

USAID BFAD PUBLIC MEETING ON
"THE NEXT GENERATION:
GLOBAL FOOD SECURITY THROUGH HUMAN AND
INSTITUTIONAL CAPACITY BUILDING"

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MEETING

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Tuesday,
October 11, 2011

Des Moines Marriott
700 Grand Avenue, Salons A & B
Des Moines, Iowa

9:00 a.m.

BIFAD PANEL:

BRADY DEATON, BIFAD Chair
CATHERINE BERTINI
JO LUCK

WILLIAM B. DeLAUDER
ELSA MURANO
GEBISA EJETA, Panel 2 Moderator

ALSO PRESENT:

JULIE HOWARD, Panel 1 Moderator

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1 P-R-O-C-E-E-D-I-N-G-S

2 (8:53 a.m.)

3 DR. DEATON: I'd like to welcome
4 everyone to this second BIFAD Board meeting of
5 this year, and I'm Brady Deaton, Chair of the
6 Board as of June when I was inducted and I'm
7 also Chancellor of the University of Missouri.
8 Let me take just a moment to ask that my
9 fellow Board members introduce themselves and
10 any word they would like to offer at this
11 time, and then I will review the agenda at
12 that time. Let me start with Gebisa.

13 DR. EJETA: Gebisa Ejeta, Purdue
14 University. I joined the Board early this
15 year.

16 DR. MURANO: Elsa Murano, Texas
17 A&M University. I'm one of the old-timers on
18 BIFAD which is hard for me to believe. Seems
19 like I just joined in and I'm excited to be a
20 part of this excellent team that we have here
21 in BIFAD. And thank you all for coming.

22 DR. DR. DeLAUDER: Good morning.

1 I'm Bill DeLauder, I'm President Emeritus at
2 Delaware State University. I'm a continuing
3 member of BIFAD and we're delighted to see the
4 audience that we have this morning and we
5 thank you for coming and supporting our
6 efforts.

7 MS. LUCK: My name is Jo Luck and
8 I was President and CEO of Heifer
9 International 22 years. And first, left
10 there, and I am working on boards and speaking
11 and lots of things in a larger scope but
12 continuing the work around the world to end
13 hunger and poverty.

14 MS. BERTINI: I'm Catherine
15 Bertini and I'm glad to be at my first meeting
16 since I was honored to be reappointed to BIFAD
17 by President Obama. I'm with Syracuse
18 University.

19 DR. DEATON: Thank you. Let me
20 also introduce an honorary member of our
21 Board, Bob Easter, he's former Chancellor at
22 the University of Illinois. And Bob, we're

1 glad to have you with us today. And we have
2 Susan Owens who is the Executive Director of
3 BIFAD Secretariat, Malcolm Butler with APLU
4 who works with us, and the other staff in the
5 room. We thank all of you and their staffs
6 for the work you do in so many ways to support
7 us. John Becker, Senior Policy Advisor, and
8 Paula in the back who handles all the
9 logistics, and Aaron who is here to make sure
10 that we get this done.

11 Let me welcome all of you, the
12 public, to this public session of BIFAD and an
13 opportunity to share with you the perspective
14 of the BIFAD Board and to get your input. You
15 will have an opportunity at each juncture to
16 provide an opportunity for you to speak to us
17 because we take our roles very seriously and
18 we take the interaction with the public and
19 getting your voice brought forward very, very
20 seriously.

21 You may, you have the agenda I
22 believe and you'll see that, let me just

1 briefly review it. This morning, we've
2 devoted the first hour of this morning to a
3 summary of sort of old business, context
4 setting, where we are, you'll hear from any
5 members of the Board. And let me say to my
6 colleagues here on the Board, they are welcome
7 to interrupt at any time and engage in
8 discussion with us. We see this as an
9 interactive process throughout.

10 At 9:45, we'll have a program that
11 Rob Bertram will give us on the USAID Feed the
12 Future Research Programs. Rob is Director of
13 the Office of Agriculture, Research, Policy
14 for the Bureau of Food Security for USAID.
15 And then at about 10:15, we'll have a public
16 comment period that will give you an
17 opportunity to interact with us. We will then
18 adjourn for lunch.

19 And at lunch today, we have a
20 session on Higher Education in Africa's
21 Agricultural Transportation-Emerging Policy
22 Trends and Opportunities. And Paul

1 Weisenfeld, the Assistant to the Administrator
2 of Bureau for Food Security at USAID will
3 speak. And also, our keynote speaker is
4 Calestous Juma of Harvard University.

5 We will then come back to a public
6 session at 1:00 o'clock, and that perspective
7 is on Human and Institutional Capacity
8 Development from the next generation of hunger
9 fighters. And that will be led by or
10 moderated by Julie Howard who is the Deputy
11 Coordinator for Development of Feed the Future
12 and Chief Scientist, I believe. Julie, I've
13 got that right? Okay.

14 MS. HOWARD: So, I'm now Chief
15 Scientist for Bureau for Food Security and
16 Senior Advisor to the Administrator on
17 Agricultural Research, Extension and
18 Education.

19 DR. DEATON: Wonderful,
20 congratulations! We'll get that straight
21 before this afternoon. Thank you.

22 And then again, we'll have a Q&A

1 session with you. And then at 2:15, another
2 panel on HICD Experts and Perspectives. The
3 moderator will be Gebisa Ejeta, Distinguished
4 Professor at Purdue University who is a member
5 of the BIFAD Board.

6 So, that is the agenda for the
7 day. And as I said, there is ample
8 opportunity for interaction with you, those of
9 you that have looked at these processes for
10 some time, and we'll have comments I know to
11 make.

12 Let me just say it's really a
13 thrill for me driving up from Missouri into
14 Southern Iowa. But to be here in the
15 heartland with a state that really reveals the
16 assets of our nation, that has been so
17 critical to the geopolitical importance of the
18 United States over time and it illustrates so
19 thoroughly the tremendous role that our major
20 research universities and particularly our
21 land grant universities have the role that
22 they have played in getting us to where we

1 are. And so, I think the setting could not be
2 better for a reminder of that as we reflect on
3 the institutional changes involved, the
4 tremendous science that has been brought
5 forward, and the international training
6 programs that AID has funded over the years
7 and that we will see so clearly in the program
8 as we go forward today because we're going to
9 hear from a number of those individuals who
10 have been involved in those training
11 processes.

12 And you'll hear examples
13 throughout this session of BIFAD of the
14 progress being made under Feed the Future to
15 develop the science and technology, the
16 agricultural institutions, the innovations,
17 the training, the human and institutional
18 capital in the agricultural sector that bears
19 on food security and the improved quality of
20 life of people around the world, particularly
21 the more vulnerable ones. And drawing on the
22 formidable tools of partnership with US

1 universities, with the private sector, with
2 the non-governmental organizations and
3 foundations will enable that country-led
4 approach that marks what USAID is doing today
5 to accomplish those objectives of empowering
6 women scientists, strengthening higher
7 education in agriculture, enhancing access to
8 the market chains that are so fundamental in
9 the innovative entrepreneurial world that is
10 developing everywhere in those target
11 countries that AID is involved in, and
12 particularly reducing weather-related risks
13 over the time of fluctuations and food prices
14 that has led us to reconsider the role of
15 agriculture and agriculture institutions in
16 achieving the food security that is so vital
17 to our future as we look to 2050 with such an
18 incredible growth in population projected with
19 a world of over nine billion people requiring
20 essentially a doubling of the world's
21 agricultural productivity.

22 And with that comes the ability,

1 we hope, if we do our work properly, to ensure
2 that the most vulnerable and the most severely
3 affected regions of the world with food
4 shortages can be brought into the full scale
5 of what our human society is all about. And
6 I think this Board takes all that very, very
7 seriously and we want to call attention to
8 every step that we can. And certainly in our
9 role as independent, Presidentially-appointed
10 advisors to the Administrator of USAID, we
11 will be drawing with the charge of the
12 Administrator to draw on all perspectives from
13 our backgrounds and your work and the work we
14 see going on around the world in all sectors
15 that can improve what we are doing in USAID.
16 And fortunately, we have wonderful partners to
17 bring that about.

18 I would just emphasize that the
19 Title 12 Act authorizes five different program
20 components that we need to give attention to
21 as we undertake this task. And one of those,
22 I mentioned earlier you'll hear from it in

1 depth later today, the Human and Institutional
2 Capacity Development (HICD), that will be on
3 the program. Second is the Collaborative
4 Research Support Programs (CRSPs), you'll hear
5 more about those a little later as well.
6 Third is engaging international agricultural
7 service. Fourth is program support to
8 research. And fifth, the special programs
9 particularly as related to agricultural
10 projects and activities directly and
11 indirectly.

12 If you look at the, on the website
13 of BIFAD USAID, you will see the Report to
14 Congress that was just completed of '09 and
15 '10. That described the 54 active Title 12
16 projects or activities across those five
17 program areas. And 25 CRSP programs were
18 described, and as I indicated, we will hear a
19 bit more from the CRSPs related discussions
20 that we have had even yesterday.

21 So, we are as a Board, I think I
22 speak for the Board, are very excited about

1 the challenge that's before us. And the
2 reforms that were set in motion by the Obama
3 Administration and Administrator Shah in the
4 fall of 2010, we announced USAID FORWARD
5 covered seven key program areas. And I'm
6 saying all this as context because this Board
7 sees itself in a broad arena to engage higher
8 education in science and technology here and
9 abroad with the mission of AID.

10 And so, that USAID FORWARD's seven
11 key areas were: implementation and procurement
12 reform; talent management; policy capacity;
13 monitoring and evaluation; budget management;
14 science and technology engaging the full range
15 of the land grant universities and Title 12
16 activities broadly; and then the seventh was
17 innovation. A very broad-based set of agendas
18 that are essential to all that we will be
19 hearing from USAID staff about moving forward.
20 So, we will monitor and advise the
21 Administrator with those perspectives in mind
22 as we go forward.

1 And we wanted the first thing this
2 morning to take a moment on reviewing some
3 items of old business that we have covered
4 over the last, that have been actually covered
5 over the last few years that are carried
6 forward in the work we're doing today and into
7 the future. And we will begin, I want to
8 begin with taking just a moment on issues
9 associated with our budget which in our June
10 meeting the Board met and realized that not
11 only has the role of agriculture and USAID
12 have been, many would say, diminished in the
13 past, and we're now trying to revitalize that
14 with the support of the Administrator and
15 USAID. But also, the budget of BIFAD had been
16 squeezed down to a point where we felt if we
17 were to undertake the forthright role that was
18 envisioned for us, that a more robust budget
19 was needed.

20 So, I'll just share with you a
21 letter that on behalf of the Board I wrote.
22 I'll just read a paragraph or two of what I

1 wrote to Administrator Shah on behalf of the
2 Board. And I pointed out that President Obama
3 and Administrator Shah had provided an
4 extraordinary vision for BIFAD and we felt
5 that we had the kind of background and
6 experience as a Board to marshal support
7 across the institutions of higher education
8 and the private sector to help implement that
9 vision that had been delineated. And then,
10 Administrator Shah had expanded the agenda for
11 BIFAD, asking us to address a broader range of
12 issues in greater depth and provide timely
13 recommendations to the Administrator.

14 So, we formed a budget committee
15 that Marty McVey who unfortunately was not
16 able to be with us today chaired that
17 committee and DeLauder and I worked with the
18 entire Board to develop a budget request that
19 would enable us to move forward more
20 aggressively. And we simply scaled up the
21 work of BIFAD and we asked for a substantial
22 improvement in our budget as we saw the

1 potential expansion of commission studies,
2 priority problems that needed to be addressed,
3 mission visits by BIFAD Board members with the
4 Administrator and other USAID mission staff,
5 and to build on the earlier work of BIFAD with
6 minority serving institutions of higher
7 learning and the Haiti program that had been
8 the focus of past programs.

9 So, all that combined, we asked
10 for a budget, additional budget support that
11 USAID granted in a modest increase that was
12 helpful for us. And Administrator Shah in his
13 response to BIFAD indicated that he pledged
14 himself to continuing to support a well-
15 involved BIFAD over time, that if we look over
16 time we begin now with a modest increase and
17 we build the kind of agenda that I think will
18 serve the entrants to BIFAD and USAID as we
19 look into the future. And he indicated that
20 the more direct role of BIFAD in support of
21 key countries and programs addressing special
22 issues, special studies, working groups, and

1 participating in US and international
2 conferences as requested by AID would be part
3 of a future BIFAD agenda. And he said I
4 agree, and as BIFAD ambassador, as an advocate
5 for Feed the Future, you have my full support
6 for BIFAD moving forward in this vein.

7 We discussed in June the need for
8 a consensus document for the Agency's Food
9 Security Human and Institutional Capacity
10 Development Strategy, and to be effective in
11 this and other initiatives additional
12 resources will be provided. So, I say that as
13 a way of emphasizing the responsiveness of
14 USAID to an enhanced role for BIFAD as we look
15 to the future. We're excited by that. We
16 understand the limitations and the fledgling
17 processes that lead to modest steps early on.
18 But this is a group that's committed to moving
19 forward and will be continuing to work with
20 the Administrator, USAID, and a broad public
21 across the United States to ensure that we
22 have the highest talent and the best research

1 and the most involved and effective extension
2 systems that can inform what we are doing
3 around the world with our USAID mission.

4 And I concluded with Administrator
5 Shah's call for a new food security based on
6 Human and Institutional Capacity Development
7 Strategy as a segue into a report of, under
8 the old business criteria that we're talking
9 about here, of that Human and Institutional
10 Capacity Development Task Force or working
11 group that we have had ongoing with our Board.
12 We kicked that off in June. It has been
13 moving forward very aggressively under the
14 April leadership of Gebisa Ejeta who has
15 chaired that group and many others who have
16 been involved in it.

17 So, with that, Professor Ejeta, I
18 would turn to you perhaps for an update for
19 this group on the ongoing work that BIFAD is
20 carrying forward very aggressively.

21 DR. EJETA: Thank you, Mr.
22 Chairman. I'll be brief. As the Chair

1 indicated, in June 24th, right after we were
2 sworn in, the Administrator challenged us to
3 take up Human and Institutional Capacity
4 Development and provide to him a consensus
5 document in this topic. And then the Chair
6 appointed a subcommittee and asked me to chair
7 the subcommittee, and the members of the
8 subcommittee are Dr. Murano and Dr. Easter.
9 And so, we had a phone conversation between
10 the three of us, among the three of us, and
11 then followed with a request to the BIFAD
12 office for getting some more information about
13 the extent of human capacity development
14 activities that have taken place within the
15 Agency in the last several years.

16 And we were surprised, there were
17 a lot of documents, a lot of studies done, a
18 lot of activities suggesting to us the
19 continued, sustained attention that the Agency
20 has been providing to the issue of Human and
21 Institutional Capacity Development. So, we
22 had a teleconference with the staff and APLU,

1 and following that, we requested that a couple
2 of things could be done. And that was we
3 asked who commissioned the studies and reports
4 that have been done, why were the reports
5 done, what substantive findings and results
6 had come of those documents, and what follow-
7 up report has been accomplished.

8 And so, we had back and forth in
9 trying to sharpen where we were coming from
10 and where we're trying to get to in getting
11 this. And so, with the support from the BIFAD
12 office, and Dr. John Becker spent an awful lot
13 of time going through these documents with
14 support from APLU and developed an outline on
15 what we would undertake, an outline for the
16 draft.

17 In this draft, just to share with
18 you and to get your inputs here, we will have
19 another -- in agricultural development. We
20 will try to get information, insights from all
21 agricultural institutions, particularly the
22 land grant universities and agricultural

1 research centers, and the human capacity needs
2 and institutional strengthening needs and
3 activities that have been taking place. And
4 then from that and from the analysis of the
5 documents that have been prepared already, get
6 some clarifications on HICD policy and
7 implementation strategy, clarification on HICD
8 Feed the Future investment strategies,
9 clarification on the USAID procurement reforms
10 through HICD implementation, and
11 identification of HICD activities in Feed the
12 Future program planning.

13 We will have, as the Chair
14 indicated, we will have Feed the Future focus
15 country attention, Feed the Future non-focus
16 country observations to be made, and Feed the
17 Future trilateral cooperation activities, and
18 Feed the Future multilateral cooperation
19 activities. From all of this, then we will
20 have a four-step process to build, to
21 eventually get into a recommendation that we
22 would provide the Administrator. And I must

1 include in here that there are additional
2 exercises including what is going to transpire
3 this week that would inform the process.

4 We will have panel discussions
5 that will be taking place today. And tomorrow
6 we have requested a listening session for US
7 university community, the international
8 agricultural research community, and efforts
9 were to be made even to draw in some private
10 sector in terms of getting the overall human
11 capacity needs in agriculture and agriculture
12 development. And so, this four-step process
13 with the engagement of the entire BIFAD Board
14 would provide this document and maybe I will
15 stop there, Mr. Chairman.

16 DR. DEATON: Thank you. Any other
17 members of the Board like to make a comment on
18 that at all?

19 DR. DeLAUDER: Thank you very
20 much. Will this also address the issue of why
21 this is important and must be a priority of
22 USAID?

1 DR. EJETA: I think it goes
2 without saying, in my view, that the basic
3 premise for this document is the
4 Administrator's intentions and concerns about
5 the need for human capacity building and
6 institutional strengthening. And the premise
7 of that is that there are other documents, for
8 example, that would come up later on. The
9 Lugar Casey bill, for example, when that was
10 done, there was a deliberate effort from the
11 Senate to get inputs from the developing
12 countries on what the needs were. And that
13 really informed a lot of the discussion there.

14 DR. DeLAUDER: I raised the
15 question because, you know, for you and I and
16 for the higher ed communities, there's no
17 question as to why this is important. But
18 over the years it has not been a priority of
19 USAID and I had the sense that, and there are
20 certain reasons for that, that the
21 Administrator is also seeking help as to how
22 he can make the case of why this is an

1 important activity and should be a priority of
2 USAID.

3 DR. EJETA: I was going to ask,
4 Mr. Chairman, if John Becker would fill in.

5 MR. BECKER: I think it has a
6 priority in the Feed the Future strategy
7 documents and the global food security. Now,
8 in the past we've clearly recognized there is
9 a major initiative coming from the CAADP in
10 Africa recognizing the investments that need
11 to be made. So, I think --

12 DR. DeLAUDER: Yes, but I'm just
13 saying though that there are political
14 pressures that sometimes, particularly through
15 the Congress though where they want immediate
16 results and so forth and perhaps don't have
17 the understanding of why these longer term
18 efforts are important and how is the best way
19 to approach that so that you have some short-
20 term goals that shows that progress is being
21 made. That's the sort of thing that I'm
22 trying to get at, as to whether or not that's

1 going to be a part of what we're going to
2 develop or should it be. In my mind it should
3 be.

4 DR. DEATON: Elsa?

5 DR. MURANO: I just wanted to add,
6 as member of the subcommittee, as Dr. Ejeta
7 said, you know, what struck us at first was
8 all the many, many documents that had been put
9 together over time, fairly recent time I might
10 add, since '09 to the present by AID for
11 various purposes but all dealing with capacity
12 building. So, that was very encouraging. So,
13 you know, what we want to do is make sure that
14 we are familiar with all that has been
15 proposed and drafted in all of those
16 documents. But more importantly than anything
17 is to then determine what has been done
18 because, you know, so many times we all tend
19 to paper our walls if you will with so many
20 reports and documents and so forth and we
21 can't afford to let that happen with this
22 particular initiative.

1 And then more importantly even
2 than that is, after we determine what has been
3 done, if there are things that haven't been
4 done and I would expect that there are plenty
5 that hasn't been done for a variety of
6 reasons, political some of them as Bill was
7 alluding to, then how do we help alleviate
8 that? How do we help move this forward so
9 that it matches, you know, our progress and
10 our activities in capacity building to match
11 really what AID intended to do when they
12 published their policy paper back in 2009?

13 DR. DEATON: Yes, Catherine?

14 MS. BERTINI: I think we should
15 take to heart what Bill had just said which is
16 as we talk about strategies forward, not only
17 is there an end result that we'd like to have
18 but really we should show some benchmarks not
19 only I think for ourselves and for AID but for
20 the political support for the longer term
21 which is harder to convince people without
22 such things.

1 DR. DEATON: I think these are
2 excellent comments because if we're going to
3 gain efficiency in what we do as an agency and
4 institution and learn to leverage what we're
5 doing from one case to another, it's this kind
6 of synthesis of past efforts and so we know
7 where we are starting from and can then take
8 steps forward rather than repeating so much of
9 what has already happened in the past I think
10 can be extremely valuable here.

11 DR. EJETA: And just for the
12 record, I think something I did not
13 specifically mention, there are Title 12 type
14 activities that have been going on that have
15 contributed significantly to Human and
16 Institutional Capacity Development such as the
17 CRSP programs for example. And then there
18 have been a flurry of activities within USAID
19 focused on Borlaug fellowship that have really
20 been expanded. And so, those would also
21 inform the synthesis that we would do.

22 And the one thing that we would

1 like to get insight on how to do this is if it
2 is going to be a consensus document, one
3 significant thing that we need to achieve
4 would be how to bring in the visioning both
5 from Washington and the missions together
6 towards Human and Institutional Capacity
7 Development, and that we have deliberate
8 attempt to do that but we also realize that
9 we're going to need a lot more help from the
10 Agency in finding our way through and how to
11 write that down.

12 DR. DEATON: Okay. So, next steps
13 will be to explore those four dimensions that
14 you mentioned, Gebisa, and so by our spring
15 meeting we will have --

16 DR. EJETA: Yes, and the deadline
17 that we have set for ourselves is to provide
18 a draft for April, a draft before that and
19 provide the documentation by April.

20 DR. DEATON: And as we talk about
21 future meetings, let me say to everyone that
22 part of our budget request was to enable this

1 Board to meet more regularly or more
2 frequently perhaps than in the past. And so,
3 we will be undertaking meetings at whatever
4 pace seems to us to inform us most effectively
5 to be in a position to work with Administrator
6 Shah and USAID. So, Gebisa, thanks. Thanks
7 very much.

8 Now, the earthquake in 2010 in
9 Haiti had led to a very strong response by
10 BIFAD, certainly in USAID. And BIFAD member
11 Elsa Murano led a task force at that time to
12 identify agricultural priorities and ways in
13 which the agricultural system could be dealt
14 with there to address not only a crisis
15 situation but to lay the foundations for
16 longer term sustainability as well. So, Dr.
17 Murano, if you would like to just provide us
18 with an update on progress there?

19 DR. MURANO: Certainly. Yes, we
20 submitted our report from BIFAD, first, our
21 task force completed a report and then sought
22 approval from BIFAD at large to then submit it

1 to Administrator Shah. And we did so, I
2 believe it was January of this year. And in
3 it, in that report, we specifically
4 recommended not so much the what to do in
5 Haiti but how to do it. We recommended that
6 we, in learning the lessons from the past in
7 terms of having spent a lot of resources in
8 Haiti over decades and yet seeing very minimal
9 progress, we discovered that there's a lot of
10 reasons for that, some of them not within the
11 control of AID or anybody else for that matter
12 in the United States.

13 But the way that we can help
14 countries like Haiti best is to develop a
15 long-range plan. And then whatever projects
16 that are funded to accomplish the goals of
17 that plan can be then pursued very
18 deliberately with metrics and accountability
19 and progress reports and so forth. Because
20 what we had discovered is that project
21 objectives would change fairly quickly, and so
22 the continuity from one project to another was

1 just not there. Also, coordination was
2 lacking in projects that had been done over
3 years in Haiti.

4 So, all of it leading to just very
5 minor gains in terms of advancing agricultural
6 productivity and in just a few regions and
7 very short-lived. So, and the recommendation
8 to the Administrator, the main thrust of it
9 was to help Haiti in a different way by
10 establishing, and this is our recommendation,
11 a consortium basically of land grant
12 universities that would help be kind of the
13 independent agent if you will between the
14 funding agencies such as AID, USDA, others
15 that would fund projects in Haiti, as well as
16 the government of Haiti and other entities,
17 NGOs, foundations, private industry. And
18 bringing both of those groups together in
19 terms of developing a plan for Haiti and then
20 establishing a very robust structure in which
21 progress would be marked very specifically and
22 having it be very much science-based is why we

1 propose it to be a university land grant
2 consortium so that we would have scientists
3 basically engaged very much in the drafting of
4 a plan but also in pursuing the progress
5 towards the objectives of that plan.

6 And so, to make a long story
7 short, Mr. Chairman, we submitted that report
8 to the Administrator and we did hear back a
9 few weeks later that the Agency was
10 considering our recommendations. And so, we
11 are at a point right now where we are looking
12 to engage very specifically with the Agency in
13 terms of, if not the recommendations presented
14 in that report then we certainly would like to
15 learn and help the Agency determine how best
16 to move forward in Haiti. It's been almost
17 two years since that awful earthquake and, as
18 probably all of you know from reading accounts
19 in the press, there hasn't been as much
20 progress for a variety of reasons in that
21 country. And so, we're kin at BIFAD to help
22 figure out what are the obstacles, what needs

1 to be done, how can we help, if not through
2 our recommendations then what are some other
3 ways that we can do this, but help the Agency
4 really move forward in a good way.

