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TRANSCRIPT OF THE  
BOARD FOR INTERNATIONAL FOOD and AGRICULTURE  
DEVELOPMENT  
(BIFAD)  
152nd MEETING

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October 17, 2007

11 Des Moines Marriott Downtown, 700 Grand Avenue

Des Moines, Iowa

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BOARD MEMBERS PRESENT:

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Robert Easter

Timothy Rabon

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Catherine Bertini

William DeLauder

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Allen Christensen

John Thomas

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1 CHAIRMAN EASTER: Good morning. It is  
2 my privilege to be serving as the interim chair  
3 of BIFAD.

4 Welcome to the 152nd meeting of the  
5 Board for International Food and Agriculture  
6 Development. Many are familiar with the long  
7 history of BIFAD to advise and assist the  
8 administrator involving Title XII.

9 Title XII assistance addresses  
10 universities and activities of the agency, and  
11 our agenda today involves conversations about  
12 many of the issues that impact that process. We  
13 are anxious as we go through our conversations  
14 today to create an opportunity for comments.  
15 Not only from the members of the board, but also  
16 from the audience here. So feel free -- if that  
17 is the right word -- to engage in the  
18 conversation so we have the opportunity to bring  
19 those things to you. Having said that, let me

20 introduce the members of my board.

21 To my left is Cathy Bertini, who

22 herself is a World Food Prize laureate. She is

23 a very distinguished person, a professor at

24 Syracuse University, and works with the Gates

25 Foundation and serves on a variety of boards.

1           Next is Tim Rabon, who is sitting to  
2 her left. Mr. Rabon is a rancher and  
3 businessman from New Mexico and has been on the  
4 board for 18 months. He brings a private-sector  
5 perspective to our process.

6           The next individual is no stranger to  
7 international activities. Allen Christensen is  
8 the director of the Benson Institute at Brigham  
9 Young University. Prior to that he flunked  
10 retirement. He was provost at Cal-Poly in  
11 California and a faculty member of longstanding  
12 with a long history of engagement in  
13 international activities. Today he is involved  
14 in international programs.

15           George Wilson, who we will introduce  
16 in a minute, is currently working in USAID.

17           John Thomas is director of EGAT.  
18 John, we very much appreciate your continued  
19 involvement in all of the process.

20           Doctor DeLauder, the longest senior  
21 member of the board currently, and President  
22 Emeritus of Delaware State University. He will  
23 add a great deal of experience and diversity to  
24 this conversation.  
25           Kerry Bolognese, sitting to my



1 immediate right, serves as a staff person.  
2 Kerry, you are actually vice president for  
3 International Programs, National Association for  
4 State Universities.

5 Off in the corner is our secretary --  
6 Ron, I'm tempted to say you are the in the dark.  
7 You don't have much illumination over there --  
8 Ron Senykoff, longtime foreign service officer,  
9 serves as the secretary.

10 With that, if the board members agree,  
11 are there any items that you want to address on  
12 the agenda, any additions or changes to our  
13 agenda you would want us to address that are not  
14 already called out?

15 BOARD MEMBER BERTINI: I may just have  
16 to say there is a USDA seminar given on  
17 science -- (inaudible).

18 CHAIRMAN EASTER: I understand you  
19 have a lot of responsibilities. Thanks for

20 being able to be with us.

21 AUDIENCE MEMBER: Could we possibly

22 turn the sound up?

23 CHAIRMAN EASTER: We are delighted to

24 get that opportunity. Let's move into our

25 agenda.

1 First item on the agenda, several  
2 items under the title of "Operational and  
3 Management Issues and Title XII Report for 2006  
4 Statutory Requirement, a Report to Congress."  
5 George Wilson -- remind me again.

6 BOARD MEMBER WILSON: Personnel  
7 agreement.

8 CHAIRMAN EASTER: -- is on loan from  
9 North Carolina State, the second-year  
10 assignment. George, if you would present.

11 BOARD MEMBER WILSON: I appreciate the  
12 opportunity to talk about not just the Title XII  
13 report to Congress, but as you can see on your  
14 chairs, I gave you a couple of pieces of paper,  
15 and this is basically -- this is what Title XII  
16 is. Many times people say, "What is this thing,  
17 Title XII? Who is and who isn't a member  
18 institution?" So we have reduced it to one page  
19 of paper, and I'm sure you in this room will

20 have corrections. I should have put "Draft" up  
21 in the corner. Nonetheless, that's where we're  
22 starting, with Title XII.

23       The real topic of the next few minutes  
24 is, Why do we prepare this Title XII report to  
25 Congress? Well, this is in response to federal

1 legislation, and I believe, John, this is at the  
2 request of the Title XII universities that we  
3 report to Congress on the activities of the  
4 universities as part of this partnership with  
5 the USAID. The Title XII report to Congress has  
6 been prepared and we reviewed it. I have a copy  
7 of it here. It has been presented to BIFAD. In  
8 a few minutes I will refer to the BIFAD  
9 observations. This was not a "George Wilson"  
10 document. This was a team effort -- John  
11 Thomas; Susan Thompson, also in the Office of  
12 Agriculture -- in fact, all of EGAT agriculture  
13 and the universities.

14       What is different this year? You hear  
15 about the report and a lot of you say, "What a  
16 waste of time. Whoever reads it anyway?" We  
17 decided this year to prepare it a little bit  
18 differently. We decided to focus on the  
19 university partnerships, to take a different

20 format and to make sure that we capture the  
21 important points of the contributions of the  
22 Title XII university community, the USAID  
23 agricultural programs.

24           So back in April John Thomas and I  
25 sent out a letter to certainly all of you in

1 this room, all of the deans and all of the  
2 directors of international agricultural programs  
3 and several more as well, to try to solicit  
4 input from the universities. The reason for  
5 that is in the past the field missions and  
6 Washington bureaus were using the information  
7 that they had and it didn't always incorporate  
8 what was going on at the campuses. I think with  
9 the new database improvements within the agency  
10 now for fiscal year 2007, we should have an  
11 easier job of that.

12 In fact, before I finish, I would like  
13 to have your inputs on how we can improve the  
14 Title XII report to Congress for next year and  
15 for the future. We ask for everyone to provide  
16 some information on the activities, where the  
17 activities were, what the impacts were, what the  
18 accomplishments were, and we got a lot of  
19 responses. They were not only CRSP activities

20 but they were activities funded through  
21 different parts of USAID-Higher Education for  
22 Development, some mission-funded activities, any  
23 activities that added value to the USAID global  
24 mission.

25 So the way the information was



1 generated was to go to the partners of the  
2 university campuses. Now, we went to all the  
3 Title XII universities. This doesn't mean just  
4 land-grants. As you can see in the definition I  
5 have provided you with, that it's land-grants  
6 "plus, plus, plus," because there are a lot of  
7 universities that have activities and interests  
8 in working with the agency.

9       So we ended up with 32 responses. Not  
10 very good, I guess, but I understand that is a  
11 little bit better than we had in the past.  
12 Could have/should have been a lot more  
13 responses. In the report itself we, obviously,  
14 with a 20-page limitation, could not include the  
15 100-plus activities that were reported on. So  
16 then how do you make choices?

17       Well, obviously, it's an interesting  
18 process, but we did try to represent choices  
19 that articulated the kinds of activities that

20 were going on that illustrated the kinds of  
21 things that were going on. Some from the CRSPs,  
22 some from the partnerships with the  
23 International Agricultural Research Centers,  
24 CGIAR, just a whole array of activities because  
25 we wanted Congress to know that we have a broad

1 base of partnership activities from the

2 universities.

3       So we ended up with 35 activities

4 actually reported in the report, and 20 of them

5 actually came from the responses that we got

6 from you, from the universities. A couple of

7 others -- thanks to people like John and Susan

8 who have the institutional memory, they said,

9 "By golly, we've got one over here that really

10 needs to be put in. If they didn't respond,

11 we're going to put it in," and that complemented

12 what we've been getting from you.

13       The other piece that you have on your

14 chair there is a draft dated the 10th of

15 October, 2007. This is about the Title XII

16 report to Congress. I should have said that in

17 the title, but it's more a way of amplifying in

18 that one page of it says, "This is Title XII,

19 and this is kind of what we did for fiscal year

20 2006. This is what we sent to Congress," and,  
21 sure enough, it's not complete. We've got some  
22 things in there, but not very much. But it does  
23 give you a flavor of the kinds of things that  
24 were in the report.

25 Then we had the BIFAD observations

1 which were provided by Chair Easter and the  
2 BIFAD board, and I felt like the observations,  
3 the responses, that came from BIFAD, really  
4 added value to this current report. They were  
5 fair but critical. I feel that they addressed  
6 specific improvements for future reporting.  
7 They made recommendations for the administrator,  
8 which I felt were targeted and timely, the kinds  
9 of things that we've been talking about anyway.  
10 So we will be including that into the Title XII  
11 report to Congress which is to be submitted to  
12 Congress very soon.

13       So about the future. For next  
14 year I'm sure that John will allow me, encourage  
15 me, to be involved in it again. We will start  
16 earlier, won't we? I think we'll probably have  
17 a template, fill in the blanks, if you will,  
18 something to make it easier for people to be  
19 able to extrapolate from the many activities

20 that you have going on that could be/should be  
21 included in what we tell Congress about the  
22 USAID-university partnerships.

23 We have even thought about maybe a  
24 theme. This is where I want some reaction from  
25 you. We obviously don't have time for all of

1 your reactions today, but you know where I am.

2 You know how to reach me.

3 One theme that has been suggested is

4 maybe water. What are the activities, the

5 partnerships between the universities and the

6 agencies that relate to water issues; or

7 high-value crops, horticultural crops; or income

8 diversification, maybe we should be focusing on

9 mostly the impact of the activities.

10 Mainly I think that we want to end up

11 with a report which is useful and that it's

12 valuable, maybe even interesting, so that it is

13 something which is not just another document

14 that will collect dust and turn yellow up on the

15 shelves.

16 Now, in the last few days, I have gone

17 to the Office of Legislative and Public Affairs,

18 LPA, and the USAID and asked them about our page

19 limit and how creative we might be able to get

20 in preparing this report. Basically what they  
21 said is, "If you're thinking about changing --  
22 changes for the next report, I would be happy to  
23 listen so that the door is open, and we will try  
24 to be as reasonable as possible." I think that  
25 gives us an opportunity to move on with



1 improving that report.

2 Thank you.

3 CHAIRMAN EASTER: Doctor Wilson, I

4 compliment you on a solid effort and a well-

5 written document. Before I reopen this up to

6 the board for any questions, what happens now?

7 The document is submitted through your

8 organization, through USAID, to Congress, or how

9 does this process evolve from here?

10 BOARD MEMBER WILSON: I prefer that

11 John tell you because he's been through this

12 many times. John, would you respond to that?

13 BOARD MEMBER THOMAS: Well, the next

14 step is to the Director of Legislative Public

15 Affairs Office. We'll transmit the report

16 directly to Congress and that's it.

17 CHAIRMAN EASTER: Does the

18 administrator have to review the report or is

19 she involved in this? We're anxious that she be

20 aware of some of the observations of the many

21 positive things that are going on.

22 BOARD MEMBER THOMAS: That's a good

23 question. I don't know for sure if the

24 administrator reads through the report. She

25 probably hasn't read the current version. She

1 has her staff to clear the report through her  
2 office and then they make the decisions whether  
3 it should go. But it's ready to go to them.

4 We have to find other opportunities to  
5 highlight the important points of the report,  
6 identify legislative defects, so that it gets to  
7 her directly. It's more likely that she will  
8 look for an opportunity to get some direct  
9 feedback in a different forum than reading the  
10 report.

11 BOARD MEMBER CHRISTENSEN: John, you  
12 mean the report can go to Congress without going  
13 through her?

14 BOARD MEMBER THOMAS: Yes, it can.

15 BOARD MEMBER BERTINI: (Inaudible to  
16 the reporter.)

17 BOARD MEMBER CHRISTENSEN: I guess my  
18 concern is that this is a -- this should be a  
19 signal to report annually as to what is going

20 on. I would think that if it has -- if it is to  
21 have that kind of importance, that it would go  
22 through her office to the Congress rather than  
23 through some other entity because the Title XII  
24 community is part of the land-grants and the  
25 other universities who have gone through that

1 qualification process, and our responsibility is  
2 to make sure that she is advised on those  
3 particular kinds of issues and that those go to  
4 her. How do we know that that is happening?

5 BOARD MEMBER THOMAS: Like I say, I  
6 think we should find a way to communicate  
7 directly with the administrator, taking the  
8 important points out of the report and sending  
9 that to her directly. Maybe Jackie Schafer can  
10 do this when she meets with her. We can  
11 certainly send her a separate letter, briefing  
12 memo, on highlights of the report. I don't  
13 think she is able to read the entire report.

14 BOARD MEMBER CHRISTENSEN: I can  
15 understand that, but it seems to me like it  
16 ought to be forwarded to Congress over her  
17 signature rather than anybody else's. Also I  
18 seem to recall that years ago that every Title  
19 XII university, whether they were land-grants or

20 an 1890 or an AASCAR or a private university  
21 that had made the roster of Title XII  
22 universities, were required to submit an annual  
23 report of the kinds of things that had been  
24 accomplished under Title XII projects. Is that  
25 still done?

1 BOARD MEMBER THOMAS: This committee?

2 BOARD MEMBER CHRISTENSEN: As I recall

3 from my years ago at Cal-Poly, we were required

4 to submit an annual Title XII report. Each

5 university, whether they had a Title XII

6 project, irrespective of whether they were a

7 consulting university, an AASCAR university or a

8 private university that were on the Title XII

9 roster, annually submitted the report.

10 We don't presently have a great many

11 university Title XII projects. But in the six

12 years that I have been there, I don't recall

13 ever being asked to supply the Title XII reports

14 as to what we were doing in terms of

15 international agricultural development. I don't

16 know whether that is something that has changed

17 over time, but it seems to me that if there is,

18 as George says, a format and a protocol that

19 universities can submit their accomplishments so

20 that somewhere there is a permanent record of

21 those kinds of things, that could be very

22 valuable.

23 BOARD MEMBER THOMAS: I don't think

24 universities have to file their own Title XII

25 reports. I think the idea is that the work of



1 the universities would be incorporated into the  
2 USAID Title XII report, and the format George  
3 was talking about was a better way to capture  
4 information from the universities.

5 BOARD MEMBER CHRISTENSEN: I think I  
6 was required to submit one of those.

7 CHAIRMAN EASTER: This would be  
8 something formed in the process of --

9 BOARD MEMBER CHRISTENSEN: It seemed  
10 like -- this is 20 years ago, so I may not  
11 remember it clearly -- but we had to do that.

12 BOARD MEMBER THOMAS: I think we have  
13 to find a better way to do these reports. As  
14 you recall, I don't know if George has seen the  
15 last five years' reports, but they used to be  
16 thick documents. You have probably not seen  
17 those reports. For the last four years, there  
18 was a theme and the theme was one of the  
19 components of the case for agriculture strategy.

20 One year the theme was on access to markets, so  
21 there was an analytical section and that was  
22 maybe about 20 pages of research and analysis of  
23 how does the agricultural development process  
24 perform in the market.

25 BOARD MEMBER CHRISTENSEN: Who decided

1 on the theme?

2 BOARD MEMBER THOMAS: That was a theme  
3 that came out of the Agency on Agriculture  
4 Strategy. Last year, when we had a new  
5 administrator, he changed the format for the  
6 reports. It was no longer the glossy cover, it  
7 was no longer unlimited pages. It was 20 pages,  
8 so we had to change our structure and we  
9 couldn't do those things.

10 At the same time we were -- we had  
11 received feedback from the universities -- and  
12 really legitimate feedback -- that the report  
13 wasn't responding to what the universities were  
14 doing. It was a report on USAID agricultural  
15 programs. It probably served our needs more  
16 than informing Congress. It didn't respond to  
17 Title XII legislation.

18 CHAIRMAN EASTER: Doctor Wilson.

19 BOARD MEMBER WILSON: I only had one

20 additional comment and that is as we were  
21 preparing this -- I remember talking with John  
22 about this -- but whether it actually went to  
23 the administrator or not, I felt like we were  
24 all along preparing it for the administrator's  
25 edification of what these were, what these

1 partnerships were.

2 BOARD MEMBER THOMAS: That's a good  
3 point, but I think the reality is that she  
4 probably doesn't have time to read it.

5 BOARD MEMBER CHRISTENSEN: The other  
6 point, it seems to me, Mr. Chairman, is from a  
7 leadership standpoint, somebody is doing  
8 something and they're never given an opportunity  
9 to report what they're doing. Then people  
10 developed an attitude of, "Then why should I do  
11 it?" If it's worth doing, it's worth reporting,  
12 and I think the university community has every  
13 right to expect that they submit and recognize  
14 their contributions.

15 I know that people don't care to --  
16 "Well, I don't want to write another report,"  
17 but in reality people do want to have the  
18 opportunity to tell what they have done.

19 BOARD MEMBER THOMAS: I think we have

20 to maybe find a way to make it easier for the  
21 universities to submit the information. What is  
22 the right format we want to present this to  
23 Congress? That's why we're starting now to see,  
24 How can this report be improved? Is there a  
25 way -- last year, as George said, he sent the

1 letter to all of the universities. We asked a  
2 lot of questions and many people wrote back and  
3 said, "This is too much work. What exactly do  
4 you need? And I'll provide that."

5 But we have to -- we know we want to  
6 show the full range of university Title XII  
7 programs, and it's hard to do that in 20 pages.  
8 So we need to think through the right  
9 information that we need for the universities to  
10 submit that.

11 BOARD MEMBER CHRISTENSEN: Do you make  
12 use of the Title XII officers at the  
13 universities in terms of developing that type of  
14 a reporting structure?

15 BOARD MEMBER THOMAS: Let me ask  
16 George who responded to the letters. George,  
17 did you write the Title XII offices?

18 CHAIRMAN EASTER: Let's get a response  
19 from George and then --

20 BOARD MEMBER WILSON: The responses  
21 came from deans, but mostly from the Office of  
22 International Agriculture or from the Director  
23 of International Agriculture.

24 CHAIRMAN EASTER: Doctor Bertini?

25 BOARD MEMBER BERTINI: Slightly



1 different topic; and that is, the first question

2 is: This report to Congress, is that final?

3 Can there be a change made in it?

4 BOARD MEMBER THOMAS: I think we

5 could.

6 BOARD MEMBER BERTINI: Good, because

7 on page 18 the list of BIFAD members doesn't

8 include Robert Easter.

9 BOARD MEMBER THOMAS: This is for

10 2006.

11 BOARD MEMBER BERTINI: Well, my name

12 is in it and Allen Christensen and Tim Rabon's

13 name, and we all came on the board at the same

14 time. So I thought perhaps that should be

15 changed. There is also the name of somebody

16 named Anthony Lewis.

17 BOARD MEMBER DeLAUDER: He was a

18 previous member. When did the new members come

19 in?

20 BOARD MEMBER CHRISTENSEN: May.

21 BOARD MEMBER DeLAUDER: 2006?

22 BOARD MEMBER CHRISTENSEN: Yes.

23 BOARD MEMBER DeLAUDER: What is the

24 date of this?

25 BOARD MEMBER THOMAS: October 2005.

1 BOARD MEMBER DeLAUDER: He was

2 still --

3 BOARD MEMBER BERTINI: Then so I would

4 propose that be changed. Then I do want to

5 follow up, come back to Allen's point but ask a

6 different question.

7 This is a useful narrative, but it

8 doesn't give me a sense of the completeness of

9 the interaction between U.S. universities and

10 universities in other countries, and I am

11 wondering if we have seen it in another

12 document. But, if not, if there could be

13 created a listing of the University of Illinois,

14 this is their school, this is the project;

15 Brigham Young is the school, this is the

16 project; and have them include this.

17 Now, if there is an issue -- coming

18 back to the Allen's point about input -- I would

19 propose that this be created based on what we

20 have already, and then one possibility would be  
21 that perhaps through NASULGC and its sister  
22 organizations for private schools, that this  
23 list be circulated to them. I would assume that  
24 if anybody reads it, that a school that is not  
25 listed or not listed properly, they would say,

1 "Wait a minute, correct it, because I'm not here

2 and I'm doing such and such."

3 So I guess this is both a question and

4 a statement. Could we have a listing, or does

5 it exist, if that could be created, of schools

6 and matching schools and projects without the

7 narrative, and then that is alleged to be a

8 complete listing and then maybe one way to

9 update it is through that route?

10 BOARD MEMBER WILSON: All of the

11 information that was reported is available to be

12 plugged in just that way. I am glad you

13 reinforced this because John and I talked about

14 it before, that it would be helpful to have just

15 a brief paragraph for everyone. Even though

16 they didn't make it to the report, it's there.

17 It's just a matter of getting it all translated

18 into that format.

19 BOARD MEMBER BERTINI: I would

20 appreciate if we could have that. One other

21 piece of information that would be useful in

22 such a chart would be when the relationship

23 began, because this -- did it start in 1974?

24 Did it start in 2000?

25 I mean, there is a long legacy

1 relationship. While there's a lot of good to  
2 that, I certainly think that this needs to be  
3 sparked up; and whether that creates a new  
4 relationship or putting the spark into old  
5 relationships, it would be interesting to know  
6 the question about the longevity.

7 BOARD MEMBER WILSON: That may not be  
8 possible for 2006 because of the reporting that  
9 we got, but we would be certain to make sure  
10 it's all included.

11 CHAIRMAN EASTER: President DeLauder.

12 BOARD MEMBER DeLAUDER: I was just  
13 going to get a clarification in terms of -- the  
14 Title XII report is a report that USAID takes to  
15 Congress?

16 BOARD MEMBER THOMAS: Yes, this is  
17 what the --

18 BOARD MEMBER DeLAUDER: It's from  
19 USAID to the Congress?

20 BOARD MEMBER CONGRESS: It says:

21 "The President of the United States

22 shall transmit to Congress no later than

23 September 1 of each year a report detailing

24 the activities carried out pursuant to this

25 Title XII."



1 Earlier in the report it says:

2 "The President delegates the  
3 authority to the USAID administrator."

4 BOARD MEMBER DeLAUDER: So the report  
5 is actually from the USAID administrator to the  
6 Congress?

7 BOARD MEMBER THOMAS: Yes. But then  
8 when it is transmitted to Congress, it is  
9 transmitted by the director of our  
10 legislative public --

11 BOARD MEMBER DeLAUDER: I understand  
12 that. But Congress is receiving a report that  
13 they are assuming is coming from the  
14 administrator?

15 BOARD MEMBER THOMAS: Right.

16 BOARD MEMBER CHRISTENSEN: But it's  
17 about Title XII activities. And it is a report  
18 in which the university community, the Title XII  
19 community, is intimately involved.

20 BOARD MEMBER DeLAUDER: Absolutely.

21 BOARD MEMBER CHRISTENSEN: That

22 creates a very strong reason for BIFAD to be

23 involved.

24 BOARD MEMBER DeLAUDER: Absolutely.

25 What happens when it gets to Congress?

1 BOARD MEMBER THOMAS: I don't know. I

2 can't answer that.

3 BOARD MEMBER DeLAUDER: I think it

4 would be significant because at some appropriate

5 time maybe it would be appropriate to have some

6 hearings on Title XII activities and what each

7 does.

8 BOARD MEMBER THOMAS: We should make

9 sure we have a much better report. This isn't

10 the best report. I think it's better than

11 previous ones because it does focus on

12 Title XII, but it still needs improvements.

13 CHAIRMAN EASTER: Are you suggesting

14 that perhaps BIFAD should engage in a

15 conversation with the Congress?

16 BOARD MEMBER DeLAUDER: I think so.

17 BOARD MEMBER THOMAS: In that case I

18 think it would be very important to -- it

19 shouldn't be a report just written by me. It

20 should be a report that is written by the

21 Title XII community.

22 CHAIRMAN EASTER: If there are no

23 further comments from the board, let me just for

24 a couple minutes open it up. Let me see if we

25 have one here.

1 MR. HANSEN: Dave Hansen from Ohio  
2 State University.

3 I was thinking back to the old days.  
4 Back in the '90s we used to have a BIFAD budget  
5 panel, and that panel worked with the Office of  
6 the Budget, I guess Jim Binker and his group,  
7 to, in a sense, look at flows of funding within  
8 USAID that were directed towards Title XII-  
9 related activities.

