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CAMEROON COOPERATIVE DEVELOPMENT

PHASE I REPORT

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UNDER: CONTRACT AID/AFR-C-1130,
WORK ORDER 93

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EXPERIENCE, INCORPORATED

MINNEAPOLIS, MINNESOTA 55402

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ACKNOWLEDGEMENT

I am highly appreciative of the collaboration received from USAID personnel as well as from the Directors and staff of the two colleges (Ebolowa and Bamenda) who not only answered my questions patiently, but also supplied me with documentation to support their observations and hopes. On a personal note, they have been hospitable beyond the call of duty to make my stay a pleasant one.

I. INTRODUCTION

Work Order No. 93 under Contract AID/afr-C-1130 with Experience Incorporated called for providing a consultant well versed in cooperatives. Mr. Henry Gerber, a senior cooperative advisor was nominated, approved and proceeded to Yaounde to begin his assignment on November 9, 1978. The objective stated in the Work Order is:

"To assist in the preparation of a cooperative subsector analysis in Cameroon and the subsequent design of an AID-funded project which will address problems in the sector and further develop cooperative institutions."

Under the Work Order, Mr. Gerber is expected to make two trips to Cameroon. One at the beginning of the sector analysis and data collection (November 9 - December 20, 1978) and a second trip scheduled to coincide with the finalization of the data collection activities, preparation of the sector analysis and project design (March/April 1979). This report covers the results of the phase 1 visit of Mr. Gerber.

II. SUMMARY

It will be difficult to decide on an AID-package without a preliminary decision by GURC on the definitive character of the two Colleges:

- a. public institutions of higher learning, as desired by both the Directors and discussed under Alternative (1);
- b. public institutions of middle level education, as they are now, however with statutes which will define the validity of the certificates of diplomas they can issue with regard to the Civil Service Status of some of

- their graduates; See Alternative (2);
- c. private institutions solely for the training of the Co-op personnel, basically financed by the Co-ops, with Government subsidies when needed, their programs to be subject to the approval by the Director for AgriEducation. See Alternative (3).

My suggestions will be based therefore on a number of assumptions which will have to be clarified before a project can be designed.

The following report is subdivided into two descriptions of the Colleges at Ebolowa and Bamenda, comments on these, conclusions to be drawn, and three alternative suggestions.

III. THE COLLEGES AT EBOLOWA AND BAMENDA

A. EBOLOWA

Founded in 1965, with ILO assistance which was terminated in 1969.

1. Physical Facilities

One Building, containing 2 Classrooms for about 20 students each, the Library, and an Assembly Hall (without furniture or other appurtenances) - fair condition.

One Building, containing the Director's Office, his Secretary's, a third Classroom for about 20 students, and a guest accomodation with toilet and shower - fair to acceptable condition.

One Building, containing the Office of Administration - fair to acceptable condition.

One Building, containing kitchen, laundry and mess hall - poor condition.

One Building, containing 2 dormitories for 18 students each, two beds, one table and chair and 2 wardrobes per room (plus lockers outside in the hall) - crowded, dirty conditions lacking privacy.

Two Bathhouses with showers, toilets, and wash basins - fair condition (large enough to accomodate more students than the dormitories can house).

All facilities are the same as in 1965. CENADEC contributed some money in 1974 for repainting jobs, otherwise no special maintenance expenses were provided for in the Government's budgets for the school. (See also under "Budgets"). There is an urgent need for all kinds of repairs. The School has no lounges for study and/or leisure, either for professors or students. It has also no sport facilities and therefore no Physical Education Program.

2. Administration

One Director - also teaching "Cooperation" in 2-year cycle and "Co-op Law" in both cycles.

(One Deputy Director - requested, but not filled).

One Office Manager

One Accountant

Two Secretaries (one is the Director's who fills in as the Librarian).

(Third Secretary requested, but not filled).

(One Librarian - requested, but not filled).

One Clerk

(Second Clerk - requested, but not filled).

3. Permanent Faculty

Professor Accounting (Cameroonian) - teaches bookkeeping, auditing, mathematics, and statistics.

(Professor Agriculture (Cameroonian) - left, was not replaced, see under guest professor).

(Professor Political Economy (German) - left, was not replaced).

Professor Business Administration (French) - teaches "Management", "Organization of Work", "Communication and Promotion Techniques" (this is in second cycle only).

Professor Agricultural Economy (French) - teaches "AgEconomy", "Commerce", "Economics of Development" (this is in second cycle only).

(Professor Cooperation (Cameroonian) - left, not replaced, see under Director and below).

Professor of Cooperation and Communication (Cameroonian) - teaches these subjects in first cycle only.

4. Non-Permanent Faculty

Professor Agriculture - local Director of AgriService (French and English Language Professors envisaged but not filled).

Staff qualifications appear to be adequate for present curriculum.

5. Library

BDPA had been the main supplier of books some years ago, thus they are somewhat antiquated. Apparently no subscription to ILO. FAO et al. periodicals at present: latest ILO Bulletin found was of March 1977. Director plans to send letters to ILO and FAO requesting regular mailings in French (usually free of charge), as well as several exemplars of books or booklets concerned with Cooperatives (e.g. Laidlaw, Helm, etc.). USDA/FCS can only be approached after English has been re-introduced as teaching subject,

which the Director would welcome. Another source for free literature is the Maryknoll College of Antigonish, Canada which specializes in Co-ops and Credit Unions.

6. Student Body

Since 1965, 305 students have been graduated; 43 from foreign countries and 262 from Cameroon. Of the 43, 35 were from Zaire, 3 from C.A.E., 2 from Mauritania, 3 from Chad. At present, there are 35 students in both cycles. This makes an average of 26 students per year over the 13 years of the School's existence, in face of 36 dormitory and 60 classroom spaces.

Although initially, according to the Director, the co-ops pre-empted most of these places, they have begun to fade out, so that in the present courses the co-ops are represented by 10 cadres only vs. 25 from various Government agencies, e.g. Ministry of Finance, Equipment and Housing, Youth and Sports, Agriculture, Education as well as SODECAO, CENADEC and Church Missions.

7. Cost of Study to Students and/or Sponsor

An annual fee of CFA 27,000 is levied per student, payable to the Government. This amount is, in the case of Government employees, deducted from their salaries, in the case of Co-ops, paid by these. (This was confirmed by the Manager of SOCODER/NTEM.)

Feeding cost is budgeted at CFA 650 daily per student which, the Director claims, is today insufficient for decent upkeep. This figure multiplied by 275 days of the study year and by 35 students, one arrives at about CFA 6,000,000, which is the School's total budget this year.

8. Background and Future of Students

For entering the 1-year cycle, absolving primary school (7 years) is sufficient.

For entering the 2-year cycle, the "brevet" (4 years) of a Secondary School, or a diploma of a General or Technical Vocational School (Ecole d'Enseignement Général ou Technique), which have 4 year cycles, are required. Admitted are also graduates from the Dschang, Marous, and Mbammayo Colleges. The 1-year cycle of Ebolowa graduates students with 60% achievement rates, and results in a diploma equivalent to the one given by the Ecole Technique d'Agriculture and the title of which is "Certificate in Co-op Principles and Practices". The 2-year cycle, also with 60% achievement rate, results in a diploma equivalent to the one given by the Ecole National d'Agriculture, and its title is "Diploma in Co-op Techniques" Neither of these diplomas entitles the receiver to enter the Civil Service; they can only become "Agents Contractuels". The salaries will be equal, but there is no job security and there are no pension benefits (outside "Social Security") for the latter. In the Director's opinion, graduates are generally not put into the positions where they can utilize what they have learned. More often than not, their former positions have been filled during their absence and they have to start again below their previous positions. In the case of Co-ops, the graduate will at best become Assistant to a Manager or Chief Accountant, and where these are Civil Servants, the interest of these is less in promoting new talent than keeping their jobs; receiving their Government salaries plus emoluments from the Co-op, they are not desirous of returning to their agencies.

9. Scholastic Activities and Curricula

Both the 1-year and the 2-year cycle last actually 9 and 18 months respectively. They consist of 700 and 1375

lecture hours, and 300 and 625 practical work hours respectively. Both courses have, with the exception of a few additional items in the 2-year cycle, the same contents, the 2-year cycle only more hours of them.

During the non-used 3 months when the students are absent, the School is given over to refresher seminars of 2 weeks duration, for Co-op personnel, and conducted by Government and/or Semi-Government agencies. There takes place also a teacher seminar, under the leadership of the Directeur d'Enseignement Agricole. Everybody in the 2- and 1-year cycles is taught the same subject matters - no specialized courses are given. There seems to be agreement between the Director and Professors that study courses which would emphasize the requirements for a graduate's future position, are very desirable (see later under Suggested Changes).

One other point was raised by the Director, viz. that 28-30 hours of lectures per week spread over 6 and 13 months respectively with interspersed practical classroom work spread over 3 and 5 months respectively, were too much of a burden for the students. There is no time for reading and special assignments, for classroom presentation, a practice which we find beneficial, and which up to a point, is practiced in the Director's Class. Other limiting factors for such studies are of physical, financial and manpower nature.

10. Budget

The itemized request by the Director, for the current year, was CFA 10.6 million. He received a lumpsum of 6.25 million, which as mentioned before, is just about enough to feed the students.

11. Changes Desired by Director and Faculty

There are attached to this report 4 documents: (1-E) The Director's Report on the School which, with regard to the faculty and the number of students, I brought up to date in the foregoing; (2-E) The Director's Budget Request and its Justification; (3-E) The Director's Presentation of a "Dream Budget"; and (4-E) Suggestions by one of the French Professors who is serving at this School in his third year.

- . Better Student Selection with regard to background (education and position - if any) and future; more emphasis on co-op personnel, pre-employment and on-the-job.
- . Addition of a Third Cycle to result in a diploma equivalent to that of an "Ingenieur de..... (p.e. affairs cooperatives). This course could be (a) a complete 4-year course in Business Administration oriented toward cooperative enterprises of all kinds, with the Baccalaureat as entrance qualification; or (b) the present 2-year course with some changes, for students of the U. of Cameroon who had 2 years of basic Economics and Business Administration and would like to specialize in Cooperatives.
- . Re-arrangement of both present courses with regard to (a) decreasing the number of hours devoted to general subjects, (b) increasing the number of hours devoted to special interests. The former could be taken by all students, the latter by equally motivated groups. As a general principle underlying this change, the number of lecture hours per week should not exceed 24, and emphasis be shifted to a sound integration of these with classroom work, study periods, and special assignments.

- . Scientific Research, Surveys and permanent Statistics should become the School's responsibility.
- . Seminars and workshops, on a regular basis should combine Co-op personnel with Government officials concerned with co-ops.
- . In order to accomplish all of the above, the present Statute, already outdated for formal reasons, must be changed.
- . In order to accomplish all of the above, facilities and staff must be enlarged and improved (see Annex 3-E).

Document No. 4-E contains also suggestions for a School Cooperative which I find useful, and mentions the need for "Guest Professors" i.e., specialists from sectors like credit or marketing, etc., something we have practiced in many countries; but when suggested to the Director, he said it would be difficult if not impossible to obtain such for reasons of remuneration and accomodation. Of utmost importance is the follow-up on graduates (see Document No. 4) which is not practiced at all.

B. BANENDA

(Instead of repeating statistics in this part, reference shall be made to the Prospectus attached as well as a number of Annexes.)

Established in 1970 by the Cameroonian Government in cooperation with CENADEC and assisted by UNDP and IDB. In 1974, one dormitory was added with U.R. money.

1. Physical Facilities

As described in prospectus, more spacious and friendly than in Ebolowa; also cleaner. Buildings are only 8 and 1 years old respectively, but with visible signs of neglected

upkeep (see the Budget). There is a game room (so-called) with table tennis equipment, but no lounges for faculty or students. There are no sports facilities and therefore there is no Physical Education Program.

The grounds are kept much cleaner than in Ebolowa. Further, the Director has planted a number of fruit trees (various species) which have begun to bear.

2. Faculty/Administration (Permanent) (See Annexes B1 and B2)

Mr. Wana - teaches Co-operation, Human Psychology, Rural Economics, also in charge of fieldwork, assisted by Mr. Parrish.

Mr. Hibberd (British) - teaches Bookkeeping and Auditing, assists with film shows and library.

Mr. Parrish (British) - teaches Business Management, Applied Mathematics, Organization and Controls, and assists Mr. Wana (above).

Mr. Acha - Director of School, teaches Co-op law and Communication, otherwise in charge of Administration.

Mr. Howard - in charge of Boarding and lodging, Practical Class Work, cleaning of campus and buildings; he is also paymaster and busman.

Mr. Hall Assisted - in charge of school.

Mr. Bamba - Bookkeeper and First Aid.

(Not Permanent)

Mr. Acha - Assistant Headmaster

Mr. Mouicho - Elements of Agriculture

Mr. Fombam - Labor Law

Mrs. Elonge - French

Mr. Ghong - General Law

Mr. Mbifigwon - Community Development

The teaching periods for the above, as annotated in Annex B2, apply to the 1- and 2-year Course. Permanent as well as Guest Professors are, however, also used in short courses.

3. Library

Mainly established through an U.K. grant of L 5000. Smaller in number of volumes, but newer and in better ordered conditions than at Ebolowa. Room clean and friendly. No subscriptions to periodicals. Director plans to write to ILO FAO, ICA and USDA/FCS requesting regular mailings of their publications such as newsletters, magazines as well as books or booklets concerned with Co-op matters. The Director will also resubmit a list of U.S. publications on Co-ops to the Administrator of USDA/FCS upon my recommendation and with permission to use my name.

4. Student Body (Composition)

In contrast to Ebolowa, only a small minority of Government personnel has taken part in the 1-year Course (no 2-year courses so far, see below), none in the short courses. The student body was, therefore, composed of those at whom the courses were directed. Foreign students participated only in ACP/USA courses.

5. Cost of Study to Students/Sponsors

These are completely different from Ebolowa, where the quoted figure of CFA 27,000 per year and student appears to have been established years ago and never changed.

In Bamenda, the figure changes every year taking inflation, etc. into consideration. For the 2-year course presently planned, it is CFA 29,500 per month and student, of which CFA 9,000 constitutes pocket money for the student. The CFA 20,500 includes, besides full board, field trip expenses et al. In the case of Government personnel, the Government pays the student's salary but he has to pay Board and Lodging; in the case of co-ops, the Government pays 1/3 and the co-ops 2/3. In the latter case, graduates obligate themselves to serve in the sponsoring cooperative for a certain number of years. If they leave earlier, they have to reimburse the Co-op for their training cost.

6. Background and Future of Students

For short courses, there are no scholastic admission requirements. Students have usually on-the-job experience. They also return to their jobs.

Admission to previous 1-year pre-employment courses was more rigid here than in Ebolowa, i.e., 0-level (or Brevet) was the required minimum education background. The reason for this difference is that Bamenda issued, upon successful completion of the course, a "Certificate in Co-op Studies" vs. Ebolowa's "Certificate in Co-op Practice" (after 1 year) and "Diploma in Co-op Techniques" (after 2 years). These fine differences will be discussed further below. The planned 2-year course will result in a Diploma. Names of past graduates are available but owing to lack of time their individual fates

after graduation could not be determined. According to the Director, 4 left their co-op positions for better paid jobs; the others are mostly in inspector positions.

7. Scholastic Activities and Curriculum

The Summary of Courses (Annex B-3) is a break-down of the figures in the prospectus, more or less in agreement with each other. There is further attached a page of answers by the Director to questions put to him by an interviewer (Annex B-4).

