

**SAHEL MASTERS TRAINING PROGRAM IN  
AGRICULTURAL ECONOMICS**

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

**Annual Report for 1981**

by  
**Lester Manderscheid**  
Director

**James Bingen**  
Recruiter

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Michigan State University  
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**April 1982**

### Program Overview

In 1981 four students graduated from the Sahel Master's Training program. Another student graduated with a masters in Agricultural Education after one year in the Agricultural Economics program. This brings to nine the number of students receiving a M.S. degree in Agricultural Economics under the program, with ten M.S. degrees overall. One 1981 graduate financed by AFGRAD went on to a Ph.D. program at another university but assures us that he will return to Senegal upon completion of the Ph.D. A second graduate joined her husband in another African country while the other two agricultural economists and the student in Agricultural Education took up professional posts in their countries of origin.

There were eight new enrollees in the program in 1981. Of these, five students entered English language training at Michigan State University and three of these began academic course work - two in the master's program and one in preparatory studies. Three other students entered the M.S. program after English language training elsewhere and one entered the M.S. program after completing a preparatory academic program at MSU. Appendix A provides detail on current enrollees and Appendix B on graduates.

### Academic Program Progress

Three students, two in the master's program and one in the preparatory academic program, withdrew or were dismissed for academic reasons. Two other students currently enrolled in the M.S. program are having academic difficulty. We would not be surprised if one of them leaves the program in 1982. All other students, both in the M.S. program and in preparatory studies, are doing well and should be able to obtain their M.S. degrees on schedule.

At this point in the program, we are no longer admitting students who do not already have the equivalent of a B.S. or B.A. degree. Since the combined bachelors certification/masters program takes from three to four years, there is not sufficient time left in the contract for them to graduate. We are admitting students with the equivalent of a bachelor's degree even though they cannot complete the M.S. degree prior to the end of the contract in September 1983. We will probably ask for an extension of the contract without additional funding to permit us to expend funds to complete these programs.

Of the six students brought to MSU without degrees equivalent to a B.S. or B.A. degree, one has completed a bachelor's degree and two others have completed preparatory academic programs which have earned them certification of bachelor's equivalence. All three are now enrolled in the M.S. program and are doing well. One additional student, though unable to gain admission to the Department of Agricultural Economics after completing preparatory studies, was admitted to another department in the University and successfully completed a M.S. program in that department. Of the two remaining students, one is currently enrolled in a B.S. program, is doing well and should enter the master's program, while the other has been dismissed for academic reasons. Thus, of the six students who did not meet the conventional criterion of a bachelor's degree for immediate admission into the graduate school, only one failed academically. At the same time, two of the 19 students admitted directly into the M.S. program left for academic reasons and one additional student may also leave. The failure rate, therefore, is not substantively different between the group entering the M.S. program directly and those admitted for preparatory academic studies. Though the sample sizes are small, our experience suggests that the pool of candidates for graduate studies can be significantly enlarged from those students who have been locked out of their country's own formal university-track educational system without appreciably increasing the failure rate.

The academic performance of most of the Sahelian students is irregular. Many of the students' problems are more a function of poor study habits which they acquired

prior to coming to MSU, rather than the level of their previous training. Many, even though capable of a high and consistent level of performance, do well one term but slack off the next. Their performance is primarily related more to their attitudes than the subject matter confronted in a particular term. In their former educational systems, merely passing at one level automatically confers the right for further study. Thus, as long as the students are passing, most are not motivated to work particularly hard. They also know that they cannot continue for a Ph.D. at MSU, at least in the immediate future, and that US/AID will not in general finance such studies, a factor which further reduces their motivation to do well. Many of these students are capable of a higher level of performance than is suggested by their grade point averages.

#### Special Courses

In 1981, we again offered the two special courses created for the Sahel Master's Program. The senior level course entitled, "Terms, Concepts and Fields of Agricultural Economics" (Appendix C), had seven Sahelian enrollees and went very well. The course consists of five modules, each covering one major field and including lecture material, a problem set and an exam. The problems are presented in class, revised and then submitted for grading. The format of this course is now well established and students find it very useful. There was a quantum jump in the performance of the students this past year as the lecture material was redesigned around two textbooks rather than several readings. The closer correlation between lecture and reading material was viewed very positively by the students.