10 I think it's very interesting to see  
11 us reporting what we are doing as a university  
12 community, but I'm really wondering if we might  
13 not want to go back and take a look at that idea  
14 of assessing the regional bureau missions, as  
15 well as the central bureau missions, as an  
16 assessment of what funding is actually being  
17 allocated towards Title XII-related activities.

18 It highlights the fact that Title XII  
19 does exist within USAID. I think it builds

20 ownership, and I recall Jim Binker on several  
21 occasions thanking us for helping him think  
22 through how, indeed, the funding was actually  
23 being used within AID.

24 I guess my question -- and one I would  
25 like to address to BIFAD, as well as perhaps to

1 John -- would be whether it would make sense to  
2 attempt to resurrect this, have several  
3 university people come in, perhaps work with  
4 staff in your office, of course, to spend a few  
5 days engaging these bureau people in the  
6 discussion about what types of activities are  
7 actually being funded within their bureaus.

8 CHAIRMAN EASTER: Doctor Demment, do  
9 you have a question?

10 MR. DEMMENT: Tag Demment, University  
11 of California-Davis.

12 I think one of the things that is  
13 critical to this report is the fact that there  
14 are a number of things reported in the report  
15 that are not Title XII activities. Just because  
16 it's with a university, doesn't make it a  
17 Title XII activity.

18 A Title XII activity has certain  
19 characteristics which are outlined specifically

20 in the legislation and that is not being  
21 followed. So the numbers in the reports,  
22 particularly -- I haven't read this year's  
23 report as carefully as I have read last year's  
24 report -- were totally out of whack with  
25 reality. One of the questions I think BIFAD



1 should ask, and I would think that the Office of  
2 Agriculture would want to promote, is the fact  
3 of how little activity there is given the  
4 importance of higher education, given the  
5 importance of agriculture and given the capacity  
6 of U.S. universities to do this kind of work.

7 But the theme of the report seems to  
8 be suggesting there is a great deal of activity;  
9 when, in fact, if you look at it, there is very  
10 little activity under Title XII.

11 CHAIRMAN EASTER: Let's take one more  
12 comment.

13 MR. WIDDERS: Irvin Widders, Michigan  
14 State University.

15 I am curious as to the extent to which  
16 Title XII activities that are supported by the  
17 regional and country missions, as well as the  
18 other bureaus, are reported in this document. A  
19 statistic that Jeff Hill shared, I think, at a

20 recent SPARE meeting was that his budget for  
21 agricultural research and development and  
22 whatnot exceeded that of BIFAD's. He quoted a  
23 figure of 250-some million. I don't know how  
24 much or what percentage of that involves Title  
25 XII projects.

1 My question is: As I read this brief,  
2 it suggests that EGAT is the only place where  
3 Title XII activities were supported. Were there  
4 other activities in other bureaus, the regional  
5 missions and country missions, that have not  
6 been included in this document?

7 BOARD MEMBER RABON: I have a question  
8 for George or John. How many current Title XII  
9 activities are ongoing?

10 BOARD MEMBER WILSON: Pick a number.  
11 I would say probably in the neighborhood of 150,  
12 200. It all depends on your definition.

13 BOARD MEMBER THOMAS: All of the  
14 questions from David, from Tag and your  
15 question, Tim, I think there is an essential  
16 theme: Do we really know how many Title XII  
17 activities there are? I would like to know.  
18 It's best to ask the regional bureaus to tell us  
19 how many Title XII activities there are and the

20 funding. You will notice in this report, it  
21 doesn't talk about funding. We gave examples of  
22 Title XII activities. It doesn't talk about  
23 funding.  
24 We know how much of our budget goes to  
25 Title XII activities. And I think a majority of

1 the Title XII programs are supported by the  
2 central bureaus, but that's not to say that  
3 there aren't any Title XII activities that are  
4 funded by missions.

5 We need to find out how many there  
6 are, where they are, what types of activities  
7 there are, what universities are involved. In  
8 any case, we should try to get that information  
9 from them.

10 MR. WILLIAMS: I'm Tim Williams from  
11 the University of Georgia.

12 I think a lot of the meat of what we  
13 have been talking about really relates to the  
14 extent to which ADS 216 is applied because it's  
15 a whole lot of things that are required of the  
16 agency that the agency must do that are not  
17 being done. Until the agency takes its own  
18 policies seriously, we are just wasting our  
19 time.

20 CHAIRMAN EASTER: I'm going to take

21 one more comment.

22 MR. DEMMENT: Tag Demment again. I

23 think that this is a -- George said about 150

24 Title XII projects. I don't know where that

25 number comes from, George, but I have never seen

1 BIFAD deal with any projects other than  
2 primarily CRSPs. BIFAD is supposed to oversee,  
3 approve, and participate in the planning of  
4 Title XII projects.

5 So if that is the criteria, then the  
6 CRSPs are about the only thing that falls under  
7 Title XII.

8 BOARD MEMBER WILSON: So the number is  
9 60? 70?

10 MR. DEMMENT: I don't know what the  
11 number is. It depends on how you count the CRSP  
12 programs. I'm not trying to be contentious, but  
13 one of the real issues here is that BIFAD has  
14 never defined what is a Title XII project and  
15 what isn't. If you look at the legislation,  
16 there is very clear specificity about what a  
17 Title XII project is. BIFAD is supposed to  
18 participate in them, universities are supposed  
19 to participate in the planning of them; so that

20 just because a mission in Afghanistan gives

21 UC-Davis money to do a project, that doesn't

22 mean it's a Title XII project.

23 CHAIRMAN EASTER: Let me comment that

24 BIFAD has recently contracted with an individual

25 to develop a definition of two issues. One is



1 what is a BIFAD university -- or not a BIFAD --  
2 a Title XII university and also the projects.  
3 So hopefully we could add some clarity to that.  
4 I am not anxious to cut this discussion off. We  
5 have a significant agenda.

6 Doctor Christensen?

7 BOARD MEMBER CHRISTENSEN: I think

8 part of the problem relates to the fact that in  
9 the initial legislation and its emphasis on  
10 assisting the poorest of the poor, there are a  
11 number of our universities that are Title XII  
12 universities so probably doing those kinds of  
13 things with funding that is external to USAID.

14 It's an interesting thing. If we are  
15 here to decide on a university report of what  
16 they have been doing, if it's strictly funded by  
17 USAID and that's what is going to determine  
18 whether or not it's a Title XII activity, then I  
19 think Doctor Demment is probably right. That

20 number will be dramatic.

21 On the other hand, if you look at the

22 things that Title XII universities have done

23 because they have strength, because they did

24 these other kinds of things and they found a way

25 to carry on those kinds of activities despite a

1 lack of funding, then that number would be  
2 dramatically expanded.

3 BOARD MEMBER WILSON: That's probably  
4 where we were.

5 BOARD MEMBER THOMAS: Wouldn't that  
6 Title XII activity be -- Title XII legislation  
7 defines "agriculture." So that would be one  
8 place to start, if the activity falls within  
9 that definition of "agriculture." The  
10 legislation also identifies what a Title XII  
11 university is, the land-grants, public  
12 universities, probably also the private  
13 universities.

14 So I would say if a mission is funding  
15 forestry activity and the Title XII or a  
16 land-grant university is implementing that, then  
17 that is a Title XII activity.

18 CHAIRMAN EASTER: I don't think we can  
19 solve that here today. I think we need to have

20 initiated the process with the help --

21 (inaudible). Other comments from the board?

22 I would like for us to move to our

23 next topic. Let me, before we leave this, say

24 that I feel this has been a very helpful

25 discussion here this morning. I very much

1 appreciate your comments here and trying to work  
2 with us in the Title XII community to make this  
3 a true partnership and a more effective type of  
4 process. We would be delighted to work with  
5 you.

6 BOARD MEMBER DeLAUDER: I have a  
7 question. That seems to me that it would be  
8 appropriate after the ruling that we move to add  
9 to the report -- whatever goes forward -- this  
10 very fine statement that you have authored on  
11 behalf of all of us, and I would move that it  
12 become part of the permanent record.

13 CHAIRMAN EASTER: Do we have a second?

14 MR. WILLIAMS: I will second that.

15 CHAIRMAN EASTER: What is the normal  
16 process for incorporating --

17 BOARD MEMBER THOMAS: They're  
18 incorporated into the report. It's one of the  
19 required sections of the report. So when it

20 goes to Congress, the views of BIFAD are

21 incorporated in the report.

22 CHAIRMAN EASTER: I guess the question

23 is: Do we need this resolution?

24 BOARD MEMBER CHRISTENSEN: I think

25 it's -- (inaudible).

1 CHAIRMAN EASTER: Any further comment  
2 from the board members?

3 Those in favor say aye.

4 THE BOARD: Aye.

5 CHAIRMAN EASTER: Those opposed say  
6 nay. It passes, and we will try to further  
7 reinforce our practice going forward.

8 The comments from the audience a  
9 minute ago, the guideline is ADS Chapter 216,  
10 and Mr. Thomas is here to comment on the process  
11 that as I understand has been going on for some  
12 time within the agency.

13 BOARD MEMBER THOMAS: I am going to  
14 respond to Tim's question. I appreciate the  
15 discussion about the Title XII report. Really  
16 we're trying to make it better, and we have to  
17 get your help to do this and to tell the story  
18 of what the universities are doing. I want to  
19 explain a little bit about what is happening

20 with the ADS.

21           The ADS is called the "Automated  
22 Directive System," and every U.S. government  
23 agency has a set of directives, a directive  
24 program. For USAID the purpose is to help the  
25 employees understand their responsibilities to



1 achieve agency development goals that are  
2 consistent with applicable rules, policies,  
3 principles and national practices. So the ADS  
4 provides structure to USAID to manage our  
5 internal regulations, our policy directives and  
6 our policy procedures.

7       There are six functional series to the  
8 ADS. Series 100 is about agency organization,  
9 legal affairs. Series 200 is programming and  
10 that's what I wanted to talk about today, is  
11 about the programming series. It's about how we  
12 design programs, how we implement our  
13 activities.

14       Series 300 is about acquisition and  
15 assistance and contracting and granting. Series  
16 400 is personnel, 500 is management services,  
17 and Series 600 is about budget and finance.

18       So in these ADSs -- I think many of  
19 you have read the ADSs and you will see there is

20 mandatory and there is not mandatory guidance in  
21 the ADS, and the agency goal is to keep the  
22 mandatory guidance to a minimum. This is to  
23 preserve operational flexibility to the extent  
24 consistent with the laws and regulations and  
25 sound principles and management practices.

1           So when you read the ADS, you will see  
2 the word "must." That is mandatory language.  
3 If it says "should," it means that it's  
4 "strongly recommended."

5           Now, the ADS 216 -- remember, if it's  
6 in the Series 200, it's about programming.  
7 Series 216 is about higher education for  
8 community partnerships. Within that there is a  
9 Chapter 3.9 on Title XII. I mentioned at one of  
10 the earlier meetings that the ADS is being  
11 revised. It's not being changed. It's being  
12 updated. It's being updated for consistency  
13 with the foreign assistance framework. And in  
14 the case of the ADS 216.3.9, it's being updated  
15 to be consistent with the amended Title XII  
16 legislation.

17           Let me give you an example of some of  
18 the changes that were made. In the ADS 216.3.9  
19 that deals with Title XII, it's a page and a

20 quarter, so it's not a lot of text. But some of  
21 the things that are being updated, for example,  
22 the old version -- and this is still in review.  
23 It hasn't been finalized at all -- but the old  
24 version talks about agricultural science to  
25 increase food production.

1           The new version expands that. It's  
2 not just agricultural science, but it talks  
3 about the training. It talks about capacity  
4 development, human and institutional capacity  
5 development. The old one mentions only the U.S.  
6 land-grants and public universities and  
7 colleges.

8           The new version is more consistent  
9 with the Title XII legislation versus a  
10 land-grant, other eligible universities, public  
11 and private partners of eligible universities.  
12 So it puts the Title XII language in. The old  
13 one talks about food production and agricultural  
14 development. Just food production and  
15 agricultural development. But the new one talks  
16 more about a coordinated program to include the  
17 agricultural sector, including management of  
18 natural resources. Again, the natural resources  
19 is part of the amended Title XII legislation.

20           The old one talks about Title XII --  
21   our activities include primary strategic  
22   objective is the development of host country  
23   capacity. That is the primary objective. The  
24   new one talks about the development of host  
25   country capacities as one of the objectives.

1 But it also includes policy, working to  
2 influence policy, working to -- it expands the  
3 definition of "agriculture" to include forestry,  
4 wildlife, fisheries and the expanded definition  
5 in the Title XII language. That's what is being  
6 changed in the ADS. It's an update.

7 I think the problem is not with the  
8 language of the ADS. The problem is with the  
9 implementation. I kind of brainstormed with  
10 some of my colleagues in EGAT on Monday to talk  
11 about why isn't ADS being implemented properly,  
12 and there are a number of reasons.

13 One is that there is -- we have all  
14 seen it. There is a lack of technical expertise  
15 in the missions: people that understand  
16 agricultural programs, that have trained in  
17 agriculture, have gone through the land-grant  
18 system. Most missions don't have people on  
19 their staff who ask the right questions to know

20 when a university program -- a university could  
21 implement a program and how mission staff do not  
22 think of using a university as an option in  
23 implementing. So that's one reason that ADS has  
24 not been implemented.

25 Another reason is that in USAID now



1 the decision-making has been decentralized so  
2 that it's down to the mission levels. The  
3 missions decide what activities they're going to  
4 fund and who is going to implement those  
5 activities. It used to be that when the  
6 regional bureaus and the pilot bureaus would be  
7 involved through a review and approval process,  
8 when a mission submits an activity design, that  
9 it would be sent to Washington for review and  
10 consideration of all of these questions about  
11 how should it be implemented, what is the right  
12 mechanism. That's not done any longer. It's  
13 decentralized to the missions.

14 We no longer have the scope and the  
15 range of technical analyses when we design  
16 activities, feasibility analyses, economic  
17 analyses, technical analysis. So when you have  
18 people in the missions that don't have that  
19 technical background to know which questions to

20 ask and who are the -- what are the range of  
21 implementers, it gets lost and the ADS is  
22 forgotten.

23       Of course, we know there are changes  
24 in the way missions do their work. There are  
25 different changes in their needs and their

1 preferences of implementers. We see missions  
2 using maybe more precompeted field support  
3 mechanisms. We're looking for a short  
4 turnaround; contractual, performance-based  
5 contracts; and these are not really appropriate  
6 for university implementation.

7       We also know that the types of  
8 activities in missions are changing. More  
9 activities on marketing, trade, food safety and  
10 certification; private-sector services such as  
11 input delivery, finance; a lot of mission  
12 programs on enabling the environment such as  
13 policy, legal, institutional reform; and a lot  
14 of technical dissemination now is being done by  
15 NGO and in the private sector.

16       This is not to say that the  
17 universities cannot assist in these various  
18 missions. The universities can do this work.  
19 But where we're seeing the universities being

20 called on as an implementer, calling back to the

21 ADS, is on the very big programs.

22 In particular, I know Egypt and

23 Afghanistan have programs with Title XII

24 universities. The largest -- the missions with

25 the largest agricultural budgets, according to

1 the fiscal-year '07 Congressional publication,  
2 there was Iraq, Afghanistan, Mozambique, Sudan;  
3 the West African Regional Program, Uganda,  
4 Haiti, Kenya, Liberia and Malawi.

5       What we're seeing is that with smaller  
6 missions with smaller budgets, if they have an  
7 agriculture activity, they have one activity.  
8 It could be an activity that includes -- it  
9 could be a technology development. There could  
10 be a policy component. There could be a  
11 marketing component. But the missions use one  
12 implementer. They implement the entire thing by  
13 one -- in many cases the contractor.

14       It's only in these large programs --  
15 Egypt and Iraq -- where they can have a separate  
16 training program or a separate technology  
17 development program, and they contract that out  
18 or do it in cooperative agreement with the  
19 university. So it's really the implementation.

20 I think we can discuss the language of the ADS,  
21 but really in my view the real issue is: Is it  
22 being implemented? And, Tim, you asked that  
23 question. We have to do something to help the  
24 missions implement the ADS.

25 Now, in another meeting just yesterday

1 or -- yes, it was Monday, and Ron was with me,  
2 and we talked with people who are in the  
3 management bureau who are rewriting the ADS and  
4 we said, "How can we help the missions better  
5 implement ADS?"

6       One idea we had is that we prepare a  
7 mandatory checklist on how to use agriculture  
8 money, that maybe the administrator sends a  
9 message out or possibly even Jackie Schafer.  
10 But as -- it's a mandatory checklist that when  
11 missions develop their operational plans for the  
12 next year -- their budget and they're  
13 identifying new activities -- that they have to  
14 ask: Does this activity have a research, a  
15 training or a capacity-building component? Does  
16 this activity involve the host public or private  
17 university systems? Does this activity involve  
18 technology development?

19       You can come up with a number of

20 questions that we need to ask the missions to  
21 consider as they design a new activity and as  
22 they put their budgets together. They actually  
23 have done this in the health bureau and global  
24 health. They have separate issues because they  
25 have lots of money for child survival and



1 population money. So they have mandatory  
2 checklists for the missions; if they are doing a  
3 child survival activity, that doesn't include  
4 this and that.

5       So we can do the same thing in  
6 agriculture. I think this is a realistic action  
7 that the EGAT bureau can take charge of, and I  
8 think it's something that EGAT and BIFAD can  
9 work together on. I hope that that would make a  
10 big difference in the way that ADS is  
11 implemented. Really that's the problem. It's  
12 getting implemented, and the ADS -- I think in  
13 the pilot bureaus, we do fairly well in  
14 implementing the ADS 216. Most of our programs  
15 are Title XII programs.

16       But the real problem is in the  
17 missions and getting them to understand what the  
18 ADS does and how it's implemented.

19       CHAIRMAN EASTER: Thanks. Did you

20 have another comment?

21 BOARD MEMBER THOMAS: No.

22 CHAIRMAN EASTER: Questions?

23 BOARD MEMBER CHRISTENSEN: John, one

24 of the things I frequently hear is the comment

25 that there are not many -- limited

1 agriculturalists on the mission staff, and it  
2 seems to be an ongoing problem and the problem  
3 seems to be more intense.

4       The question keeps coming back to me,  
5 Why is that the case? Is it the USAID recruit  
6 process that needs our attention to get  
7 agriculturalists on their staff? Is it the  
8 university agriculture curricula that needs  
9 attention? Is there a concerted effort to find  
10 out why we don't have these kinds of people and  
11 have we turned to other avenues of activity  
12 because we don't have agriculturalists on the  
13 mission staff?

14       I don't know that we have made any  
15 attempt to define why that's the case, but it  
16 seems to me that there's not enough food being  
17 produced. That's the responsibility of an  
18 agriculturalist, and maybe we're not recruiting  
19 the kind of people we need to have to do that or

20 maybe we're not preparing in the university

21 community the kind of people to address those

22 issues.

23 I guess my question, Mr. Chairman, is

24 that something we ought to be pursuing?

25 CHAIRMAN EASTER: It occurs to me that

1 in our role as advising administrator, that if  
2 this is something that needs to be addressed,  
3 then we should be providing that advice. I  
4 don't think we are prepared at this point to  
5 make that kind of a recommendation, but I --  
6 this isn't the first time that that has been  
7 brought up in the discussion.

8 Other reaction?

9 BOARD MEMBER THOMAS: Actually, Allen,  
10 we are trying to do something about that. For  
11 me the agency has recruited what we call  
12 "economic growth experts." They could be  
13 agriculturalists or agribusiness people,  
14 specialists, economists, private enterprise  
15 specialists. But they're all included as one  
16 category and then they become generalists  
17 because they don't have a specialty in any area.  
18 When they go out to work in the missions, they  
19 work in the general development office.

20           What we're trying to do now is look at  
21 that basket of recruited employees to ask the  
22 agency to recruit specifically the people in  
23 agriculture expertise. We also have to do an  
24 analysis of how many missions are implementing  
25 agriculture programs where an agriculturalist

1 would be needed, and we have to make that case  
2 to the agency that there are this many missions  
3 implementing agriculture activities. There's a  
4 gap in the mission portfolio personnel of  
5 agricultural experts to manage those activities  
6 and we need to start recruitment for those  
7 folks.

8 CHAIRMAN EASTER: Questions, comments  
9 from the audience?

10 MR. WILLIAMS: Tim Williams. I guess  
11 I have got two points to make. The first one is  
12 a question in terms of language. We didn't talk  
13 about the language. The historic language was  
14 that this was a "mandatory" requirement. Is it  
15 maintained as a mandatory requirement?

16 BOARD MEMBER THOMAS: This is a draft  
17 language. It says:

18 "USAID must carry out Title XII  
19 'Famine Prevention and Freedom from Hunger,'

20 of the Foreign Assistance Act of 1961, as  
21 amended, which states that the USAID should  
22 effectively involve land-grant and other  
23 eligible universities in a program to  
24 improve the agriculture sector, including  
25 responsible management and financial



1 resources.

2 "Title XII activities must be  
3 carried out insofar as cost appropriated by  
4 Title XII institutions and any additional  
5 Title XII resources as may be needed in  
6 subagreements. USAID missions should  
7 identify plans and agriculture  
8 activities" --

9 MR. WILLIAMS: That last "should" was  
10 a "must." It was a "must."

11 BOARD MEMBER THOMAS: That was a  
12 "must," you're right. But in reality that's not  
13 realistic. You can't ask -- if it's a "must,"  
14 it's mandatory that every mission must have the  
15 Title XII. That cannot be done. Not every  
16 mission does the activities that are appropriate  
17 for Title XII.

18 MR. WILLIAMS: They should, at least,  
19 have someone responsible to see that it is -- do

20 that evaluation; otherwise, they...

21 BOARD MEMBER THOMAS: Exactly. That's

22 why we need some kind of a mandatory checklist

23 that when the missions prepare their operational

24 plans, that they consider: Does this activity

25 lend itself to a Title XII institution?

1 MR. WILLIAMS: Okay. I still think it  
2 needs to be a "must" because I think that it's  
3 really the agency has been extremely negligent  
4 in this. They have just ignored 216. You have  
5 to admit that. There's a long list of things.  
6 I know of programs that should be Title XII,  
7 that should be led by universities, and they're  
8 not because it has been ignored.

9 BOARD MEMBER THOMAS: I wouldn't  
10 say -- I don't agree that it has been ignored  
11 because missions do use Title XII universities  
12 for their programs.

13 MR. WILLIAMS: That's not the same.  
14 Missions might use what happens to be a  
15 Title XII university; but again, come back to  
16 tax dividend, interest in what constitutes the  
17 Title XII thing. If you sit down and say  
18 anything that happens to come out of the  
19 University of Georgia is Title XII, that is not

20 consistent with the Title.

21 BOARD MEMBER THOMAS: Well, we do need

22 to put that mission as in Title XII because if

23 we're going to do -- if EGAT is to prepare

24 mandatory Title XII to the missions implementing

25 ASD 216, then we have to have a clear definition

1 of what is Title XII.

2 MR. WILLIAMS: It's defined in the  
3 legislation. It's defined in the ADS. The  
4 problem is ADS is not being paid attention to.  
5 I'm told until it's a uniform policy and the  
6 administrator stands up and says, "You will  
7 order this," we're not going to -- (inaudible).

8 CHAIRMAN EASTER: Other comments?

9 MR. DEMMENT: Tag Demment, University  
10 of California.

11 It just seems to me fundamental -- I'm  
12 not trying to lecture the board, but I'm just  
13 trying to give advice that you oversee Title  
14 XII, yet you don't know how much money is  
15 actually being spent on Title XII, you don't  
16 have a list of activities under Title XII and  
17 you don't have a list of universities who are  
18 eligible for Title XII. That seems to me to be  
19 a major issue for the board.

20 I think it's one thing to look at  
21 missions and say that's where the problem  
22 resides. Everything has been centralized, but  
23 just anecdotally, I was in two missions over the  
24 past month. I was in India where they tried to  
25 put forward \$4 million to support the

1 agriculture knowledge initiative and somewhere  
2 up in Washington, D.C., that got zapped. So it  
3 wasn't the missions, but someone else in the  
4 system.

5       Just recently I was in the Dominican  
6 Republic where there was some emphasis on trying  
7 to put long-term training into a project and  
8 that also got nixed further on. On the one  
9 hand, John, I think maybe you are right, that we  
10 need to focus on the missions. But it's not  
11 just there. We need to look at the entire USAID  
12 structure.