It appears from these figures that after a fairly active period from inception to the exit of UNDP, school activities began to slow down. Even during the earlier period there were only 2 courses of 1-year duration for higher echelon Co-op personnel, and one of 2 months for Co-op secretaries. The balance of the impressive figures on the prospectus (and Summary) was devoted to Credit Union personnel (ACOSCA-sponsored) and the initiation of British and U.S. volunteers. Also, 1 one-week seminar for Boards of Co-op Directors.

In 1976/77, one more course was held, of 1-year duration, for co-op personnel or above, and during 1976, 1977 and 1978, 5 more one-week courses (seminars) were held for Boards of Co-op Directors. Again, any other courses (6) were given over to Credit Unions, Volunteers, et al.

In sum, very little, outside Credit Unions, has been done for the Co-ops of the 2 Anglophone Provinces, and altogether little since 1975.

The first 2-year course for Co-op personnel has been planned since September 1977. (Annex B-5 - what was to be a 1-year was changed to a 2-year course.) At the time of

writing, this course had not gotten off the ground yet. Students have been selected. The composition of this class, cost of study, and other matters preliminary to selection had been dealt with by COOP/MUT on 26/10 78 as per Annex B-6. Of the 23 Co-op students enrolled, twenty go into pre-employment training, 3 are already employed by Co-ops, and 2 are from GURC agencies.

In consequence, nothing has been going on here at all since the last Seminar for Co-op Directors in June 1978.

On a positive note, I have reviewed some of the teaching material used in both short and long courses, and was well impressed. This good impression was strengthened by my review of some of the final reports submitted by students after returning to school from their field work. On a similar note, I found that the division of Boards of Co-op Directors' Seminars into classes according to their education and literacy is surely recommendable when compared to hodge-podge composition, often encountered elsewhere.

Also, in contrast to Ebolowa, there has been some follow-up of students through visits by the faculty during field work and after employment.

As in Ebolowa, there are no job-oriented regular, periodic refresher and/or pre-employment courses. However, they are being envisaged. (see Annex A)

As in Ebolowa, the student workload seems rather high (see Annex B-7), here even 32 vs. 28-30 hours there per week. Study and debate periods are reserved for the hours from 19:30 to 21:30 (there is no equivalent program in Ebolowa). Special research-type assignments for presentation to the class are not practiced; but field trip reports are presented and debated.

8. Budget

For the current fiscal year (1/7/77 to 30/6/78), the Director had requested CFA 5.4 million which included CFA 500,000 for building maintenance. He received CFA 2.9 million only. When it turned out that his budget provision for vehicle maintenance (CFA 400,000) was insufficient, he applied again for the difference, received it, but had to use it for this purpose. (for other figures, see Annex B-8)

9. Desired Changes (Compared to Ebolowa)

- . The Director is satisfied with the present student selection criteria.
- . Addition of a third cycle is proposed here as there, but in conformity with existing paygrades and their underlying qualifications. See Annex B-9.
- . There is basic agreement to a differentiation in curriculum for students with different motivations, however, the Director feels that this should take place in the 2nd year rather than from the beginning.
- . The Director agrees with the need for research, etc., but thinks this may have to come much later.
- . He agrees that Government and Co-op personnel should be sitting together in all courses, seminars, etc.
- . He would like to see established eventually Correspondence Courses, an aspect not mentioned in Ebolowa.
- . In order to accomplish all of the above, it will be necessary to have a Statute (a draft was submitted to MINAGRI over 1 year ago). Only the diplomas of Institutions with a

Statute entitle graduates to enter the Civil Service, the level being determined by the type of diploma. As both Ebolowa and Bamenda are required to train not only Co-op but also Government personnel concerned with co-op matters, without a Statute for the schools graduates can become only Agents Contractuels (see also Ebolowa). The Statute which Ebolowa claims to have (vs. no statute for Bamenda), is to all appearances outdated, at least for formal reasons. If a new statute will be eventually granted, it must, besides legal and administrative matters, also contain references to teaching priorities, types and length of courses to be held, etc. in order to standardize the concept of both colleges (see also Annex A and Comments).

C. COMMENTS ON THE EBOLOWA AND BAMENDA SECTIONS

On account of the differences in Co-op tradition between the Anglophone and Francophone regions, a decision will have to be made whether or not an assistance project should include the latter, although, as appears from the descriptive parts, Ebolowa is in greater need of such than Bamenda. I am inclined to affirmation because it must be assumed that with gradual emancipation of the co-ops - the pronounced goal of GURC - the number of "fonctionnaires" in Ebolowa's student body will decline again and educational emphasis be shifted to co-op personnel.

If we accept, for the time being, the changes desired by the two Directors, then the next steps needed are for upgrading the two Colleges with regard to:

- Statutes - As explained under Bamenda, such is not only necessary to enable graduates to become Civil Servants, but also to harmonize teaching priorities, and types and duration of courses, between the two Schools. See Annex A.

- Superior Level Courses - Mr. Shillinglaw, in his Project Proposal for Cooperative Education to be incorporated into the Fourth 5-Year Plan (which it was not), points out that no school exists for this type of education in Co-op studies and/or practices. Apart from the two ways described under the Ebolowa and Bamenda sections respectively, there would be a third one, viz. the inclusion of Co-op oriented courses into the syllabus of the University of Cameroon for students of Business Administration and Economics who would like to make a career in Cooperatives. (To be discussed further under "Alternative Suggestions".) It is important to realize in this connection that here (as in many other countries) it is not so much the quality and quantity of academic work but rather its temporal extension which determines the kind of certificate or diploma a student eventually receives. Or, in other words, it does not seem possible to receive a 4-year diploma even though one was able to complete its requirements in 3 years.

- Equitable Budget Allotments - Both Colleges do not obtain what they ask for nor what they need. as an example of present budget problems, see Annex A.

In contrast, CENADEC in the Lekie area seems to have enough resources planned (though not yet obtained) to consider starting its own Training

Center. In the West Province, a portion of the World Bank's funding for UCCAO is destined for the establishment and operation of a Training Center. It is the policy of the GURC to encourage regional project oriented training centers for farmers and low level cooperative employees. One must ask, therefore, not how serious GURC is in its support for the development of cooperatives (this has been frequently pronounced, and CENADEC as well as UCCAO are co-op oriented), but how seriously it is interested in the two Colleges.

For, any founding and funding of more schools, whoever the sponsor, will probably have regrettable results:

- . The proposed new schools are so project-limited that they are not likely to be able to issue certificates or diplomas of any value outside the Projects. Even the two established Schools have, as referred, already difficulties regarding the value of their graduation documents; see under need for Statutes.
- . The new Centers will have to draw on already scarce teacher manpower, and may be able to offer more attractive salaries (within their funding) than the existing Schools (with their insufficient funding; see above).
- . New installations will be created which, after the Sponsors' withdrawal, are likely to become "white elephants", unless either recognized and sufficiently supported by direct GURC budgets, or completely funded and operated by the Co-ops of their regions, as Training Centers rather than accredited

Schools. The former aspect would only contribute to more under-use of the 2 present schools. The latter aspect would depend on whether or not the 5% Education Reserves of these co-ops are sufficient for this purpose, and whether or not they will be permitted by MINAGRI to use them for it. As long as GURC needs and wishes to stimulate and supervise the Cooperative Movement, it should obviously concentrate its resources on such institutions as fit into its Certificate or Diploma pattern.

Both College Directors have drawn up, upon my request, what for lack of a better name I called "Dream Budgets" (see under Ebolowa and Bamenda Sections). They will need revision with regard to amounts and periods of time, but they give us a good guidance. They are also different with regard to needs as interpreted by the two Directors.

- New Investments - will be discussed under "Suggestions

With reference to Annex C, there appear certain ambiguities in the assignment of responsibilities and delegation of authority (unless it is a language problem).

Co-op movement inspectors, paid by the Co-ops, should be responsible to their Boards of Directors only (Internal Audit). Without question, Coop/MUT has the authority and responsibility to supervise the Inspectors (External Audit). But the inspectors paid by the Co-ops can not be "responsible" to both their Boards of Directors and Coop/MUT. According to the author, Coop/MUT of his Province has not enough Inspectors now, but he foresees (rightly) that eventually he will need a few only. Owing to the salary differentials

between Government and Co-op employees, I would suggest that the number of Coop/MUT Inspectors be fixed now once and for all, and that rather more Co-op Inspectors be trained and retrained. (See Annex D, Report of the Commission of Inspection, Audit and Controls.)

While the Co-ops of the two Anglophone Provinces have their own paid managers (secretaries, bookkeepers, inspectors, etc.) with the exception of the Vegetable Co-op in Bamenda which has still a Coop/MUT man at its helm, the Co-ops of the Francophone Provinces, much younger than those of the Anglophone, have more often than not Civil Service personnel as managers. In the overall design for assistance to Co-op development there is nothing principally wrong with this measure as long as it is considered a temporary one, with a strictly limited period for training of competent successors on-the-job and at college. No doubt, the Co-op likes to have cheap management in its initial stage, and the Civil Servant likes the emoluments which go with his field job (not available at his agency). However, it would be very desirable if a phase-out provision could be built into all such arrangements as e.g. in Brazil.

D. CONCLUSIONS

1. Assumptions

- o It is assumed that GURC intends to follow the desirable sequence for cooperatives in developing countries as accepted by FAO et al: "Begin as champion, continue as partner, and abide as friend."
- o It is further assumed that Coop/MUT will receive its statute as the sole GURC Agency for the stimulation and supervision of Co-ops.

- o It is further assumed that the two existing Schools will be maintained as the educational arms of Coop/Mut for Co-op as well as its own personnel, under the guidance of the Department for Agricultural Education.
- o It is further assumed that all education programs are elaborated according to the needs of the Co-ops as expressed by them in consultation with Coop/Mut.
- o It is further assumed that the two Schools receive uniform Statutes spelling out not only their legal status, administration and funding, but also the type of courses to be held and the types of certificates or diplomas they can issue.
- o It is finally assumed that the status and pay of the College's teaching staff will be upgraded in accordance with the improved standing of the Colleges, in order to put them on the same level as their colleagues with similar background working in other GURC agencies. This would attract highly qualified teachers to the Colleges and ensure their permanence.

2. Pre-Employment Education

With these assumptions as basis, I shall begin with the manpower needs of the Co-ops and Coop/Mut. According to Coop/Mut. as well as CLUSA there are staff insufficiencies in Coop/Mut, but their figures disagree:

	<u>Coop/Mut.</u>	<u>CLUSA</u>
superior level	42	43
middle level	214	59
inferior level	342	158

Coop/Mut. also estimated, and apparently CLUSA used these figures, that there is a shortage of ±280 (200 in the Francophone Zone) of qualified Co-op personnel of the superior and middle levels.

Superior Level - Figuring 37 Departmental Co-ops in the 5 Francophone Provinces (there are actually 29 Departments) and leaving aside for the time being, the Anglophone Zone which has its managers in place, there will be a need for ±80 superior level graduates. If to these are added the needs of the two Colleges for superior level graduates with subsequent apprenticeship in tutoring and teaching (equal to a medical internship), this figure may easily rise to 90. As there is no superior level education in Co-op studies available at present, both Colleges like to be enabled to conduct 3 (or 4) year courses which will result in diplomas consistent with the country's pattern, as laid down in a GURC Decree regulating these and their foreign equivalents according to the number of years spent in post-elementary studies.

Middle Level - According to the Managers of SOCODER/NTEM and NWCA, all chiefs of services (up to five: accounting, inspection, marketing, supply, credit) and their assistants should be graduates of 2-year courses. From above figures it can be deduced that between the Co-ops and Coop/Mut. from 300 to 400 personnel will have to be trained for both zones. (There is no time to calculate more exact figures, but Mr. Simon is engaged in such a survey for the Department of Agricultural Education and is prepared to let us know his findings.)

Third Level - For these, there were so far 1-year courses, in Ebolowa, while the 1-year courses in Bamenda (as explained elsewhere) were of a different character and caliber. I am inclined to agree with the Director of the Bamenda College that courses for Primary Society Secretaries, Animators, Warehousemen, Clerks, etc. should become short, specialized courses with some general "Cooperation" background, but that a full one-year course is just too much baggage, in consideration of their levels of education and literacy. Thus, there may be no further need for 1-year courses.

3. On-The-Job Refresher Courses

Duration of present courses is actually 9 and 18 months respectively, followed by 3 and 6 months absence from College which are given over to ±2 and 4 months fieldwork and ±1 and 2 month vacation. School vacation in this country is uniformly from July through September (as I am told). Thus, occasionally, if properly planned, Pre-Employment Courses could be arranged in such a way that when students are on field trips/vacations, refresher course students could fill the vacuum in classrooms and dormitories. Generally, however, there will have to be created more classrooms and more dormitories, especially when, in Bamenda, we have to take additional account of ACOSCA Courses parallel to the ongoing Co-op Courses. These refresher courses, so everybody agrees, must be job-oriented and of limited duration, rather repeated every year e.g. one month instead of 3 months successively. For Boards of Directors' Courses, probably 1 week as in the past will suffice.

4. Curricula

The present syllabus tends to teach something of everything to everybody, which, it is claimed, is necessary, because

5. General

Most (possibly all) of the assumptions stated above should have become facts before the inception of an AID Project.

Even the Ministry of Overseas Development of the U.K. is supposed to have stated that they would be ready to do more for Bamenda than they are doing now = 2 teachers =, if these assumptions would become more than that.

A European Development Fund for Rural Development in the Province includes education/training, but more in the sense of enabling people to send students to the college, and the college to take care of them. The project will hardly start, however, before 1960.

As there is all kinds of future assistance foreseeable for the Bamenda College from these sources, and as the Kholwa Center has the larger number of students to process during the next years, and as the Center at Kholwa is in much poorer shape than Bamenda, the need for assistance is greater in Kholwa than in Bamenda.

6. SUGGESTIONS1. Alternative 1 - Public Institutions of Higher Learning

In order not to strain the capacities of the 2 Colleges, I suggest that the 2-year courses are held in succession while the 3-year courses will be overlapping. Thus:

There may be 4 3-year courses for a total
of 12 years;
16 2-year courses for a total
of 32 years.

As the need in the Francophone Zone appears to be greater than in the Anglophone, I shall tentatively assign 3 three-year and 9 two-year courses to the former, and 1 and 7 respectively to the latter. There will then be going on, in Ebolowa, three simultaneous courses over a period of 9 years, and correspondingly 3 years in Bamenda. If the number of candidates per courses is less than 25, or if manpower needs increase owing to the growth of the Cooperative Movement, the above timeframe will become larger (longer).

As the Student Workload in class is ± 30 hours per week, and the teacher workload should not exceed 15 hours per week (I would prefer 24 and 12 respectively), there will be needed at peak times (3 Courses) 6 Teachers who should be assisted by 6 tutors* to help the teacher in class during practical work assignments and to supervise, and assist in, studies, debates, field work etc. The actual situation is:

at <u>Ebolowa</u> - Instructors:	French	(in place)	2
	Cameroonian	(in place)	2
	Dutch	(expected)	1
	(vacant)		<u>1</u>
			6
	Tutors:	(vacant)	6
at <u>Bamenda</u> - Instructors:	British	(in place)	2
	Cameroonian	(in place)	1
	German	(to arrive '79)	1
	(vacant)		<u>2</u>
			6
	Tutors:	(vacant)	6

*e.g. graduates in paedagogy who, after passing their "internship" at Bamenda or Ebolowa, should spend one year at Madison, Wisconsin or Stanford Hall (U.K.), or an equivalent French institution. They will then return as fully qualified instructors and replace foreigners.