5 So, our first step is to get a
6 report from the Agency as to what has been
7 done in Haiti, what is being done, what are
8 the plans there so that we can engage with
9 them and see how we can help remove some of
10 those obstacles.

11 DR. DEATON: Elsa, thank you very
12 much. And I think my understanding is that we
13 are going to be scheduling a meeting with
14 USAID as soon as we can do that, and that's
15 for the future. John or Susan, anything?

16 MS. OWENS: Yes, we're planning to
17 set up a call as soon as we can to follow
18 through.

19 DR. DEATON: And for some of us
20 who were in Haiti 20 years plus ago and have
21 observed some of these issues, it's
22 formidable. And I admire so much your

1 leadership, Dr. Murano, in leading forward in
2 a challenging area where we really need to
3 address where we're going and get clear what
4 we can do. And there's times that we may
5 throw our hands up in frustration, Haiti can
6 do that to people, let me say, but we need to
7 address that as comprehensively as possible.
8 And I appreciate very much so that report.

9 Another major area of involvement
10 and it was also reported in the last report to
11 Congress that we're, obviously it's an ongoing
12 issue for USAID and BIFAD because of the
13 tremendous importance of minority serving
14 institutions and the land grant system and
15 what we're doing in this country and what we
16 have done and will continue to draw on. And
17 I think many of us can just look to project
18 after project around the world that we've
19 worked where the minority institutions have
20 served such a critical role. We were talking
21 about Edgerton University this morning and
22 just let me speak from first-hand experience

1 there in working with Virginia State
2 University as I did several years ago at
3 Virginia Tech, it just makes you proud to see
4 what you can accomplish. The BIFAD had taken
5 on the role of reexamining the importance and
6 potential contributions of minority serving
7 institutions. And Bill DeLauder had led this
8 process and reported on it to some extent in
9 the June meeting, and we wanted to give him a
10 chance to continue to update us as to where
11 ideas that maybe we can take forward from here
12 as well.

13 DR. DeLAUDER: Thank you, Mr.
14 Chairman. The initiative with the MSI group
15 was a unique one because we were able to bring
16 together three major minority serving
17 institutions together, to work together on
18 looking at some commonalities and common
19 strengths within those institutions and to
20 come up with I thought was an excellent report
21 that then conveys in that report the strengths
22 that we have with those institutions that can

1 make a difference in the work of USAID. That
2 included the 1890 land grant institutions and
3 other historically black colleges and
4 universities. It included the Hispanic
5 serving institutions, many of which have
6 agriculture as one of the programs that they
7 offer. And then the tribal colleges who are
8 of course land grant institutions. And we
9 were able to come up with a document that had
10 been circulated and I hope many of you had an
11 opportunity to see that, that laid out the
12 strengths of those institutions and provided
13 some recommendations to USAID that we believe
14 if those recommendations are followed that
15 they will lead to enhanced engagement of the
16 MSI communities in the work of USAID.

17 One of the positive results to
18 come out of that is that in the Title 12
19 report I noticed that one of the priorities
20 stated by USAID was in the coming years to
21 work on enhancing the engagement of MSI
22 institutions in USAID programs. The working

1 group is still in tact though our primary work
2 has been completed. A report has been
3 submitted, it is within USAID. There are some
4 things that they're following up on, and we
5 will continue to monitor that and work with
6 them as we go forward. And the task force is
7 available if we need to re-engage with them,
8 and I think, Mr. Chairman, we want to make
9 them available until we think things are
10 moving in a direction where their work is no
11 longer needed.

12 DR. DEATON: Okay, Del, thank you.
13 Any other comments?

14 Thank you. Thank you very much.
15 And that was an important component. We'll
16 continue with strength and we appreciate that.

17 I've referred several times to the
18 Title 12 report to Congress which is required
19 each year. A report was just completed this
20 summer on the '09 and '10 fiscal years. And
21 the staff will be working on developing a
22 report over this next year and we'll have a

1 draft by April for our next report to Congress
2 that BIFAD will then respond to. And so,
3 again, we take this as very important in sort
4 of a summative view of what has occurred with
5 BIFAD under Title 12 related activities,
6 BIFAD's role in that and our response to what
7 the Agency has achieved under Title 12. So,
8 that report is ongoing for those of you that
9 are monitoring these systems. I know you will
10 be interested in looking at those reports
11 because I thought the last one was extremely
12 well written and the BIFAD response is in
13 there, will be again this next year and we'll
14 be working on that.

15 Let me turn to one other item of
16 old and ongoing business. I'm moving from old
17 now into new a bit, but I wanted to report on
18 the research forum report. And many of you
19 were involved in the research and Feed the
20 Future initiative final report of consultation
21 with the international research community.
22 That report is available now to everyone, and

1 I believe, Susan, that is posted on the web
2 also?

3 MS. OWENS: Yes, it is.

4 DR. DEATON: So, everyone has that
5 report. From the standpoint of BIFAD, it is
6 an ongoing effort. We will be developing a
7 BIFAD response to that report that we will
8 provide to the AID administration. And that
9 process will take place between now and our
10 April meeting as we look at that. And we
11 don't have anything specific in schedule in
12 terms of timing but we will have a workgroup
13 that will look at that, share it with the
14 BIFAD Board and then make that available to
15 Administrator Show.

16 But as you know, that began with
17 the Purdue workshop, the e-consultation, the
18 June forum in Washington, D.C., that led to a
19 tremendous interaction at all levels between
20 BIFAD, APLU, USAID, USDA, and the entire
21 research community I think better said. We
22 had involvement from scientists around the

1 world who are working with the various
2 international research systems that were
3 involved in this report. And I just commend
4 it to you for your reading, it's a very
5 exciting report. And it will be an effective
6 background as we determine how we can most
7 effectively, working with the research
8 community, advise AID administration on steps
9 that can be taken from here.

10 And I open up to any members of
11 the Board who would like to make comments
12 either about that process or the product
13 itself that's evolving.

14 DR. DeLAUDER: The only comment
15 that I have and I think I made this with the
16 committee is that I don't believe that we've
17 captured all of what we considered Title 12
18 activities in the report. And I think that's
19 a challenge that we have really to identify in
20 a more comprehensive way all of the activities
21 that can be classified under Title 12. And I
22 realize that that's not an easy thing to do.

1 DR. DEATON: Yes, Susan?

2 MS. OWENS: There is an issue with
3 several awards. The direct funding for Title
4 12 we captured but all the university work
5 that's drawing on the funding as a supplement
6 were not captured. So, this year we are going
7 to find ways to capture that additional amount
8 of funding and activity.

9 DR. DEATON: Any other comments
10 you or John or Malcolm? Malcolm?

11 MR. BUTLER: Yes. The report, the
12 forum report is not online yet.

13 DR. DEATON: Oh, sorry.

14 MR. BUTLER: But it will be within
15 a matter of days. There's been formatting
16 issues. The report is finished but it's not
17 online yet. But it will be by the end of the
18 week.

19 DR. DEATON: Okay, thanks. Aaron,
20 did you want to make a comment? Okay. John,
21 anything else on that? No, thank you.

22 Well, that report obviously

1 represents a tremendous effort on the part of
2 the research community to move things forward.
3 It was very actively participated in by USAID
4 administrators and scientists. And the
5 refreshing nature of opening up everything to
6 the public, public researchers, I feel was a
7 very, very important step. All the CRSP
8 involvement, faculty members, all our campuses
9 who had not been that involved in some ways
10 but had substantive contributions could make
11 those. So, as an exciting and perhaps even a
12 model as we look to the future for you to tap
13 ideas and bring them forward, and that will be
14 an ongoing product, a foundation that leads to
15 ongoing processes throughout the research
16 community. So, BIFAD will be monitoring that
17 carefully as we look to the future.

18 Those were essentially, I believe
19 we have touched on all the aspects of old
20 business that we wanted to sort of bring you
21 up to date on to let you know that as this new
22 Board, so to speak, takes off, we very much

1 have been embracing the work of the past that
2 Bob Easter as former Chair had led and it's
3 provided a foundation for some incredibly
4 important steps as we go to the future. And
5 under new business, I wanted to just touch on
6 the BIFAD consideration of the CRSP listening
7 session that we were involved in yesterday.
8 And we had great discussions with CRSP, we met
9 with the entire council and had a very engaged
10 discussion that was just exciting for us. And
11 I wanted to express again appreciation to so
12 many of you in the audience who are from the
13 CRSP leadership around the country. And we
14 found that, I know, to be a very, very
15 important agenda item and I'm going to open
16 that up for any comments from Board members.

17 Let me just say though, a great
18 suggestion that came out yesterday from the
19 CRSPs was a recommendation that we apparently
20 re-institute an awards program where there
21 would be a BIFAD Chair Award given to a
22 principal investigator among the CRSPs, and

1 then perhaps a graduate student as well, one
2 of the top graduate students. So, we will
3 obviously, we will need to set up a process
4 for that. And our Board had only a limited
5 amount of time afterwards to consider it but
6 it met with unanimous support by members of
7 the Board. So, I thank you for that wonderful
8 suggestion and we embrace it and we want to
9 reward excellence in every way possible. And
10 this will give us a chance to do that.

11 So, thank you, and I will
12 immediately appoint a subcommittee of the
13 Board to pull together the appropriate
14 processes, the review and nomination process
15 involved, and then the format by which this
16 could be brought to public attention and
17 recognizing the incredible work that goes on.
18 And if you've been like me, you look at these
19 CRSP reports and they are absolutely
20 phenomenal. I have to say my last graduate
21 student, a doctoral student before I got
22 totally swept up in administration was

1 supported by the small ruminant CRSP at the
2 University of Missouri and doing work in North
3 Sumatra. And it was incredibly well supported
4 with a great framework, global connections for
5 undertaking the research. And many of you are
6 much more involved with the CRSPs than I have
7 been but it's been a wonderful group to work
8 with.

9 And your work is ongoing and I
10 know it is being reviewed by USAID. BIFAD is
11 authorized to be involved in discussions with
12 USAID on those principal issues that affect
13 the funding of CRSPs. We expect that to be a
14 robust involvement as we look to the future.
15 And again, yesterday when you saw the quality
16 of work going on, and I know that we will hear
17 more in this session and later on, but the
18 USAID is particularly interested, and Paul
19 Weisenfeld had briefed me earlier on this, and
20 Paul, I appreciate that opportunity that you
21 and Sahara had given us an indication of the
22 way in which you're looking for those

1 crosscutting themes that can be identified
2 across CRSPs and that can tie together unified
3 research processes. Yesterday in the
4 consultation with you, we talked about
5 nutrition as one example. You have a
6 nutrition CRSP, you also have nutrition
7 occurring in a variety of the CRSPs, and
8 making sure that that knowledge is brought
9 together in the most expeditious fashion. And
10 if one can feed the other, it's the way in
11 which research progress is made of course.

12 And so, I know, Julie, you're
13 going to be in a key leadership position for
14 looking at this across USAID. And we
15 certainly are looking forward to working with
16 you and engaging on those kinds of issues
17 because those of us that work with the
18 universities and with private sector entities
19 have grappled with this throughout most of our
20 careers. And so, we're very eager to share in
21 any way we can for our learning to listen and
22 then to move forward in ways that can elevate

1 the processes that we're all involved in.

2 One other thought, and I expressed
3 this yesterday in the discussion with the
4 CRSPs that I think is worth emphasizing. As
5 we have been so taken by the Administrator's
6 emphasis on a whole of government approach to
7 USAID work around the world, something I think
8 we all admire in concept and see the absolute
9 essential nature of it. And I suggest that,
10 and it came up in the discussion really, that
11 when we look at what CRSPs are doing, we need
12 to recognize the whole of university approach
13 to CRSP work. Because I know in my background
14 in working with the CRSPs, the CRSP effort in
15 terms of funding was multiplied many times on
16 our own campus by the researchers who had a
17 small link on a very powerful research idea
18 but their funding was coming from NSF, NIH,
19 World Bank, some of the other collaborations
20 with CGIAR system and on and on and on. Well,
21 this is the magic of what research
22 collaboration is really all about.

1 So, I think not recognizing that
2 whole of university approach shortchanges the
3 effort that, shortchanges our perspective on
4 the effort. The effort is getting a lot of
5 mileage beyond what the funding provides for.
6 That's important as we look at our own states
7 and how we're promoting economic development
8 in our states that we represent as
9 universities or foundations. When Jo Luck
10 gets involved in countries around the world,
11 it isn't just what Heifer International might
12 be doing. It's what you're doing with that
13 partnership, it was so many other endeavors
14 with the public and the private sector.

15 So, I think we need to recognize
16 that because you have a tremendous willingness
17 on the part of universities, particularly land
18 grant universities as we approach the
19 sesquicentennial of the Moral Act. It's
20 important to look at those roots and to
21 recognize what power that is of that federal,
22 state, local collaboration. It is a model

1 that is still I think respected and emulated
2 in many cases around the world.

3 So, the CRSP session yesterday
4 gave us all I think a little bit of adrenalin
5 and we recognize the potential that was here
6 for really cutting edge work and for
7 leveraging a powerful system of research and
8 education in our country. So, with that, I
9 didn't mean to go into a monologue so much, I
10 wanted to open it up to other members of the
11 Board because we found that exciting. Thank
12 you.

13 (Applause.)

14 MS. LUCK: I'll say ditto. I mean
15 you're right, it was a great day, a great
16 afternoon. We were so energized we didn't
17 wait until 7:00 to go to dinner, sorry. We
18 went on because we want to talk about this and
19 we did. It was just great.

20 DR. DEATON: Well said.

21 DR. DeLAUDER: I just wanted to
22 point out that I believe it was the first time

1 that the BIFAD group had met with the full
2 CRSP council. And I think it led to a very
3 rich dialogue. It's something that we must do
4 more often.

5 MS. LUCK: Mr. Chair, there was an
6 informal comment toward the end of the meeting
7 of course that will be discussed with the
8 Board at whatever time you choose to put down
9 the agenda about sending a representative,
10 looking at our budget and sending a
11 representative to some of the upcoming
12 meetings. And there were one or two
13 specifically mentioned, I didn't mean we're
14 just going to one or two so I don't mean
15 everybody coming up and have to share with
16 what we're going to need, but we really want
17 to look at having a representative there to
18 bring back information to this Board. And so,
19 that was one other informal comment.

20 DR. DEATON: Thanks very much.
21 And I think the Board, the Board I think feels
22 very strongly that the more we can do to

1 interface with the various CRSPs, the stronger
2 we will understand the various dimensions of
3 any programs. Any other comments on those?
4 And to Jo, thank you for calling that to our
5 attention. So, that's something we will be
6 looking forward to.

7 At the same time, we recognize the
8 need for a comprehensive evaluation of the
9 CRSPs. And that's something that I said, so
10 CRSP people can target me if there's any
11 problem that comes up on this. But we'd
12 expect that because, as I said, all university
13 programs are very accustomed to being
14 thoroughly evaluated. We look at those as
15 formative kind of processes where we want to
16 know what we're doing right, how to realign,
17 how to focus on priorities, very much of the
18 strategic planning process that businesses and
19 government agencies and I know USAID will be
20 undertaking generally.

21 And certainly for CRSPs as well
22 because we've been working in Missouri and I

1 think many other states are also with
2 shrinking budgets in our university, yet we're
3 doing more in research. We're doing more with
4 education. We're doing more with quality in
5 all aspects because of the way in which we've
6 been able to leverage resources, gain
7 efficiencies and really move forward. That's
8 the challenge we have as a whole right now
9 given that we're not in a very rapid, massive
10 growth path on public funding.

11 So, that's the challenge that we
12 have. And the promise is that we know we can
13 do better. And so, as we look toward a
14 comprehensive evaluation of CRSPs, we will be
15 looking at it I think from that perspective.
16 And BIFAD is involved in ensuring that those,
17 as I understand it, and John or Susan may want
18 to correct my language here a little bit, but
19 ensuring that -- I'm sorry?

20 MS. OWENS: BIFAD has a review and
21 recommendation.

22 DR. DEATON: Review and

1 recommendation, right. Yes, correct. So, we
2 do want to undertake that appropriately and
3 that will be a subject of discussion by our
4 Board as well.

5 And on that, any comments any of
6 you would like to make who have been involved
7 in this longer than I? No one else.

8 Okay. The last item of business,
9 the April 2012 meeting, and I was going to
10 turn to Jo Luck for any discussion or
11 presentation of ideas.

12 MS. LUCK: Okay, thank you. Thank
13 you, Mr. Chairman. I know the others in the
14 room are eager for the 9:45 public comment so
15 I won't tell you all the fabulous things about
16 having you to Arkansas. But I would like to
17 say I again extend that invitation for you to
18 meet in Little Rock Arkansas. I have talked
19 with the governor's office, the mayor's
20 office, Senator Prior, Senator Boseman, the
21 Clinton Library and Presidential Center, and
22 the School of Public Service, part of our

1 university system, because, you know, we want
2 to give you that southern hospitality when
3 you're there to be sure that they want to host
4 you. I'm going to ask for some things to be
5 donated of course but I didn't want to push
6 too hard until I knew if that was the month
7 we're going to work on, if we're going to move
8 it to the fall. And the reason for that is
9 not any hesitation, I know you all seemed
10 interested and we're very interested, but we
11 have to look at the agenda coming out of this
12 meeting, I know, to see if it's inconvenient.
13 We don't want to meet in Arkansas if we need
14 a lot of people involved in the D.C. area or
15 whatever it might be.

16 So, that invitation will stay open
17 if you cannot do it in April. I have checked
18 with a major hotel, we have the rooms, the
19 meeting rooms available at this time and
20 they're holding that until I come back and let
21 them know. But if we need to move it to the
22 fall or something, we can do that. But I

1 think it would be good for a public hearing
2 session, again like today, out in the country,
3 and also to let some of the people see what
4 BIFAD and hear more about USAID and CRSP and
5 so forth in that area.

6 So, we'll consider that if it's
7 convenient for your agenda. And I can give
8 you a lot more detail at that time.

9 DR. DEATON: Thank you, Jo, very
10 much. Any other comments about that from
11 members of the Board at this time? We will be
12 taking that up, assessing the agenda after
13 this meeting. We want to gain a sense of sort
14 of what next steps we can take and then we
15 will determine sort of strategically whether
16 a meeting in Little Rock or D.C. may make the
17 most sense, or somewhere else for that matter.
18 But we have those options.

19 And having recently visited Little
20 Rock, Jo, I can tell everybody it's an
21 incredible place. Incredible amount of
22 international activity emanating from the

1 State of Arkansas. It's just very impressive.

2 MS. LUCK: And Mr. Chairman, I'm
3 excited that Catherine is going to be speaking
4 at the Clinton School of Public Service later
5 this month, and so she can come back and be a
6 cheerleader for what a great place it is, too.
7 We always want you, I mean that's great, but
8 I also know it isn't very practical and there
9 is a lot of international connection that
10 would make it very interesting for you to see.

11 DR. DEATON: Thank you. We will,
12 Jo has alluded to the transition here, we've
13 sort of completed a summary of like old items.
14 We want to bring before you some perspective
15 on where we're going from here. And we wanted
16 to move to the next item on our agenda now
17 which is the USAID Feed the Future research
18 program. We will have a presentation and then
19 there will be an open public comment period
20 after our next speaker.

21 And it's a pleasure for me to get
22 a moment to introduce Robert Bertram, Director

1 of the Office of Agriculture, Research and
2 Policy for the Bureau for Food Security USAID.
3 Robert, I get to say a little bit about you
4 here. You've been with the USAID for over 20
5 years and you come from a plant breeding and
6 genetics background which I thought was real
7 fascinating, and degrees from UC Davis,
8 University of Minnesota, University of
9 Maryland. And he's worked around the world
10 with trying to develop international linkages
11 and research, and particularly Europe and
12 Japan with the CGIAR system and US
13 universities and USDA.

14 So, he's very active in plant
15 genetics and served as a technical advisor
16 during the negotiations with International
17 Treaty on Plant Genetics Resources. He
18 chaired the FAO Commission on Genetic
19 Resources for Food and Agriculture 2002-2004.
20 So, with that rich scientific background and
21 experience in USAID, we welcome you.

22 MR. BERTRAM: Thank you very much,

1 very nice introduction. I'm very happy to be
2 here with all of you this morning. I think
3 what I would to say about -- presented the
4 processes that are going through with USDA in
5 developing strategies. And what I will do
6 this morning I hope is to lay out the -- I'm
7 sorry about that. Is that close enough?
8 Okay, sorry about that. Coming through?

9 So, what I will do is walk the
10 next step on what we've done as a strategy,
11 what the upshot and the implications of it
12 are. So, I'm going to start by taking just a
13 couple of minutes, I'm going to, I'm a little
14 tall for this. I would like to begin with the
15 strategy consultation process just to refresh
16 for you. And you can see here that this is
17 the process that our two agencies did
18 together. Let me redirect this here.

19 Coming through? Great. All
20 right. Thank you very much, Aaron.

21 And as you can see, various things
22 came out of that in terms of prioritized

1 geographies, research book constraints, and
2 some of the crosscutting issues that are
3 actually all across Feed the Future as an
4 initiative. And then we went through a
5 process jointly with BIFAD and our colleagues
6 at APLU. And that culminated in the research
7 forum in June which Dr. Deaton has already
8 mentioned. And we learned a lot in that
9 process. We listened a lot to the members of
10 the US university community, to international
11 partners, and to non-researchers as well.

12 So, we took all of this back home
13 this summer, and with our colleagues from
14 McKenzie did a further review and refinement
15 of where we were going. And what came out of
16 that really over the last couple of months was
17 a restructured research portfolio that you'll
18 see how I'll be talking about this model that
19 we developed when we were conferring this
20 summer with in-house at AID. And at the
21 bottom there, I'll say quite a bit more about
22 that, but those are key aspects of that model,

1 the big ideas, the translational research
2 which I'll say more about, and these four
3 target production systems.

4 Let's see here. Okay, this is
5 just a little bit more in-depth. I won't
6 spend a lot of time on it, but for those who
7 did not see the previous process, we looked at
8 poverty and malnutrition, we looked at the
9 major systems and the kinds of people who were
10 farming in them, and we looked at the poor
11 farmers and the slightly wealthier farmers,
12 farmers that were more able to innovate and
13 invest. We, again, looked at the crosscutting
14 issues of gender climate change in the
15 environment. We took into account some
16 strategic interests of the United States.

17 And this led ultimately to the
18 emergence of key priorities that we thought
19 would break down obstacles in terms of moving
20 productivity and sustainability forward. And
21 at the end of the day, we came up with the new
22 Feed the Future research portfolio. And that

1 is, in a sense, a long way from this which you
2 might remember which was the three big
3 categories within the research strategy.

4 We're still using those, but those are very
5 broad categories, so what I'm going to be
6 focusing on now is how we've integrated those.

7 So, this slide is really sort of
8 the summary. And what you can see here are
9 the big ideas at the top, I'll say a little
10 bit about those, each of them. And then what
11 we call this productivity and resilience, or
12 another word for it is the translational
13 research where we see how technologies fit
14 into systems with things like policy and
15 nutrition and other kinds of interventions.
16 And then we have, at the base of the slide, we
17 have the sustainable intensification programs
18 in our four priority geographies. And there
19 will be a slide on each of those.

20 And then all the way down at the
21 bottom, we have what we call our deep dive
22 countries, Bangladesh in South Asia, Tanzania

1 in East Africa, Ghana in West Africa, and
2 Ethiopia is sort of a special case because
3 it's one country but it's such an important
4 system. And then the other important point
5 here is to think of a temporal access on the
6 left with longer term investments being up in
7 things like drought-tolerant cereals, and
8 nearer term investments being down here in the
9 deep dive countries where we want to see how
10 things work as a system and include both
11 research and dissemination with our mission
12 partners.

13 So, just to take a quick look at
14 each of these, here on the, we're talking
15 about heat and drought impacts on cereals,
16 irrespective of climate change, this is a big
17 problem already. And we expect it will get
18 worse. So, we have, we're looking at new
19 programs in maize, we have major programs in
20 rice and wheat on what we call abiotic stress,
21 that would be heat and drought tolerance for
22 example. We have our sorghum-millet work in

1 both the CRSP and INSORMIL and also in the
2 CGIAR system.

3 And I want to mention one
4 innovation in terms of management. We will
5 increasingly have the same person manage the
6 CRSP program, say working on sorghum and
7 millet, with the new CGIAR on sorghum and
8 millet. We'll see how we can work those
9 together since we think there is so much
10 opportunity and complementarity and potential
11 synergy there.

