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Memorandum

FILE COPY

TO : TA/AGR, Leon F. Hesser

DATE: April 11, 1977

FROM : Rural Development 211(d) Selection Team

SUBJECT: Final Team Report

Attached is the final report on the selection team's visit to North Carolina A and T, Florida A and M, Tuskegee, and Alcorn State Universities. We have attempted to identify the interests, resources, capabilities and commitment of these institutions in the general areas of agricultural and rural development, and recommend the two universities which we feel could make the greatest contributions to the efforts of AID, LDC's and other international donors in these areas through 211(d) grants.

In our report, we recommend that discussions on a multidisciplinary 211(d) grant in rural development be initated with:

1. North Carolina A and T State University, Greensboro, N.C.

2. Tuskegee Institute, Tuskegee Institute, Alabama

We also recommend that, when additional resources permit, a multidisciplinary 211(d) grant be initiated with Florida A and M. The report describes our rationale for these and other recommendations.

We hope that our report will assist you and the Technical Assistance Bureau in reaching decisions regarding the proposed grant activities.

Attachment: a/s

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I. Introduction

Section 211(d) of the Foreign Assistance Act of 1966 provided for grants to increase the competence and strengthen the capacity of U.S. educational and research institutions to deal with high priority problems impeding the economic and social development of LDCs. In 1974, AID, through P.D. 62, stated that the goal of these grants is to develop response capabilities in the grantee institutions to serve current and projected needs of LDCs, AID, and other international assistance agencies.

For FY 77, TA/AGR included in its program two new multidisciplinary 211(d) grants to minority land-grant universities in the general area of agricultural and rural development. These proposed grants recognized the growing concern of the Agency for using its resources to aid small farmers and the rural poor. The idea behind them was to adapt and utilize the competence and experience of selected 1890 land-grant universities in designing and implementing programs that effectively reach and assist the rural poor in the United States.

The Agency has a strong commitment to increase the number and quality of minority individuals and institutions involved in its programs. At the same time, minority land-grant universities have expressed their strong interest in strengthening their competence and adapting their expertise to assist AID and LDCs in designing and implementing rural development projects and programs.

TA/AGR presently has two grants to minority institutions in agricultural development; Virginia State College and Southern University. These grants were made in 1972. Utilization of the capacity created by these grants is now being emphasized; various AID offices are drawing on the capabilities which have been developed.

The purpose of the new grants is to assist the selected universities to increase their competence and develop their capability to assist LDCs in planning and implementing rural development projects. The grants are expected to focus on the expertise needed to support the programmatic requirements of AID, LDCs and other donors in the areas of project design, implementation and evaluation.

This report represents the findings of a on-site selection team charged with the responsibility of assessing the interests, resources, competence and commitment of four minority institutions in the area of agricultural and rural development. The sponsoring technical office (TA/AGR) identified the institutions which were visited through a preliminary screening process and establishing criteria for selection in accordance with Handbook 13, Chapter 2, Section 2D (Attachment A). The four institutions visited were:

(1) North Carolina Agricultural and Mechanical University, Greensboro, N.C.

(2) Florida Agricultural and Mechanical University, Tallahassee, Florida.

(3) Tuskegee Institute, Tuskegee Institute, Alabama.

(4) Alcorn State University, Lorman, Mississippi.

The on-site selection team, which visited these institutions during the period January 25 - 31, 1977, consisted of:

Mr. Alfred Harding, TA/AGR/ESP - Team Leader
Dr. Willie A. Whitten, AFR/DR
Dr. Lehman Fletcher, Iowa State University (Consultant)
Dr. McKinley Mayes, Coordinator, Special Programs (1890 colleges and universities), USDA/CSRS

In addition, Ms. Rose Robinson, recently appointed Special Assistant for Minority Involvement, AA/TA, accompanied the team and contributed valuable observations and insights to discussions with university officials. The team report is divided into three sections:

- A narrative section based on the discussions held with and information received from university representatives at each institution visited and conclusions drawn as result.

- General observations which may be of assistance in future 211(d) grant selection team discussions.

- Recommendations to the Office of Agriculture, TAB.

The team is most appreciative of the time and responsiveness of the four institutions visited and of the staff support work of the Division of Economics and Sector Planning, TA/AGR.

II. Narrative Report

A. North Carolina Agricultural and Technical State University

The team visited North Carolina A and T State University on January 26, 1977. Representatives from the Departments of Economics/Agricultural Economics, Sociology and Social Services, Agricultural Education, Political Science, Home Economics, Psychology and Education as well as the School of Agriculture, the Agricultural Extension component and the Office of Research Administration were present during the meeting. After the team leader discussed the 211(d) program in general and the proposed project, the team began discussions concerning the three broad criteria established.

1. Existing competence and/or interest in agricultural and rural development (using multidisciplinary approach) with economics/agricultural economics serving as the base.

a. A and T has a joint Department of Economics/Agricultural Economics within the School of Business and Economics. The faculty presently numbers 14 (12 with Ph.d's); 6 full-time agricultural economists, 5 full-time economists and 3 part-time economists offering undergraduate degree programs in economics and agricultural economics. A and T also mentioned that it has petitioned the N.C. Board of Regents for a graduate degree program in Agriculture and Applied Economics, which would have concentrations in Agro-Business, Agricultural Education and Economic Development

The team found evidence which indicates consonance between AID and the university's interest in agricultural and rural development such as:

Several members of the Department of Economics/Agricultural Economics have obtained some overseas experience through a variety of programs and projects with AID which include:

-- Departmental participation in an AID contract (through a consortium arrangement with Ohio State and West Virginia Universities) providing technical assistance (assisting in the development of a post-graduate program for advanced agricultural degree holders) to the University of Makerere in Kampala, Uganda (Dr. Sidney Evans spent 22 months there). The contract ended in 1973 because of the political situation there.

-- Coordination and administration of the AID-sponsored Cooperative Work-Study Program, involving advanced undergraduate economics and agricultural economics majors from predominantly black colleges and universities. The department recruited students with high levels of scholastic performance, participated in the review and selection of candidates, and taught the participants economic development courses on its campus. As part of their training, the participants were assigned to AID missions to assist them in various

aspects of their economic development programs and each produced a term paper as a result of this experience. Drs. Anwar Khan and Richard Robbins supervised the research and training of the participants over the five-year period (1972-76) the program was in operation. The Department, in following up on the present activities of former program participants, found that many of the 58 participated were either employed, pursuing graduate programs in, or contemplating careers in international development work.

-- Currently, A and T's School of Agriculture has a contract with AID (under an arrangement with West Virginia University) to assist the Ministry of Agriculture in Tanzania in training essential agricultural manpower. Dr. F.C. Webb, Dean, School of Agriculture has served as A & T's campus director for this project and Dr. William Reed, a recently retired AID employee is the present director.

b. Rural Sociology - A & T's rural sociology thrust must be placed within the Department of Sociology and Social Services. The department offers at least one rural sociology course per semester (in addition to other sociology courses) and has undergraduate degree programs in sociology and social services. The Department has 15 faculty members, approximately 9 of which have Ph.d's. There are no rural sociologists within the department; however there are two rural sociologists who work with the A and T component of the Agricultural Extension Service. One of these professionals has had some overseas exposure, serving as a consultant to Africare Inc. in Niger. A and T indicated that it plans to place a higher priority on rural sociology irrespective of grant support.

