. 1: The Concept of Culture
- Mod. 2: Development Theories and Approaches
- Mod. 11: Design, implementation and evaluation of development projects
- Model ? : Social/Anthropological Theory, Research Methods & Development

Other areas of Specialization might include:

#### CULTURE AND EDUCATION

All Courses in List A plus...  
Culture and Education  
and any other Courses

#### CULTURE AND AGRICULTURAL DEVELOPMENT

All Courses in List A plus...  
Culture and Agricultural Development  
Any other Courses

#### CULTURE, URBANIZATION AND INDUSTRIALIZATION

All Courses in List A plus..  
Culture, Urbanization and Industrialization  
Any other courses

It is difficult at this time to determine all the possible areas, types of programmes that can be offered. The essence is to understand the approach and tailor it to meet practical needs of beneficiaries in consonance with overall programme goals.

Specialization in Gender and Development  
Courses in List A plus..  
Culture, Gender and Development  
Capital Formation and Accumulation  
Culture and Agricultural Development

Specialization in Environment  
Courses in List A plus..  
Culture, Management of Natural Resources and Development  
Culture and Agricultural Development  
Culture and Sustainable Tourism and Development  
or Culture, Tourism and Sustainable Development  
Culture and Population, and Urbanization

Specialization in Agricultural Development  
Courses in List A plus....  
Culture, Gender and Development  
Population, Urbanization and Development  
Culture, Capital Formation and Accumulation

The above prescription is just indicative. The major work on this aspect of the development of the Curriculum ought to be the thrust of a small committee after all the courses on the syllabus have been submitted, reviewed and accepted.

## ANNEX 3: WORKING GROUP ON THEORETICAL ISSUES & RESOURCES MATERIALS

Members: Dr. Modo Innocent V. O.  
Dr. Mope Simo John A.  
Mr. Mbeh George  
M.Messina Christophe  
Dr. Njikam Savage  
Dr. Lawuyi

Following a lively and fruitful discussion, the working group on theoretical considerations and resource materials made some substantial suggestions that were submitted for corrections and criticisms by the participants in the present workshop.

### Recommendations

#### (a) Theoretical Issues

1. Every model must have a relevant and precise theoretical framework informed by cultural underpinnings and with justifications for its adoption by the author (s). That is to say the models handled in this exercise must carefully explore the totality of the area of attention considered or examined. The work should successfully portray the historical and culturally worldview expressed in the models so that the students can have a better grasp of the subject matter especially the social, political, economic, spiritual changes taking place around them.
2. The proposed theoretical framework must be a realistic point of departure for the model that is being studied. Such a perspective must contain adequate and appropriate illustrations and literature for necessary guidance towards the realization of the objectives of the model under study. In other words, the theoretical framework must be thoroughly and clearly stated from the onset of the chapter so that the reader is not left in doubt as to the ultimate direction of the arguments enunciated or presented in the discussion of the orientation.
3. The perspectives should be original, creative (or innovative) and multi-disciplinary.
4. Whatever theories that are being used, each must have an historical background and must also contain a review of the African experience.
5. An evaluation of the theories must be done based on their applicability in the African context. This will be indispensable to see the gaps in existing theories and a justification for their weaknesses or shortcomings. At the same time, the theories must highlight what lessons can be learnt from them as well as the possible conclusions that can be drawn.
6. The problem of gender sensitivity must be systematically included in every model.

7. Each model must also propose adequate tools, methodologies and techniques for promoting an alternative African development paradigm.

8. Every model must also make concrete proposals concerning the type of cultural indicators that will be used to measure the performance of the African development models and programmes.

(b) Resource Materials

Every model is encouraged to use as many and relevant and accessible resource materials as possible.

Some of the resource materials are:

- Simulations
- Over-head projectors and slides
- Maps
- Photographs (still pictures)
- Artifacts
- Appropriate documentary and videos
- Additional literature and annotated bibliography

Among the sources of the resource materials are:

- Local materials and experiences
- Museums
- Archives
- Private and public libraries,
- Relevant ministries (communication and culture)
- Royal palaces
- Visits or field trips to project sites, industries, farms/plantations, etc.