The second course, "Agricultural Policy Issues in the Sahel" (Appendix D), again utilized both regular University faculty as well as guest lecturers. The format replaced position papers with pre-seminar quizzes on the assigned readings. In the previous year, the students did not take the readings or the position papers seriously with the result that most papers were extemporaneous statements of their opinions. The quizzes required

them to at least expose themselves to a few new ideas before their opinions could be expressed. This worked out well.

The shift in format for both of these courses reflects a gradual evolution toward more structured and disciplined programs. Our experience has too often been that the students do little more than they have to do. Many do not do well in unstructured situations where they must rely on their own initiative. The change has increased the amount of material which they digest and retain, though it is not clear that this approach is any more successful in getting them to formulate ideas and defend them analytically. There is still a pronounced tendency to lead with opinions and selectively use the theory to justify rather than analyze those opinions.

### Recruiting

During 1981 we continued to rely primarily on correspondence with previously established contacts to identify and screen qualified candidates for the M.S. program. The upheaval in Chad and the very limited availability of candidates already having the equivalent of a bachelor's degree in Niger, Gambia and Cape Verde continue to limit the number of candidates from these countries.

Our other program contacts with Senegal and the large pool of qualified candidates from that country continue to exert a dominating effect on the geographical coverage of the program. One trip to Senegal by James Bingen in 1981 again drew better applications relative to other countries in the Sahel. Though we consider other aspects besides the academic credentials of potential candidates, the gap between the general level of performance and our greater familiarity with the Senegalese schools based on the records of students already in or having completed the program, serves to reduce the risk of incorrectly evaluating Senegalese candidates relative to others. For the most part, however, the lack of greater numbers of non-Senegalese in the program arises from the more limited manpower situation in other countries which results in fewer applications.

### Follow-up of Returned Graduates

Because only two of last years graduates returned to their own countries after graduating in Agricultural Economics and one was going to be visited as part of a trip planned for early 1982, no graduates were visited in the field in 1981. However, one trip to Mauritania is already planned for early 1982 and a Malian graduate now in Zaire will be visited as part of other work there in 1982. A separate trip to Mali probably will be scheduled for sometime in 1982.

As much as possible, we try to schedule follow-up visits to coincide with other activities in the area. We are able to provide regular follow-up to Senegalese graduates in this way but other countries require special trips or side trips added to other business. Because of a temporary lull in our field activities in the Sahel outside of Senegal coupled with other commitments of our staff, this aspect of the program has suffered. However, we hope to visit all graduates during 1982.

### Toward the Future

We are encouraged by the developing Agricultural Economics program in Senegal and Cameroon. Eventually both schools will be turning out graduates of five-year programs who will have a level of training in economics that is slightly lower than that provided by a master's degree. However, these countries need to explore ways to open indigenous training programs to those students who currently, for one reason or another, find themselves effectively excluded from formal degree level academic training opportunities in their own countries. Our experience, cited above, has shown that many such people are capable of master's level work with adequate preparation. One of the major accomplishments of the Sahel Master's Training Program has been in identifying and upgrading such people. It is our feeling that this work should continue.

There is also need for continuing work on the question of degree equivalency. This issue has not been satisfactorily resolved. Though there are indications of progress

in this area, much more remains to be done and we plan to work particularly on this issue in Senegal where another contract will involve us in extensive training activities.

Financial Report

Attached is a financial report as of December 31, 1981 (Appendix E).

**APPENDIX A**  
**STATUS OF M.S. TRAINING ENROLLMENTS AS OF DECEMBER 1981**

Country	Name	Previous Institutional Affiliation	Enrollment Status as of December 1981
Cape Verde	Herminaldo Sousa-Brito	Northeastern University	M.S. Program
Gambia	Al Haji Alioune Njie	Ministry of Agriculture	M.S. Program
Mali	Makan Makadji	OMBEVI	English Language Training
	Idrissa Traore	Ministry of Commerce	M.S. Program
	Moctar Sidi Traore	Ministry of Rural Development	M.S. Program
Mauritania	Demba Diop	Ministry of Agriculture	B.S. Program/Preparatory Studies
	Oumar Fall	Ministry of Interior	M.S. Program
Niger	Sanda Maina	Ministry of Rural Development	M.S. Program
Senegal	Matar Gaye	University of Dakar	English Language Training
	Aboubakar Kourouma	SODIFITEX	M.S. Program
	Makhona M'Baye	University of Dakar	M.S. Program
	Lamine Niang	ISRA	M.S. Program
	Alassane Sow	University of Dakar	M.S. Program
Upper Volta	Pamateba Diendere	University of Ouagadougou	M.S. Program



