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## AGRICULTURAL EDUCATION IN AFRICA THE ORIGIN, PURPOSE AND WORK OF THE FAO SPECIAL PROGRAM FOR EDUCATION AND TRAINING IN AFRICA

(Prepared by FAO)

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AGRICULTURAL EDUCATION IN AFRICA  
THE ORIGIN, PURPOSE AND WORK OF THE FAO SPECIAL PROGRAM  
FOR EDUCATION AND TRAINING IN AFRICA<sup>1/</sup>

Introduction

1. Since the end of the Second World War, and especially during the past decade, the role and importance of agricultural education in Africa has undergone profound and unprecedented change. From being a relatively minor activity principally concerned with the training of junior field staff for work in agricultural extension, forestry and animal health, technical education and training in food and agriculture are now universally recognized as key factors in the whole process of economic and social development in African countries. Agricultural education at all levels, from university faculties through intermediate levels to farmer training, has developed out of all recognition during the past 10 years.
2. A single example will suffice to illustrate this point. In 1955 in the 3 East African countries of Kenya, Tanzania, and Uganda there were 10 institutions devoted to agricultural education with a total full-time teaching staff of 30. By 1965 there were some 60 training institutions for agricultural, veterinary, and forestry training with full-time teaching staff of more than 300. There have been spectacular developments in farmer training in a number of countries and in some the training of women in Home Economics and Agriculture is expanding rapidly.
3. These changes are a direct reflection of a new attitude on the part of governments to the fundamental importance of developing the agricultural and human resources of their rural areas as the most important single factor in social and economic progress and prosperity. The majority of African countries are basically dependent upon agriculture. A very high proportion of the total population live in rural areas and depend for their livelihood upon agriculture and related rural occupations. Expanding population - both urban and rural - is dependent upon local food production for virtually all their needs. Agricultural export crops from the most important sources of industrial enterprises is to no small extent dependent for its continued

<sup>1/</sup> Paper prepared and presented by FAO for the ECA Working Party on Manpower and Training, Addis Ababa, 26 September - 1 October 1966.

growth upon a substantial increase in the purchasing power of rural communities. Agriculture and its associated industries and services still offer the main avenues for employment of the rapidly expanding numbers of young people emerging from the school systems. In these circumstances it is not surprising that African governments are according a very high priority to agricultural development and to agricultural education and training as an essential means to this end.

#### Characteristics of peasant agriculture

4. Whilst in a number of African countries there are valuable plantation industries and a number of other productive cash earning enterprises in crop and animal production, the basic pattern of most countries is still that of peasant subsistence land use. In many cases, various types of cash earning crops or livestock have been superimposed upon traditional agriculture but generally there has been little or no change in the nature of land tenure or the systems of agriculture. It is difficult anywhere to deny the fact that peasant subsistence agriculture is anything but prosperous. Its common characteristics are well known: the laborious and unremitting toil of hand hoe cultivation and the constant hazards of drought and loss of crops and stock through attack by pests, diseases, and wild animals. Family cash incomes from the sale of crop surpluses or livestock products are, in most areas, miserably low and compare very unfavourably with those of paid employment in urban or industrial employment, where this exists. Increasing pressure of population has, in many cases, added to the problems of peasant agricultural production through the fragmentation of holdings and excessive cultivation and over grazing resulting in general soil degradation and decline in fertility. Thus, in many countries, there is the paradoxical situation in which agriculture is at one and the same time the main hope for future progress and prosperity and the "poor relation" or the depressed industry of the country. It is not surprising, in these circumstances, that the education of the school system is commonly looked upon in rural areas as the main hope of escape from the life of toil and poor returns of peasant agriculture. Since in towns and industries there is nothing like enough paid employment to meet the needs and aspirations of large number of young people coming from the rural areas unemployment problems are now common features in many of these countries. Many believe that only the rapid

development of economically viable systems of agricultural production can these urgent problems be solved.

The need for a new image of agriculture and agricultural development

5. It is clear that if agriculture is so fundamentally important to the future of most African countries, there is a need to create and foster the development of a new image of a modern, progressive, and prosperous farming industry which can command public respect and offer a good and reasonable living to farmers and their families. Not only does this imply the intelligent application of the results of scientific research and technical advances to the improvement of peasant agriculture and other forms of agricultural enterprise; even more important still, it involves gaining the confidence and co-operation of millions of small-scale cultivators and pastoralists in national plans for agricultural development. Far too frequently in the past attention has been focussed exclusively upon the technical aspects of crop and livestock improvement whilst little or no attention has been paid to the economic and social factors, so vital in such processes of change. Thus education within the school system and technical education and training thereafter have enormously important roles to play in the creation of new attitudes and the acquisition of new knowledge and technical skills, without which advance in agriculture is not possible.