A and T has only one anthropologist who teaches two courses within the Department of Sociology and Social Services. He has had some field research experience in Trinidad, working towards the Ph.d. degree. He also has established working relationships with individuals involved in international development work in Nigeria and Sierra Leone.

c. Agricultural Extension - the Extension Service component of A & T involves the School of Agriculture and the Department of Home Economics. The research effort in Extension at A & T is a cooperative and coordinated one, involving resources from N.C. State University. The rural sociologists alluded to earlier are employed as community resources development specialists working in 22 of 100 countries in N.C., performing in-depth analysis of the social, economic, demographic and other characteristics of the communities. The community people participate in the planning, implementation and evaluation processes. The extension personnel feel their experiences have implications for selected developing countries.

d. Agricultural Education - The Department of Agricultural Educations offers both the B.S. and M.S. in agricultural education. Students are placed in rural communities for practicum and work experience purposes. Course content and faculty competency indicate a commitment to assisting and instructing people in rural areas.

e. A & T's Transportation Institute and Center for Manpower Research and Training both foster a multidisciplinary approach to problems in their respective areas. The Transportation Institute's instruction and research focuses on transit and the movements of people in low population density areas, involving faculty and students in the Departments of Economics/Agricultural Economics, Industrial Technology, Sociology, Psychology and Guidance. The Center for Manpower Development focuses its research and training on problems affecting blacks both in and out of the labor force. It involves faculty and students from the Department of Business Administration, Economics, Industrial Education, Industrial Technology, Psychology, Guidance and Sociology and Social Services. In addition, A and T also has an Institute for Research in Human Resources which investigates problems that persist for people living under conditions of cultural, social, economic or educational deprivation. The Institute places emphasis upon acheiving new approaches and solutions for human resources development problems. Participating faculty members (who have research associate status with the Institute) from the Departments of Economics, Sociology, Psychology, Political Science, Business Administration, Business Education, Architechural Engineering and Education as well as resources from the involved communities have some input into the Institute's work.

General Observations and Comments

-- The technical aspects of all contracts and grants are administered by the school and departmental entities involved. Overall administration, management and coordination of research is handled by the Office of Research Administration, which answers directly to the University Chancellor. A and T indicates that the existing organizational structure should be able to accommodate a multidisciplinary rural development grant; however they also stated that if necessary, a new entity could be created for this activity.

-- A and T seems willing to tie into institutions performing work on problems concerning rural development as evidenced by its relationships with the University of Michigan's Center for Economic Research and Development, its present consortium arrangement in Tanzania and its future consortium involvement in the South-East Consortium for International Development in the South-East Consortium for International Development (SECID).

2. Commitment of N.C. A & T to International Development

a. A and T mentioned that the State of North Carolina is commited to having its institutions involved in international development work. They

pointed to Duke and N.C. State Universities as well as the University of N.C. as prime evidence of this commitment. A and T's Chancellor, Dr. Lewis Dowdy who also presently serves as president of NASULGC (National Association of State Universities and Land Grant Colleges) expressed his willingness to commit University faculty resources and students to the kind of international involvement alluded to in the team's presentation.

b. A and T regards the involvement of faculty and students in international developent work through a grant of the nature proposed as complementary to increasing and improving the quality of its teaching, research and extension functions. They also mentioned this work would involve both senior and interested junior level faculty members.

c. Through its work in Uganda, A and T has established an international network of libraries where various kinds of information are exchanged. The network includes A and T's library as well as institutional libraries in Nigeria, Tanzania and Uganda. The network cotinues to operate even though A and T is no longer working in Uganda.

d. Foreign faculty members comprise approximately 10% of total faculty population at A and T; most of these faculty members are from Korea, Taiwan, Pakistan and various countries in Africa. Foreign students at A and T represent approximately 10-15% of the total student population.

3. Receptiveness to Long-Term Involvement

a. A and T sees long-term involvement as necessary to realize the true impact of its participation. It sees linkages, faculty and student exchange, joint research, development of special curricula and programs as essential to develop its capacity to assist developing countries. They maintain that their approach to problem-solving is a joint, collaborative effort between the people facing the problems, the area leadership and their faculty members. They indicate that this approach has been extensively used in their rural development work in N.C. Even though their prior overseas involvement as an institution may not indicate it, they appear to have the capabilities to apply their collaborative, joint problem solving approach to developing countries.

b. A and T seems to be able to accept long-term international involvement of institutional resources as evidenced by their work in Uganda (2 years), Tanzania (3 years) and Kenya (2 years).

c. A and T maintains that it has responded favorably to requests for assistance in the areas of its competence. Involvement in problem identification, design, analysis and evaluation work in developing counries has primarily been on an individual basis, but the University has indicated its willingness to involve its resources in these activities. They have a strong concern for the identification, design, analysis, planning and evaluation

processes. Most of their domestic work has emphasized these concerns.

d. A and T cites their past involvement, both institutionally and individually, with AID as indicative of their interest and commitment and maintain that such involvement strengthens and supports the long-term goals of the University, which center around preparing its students for the environment they will face in their fields of endeavor.

Conclusions

a. A and T has the capacity in economics/agricultural economics to become involved in a 211(d) grant program where these disciplines serve as a focal point for a multidisciplinary approach to rural development problems. Their present staff capacity in these disciplines supports this.

b. Several Economics/Agricultural Economics faculty members have had some overseas experience either individually or through contractual/consortium arrangements.

c. They appear to be weak in the social sciences (particularly rural sociology and anthropology) and apparently do not have the faculty to teach several rural sociology courses which have already been established. A and T did mention that they planned to re-institute these courses irrespective of grant support.

d. Despite the lack of information provided in this report on A and T's School of Agriculture, the team feels that the various departments within this entity have the capacity to play important supportive roles in the kind of grant activity proposed. Their prior overseas involvement indicates that this school's program and faculty is held in high esteem.

e. Through prior overseas involvement, A and T has assisted institutions in several African developing countries. They also have established relationships with a number of U.S. universities through exchanging faculty, joint research, etc.

f. A and T's approach to problems in domestic rural areas appears to be multidisciplinary. Their work involves faculty from various departments and there is a clear understanding of the role and importance of problem identification, design analysis, planning and evaluation of research results. There is also a genuine appreciation for the collaborative, joint problem-solving approach to rural development problems.

g. From the information the team received, A and T's administrative and management capabilities for handling contracts and grants is adequate. Management responsibility for the kind of grant proposed would be coordinated by the Department of Economics/Agricultural Economics, which now

handles multidisciplinary activities in the Transportation Institute and Center for Manpower Research at A and T.

h. A and T has exhibited interest in and commitment to international development involvement, both short and long-term, through its individual and institutional contractual/consortium activities outlined earlier in this report.

B. Florida Agricultural and Mechanical University

The team held discussions with university representatives at Florida Agricultural and Mechanical University (FAMU) on January 27, 1977. After presenting our proposal and answering many questions related to it and the 211(d) program in general, the team proceeded to discuss FAMU's interests, capabilities and resources as they relate to the proposal. Faculty representatives from the College of Science and Technology, School of Business and Industry, the Departments of Social Sciences, Economics, Psychology, Education, Political Science as well as the Cooperative Extension Service component on the campus, and the Division of Rural Development were present during the team's visit.

1. Existing competence and/or interest in agricultural and rural development (using a multidisciplinary approach) with economics/agricultural economics serving as the base.

a. FAMU has a Department of Economics which is in the School of Business and Industry. The department presently has nine (9) faculty members and approximately five (5) hold Ph.d's. The department offers an undergraduate degree program in economics. There is also an undergraduate degree program in agri-business, which offers options in agricultural economics, agri-business, rural development and public policy. This degree program is in the Division of Rural Development, which is part of the College of Science and Technology. This division also has undergraduate degree programs in the agricultural sciences. There is one agricultural economist at FAMU.

b. Most of FAMU's rural development research has been carried out in the Division of Social Behavioral Sciences primarily by Dr. Jogindar Dhillon, a sociologist, through USDA/CSRS funding. Dhillon's research is primarily focused on ways to alleviate rural poverty in several counties of Florida which serve as laboratory areas for the conduct of the research work. Specific research topics which have been investigated by Dhillon include:

1) Characteristics of Rural Low-Income Families in Florida.

