1. Record Nr. UNINA9910781937303321 Autore Tsey Komla Titolo Re-thinking development in Africa [[electronic resource]]: an oral history approach from Botoku, rural Ghana / / Komla Tsey Mankon, Bamenda, : Langaa Research & Publishing CIG, 2011 Pubbl/distr/stampa **ISBN** 1-283-31013-9 9786613310132 9956-726-63-X 9956-726-52-4 9956-726-74-5 Descrizione fisica 1 online resource (180 p.) Disciplina 330.91724 Soggetti Community development - Ghana Social sciences - Ghana Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Includes bibliographical references. Nota di bibliografia Nota di contenuto Cover; Title page; Copyright page; About the Author; Intended Audience: Dedication: Contents: Chapter 1. Introduction: Chapter 2. Better Understanding Botoku and My Connection to It; Chapter 3. My Approach to the Research; Chapter 4. From Migration to Settlement; Chapter 5. From Road Building in the 1930's to Middle School in the 50's; Chapter 6. Water Hand Pumps, Health Clinic, Electrification and Fiasa (chief's 'palace') from 1970's to 2000's; Chapter 7. Culture as a Two-Edged Sword; Chapter 8. Making a Living through Economic Participation: Chapter 9. An Ancestral Home or Place to Connect Chapter 10. An Integrated Model of Development Chapter 11. Conclusion; Chapter References; Bibliography; Back cover Sommario/riassunto In this thought provoking book, Komla Tsey argues that if governments, NGOs, development donor agencies and researchers are serious about development in Africa, they need to get down to ground level, both metaphorically and literally. They must search deep into Africa is own rich oral traditions by creating space and opportunity for ordinary Africans, whose voices have so far been conspicuously absent

in the development discourse, to tell and share their own stories of

development. Story-sharing as research methodology acts as a mirror, reflecting the participantsi self-evaluation of where they