APPENDIX B  
GRADUATES OF THE MSU SAHEL MASTER'S TRAINING PROGRAM, AS OF DECEMBER 1981

Name	Country	Previous Institutional Affiliation	Completion Date	Source of Financial Aid	M.S. Research Topic
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
Amadou Niane	Senegal	Ministry of Planning	January 1980	AID/Sahel Training	The Supply and Demand of Millet and Sorghum in Senegal
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
Jean-Pierre Rigoulot	Senegal	Ministry of Rural Development	January 1980	AID/Sahel Training	An Analysis of Constraints on Expanding Rice Output in the Casamance Region of Senegal
Bafotigui Sako	Mali	Ministry of Planning	June 1981	AFGRAD	An Analysis of the Supply Responsiveness in Traditional Agriculture: A Case Study of Millet, Sorghum and Rice Farmers in Mali
Ibrahima Sene	Senegal	Ministry of Rural Development	June 1980	AID/Sahel Training	Farmers' Behavior Towards New Technology-The Senegalese Case
Mariam Toure	Mali	Ministry of Finance	June 1981	AID/Sahel Training	A Comparative Analysis of Costs and Returns to Cattle Versus 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 topic

## Appendix C

Tom Zalla  
Spring 1981

Class Hours: 3-3:50 MTWF  
Classroom: 105 SLS  
Office Hours: 4-5:00 MTWF

### SYLLABUS FOR FSM 480 (four credits)

#### Terms, Concepts, and Fields of Agricultural Economics

#### I. Course Objectives

- A. This course is aimed primarily at foreign students not familiar with Agricultural Economics as a discipline nor the American system of higher education. Its specific objectives are:
  1. To introduce students to several areas of Agricultural Economics, the technical vocabulary, and main concepts of each
  2. To improve students' ability to express themselves and their ideas clearly and concisely both orally and in written papers
  3. To familiarize students with examination procedures and techniques commonly used in American higher education

#### II. Course Organization

- A. The course is divided into five segments of roughly eight classes each. During each of the segments, there will be a take-home problem relating to the material covered during that segment. The problem will be handed out on the first class day relating to each segment. Each student will solve the problem and write a policy paper discussing the nature of his findings and their implication for relevant agricultural policies. During the next to last class relating to the segment one or two students will be selected at random to make a 15 minute presentation of their conclusions to the class and lead a discussion on its policy implications.
- B. Students are encouraged to work in teams on the take-home assignments in order to improve their understanding of how to approach the problem being analyzed. Each, however, must hand in his own paper and draw his own policy conclusions. Papers should be 800 words, excluding tables, and should either be typed or handwritten clearly, using every second line of the paper. The initial draft of these papers will be due on the date of the scheduled presentation.
- C. During the week following the presentation of the first four papers, students will meet with a graduate assistant who will assist them with editorial and grammatical revision of their manuscript. A final typed draft of the revised paper will be due on the Friday following the week of the initial presentation. Students will have no editorial assistance with their fifth paper. The fifth paper will be due on June 3 and may be handwritten provided it is clearly written and uses every second line.

- D. On the last class day of each segment there will be a 50 minute exam covering the material presented during that segment as well as that brought out in the student presentations.

### III. Class Calendar

The schedule of class presentations and exams is as follows:

April 8	Production economics class paper due
April 10	Production economics exam
April 22	Farm management class paper due
April 24	Farm management exam
May 6	Agricultural finance class paper due
May 8	Agricultural finance exam
May 20	Agricultural marketing class paper due
May 22	Agricultural marketing exam
June 3	Project appraisal class paper due
June 5	Project appraisal exam
June 11	Final Exam 12:45-2:45 pm, 105 SLS.

### IV. Grading and Exams

- A. Final grades for the course will be computed as follows:

Class papers (5)	25%
Class presentations	20%
Bi-weekly exams (3)	30%
Final exam	25%

- B. All class papers not submitted on time will be graded down one grade point for each class day they are late. In addition class papers less than 800 words in length will be graded down one grade point. The two lowest weekly exam grades will be dropped before calculating grades for this component. No deferred grades will be given for the course.
- C. Exams will cover all material presented and discussed in class as well as the required readings. The bi-weekly exams will emphasize, but not be restricted to, material covered during that segment. The final exam will cover the entire term.

## V. Texts

### Required:

Harold Halcrow: Economics of Agriculture. McGraw-Hill; New York, 1980

Maxwell Brown: "Farm Budgets, From Farm Income Analysis to Agricultural Project Analysis," The Johns Hopkins University Press, Baltimore, 1980

John J. Dillon and J. Brian Hardaker: Farm Management Research for Small Farmer Development. FAO, Rome, 1980 (distributed in class).

