

Community Diagnostic Report for the Village of Glékopé, Togo. 2006

Translated from the original French by James Bray.

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Name of Village :Glékopé
Canton :d' Amoussoukopé
Prefecture :d' Agou
Region :Région des Plateaux
Population.....approx. 1.000 inhaitants
Distance from Lomé - Glékopé :.....85km
Village Postal Address :.....B.P.36 Agou, Togo
Current Chief Regent :Kodjo Ahialé
President of the VDC :..... Kodzo Akakpo Pas-Deux
Support Organisation :Volontaire-Globalisation (V-Glob)
Website :..... www.vglob.org
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Introduction

In its aim to help the village of Glékopé achieve its development goals, Volontaire Globalisation (Vglob) has immersed itself in the community so as to effectively draw up a community diagnostic report, the objective of which is to:

- Enable the village of Glékopé to better understand its current problems and its potential.
- To equip the village with a diagnostic report to enable the inhabitants to better plan and execute any future organisational undertakings.

This report was carried out from February to April of 2006 with the help of the village chiefs, the women of the village, members of the religious communities, the village youth and teachers and pupils of Glékopé.

The report was undertaken with the help of several international volunteers working with Vglob.

Following this brief introduction, we will attempt to outline the various methods used in the gathering of our data. We will also discuss the results obtained from our research. These results will then be presented in three sub categories. Firstly the physical, socio cultural and economic facts of the village. Secondly the most important problems which present themselves in each area, and thirdly an overall analysis of the situation which presents itself in Glékopé.

1. Methodology

a) Principal methodology

To collect data for the Community Diagnostic Report, interview sessions were carried out and meetings and group discussions were organised. Objective observation was also of vital importance in the undertaking of this project. All conversations and interviews were carried out in French and Ewé, the local language of Glékopé.

b) Organisation

The work was carried out with the help of four partners; VGlob, the village Chiefs, the Village Development Committee (VDC) and the general population of Glékopé. All these units worked together in the production of this report. Vglob acted throughout as the main support organisation.

Four international volunteers worked alongside Vglob for a total period of one month. This period allowed a thorough exploration of the village and a high level of contact with the villagers and their leaders. The principal reason for Vglob's presence in the village was the gathering of information for this report, which involved a thorough

engagement of the general population which was achieved through group discussion and interview sessions.

The village chiefs and the VDC contributed in their turn with a further mobilisation of the general population, the planning of village meetings and research into information concerning the village royal family in terms of its role and history.

2. Results

a) Physical, Economic and Socio-Cultural Facts

• Physical Information

- **Relief** : The village lies on a plain.
- **Climat** : Sub-Equatorial micro-climate with two rainy and two dry seasons per year.
 - Average temperature: 24 -26°C
 - Average annual rainfall:1000-1.300 mm
- **Vegetation** : Mesophilic forest in transition to savannah due to deforestation.
- **Hydrography**: Small and infrequent pools are found.

• Important Historic Information

The village was founded in 1906 by the local German colonial administrator, Dr. Hans Gruner who transferred control of the village to a group of five local hunters known as, Kpego, Fatika, Kotokou, Siga and Abudu. On the 17th of August 1906, Dr. Gruner delivered an affidavit of control to these five people. One of the sons of Kpego, called Akakpo Kpego became the first traditional chief of Glékopé.

- After the death of Chief Kpego The First, and following a long regency, a new chief, Akakpovi Kpego The Second was installed in 1988. This new chief ruled for only a short period before leaving Glékopé to live in Ghana. Before his departure for Ghana he transferred power to *Asrafo* Glikpo Komi who stood down after four years in power. Following this, *Tsami* Amati Messan ruled for approximately fifteen months before standing down. In 1998, Akakpovi Kpego returned from Ghana for a short period in order to sign a declaration installing his nephew, Kodjo Ahiale, chief of the village youth, to power until such time as he return. Chief Kodjo Ahiale rules to this day.

During Kodjo Ahiale's time as regent, certain challenges to his position began to surface. This situation began to cause tension and bring division to the village. At the beginning of 2006 the regional prefect sent a request to chief Akakpovi Kpego The Second asking him to return to Glékopé immediately or consider himself abdicated from his position as chief. Akakpovi Kpego confirmed that he would return.

• **Socio-Cultural Information**

Total Population = about 1,000 inhabitants.