12 Now, the second big idea is
13 addressing specific diseases of key food
14 security crops and livestock, or animals I
15 should say. And this represents in a sense
16 the United States being such a strong
17 agricultural research powerhouse. And we are
18 able to marshal scientific resources that in
19 many cases other countries can't, even in
20 situations where the crops are not necessarily
21 important here.

22 So, for example, in cassava, we're

1 working with the Dan Forest Center on virus
2 resistance. We're working on East Coast
3 fever, a terrible cattle disease. But there,
4 USDA has an interest and we are partnering
5 with them. And you know, it basically
6 reflects just one of our strategic priorities
7 around biotechnology. And we think that
8 through these targeted efforts, we can make
9 potential breakthroughs and transformational
10 changes in some of these food security systems
11 that support a lot of people in the developing
12 world.

13 The next one is our grain legumes
14 effort. Grain legumes have become
15 increasingly expensive over time. Yields of
16 legumes have lagged, cereals for example. And
17 what we see when that happens is that the
18 incidence of anemia increases, and women and
19 children are particularly affected. Grain
20 legumes are also key crops in terms of
21 environmental sustainability, and they are key
22 crops in terms of income. They are highly

1 valued, they fetch a good price in the market,
2 and markets are established fairly easily.

3 So, I'm very pleased to say that,
4 well, just along with some of our
5 opportunities, we know that biological
6 nitrogen fixation is a critical area. We
7 think we can do more there. Pests and
8 diseases are a problem, particularly insect
9 pests in many legumes. And there's also great
10 opportunities for increased heat and drought
11 tolerance. Some of the legume as crops, for
12 example ground nut, are highly drought
13 tolerant.

14 I'm just very pleased that we were
15 able to support the dry grains pulses CRSP at
16 a meeting recently at Penn State where
17 researchers from all over the world on grain
18 legumes came together about what are the
19 priorities. And Irv Widders and colleagues at
20 Penn State, Jonathan Lynch and others, really
21 drove this, but there were also people from
22 CIAT on the planning committee. There were

1 people from ICRISAT, the other CG centers.

2 And it really was I think a model of how we
3 should be approaching some of our investments
4 in things like commodities.

5 Another thing I want to mention
6 here in connection with legumes is that USDA
7 is a major partner in this area. One piece is
8 with ARS, but we have a new sort of
9 experimental program with NIFA, the National
10 Institute of Food and Agriculture where we
11 will actually transfer them substantial
12 resources, in this case five million dollars,
13 and they will work with us to develop a
14 competitive approach that of course will
15 certainly involve the US university community.

16 Now, the next slide is about that
17 middle band that I talked about. A lot of the
18 policy work that we do, nutrition research,
19 remember in Feed the Future at the end of the
20 day we're going to be judged around child
21 stunting reductions which is a very high bar
22 for those of us who are, things like plant

1 breeders or agronomists, or even social
2 scientists. And so, we want to work very
3 closely looking at things like, with our
4 nutrition colleagues, looking at things like
5 food utilization, nutritional information, the
6 role of gender of course is critical in that
7 regard.

8 And then we want to also see how
9 we can use agriculture to drive the diet. In
10 other words, making sure that legumes are
11 available and affordable, integrating animal
12 source foods into systems, and hence, into
13 diets. Also, using some of these things to
14 drive income growth which has its own benefits
15 in terms of the outcomes we're seeking. And
16 also, a broader array of foods, for example,
17 horticultural crops or bio-fortified crops.

18 There may be a few other things
19 that fit into this category. For example,
20 there are some aspects of water management and
21 conservation agriculture that aren't
22 necessarily site specific that would still be,

1 in a sense, a global public good.

2 Then we're going to come now to
3 the four sustainable intensification programs.
4 This is the idea that if we are going to
5 really drive down poverty and foster
6 nutrition, we have got to get these systems
7 more productive than they are. That means
8 more nutrients flowing through them. It means
9 more biomass. It means more efficient use of
10 water. It means use of fertilizers in an
11 efficient way. A whole range of things need
12 to come together, and of course they need to
13 come together in a context.

14 So, you could have a great
15 drought-tolerant rice or heat-tolerant rice,
16 it has to fit in somewhere. And this is the
17 way we want to do this. And we see this as an
18 area where we will have strong partnerships
19 with our mission colleagues. That was one of
20 the things that came out of our summer
21 workshop that I referred to earlier, our in-
22 house consultation.

1 And this is a good example. This
2 is the cereal systems initiative for South
3 Asia. There are several, two of the focus
4 countries are there. The Indo-Gangetic plains
5 are of course hugely important from a global
6 food security standpoint.

7 Now, in this case, we have an
8 existing partnership with the Bill and Melinda
9 Gates Foundation. And over those several
10 years of that, this is led by Sahara Moon, our
11 missions, three of our missions in the region
12 have bought in and are now partnering with us.
13 And they're not necessarily paying for abiotic
14 stress-tolerant rice or even some of the
15 upstream systems research. But they are
16 helping us in terms of the partnerships, the
17 local connections, the markets, some of the
18 research about impacts in terms of households
19 and utilization. So, we see a real
20 opportunity to bring the Feed the Future
21 research agenda to our focus countries through
22 this kind of effort.

1 You can see some of the goals
2 there. Basically, we're talking about
3 conservation agriculture, you know,
4 integrating legumes, other kinds of approaches
5 that increase water use efficiency, minimum
6 tillage. And we have some specific goals
7 around key crops. We'll also be hoping over
8 time to see more integration of livestock
9 which is there, maybe fish, other things that
10 can come in to an integrated approach.

11 We also, I think, just want to
12 point out here that you'll see of course that
13 Pakistan is an important part of this system.
14 And although it's not one of our focus
15 countries, we think this investment could pay
16 off handsomely for Pakistan and we're actively
17 discussing with the mission how they might
18 want to be involved. And in fact, Pakistan's
19 own national partners, the national programs
20 there have been involved with this program for
21 a number of years.

22 The other thing to point out here

1 is this is very much a country-driven effort.
2 We have a lot of strong involvement from the
3 national partners, public and private sector,
4 extension, and also CGIAR partners. Now, what
5 we'd like to do is build on this approach in
6 Africa.

7 And so, I'm going to go to our
8 second system, and this is the mixed mid
9 elevation maize base systems in Eastern and
10 Southern Africa. This is a large and diverse
11 system, we recognize that. But it's also one
12 where there are very important challenges that
13 are common. How do we integrate livestock in
14 a system without depriving the soil of some
15 organic matter? How do we bring in drought-
16 tolerant maize? What about integrating high
17 value legumes for sustaining and income and
18 nutrition?

19 A lot of the same kinds of issues,
20 not necessarily with as much research base as
21 we have had in South Asia. But the same idea,
22 except here we're going to do it in a way that

1 is very much from the ground floor up bringing
2 in our other partners. So, the CRSPs will be
3 involved, other partners, Michigan State or
4 perhaps a number of CGIAR centers, as well as
5 the local organizations, not just at the
6 national level but some of the regional
7 research organizations like ASARECA in Eastern
8 and Southern Africa, or CORAF in West Africa.

9 We want to, in a sense, have this
10 fit under an umbrella that reflects things
11 like CAADP, the Comprehensive African
12 Agricultural Development Program. And again,
13 we want to do this hand in hand right from the
14 beginning with the missions. And in this
15 case, our deep dive will be in Tanzania. We
16 want to work in the SAGCOT, we will do
17 something certainly in the rice. We will
18 support the missions' value systems. I should
19 have mentioned that in the case of Bangladesh
20 as well.

21 But we also, there is also a maize
22 value system in the SAGCOT where we see good

1 opportunities for spillover to our missions
2 work in Zambia, Malawi, and possibly other
3 countries in the region. So, we're looking at
4 this as a regional program although there will
5 be a focused investment in Tanzania but there
6 will be also investments from our neighboring
7 missions as well in their own countries.

8 So, this is how we're trying to
9 thread that needle of being responsible for
10 what are essentially global resources in the
11 Bureau for Food Security, but taking it to the
12 level that it really can pay off and engage
13 the local partners. And again, here we hope
14 to bring in mission funding as well for
15 capacity building, for dissemination, for
16 empowering the NARS, empowering the local
17 university, and we have Ohio State leading a
18 consortium of universities in Tanzania to
19 build capacity of both the university and the
20 NARS. We want to bring them in right at the
21 beginning. And we think that our investment
22 is going to be very helpful to them in their

1 investment, and we know the reverse is true.

2 Now, the next system is the
3 Sudano-Sahelian zone which, again you can see
4 we have several focus countries in West
5 Africa. So, the work we do there will have
6 good opportunities for spillovers in other
7 countries in the region, Burkina Faso and
8 such. But our real focus will be heavily in
9 Ghana with a secondary set of efforts in Mali.
10 And these will be looking at the Sudano-
11 Sahelian transect.

12 At the southern end of that,
13 you're looking at almost the Guinea Savannah
14 zone, lots of maize, you know, well watered.
15 As you go north, livestock become more
16 important. Everywhere there is good potential
17 for greater integration of legumes. I've seen
18 some beautiful work on striga, integrating the
19 kinds of striga-resistant varieties, sorghum
20 varieties that Dr. Gebisa and INSORMIL have
21 developed with cowpeas that suppress the
22 striga which provide very valuable fodder for

1 livestock and which add nitrogen to the
2 system. Lots of opportunities there for that.

3 Also, in the areas where, in the
4 lower-lying areas, we can look at improving
5 the rice system. We can also look at bringing
6 in vegetables and other higher value crops as
7 the waters recede.

8 So, again, it's a matter of
9 bringing all the partners together. We've had
10 some initial discussions with the CGIAR
11 partners in the region about this. We'll be
12 asking them to lead this effort in a sense
13 along with the NARS partners, and they're very
14 excited about it.

15 Everybody talks about working
16 together but then they go off and do their own
17 thing. This way we're going to force it. And
18 they're happy to be forced, and they're happy
19 that we're listening to them on the ground.
20 And the NARS partners are going to be happy as
21 well, so we firmly believe that. And our CRSP
22 colleagues will be there. And so, everyone is

1 going to be on the same page and then we're
2 going to see how we can put the pieces
3 together and do it in a way hand in hand with
4 the missions.

5 Finally, I'll just, how am I doing
6 on time? I want to go to Ethiopia. This is
7 a special case. The highlands of course are
8 incredibly rich and important, and that's why
9 there are so many people that live there.
10 There are also some real challenges there, as
11 one of our BIFAD members and probably others
12 know.

13 There is also a lot of innovative
14 things going on there. There's the
15 Agricultural Transformation Agency. We have
16 a strong involvement from some of the other
17 donors. So, we're going to feel our way
18 forward on this. We won't have quite as much
19 money in this because it's one country. I
20 could have mentioned that the other two areas
21 will have three and a half million dollars for
22 our initial purpose for year one. That will

1 be primarily for the CGIAR partners. We hope
2 to attract mission funding, we hope to also
3 attract our CRSP partners and other partners
4 as part of it.

5 But in Ethiopia, we will work
6 closely with the ATA, the transformation
7 agency, and other partners. We're fortunate
8 that the International Livestock Research
9 Institute has a substantial base there. And
10 again, livestock will be critical, biomass
11 critical, water management, soil management,
12 and a lot of these things that you can't do at
13 a global level but you have to work in a
14 system. And I know, I hope for example that
15 Dr. Ejeta will be able to be a close partner,
16 and we'd also like to explore the possibility
17 of others, the BIFAD members being engaged
18 with us going forward so they have a sense for
19 how this is looking.

20 So, finally, the last slide, this
21 basically just reviews the last couple of
22 months and moving ahead. I won't spend too

1 much time on it but I do want to sort of flag
2 some, I mean for example at the bottom there,
3 it talks about those inception workshops. We
4 will have an inception workshop for each of
5 the three new sustainable intensification
6 programs where we will have CRSP colleagues,
7 we'll have CGIAR colleagues, national
8 colleagues, and some of those regional bodies
9 I mentioned.

10 So, I wanted in a sense highlight,
11 just to kind of skip around, a couple of
12 things that are new. We will be having a new
13 competitive grants program on drought-tolerant
14 cereals. This is something that Dr. Shah is
15 very enthusiastic about. That will be coming
16 on in the next few months we hope.

17 We will up the level of our
18 cooperation on drought-tolerant maize for
19 Africa, hopefully in a way that engages the
20 missions. This is an ongoing program funded
21 by the Gates Foundation.

22 We will be looking at launching a

1 new policy research program. We have an
2 existing program with Michigan State that is
3 coming to an end, so there will be a new
4 policy initiative discussed and available we
5 hope.

6 We are changing how we're funding
7 the CGIAR system. We will not be providing
8 funds to the system level programs. These are
9 these new CGIAR research programs. They're
10 very broad, dry lands, humid zone. But
11 instead, we will be funding similar kinds of
12 work at the level of specific agro-ecosystems
13 important in Feed the Future. And I think
14 that the centers are very excited about this
15 because they see this as a way that those new
16 programs which haven't really been developed
17 yet can coalesce around the places we're
18 already going to be supporting. So, USAID is
19 really leading in how we approach the systems
20 and I think we're going to attract other donor
21 funding and other partners to these efforts.

22 The CRSPs have also made changes.

1 They have trimmed back their programs in non-
2 focus countries. They have upped the level of
3 their focus on specific themes. I think there
4 is an effort to really choose, make hard
5 decisions about where we should be putting the
6 bulk of our resources. Of course, as I
7 mentioned, we have a new program with the
8 National Institutes Food and Agriculture at
9 USDA. We also, in terms of USDA, some of you
10 know that we are providing the construction of
11 the stem rest greenhouse at the Cereal Disease
12 Lab in St. Paul Minnesota which is a critical
13 thing that's going to enable USDA to play a
14 much larger role in terms of screening global
15 genetic resources for the world as a whole but
16 in ways that will also help US agriculture
17 consistent with their mission.

18 And then, we also supported some
19 capacity building work with USDA but I think
20 Paul is going to mention that later.

21 Let's see. A few things, you
22 know, we used to fund the CGIAR as separate

1 institutions. Now we'll be funding the
2 programs, mostly the programs on breeding and
3 genetics policy, agriculture nutrition and
4 health. Some systems will not get the
5 attention they have before. The Middle East
6 for example, not a priority for Feed the
7 Future. Speaking personally, I would love it
8 if some resources that are focused on the Arab
9 Spring could somehow come into agriculture,
10 but that's something we'll try to engage on in
11 going forward.

12 We will be very strongly focused
13 on M&E and impact. This is true of Feed the
14 Future as a whole, research is no exception.
15 And I think the next couple of months actually
16 we're going to really turn our attention to
17 this as we've been very busy putting this kind
18 of portfolio together. But we've really got
19 to think now about how we're going to handle
20 the M&E.

21 And let's see. I mentioned the
22 changes in the CRSPs, I mentioned also earlier

1 that we would really like to see the CRPS and
2 CGIAR and other partners where appropriate,
3 where advantageous, linked to each other. I
4 hope we'll be able to do more of the kind of
5 work that Irv did with colleagues at Penn
6 State and some of the other CRSPs as well.

7 And finally, I just wanted to give
8 you a little sense about the numbers. Now, we
9 can't, right now we still have some funds that
10 are not fully obligated, so we're not going to
11 put funds on the table. But what I can do is
12 tell you the breakdown of the percentage, I
13 think that still gives you an idea that might
14 be useful.

15 Some of our resources have to go
16 for things like staffing.

17 (Ring sound.)

18 MR. BERTRAM: Is that telling me
19 that I'm -- okay.

20 Some of our resources in the
21 research budget have to go for some things
22 that are important contributions, not

1 necessarily in the research programs we
2 manage, in the research programs that AID
3 manages specifically. In terms of our big
4 ideas on climate resilient cereals, 28
5 percent. So, a big bet, rice, wheat, maize,
6 sorghum-millet, critically important in the
7 world.

8 The second one, legume
9 productivity, 13 percent, just under half as
10 much, but again a substantial amount of our
11 money. And this would include things like the
12 bean cowpea CRSP, DGP CRSP, peanut CRSP. But
13 it could also include CIAT and ICRISAT, some
14 of the work there.

15 The animal and plant diseases, 12
16 percent. So, if you add those up, you've got
17 over half the portfolio in the three big
18 ideas, the global public goods, so the heart
19 of the global public goods agenda.

20 Policy and social science
21 research, 12 percent, about an eighth, same as
22 we have in animal and plant diseases.

1 Sustainable intensification, the money that we
2 are putting into those four systems that we
3 talked about, 16 percent. So, a substantial
4 bet on our part, a substantial amount of money
5 on the table to attract mission funding, to
6 attract other donors to lead the changes in
7 the CGIAR system and to bring our partners
8 along with it. The nutrition and nutritious
9 foods, 17 percent.

10 So, I think if you add those up,
11 it should be around 100 percent. I just did
12 this penning it myself before, but if it isn't
13 I'll fix it. Come see me after the talk.
14 Don't ask me now.

15 Anyway, so I'll end there. But I
16 just want to express our thanks again to all
17 our colleagues in the university community,
18 overseas in the CGIAR, at USDA. This has
19 really been a team effort. It's taken a year
20 and a half. I know some people, all of us
21 wish it could have gone faster, but I think
22 we've managed to bring a whole community

1 along. I hope, I'd be very interested to see
2 if you think we're on the right track, you and
3 the other BIFAD members. And of course, this
4 is always something that's a work in progress.
5 We will be continually refining it so there's
6 plenty of room for discussing and input.

7 Thank you.

8 (Applause.)

9 DR. DEATON: Bob, thank you very
10 much. That was a very exciting presentation.
11 And I think, for me, let me say, seeing the
12 specificity at the operational level where
13 this work gets done out there in the field and
14 the missions, I mean just hearing you describe
15 that gave me great hope for the tentative
16 process that we've been engaged in. So, thank
17 you and thank you again.

18 Other comments from other Board
19 members?

20 MS. BERTINI: Thank you. Yes,
21 that was really impressive and encouraging.
22 And so, thank you very much for that. I tried

1 to keep some notes in two places so excuse me
2 for jumping.

3 The fact that you're gearing on
4 stunting as a key indicator is really, really
5 important because that will drive everything
6 else. And as you said, it's challenging but,
7 I mean that's something I'd like to know just
8 a little bit more about is how the different
9 entities working on this or focusing on that
10 as an objective, can I give you my list? Is
11 that okay? I mean is this now --

12 DR. DEATON: Sure, yes, yes.

13 MS. BERTINI: The second thing is
14 gender. And again, the fact that stunting is
15 the focus is going to end up making people
16 deal with gender whether they want to or not.
17 But I still would be interested in hearing,
18 especially with the scientific community with
19 whom you're working, how they are building in
20 gender in their thought process about what
21 they're doing, especially people developing
22 new potential kinds of food.

1 And then the CG, it's great that
2 they're virtually everywhere in every example
3 that you showed. But could you say something
4 about the funding? Because although it's
5 great that you're going to fund what you want
6 to fund, or we're going to fund what we want
7 to fund, CG for a long time has had a problem
8 with people funding only what they want to
9 fund, and then who funds the payroll? Who
10 funds the admin? Who funds the overhead?

11 So, is AID no longer in that
12 business? And if so, is that a problem for
13 CG? Or is it they figured out another way to
14 do it?

15 And my final question is about
16 drought-tolerant maize and the obvious
17 sensitivities with some of the countries about
18 that issue and how you're dealing with that,
19 I assume on a country specific basis. Thank
20 you.

21 DR. DEATON: Wonderful. Any other
22 comments? Or Rob, did you want to respond at

1 this point? Yes.

2 MR. BERTRAM: Whenever you want to
3 put me in.

4 DR. DEATON: Okay. Why don't we
5 go ahead with other comments from Board
6 members?

7 DR. DeLAUDER: And part of it
8 might be already involved in Catherine's
9 question, and that is USAID emphasizes
10 country-driven approaches. And if you could
11 comment on the involvement within countries in
12 terms of this research agenda and a plan in
13 moving forward?

14 MS. LUCK: I really think
15 Catherine covered mine, I do. I feel like
16 it's done. I'll ask another question if not.
17 Thank you.

18 DR. MURANO: My question was just
19 I understand fully, you know, the approach and
20 I think it's very good that it seems like, you
21 know, there's finally a focusing and zeroing
22 in on some very specific specifics, if that's

1 not a redundant statement. But my question
2 has to do with the cereal systems initiative
3 because obviously there is interplay between
4 that and everything else. So, how are you
5 going to manage to focus on cereal systems and
6 of course the drought tolerance and the
7 disease and pest tolerance and resistance and
8 all that and be able to, you know, parcel out
9 your funding so that you're focusing on that
10 but you've got all these other things as well?

11 You know, I guess I'm a little
12 concerned about a dilution effect I guess.

13 DR. DEATON: Gebisa?

14 DR. EJETA: Thanks, Rob, for that
15 excellent report. I would like to get
16 clarification on a couple of things with
17 regards to more for the packaging and
18 eventually how it would show in the eventual
19 report. I have not seen the final report.

20 I know you believe very strongly
21 on partnership. And in your presentation and
22 in a lot of the discussions in Feed the

1 Future, that has really gotten good in-depth
2 consideration in a lot of the deliberations
3 that have taken place. But I think for the
4 larger community of stakeholders, it may be
5 good not only to accentuate the partnership
6 that is involved in getting the work done but
7 also the belief and potentially the convening
8 power as an agency that you have in bringing
9 in partnership in the part of the work that
10 you're not doing. We went through that a lot
11 and I'm not sure if we would eventually,
12 because you have parceled out specific target
13 areas of emphasis and I think it would be good
14 to indicate that and that there is hope and
15 effort that will take place in working with
16 the other partners to take up those other
17 issues that are not taken up in the Feed the
18 Future initiative.

19 The second part, again you and I
20 had played a tag team within the CGIAR
21 community and in focusing on the systems
22 approach with different degrees of success.

1 Even as I listened to you and, as you know, I
2 have been involved with you in learning more
3 about how this eco-geographically focused
4 systems approach is going to be conducted and
5 hopefully draw on the efforts of the CGIAR as
6 well. And even with the packaging of
7 McKenzie, I'm not sure I see the delivery
8 component, whether that is really, there's
9 still a lot in research, but if we go through
10 all the effort and the pain and bringing in
11 the partnership to get the job done, if at the
12 end of the day that is really not connected
13 where the needs are, it must be just an
14 additional exercise we're going through and
15 still not getting us to where we want to be.

16 You may have already addressed
17 that but it just doesn't --

18 DR. DEATON: Any other comments
19 from the Board? What I'd like to do is, when
20 the Board completes its comments, Rob, I'll
21 ask you to respond and then we'll open it up
22 to the public for comments as well. If there

1 are no other Board comments, Rob, let's give
2 you an opportunity to respond.

3 MR. BERTRAM: Thank you, Brady.
4 Catherine, with respect to stunting, what we
5 plan to do is build in at all levels
6 nutrition, and we can do that through some of
7 the research whole approaches that, you know,
8 stunting is so much about a child getting
9 enough food in the first two years of
10 conception or the thousand days. So, what we
11 want to do in the context of sustainable
12 intensification program, for example, we would
13 like to have our nutrition colleagues from the
14 Global Health Bureau as well as our nutrition
15 colleagues from the Bureau of Food Security be
16 with us from stage one in terms of the design.
17 We'd like to collocate wherever possible with
18 nutrition programs that are missions are
19 operating. We're seeking those opportunities
20 in these target regions of the countries.
21 Missions themselves are thinking about this.

22 We are taking, if we make a

1 connection to gender which is very, very
2 critical and you agree with that, we're trying
3 to look at women as economic agents, managers
4 of resources, as well as leaders whether they
5 be scientists of extension leaders or
6 community leaders. And there I have seen some
7 really innovative work where you look at how
8 you make your choices in terms of women's time
9 allocation, what do women manage. For
10 example, in the Sahel, women managed the
11 sorghum and the legumes. We're looking at a
12 program where we're going to have a little
13 more sorghum in that system. Usually, but the
14 women have a sorghum-legume mix. If we get a
15 little more sorghum in there, we think we can
16 have an impact on the hungry season, because
17 they control that sorghum, it's not the men
18 controlling it.

19 So, it's a lot of things, there's
20 a lot of social science involved. What I say
21 is that, I was saying it to some of the
22 members yesterday, I really hope that our

1 colleagues in global health will meet us
2 halfway. The nutrition money is substantially
3 over there. And the great thing is there has
4 been a change in AID in the last couple of
5 years around how nutrition is seen, moving
6 from a micro-nutrient focus sort of vertical
7 intervention to much more of a food-based
8 approach and which is fully in line with Feed
9 the Future, and Feed the Future reflects that.

10 And I'd like to make it a reality
11 on the ground. You know, we'd love to help in
12 doing that.

13 MS. BERTINI: But not only that,
14 they have more money than we do, yes.

15 MR. BERTRAM: So, you know, where
16 we have three and a half million say a year in
17 these systems, rather than take some of that
18 and fund nutrition research, I'd like them to
19 be in at the beginning, help us design a
20 program, and then hopefully feel good about it
21 that they want to bring some resources, too.