2) Information Consumption by Low-Income Families to Reduce Rural Poverty in Florida.

3) Attitudes of Persons in Different Socio-Economic Classes Towards the Poor.

In the Division of Social and Behavioral Sciences, there are eight (8) faculty members in sociology, eight (8) in psychology, and four (4) each in public administration and political science. This division offers undergraduate degrees in sociology, anthropology, psychology,

political science and public management. The division also has a master's degree program in Applied Social Sciences, with concentrations in ecomonics, political science, sociology, anthropology, and public administration which is three years old. A rural sociology course is offered at the undergraduate level.

c. FAMU has a Center for Developing Communities and Nations, which serves to bring together faculty members and students from various disciplines to focus on problems affecting low-income people in Florida communities and developing countries. FAMU also has an undergraduate degree program in international development, which is coordinated by the Center. The program features core courses in international development, where students can specialize in a particular area or region of the world. It also has a component for professional training in disciplines which include education, science and technology, business and economics, agricultural economics and nursing. Through the international internship, which comes toward the end of the course of studies and last from three to six months, students live and work in a developing community in Africa, Asia, Latin America or the Caribbean. Presently, ten faculty members--three from the School of Business and Industry (SBI), and seven from departments outside SBI are involved in the program. Twenty students are currently pursuing this degree program which is in its first full academic year.

d. Through the School of Business and Industry (SBI), FAMU has an on-going community development project in Gretna, Florida which features community participation in the planning process. The project utilizes an interdisciplinary approach to solving problems of the community involving faculty members from various departments in the SBI on an ad-hoc basis to participate in different phases of the planning and project development processes with Gretna community leaders. The SBI believes there are similarities between the problems affecting the people of Gretna, Florida and those of people in selected developing countries.

General Observations and Comments

-- FAMU has indicated its willingness to work with domestic and international institutions concerned with rural development problems through their continued support for activities such as Dr. Dhillon's socio-economic research and SBI's Cameroon work.

-- The team feels there is considerable interest among the faculty members present during the discussions in participating in international development work and FAMU has written several proposals to AID for funding in various aspects of rural development.

-- It would appear that FAMU would have to create an entity which could properly coordinate, administer and manage a grant of the kind proposed by the team. The Center for Developing Communities and Nations could also facilitate the establishment of such an entity. The School of Business and Industry (in cooperation with the College of Science and Technology) also appears to be a suitable entity for administrative/management aspects of this kind of grant. SBI's Dean, Dr. Sybil Mobley has experience working in developing countries, and also the leadership qualities and management capabilities to handle a 211(d) grant in the area of rural development.

2. Commitment of FAMU to International Development

Florida A and M's commitment to international development goes beyond their institutional boundaries. It is a commitment which is shared not only by other schools in the Florida State University system, but the Florida University Board of Regents and the Florida State legislature also see the need to assist developing countries with the information, technology and resources which can be made available in Florida state-supported universities. As a single institution within the Florida State University system, FAMU has demonstrated its commitment to international development in several ways:

a. It has established the Center for Developing Communities and Nations, which also sponsors an undergraduate degree program in international development. Both the Center and the international development program have been described in Section A.

b. FAMU has performed work under an AID contract in Keyna--training agriculturalists.

c. The School of Business and Industry in cooperation with the College of Science and Technology, are presently assisting small businesses in Cameroon under a services contract.

Of FAMU's total student enrollment roughly 8% are from foreign countries; approximately 15% of FAMU's faculty members also are from foreign countries. These students and faculty members have helped to enlighten FAMU with regard to the problems faced by people in other parts of the world, particularly developing countries. The international development degree program is an out-growth of FAMU's increased awareness of these problems. The program's director, Dr. Christopher Egwin, an Economics faculty member from Liberia is attempting to develop the program around the problems in developing countries and the contributions which FAMU students and faculty can make to understanding and solving them.

3. Receptiveness to Long-Term Involvement

1. FAMU seems to appreciate the joint problem-solving aproach, as shown in their Gretna community development work, where community members get involved in most of the decision-making processes.

2. Through the Gretna project, FAMU has demonstrated that it can approach joint problem solving in a collaborative/cooperative manner, and various disciplines within the University can work together. FAMU's overseas involvement in Cameroon also fosters this approach with technicl experts from its College of Science and Technology working with faculty from the School of Business and Industry to solve problems that affect small businesses in Cameroon.

3. They also recognize that specific skills are needed by AID and the developing countries to assist in strengthening the capabilities of LDC's, and they are willing to become involved in learning these skills.

Conclusions

a. FAMU has adequate capacity in economics, but is relatively weak in agricultural economics; therefore these two disciplines together could not serve as a focal point for a multidisciplinary approach to rural development problems. However, the School of Business and Industry, with its focus towards developing the capabilities of small rural businesses and entreprenuers, could serve to coordinate a multidisciplinary approach to these problems.

b. Agriculture (which the selection team considers to be an important complement of the proposed grant) at FAMU appears to be weak. In the Social Sciences however, there is considerable strength; the master's program in Applied Social Sciences attests to this fact.

c. Most of FAMU's applied rural development work has actually been community development--identifying and analyzing the problems and needs of a particular community and working with that community to increase and improve the economic base and the social services available to it. It does appear that this work is applicable and maybe replicable in selected LDC's.

d. The majority of their rural development research work is being done under projects with USDA/CSRS, primarily by one sociologist (Dr. Dhillon). His work appears to be of analytical research nature, and not an action-oriented nature involving collaboration among the various elements of the community and leading to adaptible and/or testable solutions.

e. FAMU's international development program and its contract work in developing countries indicate its commitment to international development work. The degree program in this area will help in developing and strengthening FAMU's linkages and relationships with institutions in developing countries.

C. Tuskegee Institute

The team held discussions at Tuskegee Institute on January 28 and 29, 1977 (two half-day sessions). The Dean of the School of Applied Sciences, as well as faculty members from the Departments of Agricultural Sciences, Home Economics and Food Administration, and Agricultural Education, the Divisions of Social Sciences and Behavioral Sciences and the Human Resources Development Center were present during these discussions.

1. Existing competence and/or interest in agricultural and rural development (using a multidisciplinary approach with economics/agricultural economics serving as the base).

a. Tuskegee has an economics department within the Division of Social Sciences. The faculty in economics numbers six (6) providing an undergraduate degree. There is also one agricultural economist who teaches economics and works with the Rural Development Center, part of the Division of Behavioral Sciences. One or two of the faculty members has had some international development experience. The department as a unit has not participated in any overseas contracts.

b. Sociology - Tuskegee offers undergraduate degrees in Sociology and Social Work within the Division of Social Sciences. There are one or two courses within this division in rural sociology and anthropology. The division in rural sociology and anthropology. The division does not have an anthropologist. There are two other courses in the division which provide students with the theoretical framework and analytical research methodologies needed to carry out different types of social science research.

c. Agricultural Education - The Department of Vocational Technical and Adult Education offers an undergraduate degree in agricultural education. The faculty and students in agricultural education participate, on an ad-hoc arrangement, in the outreach activities of the Human Resources Development Center. There is also a master's degree program in agricultural education at Tuskegee which prepares students for leadership roles in agricultural extension, human resource and community development and agricultural sciences.

d. The Division of Behavioral Sciences at Tuskegee is not a degree-program unit, but is a part of the Carver Research Foundation. The research work of this division focuses on problems related to rural development, poverty and its alleviation. The Rural Development Center is part of this division and involves faculty and students in academic units other than the natural sciences. The division and the center are primarily engaged in empirical (analytical) research into the problems affecting low-income people in rural Alabama. These two entities also assist the Human Resources Development Center at Tuskegee in the design of project proposals and evaluation of its on-going projects. It has an AID contract to develop evaluation tools and

methodology for use in developing countries.

e. The Human Resources Development Center (HRDC) focuses on "outreach" programs to help meet the health, social, economic, educational, cultural and training needs of lower-income families in Alabama. It aims to make a sustained and lasting impact on the relief of poverty by helping poverty--enmeshed people to help themselves. Programs are implemented, coordinated and supported by the Cooperative Extension Service, Division of International Relations and Services, Division of Conferences, Institutes, Workshops and Public Relations and General Extension. The Cooperative Extension Service program is administered through a cooperative effort between Auburn University, Alabama A and M University and Tuskegee Institute. Some examples of the types of services HRDC has provided include:

(a) Technical Assistance in Self-Help Housing for Rural People.

