

DAKAR (CWAORA)

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ATTACHMENTNONCAPITAL PROJECT PAPER (PROP)Country: Regional Project No. 625-11-110-530Submission Date: March 20, 1970 Original: XProject Title: FEDERAL ADVANCED SCHOOL OF AGRICULTURE-CAMEROONU. S. Obligation Span FY 1971 through FY 1974Physical Implementation Span: FY 1971 through FY 1973

Gross life-of-project financial requirements:

U.S. dollars -----\$1,073,000

Cooperating country contribution ----- 2,033,000

Other donors ----- 1,896,000

UNDP Special Fund	(883,000)
France	(530,000)
IBRD Loan	(263,000)
FED	(70,000)
Belgium	(150,000)

TOTAL

\$5,002,000

I. SUMMARY DESCRIPTION

The overwhelming economic characteristic of the countries of former French Equatorial Africa --Cameroon, Chad, Central African Republic, Gabon, and Congo (B)-- is their dependence on agriculture. Nearly nine out of ten of the population are directly dependent on agriculture for their livelihood, while over three-quarters of the region's vital foreign exchange earnings come from the export of agricultural commodities. With agricultural productivity presently extremely low, it is axiomatic that any significant economic development of the region must be accompanied by a fundamental transformation of production in the agricultural sector.

A critical bottleneck to expanded agricultural production is the shortage of trained personnel. This was sharply pointed out in a recent F.A.O. study which projected future needs for skilled agricultural manpower in relation to the estimated supply. Large numbers of additional trained personnel will be required if agriculture production in the region is to increase significantly.

The only university-level school of agriculture in former French Equatorial Africa is the Federal Advanced School of Agriculture (Ecole Federale Superieure d'Agriculture) at the University of Cameroon. Although this school is young, having started classes in 1962, it has made significant strides. Moreover, it shows excellent prospects for becoming an outstanding regional institution to meet the increased needs for trained agricultural manpower throughout francophone Africa. Sixteen students from other African countries are currently enrolled in the school, and all of the neighboring countries in former French Equatorial Africa have officially announced their intentions of sending more students to the school. Up to now, however, the number of students graduated each year has been very limited --an average of nine per year-- and confined entirely to nationals of Cameroon.

The Federal Advanced School of Agriculture is in the process of expanding its facilities and broadening its curriculum. The number of students scheduled to graduate each year will be increased to 40, while the scope of education will be significantly broadened by the addition of two new departments --a Department of Agricultural Education and a Department of Agricultural Economics. This expansion is being undertaken with the intention of meeting regional as opposed to purely national needs. The number of students admitted to the school from other francophone African countries will be greatly increased to comprise approximately one-half of the student body, or about 20 graduates each year.

The school's planned expansion is being assisted by a number of bilateral and multilateral donors. The UNDP in cooperation with the FAO has agreed to help set up a new Department of Agricultural Education, as well as fund the salaries and support of the school's Director and two other faculty members. Additional teaching staff is being provided by France and Belgium. The EEC's Fonds Europeens de Developement (FED) will make scholarship grants available to students attending the school. The World Bank has agreed to fund the construction and equipping of a new classroom building.

The U.S. contribution to the school's expansion and improvement will be to assist in the training and development of African professional staff for teaching and research in agricultural economics through the establishment of a new Department of Agricultural Economics. The Government of the Cameroon has requested U.S. assistance in this field because the school currently has no qualified economic staff for teaching and research, and because the U.S. is generally regarded as a world leader in agricultural economics. Course offerings in economics at the school are extremely limited and research in the field is virtually non-existent. The establishment of such a capacity at the school is particularly significant at the regional level, in that there is currently no specialized training in agricultural economics offered anywhere in francophone Africa. This assistance is strongly supportive of A.I.D. policy placing highest priority upon assistance to the agricultural sector.

Under this project the U.S. will provide three agricultural economists to form the initial research and teaching staff of the Department. Participant training in the U.S. will be provided to permit the gradual replacement of U.S. personnel by Africans. The U.S. will also provide imported commodities required to establish the department and support the U.S. staff. The Government of Cameroon will provide office and classroom space and local supporting personnel and services at the school.

Project inputs are summarized on the next page.

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

PROP DATE May 20, 1970

ORIGINAL X

PROJECT NO. 625-11-110-530

TABLE I

COUNTRY: REGIONAL

PROJECT TITLE: FEDERAL ADVANCED SCHOOL OF AGRICULTURE
UNIVERSITY OF CAMEROON

FISCAL YEAR	AP I/G	TOTAL	1/ CONT	PERSONAL SERVICES		PARTICIPANTS		COMMODITIES		OTHER COSTS	
				AID	CONT	AID	CONT	AID	CONT	AID	CONT
Budget Year FY 1971		472	472	245		42		37		148	
B + 1 FY 1972		271	271	145		39		4		83	
B + 2 FY 1973		207	207	108		22		8		69	
B + 3 FY 1974		123	123	63		4		5		51	
ALL SUBS											
TOTAL LIFE		1073	1073	561		108		44		351	

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II. SETTING OR ENVIRONMENT

Importance of Agriculture to Regional Economy: The outstanding economic fact of Cameroon and its neighboring countries in Central Africa--Central African Republic, Chad, Gabon, and Congo (B)-- is the overwhelming importance of agriculture. The predominance of agriculture is immediately apparent whether the criteria be the portion of the population working in agriculture, the contribution of agriculture to total production, or the importance of agriculture commodities entering into foreign commerce. While any production or population data relating to this region must be considered suspect and very approximate, the below data, nevertheless, firmly underlines the importance of agriculture to these countries.