The FAO Special Program for Education and Training Africa

6. It was this situation and the growing awareness of the urgent need to do everything possible to support and strengthen the development of agricultural education and training which led to the resolution of the Eleventh FAO Conference in November 1961 to establish the Special Program for Education and Training in Africa. Its primary purpose was to assist African countries in planning, strengthening, and expanding the complex of permanent institutions needed for effective and economical training of personnel at all levels and in all the specialized fields of food and agriculture. A second objective was to assist, in every way possible, with technical training schemes designed to meet the immediate needs of countries involved in new and major programs of development. The rapidly changing situation in many African countries and the urgent need for training for the implementation of a wide variety of

development projects, has added further emphasis to the need for support in the development of a sound structure for agricultural education and training within the framework of national agricultural development plans and in appropriate relation to education as a whole.

7. Work of the first biennium was principally concerned with getting the Program established. A headquarters unit in Rome of two professional officers was set up and six regional Agricultural Education Advisers were appointed and posted to selected duty stations in the English, French, and Arabic-speaking regions of Africa in which they could advise and assist groups of countries. Much of the time of staff members during their early service in the field was taken up in making contact with the ministries, institutions, and persons concerned with agricultural education and training and with making preliminary assessment of the problems. In the more specialized branches of technical education such as forestry, fisheries, home economics, horticulture, and animal health, their reports were passed on to the appropriate technical Divisions of FAO. Co-ordination of education and training activities in the broad field of food and agriculture is effected through the Inter-Divisional Working Group which meets at regular intervals.

8. Three seminars on Agricultural Education were organized during 1963: one at Kampala, Uganda, for the English-speaking countries of middle Africa; one at Tripoli, Libya, for the English, French, and Arabic-speaking countries of North Africa; and one at Abidjan, Ivory Coast, for the French-speaking countries of Central and West Africa. UNESCO collaborated with FAO in all three seminars and ILO in the seminar held in Abidjan. These seminars, the first to be held on agricultural education in Africa, provided a most valuable opportunity at which senior government officials, heads of agricultural training institutions, representatives of bilateral aid, and others, were able to discuss all aspects of planning and development in this field and to share ideas and experience. A number of studies were also conducted into the training requirements, at different levels, in specialized fields such as Forestry, Horticulture, Agricultural Economics, Food Technology, Hydrology, and Agricultural Marketing. The report of these

seminars and of the specialist consultants were published and made available to all the countries concerned. A start was also made on the organization of short-term training centres on a range of practical subjects including agricultural marketing, co-operatives and credit, farm mechanization and grain storage.

9. The Special Program was continued in the 1964-65 biennium. Emphasis has continued to be placed upon the need for a proper assessment of future requirements for trained manpower in the agricultural sector of the economy, and for the planning and development of an institutional structure capable of meeting these requirements in an effective and economical manner. This task is not easy because planning of this nature involves a specific request from the government concerned and a considerable amount of detailed work and reference to a number of different departments. The estimation of requirements for skilled manpower is also a relatively new process in which governments are themselves experimenting. Manpower needs in agriculture can only be properly studied within the context of over-all national development plans, the anticipated output of the school system at different levels, and the availability of employment for those who are trained. Within these limitations, several country plans for the development of agricultural education and training have been completed and relevant material for others is being collected. FAO has also participated in a number of UNLSCO Educational Planning Missions and assisted with technical advice on various World Bank project identification missions in Africa. It has also collaborated with ILO and UNICEF on the preparation of special Fund Projects.

10. A number of requests have been received from member countries for more detailed advice and planning in regard to specific projects in the development of training institutions. Advice has been given on staffing needs, teaching facilities, curricula, and costs, in response to requests relating, more particularly, to intermediate level training institutions and various types of farmer training centres. In a number of instances officers of the Special Program have been instrumental in preparing cases which have subsequently been successful in attracting bi-lateral aid for the development or improvement of training facilities. Assistance has also been

given in recruiting principals and Senior Teaching Staff for a number of institutions in cases where governments have included such posts under their NPTA Programs. Considerable help has been given to a number of training institutions in the matter of improving their library facilities.