Resource Persons:

- academics (University Teachers and Researchers)
- Knowledgeable and experienced administrators, industrialists, development practitioners, etc.
- Living libraries (i.e. oral informants) irrespective of their sex or gender.

**ANNEX. 4: LIST OF RESOURCE EXPERTS FOR THE PREPARATION OF  
CURRICULA AND COURSE OUTLINES ON CULTURE AND DEVELOPMENT IN  
AFRICA**

- MODEL 1 THE CONCEPT OF CULTURE  
: Prof. Paul Nchoji Nkwi , University of Yaounde I, Cameroon  
: Prof.G.K.Nukunya, University of Ghana, Legon, Ghana
- MODEL 2 DEVELOPMENT THEORIES AND APPROACHES  
: Dr. Mope Simo John. Ministry of Scientific Research, Yaounde. Cameroon  
: Dr. Nantang Jua, University of Buea, Cameroon  
: Dr. Els Herman. University of Pretoria, South Africa
- MODEL 3 CULTURE AND EDUCATION  
: Prof. Bassey Andah. University of Ibadan, Nigeria  
: Dr. Bame Nsamenang, Ecole Normale Sup, Bamenda, Cameroon  
: Prof. Majorie Mbilinyi, Institute of Development Studies, Univ.Dar
- MODEL 4 CULTURE AND AGRICULTURAL DEVELOPMENT  
: Dr. David Stephens, University of Sussex, United Kingdom  
: Prof. Ajaga Nji, University of Dschang, Cameroon  
: Prof. Jacob Voh, Institute for Agricultural Research, ABU, Nigeria
- MODEL 5 : CULTURE, URBANISATION AND INDUSTRIALISATION  
: Prof. Abdul Rahman Dejo, Usman Dan Fodio University, Nigeria  
: Prof. David Nkweti, University of Yaounde I, Cameroon  
: Prof. Donald Chanda, University of Zambia, Zambia
- MODEL 6 CULTURE, POLITICS AND ECONOMIC PLANNING  
: Prof. O.Bayo Lawuyi, University of Transkei, South Africa  
: Prof. Udo, University of Calabar, Nigeria  
::Dr. Etounga Manguelle, Cameroon
- MODEL 7 CULTURE AND POPULATION DYNAMICS  
: Prof. John Nabila, University of Ghana, Legon  
: Prof. D.S. Obikeze, University of Nigeria, Nsukka, Nigeria
- MODEL 8 CULTURE, HEALTH AND DEVELOPMENT  
: Dr. Joyce Olenja, University of Nairobi, Kenya  
: Prof. Layi Erinosh, Ogun State University, Nigeria
- MODEL 9 CULTURE, NATURAL RESOURCE MANAGEMENT  
: Dr. John Forje, CARAD, MINRST, Yaounde, Cameroon  
: Dr. Isaac Mazonde, University of Botswana, Gaborone, Botswana