Number of ‘quartiers’ : six (6)

Table n°1

Quartiers	Chiefs	Inhabitants (estimate)
ZOGO	Afobu Dzibrila	190
BEDZEME	Asrafo Glikpo Komi	185
ATIKOME	Diba Kofi	150
GAKPOGODO	Sewodor	75
GNASSINGBEKOME	Gnassingbé Armand	150
GAPEKPODJI	Amati Komla	250
Total		1,000

Dominant ethnicity in the village : EWE.

Other ethnicities : KOTOKOLI, LOSSO, KABYE

Religion in order of importance: Catholic, Protestant, Islam and charismatic or evangelical churches such as The Pentecostal Church, the ‘Assembly of God’ and ‘La Double Mission du Racheté’ (DMR)

Housing : Traditional huts (clay masonry and thatched roofing).

Existing organisational structure:

Royal Family of Chiefs.

Village Development Commtee VDC.

Different Socio- Professional and Cultural Groups.

- Farmers and livestock breeders of poultry, beef, pork and goat.
- Market stall workers
- Taxi drivers
- Motorbike taxi drivers
- Joiners
- Carpenters
- Tailors and dressmakers
- Masons
- Car and motorbike mechanics
- Primary school teachers (four paid teachers and one volunteer)
- Secondary school teachers (six volunteers)
- Church ministers

- District nurse
- Radio technicians
- Traditional dance troupe AGBADJA, BOBOBO, AKPESSE
- Football players

Market Day : Monday

- The market takes place on one day a week only.
- The market sells food such as: Maize, Haricot beans, Tomatoes, Yams, Manioc root, Aubergines, Red and Green chillies, fish, bread etc.

Local markets visited : Amoussoukopé, Avétonou, Wonougba and Adu Gadjépé.

Local and traditional festivals : No traditional festivities. Christmas, Easter, Tabaski and Ramadam are celebrated.

Traditional ceremonies :

- Sacrifice of the white pig onto the traditional ceremonial chair (Togbe Zikpe)
- Call to the Goddess Maman Ekpe when the rains are late.
- VOODOO, SAKPATE and TOGBE NYIGBLE are all worshipped too.

Village Interdictions:

- Forbidden to take palm nuts into ones house.
- Forbidden to whistle at night.

Other interdictions of the locality:

- Illegal to carry out abortions
- Illegal to kill someone using Gri Gri

- **Economic Information.**

Number of agricultural esates: 100

Principal Crops : Maize ; Manioc Root, Yam, Haricot Beans.

Farming Methods : Traditional methods based on the use of fire.

Principal Livestock: Poultry, Sheep, Cattle and Goat.

Rearing Practices : Traditional and sedentary. Carried out by each individual household.

Animals not used in tilling of soil.

Agricultural Equipment: No available specialised equipment. Traditional hoe, 'Daba' (african spade) and 'Coupe-Coupe' (machete) used.

Deforestation Concerns : Production of Sodabai (local beverage) which is based on palm oil, production of charcoal for fuel, wood for cooking fires, production of baskets and wattle all contribute to a deterioration of the situation.

Banking / credit systems : non-existent.

Community infrastructure

- Table n°2: infrastructure and their state

Infrastructure		Present condition.
01	Primary School	Public school founded in 1963. The first principal was AGBEKO. The present director of studies is a Mr. Lanyo Klutse Maurice. There are five teachers employed by the school with four of them receiving pay from the state. The fifth is in charge of the school. The school programme is designed by the state. Solid walls, rusty roofing with holes. Lack of school equipment and no sanitation.
01	Secondary School	Local Initiative School (EDIL) founded in 2001 by the now ex-director of studies, Mr. Dogbla Koffi. The director is a Mr. Atiko Yao. At present there are four roofed classrooms without toilet facilities. Lessons stop if it begins to rain. There are six teachers of; French, English, History/Geography, Maths, Physics and P.E. The teachers are all unpaid volunteers. They do however receive small monetary incentives from the school administrative committee who look after a mutual fund.
01	Health Centre	Founded in 1963 by the state. Neglected internal structure and lack of external structure. Cracked walls, lack of staff and lack of medicines. Severe lack of medical equipment. The nurse is a Miss NAYO AMA. She previously worked for four years in Lomé at the Adidogome dispensary. She is in charge of the village health centre and works alone. The centre registers seventy births a year, (around five from Glékopé itself).
03	Shops	Three general food shops and one non specific goods shop.
03	Mill	Broken.
	Rural dirt road.	Single track and impassable during the rainy seasons.
01	Hand operated water pump.	Built in 1997 by project PHV/DEH/UNICEF. Broken for nearly three years.
01	Foot operated water pump.	Built in 1979 by the '4 ^{ème} Fonds Européens de Développement' (4 ^{ème} FED). Only source of drinking water for the village. In very good working order. Water from the pump is sold at a below average price in the village market. A pump fund of approximately 150,000 francs is administered by a local committee.
<p>Other facts :</p> <ul style="list-style-type: none"> - No public latrines. - Only one village well. Families have various means to collect rain water. 		