22 Gender, I think basically what I

1 said, we're looking at it at all three levels
2 and we've got a lot of people thinking if that
3 could work with that. That's something maybe
4 in a future meeting we could get some of our
5 colleagues from other offices and other people
6 who aren't here today to really show you what
7 we're doing around that.

8 CGIAR -- really grappled with
9 this. What we have is about a third of the
10 resources, maybe a little less going into the
11 new sustainable intensification programs. We
12 will still have more than two thirds of our
13 CGIAR money going into the new CRPs CGIAR
14 research programs, the difference being that
15 instead of funding the say ERI and CIAT --
16 rice, we'll have one rice program that unites
17 the rice programs in those three centers, a
18 very good thing. We will fund that, we will
19 fund wheat, maize, we will fund livestock and
20 fish, we will fund -- agriculture nutrition
21 and health program, I hope that they can help
22 us with some of these issues that you were

1 talking about earlier.

2 And so, I think we're still doing
3 the right thing. I do think that they don't
4 feel abandoned by us even though we're not
5 putting money into the systems program because
6 we're actually giving them a thing that they
7 can coalesce around very tangibly as they
8 develop those programs. Those systems
9 programs are still works in progress. So,
10 maybe we can have a salubrious effect on
11 those, particularly also with the clear focus
12 on the outcomes in terms of nutrition and
13 productivity intensification in a sustainable
14 way.

15 Drought-tolerant maize, this is
16 not transient. This is the result of
17 molecular markers and years of breeding. So,
18 there's a lot of -- for drought resistance
19 that we're introducing. And what we will do,
20 well, we aren't putting a huge amount of money
21 in this, but what we will do is potentiate
22 missions being able to piggyback on that and

1 get these drought-tolerant varieties to the
2 local seed systems most of which are private
3 sector. So, it's to really help build the
4 private seed sector which are often maize
5 driven around the countries.

6 Bill, you were talking about
7 country driven. What I can say is when we
8 started our research strategy analysis, we
9 took into account all the information you
10 could get including all the analyses from FARA
11 and from the sub-regional organizations in
12 Africa and Latin America. We took into
13 account national academy studies, the CGIAR
14 studies that existed. And then we did invite
15 and try to bring key people like Monty Jones
16 from Africa in the process, he was at our June
17 workshop as you remember.

18 We would have liked to have had
19 more, but it was a cost and a time factor.
20 But now where we're going forward as I
21 mentioned, there will be a lot of country-led
22 aspects to this. This is, all the national

1 partners will be at these inception workshops.
2 And our missions programs already reflect
3 those country implementation plans. So, in a
4 sense, we are building on what the missions
5 are doing in some ways, and that is also based
6 on a country-led approach. We could do the
7 same thing in context to the CGIAR, CRSPs and
8 the local partners, but it's, you know, a very
9 important point we have to keep in view.

10 Also, what I didn't mention about
11 CESA in South Asia is the diversification is
12 a big part of that. It's a rice wheat system
13 but it's actually increasingly got maize and
14 grain legumes and sugar cane, and a whole
15 branch of things that come into that system
16 that add value, diversify it, intensify the
17 system. We have grain legume crops going in
18 where there just used to be a battle between
19 the richer wheat and the maize. So, a lot of
20 things happening, but all being driven by
21 family and farmer decisions and very much
22 again with local partners, the private sector.

1 I think based on that alone I'd
2 like to say something about the dilution, that
3 we're getting too diluted, but I think that
4 really our intention is to try to drive that
5 diversification. And to do that, we've got to
6 sustain the productivity of the staples
7 because if people aren't sure about their
8 maize or their rice or their wheat, they are
9 not going to take risks on a legume crop or a
10 higher value horticultural crop. And we have
11 livestock in there, too.

12 And then, Gebisa, the partnership,
13 I think I tried to cover it really in response
14 to Bill's question going forward, but we'd
15 very much welcome the continued guidance from
16 the Board, well, the delivery component, yes,
17 I can read that now. The delivery component
18 is critical and that's where the mission money
19 comes in I hope because that's where we're
20 going to get those local partnerships. That's
21 where we're going to empower and connect to
22 the local organizations, both the extension

1 services, public and private and markets. And
2 the value chain investments of the missions
3 are going to be all around those local
4 partners.

5 So, we're going to try to do our
6 best to both benefit those but also draw on
7 them. Again, we're really just getting to
8 that but we will keep it very much in view and
9 we'll be glad to report at the next meeting.
10 By that time, we'll have had these inception
11 workshops. CRSPs will have participated and
12 I think we can probably have a great
13 discussion about what we're learning so far
14 and make some of you also participate in those
15 workshops.

16 DR. DEATON: Okay. Thank you,
17 Rob, very much. Let's go to the open comment
18 period here. And yes, there was a hand up
19 here? If you would, yes, the mics are back
20 here, give us, tell us who you are.

21 MR. McWHIRTOR: Mike McWhirtor,
22 Texas A&M. Rob, good presentation. I had an

1 opportunity last week to talk with Dr. Murano
2 about the issue, and I come from a plant
3 protection and animal protection background,
4 so I -- idea that we improve our production
5 capabilities and front load production
6 technologies and that sort of thing. But
7 every now and then I go to various conferences
8 and meetings and I hear presentations about
9 post harvest loss, and I'm stunned at the
10 percentages. I mean upwards to 30 or 40
11 percent at some of these countries, and I
12 don't know a lot about that but I'm just
13 wondering what kind of impact would we have if
14 we could somehow turn a bit of focus on post
15 harvest losses because I think made tremendous
16 amount of progress in some of these, some of
17 the nutritional elements, some of the other
18 things that we're concerned about.

19 And so, I'm just wondering is that
20 an issue of any merit as we begin and kind of
21 move into this whole new way of thinking about
22 things? And I know those losses have been

1 directly compared or connected to some of
2 these countries that are the countries of
3 focus. So, just curious about that. I think
4 it's something that needs some attention in
5 the future.

6 DR. DEATON: Excellent, excellent
7 point. We'll keep comments coming at this
8 point and, Mike, I've equally been shocked by
9 those figures as well. And it's sort of like
10 the gains you get from gender control on the
11 nutrient side that we've seen in some of our
12 research, too, massive gains to families and
13 children if the women are really involved in
14 the resources. I mean just putting those
15 things together, there's a lot of programmatic
16 content to some of these research findings.
17 Yes, let me stop.

18 MR. BINNS: Yes, Patrick Binns,
19 Westbrook Associates in Seattle, Washington.
20 I was pleased to see that in the briefings
21 about what USDA will be doing conservation
22 agriculture was listed in all of those cases,

1 but it wasn't clear to me exactly what are
2 your programs that implement research,
3 capacity building and delivering of
4 conservation ag in the context of that whole
5 intention. Because as you know, it's a fairly
6 wide set of practices. A lot of them are well
7 known, but a lot of them can also be further
8 enhanced with more research and field
9 demonstrations. And I think it really merits
10 a very high priority and yet it's not showing
11 up as a programmatic area in terms of where is
12 the funding and what's the action.

13 DR. DEATON: Yes, excellent point.

14 Other questions? Yes.

15 MR. ERBAUGH: Yes, my name is Mark
16 Erbaugh from Ohio State University. And while
17 you mentioned, well, my question is how does
18 HICD fit into your restructure of the research
19 portfolio? What's the strategy or emphasis
20 that's going to be put on HICD and for
21 building this capacity in the country?

22 My second question is as you, many

1 of the Board members emphasized this need to
2 bring about various synergies between the
3 universities, CRSP programs, CET centers, you
4 particularly mentioned the Tanzanian effort.
5 I'm right there, I want to go, I want to do
6 this now. So, you know, this conversation
7 needs to happen very quickly. I'm going to
8 Tanzania on Friday for an inception meeting.
9 And we need to start selecting people for
10 training.

11 I think training provides a
12 wonderful mechanism for bringing about this
13 type of synergies. But do I, how do I get --
14 Thank you.

15 DR. DEATON: Excellent.

16 MS. SIMMONS: Emmy Simmons on the
17 boards of ILRI and IITA. And I just wanted to
18 echo Mark and ask the question about the
19 alignment with HICD strategies which was the
20 prior topic of conversation. Because
21 obviously in laying out what seems to be a
22 really viable and somewhat near term on

1 strategy for achieving results in the field
2 and demonstrating progress based on research,
3 the whole notion of sort of the capacity
4 development of those partners is obviously a
5 different question. So, some transparency in
6 that alignment would be helpful.

7 I think also with regard to your
8 comments, Rob, with regard to the role of the
9 CGIAR, again I think that that role is, you
10 know, still in the process of developing with
11 the new consortium research programs. But I'm
12 just a little surprised to hear you say we're
13 not going to fund more of that in ERI and
14 whatever, that we're going to fund rice
15 research. But then of course, it's the whole
16 point of the CRP. So, I got an impression
17 that I felt it was probably not carried
18 forward.

19 So, again that issue of alignment
20 and sort of integration of the HICD strategy
21 which is obviously as Bill DeLauder said a
22 much longer term in terms of trajectory and

1 sort of integrating it with this more near
2 term --

3 DR. DEATON: Thank you.

4 MR. MAZUR: Yes, I'll keep it very
5 short. Robert Mazur, Iowa State University.
6 I think it must be implicit in the work that
7 you're setting up but I didn't hear a mention
8 to value chains and it seems like it's
9 everywhere in recent years. And also,
10 specifically value chains for nutrition, so
11 maybe just a highlight how that's integrated
12 in the system. Thanks.

13 DR. DEATON: Yes, thank you.

14 MR. AMBALI: Yes, my name is
15 Aggrey Ambali from the -- as well as the
16 socio-ecological issue of value chain. Thank
17 you.

18 DR. DEATON: Thank you very much.
19 Any other comments or questions from the
20 audience? We're going to be a little flexible
21 on time to make sure everyone who has a
22 question can get it in here. We're not

1 rushing so to speak. I did want to provide
2 that opportunity. Yes, Gebisa?

3 DR. EJETA: I think Rob, maybe if
4 I may push back, just for clarity and for the
5 record, some of these things have been raised,
6 for example, post harvest and so on, that was
7 what I meant with regards to your documents,
8 your strategy deliberately is not inclusive of
9 everything that needs to be done, but you
10 would continue to advocate all those needs and
11 you would work with partners to make sure that
12 those are done. I think it would be very good
13 to say that.

14 DR. DEATON: Okay, any other
15 comments from anyone? Yes?

16 MS. EGNA: Hi, I'm Hillary Egna
17 from Oregon State University. I very much
18 appreciated your presentation, Rob, and I hope
19 that I can get a copy of it as far as to
20 follow everything. But one part that didn't
21 come out more clearly was fisheries and
22 aquaculture. And aquaculture is one of the

1 best if not the best agriculture around the
2 world. And most aquaculture -- for countries
3 around the world. The US has the second
4 largest deficit in receiving products next to
5 petroleum and its resource imports. These
6 have aspects for US security but also for the
7 petroleum.

8 And what I see one aspect as
9 being, it doesn't have that implication for
10 aquaculture production, maybe for -- it does.
11 But aquaculture production really -- So, I'm
12 wondering for a huge sector like this where
13 people are losing livelihoods in fisheries,
14 fisheries are all over the world. People
15 aren't necessarily going to an aquaculture,
16 available to them or not. And so, I'm
17 concerned about just the, well, the future of
18 this important sector in the overall portfolio
19 that you show, especially in dryland areas and
20 especially as we face some climate change and
21 other natural resources and issues.

22 DR. DEATON: Yes, thank you.

1 Thank you very much for that comment. Yes?

2 MS. MITCHELL: Hi, I'm Beth
3 Mitchell. I represent the horticulture CRSP
4 and I'm also the Director of the Post Harvest
5 Technology Center in UC Davis. First of all
6 comments about post harvest -- overlooked, and
7 we have looked at spending in agricultural
8 research for many, many years. Only about 5
9 percent of spending worldwide goes to the area
10 of post harvest. And yet for many, many years
11 even with staple crops that are fairly -- we
12 have about 15 to 17 percent loss on an annual
13 basis. If you look at perishable crops, it
14 can go as high as 18 percent.

15 So, I think it's really, to make
16 it part of the portfolio that we're looking at
17 in combination with increasing productivity,
18 we really need to work on how we can develop
19 cost effective solutions to get these losses
20 down. I think we can make a big impact in a
21 short period of time if we just focus the
22 resources in that area.

1 DR. DEATON: Excellent comment. I
2 think a lot of us, our minds flash to those
3 experiences we've had when we've watched the
4 waste that occurs post harvest in
5 horticultural crops as well as field crops,
6 various sorts of grains. So, critical issue.

7 Are there any other comments?
8 Otherwise, Bob, do you feel compelled to
9 respond in any way? I know some of those
10 questions were directed directly at you. Can
11 you take a moment? Then we will, we're
12 looking to break after.

13 MR. BERTRAM: Thank you, Brady. I
14 know we're out of time essentially. On post
15 harvest, well, first of all, before I get to
16 that, the research strategy is not everything
17 that Feed the Future is. For example, the
18 value chains are heavily in the mission
19 portfolios. We certainly will be looking at
20 some of the market policy issues that are
21 researchable issues in our work. We'll be
22 looking at how to support those value chains,

1 say for example, supply or market access.
2 That's something that can have ripple effects
3 beyond a specific chain. Those chains are in
4 the context of systems. So, if it's a maize
5 chain, if we can get legumes into it, there's
6 a rotation to the ag crop, everybody wins.
7 So, we're going to be looking for those kinds
8 of opportunities.

9 Post harvest, this is a tricky
10 one. A lot of post harvest issues are about
11 technology and the application of technology
12 in good practices. There are some
13 researchable issues, but there are many issues
14 that are merely a matter of doing what needs
15 to be done. And our value chain investments
16 from the missions are emphasizing this. And
17 so, we're going to be doing much more in way
18 post harvesting.

19 Secondly, in the Bureau for Food
20 Security Paul has asked us to come together
21 across the bureau and think about how we are
22 best going to advise missions that are making

1 judgments about where and how to invest. And
2 as we pointed out, we have assets in the CRSPs
3 and other partners that can be helpful there
4 and elsewhere in the university system and
5 perhaps among the private sector. So, that's
6 what we're thinking after -- have to be a
7 little careful.

8 Mark Rosenbrandt has done some
9 work on this economic analysis, and although
10 those apples seem to be hanging fairly low,
11 the reality is they are not so low. There's
12 a lot of diffused investments all along the
13 chain that have to take place. But as I said,
14 we're going to tackle that in our mission
15 works. So, anybody who's interested in this
16 is going to have plenty of opportunity to
17 engage and, as I say maybe, Paul, we can
18 provide an ongoing dialogue on this very
19 important area.

20 Conservation agriculture, could I
21 ask Dr. Chapotin to respond on that one? This
22 is the question about the complexity of it and

1 how do you get something in so many pieces.

2 DR. CHAPOTIN: I think we have a
3 lot of experience rolling out and working on
4 conservation agriculture in the South Asian
5 context and we're going to trying to be
6 building on it and taking some of that
7 experience to Africa. Fundamentally,
8 conservation agriculture are resource
9 conserving technologies that we see as
10 fundamental to building up the productivity
11 and resilience and conserving the resources in
12 these systems. So, they have rolled out sort
13 of hand in hand with technologies that are
14 more tangible like we'll see -- and so forth.

15 The approach in South Asia, we've
16 got the research on one end all the way down
17 to delivery on the other end and we're looking
18 at partnerships on the ground, institutions,
19 whether it's a government institution, whether
20 it's the private sector, the agri dealers have
21 their way of getting out both information and
22 knowledge on how to use a resource conserving

1 technology, private sector in there, supplying
2 the machinery that the farmers need in order
3 to work on that conservation agriculture and
4 helping you build up the service model so that
5 one farmer can -- services.

6 So, I think we've actually seen a
7 fair amount of success in using a variety of
8 different approaches to build conservation
9 agriculture and resource conservation
10 technologies from a really ground level and
11 getting the organizations on board to be sort
12 of building that into helping new businesses
13 as well. So, that's taking those lessons and
14 applying them in other areas is really going
15 to be fundamental --

16 DR. DEATON: Okay, thank you very
17 much.

18 MR. BERTRAM: On the last one?

19 DR. DEATON: Okay.

20 MR. BERTRAM: Human and
21 institutional capacity building.

22 DR. DEATON: Okay, yes.

1 MR. BERTRAM: First of all, that's
2 at the heart and soul of the CRSPs. It's also
3 something we think about in all our programs.
4 Dr. Shah announced something at the World Food
5 Prize announcement in June, I think you're
6 going to be hearing more later today and as we
7 go forward, suffice it to say that it's a
8 critical concern. And then I want to just
9 come back and endorse Dr. Ejeta's comment
10 about how we look at what we do and recognize
11 that it's necessary but not sufficient and
12 that we are going to be working very hard to
13 make those additional connections --

14 DR. DEATON: In fact, that last
15 comment will be taken up at 1:00 o'clock and
16 Julie will be, Julie Howard will be moderating
17 a session focusing on that issue specifically.
18 So, all of you are welcome back to the 1:00
19 o'clock session certainly. But we at this
20 time are going to break for lunch. Let me
21 take this opportunity to thank everyone for
22 being here and for all of your participation.

1 Thanks so much.

2 (Lunch break.)

3 MS. HOWARD: Good, we'd like to go
4 ahead and get started with this afternoon
5 session. My name is Julie Howard. I'm the
6 newly minted Chief Scientist for the Bureau
7 for Food Security and the Senior Advisory to
8 the Administrator on Agricultural Research,
9 Extension and Education. And I'm making a
10 transition from being the Deputy Coordinator
11 for Feed the Future to this new role and I
12 have to say I'm thrilled with the change
13 because it gives me the opportunity to work on
14 these three areas and the linkages between
15 them that I've been close to these areas all
16 of my working career and they are also very
17 close to my heart.

18 So, I'm looking forward to this
19 new role and to continuing to work with all of
20 you. And in this new role, of course I'll be
21 working from USAID but continuing to work with
22 other US government agencies as well as our

1 global partners in this area, the private
2 sector, NGOs, and of course all of our
3 colleagues in the university community, and
4 especially our country partners.

5 Well, I've really been looking
6 forward to interacting with this panel which
7 is called "Perspectives on Human and
8 Institutional Capacity Development from the
9 Next Generation of Hunger Fighters." And I
10 think between that title and the theme of this
11 year's World Food Price Symposium which is
12 also focused on the next generation hunger
13 challenges, this group sitting around the
14 table must feel themselves to be at the very
15 center of the universe for the next few days.
16 They are agricultural researchers all of them,
17 they are hunger fighters, they are in service
18 to their countries. I know we're all looking
19 forward to hearing from them.

20 Each of them, this is a special
21 panel because not only are they researchers
22 and hunger fighters, also each one of them has

1 had an opportunity to build their skills,
2 their capacity, their experience through
3 different types of fellowships offered by the
4 US Government. And so, we wanted to bring
5 them together for them to tell you a little
6 bit about their experiences, to reflect on how
7 it's affected them personally, professionally,
8 and how they feel that these experiences have
9 influenced the institutions where they work.

10 And we heard this morning at the
11 BIFAD Board, of course I mean this has been a
12 continuing ringing theme through all of our
13 discussions this morning, the importance of
14 Human and Institutional Capacity Development.
15 We heard from Gebisa that he's heading a
16 working group of BIFAD to look at this topic
17 and examine what recommendations might be made
18 to the Administrator for all of us going
19 forward as we expand and improve these
20 programs. So, this panel, you have
21 everybody's attention on this area. And I
22 would say, you know, not only the attention of

1 USAID and US government partners, but I know
2 there are others in the room who are also
3 working in this area of Human and
4 Institutional Capacity Building from the
5 standpoint of foundations, from the standpoint
6 of World Bank. And so, I think that this is
7 going to be a very important discussion.

8 So, let me talk a little bit about
9 the format here. I'm going to very briefly
10 introduce the panelists and talk about their
11 affiliations and just say one word or two or
12 five about what the fellowships were that they
13 had been engaged with or are currently
14 pursuing. And then I'm going to turn it over
15 to the panelist, I mean basically to say a few
16 words about what they did during their
17 fellowships, and then reflect for us on how
18 the fellowships changed them, and then
19 specially I want them to focus on what their
20 recommendations for us are on going forward as
21 we're thinking about what was great about
22 their programs and what would be really useful

1 on going forward. We want to develop even
2 more effective programs to transform their
3 institutions.

4 Okay. So, let me start on my far
5 right, and they have already excused me for
6 possible massacring of their names. My far
7 right, this is Anabela Manhica. And she is an
8 AWARD recipient and she is with the Mozambique
9 Agricultural Research Institute where she is
10 a Senior Researcher and head of the Technology
11 Transfer Department.

12 Now, I thought I would just take a
13 minute to explain what the different acronyms
14 mean. AWARD, this is the Africa Women in
15 Agriculture Research and Development. So,
16 this is a program for mid-career scientists
17 which provides leadership training, mentoring,
18 scientific skills development for women
19 agricultural researchers in Africa. So,
20 that's Anabela.

21 And then, here we have Haroon
22 Sseguya who is a LEAP fellow. And he is with

1 Makerere University in Uganda. He holds a
2 Ph.D. in Sustainable Agriculture and Sociology
3 from Iowa State. And he was supported by the
4 Borlaug LEAP fellowship and that is the
5 Leadership Enhancement in Agriculture. And
6 the LEAP fellowship provides support to
7 developing country graduate students to
8 conduct part of their research on food
9 security related topics in development country
10 or CG settings. And this is a program managed
11 by the University of California at Davis.

12 Then to my left, we have Grace
13 Otitodun, okay, close enough. Okay. She is
14 a USDA Borlaug fellow and she works with the
15 Nigerian Stored Products Research Institute.
16 So, the USDA Foreign Agriculture Service,
17 Norman E. Borlaug International Agricultural
18 Science and Technology Fellowship Program,
19 these are short-term collaborative research
20 fellowships with mentoring for agricultural
21 researchers in developing countries. And
22 Grace is a research scientist within

1 Department of Entymology at the Nigerian
2 Stored Products Research Institute.

3 Okay. And then last but not least
4 of course, we have a current fellowship
5 holder, Gerald Sebuwufu, who is working with
6 a collaborative research support program.
7 He's a graduate student at Iowa State. He is
8 studying crop production and physiology. And
9 before coming to Iowa State, so he's being
10 supported in this graduate program through the
11 CRSP program, before coming to Iowa State he
12 worked as an agronomist at NARO, the National
13 Ag Research Organization in Uganda.

14 Okay. So, Gerald, I'm going to
15 start with you to talk a little bit about what
16 you're doing with your studies right now and
17 just explain a little bit about your program.

18 MR. SEBUWUFU: Thank you. It's a
19 pleasure to be on this panel to share a few of
20 my experiences as a CRSP fellow. Like the
21 moderator has told you, Julie, I'm currently
22 in my third year at Iowa State University. My

1 research is on the common bean, looking at
2 the biology of iron nutrition in common bean,
3 the basis for increase in iron storage in the
4 common bean seed. And I'm also, together with
5 that, I'm also doing some work on improving
6 yields of common beans in Uganda. We do, as
7 part of the CRSP program, we do on-farm
8 research with the farmers in Uganda, and
9 that's targeting improving using the local
10 available resources to improve the yields on
11 farm.

12 And apart from the research
13 through the CRSP project, I've been involved
14 in the value chain of beans right from
15 production up to marketing. In fact, that's
16 I think something that's kind of unique to
17 this CRSP. Of course they've given me an
18 opportunity to interact in all areas of the
19 project just beyond my actual research. I've
20 been to Uganda twice, I was sent by the
21 project to do training, develop extension
22 materials for farmers, and also I was the

1 mentor on some of the stuff that I'm involved
2 with in the local implementation of the
3 project especially carried out on farm
4 research.

5 Apart from that, of course through
6 the training I've had, a lot of skills and
7 knowledge I gained through my training,
8 specifically in crop production and
9 physiology. And I'm also doing some work on
10 sustainable agriculture because I think it's
11 an important component especially going
12 forward in Africa.

13 MS. HOWARD: Thanks, Gerald. And
14 so, how is it working? Are you, you're part
15 time in Iowa and then you return to do
16 research in Uganda? How is the program
17 structured for you?

18 MR. SEBUWUFU: I would say I'm
19 full time at Iowa State, but during the summer
20 I get some time to return to Uganda to get
21 involved in the on-farm research, yes.

22 MS. HOWARD: In Uganda?

1 MR. SEBUWUFU: In Uganda, sure.

2 MS. HOWARD: Okay, great. Okay,
3 thanks, and we'll come back to you.

4 MR. SEBUWUFU: Sure.

5 MS. HOWARD: So, Grace, if I could
6 ask you to sort of describe what your
7 fellowship was like? And as Gerald did, sort
8 of some key takeaways for your professional
9 development, how you feel that the fellowship
10 has affected you.