These figures do not include the need for guest lecturers (Credit, Marketing, etc.) for whose appearance budgetary provisions will have to be made.

As it has not been our custom to subsidize local salaries or third country technicians (teachers, in this case), our assistance to both colleges must be concentrated on up-grading present facilities. The following is a list of immediate needs:

- Ebolowa . . . Renovation of all existing buildings (too big an amount for normal budget allocation)
- . Addition of 2 dormitories and 2 Classrooms, of present size (or equivalent), enlargement of mess hall
 - . Replacement of most furnishings and Kitchen equipment
 - . Construction of Teachers' and Students' Lounges. 2 to 3 vehicles, one of which should be a bus for student transportation (there is only 1 vehicle now)
 - . Creation of sports facilities
 - . Increase and update library - in French
- Bamenda . . . (Renovation is here a much smaller item which can be taken care of by regular budget allotments)
- . Addition of 2 classrooms and 2 dormitories, of present size (or equivalent), enlargement of mess hall
 - . Better kitchen equipment (Furnishings are not bad)
 - . Construction of Teachers' and Students' Lounges
 - . Creation of Sports facilities
 - . Enlargement of the library to at least 5,000 volumes
 - . At least one bus is badly needed (there are 4 old vehicles in poor shape)

Both Colleges could use new audio-visual equipment.

Although, as mentioned before, we do not usually subsidize local salaries, I know of at least one exception (in a Swaziland Co-op Project). If it is possible to interest the Government in a scheme for attracting more and better teachers to the 2 Colleges, we could perhaps suggest to complement their pay with special allowances on a phase-out basis, over a certain number of years, the slack to be taken up by GURC.

In both Colleges, the positions of Deputy Directors are vacant, although requests were made to have them filled. As I see these positions as mainly those of faculty deans, and as there is little talent of this nature available here, I suggest that these 2 positions be taken over temporarily by Americans, under the title of "Advisor to the Director". Both should have previous experience, and one of them must be able to speak French. It is obvious that they can do their job only if the material and manpower conditions outlined before, are met in time.

2. Alternative II - Public Institutions of the Middle Level

It may be more in line with GURC thinking and planning to concentrate superior education at the University of Cameroon. The text of the proposed AID Assistance Project to this institution includes at one point a reference to the management of cooperatives under "Business Administration". Later in the text, reference is only made to small and medium business enterprises (which, however, the co-ops are). Perhaps the inclusion of co-ops could be spelled out here a second time. If so, a Business Administration graduate who wishes to make a career in Co-op Administration, should be able to have e.g. "Cooperation", "Co-op Law", and "Co-op Organization" offered as teaching subjects during the 4-year course. Such graduates can fill, over a period of time, the 190 superior

level vacancies in the Co-op Movement.

If this possibility can be realized, it would reduce the number of courses and students at the Colleges of Bamenda and Ebolowa, and thereby the number of additional classrooms and dormitory space needed to one each (instead of 2), and also the number of teachers and tutors by at least one each.

It would change the basic assumptions quoted earlier as long as Government (especially Coop/Mut.) employees are to be pre-employment trained along with Co-op employees, as the former will continue to desire Civil Service Status (instead of Agents Contractuels).

This assumes that GURC continues to consider the two colleges as public institutions of a middle level character (2-year courses, refresher training, but perhaps no more 1-year courses). Most of the suggested improvements - furnishings, vehicles, etc. - would still be needed, and two American Deans would still serve very useful ends.

3. Alternative III - Private Institutions

A desirable, but perhaps at this stage not yet realizable, alternative is to make the two Colleges completely Co-op financed and Co-op controlled, devoted solely to pre-employment and on-the-job training of co-op employees.

This would be easier in NW and SW Cameroon where, according to a CENADEC survey, the Unions have large Reserves (Legal and Educational), for a good part represented by cash in blocked accounts for cocoa or coffee purchases. Unfortunately this survey is apparently inexact (even illogical in places), and it was not possible to obtain recent Balance Sheets in order to verify the actual situation. Such have been promised, however, and can be analyzed after my departure.

It has been the tenor of several UNDP and CENADEC papers that Educational Reserve funds should be really used for the purpose they were set up to serve, from membership education to support of the Colleges, but without practical consequences, despite provisions in the Co-op Law referring to this aspect.*

Where co-ops are younger, such reserves are likely to be smaller (not in all cases, though, as I have seen two balance sheets where they were considerable).

According to present Co-op Law, MINAGRI can permit further increases of Reserve Funds to be discontinued, upon application of the Co-ops. But this has not happened yet.

Within this alternative, education programs could still be made subject to the approval of the Director of Agricultural Education, but at least they would be designed according to the needs expressed by the Co-ops rather than to the concepts of bureaucrats, even with the best intentions. Such a scheme, combined with the supervision of co-ops by Coop/Mut., would still give GURC the desired control of the ongoing activities for and in the Cooperative Movement.

This alternative may not lead to a GURC recognized certificate or diploma, but there would be no longer any need for them. If and when this alternative is considered, a completely new, job oriented pre-employment syllabus will have to be formulated, for 1-year cycles, and the 2-year cycles could be abandoned. Rather, graduates will return every year, either for refresher or promotional training.

*Where and when educational expenses have been incurred, they were apparently debited to Profit and Loss instead of the Reserve Accounts. In consequence, if there was an operational surplus, this method decreased the surplus while at the same time as described by law increasing the the Reserve Account.

Present installations of both Colleges would probably be sufficient in size, in this case, but still need the improvements enumerated, regarding buildings, furnishings and vehicles. Also, the 2 proposed American Faculty Deans would still be of great value in the initial stage.

ANNEX A MINUTES OF A STAFF MEETING

Note of a meeting between the Director of Co-operation and Mutuality, Chiefs of Co-operative Services and the Director and Staff of the National Co-operative College, Bamenda, held at the College in Bamenda on 12 October 1978 at 5 p.m.

Present :

Mr. S. S. Sanga, Director of Co-operation and Mutuality,
Mr. A. N. Sanga, Provincial Chief of Service, Department of Co-operation and Mutuality, North West Province,
Mr. M. H. Mendi, Manager, North West Co-operative Association Ltd.,
Mr. A. B. Mankor, Manager, Cameroon Co-operative Credit Union League,
Mr. F. T. Acha, Director, National Co-operative College, Bamenda, and
Mr. D. A. Hibbard, Lecturer, National Co-operative College, Bamenda.

The meeting gave consideration to the development of the courses and other facilities provided by the National Co-operative College, Bamenda and to the means of maintaining and financing those services. Some of the more important matters discussed were as follows:-

Background to the further development of College activities

Two projects are in the course of development, (i) a national education programme for members of co-operatives, sponsored by the Department of Co-operation and Mutuality and by UNDP/ILO; and (ii) a study by U.S.A.I.C. to ascertain the needs of the Co-operatives as a whole but with a special emphasis on training needs and on the development of the Co-operative Colleges, which are regarded as the pillars of the development of the co-operatives.

Order of priorities

The order of priority in the urgent task of training and education shall be:-

- (i) The Co-operatives,
- (ii) The related organisations - W.A.D.A., P.O.N.A.D.E.R., Community Development,
- (iii) The Department of Co-operation and Mutuality, and
- (iv) Private organisations (not in competition with Co-operatives).

Training courses for Co-operative Personnel

Training courses for personnel of the Co-operatives to be established for set periods which are related to specific levels of grading:-

- (i) One month,
- (ii) Six months,
- (iii) One year, and
- (iv) Two years.

In addition opportunities shall be provided for the training of students who do not have the formal qualifications for normal entry to the College but who are nevertheless capable of benefitting from a course of instruction.

Immediate action

Immediate priority shall be given to the initial two year course for Co-operative Managers, Secretaries and Inspectors, which shall begin on 1st. November 1979.

Refresher courses

A new programme of refresher courses shall be established to ensure that personnel of all grades shall be updated and refreshed.

Seminars

The College shall undertake research into the prospects for developing a programme of seminars:-

- (i) for members of Co-operatives,
- (ii) for the staff of the Co-operatives,
- (iii) for the staff of the Department of Co-operation and Mutuality, and
- (iv) for the general public.

Correspondence courses

The College shall develop research into prospects for the establishment of correspondence courses. Successes achieved in these courses would be taken into account in selecting students for residential studies at the College.

Recreational and sporting facilities

It is recognised that the limited recreational and sporting facilities at the College need to be greatly expanded as an essential part of the life of the College.

College prospectus

As the various provisions envisaged in this document are developed the College shall draw up a College prospectus to be printed in an attractive form.

College register of students

The College shall draw up a suitable form of register for the registration of all students participating in College provisions. In particular the register shall constitute a record of the development of the studies of each student together with a note of successes gained and shall facilitate arrangements for the selection of students to the graduated courses.

Teaching requirements

The Director of the College is asked to prepare a statement of the present academic staffing of the College, together with a note of such supplementing of the staff as is (i) immediately required, and (ii) further required in the next academic year.

Budget

The Director of the College is also asked to prepare a budget of the costs of staging the two year course in its first and in its second year with a provision of 5% addition for exigencies.

Finance

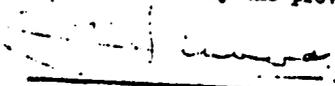
Research is proceeding to ascertain what funds are available for training and education arising out of the requirement of the law 73/15 that 5% of the surplus of Co-operatives shall be allocated to an education and training fund.

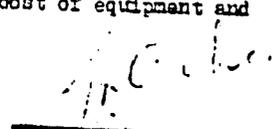
The North West Co-operative Association Ltd.

Consequent upon the increased responsibility given by Government to the North West Co-operative Association Ltd., the Association shall acquire control of the field staff. Such control shall include the responsibility for placing staff with the College for training and for the full financing of that training.

Contribution of the Co-operatives to College development

The Co-operatives shall assist in the development and maintenance of the College by means of contributions to the cost of equipment and materials and by the provision of facilities.


D. A. Hibberd


F. T. Acha

ANNEX B THE COLLEGE AT BAMEI'DA

- B-1 Staff List and Responsibilities
- B-2 Subjects Taught, by whom, and how many hours per week
- B-3 List of Courses held in Bamenda 1969-1975
- B-4 List of Courses held in Bamenda after 1975
- B-5 Announcement of 2 year Course
- B-6 Administrative Details for this Course
- B-7 Weekly Teaching Schedule for this course
- B-8 Part of Bamenda Budget, current fiscal year and projection for the following
- B-9 Director's "Dream Budget"

LOCATION:

The college is situated on the Bali Road, two kilometers from Bamenda the capital of North - West Province.

FACILITIES provided by the College:

- Administration Building & Library
- 2 dormitories for 65 students
- 3 lecture halls
- 3 staff houses
- games room
- kitchen and dining hall

ROLE OF GOVERNMENT:

The College was established in 1970 by the Cameroonian Government in co-operation with the National Centre for the Development of Co-operative Enterprises (CENADEC), based on a joint convention with the United Nations Development Programme (UNDP) and the International Labour Office (ILO). Its major objective consists in the training of Cameroonian personnel concerned with co-operatives which are officially recognised as of major importance in the progress of rural development. Government provisions include the supply and maintenance of buildings, furnishings and vehicles and the payment of electricity, water and other running costs.

TUTORIAL STAFF:

The Director of the College, Mr. F.T. Acha, is assisted by a Cameroonian economist, two lecturers from Great Britain in accountancy and in management and a lecturer from the F.R. of Germany in co-operation and agricultural credit. Part-time lecturers are drawn from a wide field of experience.

TEACHING METHODS are as follows: **AUDIO - VISUAL EQUIPMENT** used:

- Lectures
- Conferences
- Seminars
- Group Discussions
- Practical Field Exercises
- Audio - Visual Training Aids
- Cine Camera & Photographic Equipment.
- Various Projectors and Screens
- Motion pictures, slides, overhead equipment.
- Photo copy machine
- Duplicators
- Tape recorders, Loud speakers etc.

STATISTICS:

Since the creation of the College in 1970, the following courses were conducted:

Kind of Courses	No. of Courses	No. of Participants
- One year Courses for Co-op. Inspectors, Manager, Secretaries etc.	3	79
- Two months Courses for Secretaries of Co-op. Marketing Societies.	4	168
- One week courses for Board Members of Co-operative Societies and Unions.	6	164
- ACOSCA Management Courses, lasting between two and six months.	6	115
- Short-term Courses for Credit Union Personnel	7	207
- Short-term Courses for Foreign Volunteer Services	7	47
- One day Courses for Co-operative Membership Education.	617	17603
- Other Courses	18	157

So far, in 668 courses, ranging from one day to a full academic year, a total number of 18,540 persons have been directly effected by the teaching programmes of the College.

COURSES CONDUCTED BY THE COLLEGE

A) ONE YEAR COURSE for Co-operative Inspectors, Managers, Secretaries, etc.

Minimum Entry Qualifications:

- G.C.E. Ordinary Level in 4 Subjects (excluding religious knowledge)
- R.S.A. Stage 2
- Teachers Grade 2 Certificate
- B.E.P.C. in 4 subjects
- Other equivalent qualifications

Subjects Taught:

- Co-operation
- Co-operative Law
- Book-keeping
- Auditing
- Business Management
- Organisation and Control
- Rural Economics
- Elements of Agriculture
- Business Mathematics
- Statistics
- Community Development
- Communications
- French
- Elements of General Law & Labour Code

Field Work: Practical field work is rated highly in the college curriculum to ensure that graduates are able to adapt quickly to their respective work situations.

Language: The medium of instruction is English and Pidgin, if required.

Awards: Graduates are awarded the « Certificate in Co-operative Principles and Practice »

Announcement of Courses: New courses, approved by the Minister of Agriculture, are usually announced by radio.

Submission of Applications for Admission: Applications are submitted through Co-operative Unions, Para-public and private institutions.

Sponsorship and Employment of Students: Co-operative Unions and other organisations submitting applications must be willing to sponsor their students to ensure that they can be well fed and maintained in the College, have personal monthly pocket allowances and their travelling expenses



MINISTRE DE L'AGRICULTURE

MINISTRY OF AGRICULTURE

DIRECTION DE L'ENSEIGNEMENT
AGRICOLE

DIRECTORATE OF AGRICULTURAL
TRAINING

NATIONAL CO-OPERATIVE COLLEGE, BAMENDA

Ref. NCCB.51/VOL.2/570

Bamenda, the 5th December, 1978

The Director of the National Co-operative College, Bamenda.

To:

The Minister of Agriculture,
Dept. of General Administration,
Budgetary Service.

Through:

The Director of Agric. Training,
Ministry of Agriculture,
YAOUNDE:

EXPLANATORY NOTES
1979/80 PROPOSED BUDGET

I am grateful to the Minister for persistently and continually doing all in his power to solve the problems of this College. I do realize that most provisions for personnel for my College has been held back by the Personnel Service for State Agents who have in many cases not played their part in time resulting in many innocent poor pay workers suffering for years without pay. The following explanations will enable you understand the problems of this Institution so as to make adequate provisions for it as usual.