13       CHAIRMAN EASTER: Any comments from  
14 the board?

15       BOARD MEMBER CHRISTENSEN: In response  
16 to Doctor Demment, I think he's made eloquently  
17 a point that we require considerable staff  
18 support. The board is -- despite all the  
19 efforts that those present made, we don't have

20 the same sort of staff support that is required

21 to implement some of these issues.

22 This one in particular, it seems like

23 to me, that that is the case with the

24 administrator; that if we're going to get this

25 kind of information, to be able to provide to



1 her accurate and verifiable information, that we  
2 have got to make the case there will be  
3 additional support. It's an important point and  
4 that's the only way we're going to get it done.

5 CHAIRMAN EASTER: Any comments from  
6 the audience?

7 MR. WIDDERS: Irvin Widders, Michigan  
8 State University.

9 One of the concerns that I have -- and  
10 I would like to support Tim's recommendation --  
11 is that I think there should be something that  
12 obligates USAID to look at Title XII programs  
13 when there is evidence that universities have  
14 comparative strengths and predominant capacity  
15 to do something.

16 What disturbs me at times or  
17 disappoints me is that universities or Title XII  
18 programs are overlooked in institutional  
19 capacity training projects when clearly this is

20 our comparative strength. I don't understand.

21 I'm aware of a number of other examples where

22 it's the university community that has clearly

23 the capacity and the expertise to bring this to

24 bear and should be a leader in those kinds of

25 projects. I don't know how you could

1 incorporate that into the ADS.

2 CHAIRMAN EASTER: Let me draw this, if

3 I can, to closure. I think we have had some

4 very good comments relative to this particular

5 area. I'm going to make a comment and then I

6 would like to pose a question directed to all of

7 you.

8 My comment is this: that there seems

9 to be -- and I picked this up in your

10 comments -- that agriculture is -- in a sense is

11 a production issue, and I think for most of us

12 the definition of "agriculture" includes some of

13 the other definitions that you were

14 addressing -- supply-chain management issues,

15 food-safety issues -- and at some level that is

16 perhaps unique. I'm not proposing that we have

17 the answer today but a conversation about that

18 definition itself.

19 My question is simple: that BIFAD

20 would like to -- is very interested in

21 continuing to be participating, and I applaud

22 you for bringing this here for our conversations

23 today, the comments you have made. We would

24 like to continue this conversation of this

25 revision you characterize it involves, how

1 should we go about doing that.

2 BOARD MEMBER THOMAS: I think you  
3 received a copy of the suggested changes. Ron  
4 and I would like to work with these issues and  
5 try to incorporate those. We have until  
6 November 15 to make any changes.

7 CHAIRMAN EASTER: Would it be  
8 acceptable that I ask that individuals submit  
9 your thoughts on these revisions? Is that a  
10 reasonable way to go about this? We are  
11 scheduled for a break. We are past schedule for  
12 a break. We have a couple of items that we will  
13 move into in the next session of our agenda.

14 MR. SENYKOFF: I just want to make a  
15 comment about the technical capacity of  
16 agriculture staff on USAID. If we go back to  
17 the days of Nile Brady, when I came in and was  
18 looking at where we were with technical  
19 capacity, we can't hold a candle to those days.

20 We have continued to deteriorate. Even though  
21 we are hearing about changes in what the  
22 administration is doing, we now have  
23 Administrator Henrietta Fore who has designated  
24 Nina Fedoroff as the adviser on science and  
25 technology. She's also working with this lady

1 relative to the Department of State and that's  
2 very positive.

3 But what we really need, if we're  
4 looking at food production and all the related  
5 topics on agricultural -- and agricultural  
6 superscript "i" -- that is integrated on the  
7 cross-disciplines, we need a sea change. There  
8 needs to be a dedicated sea change in the agency  
9 to say agriculture is an essential element of  
10 foreign assistance. This is critical.

11 Where we've been since the 1970s, we  
12 are retiring out. The old ag guys are leaving.  
13 The ones who knew what a sorrel feed pound was  
14 and they knew how to measure a cow at an  
15 exchange. They give them two days and call it  
16 an agriculture program, and they call them NETs.  
17 There's nothing wrong with the NETs, but it is a  
18 case of understanding how to work with a  
19 university and the difference between doing

20 basic research and applied research and where

21 that has to go.

22       There is a role in this with the

23 agency and through BIFAD, I believe, to bring

24 the universities closer in this dialogue of,

25 What does AID need in order to accomplish



1 agriculture in the future internal relative to

2 our staff?

3 I can't underscore that enough because

4 we're weak -- very, very weak. Then the

5 question becomes: How can you even analyze a

6 research program if you can't responsibly

7 pinpoint what the partnership with the

8 university is?

9 CHAIRMAN EASTER: I have a response to

10 something you said. You're not the only agency

11 that is using these capacities within the

12 land-grant system. I think it's a bigger

13 question, in a sense, for our national

14 policymakers to consider how you maintain the

15 capacity of more agriculture.

16 With that, let's adjourn and we will

17 reconvene in about ten minutes.

18 (Morning coffee break taken.)

19 CHAIRMAN EASTER: I have been asked to

20 speak more directly into the microphone.

21 Next topic on our agenda is SPARE,

22 "SPARE Management: BIFAD and the Role of

23 SPARE." I want to refresh my memory about

24 SPARE's responsibilities. The revised charter

25 for SPARE says that SPARE is a subcommittee of

1 BIFAD and functions in partnership with  
2 NASULGC's Board on Agriculture Assembly. That  
3 is made up of the deans of agricultural  
4 universities primarily. It responds to requests  
5 of BIFAD and reports its deliberations and  
6 recommendations to BIFAD and the BOAA. Only  
7 BIFAD will convey, as it deems appropriate,  
8 recommendations of SPARE to the agency for  
9 review and action.

10 The charter indicates that if SPARE  
11 reports to us, we consider the recommendations  
12 by SPARE. Article II of that charter says in  
13 terms of "Objectives and Scope of Activities:"  
14 "The prime objectives of SPARE are  
15 (1) to mobilize all partners in discussion  
16 and/or analysis of issues put to it by BIFAD  
17 within SPARE's area of responsibility; and  
18 (2) to provide clear recommendation for  
19 action by BIFAD as appropriate."

20 SPARE is currently chaired by Sandra  
21 Russo, who is in Florida, and it's made up of  
22 representatives which includes the BIFAD liaison  
23 and USAID staff and other university people. I  
24 think there has been -- and I confess a failure  
25 on my own part to fully understand and engage

1 with SPARE in conversations.

2 But having said that, I think over the  
3 last year or so, there has been some sense that  
4 we need to look at SPARE and its utility of what  
5 SPARE is being asked to do, whether that's being  
6 accomplished, and have some conversation around  
7 that. So I would like to open that up for  
8 discussion here.

9 Any comments from members of the  
10 board?

11 BOARD MEMBER CHRISTENSEN: Mr.  
12 Chairman, I might make an historical comment.  
13 This goes back to the Joint Committee on  
14 Agriculture Research and Development days. That  
15 particular committee prepared a number of  
16 recommendations of substance, and I suppose that  
17 is sort of a self-serving comment since I  
18 participated on a variety of things, including  
19 the graduation strength of grants, human capital

20 development, and other kinds of things that the  
21 board then acted on in terms of making the final  
22 recommendations to the agency.

23 I don't know whether the board is  
24 called on or not in being specific to its  
25 instructions to SPARE as to what ought to be

1 done in the future as to the kinds of issues  
2 they would like to tackle and provide some  
3 guidelines and the kind of study that needs to  
4 be done because on that basis they could become  
5 part of our efforts to get to the bottom of some  
6 of these issues, and at this point I'm not sure  
7 that we've asked them to do that; or if we have  
8 asked them to do that, that -- (inaudible).

9 CHAIRMAN EASTER: SPARE did  
10 participate in our May 14 meeting and talked  
11 about the things that we had tasked SPARE to do  
12 and some activities that might be this next  
13 year, but we did not take an action to direct  
14 them.

15 Other comments? Any comments from the  
16 floor?

17 AUDIENCE MEMBER: There are equal  
18 representations from the university community  
19 and USAID. To me if this body is to do its job

20 independent as advising for a subset of BIFAD.

21 At best it should be just one liaison person for

22 AID. It should be expanding university

23 independently. It become -- that's when --

24 (inaudible) even if it's not happening, the --

25 (inaudible).



1 CHAIRMAN EASTER: Any other comments?

2 MR. SENYKOFF: I might add that one  
3 recommendation was that the SPARE committee  
4 could make and do a review of the new long-term  
5 training work that has been going on. John  
6 Thomas has been involved with this. They're all  
7 being done to make a new way for working with  
8 universities and USAID and the universities.

9 CHAIRMAN EASTER: This is what has  
10 been referred to occasionally as the "pilot"  
11 projects. Kerry, from that perspective, is  
12 there anything you want to add to this  
13 discussion?

14 BOARD MEMBER BOLOGNESE: I don't have  
15 anything in particular, but I would suggest that  
16 maybe BIFAD needs to look at the SPARE charter  
17 and there may be some key provisions, so that  
18 may be something BIFAD wants to take a look at.

19 MR. DeDATTA: S.K. DeDatta, Virginia

20 Tech.

21 Information on SPARE is included on  
22 the BIFAD Web page. It has not been maintained  
23 since 2002 or 2003. I think it still lists, for  
24 example, the SPARE members from 2002-2003. It  
25 has an outdated version of the SPARE charter on

1 that.

2 BIFAD has been doing a good job of  
3 getting its minutes up and things like that. I  
4 think it would be very useful if SPARE, when it  
5 does have activities, it is the same kind of  
6 thing and also make sure that there's a list of  
7 the current members and the current SPARE  
8 charter, things like that.

9 MR. WILLIAMS: Tim Williams, the  
10 University of Georgia.

11 I really believe that SPARE has an  
12 important role to focus expertise into their own  
13 points of discussion. I think a more flexible  
14 membership, a greater membership, it might be  
15 appropriate because if we try to address and  
16 evaluate such a broad range of topics, I think  
17 particularly you need to have that ability to  
18 cooperate to bring in the right people to make  
19 those decisions.

20 I think that -- and I reflect on all  
21 of these -- (inaudible). There is general  
22 unhappiness about the function of SPARE in that  
23 the process has not responded to what was  
24 appropriate. There haven't been minutes. There  
25 haven't been the documentation and the -- there

1 has been no opportunity for people that are  
2 interested in recommendations to actually be  
3 able to know that this is what was being  
4 recommended about them.

5 For that reason I think that we need  
6 to put in place a procedure document for SPARE  
7 that is -- that allows it to be an appropriate  
8 interest for BIFAD because I don't believe it is  
9 at this point.

10 CHAIRMAN EASTER: Other comments or  
11 perspectives? This has been very helpful,  
12 particularly for someone who came to this role  
13 18 months ago, does not have the history that  
14 Mr. Christensen and others have.

15 One of the challenges that I see for  
16 SPARE is that we could make very substantial  
17 assignments to that organization and they are  
18 not -- basically it's a group of volunteers or  
19 other entities. And how do they get those

20 assignments accomplished in a credible manner, I

21 think is part of the process that needs to be

22 addressed.

23         The secretary has been provided by

24 EGAT -- isn't that correct, John? You provided

25 support for the operations. What is the current

1 status? There are some changes taking place  
2 there. Is that the case or is that not  
3 something that is being done?

4 BOARD MEMBER THOMAS: No, you're  
5 right. SPARE -- just like BIFAD, I think SPARE  
6 has the same issues that we make recommendations  
7 and -- but there's really no system set up to  
8 carry out those recommendation, to do the  
9 analysis, to do the staff work.

10 As you say, BIFAD members serve on a  
11 voluntary basis. SPARE members serve on a  
12 voluntary basis. We meet, we have discussions,  
13 but those discussions need to continue to look  
14 at options and make decisions. We can't have a  
15 SPARE body that is just meeting from time to  
16 time to discuss the issues. There has to be  
17 continuing work by staff members to include  
18 analysis.

19 BOARD MEMBER BOLOGNESE: Mr. Chairman,

20 I do just want to point out that SPARE does also  
21 have resources at its disposal so it can  
22 contract out or use those resources to try to  
23 obtain or secure the kind of analysis that it  
24 needs. Those are available, so it's not totally  
25 without that at its fingertips.



1 CHAIRMAN EASTER: Just so I  
2 understand, Kerry, these are resources that come  
3 through the BIFAD contract?

4 BOARD MEMBER BOLOGNESE: That is  
5 correct.

6 CHAIRMAN EASTER: So it is a decision  
7 that BIFAD make those resources available to  
8 SPARE?

9 BOARD MEMBER THOMAS: Kerry, thanks  
10 for reminding me. Those are the same resources  
11 available to BIFAD to do its analysis. We  
12 haven't been using those to the full advantage.  
13 It's a good reminder from Kerry that we do have  
14 that available.

15 CHAIRMAN EASTER: Other comments from  
16 the board?

17 Let me propose that we table this  
18 agenda item for our next meeting, which -- I  
19 don't suppose we have the date, but it would be

20 early in the new year. The issue is there are

21 some things that need to be done and I heard the

22 comments that there are CRSPs that need

23 evaluation. Is that the case?

24 BOARD MEMBER THOMAS: Yes, coming up

25 to their fourth year with you.

1 CHAIRMAN EASTER: And that group --  
2 again, I'm naive in asking this question -- that  
3 is the responsibility of BIFAD?

4 BOARD MEMBER THOMAS: No. Correct me,  
5 if you will, but this is -- I don't think --  
6 it's not BIFAD's responsibility to do the  
7 evaluation.

8 MR. DeDATTA: At Virginia Tech we are  
9 doing our own evaluations of the programs  
10 through the normal EEP mechanism and then USAID  
11 will be conducting an administrative management  
12 review on the management entity itself to see  
13 how willing we are in fulfilling our  
14 obligations.

15 I'm not sure exactly what happens at  
16 that point with respect to the renewal of the  
17 CRSPs. Because we're in our first five years,  
18 and I think these assessments are going to be  
19 used to determine, you know, if we continue for

20 a second five years, I guess our understanding  
21 is it looks like SANREM is -- the outlook is  
22 favorable, a whole lot of confusion amid  
23 analysis of what is going to happen with IDM. I  
24 would assume that BIFAD is heavily involved in  
25 the decision on that. It would be nice to have

1 some clarification on that.

2 CHAIRMAN EASTER: It is my  
3 understanding that in the report that we have  
4 from SPARE, they discuss the role in that, which  
5 we haven't at this point tasked them with.

6 BOARD MEMBER THOMAS: I think the  
7 recommendations would come to BIFAD. But  
8 actually conducting the evaluation, it's more of  
9 the university and EGAT/BIFAD will  
10 be considering the issue.

11 BOARD MEMBER CHRISTENSEN: What used  
12 to happen, and at some point ceased to happen,  
13 was that USAID came to JCARD, at the instruction  
14 of BIFAD, for reactions to various kinds of  
15 things. I remember once we were asked to  
16 respond to the various bureaus in terms of  
17 defining the strategy we use, and I was one of  
18 three that was asked to respond to the Near East  
19 strategy for '83 to '88. But as a JCARD member,

20 when I went beyond the regular meeting  
21 assignment, I was not asked to do that as a  
22 volunteer. I was retained as a consultant to do  
23 that particular work.  
24 I think one of the things where we  
25 probably have gone amiss and maybe we haven't

1 made good use of the monies that have been  
2 given, is we have expected everybody to do  
3 in-depth work on a volunteer basis. If you are  
4 asking busy people to do that and they have  
5 several requests along those lines, the one that  
6 is not seen as important enough to retain a  
7 consultant probably gets the same kind of input.

8       If we're going to turn to the  
9 university community or to whomever outside  
10 people to do these kinds of things, it seems  
11 that we will not get the kind of input that we  
12 need to make good decisions if we're not willing  
13 to ask them to do it for just compensation.

14       AUDIENCE MEMBER: Mr. Chairman, BIFAD  
15 has a responsibility to make sure the process of  
16 review is fully understood by all parties  
17 according to the contractual agreement between  
18 USAID and the universities. Both BIFAD and  
19 USAID have a long history of being associated

20 with CRSPs. The review process that is going to

21 take place early next year is administrative.

22 All these CRSPs are the programs, so

23 there is program review, depending on the review

24 of the -- (inaudible) -- which is the tell-all

25 thing we appointed -- (inaudible). So the



1 decision on the program is determined by  
2 administrative review, so making sure that what  
3 is needed between the university to understand  
4 why this is going to be renewed, this is not  
5 going to be renewed, so the whole world will  
6 know.

7 BOARD MEMBER THOMAS: I wanted to go  
8 back to something that Ron mentioned about the  
9 review of long-term training. I think this is  
10 something that can be done and SPARE has made  
11 some progress. SPARE has sole responsibility  
12 for that review, and SPARE has identified  
13 someone from the education office who has  
14 funding to do the review.

15 Again, these are the pilots that BIFAD  
16 has to find a better way to communicate. The  
17 two programs in Mali and East Africa, they have  
18 continued training students and they have  
19 received their degrees at home institutions.

20 CHAIRMAN EASTER: I will take a couple  
21 more comments and then I will draw this to a  
22 closure.

23 MR. DEMMENT: John, just in regard to  
24 that, as I recall the request of BIFAD was that  
25 you were going to review those and compare them

1 with the ongoing CRSP training so that the CRSP  
2 model would be compared against the two models.

3 CHAIRMAN EASTER: A comment?

4 MR. DeDATTA: Yes. Not really a  
5 comment but a question. I have looked into the  
6 current SPARE charter, and I still don't quite  
7 understand who SPARE works for. I mean, as I  
8 understand it, SPARE is a subcommittee of BIFAD,  
9 and SPARE reports back to BIFAD. But sometimes  
10 from some of the comments of the BIFAD members,  
11 it seems like they're not aware of some of the  
12 activities that SPARE is engaged in.

13 I guess my question is: How is that  
14 possible?

15 CHAIRMAN EASTER: Again, I think we  
16 have -- there is an official BIFAD liaison to  
17 SPARE, and I was appointed to that role and then  
18 came into this role, which was, in some sense, a  
19 conflict of interest. Now Doctor DeLauder, I

20 have asked him to do this. There has been some  
21 disconnect in us getting involved with the issue  
22 officially of the forms that are used. I think  
23 we're working to address that.

24 MR. DeDATTA: My question is: How can  
25 SPARE be involved in anything pretty much

1 without more direction? How do they --

2 CHAIRMAN EASTER: That's the way I  
3 read the charter. I think within the issues  
4 that we have raised, is SPARE's opportunity to  
5 make this an issue about how they proceed.

6 MR. WIDDERS: This is an important  
7 point. Irvin Widders, Michigan State  
8 University.

9 I want to reinforce the point that Tag  
10 made. I think it's imperative not only to  
11 review the CRSPs relative to the pilots, but  
12 also contracted training. In any scientific  
13 study you have a control, you are comparing a  
14 pilot relative to something else. And as a  
15 director of one of the pilots, I think you are  
16 going to gain some valuable insights by  
17 comparing these pilots to some other training  
18 initiatives that USAID reports. I would  
19 strongly, strongly encourage that.

20 BOARD MEMBER THOMAS: Let me go back

21 to the scope of work because it's been several

22 weeks or months since I first read the draft,

23 and I believe it does include the other training

24 policy. Not just looking at the BIFAD

25 long-term.

1 MR. DEMMENT: That's a critical issue.

2 CHAIRMAN EASTER: I sense that this  
3 discussion has probably moved as far as it can  
4 today. Ron, you had some comments.

5 MR. SENYKOFF: Mr. Chairman, you had  
6 asked me to look at the charter a little bit  
7 about the staffing. I call the board's  
8 attention to Article V, and the key report that  
9 you and Jim Rabon had made was where could there  
10 be further engagement with the administrator.  
11 You will note there that this year we have to  
12 select some members but that the  
13 administrator -- it says in Article V: "The  
14 administrative agency will recommend and appoint  
15 three members."

16 I believe the drift of what I got from  
17 you is that maybe this is an opportunity in  
18 looking at the membership to engage the  
19 administrator on where she would like to go

20 reference to how all of these pieces of the

21 puzzle fit.

22           CHAIRMAN EASTER: There is a more

23 fundamental question that has been raised and

24 that is the actual charter in the membership.

25 Does it, in fact, create an entity that can



1 perform an independent function? I think that  
2 brings me to the point that I was at a moment  
3 ago. It makes sense that we have a conversation  
4 around this topic in our next meeting with  
5 substantial depth and at that point make  
6 decisions.

7       We need to -- I think it would be  
8 appropriate for the SPARE chair to be part of  
9 that discussion. I'm not trying to put it off  
10 today, but I think we're not prepared to make  
11 decisions here.

12       BOARD MEMBER CHRISTENSEN: I think  
13 that is true. I would only add one other thing.  
14 In the past all of these appointments to these  
15 kind of committees were joint appointments by  
16 both the USAID administrator and the BIFAD  
17 chair. I think that worked out rather well.

18       BOARD MEMBER BOLOGNESE: Let me  
19 respond to that. This is something where the

20 SPARE charter was revised a few years ago, in  
21 '04, I believe it was, and one of the reasons  
22 why it was felt that there was a need to revise  
23 the SPARE charter was the appointment was not  
24 working. Some of the suggestions by the  
25 university communities were not taken seriously

1 by the administration and so it was thought that  
2 the universities should be able to appoint their  
3 own members and then USAID would be able to  
4 appoint their own members. In fact, there was a  
5 period of time where SPARE could not meet  
6 because they didn't have a membership because  
7 they got caught up in political issues and other  
8 things which are quite common in Washington.

9 CHAIRMAN EASTER: Other comments?

10 BOARD MEMBER DeLAUDER: The charter

11 does specifically say -- this is under

12 Article III:

13 "The duties and functions of SPARE  
14 shall be limited to responding to requests  
15 of BIFAD and reporting deliberations and  
16 recommendations to BIFAD and the BOAA in  
17 accordance with Article I and VII. BIFAD  
18 may, at its discretion, make additional  
19 requests of SPARE as deemed necessary."

20           So SPARE reacts to requests coming

21 only from BIFAD.

22           CHAIRMAN EASTER: Further comments?

23 Is the board comfortable with the suggestion I

24 have made that we make this a topic of decision

25 for our next meeting?

1           That does bring us to the next item.  
2   There are some issues that we need to move  
3   forward on at this point. One of those is a  
4   series of issues that came out of a meeting that  
5   I had with the CRSP managers, CRSP directors in  
6   Portland. These are issues around the agency  
7   and their activities and that the -- as I sit  
8   here on our business BIFAD subcommittee, there  
9   is a proposal that I would like to make that  
10  rather than tasking SPARE at this point with  
11  some uncertainty about how SPARE is functioning,  
12  if we create a special subcommittee to look at  
13  these issues that identify it at this point, and  
14  I would appreciate your thoughts on that.

15           I don't know that we should discuss  
16  this. It's not something that BIFAD members  
17  have had the opportunity to think about.

18           BOARD MEMBER BOLOGNESE: A  
19  clarification. Would this be a temporary

20 discussion of just these issues raised in  
21 Portland, or would it be something more  
22 permanent that would deal with ongoing CRSP  
23 issues?  
24 CHAIRMAN EASTER: I think that is  
25 something we can discuss and make a decision

1 about here. It might be appropriate to make it  
2 a standing committee with that responsibility.

3 Comments from the board?

4 BOARD MEMBER CHRISTENSEN: I wouldn't  
5 be uncomfortable with that.

6 MR. RUNDE: Ed Runde, Texas A & M.

7 What kind of money would BIFAD have to  
8 really focus these issues for you so you really  
9 have the best information available?

10 CHAIRMAN EASTER: I think the current  
11 budget is 250,000, I believe. Is that correct,  
12 Kerry?

13 BOARD MEMBER BOLOGNESE: A little less  
14 than that.

15 CHAIRMAN EASTER: That's in the  
16 contract that there are expenses that are  
17 associated -- we're not flush in terms of that.  
18 But that is a question that Tim raised during  
19 the coffee break, whether we ought to actually

20 give some thought to having a staff person that

21 is being compensated out of those funds. I

22 don't know how realistic, Kerry, that may be.

23 BOARD MEMBER BOLOGNESE: That is an

24 option. What has occurred is usually

25 consultants have been hired on a need basis so



1 that a permanent staff is kept to a minimum, but  
2 that is something to consider. The only problem  
3 with that is if you need something that is quite  
4 large, a large undertaking like you will be  
5 discussing later in the conference of the deans,  
6 that is a pretty big chunk of money to do  
7 something like that.