#### Special Studies

11. Reference has already been made to a number of studies of training needs undertaken by specialist consultants in such fields as Forestry, Veterinary Science, etc. During the 1964-65 biennium further studies were undertaken in regard to Fisheries education and training, Animal Husbandry training, Agricultural Engineering and Farm Mechanization, and in Farmer Training. Owing to the complex nature of some of these studies and the need to include both English-speaking and French-speaking African countries, several of these studies have been continued into the present year. A list of the reports published to date is given as an appendix to this paper.

#### Seminars

12. During the last biennium a further series of international and regional seminars were organised under the Special Program:

- (i) Farmer Training in East Africa - A seminar held at Egerton College in Kenya, March 21st to 30th 1965, to examine progress, problems, and the needs for development of farmer training in East Africa.
- (ii) Agricultural Education and Training at the Intermediate Levels and Farmer Training in Africa - At Ahmadu Bello University, Zaria, Northern Nigeria, 28th June to 7th July 1965. 96 persons participated and 26 African countries (English and French-speaking) were represented.
- (iii) Higher Agricultural Education in Africa - At the Faculty of Agriculture, University of Khartoum, Sudan Republic, 7th December - 15th December 1965. 50 persons participated representing 17 countries (English and French-speaking) interested in the development of higher agricultural education in Africa.
- (iv) Fisheries Development, Planning, and Administration - At Abidjan, March 1965 for French-speaking countries of Africa.



- (v) Forestry Training at the Technical Level - At Abidjan, 25th-30th October 1965 for the principals of technical level forestry training institutions in English and French-speaking Africa.
- (vi) Training Programs for Rural Women in Eastern Africa - At Nairobi, 22nd August-8th September 1965.

13. It will be seen that during the first two biennia of the Special Program a considerable range of seminars have been organized and many technical subjects covered. For the current biennium the emphasis is being placed more upon various aspects of implementing the more important findings and recommendations of these seminars. For example, there is clearly a great need to help teachers of various technical subjects improve the effectiveness of their work. A number of workshops and training centres planned for this year and 1967 are specifically geared to meeting this important need, especially in the case of relatively young African teachers.

#### Training Centres and Fellowships

14. Whilst it must be admitted that it is not possible to complete a satisfactory full course of technical training in a matter of three to five weeks, experience has shown that most useful practical instruction and training can be given to those already employed on certain specific duties to enable them to improve their work very considerably. There are also instances where no institutional training in certain technical skills exists and where a short course may fulfil a useful purpose pending the setting up of more permanent training facilities. It is for these reasons and, in fact, to meet the wishes of member countries, that a number of short training centres have been organized in co-operation with the host government and making use of the local accommodation and facilities most generously provided.

15. An example of this type of activity is provided by the Training Centre for Principals and Senior Teaching Staff of Farmer Training Institutions in East Africa conducted at the Animal Health and Industry Training Institute, Kabete, near Nairobi, Kenya, November 8th-27th 1965. This Training Centre was attended by 51 participants most of whom were in charge of farmer training institutions in six countries in Eastern Africa. The Centre was a

direct outcome of the Seminar on Farmer training held in Kenya some six months earlier in the year. At this seminar it was agreed that staffing and staff training were by far the most important factors in the success of farmer training institutions. In Eastern Africa there has been a very great turn-over in staff of farmer training institutions and most of those who attended the training centre had been recently appointed to the job. Few, if any, of them had had any special training in the techniques of adult education, use of visual aids, and the organization of training. The Centre was a co-operative project with important contributions being made by officials of the Kenya, Tanzania and Uganda governments, staff of non-government and bi-lateral aid organizations. The central theme running throughout the course was "The Responsibilities and Opportunities of the Principal of a Farmers' Training Centre". Lectures alternated with practical classes, demonstrations and field excursions. Each participant returned home with a file containing the text of 45 lectures and demonstrations. Approximately half of the contributions made to the work of the training centre came from Africans who now occupy important positions in agricultural education and training, including youth activities and women's training, in East Africa.

16. Judging by the evaluation returns completed by all participants and by many subsequent letters received, this type of training centre is of real practical value in assisting teachers and trainers to do their job much more effectively. Several other training centres on a national basis were conducted, at the request of the countries concerned in agricultural marketing. A Regional Training centre on Co-operative management was organized for the French-speaking countries of West and Central Africa in Dahomey 22nd November-19th December 1965.

