

PD-AAN-639  
ISN: 32870

625-0926

SAHEL MASTER'S TRAINING PROGRAM IN  
AGRICULTURAL ECONOMICS

(African Development Program, AID/afr-C-1267)

Annual Report for 1982

by

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April 1983

## Program Overview

In 1982, four students graduated from the Sahel Master's Training program. This brings to 13 the number of students receiving a M.S. degree in Agricultural Economics under the program, with 14 M.S. degrees overall (including one M.A. in Agricultural Education). The four 1982 graduates took up professional posts in their countries of origin.

There were two new enrollees in the program in 1982. Both students began academic course work in the master's program, while one also continued English language training begun elsewhere. Appendix A provides detail on current enrollees and Appendix B on graduates. In addition, three students are scheduled to enter the program in January and another is scheduled to enter in March. These students are currently enrolled in the Economics Institute studying English.

With 14 graduates, 12 currently enrolled and 4 more scheduled to enroll in 1983, the program will total 30 students, 4 more than the 26 envisioned when the program began. While 2 will have degrees from other departments we should produce 26 or more M.S. graduates.

## Academic Program Progress

One student was dismissed from the Agricultural Economics program for academic reasons and transferred into the Agricultural Education program, where he expects eventually to earn a master's degree.

The academic performance of most of the Sahelian students continues to be irregular. As would be expected, many students struggle a bit during their first term or two in the new academic environment. Language problems are partly to blame, as evidenced by relatively stronger performance in statistics and mathematics courses which require less formal writing skills, but poor study habits continue to be a problem as well. Academic performance of individual students generally picks up over time as English language skills improve and as the American university system becomes more familiar. A few students have demonstrated a tendency to fall behind early in the term, apparently because they assume that the lost ground can be made up later on. We have attempted to discourage this strategy by scheduling "progress review" meetings between several students and a graduate assistant in the Department who is available for tutorial assistance.

Many of the students enrolled in the program are capable of a higher level of performance than is suggested by their grade point average, but incentives to excel are lacking. As long as students are passing their courses, most are not motivated to work particularly hard. In part this stems from their previous educational experience, since in their former educational systems merely passing at one level automatically conferred the right for further study. However, the problem can also be blamed in part on the fact that students know that they cannot continue for a Ph.D., at least not in the immediate future. Another contributing factor may be the knowledge that a secure job awaits many students back home in their country of origin within the department or ministry from whence they came.

### Recruiting

Because we achieved the projected full enrollment for the program, recruiting efforts have not been as concerted in 1982 as in the past. We have relied primarily on correspondence with previously established contacts to identify and screen qualified candidates for the M.S. program.

Our other program contacts with Senegal and the large pool of qualified candidates from that country continue to exert a dominating influence on the geographical coverage of the program. For the most part, however, the lack of greater numbers of non-Senegalese in the program can be attributed to the limited manpower situation in other countries, which results in fewer applications.

### Special Courses

Unlike previous years, no special courses designed specifically for Sahel Masters program students were offered this year, due to the small number of new enrollees. However, students were encouraged to participate, formally or informally, in a special summer training program offered in conjunction with another MSU project funded by US/AID. Two students enrolled for academic credit and several others visited the Senegal Project Summer Training Institute, which included courses in Farming Systems Research, use of micro-computers, and use of programmable calculators. (See Appendix C for the course outline.) The Sahel Master's Training students reported that participation in the program was quite valuable.

### Follow Up of Returned Graduates

There has been only limited follow up with returned graduates in 1982. That which occurred was incidental to other travel or has been handled via correspondence.

### Administrative Matters

A number of minor administrative problems have plagued the Sahel Master's Training program in 1982. Most have involved relatively less important issues, such as the timing of reimbursements for thesis-related expenses and delays in responses to requests for individual program extensions, but the psychic costs to students and administrators in terms of confusion, delay, and duplication of administrative effort have been considerable. Part of the problem can be attributed to the fact that different students prefer different channels for communicating with their USDA sponsors; some work directly with the sponsor, some work through MSU staff in the Department of Agricultural Economics or in the Foreign Students' Office, and some work through both. As a result, there exists no standard operating procedure for a number of recurring activities, a situation which must be as frustrating to the various sponsors as it is for the students and affected MSU staff. The problem is exacerbated by the fact that sponsors often have no authority to make administrative decisions involving discretionary expenditures of program funds (for example, decisions involving requests for individual program extensions), which results in additional delay while the request is relayed to the mission overseas for a final decision. Perhaps in the future such minor problems could be minimized by establishment of standard operating procedures for routine administrative activities. It will be interesting to see whether the same sorts of administrative problems recur in a more recently initiated MSU/AID collaborative project (Senegal Agricultural Research and Planning Project, 685-0223-C-00-1064-00), in which an attempt has been made to standardize routine procedures and increased discretionary power has been granted to Michigan State University in making funding decisions.