(b) School of Veterinary Medicine's mobile units which service the health needs of farm animals of small, poor farmers.

(c) Providing assistance to small businesses and individuals, ranging from helping them to acquire loans to bookkeeping, money management, and inventory record keeping.

General Observations and Comments

-- The Carver Research Foundation (CRF) serves as the overall administering entity for research contracts and grants at Tuskegee. Administration and management of these activities rest with the organization within CRF concerned with the problem area to be addressed. For this kind of grant, it appears that a collaborative effort between the Human Resources Development Center and the Division of Behavioral Sciences Research would be desirable since HRDC focuses on the implementation aspects of rural development. The Division of Behavioral Sciences Research now lacks the resources necessary to perform their work on a larger scale.

-- Tuskegee has been involved in inter-disciplinary programs and projects, through the domestic outreach work of HRDC. It appears that with some strengthening in the problem identification/design process, Tuskegee's approach to the problems faced by people in rural Alabama could be adapted to solve similar problems in LDC's. It should be noted that several teams from AID have visited Tuskegee to find out more about their rural development work and how it may have applicability to LDC's.

-- Tuskegee Institute sees its future involvement in the South-East Consortium for International Development (SECID) as a way to further involve itself in international programs. It has been

involved in international development work since 1908 (in Togo) and remains committed to helping people to help themselves.

2. Commitment of Tuskegee to International Development

a. Even though the team did not have an opportunity to meet with Tuskegee Institute's president, Dr. Luther Foster, other administration officials and faculty indicated that Tuskegee was firmly committed to international development work as exemplified by its future patticipation in SECID, individuals participating on several AID project design and evaluation teams and its overseas contracts.

b. In additIOn to the AID contract with the Division of Behavioral Sciences Research, Tuskegee presently has a 211(d) grant in the area of ruminant livestock production which is administered and managed within the Department of Agricultural Sciences. The grant has enabled Tuskegee to establish a linkage with Guyana, where they are working, as part of a livestock consortium (Texas A and M, University of Florida and Purdue University also have 211(d) grants in livestock) to develop a comprehensive "systems model" for ruminant livestock production in the tropics. The grant will end in June, 1977 and utilization of the capacity in this area is contemplated.

c. Foreign students represent roughly 5% of Tuskegee's total student enrollment, the majority of them from Nigeria, China, West Indies and Guyana.

d. Tuskegee sees the proposed grant as an opportunity to further involve its faculty and students in international development work through faculty/student exchange programs with LDC's and joint problem-solving.

3. Receptiveness to Long-Term Involvement

a. The team feels that Tuskegee has indicated its interest in long-term international involvement through its present AID contract and grant, and also by proposals sent to AID for possible consideration. Tuskegee does not appear to be optimistic about the possibilities of utilizing the capacity developed under this kind of 211(d) grant. The team feels that alternative ways of utilizing the capacity developed under the proposed rural development 211(d) grants should be explored early enough so that grant support can be phased out.

b. Tuskegee has a genuine interest in the problems of rural people in developing countries. The approaches to these problems should be collaborative/cooperative and involving national, regional and local governments, as well as the target population leaders, in the identification, design, analysis, and evaluation of projects. Tuskegee, through HRDC has placed more emphasis on implementation and direct assistance to rural people. The team feels that through a cooperative effort between HRDC and the Division of Behavioral Sciences

Research, Tuskegee's emphasis on, and concern for, the analytical joint problem solving approach will increase.

Conclusions

a. Tuskegee has a small, but capable staff in econmics. The agricultural econmics staff is very weak; however the agricultural sciences program (offering undergraduate and graduate degrees in Plant, Soil and Animal Sciences) is strong and can serve to complement a 211(d) grant program in rural development and offset Tuskegee's deficiences in agricultural economics. It should also be mentioned that the agricultural science disciplines have worked collaboratively on research projects.

b. The social sciences (particularly rural sociology and anthropology) do not appear to be strong at Tuskegee; however the Division of Behavioral Sciences Research has a small, competent staff which clearly understands the importance of problem identification, analysis, planning, etc. and can apply the analytical tools necessary in decision-making processes ooncerning the allocation of resources among alternative uses.

c. Tuskegee has had a substantial number of individuals involved in overseas projects, some in activities which may be considered rural development. At Tuskegee there is probably more international development experience than at any other minority institution.

d. They have an active outreach program within the Human Resources Development Center, which draws on faculty and students on an ad-hoc basis.

D. Alcorn State University

The team entered into discussions at Alcorn State University on January 31, 1977. Faculty members from the Departments of Social Sciences and Education and the Division of Agriculture and Applied Sciences as well as the campus branch of the Cooperative Extension Service were present during these discussions.

1. Existing competence and/or interest in agricultural and rural development (using a multidisciplinary approach) with econmics/agricultural economics serving as the base.

a. Alcorn State has a Department of Social Sciences where students can pursue undergraduate degree programs in Economics, History, Sociology and Social Services, Political Science and Social Science Education. There are three (3) faculty members teaching Economics. Agricultural Economics has four (4) faculty members and there is an undergraduate degree program in agricultural economics within the Department of Agriculture. Other undergraduate degrees within this department include agriculture education, general agriculture, agronomy, animal science, pre-forestry and pre-veterinary medicine. None of the faculty members in Economics or Agricultural Economics have any overseas experience. Alcorn offers a Master's degree in Education, with concentrations available in economics and each of the agriculture disciplines mentioned above.

b. There is one rural sociologist at Alcorn among the Sociology and Social Services faculty. This faculty member has not had any overseas experience but is involved in the University's rural development work in Mississippi.

c. Alcorn's participation in interdiscipinary academic programs is limited. Through a project from a Title III grant, Office of Education/HEW, Alcorn has an interdisciplinary studies programs. Its participation in programs with other universities is also limited. Intra-university involvementis primarily with Mississippi State University on Cooperative Extension Services (CES) or Cooperative State Research Service (CSRS) projects, which facilitate the exchange of faculty.

d. All of Alcorn State's work in rural development has been in Southerwestern Mississippi either through CES projects. The CES serves as the "delivery arm" for research work and is a part of the overall extension program in Mississippi. The CSRS work is where most of the investigative reserach is performed. Rural development (specifically socio-economic problems of rural people in S.W. Mississippi) is the focal point for most of this research. The CSRS rural development projects do have a multidisciplinary approach utilizing the faculty and students from various disciplines as they relate to the problem being investigated.

e. Faculty representatives from Home Economics and Agricultural Education were also present during discussions.

General Observation and Comments

-- Alcorn State's present staff capacity in economics and agricultural economics is weak. They have had no international involvement. One agricultural economist and one economist participate in the rural development research work of the Alcorn State University Branch Experiment Station, which consists primarily of CSRS funded projects. This research work appears to be relevant as it relates to similar problems in developing countries but Alcorn does not presently have the staff resources to become involved as an institution in international development work. It does, however, have individual expertise.