- Primary School :

Table n°3 – distribution of pupils for the school year 2005-2006

Classes	Number of Boys	Number of Girls	Total
CP1 : Class 1	18	17	35
CP2 : Class 2	13	13	26
CE1 : Class 3	13	23	36
CE2 : Class 4	20	15	35
CM1 : Class 5	12	08	20
CM2 : Class 6	11	12	23
Total	87	88	175
Drop outs	04	06	10

- The pass rate for the CEPD (First Degree Study Certificate) for the school year 2004-2005 was 75 % for boys and 83% for girls.

- School fees :

Boys pay : 2400 CFA all inclusive.

Girls pay : 1900 CFA all inclusive.

Students pay all extra costs associated with their schooling, something known as 'cotisation parallèle'. This cost is included in the above figure and comes to 1000 CFA per student.

Girls wear a khaki dress which costs 3000 CFA.

Boys wear Khaki shirts which also cost 3500 CFA.

- School timetable

Mornings from 07 :30 -11 :30 with a 20 minute break at 09:10.

Afternoons from 15:00-17:00 with a 10 minute break at 16:10.

- School Activities.

Students work in the schools field in the cultivation of crops.

- School finances.

The school has a field in which maize is grown.

There is a school fund.

The school does not distinguish between race, colour or creed in its acceptance of pupils.

- Secondary School

Table n°4 – distribution of pupils for the school year 2005-2006.

Classes	Number of Boys	Number of Girls	Total
6 ^{ème} (Form 1)	29	23	52
5 ^{ème} (Form 2)	20	07	27
4 ^{ème} (Form 3)	17	03	20
3 ^{ème} (Form 4)	19	14	33
Total	85	47	132
Abandons	07	05	12

- Pass rate for the school year 2004-2005 was 33%.

- School fees

Boys pay : 6000 CFA all inclusive. They pay 4000 CFA and 2000 CFA respectively for the 'cotisation parallèle' and for their school equipment.
Girls pay : 5000 CFA all inclusive. They pay 3000 CFA and 2000 CFA respectively for the 'cotisation parallèle' and for their school equipment.

- School timetable.

Mornings from : 06 :45-12 :00.
Afternoons from 14 :30-17 :00.

- Subjects Taught

French
English
Ewé (the local language)
Mathematics
Physical Sciences
Natural Sciences
History – Geography
Civic and Moral Education (ECM)
Agriculture
Physical Education.

- School activities.

Manual work in maintenance of the school grounds and in cultivation of the school field.

-School finances

The school has a field in which maize and haricot beans are grown.
There is a school fund.

The school does not distinguish between race, colour or creed in its acceptance of pupils.

Presentation of the main problems occurring in the village of Glékopé

Table n°5 :