Financial Report

Attached is a financial report as of December 31, 1982. (Appendix D) We have deliberately husbanded resources because we expected that a number of students would not complete by September 1982. For example, none of the project director salary has been charged. A formal request for an extension without additional funding will be forthcoming. The extension would allow us to fund the completion of these students training in a proper manner.

APPENDIX A

STATUS OF M.S. TRAINING ENROLLMENTS AS OF DECEMBER 1982

Country	Name	Previous Institutional Affiliation	Enrollment Status as of December 1982
Gambia	Al Haji Alioune Njie	Ministry of Agriculture	M.S. Program
Mali	Makan Makadji	OMBEVI	M.S. Program
	Idrissa Traore	Ministry of Commerce	M.S. Program
Mauretania	Demba Diop	Ministry of Agriculture	Preparatory Studies
	Oumar Fall	Ministry of Interior	M.S. Program
Senegal	Matar Gaye	University of Dakar	M.S. Program
	Makhona M'Baye	University of Dakar	M.S. Program
	Alassane Sow	University of Dakar	M.S. Program
Upper Volta	Pamateba Diendere	University of Ouagadougou	M.S. Program
	Hebie Sekou	University of Ouagadougou	M.S. Program
	Sogossi Traore	Institut Timisoara, Romania	English Language/ M.S. Program
Status of Students Transferred to Other Departments			
Mali	Moctar Sidi Traore	Ministry of Rural Development	M.A. Program in Agricultural Education

## APPENDIX B (1 of 2)

## GRADUATES OF THE MSU SAHEL MASTER'S TRAINING PROGRAM, AS OF DECEMBER 1982

Name	Country	Previous Institutional Affiliation	Completion Date	Source of Financial Aid	Research Topic
Ekoue Assionbon	Togo	INA - Paris	June 1982	AID/Sahel Training	Cocoa Prospect for Togo
Dramane Coulibaly	Mali	Ministry of Rural Development	March 1980	AID/Sahel Training	Analysis of Rice Supply and Demand in the Ivory Coast
Mamadou Diallo	Senegal	SAED	June 1981	AFGRAD	Comparative Analysis of Rice Irrigated Perimeters in the Senegal River Valley
Aboubakar Kourouma	Senegal	SODIFITEX	June 1982	AID/Sahel Training	The Effects of Export and Food Crop Strategies on Farm Income and Food Self-Sufficiency in Eastern Senegal and Upper Casamance: A Linear Programming Analysis
Sanda Maina	Niger	Ministry of Rural Development	March 1982	AID/Sahel Training	On Food Security in Niger Republic: An Economic Analysis of Millet and Sorghum Yield and Acreage Responses
Amadou Niane	Senegal	Ministry of Planning	January 1980	AID/Sahel Training	The Supply and Demand of Millet and Sorghum in Senegal
Lamine Niang	Senegal	ISRA	August 1982	AID/Sahel Training	Comparison of Methods For Collecting Input-Output Data
Ismael Ouedraogo	Upper Volta	Ministry of Environment	December 1980	AID/Sahel Training	A Preliminary Analysis of Agricultural Marketing Characteristics of Farmers in the Eastern Region of Upper Volta

APPENDIX B (2 of 2)

Name	Country	Previous Institutional Affiliation	Completion Date	Source of Financial Aid	Research Topic
Jean-Pierre Rigoulot	Senegal	Ministry of Rural Development	January 1980	AID/Sahel Training	An Analysis of Constraints on Expanding Rice Output in the Casamance
Bafotigui Sako	Mali	Ministry of Planning	June 1981	AFGRAD	An Analysis of the Supply Response in Traditional Agriculture: A Case Study of Millet, Sorghum, and Rice Farmers in Mali
Ibrahama Sene	Senegal	Ministry of Rural Development	June 1980	AID/Sahel Training	Farmers' Behavior Toward New Technology: The Senegalese Case
Herminaldo Sousa Brito	Cape Verde	Northeastern University	December 1982	AID/Sahel Training	An Analysis of Supply and Demand Conditions for Cape Verde's Banana Industry
Mariam Toure	Mali	Ministry of Finance	June 1981	AID/Sahel Training	A Comparative Analysis of and Returns to Cattle vs. Small Ruminant Production in Gao Region of Mali
El Hadji Amadou Wone	Mauritania	Mauritania Development Bank	June 1981	AID/Sahel Training	Dependency Theory and Development Economics: An Assessment of Samir Amin's Views
Assoumane Baoua*	Niger	Ministry of Rural Development	December 1981		

\*Graduated from College of Education (no research paper required).