17. A further method of assisting teachers and organizers of training to widen their experience and improve the effectiveness of their work, is through the award of fellowships to enable them to attend international courses of training in their subject matter fields. In 1965 a number of such fellowships were awarded to enable persons nominated by their governments to attend the Eighth International Training Course on Agricultural Technical Assistance at Borgo a Mozzano in Italy and a course in the

use of visual aids at the Overseas Visual Aids Centre in London. Similar arrangements are being made for 1966 both for the French-speaking course at Borgo a Mozzano and the English and French-speaking course for Rural Youth Leaders at Herrsching in Western Germany.

Current and Future Activities under the Special Program

18. The XIIIth Session of the FAO Conference not only authorized a continuation of the Special Program for Education and Training in Africa but recommended that, as soon as possible, it should be incorporated in the Regular Program of FAO and placed within the newly created Agricultural Education Branch. From the viewpoint of continuity of work and the need to draw fully upon all the technical resources of the various Divisions of FAO, this new status of the Special Program is important. It will be involved in the whole process of the development of agricultural education and training: in planning and in all aspects of the implementation of plans once they have become an accepted part of government policy.

19. Projects already accepted for the current biennium (1966-67) lie mainly in the field of "practical implementation". They include:

Special Studies - Completion, during 1966, of the studies of training needs in relation to the development of Animal Husbandry, Dairying, Fisheries, and Forestry. The studies in Farmer Training are being continued throughout the biennium, since this is a relatively new and rapidly expanding field of activity in both English and French-speaking countries.

Seminar and Training Centres 1966-1967

- (i) Farmer Training - At Yaoundé, Cameroun, 15th-24th January 1967. Also the holding of smaller meetings on a national or sub-regional basis, is being planned.
- (ii) Forestry Training - A meeting of teachers of forestry subjects at the intermediate level with a view to examining curricula, teaching methods, textbooks and teaching materials, and other aspects of effective training is now being organized.

- (iii) Horticultural Techniques - A training centre to be held in East Africa late 1966 is now being planned.
- (iv) Grain Storage - .. training centre which it is hoped will be held in late 1966 for French-speaking countries of West Africa (This complements the previous training centre held for English-speaking countries in Africa).
- (v) Agricultural Marketing - In response to requests, technical assistance is being given to national training centres being organized by the governments themselves in Sierra Leone, Ghana, Basutoland, Uganda, Chad, Ivory Coast, Algeria, Libya and two other African countries.
- (vi) Fisheries Education and Training - Regional technical meeting on the development of fisheries education and training for English and French-speaking countries of Africa.
- (vii) Agricultural Engineering and Farm Mechanization - A workshop of approximately six weeks duration is being planned for teachers of agricultural machinery and farm mechanization at the intermediate level (venue not yet decided). The object of this workshop, which arises directly out of the specialist report on training needs in agricultural engineering (1965), is to improve curricula, teaching methods, practical work, and assessment of results. It is hoped to evolve prototype training manuals.
- (viii) Workshop on Statistical Techniques in Research and Field Experimental Work - To be held at the Wad Medani Research Station, Sudan Republic, November 1st to December 5th 1966.
- (ix) Women's Education and Training in Agriculture and Home Economics - Following the previous seminars on training for Rural Women, it is now proposed to hold workshops on a national or sub-regional basis to examine training needs, curricula, staffing and staff training, etc., to strengthen technical training for women in relation to the specific needs of the different countries concerned.

Fellowships - The policy of providing a limited number of fellowships to enable carefully selected persons, who are directly concerned with the development of training or engaged in teaching, to attend international courses, is being continued.

#### Textbooks and Teaching Materials

20. There is a tremendous dearth of appropriate, relevant, and practical textbooks and teaching materials, for all levels of instruction, in most African countries. FAO works closely with a number of organizations actively concerned in the preparation of such literature for use in African countries. A 3-year FAO/UNICEF textbooks project, completed in December 1965 will have resulted in the preparation of 20 textbooks and manuals for use in English and French-speaking training institutions in Africa. Although this particular project has come to an end work for the encouragement of production of textbooks and teaching materials is being continued in close contact with publishing firms, and other bodies interested in the production of teaching materials for use in African countries. Support by the Special Program has already been given to one organization producing teaching materials for use, at the elementary and intermediate levels in French-speaking West Africa.