<u>COUNTRY</u>	<u>1/</u> % Rural Pop.	<u>1/</u> % Labor Force In Agric.	<u>2/</u> Value Agric. Prod. \$mill.	<u>2/</u> Agric. Prod as % of TOT.Prod.	<u>3/</u> Value Agric. Exports \$mill.	<u>3/</u> Agric. Exports as% of TOT.Exp.
Cameroon	85	90	213	36	121	80
Central Afr. Repub.	95	90	41	30	15	53
Chad	95	90	85	42	27	99
Congo (B)	75	60	43	32	28	60
Gabon	80	84	55	34	41	35
TOTAL REGION	87	87	438	36	232	62

Source: 1/ AID: Economic Data Book

2/ FAO: Indicative World Plan for Agricultural Development, Africa South of the Sahara, Vol. II

3/ Secretariat du Comite de la Zone Franc: La Zone Franc en 1967.

Data provided is for most recent year available varying from 1962 to 1967.

Except for a few modern, commercially formed plantations oriented towards the export market, agricultural production in these countries takes place almost entirely in the traditional sector. Such production consists largely of subsistence food crops with small amounts of coffee, cocoa, cotton or other cash crops for the export market. Productivity is extremely low. If there is to be any meaningful increase in economic production in this region, there must be far-reaching transformation of agricultural production.

Need for Trained Manpower: An essential condition for any significant increase in agricultural production in the region is the existence of sufficient numbers of trained agricultural personnel to conduct research on improved seed, fertilizers, plant diseases and cultural practices and to extend this information to the farmers. Yet one of the more critical problems facing the central African countries is inadequate numbers of trained personnel in the agricultural sector.

A recent manpower survey of African countries by the F.A.O. foresees serious shortages of trained personnel in the agricultural sector throughout Central and West Africa. The F.A.O. forecast is derived from their estimates of: (a) the prospective supply of trained personnel from all agricultural training institutions now in existence or presently planned, assuming their capacity operation and (b) requirements for trained personnel at the senior and field levels, from "Moniteur" level upwards, by the agricultural departments and their field services implied by the F.A.O. model of agricultural development. These calculations relate only to government requirements and do not take into account requirements for trained personnel in the private agricultural sector.

While these forecasts are necessarily extremely rough estimates, they are nevertheless useful in showing the critical and growing need for trained agricultural personnel throughout tropical francophone Africa.

The F.A.O. estimates of shortages are summarized in the table on the following page.

TRAINED AGRICULTURAL PERSONNEL 1/
SUPPLY RELATIVE TO ESTIMATED REQUIREMENTS

	1 9 7 5			1 9 8 5		
	Senior	Field	Total	Senior	Field	Total
Former French						
<u>Equatorial Africa</u>	<u>-335</u>	<u>-112</u>	<u>-447</u>	<u>-626</u>	<u>-2661</u>	<u>-2187</u>
Cameroon	-119	- 21	-140	-409	-1120	-1529
CAR	+ 4	- 16	- 12	+ 95	- 113	- 18
Chad	-196	-498	-694	-257	- 855	-1112
Congo (B)	- 19	+402	+383	- 37	- 550	+ 513
Gabon	- 5	+ 21	+ 16	- 18	- 23	- 41
Other Franco-						
<u>phone Countries</u>	<u>-1495</u>	<u>-3348</u>	<u>-5023</u>	<u>-2584</u>	<u>-8020</u>	<u>-10,604</u>
Dahomey	-141	-507	-648	-347	-1359	-1706
Ivory Coast	+ 88	-122	- 34	+105	- 332	- 327
Niger	-243	-608	-851	-404	- 980	-1384
Togo	- 78	-232	-310	-145	-441	- 586
Upper Volta	-129	-561	-690	-212	-1753	-1965
Mali	-223	-431	-654	-322	- 968	-1290
Mauritania	- 47	+ 6	- 41	- 84	- 117	- 201
Senegal	+ 14	- 74	- 60	- 46	- 533	- 579
Congo (K)	-580	-448	-1208	-791	+ 103	- 688
Madagascar	-156	-371	-527	-338	-1640	-1978

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FAO, Indicative World Plan for Agricultural Development from 1975 to 1985, Africa South of The Sahara, Vol. 1, pp 393-95.

Federal Advanced School of Agriculture, University of Cameroon: The only institution in former French Equatorial Africa providing higher level training in agriculture is the Federal Advanced School of Agriculture, University of Cameroon. The School was initially created as the Ecole Nationale Camerounaise d'Agriculture (National Cameroonian School of Agriculture) under a decree issued on April 6, 1960. Classes at the School started in 1962. The following year, the School was incorporated into the Federal University of Cameroon, and the School's name was changed to Ecole Federale Supérieure d'Agriculture (Federal Advanced School of Agriculture.)

Students entering the School must have received either their baccalaureate, if from the French educational system, or at least one Certificate of Education (Advanced Level), if from the British system. They must also pass the School's competitive entrance examination. To the extent there is room, and subject to the approval of the Governing Board of the School, students holding the Advanced Certificate in the Physical, Chemical and Natural Sciences (SPCN) from the University of Cameroon may be permitted to enter directly into the School's second year.

The entering students must also be fluent in French. In principle, the Federal University of Cameroon has adopted a bilingual policy of French and English, backed by Presidential decree, which reflects the desire to integrate the one-million people of English-speaking West Cameroon, with the four-million people of French speaking East Cameroon. In fact, however, the University is essentially francophone. The University is located in French speaking East Cameroon and the curriculum is strongly identified with French system. Moreover, most of the faculty speak only French. Yet, notwithstanding the heavy French orientation, the students receive intensive training in English, and exhibit a far greater competence in English than is found in other francophone countries. Under the present curriculum at the Federal Advanced School of Agriculture, students receive 75 hours of English instruction in each of their four years of study.