-- The Social Sciences (sociology, anthropology, etc.) at Alcorn also lack adequate staff capacity to become involved as a unit in the type of activity proposed.

-- Alcorn has not established linkages or ties with developing countries. There are only about 12 foreign students at Alcorn out of a total enrollment of about 3,000 students.

2. Commitment of Alcorn State to International Development

a. Alcorn, as mentioned earlier, has not ever been involved in international development work. They are presently evaluating the utility of their involvement and participation in the proposed South-East Consortium for International Development (SECID).

b. They do see participation in international development work as an opportunity to broaden the cultural perspectives of faculty and students. However, their present commitment appears to be to the people in Mississippi, especially the rural areas of Southwest Mississippi and therefore, they must examine the question of international involvement in terms of the costs incurred and benefits derived to the university from this involvement.

3. Receptiveness to Long-Term Involvement

a. Alcorn understands the collaborative joint problem-solving approach, since they employ it in their rural development work in Mississippi. As stated earlier, however, they are not sure to what extent they are able to participate, from an institutional standpoint, in international development work. Since they have not had any faculty members (in the disciplines examined) involved in overseas work, the question pertaining to their

interest in long-term involvement appears to be moot. Once some of their members gain overseas experience and exposure, however, it is anticipated that their interest will increase. (See Section IV - Recommendations Alcorn State University).

Conclusions

1. Alcorn has limited experience in international development - among its individual faculty members and as an institutional unit. Its ability to participate as am Institution in international development work is also limited.

2. They are weak in economics, agricultural economics and the social sciences.

3. There are relatively few foreign students at Alcorn. When coupled with the fact that virtually none of the faculty members have had any international involvement, it does not seem practical to involve this institution in a project such as the one being proposed.

4. Alcorn does, however, possess objectivity in their approach to rural development problems in Southwest Mississippi. They utilize a joint problem-solving approach in their research--involving people and institutions in the rural areas in which they work--and assisting in implementation of research solutions to these problems through its outreach program. They clearly recognize the need to assist people in developing their capabilities to analyze their own problems and make their own decisions concerning them.

III. General Observations

1. At each institution, there was a lack of understanding about the 211(d) program. The team felt the need to explain the present policy pertaining to 211(d) grants and the process by which a grant is ultimately awarded to an institution.

2. There also was a lack of knowledge about the differences between a 211(d) grant and a contract for specific services. The team was beset by questions centered around "what AID wants us to do" at all four institutions.

3. The concept of rural development was generally considered by most of the institutions visited to be all-encompassing. This was apparent from the faculty members representing disciplines such as home economics and nutrition who were present during the discussions. All of the institutions interpreted their "community development" work and extension/outreach work as rural development.

4. Most of the institutions visited mentioned that AID teams had visited their institutions in the past and not much international involvement resulted from such visits. Most of them, however, did tend to look optimisticly at this team's visit by the end of the discussions with them.

IV. Recommendations

A. General

1. The Technical Assistance Bureau, which administers and manages most 211(d) grants should seek and adopt ways to increase information and knowledge about the program among the minority colleges and universities. The team feels this will minimize the amount of time spent explaining the grants program, its objectives, the differences between 211(d) grants and contracts, and the process by which AID enters into 211(d) grants.

2. TAB should undertake to improve and strengthen criteria for selection of prospective 211(d) grantees, especially as it relates to the participation of minority institutions. The team feels that it is difficult at the present time, to assess the interests, capabiliities and commitment of prospectives grantees because of the lack of established parameters for each criterion.

3. The team also feels that AID should assess the interests and capabilities of minority institutions in other technical areas such as education, urban development and delivery of health services. Some of these institutions have expertise and interest in other technical areas and AID does not have much information about what the minority institutions have been doing in other areas.

4. As part of future screening and selection for new 211(d) grants, the team believes that other selection teams would be better prepared to discuss the institutions' interests, strengths, course content, faculty, etc., if they had catalogues and information about the problem-area focus of these institutions prior to the on-site visit. This would facilitate discussions between the team and university representatives.

B. Specific

The team believes that North Carolina A and T State University, Tuskegee Institute, and Florida A and M University all have the capabilities needed to administer and manage a multidiscipinary 211(d) grant in rural development, if three grants are feasible. However, if it is the team's responsibility to recommend two institutions for such involvement, then North Carolina A and T and Tuskegee Institute represent the institutions most capable of handling the type of 211(d) grants envisaged. If the team's recommendations are adopted, we would urge that the following information be considered in the discussions pertaining to the design of each grant:

North Carolina A and T

of A and T's competence and expertise in rural development problem identitication, design, analysis and evaluation with economics/agricultural economics serving as the focal point for a multidisciplinary approach.

2. The development of service or delivery capabilities for A and T in rural development should be a secondary objective since they are not currently placing much emphasis on service and implementation.

3. An administrative structure to handle a multidisciplinary development grant should be created prior to final project design discussions to facilitate coordination between academic and research units at A and T.

4. The utilization of A and T's multidisciplinary capacity in rutaL development during the grant to increase competence and strengthen capacity should also be emphasized and planned in the design phase.

Tuskegee Institute

1. The grant should focus on increasing and strengdhening Tuskegee's project implementation and service delivery capabilities since they have considerable strength and resources in these phases of the rural development process. However, it should be emphasized, and adopted as a secondary objective, that Tuskegee develop and strengthen its problem and project design, analysis and evaluation capabilities.

2. The Human Resources Development Center, with cooperation from the Division of Behavioral Sciences Research/Rural Development Center should serve as the focal point for multidisciplinary rural development grant activities.

3. Prior to grant design discussions, the sponsoring technical office should ascertain Tuskegee's willingness to work cooperatively and collaboratively with LDC professionals, host governments and other U.S. institutions similarly interested in this problem area. The style and approach in working with developing countries are important elements in the effectiveness of any grantee's program.

4. It should be emphasized that the training aspect of 211(d) grants is not a primary objective, but one which facilitates achievement of the primary objective(s).

5. Planning for limited utilization of Tuskegee's service delivery capabilities in rural development should be done during grant project design discussions.

The team recommends that when available resources permit, a multidisciplinary 211(d) grant be designed with Florida A and M taking into consideration the following:

1. Increasing and strengthening FAMU's capacity in Agricultural Economics and to a lesser degree, Economics will be necessary.

2. Emphasis should be placed on developing multidisciplinary capabilities to identify, design, analyze and evaluate rural development programs and projects.

3. Any multidisciplinary grant in rural development should look to the social sciences as its focal point. The Center for Developing Communities and Nations could possibly serve as the administering structure.

4. The areas of developing the capacity to assist small businesses and entrepreneurs should also be investigated more closely at FAMU since it offers good potential for the development of a 211(d) grant.

In the interim, the team, suggests that other ways (such as consultancy appointments, serving on project design/evaluation teams, etc.) be immediately explored to tap the resources presently available at Florida A and M and Alcorn State Universities. The proposed South-East Consortium for International Development, appears to offer an excellent opportunity to involve institutions like Florida A and M (which will enable more individual faculty members to become exposed and therefore gain appreciation for international development), and other 1890 colleges and universities in specific activities in developing countries.

ATTACHMENT A

CRITERIA FOR SELECTION

OPTIONAL FORM NO. 10
JULY 1973 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : See Distribution

DATE: December 29, 1976

FROM : TA/AGR/ESP, William C. Merrill

SUBJECT: Selection Process for New 211(d) Grants

This is to outline the process by which the institutions to become involved in the two new 211(d) grants will be selected. Tentatively, the following schools, have been identified (through informal conversations with personnel, peer groups institutions, and personal knowledge) as institutions which should be visited. The institutions, not in any particular order, are as follows:

1. Florida Agricultural and Mechanical University, Tallahassee, Florida - good undergraduate Economics, Agricultural Economics programs - no graduate programs in either-prior involvement in international development work (training agriculturalists in Africa and technical assistance to small businesses in Cameroon)- strong School of Business and Industry (SBI) - SBI has indicated interest in being involved in AID's work. University has recently initiated an international development program.