8 Then you would have to balance the  
9 permanent consultant versus some of these  
10 special projects, so that's a decision that you  
11 have to make.

12 CHAIRMAN EASTER: Further comments?

13 BOARD MEMBER THOMAS: Could I ask a  
14 question? I like the idea of a BIFAD  
15 subcommittee. Do I understand correctly that  
16 the subcommittee is to deal with CRSP-related  
17 issues?

18 CHAIRMAN EASTER: That at this point  
19 would be the task. I think it creates an

20 opportunity for us to have an experience with  
21 this kind of structure. It may be that once we  
22 have that experience, we would decide to expand  
23 the scope and responsibility.

24 BOARD MEMBER THOMAS: Actually, I  
25 think that is a very good idea, a dedicated

1 forum to exploring these issues. Have you

2 considered who would be on the committee?

3 CHAIRMAN EASTER: We have had very

4 limited conversations. I thought of Greg

5 Helmers possibly as a person who might chair

6 that committee. I would appoint the committee,

7 but I would be very anxious to get your input.

8 BOARD MEMBER THOMAS: I will think

9 about it.

10 CHAIRMAN EASTER: Could I have, if

11 we're at that point, a motion from the board to

12 do this; or if we can do it, if you want to just

13 do it by consensus, we can quorum.

14 BOARD MEMBER: No objection.

15 CHAIRMAN EASTER: It carries.

16 The next topic on our agenda is titled

17 "Strategic Direction for BIFAD in 2008."

18 I take it that there are several

19 reasons why it be would useful to have

20 conversations about things that this board  
21 should give attention to to look into next year.  
22 Certainly as the framework continues to mature,  
23 it is an issue for programs where CRSPs and  
24 USAID is now seeking to continue to become  
25 involved in those conversations and how they

1 impact activities of Title XII.

2 I think it would be useful, I think,  
3 also to begin the conversation by getting a  
4 status report, if you will, on some of the  
5 things that BIFAD has pending business with  
6 USAID, and Mr. Rabon has agreed to bring up some  
7 of those questions again. So, Tim, we will turn  
8 the floor over to you.

9 BOARD MEMBER RABON: Thank you,  
10 Mr. Chairman.

11 Going back to a question that I was  
12 saying earlier in the year about the Bissell  
13 report, I really didn't receive a response back  
14 on it. The Bissell report was sent over. I  
15 believe we passed a resolution in April of this  
16 year recommending it be sent to the  
17 administrator and we never received any  
18 information back, any feedback that it was even  
19 received by the administrator.

20 Can you tell us what the status of the

21 Bissell report and that resolution are?

22 CHAIRMAN EASTER: Let me ask you.

23 From the administrator -- Ron, did we get

24 anything from the administrator relative to the

25 Bissell report?

1 MR. SENYKOFF: Feedback, no, sir.

2 CHAIRMAN EASTER: John, do you have  
3 something to say on that report?

4 BOARD MEMBER THOMAS: No, not today.

5 BOARD MEMBER RABON: Where did the  
6 report get submitted to? If you wouldn't mind  
7 educating me on the process, but how would that  
8 resolution and that report -- when we make a  
9 recommendation that the administrator review it,  
10 how does that system occur in the process?

11 BOARD MEMBER THOMAS: Well, John, we  
12 have -- Kerry.

13 BOARD MEMBER BOLOGNESE: If I can just  
14 for the record, Mr. Chairman. Under the  
15 direction of the previous chair, consulting  
16 staff faxed copies of the resolution to the  
17 administrator at that time asking advice, so  
18 that occurred. So what happened after that we  
19 don't know, but that actual transmittal did

20 occur.

21 BOARD MEMBER RABON: Did you get a

22 response that they received it or acknowledged

23 it?

24 BOARD MEMBER BOLOGNESE: No.

25 BOARD MEMBER RABON: Do we need to



1 resubmit to the new administrator?

2 BOARD MEMBER BOLOGNESE: Actually, we

3 did. When the chairman on behalf of BIFAD sent

4 a "thank you" letter to the new acting

5 administrator, we attached those resolutions and

6 a fax transmission to her, so their office has

7 them. And to answer your next question that I'm

8 anticipating, no, we have not received any

9 formal reply or informal reply.

10 BOARD MEMBER RABON: Okay.

11 BOARD MEMBER THOMAS: And there has

12 been nothing from the administrator's office

13 that has come down in either a request for

14 additional information or questions about that.

15 BOARD MEMBER RABON: Would it be

16 appropriate for your office in the structure to

17 inquire about that to the administrator?

18 BOARD MEMBER THOMAS: Certainly.

19 BOARD MEMBER RABON: Has any of that

20 been done?

21 BOARD MEMBER THOMAS: No, we haven't

22 done that.

23 BOARD MEMBER CHRISTENSEN: I guess my

24 question is: If we submitted it as a board to

25 the administrator, why would not the

1 administrator respond directly to us as a board?

2 Would it have to go through anyone else?

3 CHAIRMAN EASTER: It seems to me that

4 our communications, again based on Title XII,

5 are with the administrator who is independently

6 appointed by the president of the board. That's

7 with whom we are directly engaged.

8 BOARD MEMBER CHRISTENSEN: I would

9 think we send it directly to her and she would

10 come back. So if we haven't heard back from

11 her, then we should follow up.

12 CHAIRMAN EASTER: So you are

13 suggesting rather than asking John to do it,

14 that I should?

15 BOARD MEMBER DeLAUDER: I believe that

16 is correct. I think that is probably

17 appropriate.

18 CHAIRMAN EASTER: Let's make that on

19 our to-do list, Kerry.

20           The Bissell report, if you are not  
21 familiar with it, is a very well-crafted  
22 document that reviews the Title XII legislation.  
23 It has a bit of history. It helps to provide  
24 context and then at the end makes  
25 recommendations relative to the role that BIFAD

1 has in completing its responsibilities.

2 BOARD MEMBER RABON: Just briefly to  
3 explain myself, there is some frustration on my  
4 part. It appears that there seems to be a huge  
5 breakdown in communication here between BIFAD  
6 and USAID or the administrator, who we are  
7 obligated to assist and advise, so I think that  
8 we have to -- before this board can become  
9 effective in implementing its duties, we have to  
10 reestablish that communication between the board  
11 chairman and the administrator; otherwise, we're  
12 ineffective in everything we're doing.

13 BOARD MEMBER THOMAS: We are taking --  
14 we are being very proactive in trying to get  
15 information to the administrator, and Ron in  
16 particular, Ron Senykoff, has led this effort in  
17 representing BIFAD to the administrator. So  
18 we're trying to improve the communications with  
19 BIFAD.

20 BOARD MEMBER RABON: I can see how  
21 difficult that would be. I suggest that Ron  
22 sends a management structure breakdown to  
23 meetings that we would have available indicating  
24 the point of connection for BIFAD to the USAID  
25 management structure, and we're so low down the

1 chain that we're not even indicated as a board  
2 in that management structure.

3       So I can see how difficult, almost  
4 impossible, to ever get any communication pushed  
5 up that chain. I don't see how it could  
6 possibly happen.

7       BOARD MEMBER THOMAS: I recall when  
8 the administrator met with BIFAD and that you  
9 had directly asked her how you could help her  
10 and how you could have communication with her  
11 and she was open to that, although I think her  
12 response was tentative. She said considering  
13 being part of your extended communications, I  
14 know it wasn't the answer that you were looking  
15 for.

16       The Bissell report had a very specific  
17 recommendation about the place, about the BIFAD  
18 committee, that issue be attached to the  
19 administrator's office, and she's aware of that

20 communication and we have not received any

21 comment from her.

22 BOARD MEMBER CHRISTENSEN: As I

23 remember that meeting, one of the things was

24 that she was hoping to approach with any of the

25 BIFAD board members waiting for her directive



1 because I think I suggested there ought to be an  
2 ongoing conversation between her and the  
3 chairman. She was not only agreeable to that,  
4 but she was also agreeable to the idea that any  
5 of us could approach her, which I would not be  
6 comfortable doing since we work through our  
7 chair.

8 But that communication has always been  
9 a two-way street. So we need to give her a  
10 chance to report back to us as to what she's  
11 actually done.

12 BOARD MEMBER BERTINI: That is a good  
13 point, but I think another point Tim raises is  
14 we're supposed to be advising the administrator  
15 and they don't even know we exist. So what  
16 good -- why are we here? And that question  
17 really needs to be answered. If not by you,  
18 John, by the administrator; if not by the  
19 administrator, than by the White House, where we

20 come from. So I would propose that we continue  
21 our relationship with the administrator and  
22 hopefully something will develop. But I think  
23 there should be a backup plan, because if it  
24 doesn't, then the chair should consider saying  
25 to the White House, you know, "What are we

1 really supposed to do here? What is your

2 direction?"

3 BOARD MEMBER DeLAUDER: When I looked

4 at the organizational chart, communication with

5 BIFAD was not shown on the organizational chart

6 at all. And it wasn't only not shown, it seemed

7 to me there should have been a guideline or

8 something running from the administrator,

9 sending the report directly to the

10 administrator, and what was being shown as far

11 as where the staff was being housed, not

12 necessarily organizationally -- (inaudible) --

13 but does not necessarily mean that reporting out

14 of that you got to go through that chain.

15 That's the way I read the chart.

16 CHAIRMAN EASTER: I think it's fair to

17 search another advisory board to the

18 administrator, and I don't that move was

19 actually shown on the chart. I think there was

20 a raised hand somewhere.

21 BOARD MEMBER CHRISTENSEN: The one

22 thing we need to bear in mind -- this is, I

23 realize, an echo. We have a legislative fund

24 out of maybe an advocacy role, but we have a

25 definite legislative responsibility. It may be

1 a statutory responsibility.

2 CHAIRMAN EASTER: Other comments?

3 MR. WILLIAMS: Tim Williams,

4 University of Georgia. To me it seems like this

5 is all part of that same picture of reluctance

6 to implement the law. I don't know what else to

7 say about it. Unless the administrator

8 responds, what else do you do? I really believe

9 that we as a community, the universities, need

10 to look to the Inspector General to get some

11 relief under this system.

12 CHAIRMAN EASTER: In fairness, the

13 administrator's appointment is pending still in

14 the senate and that has to be a preoccupation

15 and cause perhaps for some reluctance to take

16 action until that issue gets resolved. John, I

17 don't know what the latest rumors are, but I

18 hope that will come to fruition at some point.

19 Those things tend to have a life of their own.

20           If there are no further comments, I

21 will attempt to once again initiate the

22 conversation with the administrator.

23           **BOARD MEMBER BOLOGNESE:** If I could

24 make one last point, and that is the

25 administrator has agreed to address at its

1 annual meeting, a luncheon meeting with  
2 approximately 1100 university administrators  
3 including the president of the universities, and  
4 I think that is an opportunity perhaps for you,  
5 Bob, at least as the chair, to interact with  
6 them and once again remind her of the importance  
7 of BIFAD and our communication with her.

8 BOARD MEMBER BERTINI: Is that the  
9 meeting in November?

10 BOARD MEMBER CHRISTENSEN: Correct.

11 CHAIRMAN EASTER: Do you know if she  
12 will be available at the reception in the  
13 evening?

14 BOARD MEMBER BOLOGNESE: I do not know  
15 what her schedule may be, John.

16 CHAIRMAN EASTER: Those of you that  
17 are attending BIFAD, it would probably be  
18 appropriate to note there is a reception for  
19 people with international activities. That's on

20 Monday evening, the 11th or 12th of November.

21 MR. SENYKOFF: We could clarify that

22 the initial request that went to the

23 administrator did not indicate any additional

24 activities like for an evening thing, but we

25 could go ahead and expand that at this time if



1 that is of interest to the board for a little  
2 longer period of time. We have her for that  
3 noon luncheon speech.

4 CHAIRMAN EASTER: I think that is a  
5 conversation that Doctor Christensen should be  
6 involved with.

7 BOARD MEMBER CHRISTENSEN: I'm pleased  
8 that's going to happen, but I wouldn't want what  
9 I'm going to say be construed that I'm not happy  
10 that is going to happen. But there are those  
11 Title XII universities, private and public, who  
12 are not a part of the consultant team, and that  
13 won't provide for the interaction. And since I  
14 come from that particular situation and have  
15 historically, I would hate to have that part of  
16 our community overlooked.

17 CHAIRMAN EASTER: Very good point.

18 MR. SENYKOFF: I might add, George and  
19 I are working on the speech, but we're making

20 clear very carefully in the language of the  
21 speech that it doesn't just reflect Title XII  
22 but that it's reflective of the whole university  
23 community and integration across sectors, among  
24 other things, and science and technology.  
25 BOARD MEMBER RABON: That was my

1 question. The people who are attending that are  
2 involved in international activities are Title  
3 XII activities?

4 CHAIRMAN EASTER: I think the  
5 consultant meeting has many different activities  
6 that would not be directly related to Title XII.

7 Other comments? George.

8 BOARD MEMBER WILSON: Reinforcing what  
9 we're talking about here, that she is  
10 representing all of USAID and she is talking to  
11 all of the public universities, so it's not just  
12 agriculture. It's not just -- she'll have -- if  
13 we can keep it in the text, there would be  
14 reference to this body and the model that is  
15 being used, and perhaps launching through her  
16 new science and technology adviser a similar  
17 kind of advisory board for her from the subject.

18 BOARD MEMBER CHRISTENSEN: But she  
19 will not be talking to the AASCAR universities.

20 The AASCAR universities are the private  
21 universities. That's simply my point. But I  
22 wanted to go ahead and give this talk. That's a  
23 really important statement, but there are these  
24 others who are a part of this.

25 CHAIRMAN EASTER: Other questions?

1 Tim, did you have anything else that you wanted  
2 to bring up?

3 BOARD MEMBER RABON: No, sir.

4 CHAIRMAN EASTER: Any other questions  
5 relative to management issues?

6 Why don't we open the conversation --  
7 we have a few minutes before lunch -- around  
8 topics that ought to be addressed in this. We  
9 have already put several things on the table,  
10 and I'm not anxious that we go looking for a lot  
11 of new things to put on our agenda.

12 BOARD MEMBER RABON: A couple of  
13 recommendations I would like to lay on the table  
14 would be going back to what we were talking  
15 about earlier on the staff, the amount of staff.  
16 I guess that a lot of our activities are going  
17 to be controlled by our budget, which we're  
18 really unclear on that.

19 One of my questions last year when I

20 came on the board is: What is our budget? How  
21 much money do we have? Because it's going to be  
22 hard for us to make decisions, try to appoint  
23 subcommittees and request research reports of  
24 what we're doing here, if I don't know how much  
25 money we have to spend on it.

1 I know that Kerry said so many things  
2 year to year are an estimate or approximate of  
3 what our budget is. I think we need to nail  
4 that down. I think we need to know how much  
5 money do we have available to us to hire and  
6 what the perimeters are on that funding. Can we  
7 hire additional staff?

8 The Bissell report, there was a fair  
9 amount of money spent on that. It was a great  
10 report. I think outstanding for what I know  
11 about BIFAD's structure, but we were unable to  
12 push it up the chain. At its completion, I  
13 think we'll achieve that.

14 I think in order to be successful, we  
15 need some additional staff report or at least  
16 know what our budget is so that we can make the  
17 determination on how we are going to move  
18 forward.

19 One of the recommendations I would

20 like to see is that we nail down what our budget  
21 is so we make a determination on whether or not  
22 we can have some additional staff to support Ron  
23 and support the chairman in fulfilling our  
24 duties here. Clearly we need to focus on -- the  
25 operational issues are essential, but until



1 BIFAD can become effective and actually take  
2 recommendations and get into the dialogue with  
3 the administrator, I believe it's all for  
4 naught.

5 I would like to try over the next year  
6 to fix that problem, focus on how we're going to  
7 resolve this problem. There's been a lot of  
8 dialogue on it this morning, but I think we need  
9 to make it one of our priorities that we fix  
10 that communication problem with the  
11 administrator.

12 BOARD MEMBER CHRISTENSEN: Who is it  
13 that determines our budget? Because in the time  
14 that I've been associated with this, we've not  
15 been asked once what our budget ought to be, and  
16 it seems to me that is an issue that we need to  
17 address rather than waiting for somebody to  
18 decide.

19 CHAIRMAN EASTER: I take it it begins

20 with the contract between USAID and --

21 BOARD MEMBER THOMAS: It's a grant.

22 BOARD MEMBER BOLOGNESE: It acts like

23 a cooperative, whether it is or not. But I

24 think it is.

25 BOARD MEMBER THOMAS: It's a five-year

1 grant and the total value is 5 million?

2 BOARD MEMBER BOLOGNESE: The total  
3 value 1.25 million.

4 BOARD MEMBER THOMAS: So each year  
5 \$200,000?

6 BOARD MEMBER BOLOGNESE: The way this  
7 has worked in practice is that we do not get  
8 up-fronted any money. What we have to do is  
9 provide USAID the previous quarter what was  
10 spent on behalf of that contract. In other  
11 words, we are fronting the U.S. government  
12 money.

13 BOARD MEMBER CHRISTENSEN: I know that  
14 the Title XII is set up to help -- it's not like  
15 the board is the poorest of the poor. So we  
16 really ought to address this, who determines the  
17 budget, and apparently it's the agency that has  
18 been determining the budget.

19 BOARD MEMBER BOLOGNESE: The way this

20 is involved -- John, I'm sorry, I'm taking up  
21 your time. But just to get to the nuts and  
22 bolts of it, the way that this had worked  
23 previously was USAID basically ran the BIFAD  
24 operation from its own internal resources,  
25 funded it from its own internal resources. How

1 they determined what was spent, that is a

2 question I can't answer.

3       The message came to us that they would

4 welcome an unsolicited proposal from NASULGC in

5 terms of helping to match and the resources that

6 it takes to run BIFAD. So we had to put

7 together a proposal and justify with pretty

8 exact numbers what we anticipated the cost would

9 be, and those involved, of course, the

10 management fee. Those involved reimbursement

11 for meetings. We had to anticipate there would

12 be hotel costs. It was very itemized: what the

13 meals would be, cab fare and all that other

14 stuff. We also had to anticipate any consultant

15 fees associated with projects.

16       So through this exchange process, we

17 came up with a figure of about \$200,000 a year.

18 Again, we're not up-fronted that money, so it's

19 not like we have something that we're hiding or

20 squirreling it away that we're using for  
21 something else. We actually provided USAID with  
22 reimbursement forms that you all filled out for  
23 us and then we get billed. After the end of the  
24 quarter, after those bills had been paid by  
25 NASULGC, we got reimbursed by the USAID.

1           We have been underspending the budget.  
2 We have been spending -- this is within the  
3 ballpark -- but maybe \$60,000 a year, so you can  
4 see the resources. We have resources available  
5 above and beyond the \$200,000 per year.

6           Now, every year at the end of the  
7 fiscal year, previous fiscal year, we have to  
8 provide USAID what is known as a "pipeline  
9 budget," which will contain what our anticipated  
10 costs will be for the previous program for the  
11 upcoming fiscal year. Questions are raised when  
12 we have previously spent only a given amount, a  
13 minor amount, and then we want to dramatically  
14 increase it for the next year.

15           That raises some eyebrows and then we  
16 have to justify what we think our costs will  
17 be and itemize. We just went through this whole  
18 arcane process with the budget-crunchers at  
19 USAID just a couple weeks ago. The end of the

20 fiscal year is getting close.

21           Sorry to make that such a long,

22 drawn-out answer, but that's the thrust of how

23 that works, and, John, you may want to

24 contradict me.

25           BOARD MEMBER THOMAS: That's okay. I



1 do want to say that USAID promulgates 200,000 a  
2 year, so the funding has been set aside that's  
3 been reserved only for this BIFAD support grant.  
4 So Kerry talks about the "pipeline." The  
5 pipeline includes all of the money that USAID  
6 has allocated, so there's quite a bit. The  
7 budget, I think it's up to BIFAD to decide what  
8 their priorities are and how is it you would  
9 like to use that.

10 BOARD MEMBER BERTINI: (Inaudible to  
11 the reporter.)

12 CHAIRMAN EASTER: Don't you have -- in  
13 Washington you can actually take a cab.

14 BOARD MEMBER RABON: One last comment  
15 on that. A recommendation that I would like to  
16 make is that we -- and I know the process has  
17 already started, we talked about it here -- is  
18 come up with a very specific definition of  
19 Title XII activity because that is what we're

20 mandated or obligated to do, is to advise and  
21 assist the administrator in Title XII  
22 activities. So if we don't have a list, we're  
23 not even real sure what current Title XII  
24 activities are going on and what the estimated  
25 value of them is.

1           That's a little concerning to me  
2 because that is the one thing that we are here  
3 to do, is to oversee the Title XII activities,  
4 ensure that we are knowledgeable in what their  
5 activities are, and then assist and advise the  
6 administrator in how we feel that things are  
7 going with the Title XII activities.

8           So unless we have a specific listing  
9 of the current Title XII activities, how are we  
10 going to respond to them? How are we going to  
11 fulfill our duties if we can't even get a  
12 listing of what those Title XII activities are?

13          I guess those would be the three items  
14 that I would like to see resolved, if we could,  
15 this year: Is nail down our budget, what we're  
16 going to do with it, try to engage some  
17 additional staff support here and then come to a  
18 conclusion on this definition of Title XII  
19 activities so it's not consuming our meetings in

20 the future trying to debate what the Title XII

21 activities were.

22 CHAIRMAN EASTER: Let me propose, Tim,

23 that between now and our next meeting, that

24 Kerry and I work together to propose an exact

25 budget. I appreciate that we are already into

1 the year -- (inaudible) -- for us to have a

2 conversation around it.

3 BOARD MEMBER DeLAUDER: Comments on

4 things that we have looked forward to early on.

5 We established home-reach training as a major

6 priority. This did get some funding, not as

7 much as we had recommended. I think the reviews

8 would be extremely important to give us a sense

9 of what have we done and how effective has it

10 been and are we in a position to make some

11 recommendations to USAID as we go forward.

12 But related activity, and particularly

13 we have discussions with about the framework,

14 and that is the absence of tertiary education as

15 one that should be included in there. Somehow

16 we have to convince the administrator that

17 tertiary education is an essential part of what

18 must be done in helping these countries to

19 become self-sustained.

20 CHAIRMAN EASTER: I think our  
21 conversation on that topic will be addressed  
22 this afternoon.

23 Any other comments from the board? We  
24 have one from the audience too.

25 MR. DEMMENT: Tag Demment. One of the

1 issues that I think needs to be in the Title XII  
2 report in the future is -- if it's not in there,  
3 George, and I'm not sure that it is -- is some  
4 recognition of the fact that universities put in  
5 a 25 percent match on most all of these projects  
6 and that they leverage large amounts of money.

7 I know in the CRSP group, in  
8 general -- I mean, in some case it's close to  
9 one-to-one dollars are matched by other funding  
10 other than USAID. So this is not just -- this  
11 partnership is not just a theoretical  
12 partnership. Universities put money into this.  
13 They're mandated to put 25 percent in and often  
14 they bring in more money or as much money as  
15 USAID puts into these projects.

16 CHAIRMAN EASTER: Anything else?

17 MR. WIDDERS: Irv Widders, Michigan  
18 State.

19 I would like to recommend that we

20 follow up on the status of the 2005 CRSP  
21 guidelines that were approved by BIFAD. I think  
22 since those were revised and approved, there's  
23 probably been a change of two administrators. I  
24 never heard of what the reasons were for those  
25 not being formally approved. There are many



1 issues that lack clarity.

2           One of them I think was even mentioned  
3 this morning: The issue of how CRSP programs  
4 are going to be reviewed for continued relevance  
5 and future extensions. That's an important  
6 issue for the new CRSPs. But this is a document  
7 that provides lessons learned, a document that  
8 presents best practices for management of CRSPs  
9 and like programs. They're very, very important  
10 to us and so having those formally signed by the  
11 administrator would be quite valuable to the  
12 universities.

13           **CHAIRMAN EASTER:** Great point. Thank  
14 you.

15           **BOARD MEMBER THOMAS:** After the CRSP  
16 counsel meeting in Portland, there were several  
17 points for USAID to follow up. I did send you  
18 the results of the framework, the program  
19 elements and the indicators. We have met on the

20 criteria. I know that we have been asked to  
21 provide written criteria to use for evaluating  
22 the new CRSPs. We do have some recommendations.  
23 But they still have to be discussed, but we are  
24 following up on that.  
25 We also followed up on a

1 recommendation from CRSP's counsel regarding the  
2 CRSP guidelines from the general counsel office  
3 and our office of acquisition. We are doing  
4 that, but they want to finish the fiscal year  
5 and get all of that out of the way before they  
6 focus on it.