APPENDIX C (1 of 4)

SENEGAL PROJECT SUMMER TRAINING INSTITUTE. FARMING SYSTEMS RESEARCH IN WEST AFRICA  
 July 6 - August 6, 1982 Michigan State University  
 Course Outline and Schedule of Events

Date	Hours	Location	Topic	Reading Assignment (Remarks)	Responsibility *= <u>morning only</u> **= <u>afternoon only</u>
W 7/7	10-12 1-3	304 EBH	Course Objectives and Procedures Introduction To Farming Systems Research	Shaner, <u>et al</u> : pp 1-20	Fienup, Vincent, Franzel, Crawford* Freed**
	3-4	100 CIP	Orientation: African Studies Center		Kelly, ASC Staff
	4-5	Main library	Orientation: Sahel Documentation Center		Library Staff
Th 7/8	8-10	120 CC	Introduction to Microcomputers	Shrum: chapters 1 & 2	Winder
	10-12 1-3	304 EBH	Determinants of Farming Systems with Special Reference to Senegal	(Workshop/Discussion)	Vincent, Crawford, Freed, Franzel
	3-5	307 CC	Microcomputer Lab (Groups 1 & 2)	(Study Period for Groups 3,4,5,6)	Kelly/Winder
F 7/9	8-10	307 CC	Microcomputer Lab (Groups 3 & 4)	(Study Period for Groups 1,2,5,6)	Kelly/Winder
	10-12 1-3	304EBH	FSR Target Area Selection A Scheme For FSR Research	Shaner, <u>et al</u> : chapter 4 IADS Occasional Paper	Franzel, Crawford*, Vincent**
M 7/12	8-10	304EBH	TI-59 Programmable Calculator, Today's Electronic Calculator Manual Operations	Aronofsky, <u>et al</u> : chapters 1,2,3	Hepp
	10-12 1-3	304EBH	Problem Identification and Research Priorities for FSR; Informal Surveys for FSR	Shaner, <u>et al</u> : chapter 5	Franzel, Freed, Vincent** Crawford*
	3-5	215 CC	Microcomputer Statistical Packages	Mimeo Handouts	Kelly
T 7/13	8-10	304EBH	TI-59 Programmable Calculator Operation using Existing Programs	Aronofsky, <u>et al</u> : chapter 4 and 7	Hepp
	10-12	304EBH	Field Trip Planning and Preparation		Hepp, Vincent, Crawford, Freed, Extension Staff
	1-3	304EBH	Informal and Verification Suveys in FSR		Franzel, Freed
	3-5	307 CC	Microcomputer Lab (Group 1)	(Study Period for Groups 2-6)	Kelly/Winder
W 7/14	7:30 - 5 PM	Barry County	FSR Field Trip and Informal Survey		Hepp, Vincent, Crawford, Franzel Freed, Extension Field Staff

APPENDIX C (2 of 4)