### Recommended:

Leonard F. Miller: Agricultural Credit and Finance in Africa. The Rockefeller Foundation, New York, 1977 (distributed in class)

IBRD: "Appraisal of an Agricultural Development Project: The Gambia;" IBRD, 1972, Mimeo (distributed in class)

John B. Penson, Jr., and David A. Lins: Agricultural Finance. Prentice-Hall, Inc., Englewood Cliffs, 1980.

## VI. Course Outline

### A. Introduction

#### 1. Required readings

Halcrow, Chapters 1-3

#### 2. Topics

- a. the scope of agricultural economics
- b. opportunity cost
- c. economic growth

### B. Production Economics

#### 1. Required Readings

Halcrow, Chapters 4, 5, and 6, pp. 150-158

#### 2. Optional Readings

Warren Vincent ed. Economics and Management in Agriculture. Englewood Cliffs; Prentice-Hall, Inc.; 1962. Chapters 3 & 4

### 3. Topics

- a. law of diminishing returns
- b. equal product curves or isoquants
- c. production functions
- d. stages of production
- e. agricultural production decisions
- f. comparative advantage
- g. derivation of cost functions and optional level of output
- h. value product concepts
- i. two variable input-output functions
- j. the equi-marginal principle
- k. firm, partial equilibrium and aggregate supply functions
- l. supply response of food crops under risk and uncertainty among African peasants

### C. Farm Management

#### 1. Required readings:

Brown, Chapters 1-3

Dillon and Hardaker, Chapters 3-6

#### 2. Optional Readings:

Jean Pierre Rigoulot, "An Analysis of Constraints on Expanding Rice Output in the Casamance Region of Senegal," MSU Department of Agricultural Economics, M.Sc. Research Paper, 1979.

Ibrahima Sene, "Farmers' Behavior Towards New Technology: The Senegalese Case," MSU Department of Agricultural Economics, M.Sc. Research Paper, 1980.

### 3. Topics

- a. scope, nature and objectives
- b. managerial functions
- c. risk and uncertainty
- d. farm income concepts
- e. simple data analysis
  - (1) tabular analysis
  - (2) measures of performance
  - (3) comparative analysis
- f. whole farm planning
- g. partial budget analysis
- h. input-output budget analysis
- i. production function estimation and analysis

### D. Agricultural Finance

#### 1. Required readings:

Miller, entire book

Brown, Chapter 4

## 2. Optional reading:

Penson and Lins, Chapters 2, 3 and Chapter 6, pp. 130-138

## 3. Topics

- a. role of credit and financial intermediaries
- b. interest rates and interest rate policy
- c. credit transaction costs and borrowing costs
- d. records and analytical tools for financial management
- e. analysis of farm financial statements
- f. discounting and capital budgeting
- g. government financial institutions - problems encountered
- h. approaches to small farmers' finance problems

## E. Agricultural Marketing

## 1. Required reading:

Halcrow, Chapter 6, pp. 158-182; Chapter 7

H.J. Mittendorf, "Methods of Assessing the Demand of Internal and External Markets," in Problems and Approaches in Planning Agricultural Development, Proceedings of Joint Seminar; Addis Ababa, 1976. HD.2118.1968. J8., pp. 145-153.

CILSS and Club du Sahel, Marketing, Price Policy and Storage of Food Grains in the Sahel, Vol. I, CRED: Ann Arbor, August 1977, pp. 9-20.

## 2. Optional readings:

Ismael Ouedraogo, "The Economics, Management, and Policy Issues of Storage and Reserves in the Food Marketing System: The Developing Countries Context," mimeo, 1977. Folder 480-1.

Amadou Niane, "Supply and Demand of Millet and Sorghum in Senegal," MSU Department of Agricultural Economics, M.Sc. Research Paper, 1979, pp. 11-39.

Dramane Coulibaly, "An Analysis of Rice Supply and Demand in the Ivory Coast," MSU Department of Agricultural Economics, M.Sc. Research Paper, 1979.