7 MR. WIDDERS: I'm encouraged to hear  
8 that's being followed up.

9 CHAIRMAN EASTER: Good news.

10 MR. WILLIAMS: Tim Williams. If, as  
11 Kerry says, you spend 60,000 and USAID's budget  
12 is 200,000, it seems like for the rest of this  
13 funding period, there is actually enough money  
14 to sit down and you need to put that support in  
15 there and I think some of the fundamental things  
16 need to be established: the database structures  
17 in order to do that database analysis so that  
18 you can start collecting a list of information  
19 and all that report, and that is mutually

20 beneficial to USAID and to everyone else when

21 you get it into a formalized, structured system.

22 I mean, this is a fundamental thing

23 and it's actually mandated and required.

24 MR. YOHE: John Yohe, University of

25 Nebraska.

1           John, I would just like to follow up  
2 on what you said about reviews in these  
3 discussions. Historically, you know, all the  
4 CRSP programs have had these internal evaluation  
5 panels and the AID had the management of these.  
6 These reviews were technical reviews.

7           My question is this: When we came in  
8 with all of our new proposals, we were  
9 instructed in our proposals not to put any  
10 budget in for EPs or anything like that, that  
11 they would take care of reviews.

12          I guess my question is: Is there  
13 going to be an opportunity for the university  
14 community to have a participation in that review  
15 process? Because we have got a lot of people  
16 that -- who may not work with our CRSPs, but who  
17 we know who were in the community, both in the  
18 developing world as well as the underdeveloped  
19 countries, who would offer good evaluation

20 substance.

21 BOARD MEMBER THOMAS: I agree with

22 you, John. There should be an opportunity for

23 CRSPs to be involved in these reviews. What I

24 would suggest is that we follow up with our

25 written comments on how the evaluations -- the

1 criteria and how they will be used in the  
2 process for the evaluations, including funding  
3 the evaluations and participation.

4 I think that is an excellent topic, if  
5 we follow through with the subcommittee for the  
6 CRSPs. That's an excellent suggestion.

7 CHAIRMAN EASTER: We have had a very  
8 productive session this morning. I appreciate  
9 the comments from the board, as well as those  
10 from the audience. We will reconvene at one  
11 o'clock. I think that's what the agenda says.

12 We have several exciting, I think,  
13 initiatives. We will be reporting on that and  
14 then move into different areas.

15 (Luncheon break taken from 12 p.m. to  
16 1:16 p.m.)

17 CHAIRMAN EASTER: (Inaudible) -- to  
18 that end, we have engaged a firm to lead us and  
19 facilitate a workshop. Sheila Ramsey from

20 EnCompass is here to help us with that and  
21 present a brief overview, and with that I would  
22 like you to come forward and respond to any  
23 questions.

24 MS. RAMSEY: Thank you for your  
25 invitation to be here today on behalf of



1 EnCompass.

2       EnCompass is located in Potomac,  
3 Maryland, just outside of Washington, D.C. What  
4 I would like to do briefly today is to say a few  
5 words about EnCompass so you know who is  
6 facilitating and designing your conference and  
7 then offer the purpose and the outcomes of the  
8 conference, the components, if I could ask the  
9 board then about the expectations and speak to  
10 you about the expectations we have for support  
11 for you all.

12       Personally, it's nice to be here too  
13 because, Doctor Easter, the University of  
14 Illinois is my alma mater. I also grew up in  
15 the middle of Illinois in the cornfields, so to  
16 use an American slang, "If you need to know if  
17 something plays in Peoria" -- that's where I  
18 went to high school, you can ask me. I will  
19 give you an opinion.

20 EnCompass is about eight years old,  
21 and we specialize in organizational development,  
22 leadership development, knowledge management,  
23 training, facilitation and evaluation.

24 We are known for, and I personally  
25 have had a lot of experience and enjoy,

1 facilitating change using innovative large-group  
2 meeting technologies. I don't necessarily mean  
3 computers when I say "technologies." I mean  
4 human technologies, designing processes so that  
5 people can have conversations about things that  
6 matter to them. They can think broadly and  
7 deeply. They can network. They can plant  
8 seeds. They can collaborate and energize moving  
9 forward. So we are delighted to bring that  
10 focus to the proposal for your conference.

11 Let me continue with the goal of the  
12 Conference of Deans. Is the blue entertaining  
13 you? Is it distracting to you? I could  
14 probably get rid of it.

15 CHAIRMAN EASTER: Get rid of it, by  
16 all means.

17 MS. RAMSEY: I do not do PowerPoint.

18 The goal of the conference -- and it  
19 will be held, as I understand it now, early in

20 2008 -- is to generate new energy, new thinking,  
21 new commitment, to create a new vision that  
22 redefines and leverages the capacity and the  
23 creativity of the land-grant and other  
24 universities, to provide services and direction  
25 to Title XII activities in today's era of

1 transformational development. That's a

2 mouthful.

3       The conference is one day. One day-

4 plus, we say, because we like to start on the

5 evening before. What does that actually mean

6 for a one-day experience together? Well, what

7 we propose is that the outcome is a commitment

8 to a new beginning for things, like, for

9 example, achieving a common vision, integrating

10 specific research interests into a common focus,

11 examining how universities think about their

12 clients and their stakeholders, demonstrating

13 the potential power of the universities at the

14 university community, and the value of

15 coordinated leadership to address and serve the

16 critical international development issues.

17       I can't tell you exactly the content

18 that will be discussed at the meeting because

19 that needs to be developed with the help of the

20 steering committee and with the board. But  
21 there are many, many technologies, human  
22 conversation technologies, that we can draw on.  
23 Let me give you a couple of examples.  
24 I just came back last week from  
25 Geneva. I was working with the UN Aids Program

1 and we designed and facilitated a 300-member  
2 global staff meeting. They chose to have this  
3 kind of technology because they did not want to  
4 have, if I might say, the usual experience of  
5 sitting and listening to people talk to their  
6 300-member staff. They wanted a lot of  
7 interaction, a lot of collaboration, a lot of  
8 generation of ideas. It was one of the most  
9 demanding and rewarding, I think, experiences  
10 I've ever had in my worklife.

11       One of the other people that will be  
12 involved in this proposal is, as we speak, in  
13 Kansas City, and she is facilitating a  
14 500-person -- something called the "World Cafe."  
15 Perhaps some of you know about the Cafe, but it  
16 is another technology for generating ideas and  
17 collaborating with those who work in the field  
18 of migrant education. So it is a very British  
19 kind of technology. We know a lot about how to

20 get people to talk to each other in creative  
21 ways, so it's going to be a good collaboration,  
22 we hope.  
23 Let me share with you the phases --  
24 and I don't want to use the word "phases"  
25 because I don't want to imply a linear



1 expression here because many of the steps or at  
2 least the components have to happen at the same  
3 time. To prepare for the conference, a lot of  
4 our energy and time goes into preparing the  
5 mundane, as you can imagine.

6 We will start with the formation of a  
7 steering committee, and Kerry told me this  
8 morning that the committee has already been  
9 formed. Two of you on the board are on that  
10 committee. There are about five to eight,  
11 including Doctor Easter and Doctor DeLauder.

12 The purpose of this committee is to  
13 steer us, to help us design so that we match  
14 what you need, to be sure that we talk about  
15 what needs to be talked about, to help get the  
16 message out to other people in the educational  
17 community and to guide us all along the way to  
18 work together.

19 After some -- we get moving with the

20 steering committee, we're going to be doing  
21 interviews, at a minimum of ten, and we call  
22 these "appreciative interviews." So we're going  
23 to be asking a diverse representation of the  
24 universities, of the community, what works.  
25 What do you value about the relationships? What

1 are the wishes you have? to give us a sense of  
2 what has happened and how to build on the best  
3 of the past to create the future.

4 We will take the data from this  
5 assessment and share it with the steering  
6 committee so that they can give us guidance  
7 about how to turn that into a design, both  
8 content and process, to design both content and  
9 process.

10 Then we are also offering to help with  
11 the communication strategy. How are you going  
12 to talk with your community and invite your  
13 community to this? How are you going to get  
14 some ownership and a lot of interest? So we can  
15 offer some assistance there.

16 We'll design the process, deliver the  
17 process, conduct an evaluation, provide a final  
18 report and then, of course, hold a debrief with  
19 Kerry and with the other committee members, as

20 you wish. So that's the overview of what we're

21 proposing.

22 Before I close with some requests

23 about support from the steering committee and

24 from BIFAD, do you all have any questions at

25 this point about the process we are proposing?

1           So what we would like from you -- and  
2 this is not exhaustive, of course. You know how  
3 it is after you present something and then you  
4 sit down and think, "Why didn't I say that?" So  
5 to begin, two arenas: first what we need from  
6 you before the conference and then what we would  
7 need from you after the conference.

8           First we need your enthusiasm and we  
9 need your support and we need you to share that  
10 enthusiasm with others so that we get the right  
11 people in the room for that conference. You  
12 have to tell us who those people are. We need  
13 diversity of opinions, diversity of  
14 responsibilities, geographic location, so that  
15 the whole system as much as possible is in the  
16 room on that day.

17           We need your positive charge and your  
18 support of the steering committee. They need to  
19 be our partner in designing, so anything that

20 you can do to empower this committee to get it

21 right.

22 After the conference we want you to

23 sincerely study the evaluation and especially

24 explore the implication of using these kinds of

25 methodologies on the data and any experience

1 that people have.

2       Lastly, we would like you to do  
3 everything you can do to open the doors for the  
4 movement forward that will be present after this  
5 conference. The decision, the ideas, the  
6 energy, the need for more meetings and more  
7 work, anything you can do to open doors and keep  
8 those doors open.

9       Anything else? Sir?

10       AUDIENCE MEMBER: When is the  
11 conference?

12       MS. RAMSEY: Early 2008 is all I know.

13       BOARD MEMBER BOLOGNESE: I think what  
14 the steering committee will elect to do most  
15 likely is try to piggyback the conference on  
16 another meeting that brings together deans and  
17 others of the higher education community  
18 relative to the task. The next thing is  
19 probably going to be in January or February.

20 That's probably better than having just a

21 handful of people coming.

22 MS. RAMSEY: Anything else?

23 BOARD MEMBER CHRISTENSEN: It occurs

24 to me that during that time of year you can run

25 into some travel troubles. It may be easier to



1 get a crowd in a place like Phoenix, Arizona  
2 than it is to get a crowd at Duluth, Minnesota.  
3 I know there's a tendency to go east, but a lot  
4 of people have to go through these regional  
5 airports where there's a lot of storm  
6 difficulties, and you may want to think about  
7 having it in one of those places where it would  
8 be attractive from a climatic break and easier  
9 to get to.

10 BOARD MEMBER BOLOGNESE: That is a  
11 possibility that was discussed. We haven't  
12 foreclosed any particular site. The reason why  
13 Washington was chosen initially is because the  
14 Congress is local and we're local and so it  
15 minimizes cost. But your point is well-taken.  
16 I think that is something that the steering  
17 committee will expect to keep in mind.

18 MS. RAMSEY: Yes, sir.

19 BOARD MEMBER THOMAS: Could you help

20 me with the goal? I have "generate commitment

21 and creativity of land-grants and provide

22 services to Title XII development." I know

23 there's more to it than that. I just wanted

24 to --

25 MS. RAMSEY: Actually, I'm reading

1 from the proposal. You could tell I was reading  
2 something and I'm sure you could receive a copy  
3 of it, if that would do. Otherwise, I will be  
4 happy to repeat some of it.

5 "Creating a new vision that redefines  
6 and leverages the capacity and know-how and  
7 the creativity of the land-grant and other  
8 universities."

9 Do you have it there?

10 BOARD MEMBER THOMAS: Yes.

11 CHAIRMAN EASTER: I might comment,  
12 John, perhaps this is a personal bias, but I  
13 think given the relatively low, comparatively,  
14 engagement currently between land-grants and  
15 USAID, there has probably been a loss of  
16 understanding of opportunities and a loss of, in  
17 a sense, commitment to these kinds of  
18 activities.

19 So part of the "agenda," if I can use

20 that word, is to create some enthusiasm within  
21 our side about participation of international  
22 activities in the food and agriculture system  
23 and in addition to addressing some of these  
24 issues.

25 BOARD MEMBER THOMAS: That's very

1 good. I welcome the results.

2 MS. RAMSEY: Ron?

3 MR. SENYKOFF: Ron Senykoff with AID.

4 I would just like to add that one piece of this

5 technical side is in using and working with the

6 Congress of Deans to bring an interface with our

7 administrator, Henrietta Fore. In the main

8 meeting -- I'm sorry I was late because I was

9 dealing with another issue -- Henrietta

10 mentioned that she was very interested in the

11 Conference of Deans and would move forward on

12 this dialogue at a much higher level --

13 (inaudible).

14 So that's one of the items that goes,

15 relative to the technical piece, to this in that

16 there is an interest of the administrator on

17 that topic at the conference.

18 MS. RAMSEY: Thank you.

19 CHAIRMAN EASTER: Thank you very much.

20 MS. RAMSEY: This is the beginning, so

21 thank you for working together.

22 CHAIRMAN EASTER: Let me just -- the

23 steering committee was appointed last week and

24 all agreed to serve on this issue --

25 (inaudible) -- President DeLauder and I serve

1 from the BIFAD representation. Randy Woodson is  
2 dean of agriculture from Purdue and he's been  
3 asked to serve. Fred Cholick, the dean at  
4 Kansas State, is currently serving as the chair  
5 of assembly and he represents over all that  
6 community; and then Kerry is, I believe,  
7 responsible for the international programs  
8 there.

9       So that's the steering committee that  
10 will be working with the -- (inaudible).

11       BOARD MEMBER BOLOGNESE: Mr. Chairman,  
12 let me point out that Randy Woodson is the chair  
13 of agriculture and the chair of budget and the  
14 advocacy committee of the board and agriculture  
15 assembly, so that he brings that to the table as  
16 well.

17       CHAIRMAN EASTER: I think one of the  
18 things that is worth saying is that this  
19 community of ag deans is very actively involved

20 in working with local stakeholders to -- in the  
21 whole advocacy role of the program to support  
22 broadband agriculture research and teaching  
23 decision-makers and historically has also been  
24 supportive of those programs that have  
25 international dimensions to them.



1           It occurs to me that one of the  
2 potential meeting times would be in early March  
3 when that group is collectively in Washington as  
4 part of the CARET process, the Council for  
5 Agriculture Research, Extension and Teaching.  
6 CARET is a volunteer organization with about 200  
7 members. It varies. There is a delegation of  
8 about two, three, four from each state. That  
9 group comes into the Washington in March to be  
10 updated on budget issues and then to spend a day  
11 or more on Capital Hill meeting with members  
12 from their local districts to talk about support  
13 for programs in broad-range agriculture, and  
14 then I think the opportunity is to reinvigorate  
15 that community in support of some of these  
16 initiatives that have been mentioned.

17           Did you have a comment?

18           BOARD MEMBER RABON: Yes, sir, a quick  
19 question. What is proposed to be done with the

20 results of the Conference of Deans, the reports  
21 that are generated? What is the follow-through  
22 with respect to the conference?

23 CHAIRMAN EASTER: I think probably  
24 several things. First, as I indicated, I think  
25 one of those is to educate and reenergize, if

1 you will, a group of deans who in many cases  
2 have no -- very limited background and  
3 experience. So that in itself becomes an  
4 outcome.

5 I think the other opportunity is for  
6 us, as BIFAD, to get their advice on areas that  
7 would be of interest and opportunity. I think  
8 as we represent that community broadly in our  
9 conversations with the USAID administrator, it's  
10 important for us to understand their areas of  
11 interest and commitments to today's institutions  
12 compared to then.

13 BOARD MEMBER BOLOGNESE: I think  
14 another objective is -- for the product of the  
15 outcome of the conference, is to impact the  
16 foreign assistance framework, which really is  
17 governing the way USAID allocates its resources.  
18 I think, as we know, research has not played --  
19 agriculture research has not played much of a

20 role, higher education has not played much of a  
21 role in that framework.

22 I think if we're able to provide a  
23 three-to-five-year vision of the importance in  
24 what the emerging issues are, the importance of  
25 education and research, I think that might have

1 an impact.

2 CHAIRMAN EASTER: Any other comments  
3 from the board or questions from the audience or  
4 comments about this?

5 MR. WILLIAMS: Tim Williams, the  
6 University of Georgia.

7 It wasn't -- my comment isn't  
8 appropriate, but it seems like the deans that  
9 get invited to this need to represent the full  
10 spectrum that is available and that's the  
11 sea-grants and whole bunch of other  
12 environmental schools.

13 CHAIRMAN EASTER: That's what we would  
14 hope that the steering committee could address;  
15 how to invite that part of the community to the  
16 table. Other comments?

17 Before going to the next agenda item,  
18 there are quite a number of newcomers to the  
19 conversation. Let me introduce the board again.

20 I'm Bob Easter. I serve as the  
21 interim chair to BIFAD. To my left is Catherine  
22 Bertini, a laureate of the World Food Prize, who  
23 has been a member now for about 18 months of  
24 this board; Tim Rabon, a rancher in New Mexico,  
25 joins us at the same time.

1 Allen Christensen, who has more  
2 experience than some of us -- although, Allen,  
3 I'm catching up with you quickly -- former  
4 provost at Cal-Poly, currently at BYU.

5 There are a couple staff people here  
6 at the table with us. Doctor Wilson, George  
7 Wilson, is on loan from North Carolina for a  
8 couple years from USAID, and the continuing  
9 relationship that the agency has is bringing the  
10 university person in to work at EGAT and was  
11 with us earlier this morning to discuss the  
12 Title XII report to Congress. John Thomas, the  
13 director of EGAT, is also at the table with us.

14 President Emeritus DeLauder from  
15 Delaware State University was a member of the  
16 board for several years and recently  
17 reappointed, although that's not official.

18 I think some of you know that the  
19 affairs, if you will, of BIFAD are managed

20 by NASULGC under contract or grant -- I'm not  
21 quite sure what the term is -- between the  
22 agency and NASULGC; and Kerry Bolognese is vice  
23 president of International Programs at NASULGC  
24 and is our primary contact in that relationship.  
25 I am going to turn to him now to brief



1 us on the next topic. One of the challenges  
2 that has become increasingly apparent as the  
3 board has had conversations is: How does one  
4 define both the Title XII institution and the  
5 Title XII project? We reached a point earlier  
6 this year when it seemed to make sense that we  
7 asked someone with expertise to look at various  
8 documents and bring that to some distillation.  
9 Kerry, if you could tell us where we are with  
10 that.

11 BOARD MEMBER BOLOGNESE: Very briefly.  
12 Our contact is Debra Rubin. She's a consultant  
13 in the Washington, D.C., area. She has a pretty  
14 long history with SPARE and BIFAD in the higher  
15 education unit and USAID. She will, in perhaps  
16 about four to six weeks, be able to produce an  
17 analysis and assessment of what is a Title XII  
18 project or activity and what is a Title XII  
19 university.

20 She's been charged to do a series of  
21 interviews with present and former USAID  
22 officials. So look at the legislation, talk to  
23 some former staffers who were involved in the  
24 2000 amendments to Title XII and to talk to many  
25 of you out in the university community about

1 your perspectives and experiences with Title XII  
2 over the years.

3 CHAIRMAN EASTER: Any questions from  
4 the board about that status of that effort? And  
5 that report will be done --

6 BOARD MEMBER BOLOGNESE: She'll submit  
7 it probably at the next BIFAD meeting and  
8 officially it will be open for discussion.

9 CHAIRMAN EASTER: Mr. Rabon?

10 BOARD MEMBER RABON: Kerry, will any  
11 of the USAID folks be consulted in that process?

12 BOARD MEMBER BOLOGNESE: Yes. Part of  
13 the contract calls for an interview fairly  
14 extensively of USAID current and former  
15 officials.

16 BOARD MEMBER RABON: What would be the  
17 next step after her reporting?

18 CHAIRMAN EASTER: Her report is advice  
19 to this board, and I think that the opportunity

20 of my other distinguished colleagues would be  
21 for us to use the information that is generated  
22 as we have conversations about what is on the  
23 table a minute ago: Who do we invite to some  
24 meeting about international agricultural  
25 development? What institutions should be on

1 that? That's just one example.

2 BOARD MEMBER BOLOGNESE: Let me also  
3 clarify what Doctor Schafer handled this morning  
4 that we discussed when George gave his report on  
5 Title XII: How do we know what was in that  
6 report was a Title XII project or activity? How  
7 much will it help to find how much money is  
8 being spent on Title XII activities, which is  
9 now kind of opaque, so hopefully we will be able  
10 to provide some clarity to that whole range of  
11 issues.

12 CHAIRMAN EASTER: Any questions from  
13 the audience about this particular subject?

14 If not, we will move on to the third  
15 item on the afternoon agenda, "Vision 2025:  
16 Formulating a Center of Excellence for  
17 Technology Adaptation in Africa." This is a  
18 conversation that I think is fair to say is in  
19 its very infancy in some respects, as a lot of

20 the developed world contingent is focused on  
21 Africa and how the food system is developed but  
22 also on the vision for that continent.  
23 We have asked Ron Senykoff, who is the  
24 secretary for BIFAD, to have some conversations  
25 and information-gathering while in Washington to

1 help us learn more about this. And, Ron, if you  
2 would give us a report briefly on those  
3 conversations.

4 MR. SENYKOFF: Good afternoon,  
5 everyone. It's good to be among many academic  
6 folks and university administrators. In 1974  
7 there was a director in science and technology  
8 at AID by the name of Henry Arnold. Some may  
9 have remembered him. He said at that time one  
10 of our problems is we conduct a lot of research,  
11 but we don't get it adapted.

12 That issue is still with us today even  
13 though the technologies have changed, but often  
14 we don't give enough credit in the university  
15 structures in AID for adaption. We think of new  
16 things and keep doing these things but not  
17 giving enough credit to graduate students,  
18 professors, faculty, administration who deal  
19 with adaption.

20           The situation in Africa and many parts  
21 of the world, as everyone knows here, is one  
22 where there have been many studies but yet  
23 adaption is needed and bringing on new ideas and  
24 transferring knowledge and putting that  
25 together. At the same time, we got the issue of



1 the current global crisis that deals with the  
2 environment, natural resources, agriculture and  
3 other geopolitical implications that says we  
4 have some very unique opportunities.

5 The U.S. government is establishing  
6 under the military a new command called AFRICOM,  
7 which is to look at the African continent in a  
8 new way. This is a landmark decision.

9 Important in that is that within AFRICOM there  
10 is a civil role versus just a military role in  
11 what is called the "combatant commands" of the  
12 military structure. The world is divided up in  
13 regions, very much like the State Department or  
14 AID divides itself up into regions and these  
15 flow under various commands.

16 In response to growing changes in  
17 Africa and certainly what we all hear in the  
18 sense of terrorism and bioterrorism, food safety  
19 and continued conflict, the government has just

20 stood up and sent them a new command called

21 "AFRICOM."

22 Embedded in that is the view that we

23 want a greater civilian role with that. We have

24 been having discussion with them, in very

25 preliminary terms because we need to know where

1 the board wants to go in the future. But the  
2 idea was raised to look at where we might go.

3       Within that context was the idea of  
4 why not think along the line of something like a  
5 Center of Excellence and Technology Adaption?

6 Why technology adaption? Well, it offers an  
7 opportunity, and this is where our administrator  
8 comes in. If one looks at Henrietta's speeches  
9 over the last few months and the change that is  
10 going on, there is a clear indication and

11 interest in outreach to broader partners. Not  
12 just in the private sector but other partners:  
13 our NGOs community, our university community and  
14 researchers. Within that context the thought  
15 was, well, maybe technology adaption will fit  
16 here in this.

17       AFRICOM, why AFRICOM? The idea is  
18 this: If the civilian side of the house does  
19 not continue to influence the military side of

20 the house, we may have a concern on the African

21 continent, certainly, of growing military

22 interest without the civilians.

23 The second piece is that such a

24 center, if we were to go forward with the idea,

25 would offer opportunities to enhance the voice

1 from the continent; that is, the listening of  
2 what we hear in the United States and create a  
3 dialogue that might be new. That dialogue also  
4 then would help influence on the civilian side  
5 where the military planners are thinking of  
6 their military and security interests. That  
7 fits then in the idea of working in conflict  
8 countries on development type of projects.