Head 100 - Permanent Staff

a) Unclassified Permanent Staff:

I am happy that you channelled my (F. T. Acha's) case to the Minister of National Education after I had been waiting for proper classification for many years. I am informed that action is being taken to equate my diplomas. Mr. E.A. Tabi's case was completed a few months ago. What worries me is that I have not earned even my normal increments on the unclassified grade since 1st July, 1971.

b) Teaching Allowance:

In the 1977 Seminar we held in the Chambers of Agriculture Yaounde the teaching staff were promised a teaching allowance which I forwarded the recommendations but till today non of my teaching staff has benefitted from it. This lack of inducement seduces teachers to work in duty posts in the field rather than come to teach in our institutions. Some of them regard coming to teach in the College a punishment which is not the opinion of Government. Some of them are removed from divisional chiefs of sections in our Ministry and posted to the College on no inducement allowance. This is very demoralizing.

c) Part Time Teachers' Allowance:

I got 600.000 francs the year before when we had a long course. I need 600.000 francs this year too.

d) Appointment of College Administrator/Bursar:

Mr. Moses Nchang Nwafor, Clerical Officer has been handling this post since 1974 on no duty allowance. I have in the past proposed budgets in the past years and in my reports recommended him to be appointed College Bursar. If this has been an administrative oversight then I should be grateful that the situation be rectified.

e) Salary Increments and Up-grading Salary Increments and arrears for up-grading of staff have been calculated and a provision of 1.472.840 francs would be provided in the budget to cover the arrears.

Head 200 - State Agents

a) Normal Increments:

These Agents have since they were employed and have often been recommended for advancement not earned a single franc.

I even contacted Mr. Njek who made me vain promise that he was working on it and for many many months now, no word has been heard about it. This is not encouraging at all. If they are treated this way then how do we expect efficiency and seriousness at work from them?

b) Up-grading:

A Civil Servant is encouraged to write so that he can take exams for advancement but it is surprising that when they pass the exams and are recommended for up-grading it should take years and until they have to falsely obtain permission to come to the Ministry before their decisions are prepared by the Personnel Service. This bad practice should be deplored. I have two of such cases in my office and these were after my several personal contacts and even search for dossiers of my staff said to have been lost when in actual fact they were in the open cupboards behind on the Verandah of the Personnel Office of Journaliers and Agents.

c) Decisions for Employment of Agents:

It is unbelievable and not understandable that agents provided for in the State Budget after serious cases and explanations were given at various stages for 1976/77 can only get their decisions prepared for signature in 1978/79 (July) and 3 agents, a Kitchen-mate and 2 yardboys provided for in the 1977/78 financial year, whose dossiers were sent to the Personnel Service under cover of my letter NCCB/50/67 of 10th October, 1977 have not got their decisions of employment up till the moment of my writing this brief report. I have received messages of the dossiers not being complete and I have twice disproved the allegations by looking for the dossiers and going through them with the responsible clerk in the Personnel Service and seeing all in tact. If any dossiers are missing they are carelessly mishandled by the Personnel Staff because I always send dossiers in a tagged file under a covering letter. This anomaly should be stopped because it discourages even me.

These employees have no basic facilities for their own occupational colleagues. Till now I have not got the decisions of those agents provided for in the 1977/78 Budget. At one time the Personnel Service used to forward their certificates of acquisition of duties. I forwarded them and the 3 people have been working without wages. This is bad. Others whose certificates of acquisition of duties were sent i.e. the Librarian and Cook (Madam Pauline Ngantah Mutanga and Vincent Aha) had long received their arrears. I pray that the miserable condition of these poor income class be rectified immediately.

d) Agents to be Recruited:

1- Nightwatchman: This College which was attacked by thieves in 1975 and which is far out of town cannot be without a nightwatchman. The former Minister of Agriculture recommended two watchmen to be recruited as per his telegram No.225 of 23rd April 1975 (copy attached). Since then no action has been taken. Instead CENADEC terminated their nightwatchman at the end of June 1978. I got somebody to be watching the compound and immediately sent you a telegram accordingly. I used to hire him under seasonal labour to watch the compound with the CENADEC nightwatchman.

2- A Second Driver: Our classes, be they for short or long courses are always big of over 25. The bus takes only 19 hence there is always need for a second driver when they are driven out for fieldwork. I need a second driver very much.

3- Projectionist: For the past 7 years I have been putting up applications for me to be allowed to recruit a projectionist. Up till now there is none yet employed. I sent the dossiers of one Mbonifor. I should be grateful if provision is made for him to be employed so that I can get him trained to handle all the many Audio Visual Aid Equipments we had from the UNDP. They are very good teaching aids.

4- A Second Typist: I had encouraging letters from you concerning the many short courses I organise and conduct here. During these course we prepare materials for the participants to take home. The members very much appreciate the written handouts we give them. I have built files of such courses and sent to you. You would agree with me that my Typist/Secretary cannot alone cope with such burden. He used to work till late at night. I need a second Typist too. I have been writing asking for one now in the office of the Ndian Chief of Section for Cooperation & Mutuality who applied to be transferred here himself but no action till now has been taken.

5- Laundrymen: All other teaching establishments have laundrymen. I need 2 for this College.

6- Two more Yardboys: My yard or premises is very big and needs to be kept clean and the hedge properly maintained always. You will agree with me that if even I am sent the decisions for the two provided for in the 1977/78 budget I still need two more to make them four. Any body who comes here appreciates my problem in this respect.

7- Telephone Operator: We use internal telephone exchange system whereby the exchange box is at the entrance at the Reception point. Somebody needs to operate the phone at all time of the day during working hours.

3- Bilingual Translator: I cannot overemphasize the need for this very important service in an institution like this.

9- 5 Seasonal Labour: There is no use building such descent college buildings only to allow them in the bush covered by wild grass. I strongly feel ashamed about it. I have sometimes had to sacrifice my small pay to get people to clear it. This is too much sacrifice for a suffering man of my type.

Students Subsidy: This year we have 3.5 million francs subsidy from Government. By next year with double the number of students we need 7 million francs.

Head 300 - Running Expenses or Fonctionnement:

Within the 1978/79 financial year I was very grateful to the Hon. Minister and the Director of Agricultural Training for supplementing my vote by 2,500,000 francs for the running cost and payment of overtime to the teaching and other staff.

Vehicles: My vehicles are no doubt very old and have become too expensive. The Toyota needs to be overhauled and I have been told by the TOYOTA Garage that it will cost me not less than 260,000 francs to get it overhauled. It consumes too much petrol and oil now. All the other vehicles are too old. There is no good vehicle or car to collect guests about or from and to the airport if even I am not fit to use one.

Staff Supervision of Fieldwork: The staff do follow the students to the North-west and South-west Provinces while on fieldwork. They need be paid their out of station allowances.

Office Expenses: We conduct many courses here which need a lot of stationery for handouts. We also need periodicals and News Papers to keep the students or course/seminar participants abreast with current events. I do not need to talk about the need for office equipments for an Institution like this which every now and again receive International visitors. We need sufficient stationery.

Repairs and Repainting of Buildings: Since the inauguration of this college on the 9th March 1974 the buildings have not yet been repainted. I sent to you the costing of the Chief of Service Construction including the repairs of leaking slaps of the Dining Hall, Administrative Block and the Old Dormitory. It came up to 2,500,000 francs. The estimates are the Director of Agricultural Training. The need to safeguard the buildings has often been emphasised by me in my correspondences on this subject matter. I have included this item under Investment Head.

INVESTMENT BUDGET

The need for a house to be put up for the Domestic or Kitchen Workers, which is included in the original plan of the school has often been stressed in my letters and Budgetary Notes. Bamenda has all types of criminals. Sometimes they waylay people between the town and the college and other dark corners of the town, beat them well and seize away their money and belongings. In order to save the lives of these workers it is better to put up a house in the campus for them.

Staff Quarters: With the increased activities to be undertaken by the college hence the need for more teaching staff to be added to the school, it is necessary to put up another staff Quarters particularly for the Cameroonian Teaching Staff.

A Second Bus: I have often repeated that the Laboratory for Co-operative Training is in the Co-operatives themselves hence there is need for students to be taken to Co-operatives at least every 2 weeks (fortnight). In doing this the students have to be taken to and fro the societies in buses.

We have one 20 seater old bus. It becomes very necessary for us to have a second bus if we are to train the students effectively.

1974/75 Investment Balance due to the Contractor, Che Company - 3.500.000.

I have since 1974/75 Financial Year written countless letters and sent telegrams and photo copies of correspondences on the balance due to the Che Company being:

- Balance on Completed Staff Quarters
- Retention on Director's House and the Guests' House.

I am greatly worried by Che Company always. I am blamed for not having taken up the matter with you. I have since 1975/76 been writing explanatory notes on my proposed budgets on this important matter.

At the end of 1974/75 all capital investment balances were frozen by the Minister of Finance. We forwarded through the Controller of Finance North West Province the balances and early 1975/76 I started to write your office about it. The error was that of the Ministry of Finance who revoted the balances for other Services and forgot to revote my own balance. I am worried every now and again by Che Company. Save me please.

I hope that with the above explanations you would do your best to establish a strong case for my requests or proposals.

National Co-operative College, Bamenda

Staff Responsibilities

(1st Term)

1. Mr. F. T. Acha - Administration
2. Mr. Ben F. Wara - Fieldwork
(assisted by Mr. M. E. Parrish) - Class-in-charge - studies
3. Mr. D. A. Hibberd - Film Shows
(assisted by Zecha & Che) - Library
4. Mr. Moses N. Ngwafor - Boarding & Lodging
(assisted by the Students' President in consultation with Director) - Practical Work
- Cleaning of Campus & Buildings
- Paymaster & Bursar
5. NGU ASONGWED Solomon - Stores
6. Zecha Joseph - Medicines
(assisted by student i/c First Aid Box)

NATIONAL CO-OPERATIVE COLLEGE, NAIWENDA
SUBJECTS DISTRIBUTION
PER WEEK

			<u>Periods</u>
1. Mr. Fru Ben Wara	- Co-operation	4	
	- Human Psychology	1	
	- Rural Economics	<u>2</u>	7
2. Mr. D.A. Hibberd	- Book-keeping & Accounts	6	
	- Audit	<u>1</u>	7
3. Mr. W.E. Parrish	- Business Management	4	
	- Applied Mathematics	1	
	- Organisation and Control	<u>2</u>	7
4. Mr. F. T. Acha	- Co-operative Law	2	
	- Communication	<u>1</u>	3
 <u>Part-Time Teachers</u> 			
5. Mr. Lando André	- Business Statistics	1	
6. Mr. Samuel Mouicho	- Elements of Agriculture	1	
7. Mr. J.N. Forban	- Labour Law	1	
8. Mrs. Soaa Flonge	- French	3	
9. Mr. N.N. Ghong	- General Law	1	
10. Mr. Nbifigwen	- Community Development	<u>1</u>	<u>8</u>
			<u>32</u>

MINISTRY OF AGRICULTURE
NATIONAL CO-OPERATIVE COLLEGE, BALEMBA

SUMMARY OF COURSES CONDUCTED BY CENADEC/NATIONAL CO-OPERATIVE COLLEGE
BALEMBA, SINCE 1969 TO 1975

COURSES	NO.	DURATION	NO. OF PARTICIPANTS
1. Training Course for Inspectors/ Supervisors of Co-operative Societies	3	1 year	72
2. ACOSCA Training Course for Credit Union Supervisors in West Africa	1	6 months	21
3. ACOSCA Training Courses	2	3 months	29
4. Participation in U.S. Peace Corps Training Course	1	3 months	17
5. Training Course for Secretaries of Primary Produce Marketing Societies	3		138
6. ACOSCA Training Course for Credit Union Promoters	1	1½ months	17
7. Training Course for Credit Union Promoters	2	1 month	76
8. Training Course for Secretaries of Primary Co-operative Societies	1	1 month	30
9. D.A.P.C. Training Course	1	6 days	7
10. Study Cycle Leaders Courses	5	5 days	138
11. Training Courses for Committee Members of Produce Marketing Societies	2	3 days	53
12. Training Course for Managing Committee Members of Credit Unions	2	3 days	55
13. Treasurers of Credit Unions (Participation)	1	3 days	42
14. Seminar for Credit Union Board of Directors	1	2 days	25
15. Seminar for Credit Union Field Workers	1	2 days	9
16. Briefing Courses to American Peace Corps Volunteers in membership Education	6	1 day	30
17. Courses on the Use of Audio-visual Aid Equipment to College/CENADEC Staff	12	1 day	12

N.B. Lectures on Co-operation are also given to trainees of the Agricultural School, Bambili and to Course Participants of the Pan African Institute for Development, Buea. Total of 45 courses vs. 51 on page 3 of prospectus.

MEMBERSHIP EDUCATION

Nature of Activity	Date	Participants	Sponsor/ Collaboration
1. Membership education course in Pinyin Union	21.09.70	60	CENADEC/ Movement
2. Bali Union	22.09.70	50	"
3. Ndop Union	23.09.70	60	"
4. Santa Union	24.09.70	80	"
5. Mghama Union	28.09.70	65	"
6. Central Union	29.09.70	84	"
7. 84 one day courses conducted by Peace Corps Volunteers under guidance of CENADEC	From Nov. 1970 to 31st Jan., 1972	2085	U.S./Movement
8. 158 one day membership education sessions by study circle leaders	April to September 1972	3983	CENADEC/Movement
9. one day membership education sessions conducted by study circle leaders in 1973 are as follows:			
<u>No. of Courses</u>			
58	April 1973	1843	CENADEC/Movement
118	May "	3190	"
103	June "	3060	"
68	July "	2176	"
13	August "	632	"
4	Sept. "	134	"
5	Dec. "	101	"

Breakdown of 617 courses of Page 3 of Prospectus.

Question 2: 2 Long Courses - 1st Course 9th March, 1974 - 1st March, 1975
with 29 students.
2nd Course 8th March, 1976 - 1st March, 1977
with 27 students.

.....

Question 3: Short Courses and Seminars.

- 1974 - A six weeks ACCOSCA Advanced Management Course for Credit Union Fieldworkers was conducted from 8th April 1974 to 17th May, 1974 with 17 participants drawn from Nigeria, Ghana, Liberia, Sierra Leone and Cameroon.
- 1975 - ACCOSCA Advanced Management Course was conducted from 21st July 1975 to 29th August 1975 with 17 participants drawn from Nigeria, Ghana, Liberia, Sierra Leone, The Gambia and Cameroon.
- 1976 - Credit Union Secretaries' Course conducted from 25th to 31st July 1976
- " - Credit Union Secretaries' Advanced Course conducted from 6th to 11th September 1976 with 21 participants.
- " - BCA/CANCOOL Boards of Directors Seminar conducted from 19th to 21st Oct. 1976.
- " - An Orientation course for New U.S. Peace Corps Volunteers in Co-operative Development conducted from 16th to 25th September 1976 with 12 participants.
- " - One week Advanced Credit Union Secretaries' Course conducted from 7th to 13th November 1976 with 25 participants.
- 1977 - British Volunteers Seminar was organised from 19th to 21st March 1977 with 25 volunteers participating.
- " - A Seminar for Divisional Delegates of Agriculture for North West and South West Provinces was organised from 26th to 29th April, 1977.
- " - An ACCOSCA Management Course was conducted from 18th July to 9th September 1977 with 22 participants drawn from Nigeria, Ghana, Sierra Leone, Liberia and Cameroon.
- " (4) Boards of Directors Courses were conducted from 19th July to 13th Aug. 77 for 111 B.Mbs.
- 1978 - 2 Courses for Credit Union officers were organised by the Credit Union League at Ifonta in April and June 1978 in which the College participated.
- " (4) Boards of Directors Courses conducted from 5th June to 1st July 1978 for 115 Board Members of the North West Province Marketing Unions including the Traditional Handicraft Co-operative Society Ltd.