- MODEL 10 CULTURE, GENDER AND DEVELOPMENT  
: Prof. George Hagan, University of Ghana, Legon  
: Dr. Njikam Savage, University of Douala, Cameroon  
: Dr. Yeshu Hapte Mariam, Addis Ababa University
- MODEL 11 DESIGN, IMPLEMENTATION AND EVALUATION  
: Dr. Innocent V.O. Modo, University of Uyo, Nigeria  
: Prof. James Senyondo, Makerere University, Uganda  
: Dr. Salomon Gebre, Addis Ababa University, Ethiopia
- MODEL 12 THE AFRICAN ALTERNATIVE MODEL  
: Prof. Peter Geschiere, Leiden University, The Netherlands  
: Prof. Patrick O. Alila, University of Nairobi, Kenya
- MODEL 13 CULTURE, SUSTAINABLE TOURISM AND DEVELOPMENT  
: George Ngong Mbheh, University of Florida, Gainesville, USA  
: Prof. Joshua J. Akong'a, Moi University, Kenya
- MODEL 14 CULTURE, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT  
: Prof. Tim Quinlan, University of Durban Westville, South Africa  
: Prof. Patrick Uche Okpoko, University of Nigeria, Nsukka, Nigeria
- MODEL 15 CULTURE, PUBLIC ADMINISTRATION AND MANAGEMENT  
: Dr. E.U. Igbo, University of Nigeria, Nsukka, Nigeria  
: Dr. Dion Ngute, DG National School of Administration & Magistracy, Yde
- MODEL 16 CULTURE AND INFORMATION SYSTEM  
: Dr. Flavien Ndonko, University of Yaounde I, Cameroon  
: Prof. Yunkap Kwankam, University of Yaounde I, Cameroon
- MODEL 17 CULTURE AND CAPITAL FORMATION IN AFRICA  
: Dr. Humphrey Moshi, University of Dar es Salaam, Tanzania  
: Dr. Rachel Ndulu Musyoki-Gatara, University of Nairobi, Kenya  
: Prof. Adame Konare, Ecole Nationale Supereieur, Mali
- MODEL 18 CULTURE AND ENTERPRISE DEVELOPMENT  
: Dr. Jean Bosco Zumatwo SOME, PAID, Douala, Cameroon  
: Prof. Yacouba Konate, University of Abidjan, Cote d'Ivoire
- MODEL 19 CULTURE, TECHNOLOGY AND INDIGENOUS DEVELOPMENT  
: Prof. Ajaga Nji, University of Dschang, Cameroon  
: Dr. Forje John, CARAD, Yaounde, Cameroon  
: Prof. Donald Chanda, University of Zambia

MODEL 20 CULTURE, DEMOCRACY, GOVERNANCE, AND SUSTAINABLE DEV.  
: Prof. E.M. Abasiokong, University of Uyo, Nigeria  
: Prof. George Hagan, University of Ghana, Legon, Ghana  
: Prof. John Sharp, University of Stellenbosch, South Africa

## **ANNEX 5: SAMPLE LETTER TO PARTICIPANTS**

Prof. G.K. Nukunya  
University of Ghana, Legon  
Accra, Ghana

Dear Colleague,

Past experience on the African continent indicates that development initiatives have not produced the desired results. This is due to a number of reasons.

As anthropologists, sociologists and other social scientists involved in development and deeply concerned by Africa's development future, we consider that one of the contributing factors to the failure of development models and approaches in Africa is the dearth of meaningful development models and the neglect of cultural variables in the development paradigms that have been implemented in Africa.

To remedy this handicap for Africa's future, a group of scientists are putting together a number of courses that will culminate in a flexible and practical training programme on **CULTURE AND DEVELOPMENT IN AFRICA**. We are looking for scientists who are interested in the field of culture and development with proven commitment to Africa's development.

We believe that you have the strong capabilities, interest and potential in this area. We, therefore, like to invite you to develop a course and an outline for the Culture and Development Programme on the theme *THE CONCEPT OF CULTURE*.

*The course should be conceived for mature graduate students, policy makers and development practitioners and agents.*

## ANNEX 7: LIST OF PARTICIPANTS

- 1- DR. MODO INNOCENT V.O.  
Dept of Sociology and Anthropology  
University of Uyo,  
AKWA, IBOM STATE  
NIGERIA  
TEL:  
FAX: 234-85-203840
  
- 2- DR. MOPE SIMO JOHN  
Ministry of Scientific and Technical Research  
P>O> BOX 6776 Yaounde  
TEL: (237) 22 66 74 FAX: (237) 22 62 62
  
- 3- PROF. GEORGE PANYIN HAGAN  
Institute of African Studies  
University of GHANA  
LEGON, ACCRA, GHANA.  
TEL: 50 05 12  
FAX: 233-21-500512
  