The School offers a four-year course of study leading to the degree of Ingenieur Agronome--a degree considered approximately equal to the American Bachelor of Science in Agriculture. Training is provided in all aspects of tropical agriculture, with a solid grounding in mathematics and the basic sciences. In general, the curriculum is broader, with less depth in certain areas of the biological and agricultural sciences than is usually the case in American agricultural schools. In the related social sciences such as agricultural economics, however, the curriculum is very narrow and the training particularly weak.

Starting with the October 1969 class, the four-year course of study is broken up into two distinct sessions of two years each. The first two year session is taught at the School of Sciences, and lays the basic scientific groundwork for further work in agriculture. Upon finishing this portion of study, the student receives a University Diploma in General Science (DESG). The second two-year session consists of agricultural courses given directly by the Federal Advanced School of Agriculture.

All students in the Federal Advanced School of Agriculture currently take one course in general economics in their second year. This course is taught by a member of the faculty of law and economics at the Federal University of Cameroon. While this course does not have the depth or scope of the typical course in introductory economics taken by agricultural students in the U.S., it nevertheless does provide some instruction in general economics--instruction which is very basic for further work in the field. Agricultural economics is an applied field of economics and, consequently, students must first learn the principle of basic economics. Such an introductory course can probably be better taught by the regular economics faculty at the University than at the agricultural school itself. Moreover, both teaching and research in agricultural economics can be developed more efficiently and in greater depth if there is close cooperation between general economists and agricultural economists. In this regard, it is significant to note that just such a teaching arrangement has developed at the Federal Higher School of Agriculture--whereas no similar teaching relationship between the faculties of agriculture and economics has developed in any of the other francophone countries, including North Africa. During the past two years a course in agricultural economics has been offered by a young graduate of the School who has also completed one year of graduate-level studies in France. This young instructor recognizing the need for further training, has applied for a fellowship from FAO to attend the Ecole Nationale Supérieure Agronomique de Rennes (Section Economique) to study for the degree Doctorate de Troisième Cycle--comparable to the U.S. Masters Degree.

Provision is made for two compulsory periods of practical training during this time. The first period comes between the second and third year and involves the study of a village as an agricultural entity. The student studies all aspects of village life relating directly or indirectly to agriculture production, including soils, crops, land tenure, livestock, demography, etc. For a month and a half the student lives and works in close contact with the villagers and learns first-hand the daily problems of rural life as well as the attitudes and motivations of those living in rural areas. The second period of practical training comes between the second and third year, and varies depending on the student's own field of specialization. The training is more narrowly focused than during the first period, and is usually concerned with a specific crop or agricultural problem--such as production of a certain industrial crop, the study of diseases affecting a crop, a village or regional pedological study, etc.

Although some agricultural research is carried out independently at the School itself, most research is undertaken in cooperation with special research stations outside of the University structure. There are eight such research stations in Cameroon--each concerned with a specific commodity--which are largely financed with French aid, and work in very close cooperation with research institutions in France. France typically pays the salaries of expatriate personnel as well as much of the capital equipment. Nevertheless, in spite of the proliferation of structurally unrelated research institutions, in actual practice a good spirit of cooperation has been achieved. This is evidenced by the fact that a large number of government officials and research institute technicians teach

part-time at the agricultural school.

The faculty of the Advanced School of Agriculture consists of fourteen full-time professors supported by part-time instructors from other faculties of the University, government ministries, and the various research institutes. One half of the full-time professors are African. The supplementary use of such part-time instructors has the advantage of closely relating the school to men working on the country's agricultural problems, as well as tending to tie the scientific agricultural community closer together.

The School is located in the village of Nkilibisson some five miles west of Yaounde, the capital of Cameroon. The proximity of the School to the capital enables the School to benefit from the presence of the various government agencies concerned with agriculture, as well as other schools of the University of Cameroon with which the Advanced School of Agriculture cooperates. Moreover, the Nkolbisson Agricultural Center is located adjacent to the agricultural school. The Agricultural Center includes the Institute for Coffee, Cacao and Stimulant Plants (IFCC); the Institute for Research in Tropical Agricultural Food Crops (IRAT); the Plant Health Base for the South Central Administrative Region; the Bureau of Forestry; and, the Capsid Campaign Section for all the cacao areas of East Cameroon (IPAC). A Farm Mechanization Center is also being established in the immediate area by the government's Bureau of Agricultural Engineering (Genie Rurale).

The School was initially housed in the buildings of a former secondary school of agriculture. Since then these buildings have been greatly altered and enlarged. Present facilities include offices for the administrative staff, three classrooms, a biology laboratory, a chemistry laboratory--including breeding and collection rooms as well as office space, and a farm consisting of 300 hectares. Dormitory facilities are adequate for 44 students. There are presently six houses located on the grounds available for the Director and five staff members. Other staff members live off the campus in town.