B-5
MINISTRY OF AGRICULTURE
NATIONAL CO-OPERATIVE COLLEGE, BAMENDA

Ref: NCCB/2/VOL.2/357

19th September, 1977.

The President & Secretary/Managing Director

FOURTH CO-OPERATIVE SECRETARIES'/MANAGERS'/INSPECTORS' COURSE 1977/1978

Following directives from the Minister of Agriculture contained in his letter No.2196/MINAGRI/DEA/SPE of 30th August 1977, I have been instructed to conduct a one full year's course for Secretaries'/Managers'/Inspectors of Co-operatives of the North-West and South-West Provinces, Workers of Private Enterprises and Para-Public Institutions.

This gesture of the Hon. Minister is aimed at training the personnel of your organisations which you so much need in order to serve the movement most effectively.

2. The Public has been briefly informed by Radio and I have endeavoured to send to each one of you copies of the full Radio Announcement which specify the procedure and method of presentation of the applications. I have given sufficient copies to enable you put copies on your Notice Boards while filing a copy in your office. Applicants shall only apply through the Co-operative Organisations of their respective areas i.e. Co-operative Unions that are willing to sponsor and employ them in case of their selection. The applicants and the sponsors are expected to fill the prescribed forms that have been forwarded to you. No applicant shall be considered whose prescribed application forms are not filled and signed by both the prospective trainee and the sponsoring Co-operative Secretary on approval of the Board. In case of shortage of prescribed forms sponsors are advised to produce more copies. The dateline for the applications to reach the college has been extended to the 10th October 1977 because there was a breakdown of communication of messages between the Delegation of Information and Culture and Radio Buea as from the 11th September 1977.

3. The completed application form should be accompanied by the following documents:-

- 1- an application with a 300 francs fiscal stamp;
- 2- certificate of non-conviction;
- 3- birth certificate;
- 4- certified true copies of Certificates or Diplomas;
- 5- a Medical Certificate of fitness issued within a period of 3 months;
- 6- a signed letter of undertaking from the sponsoring Co-operative. The Organisation must indicate its commitment of sponsoring and employing the candidate should he/she be accepted for training by the Minister of Agriculture.

4. The completed application forms by the applicants together with the documents mentioned above shall be submitted to the sponsoring Co-operative Organisations who will thereafter complete Form II of all the applications received by them.

5. On completion of Form II as mentioned above the sponsoring Co-operative Organisations/Private Enterprises/Para-Public Organisations shall forward to the National Co-operative College Bamenda, the application forms and all other dossiers of the best double number of places they want to fill at the Co-operative College for the 1977/78 Course. They should indicate the

number of the males and females they want. It should be noted that we offer full boarding courses here and would not allow any day students. The Selection Commission, however, reserves the right to reduce the number of sponsorships by any Co-operative Organisation or any other sponsor in view of the limited facilities at the College.

6. You are requested to submit the application forms as outlined above to: The Director, National Co-operative College, P.M.B. 12, Bamenda, not later than 10.00 a.m. of the 10th October 1977. Applications received later shall not be considered. You are accordingly advised to use the surest and quickest means for the submission of the application.

7. Since the marketing of foodstuffs is mainly in the hands of Women, it is advisable that your Organisation should seriously consider the need of training some girls to run Women Co-operative Programmes.

Also in big Co-operative Societies which are viable, it would be better for them to send in qualified Secretaries to the College to be trained.

8. Since we prepared the estimates for the 1976/77 Course on the 9th January 1976 costs have arisen by over 15%. Considering the slim finances of the Co-operative Organisations, the estimates which follow are therefore the modest we can offer per trainee:-

1- Boarding and Lodging (Including toilet rolls, washing soap, Kerosene and firewood, etc.)	14,000 x 12 =	168,000fr.
2- Stationery and others for use in producing handouts, chalk, etc.	3,000 x 12 =	36,000 "
3- Monthly Pocket Allowance	8,000 x 12 =	96,000 "
4- 30 days fieldwork night allowance @ 300 frs. per night	300 x 30 =	9,000 "
5- Medical care, Transport and repairs and other miscellaneous expenses	1,000 x 12 =	<u>12,000 "</u>
		<u>321,000frs</u>

All fees must be paid in cash or by cheques or mandates on or before the opening day. There would be no admission of those who fail to bring their fees complete. We have learnt enough lessons in the past.

You all are aware of rising costs of things. We shall do our best to keep your trainees healthy here. The increase from 294,000 francs to 321,000 francs is really too moderate.

We hope the Technical Selecting Commission shall sit between the 16th and the 19th October 1977. All being well we expect to begin the course on the 31st October 1977 and unless there is another change which change shall have to be communicated to the selected candidates, all students shall be expected in the College campus by Sunday 30th October 1977 at or before 5.00 p.m.

(F. T. ACHA)
DIRECTOR, NATIONAL CO-OPERATIVE
COLLEGE, BAMEUDA.

cc:

The Minister of Agriculture,
Directorate of Agric. Training, Yaounde. (2)

The Director of Cooperation & Mutuality, Yaounde.

The Provincial Chiefs of Cooperation & Mutuality, N.N. & S.W. Provinces.

NOTE ON THE RECRUITMENT OF STUDENTS BY THE
NORTH WEST CO-OPERATIVE ASSOCIATION LIMITED
FOR THE 1978 - 79 (2ND CYCLE) AT THE NATIONAL
CO-OPERATIVE COLLEGE BAMENDA.

- 1 - The Communique has ^{B-6} been issued by MINAGRI - see copy
- Note the requirements.
- Note last date of receipt of dossiers at National
Co-operative College Bamenda (NCCB).
2. (a) The Distribution of candidates already approved
by the Minister.
- | | |
|------------------------------------|-----------|
| - North West Coop. Association Ltd | - 15 |
| - South West Cooperatives | - 8 |
| - Others | <u>2</u> |
| | <u>25</u> |
- (b) Cost per student 350.000 frs (three hundred and fifty)
3. Procedure for submission of Dossiers by NWCA.Ltd Candidates:
- (a) The students are sponsored by the North West Cooperative Association Ltd and will become its employees on completion of the course.
- (b) In order to ensure representative selection, the distribution is as follows:-
- One Candidate from each cooperative union area (11)
 - Four by North West Coop. Association Ltd (4)
- (c) Each union will transmit at most two Dossiers to N.W.C.A.Ltd not later than 12/11/78
- With a covering note (see text)
 - North West Coop. Association Ltd (NWCA.Ltd) will transmit all Dossiers to the N.C.C.B. with the sponsorship undertaking.
4. Notice to candidates:
- North West Coop. Association Ltd will issue a Radio announcement.
 - The unions will publicise the Minister's Notice.
5. Admission of students:
- A commission set up by the Minister will conduct the selection.
 - Admitted candidates will be informed by a Ministerial Decision.

UNIVERSITY OF CALICUT

TIME TABLE FOR THE FOURTH SEMESTER SECRETARIES' COURSE
1978/79

DAY	8.00 8.50	8.55 9.45	9.45 9.55	9.55 10.45	10.50 11.40	11.40 12.00	12.00 12.50	12.50 1.00	1.00 1.50	2.00 3.30	3.30 5.30	7.30 9.30
MONDAY	Book-keeping & Accounts	Book-keeping & Accounts		Business Management	Business Management		Rural Economics		Organisation & Control		French	Studies
TUESDAY	Co-operative Law	Co-operation		Co-operation	Book-keeping & Accounts		Book-keeping & Accounts		Elements of Agriculture		Practical Work	Debates
WEDNESDAY	Co-operation	Co-operation	11	Co-operative Law	Applied Mathematics	12	Labour Law	13	Rural Economics	14	Guided Studies	Studies
THURSDAY	Book-keeping & Accounts	Business Management	15	Communication	Human Psychology	16	Community Development	17	French	18	Games/ Studies	Studies
FRIDAY	Book-keeping & Accounts	Audit		Organisation & Control	Business Statistics		General Law		Business Management		Fieldwork Reports Discussion	Film Show
SATURDAY	FIELD TRIP / Cleaning of Campus and Buildings					FREE AFTERNOON						

NATIONAL CO-OPERATIVE COLLEGE, BALEMBA - ENCLOSED BUSINESS 1979/80

NOMENCLATURE DES DEPENSES	RECAPITULATION GENERALE		DIFFERENCE	
	Depenses	Prevues	en plus	en moins
	1978/79	1979/80		
100 - Personnel Permanent	9.249.552	8.306.188		943.364
200 - Autres depenses de Personnel	6.086.436	12.001.484	5.915.048	
300 - Fonctionnement de Services	5.416.000	7.925.000	2.509.000	
400 - Entretien des immeu- bles et de l'in- frastructure	-	-	-	
500 - Bourses	-	-	-	
600 - Depenses diverses	-	-	-	
TOTAL	20.751.988	28.232.672	8.424.048	943.364
04 - Depenses communes	-	-	-	
05 - Interventions de l'Etat	-	-	-	
	20.751.988	28.232.672	8.424.048	943.364

FORM B

NATIONAL CO-OPERATIVE COLLEGE, DARANDA - PROPOSED ESTIMATES 1979/80

Staffs		Nomenclature	Authorization 1978/79	Proposed 1979/80	Remarks
1978/79	1979/80				
1	1	Director	1	1	Director too is full time teacher
-	1	Deputy Director	-	1	
2	5	Tutors	2	5	
-	1	Bursar	-	1	
1	2	Typists	1	2	
1	2	Drivers	1	2	
2	2	Cooks	2	2	
1	1	Cook-mate	1	1	
1	1	Librarian	1	1	
2	4	Yardboys	2	4	
1	1	Gardener	1	1	
-	1	Nightwatchman	-	1	
-	2	Laundrymen	-	2	
-	1	Projectionist	-	1	
5	5	Seasonal Labour	5	5	
-	1	Telephone Operator	-	1	
-	1	Bilingual Translator	-	1	
			17	32	

HEAD 30-300

Running Expenses (Fonctionnement des Services)	1978/79	Proposed 1979/80
<u>Utilities</u>		
Water @ 10,000 x 12 = (120,000)	Settled by MINAGRI	
Electricity @ 25,000 x 12 = (300,000)		
Telephones @ 25,000 x 12 = (300,000)		
<u>Office Expenses</u>		
Office Equipment & Expenditure (500,000)	-	660,000
Stationery (300,000)		
Periodicals (60,000)		
<u>Repairs & Repainting of Buildings</u>	-	3,000,000
<u>Vehicle Expenses</u>		
Maintenance of Old Vehicles (400,000)	-	2,000,000
Fuel & Oils (1,600,000)		
<u>Staff Night & Travelling Allowances</u>		
Director (600,000)	-	1,365,000
4 Tutors (3 months fieldwork) (675,000)		
2 Drivers (90,000)		
<u>Guest Lecturers' Allowances</u>		
Various Subjects (600,000)	-	600,000
<u>Unclassified Expenses</u> (300,000)	-	300,000
Authorization 1978/79	2,916,000	
Supplement from MINAGRI	2,500,000	
	5,416,000	7,925,000

NATIONAL CO-OPERATIVE COLLEGE BAMBIDA - TERAPI DIVISION - NORTH WEST PROVINCE

1979/80 PROPOSED BUDGET

LEAD DES VEHICULES EN SERVICE

Service Utilisateur	MARQUE DE TYPE	PLAIS- SANCE fiscale	NUMERO minera- logique	ANNEE de mise en Service	ANNULATION et lieu d'utilisa- tion	STAT GENERAL
National Co-operative College	TOYOTA Land Cruiser		'CA 4929' A	1975		Too expensive to run
U. N. D. P. OLD VEHICLES						
National Co-operative College	Mercedez Bus		'IT 3618'	1969	1970	Handled with ...
	Longwheel Land Rover		'IT 3873'	1969	1970	All are too old
	Peugeot Pick-up		'NW 0010' WT	1974	1975	and expensive to run.
	Citroen 400		'IT 5443'	1973	1974	

NATIONAL CO-OPERATIVE COLLEGE BAMBEDA - URBAN DIVISION

NORTH WEST PROVINCE

1979/80 PROPOSED BUDGET

CAPITAL INVESTMENT

1- 1 Staff Quarters @ 7 million frs. OMA	7.000.000
2- 1 Domestic Servants' Quarters	7.000.000
3- 1 Renault 20 Seater Bus	4.000.000
*4- Balance on 2 Staff Quarters due to the Contractors plus Retention fees 1974/75	3.500.000
5- Repairs and Repainting of Buildings	2.500.000
	<u>24.000.000</u>

* This balance was frozen at the end of 1974/75 Financial Year and has not ever since been revoted. It was an error of the Ministry of Finance. I have written countless letters and telegrams in vain. The Contractors want their money.

UNMET NEEDS

FUTURE PERSPECTIVE NEEDS

NATIONAL CO-OPERATIVE COLLEGE FUND.

A. ACCOMMODATION:

1st Cycle = 3 Years.
2nd Cycle = 3 Years.
3rd Cycle = 3 Years.

a) Dormitories

1 - 3 Storey Building with 40 Rooms that can accommodate 80 Students of 2 per room.

Cost approx. = 100,000,000 Frs.

2 - 1 Dormitory to accommodate 20 - 30 Lady students.

Cost approx. = 15,000,000 Frs.

b) CLASSROOMS

1 - 2 Storey Building containing:

1 Auditorium

5 Classrooms

Cost approx. = 40,000,000 Frs.

c) A second Dining Hall Kitchen, Store and Recreation Hall.

For 50 - 100 Students.

A Store and Recreation Room

Cost approx. = 30,000,000 Frs.

d) LIBRARY Extension of the Library Building for 50 students reading.

e) 6 Staff Quarters @ 8,000,000Frs Cost approx. = 48,000,000Frs.

B. EQUIPMENT AND FURNITURE.

1- Dormitories

100 Beds x 15,000Frs = 1,500,000 Frs.

100 Tables x 7,000Frs= 700,000 Frs.

100 Chairs x 5,000Frs= 500,000 Frs.

100 Mattresses x 10,000 100,000 Frs.

100 Blankets x 4,000 = 400,000 Frs.

200 Bedsheets x2,000 = 400,000 Frs.

100 Pillows x 600 = 60,000 Frs.

200 Pillow Cases 500 = 100,000 Frs

4,660,000Frs.

2 - CLASSROOMS

200 Chairs for auditorium @ 3.500	=	70.000	Frs
5x20 chairs @	3.500	=	35.000 "
5x20 Tables @	6.000	=	600.000 "
5 Teachers Tables @	6.000	=	30.000 "
5 Teachers Tables @	3.500	=	17.500 "

 752.500 Frs.
3 - DINING HALL, KITCHEN AND RECREATION ROOM.DINING HALL

120 Chairs @ 3.500	=	420.000	Frs
30 Tables @ 10.000	=	300.000	"
30 Water Kettles @ 2.000	=	60.000	"

 780.000 Frs.
KITCHEN

- 3 Modern cooking Pots ? ?	=	? ?
- 2 Gas cooker	=	? ?
- 2 Coolers or Refrigerators ? ?	=	? ?