- 4- DR. FORJE W. JOHN  
Centre for Orientated Research on African Development (CARAD)  
B.P. 13429 YAOUNDE  
CAMEROON  
TEL: +237-23-18 25  
FAX: +237-230123
  
- 5- DR. BURAMA SAGNIA  
African Itinerant College for Culture and Development  
c/o IDEP B.P. 3186 DAKAR SENEGAL  
TEL:(221) 23-10-20)  
FAX: (221) 22-29-64  
email: idep@sonatel.net
  
- 6- MBEH GEORGE  
University of Florida,  
289CORRY VILLAGE,  
APPT 24,  
GAINESVILLE, FL. 32603;USA  
TEL: (352) 846-7064  
OR  
Dept of Anthropology  
1350 Turlington Hall

University of Florida  
GAINESVILLE FL. 32611  
email: GNMBEH@grove.ufl.edu

- 7- DR. NJIKAM SAVAGE  
University of Douala.  
B.P. 2414, DOUALA.  
TEL: (237) 40 02 84 FAX:(237)40-02-85
- 8- PROF. OLATUNDE BAYO LAWUYI  
Dept of Anthropology  
University of Transkei  
UMTATA 5100  
SOUTH AFRICA  
TEL: (90471) 302 2394  
FAX: (2741)3022  
email: LAWUYI @ GETAFIX. UTR. AC. ZA.
- 9- DR. E. U. IGBO  
Dept of Sociology and Anthropology  
University of Nigeria  
NSUKKA, NIGERIA
- 10- PROF. PAUL NCHOJI NKWI  
University of Yaounde 1  
B.P. 1862 YAOUNDE  
CAMEROON  
TEL: (237) 23 42 27  
FAX:(237) 22 18 73  
email: paul,nkwi@camnet.cm
- 11- PROF.AJAGA NJI  
University of Dschang  
B.P. 138 Dschang  
CAMEROON  
TEL:( 237) 45 13 26 FAX: (237) 45 19 55
- 12- MR JEAN BOSCO ZUMATWO SOME  
Pan African Institute for Development(IPD/AC)  
B.P. 4078 DOUALA CAMEROON  
TEL:(237)40 37 70 FAX:(237) 40 30 68(OFFICE) 42 24 42 (HOME)  
email: ipdac@sprynet.com

**ANNEX 6: AGENDA OF THE WORKSHOP ON CURRICULUM DEVELOPMENT ON CULTURE AND DEVELOPMENT ORGANISED BY THE PAN AFRICAN ASSOCIATION OF ANTHROPOLOGISTS (PAAA) IN COLLABORATION WITH THE ITINERANT COLLEGE OF CULTURE AND DEVELOPMENT, UNESCO/IDEP, DAKAR, BAMENDA, Cameroon JULY 28 - 31, 1997**

**SUNDAY, JULY 27, 1997**

Morning & Afternoon : Arrival of Participants  
 16H00 - 19H00 : Registration  
 19H00 - 21H00 : Cocktail for all participants

**MONDAY, July 28, 1997**

08H00 - 09H00 :Registration continues  
 09H00 - 10H00 :Official Opening  
 10H00 - 10H30 :Coffee Break  
 10H30 - 11H00 :Introducing: Itinerant College for Culture & Development by B.Sagnia  
 10H30 - 11H30 :Presentation of the goals and objectives of the workshop  
 11H30 - 12H00 :Model Course I: Concept of Culture by Prof. Nkwi  
 12H00 - 13H00 :Discussions  
 13H00 - 14H30 :Lunch  
 14H30 - 15H00 :Model Course II: Development Theories & Approaches by Simo Mope  
 15H00 - 15H30 :Discussions  
 15H30 - 16H00 : Model Course III: Culture and Education by Bassey Andah  
 16H00 - 16H30 :Discussions  
 16H30 - 17H00 :Coffee Break  
 17H00 - 17H30 :Model Course IV:Culture & Agricultural Development AjagaNji  
 17H30 - 18H00 :Discussions  
 18H00 - 18H30 :Wrap-Up of the day's discussions by Chairperson and rapporteur