The Government of Cameroon has given extensive financial support to the Advanced School of Agriculture. Government budgets for the school since 1963 have been as follows:

see page 11

<u>Year</u>	<u>OPERATING COSTS</u>		<u>BUILDING & EQUIPMENT</u>	
	<u>CFA</u>	<u>\$</u>	<u>CFA</u>	<u>\$</u>
1963-64	44,200,000	180,000	7,500,000	30,000
1964-65	57,800,000	235,920	15,000,000	61,225
1965-66	58,500,000	238,775	---	--
1966-67	64,300,000	262,450	12,500,000	48,980
1967-68	73,645,000	300,590	14,000,000	57,140
1968-69	87,226,000	356,025	20,000,000	83,265

In addition to support from the Cameroonian Government, the school has also received aid from various bilateral and multilateral technical assistance agencies. Since 1962 the FAO has funded the salary of the Director and two professors (experts in agronomy and entomology) and since 1965 an additional professor in zootechny. France has provided an agricultural engineer to the school since 1965, and starting in 1967, has also funded an agriculture/zoo-technician as well as a professor of chemistry. Four "progress volunteers" have been assigned to the school by the French. In addition, France has been providing some \$30,000 annually to the school over the past three years through the Fondation Francaise de l'Enseignement Supérieur. The Canadian Technical Assistance Agency has provided an English language professor to the School. Currently, an expert from the International Atomic Energy Agency is at the School to establish a radio-isotope laboratory. Finally, there have been a number of fellowships granted to the school by the European Economic Community, as well as smaller gifts of books and ~~and~~ equipment by Belgium, Switzerland, and the United States.

There have been 44 Ingenieurs Agronomes graduated from the Federal Advanced School of Agriculture to date--the output of the first five graduating classes. Most of these graduates work for the agricultural agencies within the Cameroonian Government, with only one graduate currently working in the private sector. One-half of these graduates work in extension, 20 percent hold positions in teaching and research, and the remaining 30 percent work for the Cameroonian Ministry of Agriculture or related semi-public agricultural enterprises. Two graduates are now doing graduate work in general agronomy and plant pathology, and are scheduled to join the school's faculty upon completion of their studies. The school plans to continue to select future professors for the school from among the more promising graduates who have successfully completed advanced training.

All graduates from the Federal Advanced School of Agriculture to date have been from Cameroon. However, during the past two years there has been a significant number of new students accepted from other francophone countries in Africa: There are currently four non-Cameroonian students out of a class of 15 in their third year at the School, 5 out of a total of 30 students in their second year, and 14 out of 90 students in the most recent entering class

Planned Expansion of the Federal Advanced School of Agriculture. The Cameroon Government has recently put into operation a major program for enlarging and upgrading the Federal Advanced School of Agriculture. Enrolment of the School is to be significantly increased--from an average of 9 per year for the first 5 classes to a target of 40 per year, construction of new buildings and facilities is to be undertaken, additional permanent staff will be employed, and new departments of economics and agricultural education are to be established.

The Department of Agricultural Education will train teachers for all phases of agricultural education below the University level, and will significantly give major emphasis to agricultural extension. Principal focus will be upon providing an intensive program of studies for students working for their Ingenieur Agronome degree; however, the Department will also give short-term, in-service refresher courses for Africans currently working in the field of agricultural education and extension.

The planned Department of Agricultural Economics will teach basic courses in agricultural economics as part of the required curriculum for agronomists, as well as offering a program of studies for those wishing to concentrate in agricultural economics. It is expected that a substantial amount of the faculty's time will be devoted to research on pressing agricultural economic problems of the region.

The Federal Advanced School of Agriculture plans to give increased emphasis to serving regional needs in francophone Africa, particularly in Central Africa. During the past two years, the school has already started to admit a significant number of African students from outside Cameroon. The proportion of non-Cameroonian students is expected to increase still further in the future. The school's policy--supported by the Cameroonian government--is to admit qualified non-Cameroonian students to the School until they comprise approximately one-half of the student body. At a meeting of the Central Higher Education Foundation held at Fort Lamy in May 1968, the representatives from the Governments of Chad, Central African Republic, and the Congo (Brazzaville) officially declared their intention to send agricultural students from their countries to the Federal Advanced Agricultural School of Agriculture.

The UNDP has agreed to make a major contribution to the school's expansion program over the next four years. It has budgeted a total of \$883,000 for this period; \$568,000 for 20½ man years of experts, nearly \$95,000 for fellowships and training, and \$130,000 for commodities and miscellaneous costs.

The IBRD has approved a \$10.5 million loan to the Government of Cameroon which will include approximately \$270,000 for the construction of classrooms and office space, as well as procurement of related equipment, for the planned departments of agricultural economics and agricultural education.

The Cameroonian Government is looking to the United States to help it establish the new Department of Agricultural Economics. It has requested that the United States provide 3 instructors to form the initial teaching staff of the Department of Agricultural Economics, as well as a limited quantity of supporting U.S. commodities.

III. S T R A T E G Y

A.I.D. policy in Central and West Africa is to give highest priority to projects geared to increasing agricultural production. The training of sufficient cadres of qualified agricultural experts is an essential condition for the successful inauguration of production programs in this region.

The Federal Advanced School of Agriculture is the only school in former French Equatorial Africa which provides higher level training in agriculture and which awards the degree of Ingenieur Agronome. In fact, apart from a newly established agricultural school in Ivory Coast, it is the only such school in the 14 countries of former French tropical Africa. This higher level agricultural training is necessary for those Africans who will eventually occupy the senior level positions in agriculture with either the government or private enterprise. Young graduates will also be required to fill many of the important middle-level positions in agriculture. The critical need for this type of training is apparent from the FAO study previously cited. This is confirmed by the experience of the school itself where demand for graduates has far outstripped the available supply.

The only alternative way to meet these manpower requirements would be to send students outside of the region for their training. In view of the critical need for trained agricultural experts throughout Africa and the inability of existing African schools to fill this need, it would not be feasible to absorb these students in other African schools without further expanding their facilities. Given the present existence in Cameroon of the Federal Advanced School of Agriculture, it is more reasonable to expand on this base within the region than it is to send the students elsewhere.