#### Other FAO Activities in the Field of Agricultural Education in Africa

21. This paper has been rather specifically concerned with the work of the Special Program for Education and Training in Africa. Whilst this is the most important single activity of FAO in this field, and one in which all Divisions of the organization participate, it would be quite wrong to convey the impression that many other activities in support of the development of agricultural education were not also being undertaken.

22. In the implementation of plans for the development of technical education in food and agriculture a very considerable program of work is being undertaken by the various Divisions of FAO through the medium of projects under the United Nations Development Program (formerly the United Nations Special Fund and the Expanded Program of Technical Assistance), the International Bank for Reconstruction and Development, the Freedom from Hunger

Campaign, World Food Program, and various bi-lateral aid projects. Through these sources of external aid training institutions, at all levels and in various subject matter fields, are being established and initial support in staffing, equipment, and the training of local counterpart staff being organized. A number of such institutions or departments within universities serve the training needs of several countries of a region. Fellowship courses are arranged for the further training of local people who will assume full teaching and administrative responsibilities in due course. Libraries and teaching facilities are being improved and technical help regularly given. It is beyond the scope of this paper to elaborate all this work in detail. It does, however, amount to a very substantial effort to improve and expand training facilities in the fields of food and agriculture to meet the urgent development needs of African countries.

#### Conclusion

23. It will be seen that as the Special Program for Education and Training in Africa has developed since its inception in 1962, it has engaged in a wide range of activities concerned with the development of progressive and efficient systems of agricultural education and training in Africa. Its objectives are essentially practical. The limited resources available to the Special Program have to be used in the most effective manner. The very fact that so many different interests and viewpoints are concerned, directly or indirectly, in the development of technical education and training in food and agriculture carries with it the possible danger of establishing an unco-ordinated and expensive institutional structure. In view of the limited available resources and the urgency and importance of the rapid development of agriculture, such dangers must be carefully avoided. This can best be done by implementing the first aim of the Special Program which is "to assist African countries in planning, strengthening, and expanding the complex of permanent institutions needed for effective and economical training of personnel at all levels and in all the specialized fields of food and agriculture." Without proper planning - which must be a continuous process - there is almost certain to be both waste of effort and lack of efficiency in meeting the urgent needs of African countries for trained manpower, at all levels, in food and agriculture.

Appendices

- I. List of reports published under the Special Program since its inception in 1962.
- II. Dispositions of professional staff in relation to the African countries served by the Special Program.
- III. List of textbooks published or in final stages of preparation under the FAO/UNICEF Textbooks Project 1962-65.

APPENDIX I

Reports Prepared Under the FAO Special Program  
For Education and Training in Africa

1. Report on Forestry Education and Training in English-speaking Africa (J.Q. Williamson).
2. Forestry Education in French-speaking countries in Africa (J.J.B. Dosne).
3. Reports by FAO Missions on Veterinary Education in Kenya, Nigeria, and the Sudan.
4. Agricultural Economics in Africa. A report on training and the potential demand for Agricultural Economists (F.G. Sturrock). English and French editions.
5. A survey of Horticultural Research and Education in Tropical Africa (English-speaking countries. By R.H. Stoughton).
6. Enquête sur l'enseignement et la recherche en horticulture en Afrique tropicale (A. Lecrenier).
7. Report on the training of technicians in Kenya, Uganda, Tanganyika, Zanzibar, and the Sudan (S.B. Kendall).
8. Enseignement et formation professionnelle en matière de technologie alimentaire en Afrique (English-speaking countries: F.H. Reuter - French-speaking countries: R. Stefanovic).
9. Training in Hydrology - Country Report: Kenya, Tanganyika, Uganda (L. Booher).
10. Les problèmes de la formation des cadres chargés de la commercialisation des produits agricoles dans les différents pays d'Afrique d'expression française (H. de Farcy).
11. Note prepared by R.W. Hoecker on training in agricultural marketing, on his visit to Kenya, Uganda and Tanganyika.
12. The Development of Education and Training in the Field of Agriculture and Related Subjects in Nigeria (R. Rowat).
13. Agricultural Education in Africa - A Provisional List of Institutions of Agricultural Education and Training in Forty African Countries (English and French editions).
14. A Report on Agricultural Engineering Training and Education in Africa (English and French editions).

NOTE: This list does not include the Reports on Seminars and Training Centres conducted under the Special Program.