9       So that is as far as we have gone.

10 The idea is percolating around. There are folks  
11 that are interested in this. The board and  
12 Doctor Easter and several members, I know, have  
13 expressed additional interest. And it's  
14 formative. I believe it has an opportunity for  
15 additional enhancement, and we would encourage  
16 you to think about it; if you have ideas, to  
17 send them to us. We will put them into the  
18 matrix for this calculus of decision-making as  
19 it comes down-range.

20           Knowing what Henrietta said to me last  
21 week when I was asking her about her speech for  
22 NASULGC, she said, "Oh, by the way, Africa and  
23 the Middle East." She had just talked to the  
24 Secretary of State on this just a few minutes  
25 before and the Secretary had indicated let's

1 expand this initiative. Not the African Center  
2 of Excellence, but some other things that she's  
3 looking at to include the Middle East.

4       So I think we would do the same thing  
5 in keeping with the administration of outreach,  
6 of listening, of dialogue, the recognition of  
7 science and technology, engineering in this  
8 context, and it's an opportunity for the board.

9       Thank you. I will take any questions  
10 that you have.

11       AUDIENCE MEMBER: Do you see a danger  
12 in associating foreign assistance with the  
13 military?

14       MR. SENYKOFF: I have to be careful on  
15 what I would say on that; but I can say as a  
16 development practitioner, since the time of '74  
17 with Doctor Arnold and those, there is a  
18 considerable body of folks in AID who are  
19 concerned with just how close the civilian side

20 of development gets with the military.

21 That's why I went to Iraq for a year.

22 I wanted to see -- in the establishment of the

23 first PRT, to vet that question: How close can

24 you get? And the answer is, There is a concern.

25 Yes, there is. The opportunity here is the need



1 for enhanced civilian input with our colleagues  
2 in the defense department.

3 CHAIRMAN EASTER: Any comments or  
4 questions from the board members? Again, I  
5 would emphasize this is a very preliminary-type-  
6 finding conversation. So thank you very much,  
7 Ron.

8 The next item -- yes, Doctor Kellogg.

9 MR. KELLOGG: Yes, Mr. Chairman. I  
10 wanted to introduce two distinguished guests who  
11 have just arrived in the group. Her Excellency  
12 Hawa Nditowe, who is the ambassador from Malawi;  
13 and His Excellency Keerteecoomo Ruhee from  
14 the -- the ambassador from Mauritius. These are  
15 people who have just commented in their earlier  
16 meeting today about their commitment to  
17 agriculture development and their commitment to  
18 higher education in their nations, and it's a  
19 real pleasure to have them with us.

20 (Applause)

21 MR. KELLOGG: They are here under the  
22 auspices of the Partnership to Cut Hunger and  
23 Poverty in Africa.

24 CHAIRMAN EASTER: Are you invited  
25 relative to NASULGC's initiatives? I caught you

1 on the spur of the moment.

2 MR. KELLOGG: There is an initiative  
3 that NASULGC has taken leadership in partnership  
4 with the Partnership to Cut Hunger and Poverty  
5 in Africa for an Africa USU versus the  
6 collaboration in higher education -- in the  
7 initiative for working with American and African  
8 higher education institutions and including  
9 universities and colleges and community colleges  
10 to strengthen African universities' abilities to  
11 work on issues of development, to help solve  
12 problems, creating new opportunities for that  
13 continent.

14 So the initiative is just in its  
15 formative stages, and I will be talking with  
16 IDAC tomorrow morning about it, and I think that  
17 the next BIFAD meeting would probably be a  
18 timely topic to get involved with. Both Kerry,  
19 as well as Bill and a number of people in this

20 room, are involved in forming our strategies for

21 it.

22 We have some significant interest in

23 developing, so we think, for all of this, and

24 Tag Demment here is going to be one of the key

25 people engaged in that whole process. So it's

1 an important initiative that NASULGC is taking  
2 leadership in.

3 CHAIRMAN EASTER: We would like that  
4 very much to enter in that conversation. I  
5 believe I can say that on behalf of the  
6 committee.

7 The next item on the agenda concerns  
8 the World Bank Report 2008, and we have not as a  
9 board talked to that in any detail. I'm  
10 prepared to table that to our next meeting,  
11 unless you want to have a discussion.

12 BOARD MEMBER CHRISTENSEN: I think  
13 that would be fine. I would just suggest that  
14 it be postponed to the next meeting.

15 CHAIRMAN EASTER: Which brings us to  
16 the conclusion of our -- I apologize to our  
17 distinguished guests that we moved quickly  
18 through the agenda this afternoon, but it does  
19 create an opportunity for several things.

20 One of those is to ask the board if

21 there are any items that you would like to break

22 up to assign that were not on the agenda?

23 BOARD MEMBER CHRISTENSEN: Could we

24 invite the two ambassadors to say a word?

25 CHAIRMAN EASTER: Absolutely. Would

1 you be willing to offer some comments on your  
2 perspectives on agricultural development,  
3 please, ma'am.

4 HER EXCELLENCY HAWA NDITOWE: I thank

5 you very much for giving me this opportunity.

6 My name is Hawa Nditowe. I am the Malawi

7 ambassador to the United States. I just wanted

8 to give a brief perspective in terms of how

9 Malawi is looking at the issue of the importance

10 of education; that being the backbone to

11 bringing about economic growth and reducing

12 poverty in Malawi.

13 Those of you who are aware of Malawi,

14 85 percent of our people live in rural areas out

15 of a population of about 12.4 million. Malawi

16 has developed a growth strategy and our goal is

17 to decrease poverty by 2 or 3 percent of the

18 growth and -- (inaudible).

19 In addition to that, we have also set

20 ourselves a goal to transform Malawi from being  
21 predominantly consuming and importing, to focus  
22 on transforming Malawi to be producing as well  
23 as exporting. To achieve this we have given --  
24 (inaudible) -- improving agricultural activity  
25 is the key and our number-one priority because



1 we believe this is what is going to lead to  
2 transform Malawi into a middle-income country.

3       Of course, apart from our discussion,  
4 improving our discussions through activity and  
5 bringing about these things we need, there are  
6 also five additional priorities that we have set  
7 ourselves. These are in terms of improving  
8 world involvement and education, acknowledging  
9 the need that we cannot continue to rely on --  
10 (inaudible). We would also like to improve in  
11 terms of energy distribution and production.

12       We have set ourselves also a goal to  
13 make sure that we improve the transportation  
14 infrastructure. Not only because Malawi is a  
15 landlocked country, but also in terms of the  
16 importance of the transportation infrastructure  
17 in terms of access to markets. Not only the  
18 markets domestically but also to foreign  
19 markets.

20 We are also targeting improving intent  
21 of the colonial activities in the rural areas.  
22 So we have a strategy that we call the rural  
23 development structure. So it is basically to  
24 align the whole of Malawi and divide it into  
25 various sites, whereby we are not licensed in

1 each area in terms of the access to basic social  
2 services and the education, but also looking at  
3 infrastructuring those areas. In addition to  
4 that, see how can we boost economic activity in  
5 these areas. So that at the end of the day, we  
6 can also maximize, in terms of the economy, the  
7 contribution in these rural areas.

8 We are also focusing in terms of the  
9 area of HIV/AIDs and improving nutrition.  
10 Because at the end of the day, we believe that  
11 for Malawi to become a hunger-free nation, but  
12 also to be the engine to be able to bring about  
13 activities of economic growth.

14 In addition to the issue for pushing  
15 the MTDs, improving education, improving health,  
16 but to also look at what are the production  
17 figures that are going to bring about economic  
18 growth. So at the end of the day, we should be  
19 able to achieve growth rates, and we believe

20 that if Malawi grows and therefore we generate  
21 more income, that the lives of people will also  
22 improve and we will be able to address the basic  
23 needs that we have all have been pushing to  
24 improve.

25 But to address all these, we do

1 realize the importance that we need to work  
2 together. One major issue that we have also  
3 identified is the role of science and technology  
4 in all of these areas, particularly to see how  
5 science and technology can be able to improve  
6 the productivity in agriculture; for example,  
7 improving daily farming, the quality of the  
8 seeds, but also the issue of the markets.

9       Another major issue in all these areas  
10 is the area of the need for professional human  
11 social capacity. We have realized that we can  
12 settle the plans, but at the end of the day, we  
13 need a group of professionals that are available  
14 to the countries that are able to provide the  
15 kind of services we need. We do realize we have  
16 a big job. That's why we're reaching out in  
17 terms of our universities, in terms of our level  
18 of capacity in actually producing the  
19 professionals that we need.

20 Previously we used to have programs  
21 that used to provide various scholarships in  
22 many areas. Some of these programs are no  
23 longer available, so we are now back to our  
24 universities. How can we increase access in  
25 terms of producing a lot more professionals?

1 But in addition to that, also how can they also  
2 get involved in the area of science and  
3 technology so they can come up with technologies  
4 and innovations that would make a difference to  
5 the growth agenda that we have.

6       Lastly, I just want to express thanks  
7 to all the partners that have been working with  
8 Malawi, and we welcome many of the partners that  
9 are in this room; that we have a growing agenda,  
10 definitely Malawi will set ourselves to become  
11 hunger-free -- and we are actually already on  
12 the path to doing that -- but also to use our  
13 partners to take Malawi into a middle-income  
14 country.

15       Thank you very much.

16       (Applause)

17       CHAIRMAN EASTER: That is an exciting  
18 report, and I appreciate the enthusiasm with  
19 which it was delivered, and I think you will

20 find a number of interested partners here in the

21 room and many more in other settings. Sir.

22 HIS EXCELLENCY KEERTEECOOMO RUHE:

23 Thank you very much, indeed.

24 I presume that all of you know where

25 Mauritius is, because I have been told that do



1 not make the assumption when you are talking to  
2 an American in the United States that everybody  
3 knows where Mauritius is.

4 I would like to also associate myself  
5 with my friend, the Ambassador from Malawi, in  
6 conveying to you our deep sense of gratitude for  
7 the opportunity to interact with you and share a  
8 few ideas on the developmental challenges facing  
9 the country.

10 I'm one of those who believe that the  
11 future of Africa is in the classroom, and your  
12 meeting today can be a very important  
13 contributing factor to enable Africa meet its  
14 developmental challenges.

15 Yesterday our delegation had the great  
16 pleasure of spending a wonderful day in the  
17 company of one of the great American companies,  
18 DuPont and Pioneer. If there is one lesson that  
19 we drew from our visit yesterday, is that if you

20 want to enhance productivity in the agriculture  
21 sector, then an important stakeholder should be  
22 the private sector because at the end of the  
23 day -- this morning we had some fabulous  
24 presentations saying how we should adopt a  
25 systems approach or a value-change approach to

1 the problem of agriculture in the African  
2 countries.

3 Because so far, notwithstanding the  
4 fact that agriculture is the most important  
5 economic activity, but to a great extent it is  
6 still in the domain of the informal sector and  
7 we need to integrate this formal sector to the  
8 value change.

9 Now, I also referred yesterday, in  
10 brief comments I made, to a very interesting  
11 article that I read in the New York Times a  
12 couple days ago. A scathing report -- I hope  
13 there is no one from the World Bank here -- a  
14 scathing report on how over these last two  
15 decades the World Bank has neglected agriculture  
16 in Africa completely.

17 Having said this, I was delighted to  
18 interact with the new president of the World  
19 Bank, Robert Zoellick, who has decided to make

20 agriculture one of his main focuses on the  
21 African continent. He wants to undertake a  
22 green revolution in agriculture. That's the way  
23 I think the land-grant and sea-grant  
24 institutions from the United States can make a  
25 major contribution.

1 I heard a gentleman talking about  
2 centers of excellence. You may wish to note  
3 that right now this issue is being discussed  
4 with the World Bank for the setting up of  
5 regional centers of excellence in Africa, and it  
6 would be tremendous if tomorrow we can enter  
7 into a sort of strategy partnership with these  
8 institutions from the United States and regional  
9 centers for excellence.

10 I am going to wear my heart as a  
11 former academic in telling you that a lot of  
12 institutions from Australia, from India, are now  
13 entering into strategy partnership with the  
14 private sector in Africa for the setting up of  
15 business schools. Africa will not be an  
16 exception to the rule. This has taken place in  
17 the U.S., it has taken place in Europe and all  
18 of these countries. Agriculture is going to be  
19 the driving force for the economy and social

20 development of the continent.

21 I will give you just one example, one

22 concrete example from my own country, where I

23 think institutions from the States can play a

24 very important role. The poultry industry

25 emerges not related to the size of the island,

1 which is perhaps slightly bigger than  
2 Des Moines, but we have a very vibrant poultry  
3 industry that imports to some of the countries  
4 in the region.

5       We managed to do this with technical  
6 assistance and support from a professor from  
7 Louisiana State University, a professor in  
8 poultry science who came and advised us, and we  
9 are now replicating this experience in  
10 Mauritius.

11       What I'm getting at is that I would  
12 like to see -- I know that Michigan State  
13 University is already quite actively involved,  
14 the university cooperates with Louisiana State  
15 University because of the sugar connection and  
16 also to some extent the French connection, but I  
17 think there are tremendous possibilities.

18       Mississippi State is working with some  
19 African countries in the private sector that has

20 tremendous possibilities for synergies to be  
21 developed between institutions in the United  
22 States and universities in Africa.

23         So I am going to end by making a plea  
24 to you. I would like posterity to record that  
25 the United States, or institutions of higher



1 learning from the United States, have been a  
2 major contributor to the success of the green  
3 revolution in Africa. This is a humble  
4 challenge to you. It is a humble challenge.

5 Thank you very much.

6 (Applause)

7 CHAIRMAN EASTER: We thank both of  
8 these distinguished guests for their willingness  
9 to come and offer a challenge to us. It's  
10 certainly something we will think about deeply.  
11 Thank you very much for being here.

12 We have both visions in science and  
13 technology, and the newly appointed director for  
14 science and technology for USAID has joined us.  
15 Nina Fedoroff, if you will stand.

16 MS. FEDOROFF: May I correct you? I'm  
17 the adviser. You give me more power than I  
18 have.

19 CHAIRMAN EASTER: We would be happy to

20 do that. We had an opportunity to visit her  
21 office about a month ago and I was very excited  
22 about this. She also serves as adviser to the  
23 Secretary of State, so she carries multiple  
24 responsibilities. Clearly, technology,  
25 science-based technology, is fundamental to

1 resolving many of the issues that we face, and  
2 we very much appreciate the administrator's  
3 understanding of that and bringing a person of  
4 your expertise and background to the  
5 conversation. I won't go through your resume in  
6 detail; but Penn State faculty, distinguished  
7 professor of biotechnology.

8       Would you care to offer any comments  
9 to this group?

10       MS. FEDOROFF: I won't go up to the  
11 microphone. I will just speak loudly. I just  
12 want to underscore my commitment to building  
13 bridges with the universities in the U.S. and  
14 other countries and African institutions. I  
15 think that's the most important thing that we  
16 can do moving forward, and I'm delighted we have  
17 both understanding and -- (inaudible).

18       I think we are moving to carry forward  
19 in pulling together a number of universities to

20 carry forward, in creating an organization that  
21 will make connections, hopefully, on a much  
22 larger scale. Thank you.

23 CHAIRMAN EASTER: Thank you very much  
24 for joining us this afternoon. These are  
25 exiting times. Anyone who doesn't think there's

1 good things happening and great opportunity is  
2 certainly not aware of some of the things going  
3 on.

4 Any board -- any additional comments?

5 Doctor Christensen?

6 BOARD MEMBER CHRISTENSEN: I was  
7 especially intrigued with what has been said,  
8 and given what I have said about water in the  
9 past, I thought the comment of trying to move  
10 beyond grain-fed agriculture in Malawi is  
11 significant. I would be interested to know what  
12 kind of research and developmental process has  
13 been thought about.

14 CHAIRMAN EASTER: I think one of  
15 the -- this reminds me of other conversations  
16 about perhaps having discussions with -- at  
17 these meetings, these boards, around specific  
18 themes, and water is certainly one that we  
19 should give attention to.

20 BOARD MEMBER CHRISTENSEN: Like the

21 Congress has kind of directed us.

22 CHAIRMAN EASTER: That's correct.

23 Other comments? Any observations from the

24 audience? We are going to adjourn in a

25 minute -- or recess. I'm corrected. We have an

1 exciting presentation -- two, three exciting  
2 presentations. The next one is at three  
3 o'clock, I believe, so we have a few minutes  
4 before that comes.

5 If there are any observations that  
6 audience members would like to offer, this is  
7 the time to do that.

8 MR. WILLIAMS: I would like to just  
9 urge that the Title XII mandate to bring health  
10 and agriculture together is not neglected. I  
11 think that is a particularly important one. It  
12 was raised that -- the interaction of  
13 agriculture and HIV was raised by the ambassador  
14 from Malawi, and I think we need to remember  
15 that that is a particularly important thing for  
16 the overall economic development for Africa or  
17 developing countries.

18 CHAIRMAN EASTER: That's a very  
19 important point. Health begins with support and

20 having adequate nutrition and that's the role of  
21 agriculture, to provide the resources to  
22 accomplish that, so it's a very important point.

23 Other comments from the audience?

24 Yes, sir.

25 AUDIENCE MEMBER: I was particularly



1 intrigued by the ambassador from Mauritius. My  
2 former country, India, was a hungry country in  
3 1948. There weren't enough ships to carry 10  
4 million pounds of food to India. Things have  
5 changed. Thirty-five million tons of food came  
6 after feeding 1.2 billion people, which is not a  
7 small accomplishment. This has happened.  
8 NASULGC is the wisdom which brought in  
9 land-grant systems. USAID can take pride in  
10 giving billions of dollars to feed all of the  
11 world.

12       One significant thing it has created  
13 in a very populous country, a needy country, is  
14 bringing in a land-grant system in India which  
15 took care of just not giving the fish, but  
16 teaching them to fish. To me Africa needs a  
17 land-grant system and the U.S. university system  
18 will help in creating that and that will help in  
19 the long run. I wouldn't doubt if you could

20 spend millions of dollars of food aid.

21 Thank you very much.

22 CHAIRMAN EASTER: This is a comment

23 that the land-grant concept brings some

24 convergence between research activity of

25 educational programs and then carrying education

1 directly to the farmers so there could be

2 immediate adaptation.

3 Other comments? Doctor?

4 MS. FEDOROFF: What I am a little bit

5 surprised not to hear in the discussions of this

6 morning is the importance of contemporary

7 molecular techniques. Some people call it

8 "genetic engineering" and some people call it

9 "biotechnology." But there are impediments, and

10 the very first one is the -- (inaudible) -- but

11 equally important is the lack of capacity for

12 doing the research.

13 We all know that research that is done

14 in one part of the world doesn't necessarily --

15 sometimes can apply, but the important thing is

16 to build the capacity to do the research on

17 local crops in every country.

18 I see movement in that direction, but

19 it is a little stymied by public opinion and the

20 very emotional, bad reputation that molecular  
21 techniques have gotten. I think we need to  
22 address that, and my hope is that both Africa  
23 and the Middle East will lead the way.

24       We have gotten stuck in the U.S. in a  
25 sense because we are -- we haven't had the

1 difficulties that other parts of the world have.  
2 With a very small fraction of the population, we  
3 are endowed with wonderful land resources and so  
4 forth. We have the luxury of overregulating  
5 genetically modified foods. I don't think we  
6 can tolerate that worldwide for very much  
7 longer.

8 I think we have to recognize that we  
9 now have 25 years of experience with molecular  
10 modification of croplands. It's time to adopt a  
11 set of regulations that is appropriate to our  
12 experience base and move forward to make it  
13 possible not to import seeds, but to produce  
14 seeds locally that are improved for the  
15 conditions of the country that they are being  
16 used on.

17 AUDIENCE MEMBER: Would you see that  
18 happening on the African continent primarily  
19 with national agriculture research organizations

20 or with the universities, with the international

21 centers that are there, or all of the above?

22 MS. FEDOROFF: I would hope that would

23 happen with all of the above. I think the

24 issues of intellectual property and regulation

25 need to be addressed. They are thorny issues,

1 but I think that the African continent could, in  
2 fact, lead the way.

3 BOARD MEMBER CHRISTENSEN: I agree  
4 with what you say. However, there is one thing  
5 that I was surprised to discover in Mexico out  
6 among the people that you wouldn't think would  
7 even have a concern about this sort of thing if  
8 you could boost their corn yields.

9 But when we talked about a possible  
10 project initiative with them, the one thing that  
11 someone had poisoned their minds against was  
12 genetically modified, genetically engineered  
13 maize. A lot of these people didn't read, but  
14 they were into that. And so as a simultaneous  
15 thing with this, there is going to have to be a  
16 political education that goes on worldwide that  
17 reduces the fear level that various people can  
18 introduce into those kinds of things for  
19 whatever purpose they have in mind.

20 MS. FEDOROFF: Did everybody hear  
21 that? I think that what you were referring to  
22 is the extent to which there has been -- it's  
23 not just -- you refer to it as a "poisoning of  
24 the minds" of Mexican farmers. This has to do  
25 with the land races and the fear of genetic



1 modification somehow obliterating the land

2 races.

3 In actual fact -- and I don't entirely

4 understand this -- this is actually -- that

5 whole fear has actually been bought into by some

6 very top scientists, so it's not just -- in some

7 places we're going to organizations like Green

8 Peace, which actually sells misinformation, but

9 this is not the case for the land races.

10 The problem is that, yes, we need to

11 have enough genetic information so that people

12 can realize that what genetics allows you to do

13 is add a trait without losing everything you

14 have. So some of the land races are valued

15 because of the way they look. But if they had

16 ears that were bigger or more ears per acre and

17 that didn't change the genetic background, if

18 they really understood that, would they be

19 against it?

20 BOARD MEMBER CHRISTENSEN: I don't

21 know. I got the impression that this stuff was

22 being fed to them through Cuba.

23 MS. FEDOROFF: I don't think you can

24 point at one place.

25 BOARD MEMBER CHRISTENSEN: They seemed

1 to be wired in politically with Cuba.

2 MS. FEDOROFF: That could be part of  
3 the picture, but it's not all of the picture.

4 BOARD MEMBER CHRISTENSEN: I would  
5 agree with that.

6 MS. FEDOROFF: Yes, but it's bigger  
7 than that. Again, these things happen, but I  
8 keep reminding people that Norman Borlaug's  
9 grains were getting the same kind of bad raps  
10 when they first were introduced in Afghanistan.  
11 We have to address that and get beyond that.

12 BOARD MEMBER CHRISTENSEN: I'm just  
13 saying stuff is coming in politically from  
14 various political places, and it is going to  
15 have to be addressed as part of the improvement  
16 of the technology.

17 MS. FEDOROFF: Yes, it is. I'm keenly  
18 aware of that. It's different in different  
19 countries. We do have to address that, yes.

20 MR. DEMMENT: One of the ways I think  
21 that we get general buy-in from this is to have  
22 a cohort within each country that is educated in  
23 our laboratories in the United States and is  
24 familiar with the science behind that and the  
25 technology, as long as we don't participate at

1 that level in those countries, our voice is not  
2 heard or that position is not represented.

3       So one of the things that I would hope  
4 that comes out of this African initiative would  
5 be the opportunity to train a whole new cohort  
6 of scientists, both in the Middle East and in  
7 Africa, in modern techniques in our  
8 laboratories. Not just biotech, but a wide  
9 range of emerging technologies that are really  
10 important for development.

11       MS. FEDOROFF: I don't think I have  
12 anything to add to that. I think that's  
13 absolutely important. I have talked to the  
14 secretary about this and she really resonates  
15 with that. Coming from universities herself,  
16 she put together a presidents' initiative a  
17 couple of years ago, but the objective of that  
18 was a little bit different. That was to bring  
19 university presidents together to figure out how

20 to overcome some of the immigration problems

21 that we have suffered to bring more graduate

22 students to populate our research.

23       There is still in the academic

24 community the notion that we bring students to

25 our laboratories for our research, and this is

1 really turning that concept on its head. I  
2 don't think it will be as easy a sell. We have  
3 gotten addicted -- as much as we are addicted to  
4 oil, we are in the scientific community addicted  
5 to bringing in students from other countries  
6 because we're not bringing them enough into our  
7 own system to do the job.