There are even more persuasive reasons for not sending students abroad for their undergraduate studies. Not only would this be more costly--as well as entailing inevitable adjustment difficulties on the part of the student--but it would also provide less effective training. The education received abroad would be focused primarily on the agricultural problems of the region where the school is located--which is generally in a temperate climate with agricultural problems very different from those in tropical Africa. Moreover, an important function of an agricultural school is its contribution to research in the region. These benefits are not realized when students are sent outside of their own area for their training.

The Federal Advanced School of Agriculture shows more than usual promise as a regional agricultural institution. Of particular importance, the School is fortunate in having a very competent director and above-average faculty who are vigorously supported by the Cameroonian Government. Also, the government, quite independently of any U.S. urgings, favors a strong regional orientation for the School. The target of a student body of approximately half non-Cameroonians was proposed by the School itself.

Finally, and quite unusual for a francophone institution, the School is deliberately adopting many of the features of a U.S. land grant university. Thus, the School was initially located in the immediate vicinity of the country's research centers, and has subsequently worked very closely with them. A further move in this direction, and an integral part of the current expansion program, is the establishment of a strong division of Extension within the new Department of Agricultural Education--thereby uniting in close association agricultural education, research and extension.

The Cameroonian Government has specifically requested the United States to provide assistance to help establish a new Department of Agricultural Economics at the School. The contribution which an effective agricultural economics department can make to the region's development is potentially considerable. The need for investment analyses, the detailed ranking of investment priorities, improved pricing and marketing policies, the more efficient combining of the factors of production, etc. are all of major importance to capital-short, developing economies--particularly in the case of countries overwhelmingly dependent on agricultural production. Yet there is currently no department of agricultural economics in francophone Africa. The study of agricultural economics, if offered at all, is provided in the context of other studies. This is in sharp contrast with the English-speaking countries of Africa, where a number of successful departments of agricultural economics have already been established.

Without U.S. assistance, the school would undoubtedly, in time, develop a teaching and research competence in agricultural economics. As has already been noted above, the school presently requires all students to take an introductory course in general economics from the University's faculty of economics. Also, during the past year the school offered an elementary survey course of agricultural economics to its students--taught by a Cameroonian member of the faculty who had had little formal training in agricultural economics. In an effort to strengthen its competence in this area, the school has encouraged this faculty member to study for his doctorate in agricultural economics in France. (He had expressed a preference to study in the U.S., but had been offered an FAO scholarship to study in France.) Another Cameroonian is presently studying for his PhD. in agricultural economics at Cornell University and is scheduled to return to the Federal Advanced School of Agriculture in 1971. It seems clear, therefore, that the school could develop an economic capability largely on its own without U.S. assistance. What U.S. assistance could do, however, would be to greatly shorten the time required to develop an economic competence at the School, as well as to contribute significantly to the orientation and content of the curriculum and research. This could be accomplished by bringing experienced U.S. agricultural economists to the School to initiate a teaching and research program while at the same time training Africans in the U.S. in agricultural economics to permit the early phase-out of U.S. personnel and the Africanization of the department.

It is particularly appropriate that this assistance be provided by the U.S. due to the widely acknowledged U.S. pre-eminence in the field of agricultural

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economics. Such assistance would also have a modest cross-relationship with A.I.D. support of the Pan-African Institute for Development. In addition to training middle-level extension workers, the latter institution also undertakes research in the problems of rural development, which to a large extent are economic in content. Having somewhat related projects in the same region should tend to facilitate A.I.D. monitoring tasks as well as develop an A.I.D. expertise in the region's agricultural sector.

The PROP provides for three agricultural economists for periods ranging from 3 to 5 years, graduate training for eight Africans in the U.S. in agricultural economics to the M.A. level, and limited supporting commodities. This U.S. assistance, in conjunction with the School's own efforts, is believed adequate to establish a functioning Department of Agricultural Economics which will be capable of developing on its own and without further expatriate help into an effective teaching and research center for the region.

IV. PLANNED TARGETS, RESULTS AND OUTPUTS

The overall objective of this multidonor project is to substantially strengthen the Federal Advanced School of Agriculture as a regional center for university-level training in agriculture. The project will enlarge the School's facilities and teaching staff with a view to expanding significantly the student body and creating new departments of agricultural education and agricultural economics.

The target number of students graduating from the School each year as Ingenieurs Agronomes beginning in 1973 is 40. It is planned that about one-half of these students will eventually be from francophone countries other than Cameroon, even though this portion will probably be somewhat lower initially due to the inability of many of the neighboring francophone states to offer suitably qualified candidates.

Another target of the overall multidonor effort is the establishment of a Department of Agricultural Education. Primary responsibility for this aspect of the project will be assumed by the UNDP. The department will train Africans for teaching vocational agriculture in secondary schools as well as for work in agricultural extension. The Department of Agricultural Education will work closely with the Agricultural Extension Service of Cameroon and other neighboring states, and provide in-service, refresher training to extension agents and agricultural teachers from these countries.

The project objective for which A.I.D. will bear primary responsibility is to assist in the training and development of African professional staff for a new Department of Agricultural Economics at the School. The initial objective of this Department will be to provide appropriate training in agricultural economics for all students at the School as part of their required curriculum. A second objective, to be achieved when trained Africans return in sufficient numbers from participant training, hopefully by 1973, will be to offer a more detailed, rigorous course of studies for students wishing to specialize in agricultural economics through the addition of a fifth year of specialization in the field. It is anticipated that approximately 15 to 20 percent of the student body may specialize in agricultural economics. Another important objective of the Department will be the assumption of a leadership role in conducting and stimulating agricultural economic research strongly oriented to the pressing agricultural problems of the region.

The most important quantifiable objective is the training of 6 African students to the M.A. level who will form the nucleus of the Department of Agricultural Economics upon the departure of the U.S. personnel.