## 3. Topics

- a. marketing activities and functions
- b. demand and derived demand
- c. determinants of demand for resources
- d. individual, firm, partial equilibrium and aggregate demand functions

- e. elasticity of demand and demand projections
- f. elasticity of supply and supply projections
- g. the structure-conduct-performance concept
- h. characteristics of agricultural markets in Sahelian West Africa
- i. important policy issues relating to agricultural markets in the Sahel

## F. Agricultural Project Appraisal

### 1. Required readings:

P.B. Diebold, "Project Evaluation," in Problems and Approaches in Planning Agricultural Development, Proceedings of a Joint Seminar organized by The German Foundation for Developing Countries, 16 October - 7 November 1967 in Addis Ababa, pp. 155-160.

Brown, Chapters 4, 7 and 8

IBRD, "Appraisal of an Agricultural Development Project: The Gambia," IBRD, 1972, mimeo, pp. 1-30 (distributed in class).

### 2. Optional readings:

Brown, Chapter 5

### 3. Topics

- a. critical role of project design and the macro-planning context
- b. time value of money and discounted measures of project worth - a review
- c. with and without project measures of cost and returns
- d. valuing inputs and outputs and computation of shadow prices
- e. financial and economic analyses
- f. presentation of Gambia irrigated rice project for class analysis

Summer, 1982  
Tom Zalla, Seminar Coordinator

AGRICULTURAL ECONOMICS 882

Agricultural Policy in Sub-Saharan Africa

A. Course Objectives

This course applies the principles of various aspects of agricultural economics in order to analyze and draw specific policy conclusions concerning problems of agricultural development in sub-Saharan Africa. Students will be exposed to an analysis of particular problems and concerns through a series of seminars given by speakers from both within and outside the department. Active student participation will be an important way for the students to demonstrate their ability to examine critically both the readings and the presentation of the speaker.

B. Seminar Format

The class will meet from 2:00-4:45 p.m. every Monday in Room 309, Agriculture Hall and at other times as may be required to accommodate visiting speakers. Each week a speaker will present a new topic for which background reading has been assigned. Copies of the readings will be on Assigned Reading in the main library.

Each seminar will be preceded by a 20 minute quiz on the readings assigned for that particular seminar. The guest speaker will follow with a 45-60 minute presentation. The seminar will then open-up to questions and comments from the floor, including interested persons not enrolled in the course. After 25-30 minutes of public discussion; non-registered participants will be asked to leave. After a brief intermission seminar participants will again reconvene for a final period of questions, answers, criticism and other observations.

C. Grading

Students will be graded on the basis of their responses to the quizzes on the assigned readings and on the basis of their participation in the seminars. For grading purposes "good" participation is that which brings to bear economic theory, critical analysis, and observations from personal experience which contribute to a better understanding of the policy issues involved. "Poor" participation is the failure to contribute to the discussion in a meaningful way. This would include no contribution as well as contributing material which does not relate to the topic under discussion, or which reflects a failure to do the assigned readings or apply the relevant theory to the issues under discussion.

All quizzes which are not taken as scheduled will be graded as zeros unless prior approval is obtained from the seminar coordinator. There will be no mid-term or final exam. The distribution of the grades will be as follows:

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Quizzes 75%  
Seminar Participation 25%.

No deferred grades will be given for the course.

D. Schedule of Speakers, Topics and Required Readings

<u>Date</u>	<u>Speaker</u>	<u>Topic and Readings</u>
July 6	Jim Bingen	The Organization of U.S. Foreign Aid for the Sahel
Required Reading: General Accounting Office. "U.S. Development Assistance to the Sahel: Progress and Problems." Washington, D.C., GAO Report to the Congress, March 29, 1979. Read up to page 33.  Optional Reading: T.W. Schultz. "Economic Distortions by the International Donor Community." Agricultural Economics Paper No. 81:8, University of Chicago, 1981.		
July 13	Ken Shapiro	Policy Issues in Developing the Livestock Industry
Required Reading: Kenneth H. Shapiro. "The Livestock Economics of Central West Africa: An Overview" in <u>Livestock Production and Marketing in the Entente States of West Africa</u> edited by Kenneth H. Shapiro, CRED/USAID, 1979.  One additional reading to be assigned.		
July 20	Manfred Thullen	Policy Issues Related to Agricultural Extension
Required Reading: E.B. Rice. <u>Extension in the Andes: An Evaluation of Official U.S. Assistance to Agricultural Extension Services in Central and South America</u> . AID Evaluation Paper 3A, USAID, 1971, pp. 417-429.  Ben Stavis. <u>Agricultural Extension for Small Farmers</u> . Rural Development Working Paper No. 3, Michigan State University, East Lansing, 1979, Sections B, D, and F.		
July 27	No class	