**TUESDAY, July 29, 1997**

08H00 - 08H30 :Model Course V:Culture, Urbanization & Industrialization by Nkweti  
 08H30 - 09H00 :Discussions  
 09H00 - 09H30 :Model Course VI:Culture, Politics and Economic Planning by Lawuyi  
 09H30 - 10H00 : Discussions  
 10H00 - 10H30 :Coffee Break  
 10H30 - 11H00 :Model Course VII:Culture and Population Dynamics by Bulus,I.  
 11H00 - 11H30 : Discussions  
 11H30 - 12H00 : Model Course VIII:Culture, Health & Development by Joyce Olenja  
 12H00 - 12H30 :Discussions  
 12H30 - 13H00 : Wrap-Up of the morning's discussions by Chairperson/Rapporteur  
 13H00 - 14H30 : Lunch Break

14H30 - 15H00 :Model Course IX:Culture, Natural Resource Management by Forje John  
 15H00 - 15H30 :Discussions  
 15H30 - 16H00 : Coffee Break  
 16H00 - 16H30 :Model Course X: Culture, Gender and Development by Njikam Savage  
 16H30 - 17H00 Discussions  
 17H00 - 17H30 Model Course XI:Design, Implementation, Evaluation by V.O.Modo  
 17H30 - 18H00 Discussions  
 18H00 - 18H30 Wrap-Up of the day's discussions by Chairperson and rapporteur

**Wednesday, July 30, 1997**

08H00 - 08H30 :African Model : An Alternative by Peter Geschiere  
 08H30 - 09H00 Discussions  
 09H00 - 09H30 Model Course XII:Culture & Sustainable Tourism by George Mbeh  
 09H30 - 10H00 Discussions  
 10H00 - 10H30 Coffee Break  
 10H30 - 11H00 : :Model Course XIII:Culture, Environ & sustainable Development: Hagan  
 11H00 - 11H30 :Discussions  
 11h30 - 12H00 :Model Course XIV:Culture, Public Administration & Management:Igbo  
 12H00 - 12H30 : Model Course XV: Culture and Information System, Flavien Ndonko  
 12H30 - 13H00 : Discussions  
 13H00 - 13H30 : Constitution of Working Groups  
 13H30 - 14H30 :Lunch Break  
 14H30 - 17H00 : Excursions to the Kingdom of Bafut  
 17H00 - 18H00 : Short Recess  
 18H00 - 19H30 : Discussions in Working Groups  
 Working Group A: Theoretical Issues: An African Model  
 Working Group B: Didactic Material: Resource Material ,Audio-Visuals  
 Working Group C: Experimental Phases: Institutional Affiliations  
 19H30 - 21H00 : Dinner

**THURSDAY, JULY 31, 1997**

08H00 - 09H30 : Discussions in Working Groups  
 09H30 -10H00 : Coffee Break  
 10H00 - 11H00 : Presentation of reports of Working Groups  
 11H00 - 12H30 : Discussions  
 12H30 - 14H30 : Lunch Break  
 14H30 - 15H00 : Finalisation of draft: deadline for submission  
 15H00 - 15H30 : Choice of Editorial Board  
 15H30 - 16H00 : Coffee Break  
 17H00 - 18H00 : Presentation of Final workshop Report  
 18H00 - 18H30 : Closing Ceremony