Project subobjectives, such as the preparation of course curriculums and materials, research schedules, time phasing of faculty and participants'

arrivals and departures, etc., are discussed generally in the Course of Action section which follows, and will be dealt with in detail in the Project Implementation Paper (PIP) to be submitted later.

V. COURSE OF ACTION

Immediately after signing of the Grant Agreement, AID/W should begin recruiting three agricultural economists to develop a teaching and research program at the Federal Advanced School of Agriculture. The Chief of Party should be a senior person with considerable experience in teaching, research, and curriculum development in a department of agricultural economics at a U.S. University. This is essential for the provision of necessary leadership in the development of the teaching and research program. The other two professors could be less experienced, but should have at least Masters or PhD Degrees in agricultural economics from a U.S. University.

If possible, all three professors should be bilingual in English and French. It may not be possible to find an experienced U.S. agricultural economist to function as Party Chief with a level of French proficiency required to teach courses in that language. Nevertheless, this person should have a sufficient level of French competency to communicate with other members of the faculty and personnel in the Ministries of Agriculture and Plan and to read publications in the agricultural and economic fields. It is firmly believed this person should be no less than an S-2/R-2 upon arrival at post. This is essential to the development of a viable teaching and research program in the new Department. The two junior professors should be sufficiently fluent in French to conduct their classes in this language. Third country nationals whose maternal tongue is French but who have an advanced degree from a U.S. University in agricultural economics should be considered in searching for candidates to fill these positions. In addition to professional and language competency, the ability to get along and work well with other people is high among the qualifications.

These three economists will initially constitute the entire professional staff of the Department. If possible, each should be recruited for a period of two years, with the option to extend ~~to a maximum of two years~~ if all parties are in agreement. It is anticipated that one U.S. professor can be replaced by a returned participant after the third year, a second U.S. professor after the fourth year, and the remaining U.S. professor after the fifth and final year. (See chart below).

ESTIMATED EMPLOYMENT OF U.S. AGRICULTURAL ECONOMIST

<u>ECONOMIST</u>	<u>FY 1971</u>	<u>FY 1972</u>	<u>FY 1973</u>	<u>FY 1974</u>	<u>FY 1975</u>	<u>FY 1976</u>
	<u>JASONDJFMAMJ</u>	<u>JASONDJFMAMJ</u>	<u>JASONDJFMAMJ</u>	<u>JASONDJFMAMJ</u>	<u>JASONDJFMAMJ</u>	<u>JASONDJFMAMJ</u>
#1:	XXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XX		
#2:	XXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XX	
#3:	XXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XX

The U.S. personnel should be scheduled to arrive at post as soon as possible--preferably by January 1971. It is not necessary that they arrive at the start of the school term, inasmuch as they should devote their first months familiarizing themselves with the agricultural situation in the region and undertaking a simple, but well-defined, research project. The importance of research in the activities of the staff should not be overlooked. Agricultural economics is an applied field of economics--the application of economics to agricultural problems. Consequently, teaching in the field can be more effective if the professor is familiar with some of the key agricultural problems of the region and can draw on data from research results for illustrations.

Within three months after the arrival of the Chief of Party in the country, he should submit a one year work plan which sets forth specific research goals for the staff and plans for curriculum development in agricultural economics at the School. Probably the earliest that a course in agricultural economics can be offered by the staff will be in the school term beginning in the fall of 1971. Subsequently, the goal should be to develop and teach one course in each of three areas within the field of agricultural economics,

- 1) Farm Production Economics and Farm Managements
- 2) Marketing and Price Analysis, and
- 3) Agricultural Development and Planning.

An institutional contract with a U.S. university would have particular merit and is strongly recommended. It could provide useful backstopping to the project, especially during the initial period while establishing the department. More important, a university contract can be used to obtain better, more highly qualified staff and provide the necessary continuity to the project. In addition, the University home campus can be extremely valuable in helping to place participants--either in its own graduate school or in those of other universities if this is deemed desirable. Further, the University can provide special counseling and assistance to participants which is often important to their success as graduate students. Preferably, the field staff assigned by the University should come from its regular faculty. However, it may be necessary to choose the junior staff positions from outside the confines of its own faculty because of the requirement of French language ability.

Consultants' time has been provided with the University contract in mind. This could be useful during the early period of establishing the agricultural economics department and later to provide specialized assistance on specific research problems as well as to encourage senior university staff to do research on problems of Central Africa. All proposals for use of consultants should be approved by A.I.D. on an individual basis to assure their effective use. This assumes a strong research program focused on critical agricultural problems in the region and worked out in close cooperation with the appropriate government planning and programming bureaus as well as agricultural research institutions.

As soon as the personnel have been selected, there are certain U.S. commodities which should be ordered so as to arrive in Cameroon at approximately the same time as the U.S. personnel. These will include basic household furnishings required by the U.S. personnel, office equipment (three filing cabinets, two calculating machines, three typewriters, etc.), and two all-terrain vehicles. There will be other commodity requirements, including a substantial quantity of books for the library, the need for which will not be precisely known until after the U.S. personnel have arrived at post and can see what is available at the School. Efforts will be made to acquire as many of the needed commodities as possible from excess property.

The Federal Advanced School of Agriculture will provide required local personnel services including a secretary and a chauffeur/messenger. The School will also provide general support services and facilities, such as office space, housing, utilities and vehicle operation. The Government of Cameroon will permit duty-free entry for all commodities provided under the project as well as for the personal and household effects, including a private vehicle, of the U.S. personnel. The cost of furnishing private living quarters for U.S. personnel will be paid out of project funds.