2. North Carolina Agricultural and Technical State University, Greensboro, N.C. - Strong joint Economics/Agricultural Economics Department - presently petitioning N.C. Board of Regents for Graduate program - Some prior involvement in international development work through contracts (personal services and consortium) - Faculty and Administration interest in development high. - Recognized among peer institutions as having a strong department and curriculum.

3. Tuskegee Institute - presently involved in international development work through its 211(d) grant in livestock and LA Bureau contract in Education field.

- Economics, Agricultural Economics departments—no graduate programs in either - however undergraduate programs in each are generally recognized as good.

- prior involvement by one or two faculty members

- Interest of faculty and administration high

- Has a rural development program in several Alabama countries (In their Human Resources Development Center)

4. . Alcorn State University, Lorman, Mississippi

- has some experience in assisting people in rural areas of Southwest Mississippi (through CSRS funding).

- strengths of economics/agricultural economics, and other social sciences presently unknown.

- some interest in participating in international rural development work.

The criteria for selecting two universities to become involved in the 211(d) grant program must provide the necessary information on which a decision can be based. Therefore I am suggesting the following criteria:

A. Existing competence and/or interest in agricultural and rural development (using a multidisciplinary approach with economics/agricultural economics as the primary discipline) as demonstrated by:

1. evidence of significant congruence of faculty and AID interests in agricultural and rural development.

2. peer institution recognition of competence.

3. course emphasis and degree programs related to problem area.

4. participation in inter-disciplinary programs, research, etc., - both intra and inter-university.

5. past or current work in problem area with LDCs, AID and/or other donors - or domestically.

6. caliber and interest of faculty in related subject matter fields.

7. quality and standing of person(s) assuming leadership for grants, including managerial ability.

8. willingness and/or potential to tie into networks of similarly concerned institutions on the domestic and international scene.

B. Commitment of university to international development scene as demonstrated by:

1. relevant curriculum, research and specialized training—past or present—and number of LDC and/or U.S. LDC development work.

2. institution sees, in proposed grant, an opportunity to broaden and improve the quality of its present involvement in international development.

3. admittance and special treatment of foreign students, particularly from LDCs.

4. willingness to make appropriate faculty available and without penalty to career advancement.

5. extent to which it is administratively and managerially prepared to handle overseas contracts.

6. policy and other actions to integrate overseas, (if any) and home campus activities.

C. Receptive to long-term involvement in assisting and working with AID, LDCs and other interested institutions within the selected problem area(s) as demonstrated by:

1. sensitivity to collaborative and joint problem-solving mode and need for new knowledge and approaches in diffusion of information and technology.

2. interest in quality-of-life considerations and special requirements of RLDC's, where appropriate.

3. interest in skills of concern to AID, e.g., sector analysis and problem identification, program design, project services and evaluation.

Distribution:

AFR/DR/ESAP:SCole
TA/PPU:TEliot
Iowa State University:LBFletcher (Consultant)

ATTACHMENT B

PROJECT IDENTIFICATION DOCUMENT (PID)

NOV 2 9 10 AM '76

OFFICE OF SECRETARIAT

ACTION MEMORANDUM FOR THE DEPUTY ADMINISTRATOR

OCT 27 1976

THRU: ES

FROM: AA/TA, Curtis Farrar

Problem: The Agency needs the help of minority institutions in solving the problems of the rural poor in LDCs. We are asking for your approval to start work on a project to develop the multidisciplinary rural development capacity of two such institutions for this purpose through 211(d) grants.

Discussion: We are attaching a Project Identification Document (PID) which proposes to increase the competence and strengthen the capacity of two minority universities (to be selected) to assist in the resolution of problems affecting the rural poor in LDCs. Specifically, the grants as proposed, would develop the capabilities of these institutions to analyze the factors contributing to rural poverty--in which activity several such institutions have already had pertinent domestic experience--and recommend solutions to enhance the standard of living of the rural poor in developing countries. They would employ a multidisciplinary approach to these problems through the involvement of disciplines such as rural sociology, anthropology, psychology, education, agricultural extension, etc. along with economics and agricultural economics. The latter two subjects would serve as the base for promoting this approach. The grants would be designed to increase the capacity of these institutions to work collaboratively with LDCs, while facilitating limited utilization in LDCs of the expertise in rural development already available at these institutions.

In keeping with the spirit and intent of PD-62 on institutional grants, we submitted this PID to the Research and Development Committee on July 13, 1976 for its concurrence to proceed with further development of the project (specifically the institution selection process and development of grant project statement). The Committee concurred with TAB's decision to utilize the 211(d) grant approach for developing the capacity of minority institutions as the most economical and effective among alternative funding modes. Regional Bureau representatives of the Committee indicated their support for further development of the project because expertise is critically needed. Several Bureaus have also expressed their willingness to assist in developing the grant project statement and selecting the institutions to become involved in this activity.

The Committee, however, expressed the view that the funding estimated for the proposed activity ($500,000 per grant) would be too low to fully support the intended multi-disciplinary involvement at the two institutions. The Bureau has accepted this advice and the PID figure has been increased to the more realistic amount of $750,000 per grant. A total of $600,000

is available in the current program (FY 1977) for initially funding the two five-year grants with the balance of $900,000 to be provided in FY 1979.

The approval of PIDs is a particularly critical stage in inaugurating 211(d) grant projects because the next steps are selection of the proposed grantees followed by our direct discussions with them to develop mutually acceptable grant project statements. We wish you to be involved in this initial decision before we proceed further with the two grants being proposed.

The project was mentioned in the Transitional Quarter write-up of the "Agricultural Economics and Sector Analysis" Grant Activity Data Sheet, page 13 of the FY 1977 Congressional Presentation IPB. The major reason for the increase in the RDA#1 budget from $3.6 million, as reflected in the Data Sheet to $4.4 million in TAB's FY 1977 OYB is that this activity slipped to 1977. A section 113 notification will be prepared and forwarded for your approval with the Project Paper for the proposed 211(d) grants.

Recommendation: That you approve the attached PID.

Approved: John E. Murphy

Disapproved: _____

Date: 11/2/76

Attachment:

1. Project Document Action Form (PDAF)
2. Project Identification Document (PID)
3. Environmental Threshold Determination

Clearance:

AA/PPC:PBirnbaum [illegible] Date 9/11/
TA/PPU:CFritz (draft) [illegible] Date 9/7/
TA/PPU:TEliot (draft) Date 9/7/
TA/AGR:LHesser [illegible] Date 10/26

TA/AGR/ESP:AHarding:ad:9/7/76:X27938

FOR INTERNATIONAL DEVELOPMENT

PROJECT IDENTIFICATION DOCUMENT FACESHEET

TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSACTION CODE: C (A = ADD, C = CHANGE, D = DELETE)

PID

2. DOCUMENT CODE: 1

3. COUNTRY/ENTITY: Interregional - 211(d) Grant

4. DOCUMENT REVISION NUMBER:

5. PROJECT NUMBER (7 DIGITS): 931- 1154

6. BUREAU/OFFICE: A. SYMBOL: TA/AGR; B. CODE: 108

7. PROJECT TITLE (MAXIMUM 40 CHARACTERS): Ag. Econ. Analysis and Rural Poverty

8. PROPOSED NEXT DOCUMENT: A. 3 (2 = PRP, 3 = GPS); B. DATE: MM 02 YY 77

9. ESTIMATED FY OF AUTHORIZATION/OBLIGATION: a. INITIAL FY 77; b. FINAL FY 81

10. ESTIMATED COSTS ($000 OR EQUIVALENT, $1 =

FUNDING SOURCE	
A. AID APPROPRIATED	$1,5
B. OTHER U.S. 1.	
B. OTHER U.S. 2.	
C. HOST COUNTRY	
D. OTHER DONOR(S)	
TOTAL	$1,5