11 MS. OTITODUN: Thank you. As the
12 moderator has already said, my name is
13 Otitodun. I am from Nigeria. I'm a Borlaug
14 fellow attached to the Oklahoma State
15 University in Stillwater. And my mentor is
16 Dr. George Opit at the Oklahoma State
17 University.

18 I'm currently conducting my
19 research in his laboratory, the stored product
20 entomology laboratory at OSU. My research
21 interest has been in the use of plant
22 materials for protection of stored crops. I

1 obtained my Master's degree from the
2 University of Ilorin in Nigeria and my
3 research work was focused on the use of six
4 plant materials as protectant on cowpea
5 against callosobruchus maculatus.

6 I am from the Nigerian Stored
7 Products Research Institute in Nigeria, and
8 it's the only research institute that is
9 saddled with the responsibility of increasing
10 Nigeria's agricultural self reliance through
11 adequate post harvest loss prevention.

12 Agriculture in Nigeria consists
13 mostly of small scaled holdings and this
14 provides about 80 percent of the total food
15 consumed in the country with the use of simple
16 tools. Post harvest loss prevention in
17 Nigeria has been with the use of synthetic
18 pesticides, but the usage of these pesticides
19 has really been accompanied with many problems
20 such as the high cost of the pesticides which
21 made it unaffordable for most of these
22 farmers. And many of them had to make big

1 sacrifices in order to purchase them.

2 Another one is the problem of
3 misuse by unskilled farmers which has led to
4 food poisoning and caused many accidental
5 deaths. Also, there is a problem of
6 development of insects, pesticide-resistant
7 insect strains and also environmental hazards.
8 All these problems made the National Agency
9 for Food Drug and Administration in Nigeria
10 (NAFDA) to place a ban on all contact powder
11 insecticides and gas emitting without
12 alternative measures given to the farmers.

13 So, presently, Nigerian farmers
14 are in dire need of safe, affordable, easy to
15 use, established protection measures against
16 storage insect pests. And the way that this
17 can be achieved is through the use of natural
18 materials like botanicals and diatomaceous
19 earth which are regularly available and
20 locally sourced in Nigeria. Most of these
21 botanicals are used as spices in our food,
22 that is our meals, daily meals in Nigeria.

1 And also, diatomaceous earth have been
2 identified from about six-seven states in
3 Nigeria.

4 So, my research, the Borlaug
5 fellow support has really made me, enabled me
6 to conduct research investigating the
7 insecticidal efficacy of these botanicals that
8 I use as spices in our food and diatomaceous
9 earth from Nigeria. And from my findings, it
10 has been found, these protectants have been
11 found to effectively protect stored grains for
12 a long period of time against storage insect
13 pests like the rice weevil and the lesser
14 green burrow that has been found to be, that
15 has been reported to be resistant to most of
16 the synthetic pesticides.

17 So far, therefore, from my
18 results, I could say that these botanicals and
19 diatomaceous earth can be used as alternatives
20 to synthetic pesticides, but the application
21 should be limited to seeds for planting alone
22 because ecological assessments still need to

1 be conducted on these protectants to determine
2 the safety for human consumption. Thank you.

3 MS. HOWARD: Thanks. That's very,
4 very interesting. Grace, I wonder if you
5 could say a few words about the structure of
6 your fellowship. I mean how long is it? How
7 long will you be at Oklahoma State? Will the
8 relationship continue in some way even after
9 you return to Nigeria?

10 MS. OTITODUN: I've been in the
11 Oklahoma State University-Stillwater since
12 July 14th to be precise. My experiment has
13 been, is supposed to go for three months. And
14 to the extent I have now of enough data as
15 been generated that can lead to development of
16 manuscript, that would be published in
17 scientific journals. And from this program,
18 I can say that this experience has really made
19 me to identify a lot of performance gaps in my
20 own institute like performance gaps in the way
21 research is conducted in my institute that is
22 making our research not to be appropriately

1 coordinated and effective.

2 Like back home, for example,
3 researchers prefer to do research on their
4 own, hiding their research from others and
5 this is not really helping us. But by coming
6 here, I saw the importance of collaboration
7 which has really made my research work to be
8 effective. And this program has also enabled
9 me to have more interaction with other
10 scientists in my field and this has brought
11 about networking which I believe by the time
12 I go back home, the relationship is still
13 going to continue. Yes.

14 MS. HOWARD: Thank you. Haroon,
15 let's turn to you. Can you talk a little bit
16 about your LEAP fellowship, the structure of
17 that fellowship, what you did during the
18 fellowship, and what kind of impact it's had
19 on your professional career?

20 MR. SSEGUYA: Thank you, Julie.
21 Good afternoon everyone. I was a fellow, a
22 LEAP fellow between 2008 and 2009. And the

1 way the fellowship is organized is that the
2 student receives financial support to go back
3 to an African-based CG center office to do
4 their dissertation research at that CG center.
5 But they also have opportunity to have their
6 US mentor, their US doctoral committee member
7 come over to Africa to give on-site guidance.

8 The fellowship also provides some
9 support for equipment like a laptop and some
10 of the equipment the student may need. If
11 they are in social sciences, they may use it
12 maybe to buy a camera. If they are in natural
13 sciences, they may use that money for
14 equipment to buy some small equipment.

15 For my fellowship, I worked at the
16 International Center for Tropical Agriculture,
17 the Spanish acronym is CIAT, at the Uganda
18 office. And I was mentored by Dr. Jemimah
19 Njuki. She is now at the International
20 Livestock Research Institute. I worked on two
21 programs, the first one was integrating
22 agriculture and nutrition, almost in line with

1 what one of the components of the Feed the
2 Future is looking at. This was in Eastern
3 Uganda in a district called Kamuli, and it was
4 jointly implemented by Iowa State University
5 at their Center for Sustainable Livelihoods,
6 Makerere University, and a Ugandan non-
7 government organization called VEDCO.

8 Then the other program I worked
9 with was being implemented in Southwest
10 Uganda. The acronym for it was ERI, Enabling
11 Rural Innovation. This was mainly focusing on
12 enabling farmers access markets for what they
13 produce. But they first do an assessment of
14 what resources they have, what capacity gaps
15 they have, and then the project would work
16 with them to improve some of those.

17 Actually, one of the leading
18 legacies they have now is one of the groups we
19 worked with in CIAT is already marketing their
20 food to local food outlets, in the big local
21 food outlets. I don't know which exactly I
22 can give you but they get, the farmers

1 themselves market their food. They grow their
2 food and they eliminate the middle, what you
3 call the middleman. They bring their food
4 directly to the supermarket, the food
5 retailers.

6 So, from this fellowship, I got so
7 many, I mean there were many things that were
8 good. First of all, working with CG-based
9 centers, most of them are topnotch centers
10 with lots of experiences. They helped me
11 first of all to focus my dissertation
12 research. They gave me ten African
13 scientists. I remember sometimes I would
14 communicate with my doctoral committee here
15 and they would tell me, well, since it's the
16 African scientists or the people based in
17 Africa that have given you this experience
18 with agro wisdom, you go ahead and
19 incorporate what they have told you. And I
20 saw it coming out well, so I was able to
21 complete my dissertation research within one
22 year simply because of that mentorship I got

1 both from the US-based doctoral committee and
2 the scientists based at the CG center.

3 Then the other one was I was able
4 to network with a number of actors this
5 fellowship exposed me to. First of all, the
6 scientists based at the CG center, but also
7 the local organizations and those in the
8 private sector that we worked during the time
9 I had my fellowship.

10 And this one, for someone who may
11 not be from Africa, coming and going back to
12 the US may not be a big deal, but if you are
13 from Africa and you come over here, in most
14 cases you want to work on problems back home.
15 So, I was always, as I was completing my
16 course work, I was saying now I don't want to
17 end up working on an issue that may not have
18 relevance when I get back to Uganda. So, this
19 opportunity came in handy. It helped me to go
20 back to Uganda, do something which has
21 relevance to my country because I had
22 intentions of going back to Uganda and not

1 staying here. And those are some of the
2 issues. Thank you.

3 MS. HOWARD: Thank you. Okay.
4 And then we want to turn to Anabela who is our
5 AWARD recipient. I don't think that I said
6 this. She has her Master's degree in
7 Veterinary Medicine from the University of
8 Pretoria. But I also see she has a very
9 strong interest in addition to veterinary
10 medicine in transferring technology. So,
11 Anabela, I'm very interested in hearing from
12 you, you know, what the AWARD fellowship, what
13 you have done during your AWARD fellowship,
14 and how that has helped you to advance your
15 interests, your professional work in these two
16 areas.

17 MS. MANHICA: Thank you, Julie.
18 Good afternoon. Thank you for this
19 opportunity, BIFAD, AWARD, USAID, are giving
20 me to share my thoughts on the fellowship
21 itself but also on this issue of human
22 capacity building in Africa.

1 Coming back to my name, I'm
2 Anabela Manhica, that's the way it's spelled.
3 I'm from Mozambique. I work at the
4 Agricultural Research Institute in Mozambique.
5 It's the only research institute and the
6 biggest one. My home language or my official
7 language is Portuguese, so I don't really,
8 well, I'll try my best to communicate in
9 English.

10 I am a veterinarian by profession
11 as Julie said. But I was invited due to my
12 interest on technologies not being adopted by
13 farmers. I was invited to lead this
14 department to be the head of Technology
15 Transfer Department and not just looking at,
16 although the headquarters are staying in the
17 south part of Mozambique in Maputo, I have to
18 look at the whole country on this issue.

19 Well, the fellowship, first of
20 all, the fellowship helped me on clearly
21 identifying and defining what is considered my
22 life purpose. This is something new I learned

1 from this fellowship, AWARD fellowship. And
2 from there, I can really trace back and also
3 looking up front to see how to transfer
4 technologies in the best way, the best
5 methodologies to transfer this technology and
6 for them to be adopted by using what we call
7 innovation platforms where we have to bring
8 together all the stakeholders of the value
9 chain because farmers may produce and they
10 really feel like adopting the technologies but
11 the first question they ask are related to the
12 market. They say, okay, I can produce for my
13 own survival, but what am I going to do with
14 surplus? That's one problem.

15 This morning, we had the fortune
16 to hear about the post harvest problem that we
17 are facing, we also have this kind of problem.
18 So, the fellowship helped me on identifying
19 what are the major mechanisms for trying to
20 solve which are the performance gaps which my
21 institution is really having. It also
22 emphasized on the leadership issue. Julie

1 mentioned several others where the AWARD
2 fellowship focused but the leadership is very
3 important because it's helped us to work
4 together with others, other people, other
5 stakeholders, having networks which really
6 help. We also have opportunity to interact
7 with a mentor who is a senior researcher. In
8 my case, it's a seed potato breeder who is
9 from International Potato Center, Dr. Maria
10 Andrade, she's very well known.

11 We also have opportunity to
12 register ourselves into the international
13 associations or societies. In my case, I had
14 the opportunity to register myself to the
15 extension association which is an American
16 organization but it's worldwide. It involves
17 various different scientists who are working
18 in the area of research results transferred to
19 farmers.

20 And I think that summarizes, this
21 is very brief which I could say, and I think,
22 Julie, if you would maybe ask some more

1 questions if there are more things that I'm
2 supposed to bring.

3 MS. HOWARD: Okay, thank you. I
4 did want to ask you one thing. You said that
5 the fellowship had helped you to identify some
6 performance gaps in your institution. Can you
7 say a little bit more about that and how the
8 fellowship in your experience allowed you to
9 do that? And what were the gaps?

10 MS. MANHICA: Well, there are two
11 main gaps that I was able to identify. One is
12 on the field I'm working now on diffusion of
13 innovations, the way we used to do it, through
14 the linear way from research to extension
15 offices and from extension offices to the
16 farmers. But we are doing it now in a
17 different way, in an innovative way. We are
18 not yet using mobile phones as we just heard
19 in the other room, but that's one way that we
20 are thinking of using.

21 Currently, we are using the
22 facilitation of these innovation platforms

1 where we have all the members of the value
2 chain talking about the agro business, input
3 suppliers, the farmers themselves,
4 researchers, and how to link them. The
5 teamwork skills, you know, I got the teamwork
6 skill through the program, the fellowship.

7 The other one which I haven't yet
8 addressed but I've been thinking seriously on
9 doing that and I'm now just coming back from
10 New Mexico State University where I attended
11 a course which is also related to this, the
12 AWARD fellowship. It has to do with working
13 together and directly and effectively with
14 private sector. This linkage with the private
15 sector is not there.

16 And one gap I realized is that we
17 do develop technologies, we have research
18 results that can be really sold to the private
19 sector and respond to data demands, to data
20 needs. But our institutions don't yet have
21 this issue of signing a contract with an
22 institution, you know, a company, which would

1 bring the extra financial resources through
2 the royalties that his company could pay to my
3 institution, improving our resources and
4 helping, my institution would be able to also
5 come up with some extra resources to put on
6 when we are receiving help from USAID, for
7 instance, or some other international
8 institutions helping the research institute in
9 Mozambique.

10 MS. HOWARD: Very interesting
11 indeed. I think we don't have a lot of time
12 left and I want to leave a few minutes at the
13 end for the Board members to ask questions of
14 the panelists if they would like. But I would
15 like to have another round where we're asking
16 you all by virtue of your fellowships and your
17 experiences, you are now very important change
18 agents for your institutions and for your
19 country. So, I'd like to ask you, as you are
20 speaking to us as advisors, right, and we're
21 trying to figure out how can we develop better
22 programs to help you really expand your reach

1 as change agents.

2 So, as you reflect on how your
3 experiences have helped to change your
4 institutions, what do you need now from us?
5 What, you know, what changes to your
6 particular fellowship programs or new kinds of
7 assistance, but what would you say to us on
8 that? And it doesn't have to be in order,
9 whoever has an idea can jump in.

10 MR. SSEGUYA: Yes, let me start on
11 this. As change agents back in our
12 institutions, we are supposed to work with
13 different stakeholders, but all of them are
14 adults in that sense. But what I see, at
15 least in my case, what this fellowship may
16 lack is, one, enabling us or building our
17 skills in how to link the research results to
18 policy. That's important. Then the second
19 would be in respect of skills since we are
20 dealing with different stakeholders who are
21 adults. Again, I think except for those
22 people who are studying things to do with

1 agriculture education or extension, there is
2 this aspect of pedagogic skills. They may be
3 lacking.

4 In the past, I was looking at how
5 the US-based support programs used to work.
6 When you get back to Africa to work, after
7 being here for some time, you are even in most
8 cases earning less than what you have been
9 earning as a graduate student, but still you
10 want to go back to work there because that's
11 your country in the first place and you had a
12 job. In some cases, you have your job and
13 they want you back and so you want to get
14 back. But then probably as part of the
15 arrangement, if there is a way of having some
16 funding, some post doc funding, first of all,
17 there may even be issues coming out of your
18 research that you may want to pursue further.
19 But some universities don't have systems in
20 place to provide additional funding for you to
21 continue with what you are doing.

22 Those are some of the issues I see

1 here that's not complemented.

2 MS. HOWARD: Great, okay. So,
3 really a focus on what happens when you get
4 back and sort of continued support,
5 institutional support. Very, very good.
6 Okay. Gerald?

7 MR. SEBUWUFU: Yes, I don't how to
8 say it. The foundation of some starter grants
9 I think is really a very important point that
10 Haroon has just raised because the fear is
11 that when you go back, the big limitation in
12 Africa is a lack of research funds. So, like
13 after finishing your graduate studies, you
14 return and most likely the institution you go
15 to there are no funds available for you to
16 continue with your research. And if that an
17 institution continues maybe for five years,
18 most likely you'll just fall off the radar.
19 So, I think starter grants in collaboration
20 probably with the university that you attend
21 with could be a good way of enabling the
22 fellows to integrate back into their

1 respective institutes.

2 Then, the other thing that I
3 thought about was the issue of some training
4 in the grant proposal writing. Because the
5 fact is after graduating, after doctorate
6 studies, surviving through competing for
7 grants. So, we need retraining, it could be
8 like part of the design of USAID fellows that
9 they are trained in grant proposal writing
10 because that's I think the key area of
11 survival. The fact is the government, funds
12 from government are very limited for research.

13 And also, on the issue of
14 information was, after graduating you want to
15 kind of stay current in your field. So, we
16 need, I don't know how that can be done, but
17 if we can get subscription to some of the
18 topnotch journals preferably for the next five
19 years as we establish back in our respective
20 fields, I think that would help us to kind of
21 stay abreast with current research and
22 innovations in our respective fields and stay

1 current in the research.

2 MS. HOWARD: Okay. Thanks,
3 Gerald. And so, and Grace and Anabela, I want
4 to ask you also, in addition to thinking about
5 the post experience to thinking about how we
6 design the fellowship for future students, are
7 there things that you might change about that
8 design to make it more effective?

9 MS. OTITODUN: From my own
10 perspective, the fellowship program design is,
11 I can say it's good. But I think, I still
12 believe that if USAID can make fundings
13 available, there can be exchange of visiting
14 scientists between African countries like all
15 the training is being done in the US. And I
16 know by so doing, it will lower the expenses
17 on the training. And the money itself can be
18 used for maybe acquisition of some equipment
19 that are going to be useful in the studies in
20 the African country's institutions. And I
21 believe with that, there will be improvement
22 in institutional development, capacity

1 development.

2 There's another thing, like as
3 I've already said, in my own institution,
4 there are a lot of gaps that have been,
5 performance gaps that I have identified, but
6 the privilege I have in coming over here to
7 really participate in this program has made me
8 to better understand so many things that were
9 wrongly done back home. Like the problem,
10 there is a performance gap in all staying
11 current even in a home institution. For me to
12 stay current, I need to really have access to
13 current scientific publications that are
14 either electronically or in hard copies. But
15 most of these facilities are not available
16 back home because the research programs are
17 really not funded as it is supposed to be back
18 in Nigeria.

19 But with all these reasons I've
20 given, I think the possibility of my
21 institution really giving me professional
22 development is minimal. But hopefully there

1 can be changes. So, I think with the program,
2 the design of this program, we appreciate if
3 there can be funding released to really help
4 us to further hone in what the studies we
5 have, the skills we have acquired to really be
6 able to use it back home and collaboration
7 even within African countries which I'm sure
8 will strengthen the scientific networking in
9 Africa. Thank you.

10 MS. HOWARD: Very good. Anabela
11 Manhica?

12 MS. MANHICA: I do agree with my
13 colleagues when they mentioned, you know, some
14 of their recommendations. I would also like
15 to emphasize the issue of funding. It could
16 be really an issue of funding by receiving
17 money, but I wanted to bring in a kind of
18 different perspective.

19 Through this fellowship, we were
20 really trying to make partnerships, so the
21 funding would come through the partnership.
22 I'm more fond of win-win situation, not just

1 receiving funds, but we should do something,
2 you know, that's the kind of, the donor comes
3 to us but the donor has to feel like, yes, I'm
4 getting something through this funding which
5 I've been giving.

6 So, the on-the-job training I
7 think is very important. The exchange
8 experience within Africa, it's very good, yes.
9 On-the-job training, if we can, we are now
10 doing training abroad, we come very often to
11 the US or other countries for training, that's
12 very good. It's marvelous because we get
13 across different cultural situations, et
14 cetera. But if we manage to have an expert in
15 one field to come down to our country and
16 share the experience with us, it would really
17 get more people involved instead of just
18 having one person.

19 You know, I came to New Mexico
20 State University. I have to go back home and
21 implement what I learned. I will really do my
22 best to train my colleagues on that. But if

1 my current mentor from New Mexico State
2 University managed to go with Mozambique with
3 the experience he has and work with more
4 researchers, more extension offices, more
5 change agents we have in the country, the
6 impact would be much higher than it is now.

7 Academic degree, getting an
8 academic degree is very important also because
9 being in a research area, we need to keep on,
10 you know, keeping up, going up. I have a
11 Master's degree. I need to go to my Ph.D.
12 But there is this issue of age in women in
13 Africa. There is a stage that we have to
14 decide between pursuing with our studies and,
15 you know, forget about the family, or what
16 normally happens is that women in Africa, just
17 the way I did, I prefer to pay attention to my
18 family and my kids, and now that they have
19 grown up I'm able to pursue with my studies.
20 Then there is a risk, there are no donors for
21 scientists who are of a certain age. So, I'd
22 like to suggest that you would really think of

1 how to invest on these women who are above the
2 limit age and make sure that they get their
3 degrees that they can pursue and bring
4 results.

5 And to finalize, to invest in
6 women, educating a woman, we say that it's
7 educating a nation. And I'll say it's
8 educating the continent. So, investing in
9 women education. Thank you.

10 MS. HOWARD: Thanks, Anabela.

11 This has been such a rich conversation. You
12 know, I want to turn to the Board members to
13 see whether there are some questions that you
14 would like to ask of the panelists before we
15 release them from this session.

16 MS. BERTINI: Thank you very much.

17 My name is Catherine Bertini. One of the
18 things that concern some of us here in the US
19 is that our government has, we think could put
20 more money and support into programs like the
21 ones in which you are involved. And with that
22 in mind, I wondered if you could just each

1 answer, just anecdotally from your own
2 experiences for every hundred people that are
3 in training in agriculture that you know,
4 what, you know, how many of them have some
5 connection to support from American
6 universities, how many of them some connection
7 to support from Chinese universities, from
8 European universities, and how many just
9 strictly from their own universities in your
10 countries.

11 I know it's kind of a broad
12 question but just any kind of a sense of an
13 answer of what you see would be wonderful.
14 Thank you.

15 MS. LUCK: I really found it
16 interesting that you were all talking about
17 funding whether it's win-win or, you know,
18 grant writing or what it might be, but
19 continuing your career path and how to address
20 that. And so, as you mentioned, support in
21 response to Catherine's question, that would
22 also maybe help address mine. I was trying to

1 think what we can do other than just add money
2 perhaps to keep you moving on that forward
3 path, because I hear valuable investment that
4 maybe we haven't completed, we could get
5 greater return if we could do one more thing
6 or change one thing. And it could be sending
7 someone in to touch a larger number of people
8 in that next stage rather than bringing back,
9 and you might be one of the assistant trainers
10 or something like that.

11 So, any example as you respond to
12 the questions that might touch that would be
13 great.

14 MR. SEBUWUFU: Well, regarding the
15 first question, I'm not from a university
16 setting, I'm from a national agriculture
17 research organization. It's just I think --
18 here. The fact is we get most of the funding
19 from I think US. It could be it's not
20 directly from the US government but from other
21 foundations within the US, Rockefeller, Bill
22 Gates. So, it's been really I think a major

1 source of funding for us in agriculture
2 research.

3 MS. HOWARD: Anything on
4 continuing your career path more than what
5 you've said?

6 MR. SEBUWUFU: I think out of the
7 issue of funding, issue of mentors going back
8 to Africa to train more, I think that's
9 important. After finishing, we shall also
10 mentor so that the science or the knowledge
11 I've gained and the skills are gained by more
12 people. And this is to work, we work with --

13 MS. HOWARD: Okay. Grace?

14 MS. LUCK: And do you have the
15 resources to bring it to others? Do you have
16 any funds or support to carry on that
17 mentoring or is that just part of your
18 responsibility to --

19 MR. SEBUWUFU: Yes, there is no
20 question of funding for mentoring. It could
21 be just your responsibility as a senior
22 scientist within the organization to train

1 others.

2 MS. OTITODUN: Like in my
3 institute, although I'm not from a university
4 but a research institute that is involved with
5 service and loss prevention, I can say I'm the
6 second person that will benefit from this
7 program although in my institute there is no
8 funding for continuity of all this, all this
9 kind of facilities I've been opportuned to
10 really be involved in. But I think if
11 supports like this in form of training can be
12 gotten from USAID, I'm sure it will really
13 assist us in my institute professionally, I
14 mean in professional development of scientists
15 in my institute. And also, like regular
16 attendance of international and local trainees
17 in workshops, seminars, conferences, all these
18 are important because through that you'll be
19 able to share your ideas of what has been
20 done, of the works you have done and it will
21 link you up to other scientists.

22 Like back home in my institute,

1 after research work has been carried out, the
2 results are just left on a desk, on drawers
3 without publishing. And nobody knows whatever
4 thing we have done. And this is not really
5 helping our research. So, this opportunity
6 has really allowed me to be better informed.
7 And I can say, boldly say that I am a better
8 scientist now than when I newly came for the
9 program. Thank you.

10 MS. HOWARD: Thanks, okay. So,
11 then quickly to Haroon and Anabela because we
12 want to give an opportunity for the rest of
13 the panelists to ask questions.