Promising African candidates should be selected for graduate training in agricultural economics in the United States at the earliest possible time. These would eventually form the nucleus of an African staffed Department of Agricultural Economics which would permit the gradual phasing out of U.S. personnel. Two participants are scheduled to be selected from the 1971 graduating class at the School, with three additional participants chosen in each of the following two years.

It is anticipated that each participant would spend an average of three to six months in the U.S. attaining fluency in English and studying undergraduate economics in English, followed by two academic years working for the M.S. degree in agricultural economics. While graduate training in agricultural economics at the masters level stresses general competence in economics and agricultural economics, there is some opportunity in the program for specialization through elective courses. Of the six African participants trained it would be desirable for two to specialize in each of the following three areas within the field: 1) Farm Production Economics and Farm Management; 2) Marketing and Price Analysis; and 3) Agricultural Development and Planning. After completing their studies in the U.S., all participants will return to Cameroon to teach and/or do research at the Federal Advanced School of Agriculture.

Assuming that each participant is trained to the level of the master degree, and that there is an attrition rate of 25%, there should be six trained Africans who have returned to the School by late 1975. It

is significant to note that in addition there will be two Africans who will have obtained graduate training in agricultural economics under financing from other sources and returned to the faculty of the school. One of these is a Cameroonian student who is currently working for his PhD in agricultural economics at Cornell University, which he is scheduled to complete by 1972. If he is successful, and has the requisite leadership abilities, he could be a promising candidate for the position of Head of the new Department of Agricultural Economics.

The scheduling of participants and the estimated number of trained African agricultural economists on the school Faculty are summarized in the table below.

	Fiscal Year				
	1971	1972	1973	1974	1975
Participants Sent to U.S.	2	3	3		
Participants Returned from U.S.			2	2	2
Number of Trained African Agricultural Economists on the Faculty of the School		1 ^{1/}	4 ^{2/}	6	8

1/ Cameroonian scheduled to have completed his PhD degree in agricultural economics at Cornell University by late 1972. He should complete his course work and return to the School to work on his dissertation in mid-1971, but will probably not be available for teaching and research until late 1972.

2/ This includes a Cameroonian scheduled to return in 1973 from the Ecole Nationale Supérieure Agronomique de Rennes in France with the degree of Doctorat de Troisième Cycle in agricultural economics.

The U.S. team will prepare semi-annually a Project Progress Report. This will be submitted to AID/W through the A.I.D. Area Development Office. The report will describe progress towards the achievement of project goals, problems, new activities planned, and any other pertinent developments regarding the project.

Inputs:

U.S. inputs are summarized on the following page:

U.S. ASSISTANCE TO: DEPARTMENT OF AGRICULTURAL ECONOMICS
FEDERAL ADVANCED SCHOOL OF AGRICULTURE

23
24

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DAKAR (CWAORA) TOAIDA-52

	YEAR OF OBLIGATION ^{1/}				
	FY 1971	FY 1972	FY 1973	FY 1974	FY 1974
<u>PERSONNEL</u>	<u>\$245,000</u>	<u>145,000</u>	<u>108,000</u>	<u>63,000</u>	<u>561,000</u>
Agricultural Economists	:	:	:	:	:
@ \$45,000 M/y.....	225,000	135,000	98,000	53,000	511,000
Consultants	20,000	10,000	10,000	10,000	50,000
<u>PARTICIPANTS</u>	:	:	:	:	:
@ \$6,000 M/y and 2½ yrs. per participant ...	<u>42,000</u>	<u>39,000</u>	<u>22,500</u>	<u>4,500</u>	<u>108,000</u>
<u>COMMODITIES</u>	<u>37,000</u>	<u>4,000</u>	<u>7,500</u>	<u>4,500</u>	<u>53,000</u>
Vehicles @ \$3,000	6,000	-	3,000	-	9,000
Household Furniture.....	14,000	1,000	1,500	1,500	18,000
Office Equipment	3,500	500	500	500	5,000
Office Supplies	1,500	500	500	500	3,000
Books & Educ. Mat'ls. ..	12,000	2,000	2,000	2,000	18,000
<u>CAMPUS BACKSTOP</u>	<u>50,000</u>	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>	<u>125,000</u>
<u>CONTRACT OVERHEAD</u>	:	:	:	:	:
@ 40% Salaries	<u>98,000</u>	<u>58,000</u>	<u>44,000</u>	<u>26,000</u>	<u>226,000</u>
<u>TOTAL</u> =	<u>\$72,000</u>	<u>271,000</u>	<u>207,000</u>	<u>123,000</u>	<u>1,073,000</u>

1/ It is anticipated that obligations for expenditures during FY 1971 and FY 1972 will be made in FY 1971, and that subsequent obligations will be made in the fiscal year prior to expenditure.

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UNITED STATES GOVERNMENT

Memorandum

1 DEC 1972

JW
has cc
Wae 12/8

TO : Mr. Fermino J. Spencer, Director, AFR/CWR

DATE: 17 November 1972

FROM : Mr. Charles R. Grader, RDO/Yaounde

Owen
Pls follow-up
7

SUBJECT: PROP Revision - National Advanced School of Agriculture (NASA):
Project 625-11-110-530

In view of recent developments which have taken place at NASA in connection with the Department of Agricultural Economics, the Direction of the school, the SU team, and the RDO wish to expand the graduate training program in agricultural economics in the United States. The following paragraphs indicate the changes to be incorporated in the revised PROP.

Page 16, paragraph 2

Delete: "graduate training for eight Africans in the U.S. in agricultural economics to the M.A. level." Replace above with: "graduate training for up to sixteen African in the U.S. in agricultural economics to the M.A. level, and in some cases to the PhD level."