11. PROPOSED BUDGET AID APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	D. LOAN	E. FIRST FY 77 F. GRANT	G. LOAN	LIFE OF PROJECT H. GRANT	I. LO
(1) FN	185I	052		600		1,500	
(2)							
(3)							
(4)							
			TOTAL	600		1,500	

12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each)

13. SPECIAL CONCERNS CODES (MAXIMUM SIX CODES OF FOUR POSITIONS EACH)

14. SECONDARY PURPOSE CO

15. PROJECT GOAL (MAXIMUM 240 CHARACTERS)

To strengthen LDC capabilities and assist LDCs in developing the capacity to analyze their agricultural and rural sectors thus leading to better program and policy choices which improve the quality of life.

16. PROJECT PURPOSE (MAXIMUM 480 CHARACTERS)

To increase the competence and strengthen the capacities of selected minority universities in assisting LDCs in executing programs and projects concerning their economic and social development.

17. PLANNING RESOURCE REQUIREMENTS (IN $000)

Travel, per diem, consultations, Institutional Evaluation process $5,000

18. ORIGINATING OFFICE CLEARANCE

Signature: Leon F. Hesser

Title:

Date Signed:

19. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

I. Summary of the Problem

There is an urgent need in most developing countries to improve the performance of the agricultural sector as a means to promote their overall economic and social development. The current world food crisis is a grave reminder that the rate of growth of world agricultural output is still insufficient. In many developing countries, food production has barely kept pace with population growth, while in Africa and parts of other continents per capita food production has actually declined. This inadequate output growth is in spite of expenditures of hundreds of billions of dollars on agricultural programs, including billions of dollars of external development assistance. The Green Revolution has produced a significant surge in output since the mid-1960s, but primarily of a few basic grains grown largely in irrigated areas. Notwithstanding its demonstration that major output gains are possible and its stimulus of substantial new efforts, the Green Revolution has not solved many problems that require much more attention if LDCs are to have the capacity to produce adequate food for their burgeoning populations in the future.

The situation in many countries is even less satisfactory in regard to objectives other than increasing food production. Improving income distribution, reducing underemployment, raising productivity and levels of living of the rural and urban poor, and maintaining price and balance-of-payments stability, are some of the goals that are being increasingly emphasized in LDCs. More and more, countries and international assistance agencies are placing priority on programs whose benefits will be widely distributed by the output and productivity increasing process itself, rather than deferring concern with equity objectives until adequate output levels have been achieved.

"Rural development" is becoming widely used to reflect the idea that the objectives of agricultural development should include expansion of productive employment opportunities both on and off farms and greater sectoral, regional, and personal equity in the distribution of income and social services--as well as substantial increases in output--if the large number of rural poor in LDCs are to benefit from growth. In this sense, rural development looks at the LDC growth process from the viewpoint of a target population--the majority of people in rural areas who now exist in varying degrees of absolute and relative poverty and whose conditions are tending to deteriorate in many countries as rural populations grow relative to available resources, technology in use and prevailing institutional structures.

This expressed concern of rural development with multiple economic and social goals for the target rural population has not yet produced an adequate analytical framework or an approach that shows how the benefits of the development process can be widely extended to the small farmers, landless laborers, and non-farm workers who constitute the poor majority of LDC rural populations. The need to assist LDCs to develop their own capacity to analyze agricultural and rural development

problems has been identified by AID as a significant problem area. LDCs need to be able to explore a wide variety of kinds of questions about agricultural and rural development analytically--using relevant tools and reliable data. They need to know, for example, how best to allocate resources among different crops. They need to know whether their land, labor, and capital resources are being used efficiently in pursuit of their multiple goals. They need to better understand how agricultural change effects the total economy and how the agricultural sector is affected by growth and change in other sectors of the economy. They need to understand how to affect and organize for participation their population groups that have largely been excluded from past growth processes. At present, most LDCs are unable to obtain useful answers to these questions due to a lack of analytical capability and a poor data base. Nevertheless, in a number of countries, policy makers are beginning to recognize the significance of the questions and the importance of the analytical capability needed to answer them, and to make provisions for agricultural and rural sector analysis in their staffing and budget plans as a crucial component of their overall planning systems.

Following the concern with world food supplies in the mid-60s, the less developed countries and AID began to attach much higher priority to agricultural development. This shift in priorities soon revealed a critical deficiency in the Agency's skilled manpower. To provide the help the developing countries need in the shaping of programs and policies which would substantially increase their agricultural production, research, skilled methodology, sophisticated analysis, and professional expertise are required and can only provided by economists with an understanding of and experience in agricultural development.

The need for trained and experienced agricultural development specialists has continued to increase both within AID and LDCs. Missions, Regional Bureaus, and Central Bureaus have been unable to attract and retain personnel with the skills they need in this key problem area. The deficit supply in talent has been accentuated by the recent strong shift in emphasis in the Agency toward agricultural and rural development objectives, especially in terms of their relationship to small farmer and the rural poor. Needs for additional manpower and analytical results are reflected in the overall agency approach to food production and increased equity and in the country strategies proposed in may of the DAPs.

In light of the aforementioned, the Economics and Sector Planning Division of TA/AGR proposes that two new multidisciplinary 211(d) grants (with economics/agricultural economics as the primary discipline) be established and extended to two minority land-grant universities engaged in agricultural and rural development work. The purpose of these grants is to increase the competence and strengthen the capabilities of the selected minority universities in assisting less

developed countries in planning and executing programs and projects concerning their economic and social development. The 1890 land-grant universities have expressed their strong interest in becoming involved in agricultural development programs in developing countries. Minority participation in foreign assistance activities either through previous 211(d) grant programs, or professional minority staffing within AID, other U.S. government agencies and private consulting firms, qualified to execute R and D programs, is minimal. Comprehensive minority professional training programs, which can generate new talents versed in international development skills and provide needed overseas exposure to existing talent, are virtually non-existant. In general, the grants will be directed towards developing capabilities programmatically required by AID such as project design, analyses, implementation, and evaluation. The grants will also be designed to increase the capacities of the selected institutions to analyze more specific problems such as agricultural marketing and distribution and post harvest losses. The specific kinds of expertise ~~of expertise~~ to be developed will, of course, be dependent upon the capabilities of the institutions selected. However, the general and specific kinds of expertise outlined above are in constant demand by AID missions and developing countries.

As stated earlier, the minority land grant universities have expressed their strong interest in becoming involved in agricultural development programs in LDCs. There is general agreement within the Agency that it needs to involve more minority group individuals in its programs and that the 1890 land grant universities' experience in assistance to small farmers and the rural poor in the United States may be very helpful to AID in designing and implementing small farmer development projects in LDCs. TA/AGR presently has two minority school grants in agricultural economics: Virginia State College and Southern University. These grants were designed in 1971, when AID's emphasis (with regard to grant programs) was on building institutional capacity, and not on developing institutional response capability as now called for. Utilization of the capacity generated by these grants is now being emphasized, and various AID offices and the grantees are identifying opportunities in developing countries where the capabilities which have been developed can be applied.

The grant would enable the selected minority institutions to increase and strengthen competence by providing funds for the following activities:

1. Faculty support

2. Advanced undergraduate and graduate student support.

3. Overseas travel to enable faculty to gain experience in working collaboratively with AID mission and LDC counterparts on specific problems such as marketing, distribution

and post-harvest losses.