14 MR. SSEGUYA: Yes, I'm from a
15 university system and I would say a
16 significant proportion of funding comes from
17 the US. But then another big source of
18 funding is the European Union. Currently, in
19 the department where I work, I'm also the
20 Director for Graduate Studies and we recently
21 got funding and it cuts across universities.
22 It's not only at Makerere but also at Bunda

1 College of the University of Malawi in Malawi,
2 and Edgerton University in Kenya.

3 We are thinking of, with funding
4 from EU, we are thinking of using the
5 knowledge that we have achieved, like my LEAP
6 fellowship experience and other colleagues
7 from -- University. We came up with a
8 program, we call it GOforIT, Graduate
9 Opportunities for Innovation and
10 Transformation. And we are going, what we are
11 thinking of is to get mid-career extension
12 stuff to train them in how to effectively
13 participate in the innovation system on value
14 chains, how to build and manage coalitions,
15 you know, things that are coming out of how
16 they are supposed to do redevelopment work.

17 And, well, the thing here is that
18 these funds are supposed to come from outside.
19 Government is not being supportive yet. We
20 expect them to dedicate something in line with
21 the CAADP goal I think of contributing, is it
22 6 percent or 10 percent of each country's GDP

1 to agriculture? 10 percent. Uganda I think
2 is contributing 4 percent, and we think that
3 maybe if they can add to that, then we can
4 have some of the money from government and not
5 from outside donors. Sometimes they may delay
6 on everything. So, that's the way we are
7 doing it.

8 One thing, although this has gone,
9 the issue of, one design attribute that I
10 think can be done is like after the fellows
11 have been selected, it would be important
12 maybe to ask them about their performance gaps
13 since they are also being prepared to be
14 change agents. Then some training can be
15 organized either in conjunction with local
16 regional organizations or USAID. Actually the
17 USAID confirmations can work with the local
18 regional organizations. Like Regional
19 Universities Forum in Agriculture is doing a
20 good job in the Eastern and Southern Africa
21 region to do that kind of capacity building.

22 MS. HOWARD: Thanks. Anabela?

1 MS. MANHICA: Well, I don't think
2 I'll use most of the time because my
3 colleagues have mentioned most of the points.
4 I also wanted to say that the significant
5 funding is coming from US, yes. We also have
6 some other institutions that are also bringing
7 in some funding. But I wanted to point to you
8 one institution which is the Continental
9 Institution, the form of agriculture research
10 in Africa which also through the partnership
11 it has with several financial institutions,
12 they are able to gather funds and really use
13 them in the countries.

14 So, this was the aspect I wanted
15 to point to you because we are currently
16 undertaking a program which is related, one of
17 the programs which is related to wheat and I'm
18 coordinating one of them. But we have some
19 other several which are related to it. Thank
20 you.

21 MS. HOWARD: Thanks, Anabela. I'm
22 going to take on trust that that comment

1 didn't have anything to do with the entrance
2 of Monty Jones, the Executive Director of
3 FARA.

4 MS. MANHICA: Not at all. When I
5 spoke about innovation platforms, it was
6 related to it. It's just a coincidence.

7 MS. HOWARD: Okay, thank you. I
8 want to beg the Chair's indulgence, we got a
9 little bit of a late start. Could we have
10 another five minutes just to make sure we
11 capture the rest of the questions while we
12 have our panelists with us? Okay.

13 DR. EJETA: Well, I was going to
14 defer to the audience. I wasn't sure if you
15 were going there. But I just wanted to really
16 compliment you on the most insightful ideas
17 that you shared with us about your concerns
18 about being isolated and trying your level
19 best to make a contribution and yet there are
20 hurdles that you're facing on a daily basis.
21 And Haroon, your resolve and commitment to
22 want to go back because you want to serve is

1 very moving to me. These are the kinds of,
2 you know, young people that the continent can
3 generate provided we can provide them with
4 opportunities for them to be contributing and
5 to be very useful.

6 And the point that I wanted to
7 defer to other CRSP participants to make a
8 point of is the thing that came up over and
9 over again. And we had heard this through the
10 last several decades where young people who
11 have gone back appreciate a lot more the
12 continuing mentoring that takes place when you
13 are engaged in a collaborative mode with
14 individuals with whom you trained and you've
15 got an exchange of people, you know, mentors
16 going back and young people invited back to
17 conferences and workshops. Because when
18 somebody receives a graduate degree, it
19 doesn't necessarily mean that professionalism
20 has been attained. It is a slow process for
21 all of us becoming a professional, becoming a
22 seasoned professional to make a contribution.

1 So, opportunities like that have
2 been greatly appreciated. Many young people
3 have confessed to us where they go back and
4 they stay 10, 15, 20 years in the national
5 program, they say the single most factor that
6 kept me in there is getting this bridge and
7 connection with the rest of the world. And
8 so, that has been very, very useful to them.

9 But very often, you know, if you
10 look at the national program, training tends
11 to be one deep. You get a plant breeder or an
12 agronomist, they say, well, we don't need
13 that. And then from a granting agency, we
14 count the headcount of how many people we
15 trained but not necessarily thinking about how
16 well we have become useful in delivering and
17 contributing towards the mission. And that
18 requires time and the time that they need to
19 engage with the rest of the world to become
20 the best they can be to solve the problem in
21 their own continent.

22 MS. HOWARD: Brady?

1 DR. DEATON: I just want to say
2 amen! I had intended to, I wanted to commend
3 you and to thank you for the explanation of
4 your particular, the context in which you're
5 working. But Professor Ejeta said it more
6 eloquently than I that knowledge building is
7 a long-term process and it requires the
8 emphasis on the continued professional
9 linkages that you have emphasized and linkages
10 with your mentors that you've been working
11 with on your graduate degrees. And that
12 speaks to sustainability.

13 So, I would just commend the
14 session. And Julie, thank you for getting it
15 organized this way. And I think this was a
16 very important lesson to us.

17 (Applause.)

18 MS. HOWARD: Well, I just want to
19 thank the panelists and say that I personally
20 have also, I've learned a lot from you this
21 afternoon. And I hate to think that this
22 panel is actually the end of that learning.

1 So, I hope that they, you know, we can put
2 together some way to keep in touch so we can
3 continue to have you as advisors accompanying
4 us on this process going forward. So, I look
5 forward to staying in touch on that.

6 And please join me in thanking our
7 panelists again.

8 (Applause.)

9 (Off the record.)

10 DR. EJETA: We're going to start
11 with this panel, the panel on HICD Experts and
12 Perspectives. We've got a very distinguished
13 panel here. I will introduce them as they
14 speak, and they would be given a certain
15 amount of time that they have negotiated with
16 the organizers. And then they will be
17 prompted when that time is approaching and
18 they have a good understanding of that. And
19 hopefully we will get to leave some time for
20 question and answers at the end.

21 I will take the prerogative of the
22 Chair and start the panel with a couple of

1 slides that I have put together. Human and
2 Institutional Capacity Development is not a
3 new initiative for USAID. And I wanted to try
4 to indicate that, I think many of you know
5 that and know it a lot better than I do. But
6 I thought maybe I'll share that with you for
7 developing a common understanding.

8 It goes to before I was born, the
9 creation of the Point 4 Program, President
10 Truman's inaugural address, January 20, 1949.
11 He proposed what he called Programs for Peace
12 and Freedom and he had four points in them.
13 The first point says we'll continue to give
14 unfaltering support to the United Nations and
15 related agencies to strengthen their authority
16 and increase their effectiveness. And the
17 second is we'll continue our program for world
18 economic recovery and expanding the -- plan.
19 We'll strengthen freedom-loving nations
20 against dangers of aggression. And the last
21 point, point number 4 is we will embark on a
22 bold new program for making the benefits of

1 our scientific advances and industrial
2 progress available for the improvement and
3 growth of underdeveloped nations.

4 And many of these things have
5 stayed through the times. And the second
6 maybe milestone that I would mention then is
7 this compelling, most effective, most
8 visionary foreign assistance practice of
9 helping developing nations help themselves.
10 As visionary, as illustrious as it has been,
11 it lived under this nebulous name for about 12
12 years until the Foreign Assistance Act of 1961
13 that created the US Agency for International
14 Development.

15 And then the one thing that I
16 mentioned and very relevant to what we are
17 discussing today is the Foreign Assistance Act
18 Amendment in 1975. That was introduced by
19 Congressman Paul Finlay of Illinois and
20 sponsored in the Senate by Hubert Humphrey of
21 Minnesota. And that created this amendment
22 and eventually created this Board, the Board

1 for International Food and Agricultural
2 Development. And that Board took about a year
3 or two to develop the concept of the
4 Collaborative Research Support Program.

5 And so, these were really
6 milestones in the development assistance
7 program. But then it may be honest to say
8 that we had a low time where the USAID and the
9 US Government's leadership in capacity
10 building and institutional strengthening did
11 not continue to have as much support, both
12 financially and in terms of continuing that
13 legacy. And then in this 43rd President's
14 time in 2009, there were some revitalization
15 of that concept that came out by the study
16 that the Senate had done and eventually
17 leading to a bill that was introduced jointly
18 by Senators Lugar and Casey, Lugar from
19 Indiana and Senator Casey from Pennsylvania,
20 and then a great document from the Chicago
21 Council for Global Affairs, Global
22 Agricultural Development Initiative.

1 And these two documents really had
2 a lot of contributions particularly relative
3 to the role of universities and human and
4 institutional capacity development. Yes, a
5 lot of that did not see the light of day in
6 terms of being legislated, but it has really
7 informed the thought process of USAID and the
8 State Department in the last couple of years.
9 It is then with this background that we have
10 these discussions, as we indicated in the
11 morning, at the request of the USAID
12 Administrator to develop a consensus document
13 making recommendations to him about the human
14 and institutional capacity development for the
15 US Government.

16 And the one thing that I want to
17 say along with that is, both in the heyday of
18 human and institutional capacity development
19 for developing countries and even today, in
20 the leadership that the US Agency for
21 International Development has and the
22 convening power that it has to rally other

1 development agencies to a more focused
2 strategy for development goes without saying
3 I think. And to the extent that the Board
4 helps that, it really is helping the cause for
5 both the developing countries and as well as
6 for the United States.

7 I think in the contribution, in
8 the inaugural remarks that the President made
9 in 1949, many of the things that we repeat to
10 ourselves today were really said at that time.
11 And it's amazing to me including all the
12 enlightened self interest on why we need to
13 engage in development assistance was said by
14 him in his remarks. I don't want to take time
15 to read you all of the speech but just let me
16 say a few of these comments to remind us how
17 things are changing but how much many of the
18 things stay the same. Here is what he said:

19 "More than half the people of the
20 world are living in conditions approaching
21 misery. Their food is inadequate, they are
22 victims of diseases, their economic life is

1 primitive and stagnant. Their poverty is a
2 handicap and a threat posed to them and to the
3 more prosperous areas." And he said:

4 "For the first time in history,
5 humanity possesses the knowledge and the skill
6 to relieve the suffering of these people. The
7 United States is preeminent among nations in
8 the development of industrial and scientific
9 techniques. The material resources which we
10 can afford to use for the assistance of other
11 people are limited. But our imponderable
12 resources and technical knowledge are
13 constantly growing and are inexhaustible."

14 "I believe that we should make
15 available to peace-loving peoples the benefit
16 of our store of technical knowledge in order
17 to help them realize their aspirations for a
18 better life. And in cooperation with other
19 nations, we should foster capital investment
20 in areas needing development. Our aim should
21 be to help the free people of the world
22 through their own efforts to produce more

1 food, more clothing, more materials for
2 housing, and more mechanical power to lighten
3 their burdens."

4 "We invite other countries to pool
5 their technological resources in this
6 undertaking. Their contributions would be
7 warmly welcomed. This should be a cooperative
8 enterprise in which all nations work together
9 through the United Nations and its specialized
10 agencies wherever applicable. It must be a
11 worldwide effort for the achievement peace,
12 plenty and freedom. With the cooperation of
13 businesses, private capital, agriculture and
14 labor in this country, this program can really
15 increase industrial activity in other nations
16 and can raise the sustainability of their
17 standard of living."

18 We repeat to ourselves a lot of
19 this, perhaps indicating that we have learned
20 a lot. But in some ways, we really may not
21 have.

22 I'd like to start the panel with

1 introducing my colleague and friend, Dr. Monty
2 Jones. And many of you know Dr. Jones, he won
3 the World Food Prize in 2004, but before that
4 he spent decades as a lowly plant breeder
5 breeding rice in Sierra Leone and eventually
6 at the World Rice Institute. As a fellow
7 plant breeder, I'm entitled to call him a
8 lowly plant breeder.

9 Monty is from Sierra Leone. He
10 spent the past 22 years of his career in
11 Africa working on international agriculture
12 research and development, and development in
13 institutions. His work on NERICA has
14 increased rice production in West, Eastern,
15 and Central Africa and created savings for
16 many African governments.

17 In September 2001, he received the
18 National Order of Merit of Cote d'Ivoire given
19 by the Ivorian President. In 2004, he also
20 received the insignia of the Grand Officer of
21 the Order of the Rokel from Sierra Leone
22 President for his work on NERICA. Since

1 joining FARA in 2002 as Executive Director,
2 Dr. Jones has mobilized key decision making
3 including African Union and NEPAD as well as
4 major investors in African agricultural
5 development to work together toward the
6 achievement of Africa's vision. Dr. Jones?

7 DR. JONES: Can I talk from here?

8 DR. EJETA: Sure, yes.

9 DR. JONES: Thanks. Thank you
10 very much, Mr. Chairman. Ladies and
11 gentlemen, actually it's a great pleasure for
12 me to be here, to be starting this
13 distinguished panel. And I would like to
14 thank the organizers actually for giving FARA
15 this opportunity.

16 I think the subject for discussion
17 today is human and institutional capacity
18 strengthening for agricultural development.
19 As an introduction, I would like to give a
20 quote from a prominent Malawian and I quote,
21 "We know what needs to be done, but every
22 action is constrained by inadequate capacity."

1 That is the situation that we have in Africa.

2 And I would like to equate that
3 quote to the CAADP process, and particularly
4 to the CAADP documents that we are currently
5 developing and that we should be implementing,
6 notably the investment plans that countries
7 are planning together. These investment plans
8 have been approved by ministers, presidents,
9 and approved for implementation. Good
10 implementation is on the mind but inadequate
11 capacity. Attaining critical mass with the
12 required capacities I believe is very
13 essential for Africa's agricultural
14 development. For us, capacity is the Achilles
15 heel that will support African ownership,
16 African leadership of its development agenda.

17 So, that is a brief introduction,
18 and I would like to thank the organizer of
19 BIFAD for actually bringing us together to
20 discuss this particular subject that I believe
21 is very important and key to Africa's
22 agricultural development. Let me put into

1 context, you know, the capacity strengthening
2 situation in Africa. Capacity in agricultural
3 research and development, like I have said, is
4 inadequate. And the capacity that I'm
5 referring to here actually encompasses four
6 dimensions: human capacity, institutional
7 capacity, organizational capacity, and
8 retention.

9 And I think that in 2006, FARA
10 carried out a comprehensive mass assessment to
11 look at the capacity of our national
12 agricultural research and development systems.
13 And in that study, we looked at the number of
14 personnel in various institutions. We looked
15 at the quality of the personnel, how many
16 PhDs, how many MSs, and we also looked at the
17 age of the personnel. And of course I'm not
18 going to go into details about the age range,
19 but if you do ask I'll tell you that most of
20 our scientists are aged. We also looked at
21 facilities. We looked at incentives and
22 accountability mechanism that was the

1 management and governance structure in those
2 institutions.

3 And I will tell you that there
4 were deficiencies across the board from small
5 product producers to rural technicians to
6 extension workers to entrepreneurs to research
7 and then to policy makers. And if we look at
8 the disciplinary area, there was significant
9 deficiency as well, notably in the area of
10 biotechnology, biodiversity, biometry, seed
11 systems, communications, soft skills and
12 agenda. And these weaknesses that we observed
13 in this institution in the area of discipline,
14 we are precipitated by two decades of under-
15 investments in agriculture, in agricultural
16 research and development, under-investment in
17 our educational system, capacity strengthening
18 system.

19 And FARA as well as a number of
20 other institutions -- investment in capacity
21 strengthening, you know, is mostly done from
22 external resources by donors. In fact, 75

1 percent of the budget of our national
2 agricultural research system comes from
3 external resources. And I think that this is
4 really unsatisfactory and unsustainable, you
5 know, because there must be domestic,
6 substantial domestic investment in
7 agricultural activities, in capacity
8 strengthening.

9 And I'm talking of domestic
10 investment, I think it's not just a question
11 of increasing the skill of your investment.
12 I think it's a question of increasing the
13 quality of investment so that the funds are
14 used to support priority capacity
15 strengthening issues. It's a question of, I
16 believe, increasing the stability of
17 investment, you know, so that we make
18 investment by protecting materials better than
19 short-term investment in which usually goals
20 and objectives are not met before the end of
21 the project. So, we should be supporting the
22 programs.

1 And at the same time, we should
2 increase investments for utilization in an
3 appropriate manner. Too often when we support
4 a program, universities or capacity
5 strengthening program, we support minimally to
6 the extent that the fund is available just for
7 their salaries and benefits. What about
8 operations? What about capital needs? All of
9 these things need to be taken into
10 consideration so African government, African
11 private sector and philanthropists should
12 contribute significantly to the development of
13 their own system.

14 The weakness that we're talking
15 about, the size of countries that we have in
16 Africa. Most of these countries are small.
17 And I've just talked about investment,
18 investment in most of these small countries is
19 less than ten million US dollars per annum.
20 The number of scientists are not that many.
21 So, that creates a problem as well.

22 But personally, I believe that

1 Africa really should be taking care of coming
2 up with a comprehensive capacity strengthening
3 strategy. You know, I think that when CAADP
4 was created and the pillar institutions were
5 identified, my institution FARA was asked to
6 coordinate and facilitate implementation of
7 CAADP pillar. Pillar 4 constitutes
8 agricultural research, technology
9 dissemination and adoption but there is a link
10 to that latest capacity strengthening so that
11 it is not surprising that we are taking the
12 lead to try to come up with a comprehensive
13 strategy for, when I say we I mean FARA
14 actually, we're taking the lead to come up
15 with a comprehensive strategy for capacity
16 development, you know, in Africa.

17 And of course we do know that
18 there are several initiatives, capacity
19 strengthening initiatives in the continent
20 scattered here and there. And sometimes each
21 of these initiatives are working in isolation
22 of each other. Lots of duplications out

1 there. And I think that we need to harmonize,
2 you know, so that we avoid the overlap, you
3 know, that currently exists and show that we
4 promote complementary to, you know, of our
5 efforts.

6 So, that is the context that I
7 would like to put on the table. But then what
8 are the needs and the gaps? I think that some
9 efforts have to be made to look at Africa's
10 needs and gaps for capacity strengthening.
11 The last assessments that I talked about, try
12 to do that. And also, we have a program that
13 we call SCARDA, Strengthening Capacity of
14 Agricultural Research and Development in
15 Africa. It also looks at some of the gaps and
16 the needs in capacity strengthening
17 institutions, universities, et cetera.

18 And looking at the data that we
19 have now, I don't think it is sufficient. I
20 don't think we have sufficient data that will
21 enable us to plan and develop this capacity
22 strengthening strategy that we are talking

1 about. So, we need to come up with new
2 assessments that will enable us to get that
3 necessary information.

4 But I will say that, I would like
5 to mention that the CAADP, the Comprehensive
6 African Agricultural Development Program, is
7 making quite a lot of progress. In the last
8 year or so, up to 29 countries have signed the
9 compact. 20 countries have signed their
10 investment plans, and 14-15 of those
11 investment plans have been thoroughly
12 reviewed. And now, what we have seen is that
13 with these, the capacity strengthening
14 efforts, those priorities that are planned in
15 these investment plans, you know, came from
16 institutions like FARA, other lead
17 institutions and other partners.

18 You know, we've made sure that
19 capacity strengthening is part of these
20 investment plans. It's part of the compact.
21 And I think that that is good news because for
22 the first time we're taking a very holistic

1 view in looking at all of these things.

2 But what are the key success
3 stories in capacity strengthening? I talked
4 about SCARDA. SCARDA actually was looking at
5 institutional analysis at universities, even
6 research institutions, and the need and the
7 identified needs across the entire spectrum
8 for research management and governance,
9 scientific quality, and of course continuing
10 professional education. That is one success
11 program that we've had in Africa.

12 And the second one is UniBRAIN.
13 UniBRAIN actually brings together for the
14 first time, and this is another program that
15 is run by FARA, you know, bringing together
16 research, universities and the business
17 sector, together to incubate innovation. I
18 believe that is a success story because too
19 often research has talked fully to themselves.
20 Extension has talked only to themselves. But
21 for the first time, we're bringing all of this
22 together.

1 Another program is the use of ICT
2 which is becoming, getting momentum in Africa
3 to make sure that we access the necessary
4 information. And then we have a program that
5 we call PAEPARD, Platform for African-
6 European Partnerships on Agricultural Research
7 for Development, which actually creates a
8 forum for linkage between African researchers
9 and also European researchers. We have
10 another platform in which Brazil, Africa and
11 Brazil are a marketplace for food security,
12 again, it leads African scientists and also
13 Brazilians institutions and scientists all in
14 strengthening Africa's capacity, you know, to
15 build its own capacity.

16 But how can US and other donors
17 help, you know, Africa to strengthen its
18 capacity? I think that you can help us play
19 advocacy, advocacy for capacity strengthening.
20 I think that the -- community was very
21 instrumental in the reversal of supports to
22 higher education, you know, and put the

1 emphasis on supports to primary and secondary
2 education. I think that you can help to play
3 advocacy for higher education to be supported
4 again. I think it's very important.

5 You can help to play advocacy for
6 us to have a harmony of all this, to create
7 harmonization of all these initiatives on
8 capacity strengthening that are yet not too
9 well coordinated. And I think that basically
10 what we would like to see is to increase
11 synergy, coherence, and of course value for
12 money. And again, you can help to invest on
13 the development of the new program that we're
14 talking about, the comprehensive capacity
15 strengthening development strategy that we're
16 talking about. And at the same time, I
17 believe that there are a number of
18 institutions that are coming up as centers of
19 excellence that could be supported.

20 Lastly, Mr. Chairman, I would just
21 like to say that I believe that in all of
22 these ventures, as much as Africa would like

1 to do business which are long term amongst the
2 US and other collaborators, I think that we
3 should strengthen the existing structures
4 rather than creating new structures. We have
5 too many structures in Africa. And I think
6 that when it comes to capacity strengthening,
7 FARA is walking with the World Bank, we are
8 working with APLU and others, and I think that
9 there is the US Africa education initiative.
10 Those structures are there on top of CAADP, on
11 top of the AID, and of course the regional
12 economic communities.

13 Those are structures that we could
14 strengthen. And when we talk of FARA
15 structures, the Secretariat, FARA and regional
16 organizations and also AFAS and ANAFE, et
17 cetera, you know. So, in a nutshell, I will
18 say that if you look at capacity strengthening
19 need for Africa, it's very huge. Very, very
20 huge. I believe that whatever we can do with
21 the available resources, we have to build a
22 strong foundation, you know, that will

1 strengthen this particular sector which is
2 very crucial, you know, for the development of
3 agriculture, attainment of food security, and
4 preventing reduction in Africa. Thank you,
5 Mr. Chairman.

6 (Applause.)

7 DR. EJETA: Thank you very much.
8 Now, we'll continue with the panel and have
9 time at the end for questions. I will
10 introduce Dr. Cornelia Flora who is currently
11 a distinguished professor in Sociology at Iowa
12 State University. Before that, she was an
13 endowed Chair in Agricultural Systems at the
14 University of Minnesota and had worked
15 extensively in a number of development
16 programs particularly in Latin America.

17 She has extensive scholarly
18 contributions, author and editor of a number
19 of recent books including Interactions Between
20 Agro-Ecosystems in Rural Communities, Rural
21 Communities Legacy and Change, Rural Policy
22 for the 1990's. And her newest book is Rural

1 Communities Legacy and Change which is about
2 to be published in the fourth edition. And
3 with that --

4 DR. FLORA: Okay. I'm short, I
5 wanted to let you know that I was actually
6 born before President Truman's inauguration,
7 but I missed his Presidential inaugural
8 address. But I think it's very useful to look
9 at it.

10 I also, as you can tell
11 undoubtedly, I'm a sociologist. And
12 sociologists tend to love the kind of
13 presentation we just got because I look at
14 things in terms of seven capitals that can
15 work together to bring about a healthy
16 ecosystem, economic security and social
17 inclusion. And it seemed to me that when
18 we're talking about Africa, natural capital is
19 huge. We have a very vulnerable planet in
20 terms of natural capitals.

21 Then the next is cultural capital.
22 And I was thinking about the notion of

1 retention. And part of cultural capital is
2 what we think is possible to change. And I
3 think this is where I'm seeing this huge
4 increase, that what CAADP has given us is we
5 can change these institutions. And retention
6 means we will stay and work in our African
7 institutions because we believe we can be part
8 of changing them.

9 Next is human capital. And we've
10 talked about the need to increase the skills
11 and abilities of Africans to be able to
12 interact with each other. It also means
13 identifying those skills and capacities.