SENEGAL PROJECT FSR TRAINING INSTITUTE COURSE OUTLINE AND SCHEDULE OF ACTIVITIES

Date	Hours	Location	Topic	Reading Assignment (Remarks)	Responsibility * =morning only ***afternoon only
TH 7/15	8-10		TI-59 Programming Basics	Aronofsky, et al: chapter 5	Hepp
	10-12	304EBH	Informal Survey Findings; Field Trip		Vincent, Crawford, Franzel;* Freed*, Hepp*
	1-3		Formal Surveys: Survey Design and Survey Questionnaire	Mimeo Handouts	
	3-5	307 CC	Microcomputer Lab (Group 2)	(Study Period for Groups 1,3-6)	Wolf, Staff
F 7/16	8-10	304EBH	TI-59 Advanced Programming Techniques	Aronofsky et al: chapters 8 and 9	Hepp
	10-12		Formal Surveys: Non-Sampling Errors During Conduct of Survey in the Field	Mimeo Handouts	Vincent
	1-3				
	3-5	307 CC	Microcomputer Lab (Group 3)	(Study Period for Groups 1,2,4-6)	Wolf, Staff
S 7/17	10-12	MSU Plots	Agronomic Research Field Trip		Freed
	12-3	Park	Class Picnic with Faculty	Plans Tentative	Ward, Fienup
M 7/19	8-10	304EBH	TI-59 Internal Routines & Library Modules	Aronofsky et al: chapter 6	Hepp
	10-12		Formal Surveys: Non-Sampling Errors in Data Handling/Processing/Analysis	Mimeo Handouts	Vincent
	1-3				
	3-5	307 CC	Microcomputer Lab (Group 4)	(Study Period for Groups 1,2,3,5,6)	Wolf, Staff
T 7/20	8-10	304EBH	TI-59 Printer Application Programs	Aronofsky et al: chapter 7	Hepp
	10-12		Formal Survey: Special Measurement Problems	Mimeo Handouts	Vincent
	1-3		Field Trip Planning and Preparation		Hepp, Vincent, Crawford
	3-5	307 CC	Microcomputer Lab (Group 5)	(Study Period for Groups 1-4,6)	Wolf, Staff
W 7/21	7:30 - 5 PM	Hastings Michigan	Support Institutions for Barry County Farmers	(Field Trip including Agricultural Fair)	Hepp, Vincent, Crawford
TH 7/22	8-10	307 CC	Microcomputer Lab (Group 6)	(Study Period for Groups 1-5)	Winder, Kelly
	10-12	304EBH	Discuss Field Trip Findings		Vincent
	1-3		Conducting On-Farm Research	Shaner, et al: chapter 6	Crawford, Freed
	3-5	215 CC	VISICALC; Spread Sheet Programs for Micros.	Mimeo Handouts	Brown
F 7/23	8-10	4 AGH	Microcomputer Lab (Group 1)	(Study Period for Groups 2-6)	Winder, Kelly
	10-12	304EBH	Analyzing On-Farm Research	Shaner et al: chapter 7	Freed, Crawford
	1-3		Analyzing On-Farm Research		
	3-5	4 AGH	Microcomputer Lab (Group 2)	(Study Period for Groups 1,3-6)	Winder, Kelly

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SENEGAL PROJECT FSR TRAINING INSTITUTE COURSE OUTLINE AND SCHEDULE OF ACTIVITIES

Date	Hours	Location	Topic	Reading Assignment (Remarks)	Responsibility**=morning only ***=afternoon only
M 7/26	8-10	4 AGH	Microcomputer Lab (Group 3)	(Study Period for Groups 1,2,4-6)	Winder, Kelly
	10-12 1-3	304EBH	Issues in Farming Systems Research	Shaner, et al: chapters 8 and 9 Collinson Gilbert, Norman, Winch	Crawford, Rohrbach, Franzel
	3-5	4 AGH	Microcomputer Lab (Group 4)	(Study Period for Groups 1-3,5,6)	Winder, Kelly
T 7/27	8-10	4 AGH	Microcomputer Lab (Group 5)	(Study Period for Groups 1-4,6)	Winder, Kelly
	10-12	Various	Campus - Consultations	(By appointment)	Fienup
	1-3	304EBH	Field Trip Planning and Preparation		Crawford, Hepp
	3-5	4 AGH	Microcomputer Lab (Group 6)	(Study Period for Groups 1-5)	Winder, Kelly
W 7/28	7:30 5 PM	Barry County	Revisit to Target Area (Tentative)		Hepp, Crawford
TH 7/29	8-10	215 CC	Introduction to Basic Programming	Mimeo Handouts	Winder
	10-12	304EBH	Field Trip Discussion; Hand Out Exam		Crawford, Hepp
	1-3	307 CC	Microcomputer Lab (Group 1)	(Study Period for Groups 2-6)	Winder, Kelly
	1-3	307 CC	Microcomputer Lab (Group 2)	(Study Period for Groups 1,3-6)	Winder, Kelly
F 7/30	8-10	307 CC	Microcomputer Lab (Group 3)	(Study Period for Groups 1,2,4-6)	Winder, Kelly
	10-12		Microcomputer Lab (Group 4)	(Study Period for Groups 1-3,5,6)	
	1-3		Microcomputer Lab (Group 5)	(Study Period for Groups 1-4,6)	
	3-5		Microcomputer Lab (Group 6)	(Study Period for Groups 1-5)	
M 8/2	8-5	Various	Campus Consultations (Take Home Final Exam to be turned in.)	(By appointment)	Fienup
T 8/3	8-12	304EBH	Discussion of Final Exam Course Evaluation		Crawford
	1-5		Open		
W 8/4	8-12	304 EBH	Research Opportunities in Senegal		Crawford, Bingen ISRA Representative
	1-5		Research Workshop		