8       But this is not what I am talking  
9 about. What I'm talking about is actually  
10 training, exactly what you are talking about;  
11 that is, reversing the idea of universities  
12 actually helping train people, putting them back  
13 in countries with the resources -- and I think I  
14 see much more of that -- with the resources to  
15 actually make a difference in their home  
16 countries.

17       To go back without a university or an  
18 institute to work in, it just contributes to  
19 people leaving again.

20 BOARD MEMBER DeLAUDER: What are some  
21 initiatives out of the foreign agriculture  
22 service to address some of those issues?  
23 Because I know some of the 1899 grants were  
24 involved in some conflict in South Africa and  
25 Senegal and a couple of other countries in which



1 they were trying to help the farmers to  
2 understand the technology.

3 MS. FEDOROFF: Yes, indeed. What we  
4 just need to do is move that to that next level.

5 AUDIENCE MEMBER: I would just like to  
6 add a perspective to it. If you go back in our  
7 country to the '30s and '40s and '50s,  
8 agriculturalists and foresters, they were the  
9 environmentalists. So when the soil  
10 conservation services were created, those were  
11 the good guys; right? In the period of 20, 30,  
12 40 years, those of us who are involved in  
13 production have drifted apart from those in the  
14 environmental element.

15 I would hope that as Africa develops  
16 its own green revolution, that they would learn  
17 from that example and ensure that the people  
18 working in the productivity sectors don't  
19 divorce themselves from the people who are

20 environmentally motivated, because those people  
21 are also educated and well-intended, and it is  
22 the schism between the two that leads to this  
23 kind of misunderstanding.

24 MS. FEDOROFF: I have watched that  
25 schism grow over the last 30 years with great

1 sadness because, in fact, if we are to preserve  
2 anything of the land we have left, then we have  
3 to increase productivity on the acreage that we  
4 are able to farm. The fact is -- and it's not  
5 well-known around the world -- but the amount of  
6 land under cultivation hasn't changed  
7 substantially in more than a half a century.  
8 And now folks are talking about biofuels. You  
9 know, where is the land going to come from if we  
10 don't become more efficient?

11       We're already seeing pressure on food  
12 prizes and that linkage of all those things,  
13 right up to climate change and biodiversity and  
14 everything else, it is simply not yet part of  
15 our global understanding of the systems and  
16 that's what we need to address.

17       As you were talking, I was also  
18 reminded of going back to the introduction of  
19 corn and an anecdote that the person who

20 recently -- who was the head of agriculture at  
21 Pioneer Hi-Bred, you all know -- Don Dubik,  
22 right, his name slipped my mind -- and he wrote  
23 to me that all of the sorts of things that we  
24 hear articulated about genetically modified  
25 crops were also lodged against, was also raised

1 against, the introduction of hybrid corn because  
2 back in the '20s and '30s, he said, "You know,  
3 people resisted it. They didn't want to have to  
4 buy their corn from companies," and so forth and  
5 so on.

6 He said, you know, that was true until  
7 the drought of -- I think it was of 1936. He  
8 said, "My father said the only corn that was  
9 worth bringing in that year was the hybrid  
10 corn."

11 And he said, "The next year my dad  
12 planted out some of the seed he saved, and he  
13 said, 'You know, I just wanted to see whether  
14 the professors were right.'" And, of course,  
15 they were.

16 But the point I'm trying to make is  
17 that that kind of resistance is a constant of  
18 ourselves as human beings. We have to face it.  
19 We have to deal with it, and we have to keep

20 putting information out there.

21 By the way, the big things that are

22 coming up the pike are not just insect

23 resistance. Those are all -- and herbicide

24 resistance is the big thing now, but it's

25 increasing the rate of utilization of nitrogen

1 so that we decrease the nitrogen quotient and  
2 pushing the limits on the photosynthetic yields.

3 If we don't push those back with  
4 knowledge based on science and molecular  
5 techniques, you know, we've got limits.

6 AUDIENCE MEMBER: U.S. universities  
7 through CRSPs are involved in environment and  
8 engineering crops throughout the world,  
9 including Africa. At the UC-Davis we're dealing  
10 with viruses where no other conventional  
11 breeding activity will solve that, but we are  
12 making progress. Same thing, as you know, that  
13 they're both working on fruit borer placed in  
14 eggplant. Nobody cares in this country about  
15 eggplant. There's two of us. Eggplant is a  
16 huge vegetable.

17 Same thing with the papaya virus. The  
18 University of New Mexico is involved in that.  
19 You probably know all these. The universities

20 are very much involved. It's happening. It  
21 will be slow. But, as you know, easier than  
22 saying when western nations, Europe and the  
23 United States -- (inaudible) -- got modified  
24 crops and as well, they don't believe -- it must  
25 be bad, so we don't want to get involved in



1 that. Good fortune, people like Norman Borlaug,  
2 who has tremendous prestige, especially in  
3 India, he said to me, "You go back" -- and  
4 technically one of my old friends from India, he  
5 said, "You will not go back to India." He can  
6 go to -- (inaudible) -- and he got the  
7 attention. But things can happen, albeit it  
8 might be slow.

9 MS. FEDOROFF: I have also contributed  
10 a little bit to that. I think that, yes, those  
11 controversies are there. You know, I talked to  
12 India last October and I collected the  
13 statistics. You know, in spite of all the bad  
14 rap that genetically modified cotton has  
15 received, including -- that's one of the bigger  
16 urban myths in India, is that there is an  
17 association between farmers committing suicide  
18 and the introduction of biotech crops.

19 We have got the same kind of urban

20 myths. But the point is that if you look at the  
21 adoption rates, they're simply exponential, and  
22 within five years all the area that is -- that  
23 is appropriate for planting genetically modified  
24 crops probably will be, and I think if the  
25 current legislation pending doesn't pass --

1 there is some kind of requirement that is being  
2 proposed that says in order for genetically  
3 modified food crops to be introduced, they must  
4 be superior nutritionally. Now, of course, if  
5 your standard is that it should be identical  
6 nutritionally but also insect-resistant, you're  
7 not going to meet that challenge.

8 That's kind of politically motivated.

9 But if everyone -- if a crop is modified, I  
10 mean, the basic standard in the FDA is that it  
11 has to be like what it was derived from  
12 biochemically and nutritionally and -- except  
13 for the introduced traits -- and that doesn't  
14 mean it has to be superior nutritionally.

15 CHAIRMAN EASTER: Question?

16 AUDIENCE MEMBER: I think an  
17 interesting topic that I think will probably be  
18 dealt with more is biofuels and politics. We've  
19 heard a little bit about it. I think in the

20 next five years, we're going to have to get the  
21 right spin on how we do that because biofuel  
22 should be for the benefit of people in Africa,  
23 Central America and the United States. It's not  
24 an economic war going on here.

25       It helps the farmer at the farmer

1 level, and we're trying to make it a political  
2 issue in this country for politicians who are  
3 campaigning for office.

4 MS. FEDOROFF: That's who we are as a  
5 people.

6 AUDIENCE MEMBER: I think the spin is  
7 important because the DMO suffered from this the  
8 first time around too.

9 MS. FEDOROFF: Yes, indeed. But that  
10 issue, I think, also you all need to help in  
11 informing your politicians because there is a  
12 relationship between food prices and biofuels  
13 and exactly how advantageous biofuels are. I  
14 don't know if you have seen the OACD report, but  
15 it's pretty clear on the numbers. There are  
16 some that are energetically intelligent, shall  
17 we say, and others that are not, including corn.

18 CHAIRMAN EASTER: This is a different  
19 topic. By the way you are -- you had asked me

20 something about the initiative and this subject  
21 and I kind of passed it. But since the  
22 ambassadors brought it up to where we're  
23 interested in and Ron talked about this  
24 excellence center and the science advisory here,  
25 let me say a few things about it because it

1 really is very much involved with what we are  
2 talking about.

3       Fundamentally -- and we want to move  
4 to what is more fundamental here -- there is no  
5 nation that's ever really grown and developed  
6 with just eighth-grade and twelfth-grade  
7 graduates. There's got to be a significant  
8 investment in higher education.

9       At NASLUGC we have taken on the  
10 challenge of trying to find a way to increase  
11 the number of resources available for higher  
12 education development in Africa. And Africa and  
13 higher education faces a lot of challenges, but  
14 there's some bright lights there as well, so  
15 NASLUGC is going to take the leadership in that  
16 along with the Partnership to Cut Hunger and  
17 Poverty in Africa and other organizations.

18       First, one of our principles is we're  
19 going to develop this program with great African

20 input. In one hour I'm going to meet with all  
21 of the ambassadors and embassy representatives  
22 here, and we're going to get some input into  
23 some of their informative plans. But so far we  
24 have gone to the extent of saying that it's  
25 extraordinarily important that African



1 universities have some type of linkage with the  
2 best U.S. educational research and scientific  
3 organizations that we can. We want to find ways  
4 to advocate for higher investment in higher  
5 education from our own development assistance  
6 programs. Not just in USAID, but around the  
7 U.S. government and multilateral organizations.

8       It's extremely important that we do  
9 that. Even if your primary goal is to have a  
10 higher quality primary education, you have to  
11 have a higher education system that supports  
12 that, where are you going to get your teachers?  
13 Where are you going to get your curriculum?  
14 Where are you going to get your leadership? You  
15 get that from higher education institutions.

16       Somehow we have chopped this up into  
17 pieces, and I think that's really been to our  
18 detriment. So we are going to be talking about  
19 strengthening higher education in Africa with

20 linkages to higher education in the United  
21 States, and we believe that this is  
22 extraordinarily important for the future. Not  
23 only of Africa, but for our own universities.  
24       We badly need to better understand  
25 Africa. That's part of the future of this

1 globe, and we don't really understand the  
2 challenges and wonderful opportunities, so this  
3 is going to be a mutually beneficial program and  
4 we believe it will be one that will make a big  
5 difference if we can get their resources from  
6 Congress. So this is the formative stages of  
7 this initiative.

8 Peter sent a letter explaining this to  
9 each one of your presidents. Hopefully those  
10 presidents passed it to you so you know what  
11 Peter said. If they haven't, let me know and  
12 we'll get one to you, but it's critically  
13 important. The first priority will be -- at  
14 least our African colleagues are telling us, the  
15 first priority ought to be in science and  
16 technology, agriculture, engineering, health.  
17 We're going to add business and education, so  
18 those are going to be the five primary areas as  
19 we are in the process of forming this

20 initiative.

21           Now we're going to hear a lot more  
22 from ambassadors and from other African  
23 colleagues as we go, but, Bob, that gives us a  
24 sense of where we're going and why I felt after  
25 what I've been hearing here it's important to

1 get that on the table, and I will be happy to  
2 talk with BIFAD at our next meeting after we  
3 finalize this matter.

4 BOARD MEMBER CHRISTENSEN: I think the  
5 comment that the future of Africa is in the  
6 classrooms is profound, but not only Africa,  
7 Latin America and even the United States, what  
8 goes on in the classroom, and people are no  
9 longer in the dark. One of the most amazing  
10 things I've heard in the last couple years was  
11 an Army colonel coming home from Afghanistan  
12 where he treated over 60,000 head of livestock,  
13 conducted scores of training sessions. He said  
14 the most amazing thing he saw in his year was a  
15 farmer plowing his field with oxen with a cell  
16 phone in his pocket. I don't think that we can  
17 assume that the rural people are in the dark.

18 In fact, the last two presidents that  
19 were brought down in Bolivia were brought down

20 by the rural population and we used to think  
21 that the politics of a country was centered in  
22 the cities. That's all gone. Seventy-  
23 five percent of the world's poverty-stricken  
24 people are rural people and there has to be a  
25 way to address those situations.

1           CHAIRMAN EASTER: I think we will move  
2 on. We have had some wonderful discussions here  
3 in this final session. Before we close this  
4 meeting, I would like to ask the board for other  
5 issues they would like to pursue.

6           BOARD MEMBER BERTINI: Of course, I'm  
7 going to be introducing the next round.

8           BOARD MEMBER RABON: Just a final  
9 closing statement on an earlier conversation  
10 that we had over the strategic direction of  
11 BIFAD. I would like to hopefully close on a  
12 positive note and just express the board's  
13 appreciation for all the hard work and  
14 dedication that we are receiving from our  
15 federal representative, Mr. Senykoff. He's done  
16 an outstanding job providing us with  
17 documentation and keeping us informed and  
18 keeping us all moving in a positive direction  
19 and we greatly appreciate him and his work above

20 and beyond what is really required of that

21 position. So thank you very much.

22 CHAIRMAN EASTER: Anything else? We

23 have an exciting program yet to come and we're

24 reconvening -- let me make sure I have this

25 right. This schedule says 3:15, but it's three



1 o'clock.

2 BOARD MEMBER BERTINI: So we want to  
3 start on the dot at three.

4 CHAIRMAN EASTER: I would really  
5 encourage you to be back to hear Catherine  
6 Bertini speak about her role at -- the Maxwell  
7 School at Syracuse University over a year ago  
8 now commissioned several of her graduate  
9 students to look at this question of capacity-  
10 building in Africa in support of higher  
11 education. I'm very excited about it. We have  
12 read the report and we've asked them to come in  
13 person and talk to us, so I would really  
14 encourage you to be back here at three o'clock  
15 and Catherine will be introducing at that time.

16 (Afternoon break taken)

17 CHAIRMAN EASTER: If I could ask you  
18 all to return to your seats. We are very  
19 fortunate this afternoon to have an opportunity

20 to hear a report that has been prepared by a  
21 group of graduate students at Syracuse, and to  
22 introduce that, Catherine Bertini, a member of  
23 our BIFAD board.

24 BOARD MEMBER BERTINI: When Peter  
25 McPherson was still chair of BIFAD, we had an

1 informal conversation among the board talking  
2 about how we wanted to encourage USAID to do  
3 more in higher education in Africa, and we  
4 thought really before we even get to that point,  
5 we should know more ourselves about the state of  
6 higher education in Africa.

7       What came from that discussion was we  
8 had a discussion at the Maxwell School of  
9 Citizenship and Public Affairs at Syracuse  
10 University about whether or not we could put  
11 together a program that could answer those  
12 question, at least help educate us on the state  
13 of higher education in Africa. That resulted in  
14 a capstone project done by prospective MPA --  
15 well, prospective candidates for degrees who did  
16 a capstone project on exactly this topic,  
17 "Higher Education in Africa."

18       As a result of that, two of those  
19 students are here today to present to BIFAD.

20 BIFAD was actually the client of theirs for this  
21 project, and they were facilitated with the  
22 project by Tag Demment of NASULGC; and by their  
23 professor, and by their professor, John McPeak  
24 at Maxwell; and by yours truly as a member of  
25 the BIFAD board.

1           So it is a great pleasure to introduce  
2 the two representatives from that group who are  
3 here today, and they are going to make this  
4 presentation for us.

5           Loveena Dookhony is from Mawritius.  
6 This is a program -- we have had two Mawritians  
7 on the program in the same two-hour span.  
8 Loveena got her undergraduate degree at Lake  
9 Forest College. She's done a lot of work in  
10 social welfare at home and in Uganda and in the  
11 U.S., and she is currently a consultant with the  
12 World Bank and she earned her MPA from the  
13 Maxwell School at Syracuse, as well as another  
14 master's degree at the same time.

15           We would also like to introduce  
16 Rachael Chute, who is an American who has done  
17 work with the Progressive Policy Institute and  
18 with her congressmen on the Hill and got her  
19 degree at George Washington University before

20 she came to the Maxwell School to get her MPA.

21 So it is with great pleasure that I

22 introduce these two women to you, some of the

23 pride of the Maxwell School.

24 MS. DOOKHONY: Thank you. Rachael and

25 I are highly honored to be here, and I am

1 especially happy since my ambassador is here.

2       The title of our presentation is

3 "Harvesting the Future: The Case for Higher

4 Education in Sub-Saharan Africa." This is an

5 outline of our presentation. We will provide

6 you with an overview of our research, which

7 includes the methodology we used for why we

8 think higher education is important. We will

9 also specifically touch on the link between

10 agriculture research and higher education.

11 Rachael will come to you and talk about the role

12 of the donor community and provide some modest

13 recommendations.

14       These are the two questions that we

15 need to be able to answer: One, is there a case

16 for funding higher education in Sub-Saharan

17 Africa? Two, what common challenges affect the

18 ability for higher education systems to be

19 drivers of economic development?

20 In order to answer these questions,  
21 eight countries were examined as case studies:  
22 Botswana, Cameroon, Ethiopia, Ghana, Nigeria,  
23 South Africa, Tanzania and Uganda. This sample  
24 was tracked by based on providing a goal for  
25 presentation to the three main regions of



1 Sub-Saharan Africa and on the availability of  
2 information pertinent to higher education system  
3 in each country. A detail of research was  
4 reviewed based on information obtained from  
5 academic publications, national governments, and  
6 bilateral and multilateral institutions was  
7 conducted for each country and for general  
8 trends pertaining to higher education in  
9 Sub-Saharan Africa.

10 Just to give you a taste of our  
11 findings, yes, indeed, there is a case for  
12 supporting higher education in Africa. The  
13 arguments on which we base our analysis are the  
14 high rates of return on higher education and how  
15 higher education contributes to social and  
16 economic development through three channels,  
17 which are: improving the political context,  
18 fostering knowledge economies; providing  
19 solutions to local and global development

20 through science, technology, policy and

21 research.

22 Findings in brief: These are

23 challenges that are faced by higher institutions

24 in many countries in Sub-Saharan Africa. These

25 are: Demand which increasingly exceeds

1 capacity; quality issues, which is lack of  
2 resources and human capacity; inequity in terms  
3 of gender and socioeconomics; missing linkage  
4 with labor markets, and lack of financing. We  
5 will discuss each of these findings in detail  
6 later.

7       Based on the main challenges that we  
8 identified and the countries' best practices, we  
9 will make recommendations which can serve as  
10 areas of focus for potential USAID support.

11       I will now very briefly provide an  
12 overview of higher education of countries. The  
13 support for higher education declined  
14 considerably at the end of the 20th Century due  
15 to several factors of which studies on returns  
16 of education played a considerable role.

17       The most widely cited review of return  
18 to schooling is George Psacharopoulos' article,  
19 "Return to Investment in Education, a Global

20 Update," which was published in 1994. He  
21 calculated and compared the rates of return on  
22 primary, secondary and higher education. He  
23 finds that both private and social returns to  
24 education are highest for primary schooling and  
25 lowest for higher education. "Private" returns

1 meaning returns, benefits, are accrued to an  
2 individual; and "social" accrued to the society.

3 As a result international donor  
4 agencies decreased the support for higher  
5 education to almost nil. However, this paper  
6 was quite simplistic in nature due to the lack  
7 of information. Also a closer look at the data  
8 for six of the eight African countries covered  
9 by our studies reveals various patterns of  
10 returns of education.

11 Private rates of returns are higher  
12 for higher education than for primary and  
13 secondary education in both Ghana and Nigeria.  
14 As you can see here, private returns range from  
15 17 percent to 38 percent and social returns  
16 range from 19 percent to 17 percent. The  
17 accepted threshold for making investment is a  
18 return of investment between 10 to 12 percent  
19 investing in higher education. Much more recent

20 analysis that have used household surveys in  
21 Cameroon, Ghana and Ethiopia shows that the rate  
22 of return increases with education.

23 This chart here, from a recent report  
24 that analyzed the impact of education for  
25 development in Africa, tries to model the

1 effects of higher education and take a broader  
2 look at productivity. As you can see, they are  
3 linked to education, to entrepreneurship, higher  
4 education, jobs, government, safety and social  
5 development. However, that is extremely hard to  
6 quantify the impact of higher education. Thus  
7 due to the limited data and the methodological  
8 problems that arise in calculating rates of  
9 education, we find that a more cogent argument  
10 is based on showing that higher education is a  
11 driver of economic growth and development.

12       So why do we think that higher  
13 education is important? One reason is that it  
14 improves the political context. Higher  
15 education improves the political context by  
16 contributing to democracy, civil service and  
17 peace.

18       First it helps building the social  
19 sciences and humanities which help promote

20 research and interpretation of different forms  
21 of government, offering the public the  
22 opportunity to debate and agree on a model that  
23 best suits their national needs. By later  
24 becoming professionals in their own societies,  
25 students can, in turn, promote an enlightened



1 citizenship across the nation.

2       The supply of civil service --

3 (inaudible) -- even more so in Africa with the

4 high point rate of return of aid. Higher

5 education can also contribute to peace as

6 mentioned in a recent paper published by UNESCO.

7 It presents a case for teacher training, women's

8 education, teaching-related courses and student

9 exchange programs.

10       The second reason why they think that

11 higher education is important is that it creates

12 a "knowledge" economy. The increasing

13 importance of technology, access to information

14 and innovation in the global economy and its

15 impact on economic growth has been

16 well-documented. A country's economic system is

17 the critical link that enables development of

18 new solutions for local development and global.

19 Expanding higher education, increasing the

20 activities of local research institutes to  
21 incorporate local expertise is critical to the  
22 development of Africa.

23 As it does say in an article titled  
24 "African Higher Education: Implications for  
25 Development," quote: It is necessary for

1 African countries to have their own scientists  
2 working in their own countries to adapt and  
3 innovate to meet local conditions, unquote.

4       The third reason why we think higher  
5 education is important is that it provides  
6 solutions for development challenges. As  
7 mentioned previously, universities have been a  
8 source of innovation in most societies and the  
9 research conducted by these institutions is  
10 critical to technological and scientific  
11 development. For instance, the Kigali Institute  
12 of Science and Technology in Rwanda has formed a  
13 center for information and technology transfer  
14 which has developed technology solutions for  
15 rural areas and local environmentally friendly  
16 building techniques.

17       Higher education can also help to  
18 utilize and adapt existing science and  
19 technology for resolution of problems. For

20 instance, the introduction of maize, wheat,

21 barley having adapted and sufficiently

22 introduced in many African countries.

23         These are the reasons why we think

24 higher education is important. I will now turn

25 to look at the role of higher education in

1 agriculture research and development.

2       As you know, agriculture is the  
3 backbone of many African countries. It accounts  
4 for 60 percent of total employment and 11  
5 percent of export earnings. In rural areas,  
6 which makes up around 75 percent of the total  
7 population, agriculture is the primary means of  
8 support for most people. However, despite being  
9 a continent that is primarily inhabited by  
10 farmers, Africa has been unable to feed these  
11 people. Over 28 percent of the population, or  
12 200 million people, are classified as  
13 "chronically hungry."

14       A study that was conducted by NEPAD  
15 shows that spending on agricultural research  
16 generated high payoffs in Africa, with each  
17 dollar spent generating an average internal rate  
18 ranging from 15 percent to 135 percent. That's  
19 very high.

20 I will now look at the challenges that  
21 the African agricultural R and D systems face.  
22 The agricultural system has remained fragmented  
23 after the end of colonialism. There is actually  
24 a very weak link between agriculture research  
25 centers and agriculture education as

1 universities and private sector of agriculture  
2 have developed independently of the new research  
3 system. So that research was limited to station  
4 trial and little effort was made to link  
5 university research with agriculture research  
6 institutes and especially the users, farmers and  
7 consumers.

8 African researchers have little  
9 interaction with extension services and farmers,  
10 which in the end does not reflect the priority  
11 of the users in the research agenda. In some  
12 cases the national research program is defined  
13 by donors and they have little relation to the  
14 farmers. This lack of engagement has led to  
15 farmers adopting less than 10 percent of the  
16 crop varieties that they are offered.

17 In other cases farmers never learn  
18 about the new technology because of the lack of  
19 effective channels to transfer information from

20 research to the extension system. Thus  
21 extension services from the agriculture  
22 institute only admits farmers who are  
23 responsible for the greater majority of  
24 agriculture access in most African countries.  
25         Spending on agricultural research and



1 extension can make a critical contribution to  
2 stimulating economic growth and reducing poverty  
3 in Africa; however, spending on agriculture  
4 research in Africa has remained stagnant. As  
5 you can see from this graph, this lower line is  
6 Africa and how much has been the public  
7 agriculture expenditure which has remained  
8 stagnant from 1976 to 1996; whereas, when you  
9 compare to other developing countries in Asia  
10 and the Pacific and Africa and the Caribbean,  
11 these have increased.

12       Reduction in government support for  
13 agricultural research and extension reflects in  
14 part pressures on African governments to reduce  
15 spending generally. But spending on  
16 agricultural research has also declined in  
17 proportion to total dollars spending. Moreover,  
18 unlike in other regions, the private sector is  
19 not increasing its research in Africa as

20 government spending declines. With a share of  
21 about 2 percent of total spending, the private  
22 sector plays a very small role in funding  
23 agriculture research in Africa; while in  
24 industrial countries, private enterprise funds  
25 over 50 percent of agriculture research.