14 Next, we look at social capital
15 which is the interaction among different
16 groups. And I think here is where this is a
17 key issue, particularly what we call bridging
18 social capital where different African
19 institutions work together when they decide on
20 how to communicate. So, the notion, I really
21 thought this was an important part of Dr.
22 Jones' presentation, of how important it is to

1 get these linkages going. And he's talked
2 about important ones between Africa and the
3 EU, between Africa and Brazil, but also how
4 can we help strengthen this within Africa
5 itself.

6 After that, we look at political
7 capital. And here I think is where the
8 institutional issues are huge. What is a
9 political capital? What are the norms and
10 values that put in the rules and regulations,
11 that then made to standards that then leads to
12 what is actually enforced? And what we have
13 in many societies, I would say some of our own
14 US universities, are institutions that were
15 established maybe for the 19th century,
16 possibly for the 20th century, but not for the
17 21st century. And so, how do we begin
18 rethinking, not bringing in new institutions,
19 but how do we seriously rethink the standards
20 and rules and regulations for our 21st century
21 institutions?

22 Then there's financial capital,

1 everybody's favorite. But he made a really
2 important point that financial capital really
3 isn't as important as investing it wisely.
4 And if we don't have those other capitals in
5 place, it's going to be difficult to set the
6 priorities that allow for the wise investment.

7 And finally is built capital. And
8 we all think and it's clear we need roads, we
9 need IT, we need lab equipment, but what are
10 ways we can again prioritize, that we can
11 share, that we can begin to use this most
12 effectively? So, anyway, I really love it.

13 And the other thing that
14 sociologists, at least those of us who do
15 applied community work, start with is we use
16 an asset-based approach. So, we tend not to
17 do needs assessments. We tend to say what's
18 working, you know, we look for the positive
19 deviancy in difficult situations. And so,
20 what I want to present to you is something
21 that we discovered in our 2009, we slipped
22 into January 2010, analysis of USAID funded

1 institutional support programs with human
2 capacity building in Africa.

3 Okay. There are a lot of really
4 good initiatives that Africa is developing,
5 and I think the really important part is this
6 an Africa-based initiative. CAADP is
7 extremely important as a basis. But again,
8 it's not enough. And it involves land and
9 water management, market access, food supply
10 and hunger, and agricultural research. And we
11 are particularly interested in the fourth
12 pillar but we understand that fourth pillar is
13 to support the first three.

14 So, here are sort of some truisms.
15 Africans will determine the priorities and
16 provide the solutions. Our job as US land
17 grant institutions is to make sure that we are
18 helping, facilitating, supporting that
19 process; we're not going to do it.

20 Oh, of course we have all the
21 answers. It means that we will look at things
22 like food security, food sovereignty,

1 nutrition, exports, natural resources,
2 distribution issues. And the training can
3 take place in Africa. And some of the most
4 innovative programs we found were actually
5 funded by the CRSPs where you would bring US
6 instructors to work in African graduate
7 programs for even a couple of weeks to give
8 short courses, where you would have dual
9 degrees between the US university and an
10 African university, where there was the
11 possibility of learning from US programs but
12 also African programs and particularly cross-
13 border African higher education that is built
14 on long term.

15 So, we believe there's got to be
16 an institutional approach using HICD, and
17 we're working with systems not individuals.
18 Individuals clearly are part of the system but
19 we're working through there. It means working
20 with colleagues. And here is how you work
21 with a colleague. What we've found out, we
22 talked to people who had been trained a long

1 time ago, is they kept, some of them kept in
2 contact with their major professor, then their
3 major professor died or retired or went into
4 art and that sort of stopped. What colleagues
5 do is connect other colleagues. So, the
6 notion of thinking of ourselves as a colleague
7 rather than that gatekeeper I think is a very
8 important rethinking of US professors.

9 It means sharing rather than
10 simply imparting knowledge. There is a huge
11 amount of knowledge creation that is going on
12 in Africa that we can all learn from and
13 appreciate. It really means a long-term
14 perspective, and again this is what we found
15 was impressive in the CRSPs, that this was
16 something we were sort of, as we have with our
17 students, it's a lifetime commitment.

18 Here are some examples. The
19 Agricultural Sector Coordinating Unit in
20 Kenya, and here is where I disagree a little
21 bit with Professor Juma, I think they're
22 beginning to pull it together in Kenya, that

1 they had appointed people from KARI to
2 university professorships. People from the
3 university do research at KARI, their students
4 are there as was pointed out. So, I think
5 that these are examples of where Africans are
6 figuring it out and doing it, I think, quite
7 impressively.

8 Cornell and -- sent lead
9 scientists to KARI to work for a month. The
10 regional strategic analysis in knowledge
11 support system in Eastern and Central Africa,
12 another example of these kinds of 21st century
13 collaborations.

14 Reform, another really important
15 way that across borders Africans are working
16 together, and sometimes US scientists are
17 collaborating as well. And the notion of
18 African and US scientists submitting joint
19 proposals, as our colleagues here pointed out
20 in the previous panel, it's really important
21 to keep the research grants going. And so, if
22 it can be done jointly around issues that come

1 out of Africa, that's even better.

2 We found that there were some
3 really important reasons for people to be
4 trained in the US because we found people that
5 were trained and often in our meetings with
6 faculty involved, people trained in Russia and
7 in Germany and in China and Japan, we do some
8 things that are different. First of all, we
9 have a lot of courses. We don't just go in
10 and you read in a very narrow field. We, for
11 some amazing reason, we allow people to take
12 courses outside while they're writing their
13 dissertation. That's hugely important. And
14 sometimes we even encourage people, for
15 example in agronomy to take a course in the
16 business school, or even sometimes sociology.

17 So, what we're doing is we're
18 encouraging this notion to think more broadly
19 which is what you need for institutions. And
20 our course work is not just a brilliant
21 professor talking, or you meeting one on one
22 with your professor. You interact with your

1 fellow students. Most of my students
2 probably, Haroon might bear this out, learn as
3 much from each other as they learn from us.
4 You may -- teacher but the point is this is a
5 process. There is again availability of
6 research outside.

7 Problem solving through teamwork.
8 We're really big into teams, and the learning
9 environment at our land grant institutions and
10 some of our other institutions of higher
11 education involve not just scientists but
12 you're out with farmers. You're doing, you're
13 working with businesses. You're working with
14 advocacy groups. And so, it gives you just a
15 different perspective on what an institution
16 does.

17 This can happen in Africa,
18 designed and implemented by Africans. We're
19 talking about knowledge-intensive agriculture.
20 And one of the things we're learning is that
21 even small holders can do knowledge-intensive
22 agriculture. We do not have to have all the

1 knowledge contained in a seed or all the
2 knowledge contained in a bag of inputs.
3 There's a lot of very smart people. So, the
4 knowledge is embedded in farmers, knowledge is
5 embedded in technology. We need up front cost
6 of building capacity.

7 But again, the higher education is
8 a really good place to start and it pays off
9 in adaptive system management in response to
10 resource scarcity. Because we know we're not
11 going to get any more or much of what we have.
12 So, here are sort of ways we suggested of
13 working there that is really important to
14 engage US missions. This is very difficult at
15 times for scientists. We tend to be very
16 snobby about bureaucracy and do not respect
17 the knowledge that local people often have.

18 Strategic planning. So, who is
19 going to be identified, what institutions do
20 we work with, how are they identified, how do
21 we work with them? Institutional linkage
22 starts with an institution that has commitment

1 but it also means getting advisors who really
2 care about those topics. It means you have to
3 help your students do locally relevant
4 research. That is to say not research that
5 really makes good sense for my research
6 agenda, but for their African concerns.

7 And we talked about the importance
8 of local advisors for institutional capacity
9 building through trips back and forth. I
10 think one of the things that some of the pilot
11 programs that USAID funded through BIFAD were
12 that the advisor went to visit the student in
13 the field and gave seminars there. And the
14 need to fund post program research, but again
15 collaboratively.

16 What we saw with each of the
17 students here which are now professors, many
18 of them, is that they were chosen because they
19 were already part of an institution, but that
20 institution then had to have a plan to replace
21 them while they were gone. They couldn't be
22 away for a really long time. And there was an

1 agreement on the part of the institution of
2 what they would come back and why they would
3 be important when they came back.

4 So, I think I've made my time.
5 Sorry to go so fast. But I'm very excited
6 from what we learned about the possibilities
7 that exist. I think we have a lot of
8 strengths in our US institutions. I think we
9 have some really good programs that show our
10 long term ability to work effectively with
11 African institutions. And I think we have an
12 amazing number of graduates from our
13 institutions that are in research and
14 educational institutions in Africa. And I
15 think as was pointed out by Dr. Juma, can do
16 this linkage between farmers, researchers,
17 students to try to really affect the wide
18 variety of agriculture in Africa.

19 (Applause.)

20 DR. EJETA: Thank you, Dr. Flora,
21 for that excellent presentation. The next
22 speaker is Dr. Mywish Maredia, an Associate

1 Professor in International Development at
2 Michigan State University. Dr. Maredia has
3 got extensive experience particularly in the
4 area of impact assessment. I've worked with
5 her in the CGIAR system and Science Council.
6 She's highly respected for her analysis and
7 work in impact assessment. And she will be
8 the next speaker.

9 DR. MAREDIA: Thank you, Chairman,
10 for that introduction.

11 Before I begin, I just wanted to
12 acknowledge my colleagues. I used to be also
13 an Associate Director of the Bean/Cowpea CRSP,
14 I consider myself part of the CRSP community.
15 But I would like to acknowledge the input and
16 feedback I have received from other CRSP
17 directors in the preparation of this
18 presentation, and also some of the data
19 provided, and also of the views and thoughts
20 reflected from a presentation that was made by
21 our breeders in an ASA meeting in 2007.

22 Just briefly, to go over the

1 objectives of my presentation, it's basically
2 four-fold. I just want to clarify what do we
3 mean by human and institutional capacity
4 development. Define the CRSP model, I know it
5 has been mentioned several times throughout
6 the day today, but just briefly I'll give you
7 an overview of what the CRSP model is. And
8 then review some CRSP achievements in long-
9 term training, and then present some
10 challenges and innovations in the CRSP
11 approach.

12 So, clarifying the goal. What do
13 we mean by human and institutional capacity
14 building? Basically, at least from my
15 perspective, it basically involves two primary
16 components. One is the training and
17 development which is basically developing the
18 human expertise, the intellectual and the
19 human capital for the purpose of improving the
20 performance perhaps at that individual level.
21 And secondly, it involves organizational
22 development which is, what it means is it

1 unleashes the human expertise for the purpose
2 of improving the performance of that
3 organization at the group process and system
4 level. And basically what it means is it
5 increases the organization's effectiveness,
6 leadership and the role it plays in strategy
7 development.

8 Now, both these components are
9 necessary to achieve the goal of human
10 resource and institutional capacity building.
11 And CRSPs are in a very good position to
12 achieve both these components, and I'll
13 explain how and why.

14 So, what's the CRSP model? We
15 have heard this term many times today. The
16 Collaborative Research Support Program
17 basically involves three sets of players. The
18 investor which is the US Agency for
19 International Development who contracts out
20 this whole program to a management entity
21 which is a US university and currently it
22 involves partners. They are composed of other

1 US universities, host country institutions
2 from development countries, and other US and
3 international organizations including the NGOs
4 and the private sector.

5 And there are three essential
6 elements in the design of this model. First,
7 the goal or the scope of these programs. They
8 are basically investments in research but for
9 the purpose of development. So, they are R4D
10 programs and they do research through projects
11 which are the units of planning and
12 implementation of the research and they are
13 built on the principle of collaboration. And
14 the C is not only their first name but it's
15 the second, third and fourth name of the CRSP
16 model. They are collaborations between, each
17 project has a US and a host country partner
18 that essentially work together as colleagues
19 to develop research work plans and
20 implementation plan.

21 So, these collaborative research
22 projects are sort of the building blocks and

1 the defining feature of the CRSP model. And
2 this is one of the features that distinguishes
3 them from many other initiatives you would see
4 in the HICD area which may be solely just
5 based on capacity building.

6 So, how do the CRSPs build this
7 human and institutional capacity? The CRSPs
8 started to mobilize the US universities'
9 resources to improve the human capacity and
10 institutional resources in the partner host
11 country institutions. And they do this
12 through a multi-prong approach. First of all,
13 through long-term degree training. It gives
14 opportunities for host country institution
15 students/staff members to attend US
16 universities and obtain advanced degrees.

17 Secondly, through short-term
18 training. The CRSP, they put a lot of
19 resources in short-term training which
20 involves workshops, internship opportunities,
21 in-lab training for staff, and that also leads
22 to skill upgrading of not only the researchers

1 themselves but also their technical staff and
2 the field staff that contribute to the CRSP
3 projects. It's a good opportunity for hands-
4 on mentoring to the collaborating scientists
5 in those institutions and also to the
6 administrative staff in contractual, financial
7 and administrative management of donor-funded
8 projects. The CRSPs also offer opportunity
9 for facility and infrastructure upgrading in
10 those institutions which sort of are
11 foundations to do good in world class
12 research. And also, lastly, they offer
13 networking opportunities for the researchers
14 and the staff in those host country
15 institutions to be linked to the global
16 community in the research area.

17 So, basically, the CRSP approach
18 is an integrated approach. It empowers the
19 CRSP host country participating institution in
20 not only developing new technologies and
21 knowledge, but also concurrently developing
22 the human infrastructure resources and

1 competencies in strategic areas in agriculture
2 and natural resource sciences. And this leads
3 to that institution's self reliance and
4 sustainability.

5 So, what are the comparative
6 advantages of the CRSP in human resource and
7 institutional capacity development?

8 Basically, there are three advantages that I
9 can list. The CRSP model allows opportunities
10 for a comprehensive approach, and that's where
11 the definition of the human resource and
12 institutional capacity building comes, that it
13 not only upgrades or trains the human capital,
14 but it also gains opportunity for the
15 organizational development. Secondly, it is
16 a great platform for involving and
17 collaborating with diverse partners,
18 leveraging partnerships with agribusiness
19 forms, government institutions, IARs, NGOs,
20 and other foundations. And this helps sort of
21 widen the network that goes into the
22 organization's development. And thirdly, it

1 is the long-term nature of the CRSP project
2 which affords to continue those relationships
3 on a long-term basis.

4 So, I'll just focus on one aspect
5 of the HICD which is the long-term degree
6 training which is done through CRSP and
7 present some of the salient features and some
8 of the best practices in this model. First of
9 all, I think CRSPs have traditionally invested
10 about 20 to 25 percent of their funds in this
11 long-term degree training. There is a wide
12 range even around this figure, some CRSPs I'm
13 sure are investing more than that especially
14 when it comes to, you know, supporting all
15 aspects of the research that's done and
16 training that's done for developing country
17 students.

18 Secondly, the degree training is,
19 as I said, an integral part of the research
20 work plan that's jointly developed by the US
21 and a host country collaborator. It is not an
22 afterthought that, oh, by the way, we'll also

1 do a degree training as part of this project.
2 The trainees are selected by the host country
3 collaborators based on their academic
4 potential and their professional interests and
5 goals. The trainees are then placed in
6 graduate degree programs both in US
7 universities and also in advanced institutions
8 in other countries. So, it sort of fosters
9 south-south partnership approach also.

10 And post graduate mentorship,
11 networking and financial support, and this was
12 testified by the presentation before by some
13 of the beneficiaries of some of these
14 programs. This is also one of the very unique
15 features of the CRSP model where it affords,
16 because of the long-term nature of funding, it
17 affords to provide some seed money post
18 graduation to those trainees when they return
19 home. And also, there is a very high return
20 rate of those trainees back to their
21 institution to continue working on the
22 research project and advancing the goals of

1 the R4D projects.

2 Some of the advantages of the
3 long-term degree training given to CRSP is
4 that it gives this model sort of, serves as a
5 platform to access world class academic
6 programs both in the US as well as in other
7 countries where trainees can be sent. And
8 secondly, the trainees work under the direct
9 mentorship of researchers who are well known
10 in their area, they're well recognized and are
11 involved in cutting edge research to advance
12 the agenda of the CRSP. It integrates
13 academic research and outreach into the whole
14 degree program which sort of creates synergies
15 and this is sort of what is behind this land
16 grant mission where, and I think something
17 that Cornelia pointed out, that we just don't
18 give them opportunities to, we just don't give
19 them lectures, we'd also involve them in other
20 missions of our university which helps them
21 sort of learn from that and apply it when they
22 go back to their own institutions.

1 Another important aspect, because
2 CRSP is an integrated model, is that the
3 research and the dissertation or thesis work
4 that comes out of the training is not just,
5 you know, doing some research for the sake of
6 just publication, but it also is addressing
7 real world problems and constraints they are
8 facing in their own countries.

9 I'll just go briefly with these
10 two things that also has created economies and
11 cost savings for USAID when degree training is
12 done through the CRSP because there is a lot
13 of leveraging of resources and cost sharing by
14 the universities in terms of waiving the out-
15 of-state tuition fees, et cetera.

16 Some of the CRSP achievements in
17 long-term degree training, I'll just very
18 briefly go through them. They're very
19 impressive numbers when you just add
20 everything over the three decades of
21 experience that CRSPs have had in this
22 implementation of this integrated approach.

1 Almost 4,000 trainees have been trained and
2 degrees have been supported. Out of that,
3 more than 3,500 have been trained in advanced
4 degrees, and currently about 350 are getting
5 their support through CRSP.

6 I won't go much in detail, I don't
7 have a lot of time. But the one main thing I
8 wanted to point out was that there is a myth
9 that many times students who come to the US
10 don't go back. A study that was done by the
11 Bean/Cowpea CRSP a few years ago sort of
12 confirmed that, contrary to the case, many
13 researchers do go back. There was already a
14 high return rate of graduate students back to
15 their home countries or any other developing
16 countries in the region and contributing and
17 continuing to work in their area of research
18 for which they were trained.

19 Some of the examples of successes
20 in capacity building through CRSP, these are
21 very well known. Many examples which later on
22 perhaps the CRSP directors present here can

1 also highlight, is that there are examples of
2 many NARs, many universities in Africa, in
3 Asia, in Latin America where dozens or two
4 dozen staff have been trained by a given CRSP
5 and they have built a whole research program
6 after that training. There are examples of
7 how the trained students have gone back to
8 their country and over time assumed positions
9 where they could be, you know, they have
10 played a very important advocacy role or they
11 are deans of their colleges and leaders in
12 their institutions and become successful
13 entrepreneurs.

14 I also wanted to take this
15 opportunity to highlight some of the
16 challenges and constraints. Although there
17 are many advantages and good things about this
18 model, there are also, you know, to be fair we
19 have to also look at some of the constraints
20 lately that the CRSP model has been facing.
21 First of all, those impressive numbers that I
22 gave a few minutes ago, not all of those

1 numbers translate into institutional capacity
2 building. In other words, just training
3 students from developing countries does not
4 count as institutional capacity building
5 because many times those trainees are not
6 selected in a way that is based on the needs
7 of those institutions and so they don't
8 contribute to develop a comprehensive
9 strategic capacity needed in the country.

10 So, sometimes that is a challenge,
11 how do you focus on that organization
12 development, the institutional capacity
13 building part rather than just training
14 graduate students. Secondly, there is a
15 challenge of how to make the capacity building
16 strategy relevant to the host country in terms
17 of matching the opportunity with the need.
18 How do you, many times a CRSP project may be
19 doing a research in an area where there might
20 be opportunity to train students but actually
21 the need of that country or that host country
22 institution may be in a different area and

1 that CRSP project may not be able to address
2 that need. So, sometimes there's mismatch
3 between where the opportunity is versus what
4 the need is of that institution. There is
5 also this challenge of how do you provide or
6 introduce innovative elements in the
7 experience of those graduate students that are
8 involved in long-term training.

9 To me, this next one, the next
10 challenge of the tradeoffs is a very important
11 one and something that's more recently become
12 a challenge in the sense that more and more
13 our CRSP projects are becoming short-term
14 competitive projects. And this goes against
15 the advantages I had listed earlier or one of
16 the salient features of CRSP 10, 20, 30 years
17 where there was sort of a long-term guarantee
18 into the research project in terms of funding
19 and they used to really focus on the
20 institution and build their capacity.
21 Nowadays with two to three-year projects, that
22 goal is difficult to achieve, so it really

1 creates a challenge. And lastly, how do we
2 prepare the global leaders that we are talking
3 about today through these short-term and
4 competitive projects? It really has become
5 constrained to address that growing need.

6 And some of the specific
7 challenges of the US-based capacity building
8 program are that it has become very difficult
9 for many graduate students from Africa and
10 Asia to compete and be admitted on just
11 academic grounds. Also, education in USA has
12 become very costly as you all know. So, both
13 on academic and cost basis, it has become very
14 competitive to afford to continue with the US-
15 based capacity building model.

16 There are also considerations of
17 academic needs. From a US university
18 perspective, how do they meet both the needs
19 of domestic students and international
20 students, and how do they create a program or
21 give an opportunity which sort of equally is
22 attractive to both pools of students? English

1 language has often been mentioned as another
2 constraint where the require to pass TOEFL
3 exam and be admitted in a US university often
4 limits the accessibility of this to non-
5 English speaking students.

6 I think I'll just go back to my
7 last slide here. I've been told I'm overdue.
8 Some of the innovations and criteria training,
9 I just wanted to share some of my thoughts on
10 how CRSP can incorporate some of these
11 elements more widely. Some of them have
12 already been mentioned before such as offering
13 joint and dual degrees; developing programs
14 where it gives opportunity for students to do
15 field research back in their country; so
16 sandwich programs, course work here, research
17 there, or vice versa. Distance education, the
18 use of modern technology, how can we take more
19 advantage of that in designing innovative
20 graduate programs?

21 Perhaps we need designer programs.
22 Sometimes it's very difficult to attract

1 graduate students, or the needs that are in
2 host countries, it's very difficult to match
3 them with the standard disciplinary based
4 graduate programs offered by universities.
5 Many times institutions are looking for
6 training students who are generalists or in
7 areas which doesn't really fit in an academic
8 setting. How do we design programs that meet
9 such target population?

10 And secondly, how can CRSPs add
11 value to host country graduate programs? Many
12 times when we think of training, we only think
13 of bringing students to the US and training
14 them. But there is also an opportunity where
15 CRSP researchers or US university professors
16 can add value to the host country graduate
17 programs and how CRSP can play a role in that
18 is another food for thought for all of us.

19 I just wanted to lastly, before I
20 close, wanted to say that I also manage a
21 program called UILTCB or the USAID Initiative
22 for Long-Term Training and Capacity Building.

1 Due to time, I didn't have enough time to go
2 into that but perhaps in the discussion stage
3 I can some information on that and how some of
4 these innovative features have been added in
5 that program.

6 (Applause.)

7 DR. EJETA: Thank you very much,
8 Dr. Maredia. Our next speaker is Dr. David
9 Nielson, Lead Agricultural Services Specialist
10 in the Africa Region of the World Bank. Dr.
11 Nielson holds a Ph.D. in Economics from the
12 University of Chicago. He's a native of South
13 Dakota although he has spent some time at the
14 University of California in Berkeley and also
15 has worked at the World Bank. He's currently
16 the bank's lead person in support of the
17 Comprehensives African Agricultural
18 Development Program.

19 DR. NIELSON: Okay. Thank you
20 very much for the opportunity to participate
21 in the meeting here. I work in the Africa
22 Region of the World Bank in the unit that

1 supports agriculture and rural development.
2 And I'm going to focus my remarks today on, to
3 give you a sense that there is at this time
4 movement to make a big push on support for
5 tertiary agriculture education in Africa.

6 I think we heard from some of the
7 other speakers already that Africa is very
8 concerned about university level agriculture
9 education. I think it watches with great
10 concern the deterioration of the great
11 agricultural universities that it had at the
12 time of independence and later, the
13 deterioration of some of the support that has
14 come from its partners. You know, a visit to
15 an agriculture university in Africa today,
16 it's not uncommon to go and look for a lecture
17 and find a hall the size of this one
18 overflowing and students sitting and standing
19 outside the door because they can't get in.
20 They're trying to hear what the professor is
21 saying standing outside the door.

22 It's not uncommon to look at the

1 living conditions of the students and find a
2 room, like the one I slept in when I was
3 growing up, having 6 or 8 or 10 people
4 sleeping in that room. Sometimes they're both
5 men and women. It's not a comfortable
6 situation. It's not a, and I think we have to
7 wonder, is it a productive situation for
8 agricultural education to go forward under
9 those conditions. I think Africa shows great
10 concern about that. I think Africa shows
11 pride that so many more Africans are able and
12 trying to get a university education, but
13 great concern in the deterioration of the
14 quality of universities and great concern in
15 the universities' ability to handle all those
16 students.