STORE

4 Big cupboards	? ?	=	? ?
4 Shelves.	? ?	=	? ?

RECREATION HALL

30 Chairs at	7.500	=	225.000	Frs
6 Central Tables at	5.000	=	30.000	"

 255.000 Frs.
4 - LIBRARY

Library Books at	=	? ?	
" Equipments at	=	? ?	
" 6 Books Rags at 30.000	=	180.000	Frs
30 Tables for 3on each at 10.000	=	300.000	"
100 Chairs at 3.500	=	350.000	"
90 Tables lamps for reading	=	? ?	
H.B. costing unknown on items to be imported.	=	230.000	Frs.

5 - 6 STAFF QUARTERS

5 x 6 Beds = 18 Beds x 15.000	=	250.000	Frs
Set of Chairs and side tables = 75.000 x 6	=	450.000	"

REVENUE BUDGET AND VALUES

D. Tables 6x20.000	=	120.000 Frs.
D. Chairs 2x5.000	=	120.000 "
		240.000 Frs.

C. VEHICLES.

- Two 30 - 35 Seater Buses
- Two Land Rovers (L/Reel Base)
 - 1 Terraulin
 - 1 Hard Top.
- 1 Car
- 1 Mobile Cinema Van

D. AUDIO VISUAL AID EQUIPMENTS

- One cheap and good Cine Camera with sound Recording (Recent NAL Production)
- Mobile Cinema Van

E. TEACHING STAFF REQUIREMENTS

We look forward to when our staff would rise up to 18 so that we can carry on following Services -

- a) Classroom Teaching = 12
- b) Correspondence Courses = 1
- c) Research and Production of Reading Materials = 3

Average cost of the 18 teachers + allowances at 1,500,000
P.A. = 26,000,000Frs.

SUMMARY

BUILDINGS:	145,000,000 Frs
Equipments and Furniture:	8,217,500 "
Staff Salaries for 1 Year:	26,000,000 "
Excluding Kitchen, Stores, Library, Vehicles, Audio Visual Aids.	177,217,000 Frs.

STUDENTS ENTRY REQUIREMENTS

- 1ST CYCLE (only through graduated Courses)
- OSEE/ESLO + or 2 Years Secondary/Commercial Education
- Cat.'D' cadre + 5 Years experience.
- Age: 17-25 Years

TITLE OF CERT: Certificate in Coop. Principles and Practice

LEVEL OF INTEGRATION: CAT.'C' of the Public Service.

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2nd CYCLE

- BSC/BCH.C/L minimum 3 papers excluding Religion, or
equivalent Certificate.
- Cat. C in MINAGRI Technical Service + 3-5 Years experience
Age: 20-35 years
Duration: 3 Years including Practical Field Training.

Title of Diploma: Diploma in Cooperative Techniques
LEVEL OF INTEGRATION: B1

3rd CYCLE

- BAC/GCE A/L or Equivalent
- B/. Cadre in MINAGRI Technical Service 3-5 Years Experience
Age: Maximum 40 Years.
Duration: 3 Years including Practical field training.

Title of Diploma: Diploma in Higher Cooperative Studies
LEVEL OF INTEGRATION: A1

ANNEX C

COOPERATIVE ACTIVITIES IN THE NORTH WEST PROVINCE

C

CO-OPERATIVE ACTIVITIES IN THE NORTH WEST PROVINCE.

1. INTRODUCTION - Policy: The policy of the Cooperative Movement in Cameroon as governed by Law No. 73/15 of 7th December 1973 is for the Cooperatives to act as authorised agents in a non-profit making capacity on behalf of their members and perform certain economic functions which satisfy the common needs of such members.

2. IMPLEMENTATION: Here in the North West Province this policy is implemented by the Provincial Service of Cooperation and Mutuality through the divisional services which actually supervise, control and advise the Cooperative Unions and their affiliated primary societies. This important assignment is carried out by two classes of workers - the Government ^{and} Cooperative Inspectors who are as professionally trained as the former. Although the Movement Cooperative Inspectors are paid by their employers or the Cooperative Organisations, they are responsible to the Divisional Chiefs of service in the discharge of their duties as Cooperative Inspectors. It is worthwhile to note that here in the North West Province, the Movement Inspectors out-number the Government Inspectors by four to one. On the whole, this Province is understaffed with trained Inspectors as the number of Cooperative Organisations and the volume of business transactions by far outweigh the Cooperative Inspectorate staff who also suffer from lack of transport facilities.

3. CO-OPERATIVE STRENGTH: There are eleven Cooperative Produce Marketing Unions affiliated to the Zamenda Cooperative Association which co-ordinates the actions of these unions, makes policy on their behalf and runs supply service in the interest of the Cooperative farmers in particular and the other farmers in general. Together, the eleven Cooperative Unions have a membership of 23,110 individual farmers in 108 primary societies. Their tonnages and values of arabica coffee as at 30/6/76 were as follows:-

1.	Nso Union with 28 Societies	tonnage	1.402.130	value	210.319.450	Francs
2.	Mkambe	" " 12	" "	496.706	" 74.505.900	"
3.	Kom	" " 13	" "	1.299.010	" 193.331.755	"
4.	Santa	" " 9	" "	1.229.164	" 164.146.075	"
5.	B. Central	" " 3	" "	593.622	" 88.963.410	"
6.	Ndop	" " 5	" "	499.444	" 67.416.600	"
7.	Pinyin	" " 3	" "	588.617	" 88.292.550	"
8.	Oku Noni	" " 12	" "	479.247	" 71.523.375	"
9.	Moghamo	" " 6	" "	134.784	" 20.217.600	"
10.	Mbengwi	" " 6	" "	273.503	" 41.105.450	"
11.	Bali	" " 3	" "	177.742	" 25.657.750	"
		10S		7.123.969	1.082.363.725	"

Apart from the produce marketing societies which dominate the field in this Province, there are other Cooperatives as the Bamenda Vegetable Society handling a variety of foodstuffs, the Traditional Handicraft Cooperative encouraging our traditional industry and culture, the Women oil society enabling women to contribute their quota to the economic development of our Country, the Mbo Nso, Barut Tingo and Ndop pre-Rice Co-operatives diversifying our produce marketing activities. Other cash crops like Palm Kernels and robusta coffee are also handled by the same produce marketing unions and societies.

4. CAMEROON COOPERATIVE CREDIT UNION LEAGUE: This is a Provincial apex organization for the South West and North West Provinces co-ordinating the activities of credit unions in the two provinces. Its main functions are to encourage savings and raise funds for lending to the needy provided that these loans are for productive purposes. In the North West Province there are six Chapters with a total of 110 credit unions and discussion groups. Registered credit unions are 62 and discussion groups are 48. The individual membership including discussion groups is 16,054. Share savings are 194,925,113 francs and loans made to members and other Cooperative Organisations total 130,804,358 francs. The League now renders a very useful service of pre-financing the coffee trade for some unions which find the produce Marketing advances too late or inadequate.

Through this service the League maintains a very cordial relationship with the marketing Cooperatives and is in turn assured of steady growth rate as many members of the credit unions are also members of the produce marketing Cooperatives.

5. C.E.N.A.D.E.C.; This stands for the National Centre for Development of Cooperative Enterprises which plays a very important role in the Cooperative evolution in the United Republic of Cameroon in general and the North West Province in particular. Together with the National Cooperative College, Bamenda, C.E.N.A.D.E.C. trains all categories of workers in the Cooperative movement and also members of this movement. Follow up in the field to ensure efficiency of supervision and management is undertaken by the Field Wing of C.E.N.A.D.E.C. with great achievement. The presence of this institution in the North West Province can be seen in the competent management and supervision of the Cooperative organisations of the North West Province.

6. At the moment, Government policy on Cooperative development aims at concentrating on external audit thereby leaving more of the internal audit to the trained staff of the Cooperative movement. This in the long run means a reduction in the number of Government staff and an increase in the number of movement staff engaged in Cooperative development and supervision.




A.N. Atanga,

PROVINCIAL CHIEF OF SERVICE,
COOPERATION & MUTUALITY, N.W.P.

ATANGA ALEXANDER NGWA

ANNEX D

COMMISSION REPORT

REPORT OF THE COMMISSION ON INSPECTION,
AUDIT AND CONTROL

Introduction

The Commission reviewed the present situation in relation to Inspection, Audit and Control of the marketing societies and credit unions in the North-West and South-West Provinces and noted the following problems:

1. That the standard of accounting is generally low in that the posting of their records is frequently in arrears and that in a number of societies final accounts and balance sheets have not been prepared for a number of years.
2. That in some cases the books are incorrectly posted.
3. That the standard of Inspection is poor.
4. That the duties of the Auditors are not solely confined to auditing.
5. That the number and quality of the Audit Staff is inadequate and consequently the accounts of many societies have not been audited for several years.

With due regard to the afore-mentioned problems the commission recommends as follows:-

Internal Audit

1. All Secondary Organisations should train their own Inspectors to do the Inspection and Supervision independently from the Government Inspectors.
2. Each Secondary Society/L.S.A. Society should employ a Bookkeeper with a minimum qualification of Stage II R.S.A. in Bookkeeping and Accountancy. If possible the Society could employ an Assistant Bookkeeper with R.S.A. Stage I in Bookkeeping and Accountancy.
3. A policy of amalgamation of non viable societies should be adopted to enable the creation of viable units capable of employing Secretaries with at least the R.S.A. Stage I in Bookkeeping and Accountancy.
4. The Union Inspectors should be placed in central pools at the disposal of the Director of Cooperation and Mutuality.

External Audit

1. That the number of Government External Auditors be increased and that their quality be improved.
2. The Provincial Audit Teams should each be led by a qualified Auditor who should be responsible to the Provincial Chief of Section.
3. That each audit team should be provided with a motor vehicle.
4. That the Audit fees mentioned in Article 65 of Decree No. 74/874 of 29th October 1974 be charged on a percentage of the turnover of the previous years. That these fees be paid into a pool to be held by a Secondary Organisation. A special Bank Account shall be opened for these fees. The Minister will direct its usage.

(f) That the F.M.O. should provide arabica coffee produce advances within the months of October for Mdog Area and November for the rest of the areas.

2/- That Women Cooperatives and Rice Cooperatives should raise more capital from their members and apply to FONADER and MIDEVIV for further assistance if need be.

3/- That as a long term measure within a period of two years, a commission formed to study the possibilities of the Cameroon Credit Union League Ltd. replacing the F.M.O. in financing the cooperative L.S.A.s, should produce a report with definite lines of implementation.

4/- That the role of the Netherland Volunteers in promoting the development of the Bamenda Cooperative Vegetable Society Limited is highly appreciated.

- (a) That the members of the B.C.V.S. Ltd. should hold at least five times the value of one share in order to increase the operational capital.
- (b) That secondary cooperatives within the area of the B.C.V.S. Ltd. should invest in the society and share in the management.
- (c) That the B.C.V.S. Ltd. and other Foodstuff cooperatives should utilize the services of the League, FONADER and MIDEVIV for her development.

ANNEX E THE COLLEGE AT EBOLOWA

- E-1 Director's Report
- E-2 Director's Budget Request and
Justification
- E-3 Director's "Dream Budget"
- E-4 Commentary of one of the 2
French Professors

MINISTRE DE L'AGRICULTURE
DIRECTION
DE L'ENSEIGNEMENT AGRICOLE

REPUBLIQUE UNIE DU CAMEROUN
Paix - Travail - Patrie

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CENTRE NATIONAL DE FORMATION COOPERATIVE
D'EBOLOVA
---oOo---

LE CENTRE NATIONAL DE FORMATION COOPERATIVE,
POINT DE CONVERGENCE ENTRE LE MOUVEMENT CO-
OPERATIF CAMEROUNAIS ET LES AUTRES ADMINISTRA-
TIONS DE DEVELOPPEMENT.-

De nos jours, une connaissance approfondie des pro-
blèmes de développement s'impose à quiconque, du fait
de ses obligations professionnelles, de ses préoccupa-
tions scientifiques, de sa vie militante, de son ouver-
ture culturelle, se trouve aux prises avec la complé-
xité des problèmes qu'implique la structure de notre
société en développement.

Le Centre National de Formation Coopérative y con-
tribue de sa manière.-

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I- OBJECTIFS: LE CENTRE NATIONAL DE FORMATION COOPERATIVE

Le Centre National de Formation Coopérative est un Etablissement Public d'Enseignement Technique et Professionnel.

Il est placé sous l'autorité du Ministère de l'Agriculture. Il a pour but d'assurer la formation, l'éducation, le perfectionnement et la spécialisation des animateurs, des comptables, des gérants de toutes les formes de coopératives ainsi que des fonctionnaires et Agents des Services Publics ou Privés concourant au Développement Rural. A ce titre, il contribue à promouvoir une expansion rapide du savoir et du savoir faire afin que le Mouvement Coopératif puisse jouer d'une façon efficace les rôles de:

- canal privilégié de la distribution du crédit au Secteur Rural et de l'approvisionnement des planteurs en biens de production et de première nécessité.

- structures clefs pour la production et la commercialisation des produits vitaux d'exportation (café, cacao, banane, etc...)

- structures pour l'encadrement du monde rural.

- Le Centre National de Formation Coopérative participe également aux séminaires et aux journées de vulgarisation coopérative organisés par les Directions Techniques du Ministère de l'Agriculture.

L'Enseignement dispensé au Centre National de Formation Coopérative comprend deux Cycles:

-- Le Premier Cycle est destiné à la formation des Cadres de base: secrétaires, employés et animateurs des coopératives ou des pré-coopératives. La durée de scolarité est d'un an;

Le Deuxième Cycle est destiné à la formation des Conseillers à la Coopération, des gérants et comptables des coopératives ainsi qu'au perfectionnement et la spécialisation des fonctionnaires et agents des services publics ou privés ayant une entreprise au Développement Rural. La durée de scolarité est de deux ans.

Les diplômés du Collège National d'Agriculture de Dschang, du Centre Vétérinaire et Zootechnique de Maroua et de l'Ecole des Eaux et Forêts de Mbalmayo (2ème Cycle) qui se destinent à un emploi dans la Coopération et la Mutualité peuvent, à la sortie de ces Etablissements, être admis au Second Cycle du Centre National de Formation Coopérative.

.../

Outre le recrutement des Camerounais, le Centre National de Formation Coopérative admet les stagiaires des Pays Africains amis qui en font la demande. Les mêmes conditions de recrutement leur sont exigées.

II- CONDITIONS D'ADMISSION:

Peuvent être admis au Centre National de Formation Coopérative, les candidats âgés de 13 ans au moins et de 35 ans au plus justifiant les diplômes suivants:

a) Pour le Premier Cycle: Certificat d'Etudes Primaires (CEPE) ou tout autres diplômes équivalents ;

b) Pour le Deuxième Cycle: Brevet d'Etudes du Premier Cycle du Second Degré (BEP2), Brevet Élémentaire (BE), Certificat d'Aptitude Professionnelle Commerciaux (CAP) ou tout autre diplôme équivalent.

L'admission des élèves est prononcée par Monsieur le Ministre de l'Agriculture.

L'admission des ressortissants étrangers est prononcée dans les mêmes conditions sous réserve de l'observation préalable de la procédure diplomatique. Leurs frais d'entretien sont à la charge des Gouvernements qui les envoient.

III- SCOLARITES:

Nous ne pouvons pas nous borner à nous intéresser aux seuls besoins matériels des masses, nous devons aussi satisfaire leur soif intellectuelle. L'oeuvre d'éducation coopérative doit se poursuivre concurremment avec l'organisation de la production, de la consommation et de la commercialisation.