Page 21 (paragraphs 3, 4 and 5) and 22 (paragraphs 1 and 2)

Delete in their entirety and replace with the following:

Double the number of participants to be trained in the U.S. for advanced degrees in agricultural economics under this project, from 8 to 16. Extend the period of U.S. training to permit the most promising graduate students to continue to the PhD level.

Select suitable qualified Camerounian candidates from any sector: graduates of NASA; economics graduates from the National University; employees in government services; or those employed in the private sector.

Placement of returned participants with advanced degrees in appropriate positions at NASA, in government services or in the private sector where their training and inclinations will prove most beneficial for the economic development of the Cameroun. It is expected that some of the best qualified individuals will choose to become associated with the faculty of agricultural economics at NASA. It now appears there will be a place for 4-6 staff members on the faculty within the next 2 to 3 years. As the trainees return there will be a gradual phasing out of U.S. personnel under the SU contract.



Currently one Camerounian is in the U.S. working to complete the requirements for his PhD degree. A second has recently gone to the U.S. to work for an M.A. degree. The qualifications of 4 additional candidates are presently being reviewed by the SU team and NASA for possible training beginning the summer of 1973.

The rationale for liberalizing the training program as indicated above is provided in the following paragraphs.

The original provision is for the graduate training of eight Africans in the U.S. in agricultural economics to the N.A. level. The participants are scheduled to be selected from the graduating classes at the school. After completing their graduate studies, all participants are expected to return to Cameroun to teach and/or do research at the National Advanced School of Agriculture. The above constraints on the selection, training level, and eventual placement of participants with advanced degrees in agricultural economics are much too restrictive in view of the critical shortage of trained Camerounian agricultural economists for the government services and private enterprise. Also, we find the school is not producing enough qualified candidates to undertake advanced training.

Cameroun, as well as the other countries of the Central Africa region, have one major economic similarity--their dependence on agriculture. Agricultural productivity is low and any significant economic development of the region must be accompanied by a fundamental transformation of production in the agricultural sector. A critical bottleneck to expanded production is the shortage of trained personnel. The contribution which a trained cadre of agricultural economists can make to the development of the Cameroun and the region is substantial. They might be employed on the agricultural economics faculty of NASA, in various government ministries, or in private sector. The need for investment analyses, the detailed ranking of investment priorities, the establishment of rational development priorities, improved pricing and marketing policies, the more efficient combining of the factors of production, etc., are all of major importance to capital-short developing economies--particularly in the case of countries overwhelmingly dependent on agricultural production.

Cameroun needs a teaching and research competence in agricultural economics. However, the urgent need for this competence is far broader than envisaged in the PROP, which in this participant training context, concentrates on the development of a very limited cadre for the faculty of agricultural economics at NASA. Most of the returned participants will probably be placed in government services where their understanding of agricultural economics will facilitate NASA's role as a research asset in this field in support of government development plans and policies.

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Prog. No. 6250530

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FROM - DAKAR - CWAORA

SUBJECT - Federal Advanced School of Agriculture Project Proposal (PROP)

REFERENCE - TOAID A-032 *625-11-110-5?*

Attached is the PROP for the Federal Advanced School of Agriculture, University of Cameroon. This is a revision of the initial draft PROP submitted to AID/W on Mar.25,1970 (refair). Dr. Dahl, Chief of Party of the University of Minnesota Team in Tunisia, participated in the preparation of this revision following a visit to the School while on TDY to CWAORA.

Every effort has been made to cover in the PROP the points raised in William Lefes' memorandum to Harry Lennon of Apr.13. Consequently, additional information has been included with regard to employment of school graduates to date, cooperative arrangements with the economic faculty at the University of Cameroon, planned use of U.S. personnel, etc. We believe some of the points mentioned in the memorandum, however, have been already adequately covered in the draft PROP, such as the projected demand for agricultural graduates in the region (the FAO study cited) and the clear statement of intent by neighboring Central African Governments to send students to the School. There is always some uncertainty in projecting future demand for graduates of any school. Yet as the only university-level agricultural school in former French Equatorial Africa and, apart from the embryonic agricultural school recently established in Ivory Coast, the only such school in the former French tropical Africa-- there would seem much less uncertainty here than would normally be the case.

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ATTACHMENT: Pages 1 through 23
comprising PROP

PAGE 1 OF 2 PAGES

DRAFTED BY Program Economist: CGrader:mh	OFFICE ECON	PHONE NO.	DATE 5/25/70	APPROVED BY: <i>[Signature]</i> Richard M. Hurt, Director
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CONTINUATION OF TRANSMITTAL AIRGRAM FOR P R O P on Federal Advanced School
of Agriculture

John McLoughlin's letter to William Wren dated May 14 addresses some of the other doubts expressed in Mr. Lofes' memorandum, particularly regarding Cameroon Government interest in establishing a Department of Agriculture Economics, possible objections from the expatriate faculty currently at the School, and the adequacy of the planned U.S. input. We strongly concur in these views.

The greatest difficulty we can perceive from here in implementing the project will be finding qualified project personnel. It is essential to the success of the project that competent technicians be found who are supported by a university which is strong both in teaching and research in agricultural economics. In the event such a combination cannot be found, we would recommend contacting the Canadian Government with a view to their taking over the proposed project. Canada has a well-established reputation in agricultural economics, has a French speaking capability, and is looking for good projects to undertake in Francophone Africa.

It is clear that the Federal Advanced School of Agriculture is going to move ahead in developing a capacity in agricultural economics. We believe this effort is highly supportive of priority development goals, is a discipline in which the U.S. has unusual competence, and is deserving of U.S. support. Moreover, we believe the course of action set forth in the attached PROP is a realistic manner in which to provide this U.S. assistance. We strongly recommend that the project be approved.

LUKENS