Domain	Problems
Local administrative organisations.	
-Royal family	- absence of village chief since 1998 Itinerant chief disputed by some.
Health care and sanitation	
Health care	- Dereliction of the health centre. Cracked walls, rusty and compromised roofing, destroyed /cracked ceilings, lack of beds, damaged doors and windows, no latrines and no direct access to drinking water. Lack of personnel (one nurse for 1000 people). Lack of state financial aid. Lack of medical equipment means health care is less and less visited.
Sanitation and drinking water	- No drinking water supply in four out of the six 'quartiers'. One foot operated pump for 1000 people. Hand operated pump difficult to use for the young and elderly and broken for the last ten years. Lack of latrines, anarchic defecation in exposed points throughout the village.
Education	
-Secondary school	- Traditional style wooden building with thatched roof. Lessons disturbed when the wind blows or it begins to rain. High 'drop out' rate (12 students have already 'dropped out' this school year) .
Primary school	-Lack of school equipment. High percentage of 'drop-outs' 10 students have already abandoned their studies in this school year 2005-2006.
Agriculture	
Agriculture	- Low efficiency, infertile soils, lack of farming machinery and infrastructure, difficulty in accessing subsidies, complete lack of information.
Livestock	-Traditional and inefficient rearing techniques, absence of subsidies and credit schemes , lack of information.
Environment	- Bush fires a danger often encroaching on village and burning housing. - Deforestation level high. Practice of burning fields continues to make soils poor.
Womens Issues	- Marginalisation of women, illiteracy, pressure from the family unit to abandon studies, poverty.
Employment	Widespread lack of employment schemes for the village. Unemployment rate very high.
Land issues and housing	Anarchic sale of land. Anarchic construction of housing, housing of the most basic kind.

- **Analysis of the current situation :**
 - **Table of Assets, potential and inhibiting factors in the village.**

Table n°6 : Table of assets, potential and inhibiting factors of the organisational structures in the village		
Assets	Potential	Inhibiting factors
Presence of traditional organisational structures within the village.	-Good administration and mediation.	-Large generation gap gives rise to conflict.
Presence of VDC	-Good prioritisation of and discussion of village problems.	-Lack of information and finance.
Syndicate of Tailors Association of Taxi drivers.	-Defense of employment rights of members.	-Lack of training.

Table n°7 : Table of assets, potential and inhibiting factors of regional and international aid in the medium to long term		
Assets	Potential	Inhibiting factors
Presence of French NGO 'Togo 19'	- De-centralised cooperation, material and financial aid.	- Communication
Presence of Togolese NGO, 'Volontaire-Globalisation'	- Provision of information, technique and expertise	- Lack of finances.
Presence of local water pump organisation.	- Expertise in the construction of water pumps.	- Far from village.

Table n°8: Table of assets, potential and inhibiting factors of the education system in the village

Assets	Potential	Inhibiting factors
Presence of a primary school	- Potential for education.	- Dismissal of students with lack of finance.
Presence of a secondary school	- Potential for education of adolescents. - Teachers have the potential to educate students about the techniques and aims of development.	- Primitive school infrastructure -Teachers are all volunteers and are rarely paid.
Parent/ student association.	- Parents are involved in discussions about school spending on infrastructure and school equipment.	- Percieved weakness of association. -Illiteracy of the majority of parents.
Secondary school finance commitee	- Administration and collection of funds in order to improve school infrastructure and equipment , thereby supporting secondary education.	- Lack of actual funds. - Parents too poor to finance a childs education.

Tableau n°9 : Table of assets, potential and inhibiting factors of Health Care and sanitation

Assets	Potential	Inhibiting factors
Health Centre.	- Pre and post natal consultations available. - Sexual health care and advice also readily available.	- Infrastructure in a state of disrepair. - Lack of equipment and medicine. - Lack of personnel.
Foot operated water pump in operation.	- Access to safe drinking water.	- Only one working pump for over 1,000 inhabitants. - Hard work to collect water. Women and children are overloaded with this work.
Family reservoirs to collect rainwater.	- Means to collect and store drinking water throughout the year.	- Unsafe drinking water. - Poorly maintained reservoirs.
Presence of dynamic and enthusiastic masons, carpenters, metal-workers	- Available local work force.	

Table n°10 : Table of assets, potential and inhibiting factors of the environment and agriculture.

Assets	Potential	Inhibiting factors
Land available	<ul style="list-style-type: none"> - Good farming - Self-sufficiency - Crop diversification - Fallow land available - Potential to clear forested areas 	<ul style="list-style-type: none"> - No modern farming equipment - No credit available - No conservation programmes - Land disputes - Low prices for goods
Young population demographic	<ul style="list-style-type: none"> - Good vibrant human resource 	<ul style="list-style-type: none"> - Rural exodus in process - Lack of interest/incentive to continue farming.
Good geographic position The village lies just off the Lome-Kpalime main road	<ul style="list-style-type: none"> - Good flow of goods - Rapid access to local markets 	<ul style="list-style-type: none"> - Accidents occur frequently on the main road. - The majority of incidents involve the elderly and the very young.