**Friday, August 1, 1997:Departures**

## FINANCIAL REPORT: FIRST PHASE

### I. PER DIEM FOR PARTICIPANTS

1.	Simo Mope John	259,400 frs CFA
2.	Njikam Savage Y	110,000 frs CFA
3.	Some Zumatwo	199,110 frs CFA
4.	Nkwi Paul	255,350 frs CFA
5.	Buruma Sagnia	633,600 frs CFA
6.	Hagan George	388,950 frs CFA
7.	Igbo V.	364,000 frs CFA
8.	Forje John	263,500 frs CFA
9.	Lawuyi O.B.	300,500 frs CFA
10.	Modo V.O	325,125 frs CFA
11.	Mbeh George	257,200 frs CFA
12.	Ajaga Nji	250,400 frs CFA
13.	Messina Chrystophe	146,000 frs CFA
	Total	<b>3,703,135 frs CFA</b>

### II. TRANSPORTATION

#### A. International Travel

1.	Burama Sagnia	523,800 frs CFA
2.	Hagan George	533,400 frs CFA
3.	Lawuyi O.B	543,700 frs CFA
4.	Igbo P.H	252,200 frs CFA
5.	Modo V.O	252,200 frs CFA

#### B. Local Travel

1.	Petrol and Oil	69,000 frs CFA
2.	Car Rents	450,000 frs CFA
	Total	<b>2,624,300 frs CFA</b>

### III. HONORARIUM

1.	Lawuyi O.B.	110,000 frs CFA
2.	Modo Vincent	100,000 frs CFA
3.	Simo Mope John	100,000 frs CFA
4.	Forje John	100,000 frs CFA
5.	Mbeh George	100,000 frs CFA
6.	Hagan George	100,000 frs CFA
7.	Ajaga Nji	100,000 frs CFA
8.	Nkwi Paul	100,000 frs CFA
	Total	<b>800,000 frs CFA</b>



#### IV. Miscellaneous Expenses

1. Photocopies	54,530 frs CFA
2. Press Coverage	50,000 frs CFA
3. Workshop Material	101,915 frs CFA
4. Conference Hall Facilities	200,000 frs CFA
5. Coffee Breaks	58,500 frs CFA
6. Secretary ( 5 months work) x 50.000)	250,000 frs CFA
7. Secreteriat Assistance (program officer, etc)	250,000 frs CFA
Total	<b>964,945 frs CFA</b>

#### RECAPITULATION OF EXPENSES

I. Per Diem for participants	<b>3,703,135 frs CFA</b>
II. Transportation ( internal/international)	<b>2,624,300 frs CFA</b>
III. Honorarium for papers written and presented	<b>800,000 frs CFA</b>
IV. Workshop Expenses ( communication, etc )	<b>964,945 frs CFA</b>
Grand Total	<b><u>8,092,380 frs CFA</u></b>

#### NOTES ON THE BUDGET OF THE PROJECT

The curriculum development and course outline project was allocated \$23,000 which have not been received yet. If the funds are received at exchanged at the rate of at least 590 frs cfa, the total amount in CFA will be thirteen million five hundred and seventy thousand francs (13,570,000 frs CFA). The rates could also go up and increase the total cost.

Total cost of project in francs CFA	13,570,000 frs CFA
Expenses of workshops of July 1997	8,092,380 frs CFA
Total of amount left unspent	5,477,620 frs CFA

#### BUDGET: SECOND PHASE OF COURSE OUTLINE DEVELOPMENT

Honorarium for 34 commissioned papers @ 100,000 frs	3,400,000 frs CFA *
Secretariat Expenses( secretary, draft report, etc)	400,000 frs CFA
Communication ( phone, fax, EMS/DHL, etc)	350,000 frs CFA
Technical teams( 3 senior scholars, 400,000 x 3)	1,200,000 frs CFA **
Miscellaneous Expenses	127,620, frs CFA
Total	<b><u>5,477,620 frs CFA</u></b>

\* During the workshop 34 experts were selected and invited to produce course outlines on assigned topics. Letters went out to these experts and each will received a small sum of 100,000 frs CFA (less than \$200).

\*\* The technical team coposed of Prof. Ajaga Nji, Prof. Nkwi and Dr. John Forje will be responsible for the mechanics of this second phase. Each will receive 400,000 frs CFA.