- | <u>Date</u>   | <u>Speaker</u>  | <u>Topic and Readings</u>                                |
|---|-----------------|--|
| Aug. 3  | Edouard Tapsoba | Credit Policies for Small Farmers                        |
| <p>Required Reading: Thomas Stickley and Edouard Tapsoba. "Loan Repayment Delinquency in Upper Volta" in <u>Borrowers and Lenders</u>, edited by John Howell. London, Overseas Development Institute, 1980.</p> <p>Additional reading to be announced.</p>  |                 |  |
| Aug. 10   | Eric Crawford   | Animal Traction in West Africa                           |
| <p>Required Reading: Eric Crawford, David Wilcock, and Gregory Lassiter. "The Farm-Level Impact of Animal Draft Power: Survey Results from Upper Volta." Agricultural Economics Staff Paper No. 81-15, Michigan State University.</p> <p>Merritt W. Sargent, John A. Lichte, Peter J. Matlon and Roger Bloom. <u>An Assessment of Animal Traction in Francophone West Africa</u>. African Rural Economy Working Paper No. 34, Michigan State University, 1981, Parts I, III, and V.</p>   |                 |  |
| Aug. 17   | David Dunlop    | Health Aspects of Large-Scale Water Development Projects |
| <p>Required Reading: C.C. Hughes and J.M. Hunter. "Disease and Development in Africa" in <u>Social Science and Medicine</u>, Vol. 3, pp. 443-493, 1970.</p> <p>Additional reading to be announced.</p>  |                 |  |
| Aug. 24   | Wilfred Morris  | Medium Scale Versus Small Scale Irrigation Projects      |
| <p>Required Reading: Ed. W. Sparling. "A Survey and Analysis of Ex-Post Cost-Benefit Studies of Sahelian Irrigation Projects." Department of Economics, Colorado State University, Fort Collins, 1981. Mimeo.</p> <p>J.L. Boutillier. "Irrigated Farming in the Senegal River Valley." Paper presented to the Workshop on Sahelian Agriculture, Purdue University, May 1980.</p> <p>CILSS. "The Development of Irrigated Agriculture in the Sahel, Review and Perspectives." Club du Sahel, CILSS, April 1980, Sahel D (80) 75.</p> |                 |  |

<u>Date</u>	<u>Speaker</u>	<u>Topic and Readings</u>
Aug. 27	Alberto Valdés	The Role of the State in Food Policy
Required Reading: John Mellor. "Facing the Food Challenge in sub-Saharan Africa." Statement to the IFPRI Board of Trustees Meeting at the University of Ibadan, Nigeria, February 9-13, 1981.		
Uma Lele and Wilfred Candler. "Food Security: Some East African Considerations" in <u>Food Security for Developing Countries</u> edited by Alberto Valdés. Westview Press, Boulder, Colorado, 1981.		
Additional reading to be announced.		

There may be one other session scheduled during the month of August. Students will be notified of changes in dates and additional assigned readings as these become available.

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Appendix E  
BUDGET AND EXPENDITURE REPORT

African Development Program: Masters Training Program in Agricultural Economics for Students from the Sahel  
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
Total	\$ 9,424	\$ 21,436	\$ 40,472	\$ 57,682	\$ 61,131	\$ 60,436	\$ 41,689	\$292,270

Expenditures

<u>Line Items</u>	<u>Total</u> <u>Obligated</u> <u>Funding</u> <u>10/1/76-</u> <u>9/30/83</u>	<u>Expenditures</u>					<u>Total</u> <u>Expenditures</u> <u>Years 1-5</u> <u>10/1/76-</u> <u>9/30/81</u>	<u>Remaining</u> <u>Obligated</u> <u>Funding</u> <u>Years 6-7</u> <u>10/1/81-</u> <u>9/30/83</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>		
Salaries	\$141,350	\$ 6,081	\$ 5,362	\$ 18,550	\$ 37,474	\$ 22,761	\$ 90,228	\$ 51,122
Indirect Costs	89,051	4,035	3,141	11,132	17,487	11,479	47,274	41,777
Fringe Benefits	19,514	964	762	2,897	4,586	3,963	13,172	6,342
Travel/Transportation	33,250	3,950	3,468	4,005	1,441	789	13,653	19,597
Other Direct Costs	9,105	292	1,361	1,838	4,560	2,541	10,592	-1,487
Total	\$292,270	\$ 15,322	\$ 14,094	\$ 38,422	\$ 65,548	\$ 41,533	\$174,919	\$117,351