Table n°11 : Table of assets, potential and inhibiting factors for women.

Assets	Potential	Inhibiting factors
Presence of dynamic and multi skilled women	<ul style="list-style-type: none"> - Involvement in decision making process and in village management - Good management of the AGR (a revenue generating organisation). 	<ul style="list-style-type: none"> - Exclusion of women rife - Poor education - Poverty.
Recognition of the benefits of an educated woman Desire to get young girls into education.	<ul style="list-style-type: none"> - Young girls in education 	<ul style="list-style-type: none"> - Lack of support.

- **Analysis of the principal problems, their causes, consequences and possible solutions.**

Table n°12 : Analysis of the principal pedagogical problems, their causes, consequences and possible solutions			
Principal problems	Causes	Consequences	Possible solutions
Lessons are often disturbed by the elements due to the exposed nature of the classrooms	- Primitive wooden structures with thatched roofing	- Lessons interrupted several times a day. - School equipment gets wet and damaged - Atmosphere not conducive to study.	- Replace buildings with strong modern structures.
High level of school 'drop outs'	- School fees too expensive Lack of support Unplanned pregnancies.	- Increased depredation of the school through lack of money Persistence of illiteracy.	- Student sponsorships - Health clinic to give sex education to all at secondary school level.
Lack of school equipment	- Local education authority lacking funding	- Atmosphere not conducive to study.	- Apply for donations/funding for school equipment.

Table n°13 : Analysis of the principal agricultural problems, their causes, consequences and possible solutions			
Principal problems	Causes	Consequences	Possible solutions
Rudimentary farming techniques	- Lack of information and training	- Poor efficiency	- Training in modern methods and techniques - Creation of a farmers cooperative to buy and distribute equipment.
Soil becoming less and less fertile.	- Crop burning - Over use of lands	- Low agricultural output	- Development of farming cooperatives
Frequent fires Land and therefore crops are often burnt by bush fires	- Frequent destructive bush fires	- Large old trees are burnt Food and cash crops destroyed	- Better education as to the causes and effects of the use of fire.

Lack of farming equipment	- Difficulty in accessing farming credit	- Farm work exhausting Lack of motivation to work in the fields	- Make farming grants and subsidies available.
Deforestation	- Anarchic deforestation Strong trade in charcoal for fuel	- Climate change - Soils becoming poorer	- Education - Replanting programmes - State regulation.

Table n°14 : Analysis of the principal health care problems, their causes, consequences and possible solutions			
Principal problems	Causes	Consequences	Possible solutions
Lack of medical equipment	- Lack of state funding	- Drop in the quality of health care given	- Investigate possible funding in order to better equip the centre
Health Clinic in a state of disrepair	- Lack of training - Old building - Cracked walls, rusting roof	- Building at risk of subsidence Clinic becoming less and less visited	- Repair infrastructure And external structure of clinic.
Lack of direct access to safe drinking water	- One single pump serving 1,000 inhabitants - Pump is far away from most 'quartiers'	- Children frequently ill - Abundance of water borne illnesses	- Equip the other 'quartiers' with access to their own water pump.
Anarchic defecation in exposed points around the village	- Lack of family latrines - Low family income	- High pollution - Propagation of faecal parasites - Frequent stomach complaints among children - High risk of cholera	- Organise a project to construct latrines in each 'quartier'.

Table n°15 : Analysis of the principal problems for women, their causes, consequences and possible solutions			
Principal problems	Causes	Consequences	Possible solutions
Women educated to a low general level	- Lack of emphasis on women's education	- Limited access to information regarding options	- Organise womens literacy classes - Sponsorship of women and young girls
Absence of any womens associations	- Lack of information - Indifference	- Marginalisation - Vulnerability	- Awareness raising sensitising

Conclusion :

Since 2003, the community diagnostic report has been recognised by the Togolese government, in its decentralisation programme, as a useful and necessary base from which a rural community should work in the planning and execution of its development goals. The lack, however, of even the most fundamental knowledge and techniques concerning development issues at a local level, prevents most communities from carrying out their own diagnostics. It is at this point that the work of VGlob becomes invaluable.

We hope that this first diagnostic report will provide ample information about Glékopé for our partners and colleagues in the development community and that our diagnostic will create other opportunities for further study into the situation of suffering and poverty which we find in rural communities here in Togo.

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