4. Release time to allow faculty in these institutions to perform research, consulting, project design, analysis and other technical assistance activities in developing countries for AID, LDCs or other international donors.

5. Sponsorship of visiting professors and guest lecturers in workshops and seminars designed to facilitate the exchange of information and research findings in areas related to the work to be performed under the two grants.

These grants would represent integral components towards the realization of the overall goal of strengthening LDC capabilities to analyze their own agricultural and rural sector thus leading to better program and policy choices which impact upon food production income distribution, employment and other economic and social objectives.

The proposed 211(d) grants would be designed so that they produce specific quantifiable outputs (such as X number of faculty members with expertise in marketing analysis in developing countries, X number of graduate students per year with course work in international economic development, X number of new course offerings related to international development, etc.) rather than the more loosely defined objectives now contained in many of the existing 211(d) grants. This will facilitate implementation, administration and management of the grants by AID and the grantees and will also make evaluation of the grant programs much easier. The specific objectives will depend upon the institutions selected. As a minimum, however, we expect the institutions to develop a training program in economic development and a capacity to assist AID in project activities. Collaborative research with LDCs and other U.S. institutions and performing short-term overseas services by the grantees' core staff committed to international development work will be encouraged. Such utilization of the core staff will be implemented gradually so that it does not disrupt the university program and will be planned jointly between the grantees and AID. Minimum levels of utilization of the capacities at the selected institutions can and will be developed in the design phase of these grants.

The following outputs (which will be further developed in the grant project statement) are expected to be generated by the proposed grants:

1. Increased supply of minority faculty members (engaged in economics, agricultural economics and other social sciences) interested in and pursuing research on economic and social development problems of developing countries.

2. Increased numbers of minority and foreign students trained at the graduate level in economics/agricultural economics and other social

sciences which impact on economic development programs in LDCs.

3. Increased competence of the selected universities in the general area of economic development, particularly as it related to the agricultural and rural sectors, by providing faculty and students with the opportunity to gain practical overseas experience in dealing with economic and social problems confronting LDCs.

4. New linkages and collaborative relationships with LDC institutions.

5. New courses added and existing development courses redesigned to highlight economic development problems in LDCs.

6. Increased knowledge about the production, marketing and distribution systems for agricultural commodities in developing countries.

The life of the project is estimated at five years (FY 1977 - FY 1981). The success of this project will dependent upon the following assumptions:

1. That each of the selected institutions has, and is willing and able to obligate and allocate, the necessary resources at the institution to the project, including administrative and management responsibilities, over the life of the proposed project.

2. That the increased competence which results from the project at these institutions will be made available to AID, LDCs and other international donors with reasonable requests for technical assistance and expertise.

3. That these institutions will establish specialized linkages among themselves and other U.S. institutions engaged in international development work, and develop ties with institutions in developing countries which will enhance the collaborative approach to economic development problems and also offer faculty members of these institutions the overseas experience necessary to make contributions to the overall development effort. It is important to note that AID must be willing to assist these institutions in establishing linkages and collaborative relationships.

4. That these institutions will place increased emphasis on training and preparing advanced undergraduate and graduate students in economics, agricultural economics, and the social sciences, including both domestic and foreign students interested in pursuing international development careers requiring graduate study at institutions of higher education around the United States.

5. That these institutions will carry out research which contributes to the solution of problems in agricultural and rural

development in LDCs, facilitating the adaptability, testing, and transferability of techniques and knowledge and fostering cooperation and collaboration with LDC counterparts.

The grants will be focused in critical problem areas such as distribution, marketing and post-harvest losses as they affect small farmers in rural areas of developing countries. The grant will also enable these institutions to strengthen the capabilities of their respective faculty members to assist AID, LDCs and other intenational donors in the general areas of project design, analysis, implementation and evaluation. As stated earlier, LDCs have a need for technical expertise and knowledge relevant to the specific problem areas to be addressed by the prospective grantees which are serious impediments to the efforts by small farmers in rural areas to increase food production and subsequently increase income and enhance the quality of their lives.

Presently, there are no suitable alternatives to this project which will accomplish the objectives set forth and generate the outputs expected. Several alternatives to the 211(d) grant approach suggested herein were identified and analyzed to determine which if any, could accomplish the objectives. These included research and general technical services contracts, indefinite quantity contracts, cooperative agreements and Title XII. These approaches to involving minority institutions in international development work proved to be impractical and unworkable primarily because of the lack of prior overseas experience and limited capacity these institutions have. The 211(d) grants will enable these institutions to increase their capacity to carry out research and provide technical services relevant to agricultural development programs by working directly in developing countries. Once this project is implemented, LDC planners and technicians at the national, regional, and district levels in developing countries will have additional resources from which to draw when technical assistance is needed. Once the overseas linkages are formed and experience is gained by these selected institutions, AID and LDCs can begin to utilize the technical knowledge, expertise and capacity developed to assist LDCs. It is anticipated that the project will directly benefit the institutions involved, those developing countries in which linkages are established and requests for technical assistance are rendered, and AID. Benefits are also expected to accrue to small farmers, small businessmen and, in general, the poor majority in the LDCs where the technical expertise and knowledge is utilized. (These benefits include application of new techniques, increased productivity, higher incomes, etc.).

II. Financial Requirements and Plans

The cost of implementing two grants over the five year period FY 1977 - FY 1981 is estimated at $1.5 million, or $750,000 per grant. Obligations to the institutions selected will be made for this amount; however, these amounts will be obligated in two separate tranches because of the shortage of funds in the present programming cycle for this project. The first $300,000 for each institution will be obligated in FY 1977. The remaining $450,000 for each grant will be obligated in FY 1979.

The estimated costs of the project will cover salaries and expenses, travel expenses, faculty and student stipends, publications, editorial, clerical and secretarial assistance, supplies and computer/data processing costs to the selected universities engaged in the project. No costs will be borne by LDCs or other international donors. A specific financial plan will be developed in the grant project statement.

A review will be held at the end of the second year of the grants to determine the progress of the selected institutions in meeting the objectives set forth. A second review would also be held, as required, in the fourth year of the grant.

III. Development of the Project

The present staff, with possible assistance from regional bureau technicians is sufficient to develop the project. The following activities deemed necessary to ascertain the feasibility of undertaking the project include:

A. Assessment of the technical, administrative and management capabilities of the institutions selected to administer and implement the project.

B. Assessment of the resources presently available at the proposed institutions selected to carry out the research and training objectives of the project.

C. Consultations with the prospective institutions to determine specific activities which each university will be involved in, research and training activities, amount of resources each institution will devote to the project (faculty, students, administrative assistance, etc.) and linkages established (or to be established) with LDCs. (Note: Selection of the institutions which will be involved in the project will be in accordance with the selection criteria established in AID Handbook 13 - Grants).

The Grant Project Statement (GPS) will be developed in February 1977 by TA/AGR/ESP and will represent an integral component towards the realization of the goal of RDA-1 -- to strengthen LDC capabilities and assist LDCs in planning and performing economic analyses for the purpose of improving their selection of policies, programs, and projects as they affect agricultural and rural development efforts in LDCs.

IV. Issues of a Policy or Programmatic Nature

NONE.

V. Environmental Impact

The proposed project which is intended to increase the competence and strengthen the capacity of the selected institutions in rural development work is not deemed a major federal action (Section 6500.6 CEQ Guidelines) since the project will have no significant effects which affect such aspects of the human environment as air, water, land, flora fauna, or socio-economic conditions. The proposed 211(d) grants are expected to generate the outputs as outlined on pages 4-5 which will have no significant effects on the environment.