APPENDIX II

Disposition and Countries Served by Agricultural Education Advisers  
Under the FAO Special Program for Education and Training in Africa

1966

Near East Africa

Mr. Mumtaz Arif                      c/o Near East Regional Office, P.O. Box 2223,  
Cairo, UAR.

Countries served:              United Arab Republic, Libya, Republic of the Sudan,  
Ethiopia, Somalia Republic.

East and Central Africa

Mr. J.N. Craddock-Turnbull                      (FAO Sub-Regional Office  
Mr. G.W. Barwell (Farmer Training)              (c/o UNDP, P.O. Box 30218,  
Nairobi, Kenya, East Africa.

Countries served:              Kenya, Tanzania, Uganda, Malawi, Zambia, Basutoland,  
Bechuanaland, Swaziland, Mauritius.

Central Africa (French-speaking)

Mr. C. Preval                      B.P. 535, Yaounde, Cameroon.

Countries served:              Congo (Leopoldville), Congo (Brazzaville), Cameroon,  
Central African Republic, Chad, Gabon.

West Africa (French-speaking)

Mr. A. Voisin                      c/o FAO Representative in the Ivory Coast  
B.P. 4303, Abidjan, Ivory Coast.

Countries served:              Ivory Coast, Guinea, Senegal, Mali, Upper Volta,  
Togo, Dahomey, Niger.

West Africa (English-speaking)

Mr. A.L.G. Markham                      FAO Regional Office for Africa, P.O. Box 1628,  
Accra, Ghana.

Countries served:              Ghana, Nigeria, Liberia, Sierra Leone, Gambia

North West Africa

Mr. Z. Sniadeki                      Direction de l'Enseignement agricole  
Ministere de l'Agriculture, Algiers, Algeria.

Countries served:              Algeria, Morocco, Tunisia, Mauritania

Countries served from Rome Headquarters with special reference to  
Special Fund Projects

Mr. P.C. Tissot                      Rwanda, Burundi, Madagascar.  
Dr. A.L. Mathieu                    Tunisie, Mauritania.

Officer-in-charge of the FAO Special Program

Mr. F.B. Wilson                    Chief, Agricultural Education Branch, FAO, Rome.

APPENDIX III

List of Books Published and Prepared for Publication Under the  
FAO/WHO/UNICEF Manuals and Textbooks Project 1963-1965

<u>Title</u>	<u>Manuscript prepared in</u>	<u>Place of publication</u>
Manuel d'Alimentation scolaire de la République centrafricaine	Central African Republic	Bangui, CAR
Our Foods (Manual for Educationists in West Africa)	Senegal	Paris
Fruits and Vegetables in West Africa	Sierra Leone	FAO
Jardinage scolaire en Côte-d'Ivoire (Part I)	Côte-d'Ivoire	Abidjan
Human Nutrition in Tropical Africa	Tanzania	FAO
Fish Culture in Central East Africa	Zambia/ Rhodesia	FAO
Nutrition in Relation to Agricultural Production	Nigeria	FAO
Family Nutrition and Home Development Guide	Sierra Leone	Nigeria
Short Guide to Fish Preservation	Ghana/ Sierra Leone	FAO
Guide to Extension Training	Malawi	FAO
Introduction à la méthodologie du travail en vulgarisation agricole	Madagascar/ Ghana	Italy
Feeding the family	Kenya	Kenya (East African Lit. Bureau)
Legumes for Food in Africa	United Kingdom	FAO
Manuel de Nutrition	Abidjan	Abidjan
Horticulture Handbook	Kenya	Kenya
Nutrition Manual for Teachers and Others in East Africa	Tanzania/ Uganda	Kenya

To be published before 31 December 1966

<u>Title</u>	<u>Manuscript prepared in</u>	<u>Place of publication</u>
Introduction to Agriculture in Nigeria	Nigeria	FAO
Manuel d'Education alimentaire pour les cantines scolaires à l'usage des ecoles normales et des maitres (Senegal)	Senegal	Italy
Manual of Animal Husbandry	Uganda	Kenya
Practical Manual of Poultry Husbandry	Nigeria	FAO
Nutrition Manual for Home Economists	Ghana	Nigeria
Jardinage scolaire en Côte-d'Ivoire (Part II)	Côte-d'Ivoire	Abidjan
Manual on Home Economics	Ethiopia	FAO

To be published in 1967

Fruits and Vegetables in West Africa (Adaptation and translation into French)	Sierra Leone
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