Peut-être l'avenir conduira-t-il même à l'institution d'Écoles organisées et à la création d'une académie coopérative où l'on enseignera la technique du Mouvement Coopératif et où les doctrines coopératives deviendront une source de recherches scientifiques et d'instruction supérieure.

Le Centre National de Formation Coopérative est le début de cette aspiration légitime. La scolarité s'étend sur une année pour le Premier Cycle et sur deux années pour le Second Cycle. Elle est entrecoupée par un mois de stage pratique dans les organismes coopératifs de la République Unie du Cameroun. Ce mois de stage se situe en période d'intenses activités dans les coopératives.

.../

IV- PROGRAMMES:

Le programme de l'Enseignement est établi par le Ministre de l'Agriculture qui consulte à cet effet les services techniques utilisateurs du personnel ainsi formé au Centre. Il comprend les cours suivants:

1er Cycle:

Matières	Horaire annuel	Horaire hebdomadaire
- Coopération	100	4
- Organisation Scientifique du Travail	50	2
- Comptabilité (théorie et pratique)	200	6
- Gestion des Entreprises	75	3
- Législation Coopérative	50	2
- Economie Rurale	50	2
- Notions d'Agriculture	25	1
- Mathématiques et Statistiques appliquées	25	1
- Eléments du Droit Général et du Droit de Travail	25	1
- Français/Anglais	75	3
- Technique de Communication et d'Animation	25	1
- Commerce	25	1
	<hr/>	<hr/>
	025	29
- Travaux Pratiques	300	
	<hr/>	
	1125	

Second Cycle:

Matières	<u>Horaire par année et par Semaine</u>	
	<u>Première Année</u>	<u>2ème Année</u>
- Coopération	100 (4)	100 (4)
- Organisation Scientifique du Travail	50 (2)	25 (1)
- Comptabilité (théorie et pratique)	175 (7)	150 (6)
- Contrôle de Gestion (Auditing)	-	50 (2)
- Gestion des Entreprises	25 (1)	75 (3)
- Mathématiques et Statistiques appliquées	50 (2)	50 (2)
- Eléments du Droit Général et du Droit de Travail	25 (1)	25 (1)
- Législation Coopérative	50 (2)	25 (1)
- Economie Rurale	50 (2)	50 (2)
A reporter	<hr/>	<hr/>
	525 (21)	550 (22)

Report	525 (21)	550 (22)
- Economie et Développement	25 (1)	50 (2)
- Notions d'Agriculture	25 (1)	25 (1)
- Français/Anglais	75 (3)	75 (3)
- Technique de Communication et d'Animation	25 (1)	25 (1)
- Commerce	25 (1)	25 (1)
	<hr/>	<hr/>
	700(28)	750(30)
Travaux Pratiques	325	300
	<hr/>	<hr/>
	1.025	1.050

Cet ensemble d'enseignement est assuré par des professeurs permanents dont le Directeur du Centre et des Chargés de Cours choisis dans l'Administration ou dans le Secteur Privé en raison de leur compétence.

Le corps enseignant comprend:

a) Professeurs Permanents:

- 1- SANGUE Jacques : Diplômé en Sciences Economiques et Sociales Directeur du Centre.
- 2- MOUMBE Joseph : Diplômé en Comptabilité
- 3- FEUZEU Joseph : Diplômé du C.N.A. de Dschang
- 4- SCHEMLING Wolfgang: Diplômé en Economie Politique
- 5- FAYREAU Bernard: Brevet de Technicien Supérieur Agricole
- 6- CREPIN Philippe : Ingénieur Agronome
7. MENYE ANJEMBE Paul : Spécialisé en Coopération

b) Professeurs Vacataires:

- 1- MONO MDJAMA Hubert : Professeur certifié (Français)
- 2- FONCHA Thomas : Instituteur (Anglais)

7- STATISTIQUE DES CADRES FORMES:

Le Centre National de Formation Coopérative a formé depuis sa création en 1965 jusqu'à ce jour 286 cadres dont:

- 245 Camerounais
- 35 Congolais
- 3 de l'Empire Centre Africain
- 2 Mauritanien.
- 1 Tchadien

.../

VI- REGIME DU CENTRE:

Le régime du Centre est l'internat. Toutefois les élèves ou stagiaires mariés peuvent éventuellement bénéficier, sur leur demande écrite, de l'externat sans qu'il résulte pour eux le droit de revendiquer le bénéfice des frais d'entretien assurés aux élèves et stagiaires internes.

VII- PORTEE ET UTILITE DES DIPLOMES:

Le diplôme du Centre National de Formation Coopérative est délivré par le Ministre de l'Agriculture aux élèves ayant obtenu à l'issue de la 2^{ème} Année du Second Cycle, une moyenne générale égale ou supérieure à 12/20 sur l'ensemble de leur scolarité.

Un Certificat d'Initiation Coopérative est délivré par le Directeur du Centre aux élèves ayant terminé l'année scolaire du 1^{er} Cycle avec une moyenne générale de 12/20.

Les élèves des deux Cycles n'ayant obtenu la moyenne de 12/20 à l'issue de leur scolarité respective reçoivent, au vue de leur travail, une Attestation de Scolarité.

Les diplômes délivrés par le Centre National de Formation Coopérative ont pour raison d'être de garantir en matières de Sciences Coopératives, d'un niveau moyen et sans cesse tenu à jour chez eux qui les obtiennent.

Ils constituent de la sorte un bagage culturel moyen sûr non-seulement pour s'ouvrir aux diverses professions sociales et coopératives, mais pour se donner par la voie d'un recyclage périodique, toutes les chances d'y faire une belle carrière.

VIII- BIBLIOTHEQUE:

Le Centre National de Formation Coopérative dispose d'une bibliothèque de 1.260 ouvrages et revues. Ces ouvrages sont consultés sur place par les élèves et professeurs. Ils se rapportent principalement aux matières du programme enseignées au Centre National de Formation Coopérative.

C O N C L U S I O N -

Conscient de l'immensité des besoins en cadres coopératifs à laquelle il se trouve confronté, soucieux d'y répondre de façon valable, le Centre National de Formation Coopérative nourrit d'ambition d'affirmer toujours davantage tant au plan national qu'à l'échelon inter-africain, sa vocation propre:

- Celle d'un organe de formation dont les futurs cadres coopératifs se doivent de maîtriser leurs spécialités professionnelles afin d'être de véritables connaisseurs des problèmes coopératifs auxquels ils sont appelés à s'y consacrer ;

- Celle également d'un Centre de perfectionnement accessible aux cadres coopératifs déjà engagés dans la vie professionnelle et qui peuvent y bénéficier de l'apport culturel d'une éducation permanente.

- Celle enfin d'une institution éducative à laquelle il incombe, dans le cadre d'une spécialisation, d'accueillir les cadres des autres Administrations de la République pour leur donner des notions des Sciences Coopératives et de Gestion.

Le Centre National de Formation Coopérative est à votre disposition pour vous donner des informations complémentaires.

Son adresse est :

CENTRE NATIONAL DE FORMATION COOPERATIVE
BP. 123
EBOLOWA
(République Unie du Cameroun)

REPUBLIQUE UNIE DU CAMBODGE
Paix - Tra vail - Justice

MINISTERE DE L'AGRICULTURE

DIRECTION DE L'ADMINISTRATION GENERALE

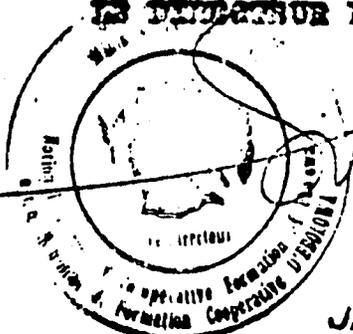
CENTRE NATIONAL DE FORMATION
COOPERATIVE D'EBOLOA

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PROJET DE BUDGET 1979/1980

EBOLOA, le 30 NOV. 1978

Le DIRECTEUR DU CNFC,



J. SANGUE

NOTE DE PRESENTATION DU PROJET DE BUDGET 1978-1979

1. PROBLEME:

En reconnaissant les efforts que le Ministère déploie tout le temps pour régler les problèmes de personnel qui se posent au Centre National de Formation Coopérative d'Ebolowa, il faut dire que la situation reste toujours difficile.

Un Professeur Camerounais à plein temps a été engagé il y a trois ans, deux Professeurs de l'Assistance Technique ont été affectés. Ce qui marque déjà une nette différence avec la situation des années précédentes au point de vue personnel enseignant. La difficulté persiste au niveau du personnel subalterne.

La Secrétaire-Dactylo LOBE Marie-Claire a été affectée à la Délégation Départementale de l'Agriculture à Mbalmayo avec son poste budgétaire depuis Août 1974. Elle n'a pas été remplacée.

Le Secrétaire-Dactylo MELCOUNOU Pierre lui aussi venant d'être affecté dans le Mbam en Septembre 1976 avec son poste budgétaire. Il n'a pas été encore remplacé. Ce qui fait une grande part de la dactylographie qui souffre tant sur le plan administratif qu'en ce qui concerne les cours à multicopter.

En fin de l'exercice 1975/1976 nous a été affectée Madame ELGOUNDOU née MELCO Marie-Marcelle comme Secrétaire-Dactylo qui rejoignait son foyer conjugal à Ebolowa, son mari étant Professeur à l'U.N.I.A.. En fin de l'exercice suivant Madame ELGOUNDOU a reçu une autre affectation, nous laissant dans la même situation après le départ de Mademoiselle LOBE et Monsieur MELCOUNOU.

Deux Secrétares-Dactylo sont donc à recruter en remplacement numérique des deux affectés.

Un Blanchisseur pour suppléer Monsieur BAMBON Aïphar.

Un Manoeuvre décisionnaire pour renforcer l'équipe actuelle face aux nombreuses occupations du CNFC.

Trois Saisonniers pour l'entretien de la concession.

2. - FONCTIONNEMENT :

Le coût de la vie ne cesse de monter d'année en année. Ce phénomène est d'autant plus sensible à Sholowa que les vitres sont diminués chez nos voisins libanais, déséquilibrant le marché. Tous les prix des autres articles de première nécessité ont grimpé si bien qu'il devient de plus en plus inquiétant d'envisager comment va se terminer l'année scolaire. Compte tenu de la fréquence d'utilisation de certaines matières, nous avons pensé au minimum qu'il faudrait pour fonctionner le Centre National de Formation Coopérative assez décaimement prévoir :

2. - Détail des dépenses :

- Fonctionnement des Bureaux	500.000
- Réparation des véhicules.....	300.000
- Carburants et Lubrifiants.....	500.000
- Indemnités de déplacements.....	500.000
- Renouvellement et entretien du matériel et du mobilier	1.000.000
- Transport des élèves pour le stage Pratique.....	500.000
- Pensions scolaires.....	100.000
- Alimentation Internes (650x35x30x9).....	6.142.500
- Produits divers d'entretien.....	100.000
- Matériel scolaire.....	134.000
- Matériel et équipement sport.....	150.000
- Livres pour la Bibliothèque.....	300.000
	<hr/>
	10.646.500
	<hr/>

Il n'est pas inutile de préciser ici que le mobilier qui se trouve dans les dortoirs, les salles de classe et le réfectoire reste celui de 1965 qu'il convient de renouveler complètement, sinon en partie afin d'éviter aux enfants des situations désagréables.

3. - RELEVÉ DES BÂTIMENTS :

Avec l'aide bienvenue du CENADEC, une partie des bâtiments du Centre National de Formation Coopérative d'Sholowa ont été repeints en 1974. Il conviendrait qu'on se représente pour redonner l'éclat initial à nos installations.

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4.- CHARGES EN COURS DE HONORAIRES SUPPLEMENTAIRES.

Pour les cours de Droit, une partie de Comptabilité, de l'Education Coopérative et du Conditionnement des Produits par exemple qui sont dispensés par des Chargés de Cours, les crédits actuellement affectés ne suffisent qu'au paiement de 15 semaines sur 20. Les élèves n'ont pas vu tout le programme qui leur était destiné, ce qui n'est pas à l'avantage du but recherché par le Centre National de Formation Coopérative en cette période d'évolution de notre Pays.

Nous pourrions assez affirmer qu'il conviendrait de renforcer le crédit pour Charges de Cours et Honoraires Supplémentaires et de permettre que lesdits crédits soient disponibles à partir du début de l'année scolaire.

5.- ARGENT DE POCHE DES ELEVES.

Cette rubrique est une disposition du décret n°63/110/SCR du 10 Juillet 1963, portant réorganisation du Centre National de Formation Coopérative d'Ebolowa qui stipule en son Article 15 que l'internat est garanti pour les élèves non salariés et qu'il est attribué mensuellement aux intéressés, pendant toute la durée de la scolarité, un pécule dit "Argent de Poches" dont le montant est fixé par le Ministre de l'Agriculture.

6.- CORRECTION DES EXAMENS EN FORME :

Il est à prévoir pour le paiement des vacations des membres du Jury et la distribution des prix aux élèves à la sortie, un crédit spécial. Un Jury étoffé, constitué de personnalités étrangères au corps professoral habituel est souvent garant d'un travail bien fait.

7.- FINANCEMENT :

Depuis sa création, le Centre National de Formation Coopérative d'Ebolowa n'a pas encore pu être protégé par une clôture. La sécurité des élèves et la discipline en souffrent énormément.

Il avait admis en 1970, le principe de clôturer le Centre National de Formation Coopérative et le devis de l'ouvrage envisagé avait été estimé à 2,5 millions de francs CFA. Après déblocage des deux premières tranches de 100.000 francs chacune, ce crédit semble avoir été suspendu puisque nous n'en recevons rien depuis trois ans.

Un nouveau devis vient d'être fait, compte tenu des prix actuels et du fait que la clôture doit être solide. Les plans, bien étudiés, ont été envoyés au Ministre de l'Agriculture en sollicitant une inscription au budget d'Investissement de Sept millions montant du devis estimatif.

Lors de la construction des bâtiments servant de dortoirs aux élèves, les installations sanitaires ont été très mal conçues, si bien qu'il va falloir tout recommencer. Un crédit de 1,5 millions de francs CFA est donc nécessaire.

La Direction du Centre National de Formation Coopérative d'Ebolowa demande qu'il lui soit affecté un car pour le transport des élèves pendant les stages pratiques faisant ainsi partie intégrante de son enseignement. Le car en question présenterait plusieurs difficultés que nous avons connues jusqu'ici. A cet effet, nous demandons une dotation de quatre millions de francs CFA.