1 I will now pass to Ms. Chute, who will  
2 look at the role of donors.

3 MS. CHUTE: Thank you, Loveena. I'm  
4 going to take a look at the role of USAID and  
5 then move on to the trends and challenges that  
6 we focused on in our case studies.

7 First and foremost, the educational  
8 objectives of USAID have always been providing  
9 equal access to quality basic education and  
10 enhancing knowledge and skills from  
11 productivity, including workforce development  
12 and higher education. In the past there has  
13 been limited funding for education programs at  
14 the higher level in Sub-Saharan Africa.

15 In fiscal year 2004, USAID gave  
16 \$50 million in grants for higher education  
17 worldwide, as compared to \$330 million globally  
18 for primary and secondary education. So this  
19 lumping that they gave for higher education

20 would equal to one-fifth of what they gave for

21 primary and secondary education globally.

22       Between 2000 and 2004 the United

23 States funded \$42 million on an average of

24 \$10.5 million a year for higher education in

25 Africa. And their main focus was on putting

1 together partnerships between the U.S. and  
2 African universities through programs such as  
3 Higher Education for Development.

4       In 2006 Higher Education for  
5 Development established 20 new partnerships with  
6 a total grant value of \$4.25 million, bringing  
7 their total of active partnerships in Africa to  
8 21 percent of everything they were doing. The  
9 Higher Education for Development program has  
10 assisted in capacity-building research programs  
11 for African universities, but the current  
12 funding level limits cooperative efforts. They  
13 don't have enough to expand what they are doing  
14 and the good work that they are able to  
15 implement on a regular basis.

16       The other donors that we had the  
17 opportunity to study were the World Bank,  
18 primarily the World Bank. The difference here,  
19 however, is the money that they are giving is

20 loans, which is obviously more difficult for  
21 developing countries to pay back.

22         In the years from 1990 to 2006, they  
23 gave \$906 million in total to Sub-Saharan  
24 African tertiary or higher education  
25 programming. On average that's \$53 million

1 loaned per year to the entire subcontinent of

2 Sub-Saharan Africa.

3 The total education lending from the

4 World Bank for that time period was \$29 billion,

5 4.9 billion of which went to Sub-Saharan Africa.

6 Their primary focus is on increasing enrollment

7 and improving the existing systems. They're

8 using innovation funds to support programs that

9 will improve the quality and relevance of the

10 existing systems and try to move a little bit

11 further away from the loan system.

12 The other major bilateral donors in

13 the same time period that I quoted the

14 \$42 million that the United States gave were

15 Scandinavia was \$90 million; Japan was

16 \$86 million; and Canada, \$75 million.

17 The first trend we looked at was that

18 demand is increasingly exceeding capacity in

19 these institutions. The major factors of

20 strained capacity are population growth,  
21 increased enrollment and economic downturns.  
22 Based on what we have seen in the countries we  
23 were studying, we have given the following  
24 recommendations.  
25       The real focus needs to be on



1 developing infrastructure through particular  
2 programming donations. For example, the United  
3 Kingdom gives money specifically for building  
4 libraries in developing countries. Secondly,  
5 creating new institutions -- public or  
6 private -- but first of all public, although the  
7 challenge there is that there's not enough  
8 funding to go ahead and build these larger  
9 public institutions.

10       Then lastly, supporting the creation  
11 and development of current private institutions.  
12 This tends to be the trend in Sub-Saharan  
13 Africa, is the increasing private institution  
14 numbers; however, the challenges are that there  
15 are higher tuitions and fees and that there is a  
16 perception of lower quality; that the students  
17 that attend these private institutions couldn't  
18 get into the public institution and therefore  
19 they are paying for their education at a lower

20 level, which isn't always the case.

21 The next trend we found was there is a

22 significant issue with quality. The Millennium

23 Development Goals were the first actions we saw.

24 Their push for increased education has increased

25 enrollment, but there aren't enough trained

1 teachers, textbooks or supplies for all of the  
2 opportunities. For example, 10 percent of the  
3 teachers are untrained.

4       Second issue we found was the state-  
5 sponsored universities don't have enough  
6 funding. They're increasing enrollment but not  
7 the budget allotment to those universities.

8       Thirdly, there is a limited resources  
9 problem. Academic journals, lab supplies, all  
10 critical for the education of these students,  
11 are unavailable or outdated, if they exist at  
12 all.

13       Lastly, faculty and development  
14 retention. Professors are faced with stagnant  
15 salaries, growing class sizes, limited  
16 resources, very little funding, so they are  
17 moving to either private sector or abroad.

18       The recommendations dealing with the  
19 quality issue were improving teacher training by

20 increasing preparation for higher education  
21 through greater investment in teacher training.  
22 Start them at an earlier age with a quality  
23 education by training your current generation of  
24 teachers at a higher level, your education will  
25 be higher as it grows from primary, secondary to

1 a higher level.

2       Secondly, increasing effectiveness of  
3 monitoring an evaluation system through putting  
4 together a blanket approach, something that  
5 would be cross-cutting and really addressing the  
6 issues that are facing that country as a whole;  
7 and enhancing the level of research and  
8 development, particularly in the agriculture  
9 sector, health and other areas that are critical  
10 for national development through the expansion  
11 of policymakers, private sectors, government and  
12 nongovernmental organizations.

13       The third trend that we came across is  
14 inequity in access. The issues that we found  
15 here were in regards to gender and the role of  
16 women in the educational system. This is one  
17 that is changing drastically at the present  
18 time. Between 1989 and 2000, Uganda female  
19 enrollment increased from 12 percent to

20 40 percent. So there really are some programs  
21 that, in effect, are being successful. In some  
22 other countries we studied, for example, South  
23 Africa and Botswana, women are more than half of  
24 the student population.

25 Socioeconomic status: This question

1 of who can afford to go to school? The private  
2 institutions cost money, so who can really  
3 afford to go these institutions and how do you  
4 offset this cost?

5       Geography: This is where the rural-  
6 urban divide really comes into play. As we  
7 mentioned earlier, there is a lot of the  
8 Sub-Saharan African continent that depends  
9 on agriculture to feed the population and you  
10 don't get a lot of students from the rural areas  
11 going to school. For example, in Tanzania  
12 two-thirds of their student population comes  
13 from six of the 23 regions in that country.

14       Ethnicity and nationality plays a role  
15 on student and faculty populations. Can we  
16 train all the teachers to stay in their own  
17 country to teach future generations? That's the  
18 challenge we're facing because they don't have  
19 the funding to do it for the most part.

20           Then the language barrier issue: This  
21 comes into play when preparing students to come  
22 to the higher education level. Cameroon  
23 specifically, the problem is access to English  
24 education. Most of the schools there are taught  
25 in French. In Nigeria there are over 250



1 languages spoken. There's a large push in that  
2 country to conduct all primary education in  
3 English, but it's hard to implement a program  
4 like that.

5         So our recommendations in dealing with  
6 inequity and access are to encourage the further  
7 implementation of the gender affirmative action  
8 program to help balance the gender conflict,  
9 which are disturbing numbers at times but they  
10 are improving; and the affirmative action  
11 program to help deal with some of the ethnicity  
12 issues that came into play in countries like  
13 South Africa before the end of Apartheid, now  
14 that number has changed dramatically.

15         Expanding enrollment capacity,  
16 allowing students into the public universities.  
17 If they have such a requirement, then they have  
18 the ability to attend school. Taking a look at  
19 other training institutions, vocational and

20 technical training, the role that they play, the  
21 pressure that they may get from the university  
22 system and looking at a system of accreditation  
23 that is broad-based and will ensure a certain  
24 level of quality.

25       The fourth trend is a lack of market

1 linkages. There are exceptionally high  
2 unemployment rates in Sub-Saharan Africa as a  
3 result of high labor force growth and the low  
4 employment growth. So a lot of these unemployed  
5 students are even higher education graduates  
6 like myself and Loveena, as if we were there,  
7 partly due to the low quality of the education  
8 system that is already in place.

9       Relevant programs of study have become  
10 an issue because of areas where the countries  
11 really need help aren't where the students are  
12 really enrolling, so sort of pushing the  
13 students toward those roles that they need to  
14 fill in society. For example, Angola, they're  
15 looking for public administrators. After 20  
16 years of civil strife, they need people to come  
17 and run their organizations in their country and  
18 really keep things in working order.

19       Lastly, technical and vocational

20 training, looking at technology, electrical  
21 engineering, agricultural sciences, education  
22 and nursing as areas where people can receive  
23 training outside of the university setting that  
24 will be probably of a higher quality. The  
25 recommendations that we had for this area were

1 matching curricula; the demands of the society,  
2 the country, region, et cetera, to what the  
3 students are looking to study; putting together  
4 a partnership with private sector, educational  
5 institutions and the government; creating more  
6 private institutions that would be more  
7 responsive to the demands of the country itself,  
8 sort of allowing them to take a look at what it  
9 is the country really needs to function and  
10 creating apprenticeships and internships to  
11 allow those students to have an opportunity to  
12 really understand the work that they're doing in  
13 the sectors that they're studying.

14       Last but not least, the fifth trend we  
15 found was and specific finding is, as we know  
16 there are major funding challenges in the  
17 education system in Sub-Saharan Africa, and the  
18 solutions that we thought out were things that  
19 are actually current approaches: cost-sharing

20 towards fees and tuition. Uganda is not very  
21 university -- students who can't afford to go to  
22 school but have passed the test and meet the  
23 qualifications to attend the university are  
24 having their costs offset by those students that  
25 maybe have passed the test but are willing to

1 pay for that education or attend class at night.

2 They are putting into effect loan and graduate

3 tax programs.

4 For example, in Ethiopia they have

5 instituted a graduate tax where you pay

6 10 percent of your annual salary back for 15

7 years back to the government in order to offset

8 the room-and-board costs that you incurred while

9 you are were at public university.

10 Commercial activities: Loveena

11 mentioned earlier the Kigali Institute for

12 Science and Technology Management. Their

13 agricultural innovation of the energy-efficient

14 oven has allowed the university to actually sell

15 that product and make money off of it.

16 Outsourcing some of the tasks that need to be

17 done at the university level can be more

18 efficient in many ways than hiring somebody and

19 paying their annual salary. So running grant

20 programs, conducting research, sometimes even  
21 balancing budgets and then creating incentives  
22 to provide institutions to partner with public  
23 institutions through use of land-grants, through  
24 agreement for access to research; accreditation,  
25 which really will speak to the quality of the



1 education that they are providing.

2 And then moving on to what questions

3 we answered, as Loveena mentioned before: Is

4 there a case of funding higher education in

5 Sub-Saharan Africa? As we said in short, yes,

6 there absolutely is.

7 What common challenges affect the

8 ability for higher education systems to be

9 drivers of economic development? As we saw, the

10 strength capacity is the result of increased

11 demand, issues of quality, inequity in access,

12 disconnect between the labor market and programs

13 of study and insufficient financing.

14 With that we move on to our targeted

15 or modest recommendations. Specifically for

16 USAID our suggestions were these four areas

17 where they can really make a difference. In

18 administrative capacity USAID can help by

19 providing funding and technical assistance like

20 program management, grant management, budgeting  
21 and allowing these institutions to more  
22 effectively manage their resources and improving  
23 quality. These partnerships will also benefit  
24 them in allowing them to be better prepared to  
25 compete for grants in the future and potentially

1 increase their research capacity.

2           In the area of accreditation of  
3 monitoring, USAID can facilitate a partnership  
4 with the Association of African Universities to  
5 help build a cross-cutting accreditation system  
6 that would apply specifically to the context and  
7 condition of the African universities.

8           Through the Higher Education for  
9 Development partnerships, USAID can help build  
10 more partnerships for the purpose of evaluating  
11 and improving these programs, in addition to  
12 monitoring.

13           In the area of research and  
14 development, USAID can contribute to joint  
15 research projects between American and African  
16 universities for the purpose of developing  
17 locale-appropriate technologies that are aimed  
18 at increasing labor productivity and market  
19 competitiveness, including finding mentorship

- 20 programs with senior researchers from both
- 21 universities and junior researchers from African
- 22 universities to help them further their
- 23 educational abilities and build their
- 24 portfolios.
- 25       USAID actually already funds a program

1 similar to this and the collaboration in this  
2 manner can assist in generation of knowledge,  
3 innovation and technologies that are crucial for  
4 long-term growth.

5 Finally, in the area of labor market  
6 linkage, USAID had the opportunity to help  
7 ongoing partnerships with Africa, instruct in  
8 private sector and educational institutions;  
9 also funding technical assistance to advise  
10 African institutions on curriculum redevelopment  
11 and helping set up internship or apprenticeship  
12 programs for local nongovernmental  
13 organizations.

14 I know that was a lot. I thank you so  
15 much for your time and attention, and we welcome  
16 any questions or comments you might have.

17 (Applause)

18 BOARD MEMBER CHRISTENSEN: I have a  
19 comment, and this may be of interest to you in

20 terms of what we found in a rural school in  
21 Morocco relative to infrastructure. The  
22 young -- the girls quit coming to school. We  
23 accidentally, quite accidentally, discovered  
24 that the reason why they quit coming to school  
25 was there were not private bathroom facilities.

1 When those were built, the young women came back  
2 to school and actually outnumbered slightly the  
3 boys at this school, and some of them were older  
4 and so they had returned.

5 I wonder if you saw anything of that  
6 sort of stuff in terms of your investigation as  
7 to why maybe you have a disparity in terms of  
8 gender attending school.

9 MS. DOOKHONY: Actually, we haven't  
10 found a large disparity in tertiary education.  
11 We found if they had affirmative action like in  
12 Uganda where women enrolled are 47 percent, and  
13 in some cases it's 51 percent enrolled at the  
14 tertiary education. But what you are referring  
15 to I have come across while looking at primary  
16 education from working with Miss Bertini.

17 This was also the issue in Afghanistan  
18 of not having latrines, not having bathrooms was  
19 an impediment for girls attending school.

20 BOARD MEMBER DeLAUDER: You had said  
21 earlier on the issue of unemployment, as you get  
22 more persons trained with degrees, you must have  
23 opportunities for them in their country at the  
24 comparable level, comparable salaries;  
25 otherwise, you don't make -- (inaudible) -- is



1 that an issue that needs to be addressed?

2 MS. CHUTE: Well, with regard to the  
3 research that we did, absolutely that is an  
4 issue. You are finding graduates -- what we  
5 came across was a lot of the quality of their  
6 education was impeding whether or not they were  
7 finding employment, but the stagnant employment  
8 growth rate is really a huge issue. So,  
9 therefore, you see that, like, 90 percent of the  
10 faculty in Ethiopia left the country at one  
11 point in time because there was nowhere for them  
12 to go and there was nothing for them to do, no  
13 research, no professorships, nothing.

14 So we have seen that play out in the  
15 case studies that we looked at. Unfortunately,  
16 as you know, there is no easy solution to that  
17 except for encouraging them to really go into  
18 their own ventures and help build the  
19 infrastructures within their home countries.

20 MR. WIDDERS: I would like to follow

21 up on that last point.

22 Did you think about making the case

23 for higher education or tertiary education about

24 the kind of product or the kinds capacities and

25 skills that graduates need to have in making

1 that case? What I am referring to is developing  
2 more of an entrepreneurial mentality of  
3 graduates.

4       What I have found in working with  
5 certain African countries, is because of  
6 inequality in access -- this is especially in  
7 the areas of agriculture -- that you have urban  
8 youth, people that have access to a higher  
9 quality primary and secondary education, those  
10 are the ones that are going to the universities,  
11 so they aren't individuals that are coming from  
12 the agricultural sector.

13       It's not in the decades past like in  
14 the United States where we had the sons and  
15 daughters of farmers who went to the  
16 universities and then returned to either manage  
17 their own farms or went into agribusinesses and  
18 things like that.

19       I think what we really need are

20 individuals with an entrepreneurial mentality  
21 that aren't looking at, Where can I find  
22 employment? Where today much of the only  
23 employment opportunities exist in ministries,  
24 public-sector NGOs, things like that.  
25       What we need is a different kind of

1 person who has the vision and the skills to  
2 return and initiate businesses. Did you think  
3 about that?

4 MS. CHUTE: We actually came across  
5 that in several of our case studies. My  
6 specific case study was on South Africa, and I  
7 came across that a lot because there is a huge  
8 rural-urban divide. I had the opportunity to  
9 work there this summer as a consultant with  
10 local entrepreneurs and helping them build their  
11 businesses. They only know what they want to do  
12 and what they can do in terms of finding  
13 employment.

14 So in looking at the higher education  
15 level, it's really challenging. That's where we  
16 found the biggest disconnect with the labor  
17 market because you have students that want to  
18 be -- they want to study political science; they  
19 want to study, in some cases, public

20 administration, but there is nowhere for them to  
21 go. Encouraging that entrepreneurial spirit is  
22 something that could be done. I'm not sure  
23 exactly the best way to do that.

24       Some of the partnership programs that  
25 we looked at through the higher education for

1 development seems to be the best means for that,  
2 but really there was no definitive answer on how  
3 to encourage students to really embrace the  
4 areas that there was the most need.

5 MS. DOOKHONY: One example that we  
6 mentioned was a case in Rwanda where they had  
7 invented an auger that they were selling to  
8 other people. So that was one way of where the  
9 entrepreneurial -- (inaudible) -- and I am sure  
10 I have come across examples of such.

11 MR. WIDDERS: I would like to direct  
12 you to two agriculture universities in Latin  
13 America that I think are doing a reasonably good  
14 job of that, that being Zamorano in Honduras and  
15 the University of Costa Rica. They are USAID  
16 funded.

17 AUDIENCE MEMBER: Oh, really, the two  
18 that -- the question of linkages between the  
19 university and the private sector, you know,

20 most of these countries grew up, so to speak,  
21 during the Cold War period when most of these  
22 economies were essentially run -- the  
23 private-sector business was kind of discouraged.  
24 And for the last 18 years or so, we have seen  
25 the development now of the private sector in



1 these nations.

2       But did you run across any case  
3 studies where there actually were attempts by  
4 the universities to develop systematic linkages  
5 with that private sector to engage them in the  
6 educational process? I look to internships or  
7 perhaps in bringing private sector into the  
8 classroom to help with this educational process.

9       MS. CHUTE: I came across that in one  
10 of the places that I was doing research. It  
11 wasn't in our case study specifically. But in  
12 Rwanda there is a program that is being done  
13 specifically with lawyers to get them involved  
14 in some of the private firms but dealing with  
15 some of the genocide issues that came about.  
16 It's really been pushed in this partnership  
17 system through the university, educating the  
18 lawyers and get them interested in the issues so  
19 they can then work on the issues.

20           That's the only one that I came across  
21 specifically where they were really structuring  
22 a partnership with a private-sector institution.  
23           MS. DOOKHONY: There was one example  
24 that came out during my study, was in Uganda.  
25 Makerere University was building a partnership

1 with agricultural organizations in Kampala, in  
2 certain regions of Uganda, and that case study  
3 was actually -- was trying to be modeled for  
4 other African counties to follow because it was  
5 working and it was quite successful.

6 AUDIENCE MEMBER: I think that comment  
7 first. You focused on some systems which is  
8 different from -- (inaudible).

9 Second element, have you looked at the  
10 role of international systems such as CGRI or  
11 special problems to fix the problems in Rwanda  
12 African Uganda; that is, look and it's actually  
13 in Uganda and what are the implications of those  
14 institutions in the development of research at  
15 universities, because I think that might be  
16 important.

17 Second, you mentioned a number a  
18 funding in the education system. What  
19 proportion is for the hardware and what

20 proportion is for software? Because that is  
21 very important, these disparities, and I wonder  
22 if we can say -- (inaudible) -- broadly we have  
23 two, three situations. We are lacking the  
24 basics and we need to start with the upper  
25 level -- (inaudible). I would not --

1 (inaudible) -- because in order to get the  
2 private sector involved in that, you need to  
3 have a system which does not exist in most other  
4 countries. In between the two countries you  
5 have -- in between the two extremes, you have  
6 the middle situation, and we need to look at  
7 those three different levels. And at each  
8 different level you have different  
9 accommodations. We cannot say broadly this is  
10 what needs to be done.

11 MS. CHUTE: There were several  
12 questions in there that I think I can touch on  
13 briefly.

14 We did face that challenge of how to  
15 really broad-base the trends that we were seeing  
16 throughout the continent, because you're  
17 absolutely right, there is absolutely no way  
18 that you can put one problem to every  
19 institution.

20           What we found was just that these five  
21 trends that I mentioned before are things that  
22 were sort of prevalent throughout where we were  
23 looking at in dealing with issues of quality, et  
24 cetera, et cetera.

25           In terms of the funding question, I

1 don't know. We didn't come across any  
2 breakdowns for what money was distributed  
3 specifically to knowledge that we have applied.

4       The issue of the UK funding for  
5 libraries, that is a specified program grant  
6 that they do. I don't know if USAID does  
7 something similar to that or if they have the  
8 ability to do something similar to that in order  
9 to specifically allocate funds to one specific  
10 issue. I know they don't give money to general  
11 education systems as a whole.

12       A lot of what we found was it would be  
13 partnership programs or what they were doing.  
14 There was the agricultural one. I didn't come  
15 across it. That was something that I think  
16 absolutely I would be interested to look into  
17 and see how they're developing moreover, but we  
18 did not necessarily come across that in our  
19 research specifically because what we were

20 looking at mostly were the programs that USAID

21 was conducting.

22 AUDIENCE MEMBER: In the U.S. we have

23 this issue -- and I'm sure they do in Africa as

24 well -- that has to do with the efficiency of

25 higher education: The drop-out rate, the



1 failure rate. You talked about how demand  
2 exceeds capacity. Part of that issue is how is  
3 the capacity being used in terms of is it is  
4 being supported? Is it being poorly utilized?

5 I wonder if in your work you found  
6 areas of Africa that are particularly focused on  
7 using their capacity more efficiently.

8 MS. CHUTE: The situation that I saw,  
9 I think, probably the clearest was in South  
10 Africa where they are actually consolidating  
11 some of the public universities. They went from  
12 36 to 25, so they are trying to be more  
13 efficient in the usage of the facilities. They  
14 don't want to duplicate their efforts or waste  
15 their money.

16 That's the one I saw specifically in  
17 terms of their reduction, but that's only taken  
18 place in the last ten years or so.

19 MS. DOOKHONY: I would like to add

20 that competition will foster efficiency. In  
21 Uganda there are a lot of other private  
22 institutions sprouting up and we are in the hope  
23 that these different institutions will foster  
24 efficiency.

25 BOARD MEMBER CHRISTENSEN: I have one

1 more. Fourteen years ago when I looked at  
2 higher education in South Africa, I found that a  
3 number of black Africans had been directed at  
4 the university programs in religion and  
5 sociology and so on.

6 In terms of changes that have occurred  
7 there, have there been -- in a consolidation of  
8 programs, has there been an elimination of those  
9 kinds of programs in favor of science,  
10 engineering, agriculture, or is it still the  
11 same problem?

12 MS. CHUTE: What I saw was that those  
13 science and engineering programs have actually  
14 been moved out to the vocational and  
15 technological institutions, a lot of them have.  
16 The major focus of studies or students in South  
17 Africa now is political science; but,  
18 unfortunately, there is nowhere to go to get  
19 jobs. That seemed to be the biggest challenge

20 that I came across.

21 They're not necessarily being directed

22 to what seems to be -- I came across a question,

23 Who was enrolling at what universities and

24 where? And the number of black South African

25 students in universities now is up to

1 75 percent.

2       So they're cross-cutting every field  
3 that you can possibly imagine. But the majority  
4 of what they're focusing on is social sciences,  
5 and specifically political science.

6       MS. DOOKHONY: But however, there are  
7 some programs that are trying to push people to  
8 have more agriculture and science. There are  
9 scholarship programs, a couple in Ghana and  
10 Uganda.

11       BOARD MEMBER BERTINI: I want to have  
12 everyone join in saying thank you very much for  
13 that great presentation.

14       (Applause)

15       BOARD MEMBER BERTINI: I will turn the  
16 program back over to our chairman.

17       CHAIRMAN EASTER: This concludes this  
18 session and we now move up to the third floor to  
19 the Des Moines Hall, so we will see you upstairs

20 for the next two presentations.

21 (Adjournment to Des Moines Hall at

22 3:46 p.m., October 17, 2007.)

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