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SENEGAL PROJECT FSR TRAINING INSTITUTE COURSE OUTLINE AND SCHEDULE OF ACTIVITIES

Date	Hours	Location	Topic	Reading Assignment (Remarks)	Responsibility**morning only ***afternoon only
TH 8/5	8-12	304EBH	Workshop Feedback		Crawford, Bingen ISRA Representative
	1-5	Open	Discussions as Arranged		Fienup, Crawford
F 8/6	8-5	Open	Discussions as Arranged Predeparture Arrangements		

Appendix D

BUDGET AND EXPENDITURE REPORT

African Development Program: Masters Training Program in Agricultural Economics for Students from the Sahel  
Contract AID/afr-C-1267

Obligated Funding

<u>Line Items</u>	<u>Year 1</u> <u>10/1/76-</u> <u>9/30/77</u>	<u>Year 2</u> <u>10/1/77-</u> <u>9/30/78</u>	<u>Year 3</u> <u>10/1/78-</u> <u>9/30/79</u>	<u>Year 4</u> <u>10/1/79-</u> <u>9/30/80</u>	<u>Year 5</u> <u>10/1/80-</u> <u>9/30/81</u>	<u>Year 6</u> <u>10/1/81-</u> <u>9/30/82</u>	<u>Year 7</u> <u>10/1/82-</u> <u>9/30/83</u>	<u>Total</u> <u>Years 1-7</u> <u>10/1/76-</u> <u>9/30/83</u>
Salaries	\$ 3,290	\$ 9,600	\$ 20,370	\$ 27,650	\$ 29,310	\$ 31,060	\$ 20,070	\$141,350
Indirect Costs	2,073	6,048	12,833	17,420	18,465	19,568	12,644	89,051
Fringe Benefits	756	1,268	2,469	3,882	4,116	4,098	2,925	19,514
Travel/Transportation	3,070	3,250	3,450	7,300	7,730	4,100	4,350	33,250
Other Direct Costs	235	1,270	1,350	1,430	1,510	1,610	1,700	9,105
<b>Total</b>	<b>\$ 9,424</b>	<b>\$ 21,436</b>	<b>\$ 40,472</b>	<b>\$ 57,682</b>	<b>\$ 61,131</b>	<b>\$ 60,436</b>	<b>\$ 41,689</b>	<b>\$292,270</b>

Expenditures\*

<u>Line Items</u>	<u>Year 1</u> <u>10/1/76-</u> <u>9/30/77</u>	<u>Year 2</u> <u>10/1/77-</u> <u>9/30/78</u>	<u>Year 3</u> <u>10/1/78-</u> <u>9/30/79</u>	<u>Year 4</u> <u>10/1/79-</u> <u>9/30/80</u>	<u>Year 5</u> <u>10/1/80-</u> <u>9/30/81</u>	<u>Year 6</u> <u>10/1/81-</u> <u>9/30/82</u>	<u>Year 7</u> <u>10/1/82-</u> <u>9/30/83</u>	<u>Total</u> <u>Years 1-6</u> <u>10/1/76-</u> <u>9/30/82</u>
Salaries	\$ 6,081	\$ 5,362	\$ 18,550	\$ 37,474	\$ 22,761	\$ 30,143	\$ --	\$120,371
Indirect Costs	4,035	3,141	11,132	17,487	11,479	16,201	--	63,475
Fringe Benefits	964	762	2,897	4,586	3,963	4,131	--	17,303
Travel/Transportation	3,950	3,468	4,005	1,441	789	--	--	13,653
Other Direct Costs	292	1,361	1,838	4,560	2,541	954	--	11,546
<b>Total</b>	<b>\$ 15,322</b>	<b>\$ 14,094</b>	<b>\$ 38,422</b>	<b>\$ 65,548</b>	<b>\$ 41,533</b>	<b>\$ 51,429</b>	<b>\$ --</b>	<b>\$226,348</b>

\*Remaining obligated funding as of 1 October 1982 for Year 7 is in the amount of \$65,922.