Les deux 404 bâchées du Centre National de Formation Coopérative sont toutes à réformer. Nous demandons qu'il nous soit affecté deux autres pour remplacement./-

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RECAPITULATION GENERALE

Table A

Nomenclature des dépenses	MONTANTS PREVUS		DIFFERENCES	
	1973/1979	1979/1980	En Plus	En Moins
100 Dépenses Personnel	2.125.462	19.735.000	-	6.607.519
200				
300 Dépenses Fonctionnement	7.345.000	7.500.000		
400 Entretien des Bâtiments	-	-	-	-
500 Achat de Pêche des Bâtons	600.000	600.000	-	-
600 Charge de Cours et leures Supplémentaires	1.300.000	1.300.000	-	-
600 Correction des erreurs de fin d'année et distribution des prix	400.000	650.000		
Investissements	10.225.462	25.735.000		6.607.519
		12.500.000	12.500.000	
	10.225.462	33.235.000	12.500.000	6.607.519

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DEMANDES DE PERSONNEL

Modèle B

EMPLOIS		DESCRIPTION	AUTORISATION	PROPOSITION
1973/1979	1979/1980		1973/1979	1979/1980
2	2	<u>ASSISTANTS TECHNIQUES</u> 1 Professeur	71	71
4	3	<u>CONTRACTUELS D'ADMINISTRATION</u> 1 Directeur 1 Professeur 1 Bibliothécaire	1.456.116 733.063 592.933	1.456.116 733.063 592.933
1	1	<u>HONORIFIKAIRE</u> 1 Recense	971.425	971.425
13	14	<u>PERSONNEL JOURNALIER</u>	2.142.053	3.142.053
4	4	<u>PERSONNEL A RECHUTE</u> Provision pour avancement, reclassement ou prime d'ancienneté 5%	519.392 419.646	519.392 419.646
				3.234.633

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3

Modèle 0

MATRIEL, BUREAUX, CONTRIBUTIONS, DOUBLES, MISES EN DIVERSES, SUBVENTIONS

DENOMINATION	AMORTISSEMENT 71/79	PROPOSITIONS 79/80
Fonctionnement	7.500.000	10.646.500
Charges de Cours et Heures Supplémentaires	1.300.000	1.300.000
Argent de Poche des Elèves	600.000	600.000
Correction des erreurs de fin d'année et distribution des prix	650.000	650.000
	10.050.000	13.846.500

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ETAT DU PERSONNEL JOURNALIER (A DEBUTER)

Nombre et Emploi	Salaire Mio/Do la	Antigo- nato	Plan de recr. Content & Af.	Salaire Mensual	Salaire Anual
2. Secretaires-Dactyle	3/4	2 2	Mediana	15.317	374.303
1. Blanchisseur	2/1	2 2	"	11.732	140.796
1. Manoeuvre	1/2	2 2	"	10.531	124.063
3. Saisonniers	1/1	2 2	"	7.770	270.710
					<u>919.872</u>

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Table D

STATISTIQUES DES FONCTIONNAIRES, AGENTS CONTRACTUELS ET AUXILIAIRES D'ADJUDICATION

Nom & Prénoms	Grade Classe ou Niveau	Ind. Calc. ou Noms	Situation de Famil- le	Ind. Calc. ou Noms (1)	Suppl. Fam. En- fants (2)	Indem. Logt. Noms	Indem. Véhic. Noms	Primo Ecole Noms	Autres Indem. Noms	Total Rémunérat. annuel
1. JACQUES Jacques	C 10/5	92.043	Paris 5 enfants				5000		27.500	1.456.116
2. PIERRE Basile-Jacquard	Adm. 135	84.913	Paris							654.156
3. MOURIS Joseph	C 8/1	50.700	Paris 1 enfant			10.101				733.063
4. Mlle KAMATA née BROTIERS Marcelle	C 7/2	41.110	Paris 2 enfants			0.200				501.924
										<u>3.437.524</u>

ETAT DU PERSONNEL JOURNALIER

Table B

N°	Nom & Prénom	Emploi	Categorie Salaire	Lieu de Recrutement	Lieu d'Ad- resse	Salaire Mensuel	Salaire Annuel	
1.	DJOUHAKO	Michel	Comptable/Intérimaire	5/3	Yaoundé	Ebolowa	47.029	316.300
2.	AMVERIA	Jean	Chauffeur	4/3	Ebolowa	-	26.126	324.312
3.	KEAFA	Ferdinand	Secrétaire/Dicté	4/3	-	-	23.727	234.615
4.	SEKOTANG	Joseph	Planteur	4/3	-	-	21.475	257.920
5.	NEADIAMA	Folycerte	Chauffeur	3/1	Yaoundé	-	16.014	192.168
6.	NYONO	David	Employé de Bureau	4/1	Ebolowa	Ebolowa	19.174	229.433
7.	Mme NYONDO	Jeanne	Cuisinière	3/4	-	-	19.100	213.256
8.	Mme NGOTOOA	Marie	Cuisinière	3/3	-	-	16.312	195.144
9.	NYIDI	Samuel	Moniteur/Serviceur	2/4	-	-	14.445	173.332
10.	BANBON	Alphonse	Bianchisseur	2/3	-	-	13.153	157.936
11.	KOUKOUH	Pierre	Gardien de Nuit	2/3	-	-	13.009	156.060
12.	ASSOUH	Elie	Manoeuvre	1/4	-	-	11.900	153.100
13.	NEGOIA	ANSE	Manoeuvre	2/4	-	-	13.120	159.194
14.	OTIAN	Samuel	Cuisinier	2/1	-	-	10.800	137.140
							3.142.053	

LISTE NOMINATIVE DU PERSONNEL D'ASSISTANCE TECHNIQUE

Nom & Prénoms	Grade et Fonction	Indice	Situation de Famille
1. PAVAN, Bernard	Ingénieur de 1 ^{re} Classe de Gestion et d'Écono- mie Rural	73	Marié

ÉTAT DES VÉHICULES DE SERVICE

Service Véhicule	Marque et Type	Puissance fiscale	N° Minis- trière	Année de mi- se en Service	Association ou officiel	Post général
	Peugeot 404 10	9 CV	CA 4381 A	6.5.1973	Divers trans- ports	Très nouveau État.

MINISTRE DE L'AGRICULTURE

DIRECTION
DE L'ENSEIGNEMENT AGRICOLE

CENTRE NATIONAL DE FORMATION
COOPERATIVE D'EBOLOWA

REPUBLIQUE UNIE DU CAMEROUN
Paix - Travail - Patrie

E-3

- PRESENTATION DU BUDGET -

Ce projet de budget réel de fonctionnement tient compte de l'évolution et de l'agrandissement des installations de notre Etablissement.

Ainsi, dans le fonctionnement des bureaux, nous compterons multiplier les cours des Professeurs pour les distribuer aux élèves. Ceci demande beaucoup de papiers et des stencils.

La réparation des véhicules et carburants-lubrifiants tiennent compte de l'importance éventuelle du Parc Automobile que nous sollicitons dans le budget d'investissement.

Les indemnités de déplacement se réfèrent également au nombre important des cadres qui doivent se déplacer pour le suivi des élèves pendant les stages pratiques et pour les tâches de l'Administration du Centre.

Les mobiliers et les matériels actuels datent de 1955. La vétusté commande le renouvellement et compte tenu de la capacité prévisible actuellement, une bonne dotation du matériel nouveau est nécessaire.

Pendant les stages pratiques, des dépenses extra-fonctionnement s'opèrent. Il s'agit de l'hébergement, de la nutrition et des divers transports des élèves dans les lieux de stage. Cette rubrique est nécessaire pour nous permettre de dégager le coût réel de l'opération. Leur incorporation dans les rubriques réparation et carburant fausserait le suivi réel des différentes dotations.

La pharmacie scolaire actuellement inexistante permettra de donner les soins élémentaires aux élèves en attendant les amener dans les formations hospitalières.

L'alimentation est le chapitre capital de notre vie à l'internat. Compte tenu de l'inflation galopante et de coût cher de la vie dans notre localité, il est pratiquement impossible de nourrir un élève à Ebolowa à moins de 1.000 frs au minimum par jour. Pour que cette alimentation soit décentement servie, nous proposons 1.500 frs par jour et par élève.

Les produits divers d'entretien permettront de redonner un bel éclat à nos bâtiments qui sont vieux de 13 ans sans aucune couche de peinture.

Les techniques scientifiques évoluant d'année en année, les livres de la Bibliothèque du Centre National de Formation Coopérative sont dépassés car la plupart date de 1965. Il y a lieu de les renouveler pour doter notre Bibliothèque des livres d'activité. Ceci nous permettra d'adapter notre enseignement à l'évolution de la science moderne.

BUDGET IDEAL DE FONCTIONNEMENT DU
 CENTRE NATIONAL DE FORMATION CO-
 OPERATIVE D'EBOLOWA

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- FONCTIONNEMENT DES BUREAUX.....	2.500.000	Frs
- REPARATION DES VEHICULES.....	2.000.000	
- CARBURANTS-LUBRIFIANTS.....	2.000.000	
- INDEMNITES DE DEPLACEMENTS.....	1.600.000	
- RENOUVELLEMENT ET ENTRETIEN DES MATERIELS ET MOBILIERS.....	4.000.000	
- TRANSPORT DES ELEVES POUR LE STAGE PRATIQUE	300.000	
- PHARMACIE SCOLAIRE.....	500.000	
- ALIMENTATION DES INTERNES(1.500x60x30x9)...	24.300.000	
- PRODUITS DIVERS D'ENTRETIEN.....	500.000	
- MATERIEL SCOLAIRE.....	450.000	
- RENOUVELLEMENT DES LIVRES DE LA BIBLIOTHEQUE.....	1.300.000	

TOTAL.....=	40.450.000	
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BUDGET DU PERSONNEL
 =+ =+ =+ =+ =+ =+ =+ =+ =+

1 Directeur.....	200.000 x 12 x 1 =	2.400.000
1 Directeur-Adjoint.....	150.000 x 12 x 1 =	1.800.000
1 Econome.....	75.000 x 12 x 1 =	900.000
1 Comptable-Matières.....	75.000 x 12 x 1 =	900.000
6 Professeurs Permanents.	120.000 x 12 x 6 =	8.640.000
4 Secrétaires.....	35.000 x 12 x 4 =	1.680.000
4 Manœuvres.....	25.000 x 12 x 4 =	1.200.000
3 Blanchisseurs.....	30.000 x 12 x 3 =	1.080.000
4 Cuisiniers.....	25.000 x 12 x 4 =	1.200.000
3 Employés de Bureau.....	30.000 x 12 x 3 =	1.080.000

 TOTAL..... = 20.980.000

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BUDGET D'INVESTISSEMENT

=+#+#+#+#+#+#+#+#+#+#

- CONSTRUCTION D'UN NOUVEAU DORTOIR.....	30.000.000
- AMENAGEMENT BIBLIOTHEQUE.....	5.000.000
- MATERIEL DE SPORTS ET DE LOISIRS.....	5.000.000
- TRANSPORT (CAR, LANDS ROVERS).....	10.000.000
- LOGEMENTS DIRECTEUR ET PROFESSEURS.....	40.000.000
- AGRANDISSEMENT BUREAU (SALLE DES PROFESSEURS, DIATTENTE, ETC....).....	20.000.000
- AMENAGEMENT COOPERATIVE D'APPLICATION AU CENTRE NATIONAL DE FORMATION COOPERATIVE.....	5.000.000
- CONSTRUCTION CLOTURE.....	15.000.000
- MATERIELS AUDIO-VISUELS.....	5.000.000

TOTAL.....= 135.000.000

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QUELQUES SUGGESTIONS...

Le fonctionnement actuel du centre pourrait être amélioré en modifiant deux aspects : recrutement et formation des élèves, et en en créant deux autres : loisirs des élèves et suivis après leur formation.

1°/ le recrutement.

Il devrait se faire après une ~~forte~~ sélection rigoureuse basée sur deux critères :

- le niveau d'études de l'étudiant
- le poste tenu ~~avant~~ précédemment et surtout à tenir après la formation.

Les moyens de cette sélection seraient :

- une étude précise du curriculum de chaque candidat faisant apparaître son profil professionnel.
- un examen d'entrée portant sur sa culture générale et technique
- une série de tests psychotechniques
- une déclaration de l'entreprise d'où vient l'élève s'engageant à reprendre celui-ci au poste promis.

De telles mesures auraient pour conséquence d'arriver à la création de groupes d'études homogènes, comme par exemple une classe de comptable, une autre de magasinier, une autre de chef de service commercial, etc. . . .

2/ la formation.

- la constitution de groupes homogènes entraînerait forcément une réforme de la formation.
- chaque matière devrait être parfaitement adaptée à chaque groupe d'études. On pourrait ainsi raccourcir le temps de cette formation en la spécialisant.
 - tous les élèves auraient les mêmes motivations, et seraient donc entièrement disponibles, et capables d'assimiler plus rapidement l'enseignement reçu.
 - Il serait utile de proposer au moins deux stages aux élèves au cours de leur formation, mais de durée assez courte, ceux-ci ne s'intéressant surtout qu'aux aspects de l'entreprise pour lesquels ils sont formés.
Par exemple, un futur comptable passera la majeure partie de son stage au service comptable, et ne visitera les autres services que pour son information.
 - le centre ne devra pas être fermé sur lui-même.
 - il faudrait pouvoir réaliser de courts voyages d'études dans les organismes administratifs, dans les entreprises industrielles, dans les institutions de crédit, et....
 - il faudrait inviter régulièrement des "professionnels", c'est à dire des cadres travaillant dans les secteurs intéressant les coopératives, afin que ceux-ci puissent donner des conférences sur des sujets précis choisis par des élèves.
 - les professeurs du centre devraient être des spécialistes en leur matière, et non être obligés de dispenser plusieurs matières afin de "boucler" les trous du programme.
 - la bibliothèque devrait être tenue par un bibliothécaire

- m'ayant pas d'autres fonctions que la gestion de sa bibliothèque. Elle devrait aussi être renouvelée (en livres) et surtout abonnée à toutes les revues ayant un rapport avec la formation.
- il faudrait également un ensemble de matériel scolaire adapté à la formation du centre, et en particulier un équipement en matériel audio-visuel.
 - la création d'une coopérative au sein du centre destinée à l'approvisionnement du personnel et des élèves et gérée par ceux-ci serait certainement le meilleur investissement pédagogique. Le projet en a d'ailleurs déjà été élaboré par Madame Kamara, professeur au centre, mais n'a toujours pas eu de suites jusqu'à présent.
 - la création et l'étude de cas (réels) seraient aussi très utiles pour la formation des élèves; exemple: étude d'un marché sur la population d'Ebolowa, mise en place d'un circuit de commercialisation de vivres, etc...

Enfin, pour que ces quelques mesures puissent porter leurs fruits, il est primordial de maintenir l'équipe de direction et le corps enseignant en place pendant plusieurs années successives.

3/ des loisirs

Les loisirs des élèves sont un aspect important dans la vie du centre mais dont personne ne tient compte actuellement. Il faudrait créer tout un ensemble d'animation culturelle au sein de l'école sous forme de clubs de théâtre, musique, photographie sports, etc... Il serait bon d'adapter l'esprit de ces clubs à la formation des élèves.

Ainsi, à partir du club photographie, on pourrait réaliser des montages de diapositives illustrant certains principes de gestion.

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ou, à partir du club littéraire, réaliser des saynètes illustrant certains principes coopératifs.

↳ le suivi des élèves.

- Enfin aussi, tout est à créer. Il faudrait mettre en place un moyen permettant de garder le contact avec les anciens élèves, peut être au moyen d'une association de type "amicale des anciens élèves". Une telle structure pourrait permettre :
- de créer un journal qui serait le "contact" permanent entre les anciens élèves.
 - de réaliser des séminaires à double but :
 - recycler les anciens élèves.
 - réadapter la formation grâce aux remarques de ceux-ci et aux nouveaux problèmes qu'ils affrontent.
 - créer un climat de solidarité qui renforcerait le prestige du centre dans la profession.

Voilà, brièvement énumérées quelques suggestions qui pourraient harmoniser le fonctionnement du centre et qui me semblent les plus urgentes.

Comme on le constate, tout est affaire de financement de ces opérations, et aussi de volonté de la part des dirigeants du pays.

Bernard FAVREAU