17 And simultaneously, I think as
18 other speakers have said, I think Africa shows
19 great concern about its own capacity to manage
20 its own programs effectively. People who have
21 worked in the development agencies, you know,
22 have faced this constantly, the difficulty of

1 finding good counterparts to really lead the
2 programs and do the day-to-day work in the
3 programs that we try to support. And I think
4 Africa is even more acquainted with that
5 problem than donors are. It might be
6 exaggerated to some extent because I think a
7 lot of times we don't recognize the latent
8 talent in many of the people in those
9 programs. But even so, I think it's very
10 clear that lack of human capital, lack of
11 institutional capital and the other five that
12 were mentioned remains a huge constraint for
13 going forward.

14 Those are huge challenges. Those
15 are huge challenges to address. And those are
16 challenges, coming from the World Bank, you
17 know, it's easy to think, okay, let's have a
18 World Bank initiative. But I think even here
19 at the World Bank we realize that this is much
20 bigger than the World Bank. And I want to
21 come back to my thanks for the invitation to
22 be here. I think we don't, the World Bank,

1 even though we sit so close to USAID, we don't
2 always work that closely together. We're just
3 a few blocks apart and just until recently I
4 rarely spoke with people at USAID in
5 Washington.

6 Our own strategy in the World
7 Bank, you know, the Bank is known as a
8 financial institution providing development
9 finance. Over the last decade or so, the
10 Bank, we tried to understand ourselves as a
11 knowledge bank as well. So, it's money and
12 knowledge. And much more recently, I think
13 we've understood ourselves as partners because
14 these kinds of problems cannot be addressed by
15 one institution alone. These are big, big
16 problems and we have understood that the World
17 Bank is not big enough to take on a challenge
18 like that by itself. It needs to do it in
19 partnership.

20 And I'd like to mention here that
21 the most recent Africa strategy for the World
22 Bank says, yes, the World Bank is about money,

1 yes, it's about knowledge, yes, it's about
2 partnership, but from now on it's about
3 partnership first and then knowledge and then
4 money. And I really think the opportunity to
5 work closely with people in this room and your
6 colleagues is an extremely welcome one for the
7 Bank. So, that's a small aside from the World
8 Bank.

9 But coming back to the enormity of
10 this challenge, I think there are reasons to
11 think that this is a time when we can think of
12 making a big push to address this challenge.
13 And first of all, I think we can say on the
14 African continent there are reasons to think
15 that Africa is going to be able to address
16 this problem, this challenge in a way which is
17 more effective than it ever has in the past.
18 And I think we immediately must talk about the
19 Comprehensive African Agriculture Development
20 Program as the reason for making those
21 remarks. CAADP, several of us have mentioned
22 it here today.

1 It's an enormously ambitious,
2 staggeringly ambitious attempt by Africa to
3 take much more responsibility for its own
4 challenges, for its own programs, take
5 leadership of its own programs in a completely
6 new way. I think CAADP, the ambition of CAADP
7 is to help each and every country and the
8 regions and the continent itself do better at
9 planning, live up to professional level work
10 in planning and in policy making and in
11 bringing new investment to the table. That is
12 a huge challenge and I think if I had asked
13 anyone of you in the room, Rob, please go to
14 Ghana and improve policy and planning in
15 Ghana, and you can work with Monty if you
16 like, that is a huge, huge challenge that
17 nobody has ever tried to do in a continental
18 scale. Nobody knows how to do that very
19 effectively. Lots of us have tried to do some
20 of that but we know how hard it is.

21 But for Africa to say we're going
22 to do that in 50 countries and we're going to

1 do that with African professionals, we're not
2 going to rely on people like me from the World
3 Bank or others who have tried to do that with
4 us in the past, we are going to do that
5 challenge on our own in 50 countries of more,
6 and at the regional and continental level,
7 that is a staggeringly ambitious thing for
8 Africa to try to do. But that didn't stop
9 them. They weren't afraid to try that. They
10 are doing it.

11 Monty mentioned the numbers. More
12 than 20 countries have already done investment
13 plans based on principles, guidelines,
14 recommendations from African professionals,
15 recommendations using tools like this one for
16 Pillar 4, this is the framework for the Pillar
17 4. Africa created its own tools to do that
18 planning and to do technical assistance and
19 has gone through that process already with 20
20 countries and it's going to be many more.
21 That is a huge, huge change in the way
22 development is done. And the development

1 partners support that.

2 The World Bank says that
3 everything we do needs to be organized around
4 those pillars. Everything we do in African
5 agriculture needs to be supporting investment
6 plans that CAADP helped countries to put
7 together. And those investment plans were put
8 together by Africa's agricultural
9 professionals, not outsiders, not the Ministry
10 of Finance. When I first started working in
11 Africa, the Minister of Finance in Uganda told
12 me agriculture is way too important to let the
13 agriculture people run it. So, we're going to
14 do it in the Ministry of Finance. We have
15 economists over here.

16 Well, Africa's agricultural
17 professionals have taken charge and created
18 the investment plans, and the ministries of
19 finance are accepting those as the five-year
20 medium term expenditure frameworks for
21 agriculture. That's a huge accomplishment.
22 The world is different in that situation.

1 And now, one of the interesting
2 things that's happened in the past year or so
3 is the ministers of agriculture and education
4 and finance have noticed that although we talk
5 about this massive human capital challenge, we
6 talk about the education challenge, the CAADP
7 documents were not very much targeted on the
8 education issues and the agriculture education
9 issues in particular, not very much taking up
10 the issues that Monty talked about, the
11 capacity building challenges. Yes, it's
12 there, it's not just totally ignored, but the
13 feeling was this has not been taken on as
14 aggressively as it could be. But in this new
15 development world in Africa where we have
16 CAADP we have a tool to take it on.

17 Uganda meeting of ministers in,
18 was it November or December of last year, in
19 Kampala, ministers of education, agriculture
20 and finance spoke with agriculture education
21 community and said this is an extremely
22 important thing for us to take on as a

1 continent. And CAADP isn't doing it well
2 enough. CAADP is a very important base from
3 which to work but we need this to be
4 mainstreamed into CAADP. Please create the
5 tools like this one to do that. Please get
6 the process to incorporate, integrate the
7 agriculture education community so that the
8 investment plans and plans at every level take
9 on this important challenge.

10 Africa responded to that challenge
11 from the ministers through FORUM, ANAFE, FARA
12 and other colleagues working closely with some
13 of the development partners, formed a group,
14 formed a work plan, have a world map. They
15 call it TEAM Africa. TEAM Africa is Tertiary
16 Education for Agriculture Mechanism, TEAM, T-
17 E-A-M. It's a mechanism to try and do
18 something. They have created that and I
19 think, I'm going to leave it there on the
20 African side just to say that is a new world
21 where Africa has organized how it wants to
22 attack this issue. It has put together

1 institutional structures and guidelines about
2 how to address this issue. And the Africa
3 side is ready to go. There's a lot to do,
4 they haven't done the job but they're ready to
5 move in a way they never have been before.

6 I think on the development partner
7 side, let's leave Africa now and stay on the
8 development partner side. There hasn't been,
9 there's been a very dramatic decline in
10 support for many years for this area. I come
11 speaking about the World Bank, I prepared, I
12 looked through our list of current projects in
13 agriculture in Africa. It adds up to about
14 three and a half billion dollars, old
15 projects, new projects, everything added up.
16 Out of the three and a half billion dollars,
17 only ten million dollars can be identified as
18 going to agriculture education. Everything
19 else is in agriculture but going to something
20 else.

21 We've known that for a long time.
22 We haven't been doing that very much for a

1 long time and that's been a frustration
2 internally. If you look at the support from
3 USAID, and these numbers are extremely hard to
4 get. It's very hard to estimate how much the
5 US invested in African agriculture education
6 or how much the World Bank does or how much
7 anybody does. But the best numbers we have
8 show the support from USAID dropped almost
9 from the mountaintop to the flood plain by the
10 mid 2000's. And it's just barely starting to
11 come back now where there's a lot of interest
12 to bring it back now. Monty has the numbers
13 over there.

14 I think Rob mentioned earlier, I
15 wasn't here yet but I've heard a lot of people
16 talk about what you said this morning. I
17 think Rob mentioned that there is a big push
18 now to invest in this area including some
19 startup money to think through where to put
20 the money and work with the African
21 institutions in putting together a plan and
22 putting together an initial process to move.

1 In my institution, World Bank has now, we have
2 successfully put into our work plan a \$300
3 million project for higher level education,
4 and I think about a third or half of that may
5 go to agriculture. That's going to overnight
6 increase the World Bank's participation in
7 this area by a factor of ten.

8 That's still a small amount of
9 money relative to the issue. But it's a big
10 signal that the development community is
11 interested in doing something with the African
12 framework. USAID I think also has plans to
13 put quite a bit more money into this area, and
14 I don't know all the numbers but you guys are
15 here. There's an initial two million but I
16 think there's the idea that at country level
17 and at Washington level that something much
18 bigger may come out of that.

19 If you talk to other donors, lots
20 of other donors are active in this area.
21 Again, it's very hard to know how active
22 because, I just came back from talking with

1 the French AID agency, I said how much does
2 France invest in African agriculture
3 education. Oh, you cannot even start to
4 answer that question, we have no idea. There
5 are thousands of little projects, I have no
6 idea. And that's what happens everywhere you
7 go. Nobody really knows how many resources go
8 into this area.

9 But with USAID and I should say
10 with the encouragement in an extremely
11 important sense from the APLU has emboldened
12 some of us to try to actually take this on
13 inside our institutions with partnership.
14 We've been working closely with donors, other
15 donors to establish a coalition of donors to
16 put together a big push. And we think that
17 may well be possible. The current of lots,
18 thousands of little programs, thousands of
19 good programs, and everybody I talked to
20 believes their program has been good. Yours
21 is just one more example I think. But that
22 pattern of lots and lots of uncoordinated

1 programs doesn't seem to have gotten us where
2 we want to go. It's been an important thing
3 in keeping things moving. I think it's been
4 extremely important.

5 But there is the chance now to
6 have a much more coordinated effort,
7 coordinate by Africans using the CAADP
8 framework and with commitment from donors to
9 be more coordinated. There's a chance to make
10 a big push now. Partners are coming together
11 around this and, Mr. Chairman, I think I'm
12 going to leave it there for now. We have the
13 chance to make a big push with African
14 leadership.

15 (Applause.)

16 DR. EJETA: We have Dr. Patty
17 Fulton, the National Program Leader, Center
18 for International Programs, National Institute
19 of Food and Agriculture and USDA who is going
20 to respond, who is going to be the respondent.
21 And if you may do so?

22 DR. FULTON: I think this is the

1 first time in my USDA career that I was called
2 distinguished. So, I'm going to put it in my
3 report and give it to my boss when I get back
4 to D.C.

5 I'd like to thank Susan and Mark
6 for inviting me to be the USDA Respondent, and
7 I'm very honored to be at the same table as
8 these distinguished speakers. I was asked by
9 Susan and Mark to speak a little bit about
10 some of the USDA programs that are focused on
11 human and institutional capacity development.
12 And I missed the morning session with Rob
13 because I was in Ames this morning and I know
14 he talked a lot about the Feed the Future
15 research strategy. And I'm sure everyone in
16 the room knows about Feed the Future by now.
17 But obviously it is a Presidential initiative
18 that's being led by USAID. And it is a whole
19 of government approach where USAID is
20 collaborating with USDA and other US
21 government agencies as well as multilateral
22 and private and non-government sectors to

1 build capacity in the focus countries.

2 I'm not going to really talk more
3 about the Feed the Future because, as I
4 mentioned, Rob spoke about it this morning.
5 But it's my understanding that initially human
6 and institutional capacity development wasn't
7 a part of the Feed the Future initiative, and
8 it wasn't until Dr. Shah stressed the need to
9 incorporate human and institutional capacity
10 building in implementing the Feed the Future
11 strategy. It's also my understand that it was
12 the US university community that insisted that
13 human and institutional capacity development
14 be a part of the entire initiative but
15 primarily the Feed the Future research
16 strategy.

17 So, obviously everybody agrees
18 that without human and institutional capacity
19 development being a core area of Feed the
20 Future, these projects in these focus
21 countries aren't going to be sustainable. As
22 Dr. Ejeta mentioned, for decades USAID has

1 been investing in human and institutional
2 capacity development. And obviously there
3 seems to be a focus on a reinvestment since
4 everyone agrees that without that these
5 projects aren't going to be sustainable. So,
6 it's very nice to see BIFAD, you know,
7 focusing an entire afternoon session on HICD
8 and also the fact that Dr. Shah is stressing
9 that as a focal point, and also the fact that
10 Dr. Ejeta is going to be leading this working
11 group on human and institutional capacity
12 development.

13 So, although we can all agree
14 that, you know, more needs to be done in this
15 area obviously, in my office, in the Center of
16 International Programs with the NIFA, we think
17 that more needs to be done even here back home
18 before we can even go overseas and help our
19 international partners. So, the one program
20 that I'd like to talk about is the
21 International Science and Education
22 competitive grants program that's implemented

1 by NIFA, by the National Institute of Food and
2 Agriculture. So, it was in the mid 1990's
3 that USDA was changed with designing what's
4 called the International Science and Education
5 competitive grants program or ISE. And this
6 program was to ensure that American
7 agriculture extension experts, scientists and
8 professors and researchers work
9 internationally and then bring what they
10 learned back to address American agricultural
11 needs.

12 With this charge and using very
13 modest amount of funding, ISE has jumpstarted
14 campus-based programs here in the US that are
15 making a big difference. Through ISE, those
16 who shape today's and tomorrow's American
17 agriculture are developing the global knowhow,
18 understanding and down-to-earth vision that
19 they need more and more everyday to ensure
20 America's farm future. So, the ISE program,
21 even though the main emphasis is on
22 globalization of US campus-based programs,

1 specifically internationalizing the
2 agricultural research, extension and teaching
3 programs, it is a mutually beneficial program.
4 So, the ISE programs are actually building
5 capacity at the international institutions as
6 well.

7 Dr. Flora talked about, you know,
8 the different characteristics of 21st century
9 capacity building such as, a few examples
10 were, you know, sharing rather than imparting
11 knowledge, working with colleagues and
12 developing a learning environment that involve
13 farmers, researchers, agro-businesses. And
14 these are actually, these are all
15 characteristics of the ISE program.

16 I had the pleasure of arriving in
17 Ames yesterday and spending last evening and
18 then this morning at Iowa State University
19 where I met with faculty and students who are
20 working on an ISE-funded project in China.
21 And if you don't mind, I'm just going to, just
22 bear with me, I'm going to read a paragraph

1 that the project director wrote based on what
2 they're doing on human and institutional
3 capacity development with China.

4 She says a key philosophy or model
5 that we have in our ISE project is to create
6 and connect study teams of students with
7 faculty and teaching and research and
8 extension, with farmers and agro-business
9 workers. The team members have free departure
10 orientation classes and meetings. They travel
11 together, and after travel, their experiences
12 are shared in Iowa into the educational
13 outreach and research structure of the land
14 grant universities programs in food and
15 agriculture. The ISE program impacts the
16 creation of new global critical thinking
17 activities in the classroom and case study and
18 course content. Sharing of lessons learned
19 abroad are infused in outreach activities that
20 extend to farmers and agro-businesses. And
21 collaborative research can be conceived,
22 initiated and completed with new partners.

1 I also had the opportunity to talk
2 with one of the students who participated in
3 this project with China. She traveled last
4 year with the group that went from Iowa State
5 University. It was a group of professors,
6 students, extension specialists from Iowa,
7 farmers and agro-business leaders. And they
8 spent a few weeks in China and she actually
9 did a very brief internship in China where she
10 worked in a factory and she was packing fruit
11 there. She was actually translating materials
12 from Mandarin. She became fluent in Mandarin
13 prior to going to China and she was
14 translating those materials into English.

15 And then she also did a one-week
16 home stay in China where she learned about the
17 culture. And I talked to her this morning,
18 and because of her participation on this ISE
19 project, she's actually going to go back to
20 China next year and spend a semester as an
21 intern with Pioneer in China. And she said
22 she never would have been given that

1 opportunity had she not participated on this
2 ISE project.

3 So, I'm not going to spend a lot
4 of time, I just, I really wanted to highlight
5 first of all the project at Iowa State
6 University since I'm in Iowa, but also it's
7 just a really good example of how they're
8 building capacity overseas but also they're
9 building the capacity back here at Iowa State
10 University as well as throughout Iowa. And
11 it's, I manage the project so it's near and
12 dear to my heart. I could probably spend the
13 rest of this session talking about it but I
14 think that there are probably a lot of experts
15 who would like to ask our panel questions.
16 So, thank you.

17 (Applause.)

18 DR. EJETA: Thank you very much.
19 We will ask the Board if you have some
20 questions for the panel.

21 DR. DEATON: Thank you. I want to
22 again thank each of you for a great deal of

1 insight. You know, an impression one gets is
2 that a great deal is being done, yet we know
3 from a resource standpoint it's being done
4 with a lot less than it was years ago. So,
5 you wonder about the trajectory that we're on.
6 Are we just struggling to get back to where we
7 were or have we learned enough that we really
8 are dealing with some new foundations? And
9 when you look at the details that some of you
10 laid out, you can get pretty excited about it.
11 So, that's a general thing that anyone who
12 wants to respond to, I'd be interested in it.

13 With regard to the CRSPs, there
14 were some comments made I wasn't totally clear
15 on because a lot of the discussion seemed to
16 be identifying problems that were generic and
17 not particularly specific to CRSPs. It
18 doesn't say your comments weren't good
19 comments but it does, would apply to any kind
20 of a program effort. And I was interested in
21 that. And there were some comments made about
22 reducing the cost to US or cost of education,

1 I didn't fully understand that. So, Mywish,
2 you had made that comment and I just wanted
3 some clarification on those points. Thanks.

4 DR. MURANO: It was very
5 impressive to me when Mywish showed 3550
6 students I suppose is what it was received
7 degrees through the CRSP system in terms of
8 working internationally. And so, my question
9 to all of you is are we able to capture those
10 kinds of figures, I suppose it's easier to do
11 it through the CRSP projects, but AID has been
12 in the business of human and institutional
13 capacity development for a long time as has
14 USDA for that matter. Is there that data
15 where we can then point to, over the last 10
16 years or 20 years or 30 years, these are the
17 numbers of people who have been impacted
18 directly by the efforts within the projects at
19 AID or USDA for that matter? So that we can
20 come to, you know, where these numbers are and
21 that way I think maybe address some of what
22 Dr. Deaton is saying is that then you can tell

1 whether, you know, year by year is that number
2 flat, is it going up, is it going down? And
3 in what areas do we need to show up those
4 efforts?

5 DR. EJETA: Any more?

6 DR. DeLAUDER: Again, I want to
7 commend you on all of your presentations. I
8 want to paraphrase Monty Jones' quote and
9 maybe change it a little bit. He said we know
10 what needs to be done. The question is how do
11 we get it done? And I think all of you have
12 talked about the efforts that you have.

13 In terms of the CRSP, you talked
14 about new models and you talked about sandwich
15 programs and so forth, and I was just
16 wondering how much of that are we actually
17 doing now? And that I think really is one of
18 the ways that they approach reducing the cost
19 by not having to do all the training on
20 campuses which can get rather expensive.

21 DR. FLORA: Well, I can just tell
22 you what we found when we tried to go and look

1 at USAID trained agricultural scientists in
2 Africa. Aside from the CRSPs where even then
3 we didn't have really great data, the record
4 keeping of USAID on the people trained was
5 practically nonexistent. And as someone who
6 have filled out quarterly reports for USAID
7 and various grants, I didn't quite understand
8 why that was the case. But I think that there
9 needs to be a better way of keeping track of
10 output which are our graduates, as well as we
11 are very careful to keep us out of jail in
12 terms of how we spend the money but not about
13 what happened.

14 DR. MAREDIA: You are absolutely
15 right, Chairman, that the challenges that I
16 listed especially related the universities,
17 they are not specific to CRSP. They are
18 challenges in general for graduate degree
19 training at US universities. For example, the
20 TOEFL requirement, the GRE, and the
21 inflexibility in the graduate programs in
22 terms of admission requirements.

1 From the CRSP model's perspective,
2 I guess the constraint I see is more in terms
3 of this challenge of addressing the
4 institutional capacity building versus just
5 training graduate students from developing
6 countries. And more in more, the changing
7 nature of CRSP in terms of the type of, the
8 level of funding and the time nature of
9 funding is creating this tradeoff between its
10 advantages that it could offer as a model
11 versus what actually is happening nowadays.
12 And also, that also creates sort of
13 inflexibility in the CRSP in terms of thinking
14 long term which is what is needed if you want
15 to do institutional capacity building. So, I
16 agree that some of the constraints I listed
17 which were US university based education
18 program are not just CRSP specific but they
19 are in general for everybody.

20 In terms of the training numbers
21 and the need for record keeping, I also concur
22 with Cornelia on that and perhaps the co-

1 members of the CRSP council who are present
2 here can tell us about the project or the
3 effort that's going on in terms of better
4 documentation and collection of data so that
5 some of these questions can be addressed in a
6 strategic manner. So, later on perhaps they
7 can get an opportunity to shed more light on
8 that project.

9 DR. EJETA: Thank you. Brady, I
10 think you were also right on the first point
11 you raised. I think you've got your finger on
12 the right problem, and that is the problem is
13 increasing and not going down. And we've got
14 a much greater need of capacity building and
15 institutional strengthening in the continent.

16 When I was a young person, you
17 know, if you put an effort, you would have an
18 opportunity. And that is not the case today.
19 And primary and secondary education has been
20 expanded over the years, and so large numbers
21 of Africans are entering tertiary education
22 programs.

1 While the problem is so great and
2 expanding, I think among the very many
3 sobering thoughts that David said, one of the
4 things he said also is this is really and
5 indeed a great time to invest in Africa
6 because Africans themselves are committed to
7 the cause and making the commitments to
8 invest. And so, in so many countries in
9 Africa, universities are being built up, and
10 they're investing in infrastructure. A large
11 number of students are coming to the
12 universities. And I often say, you know,
13 buildings and students don't make a university
14 and there's a lot of issues that we need to
15 deal with.

16 So, in terms of what to do, it is
17 going to require a much greater creative pack,
18 you know, design of programs where resources
19 from all of the partners are going to be
20 needed. It's not resource only the World Bank
21 can effectively address or the USAID or BIFAD.
22 And so, it's going to require a mobilization

1 of a lot of resources. And a large number of
2 those resources may also have to come from the
3 meager resources of the African nations. And
4 so, the partnership of national program
5 resource, funding agency resource, and maybe
6 partnership institutions and universities will
7 have to come up with some creative ways of
8 sharing some of the resources because it is
9 after all in our best interest to help develop
10 those institutions as well.

11 So, I think that the challenge and
12 the trick is how to design such creative
13 programs where resource mobilization is coming
14 from a lot of resources. So, I agree with
15 you, I think that is really the key problem.

16 With that, maybe I will give you
17 the floor to adjourn?

18 DR. DEATON: We have time for a
19 couple of comments.

20 MS. RUBIN: I would just like to
21 follow up on something that Dr. Flora and Dr.
22 Maredia said about the new activity to pool

1 together some of the data on the CRSPs. The
2 CRSPs recognized in partnership with AID, when
3 money was put into their new series of grants,
4 to do more knowledge management. So, they
5 have decided to create an activity where they
6 are going to have a more coherent, more
7 systematic, more standardized set of
8 information on not only the training piece,
9 although that's a very important part, but
10 also on the institutional capacity building as
11 well as the research results, the real impact
12 of this work. And we're talking about going
13 back from 1978 to the current time period.

14 So, huge effort, we're going to
15 start with the more recent work and work
16 backwards. But we have already received the
17 training data sets from all over the CRSPs for
18 the entire period that they've been in
19 operation. And we are working through
20 cleaning that data, so soon we'll be able to
21 get at least the capacity numbers.

22 But I do want to point out just

1 from my personal experience, I didn't
2 introduce myself. I'm Debrah Rubin. I'm the
3 owner of a small consulting company and we do
4 a lot of work for USAID as a contractor. We
5 work with BIFAD. We work with the CRSPs. And
6 we work with the CGIAR.

7 And one of the things that I've
8 noticed in my work is how much overlap there
9 is between the CRSPs, the relationships that
10 they have set up in all parts of the world,
11 and the work of these other institutions. And
12 I think it really behooves us to stop
13 separating the CRSPs and the CGIAR work and
14 even some of the World Bank work and to really
15 emphasize the kind of synergies that occur
16 across these training programs and research
17 programs and the impact that they are able to
18 achieve. Thank you.

19 DR. DEATON: Thank you. Excellent
20 comment.

21 MR. BINNS: Yes, Patrick Binns
22 from Seattle. I wanted to also mention

1 something that Dr. Flora said during her
2 presentation. She said that knowledge-
3 intensive agriculture is not only that which
4 is embedded in new seed varieties and ag
5 inputs but is something that is available from
6 integrated farming practices that small holder
7 farmers are currently doing now, and the
8 importance of how do you find ways to
9 incorporate the leading practitioners in the
10 smaller farmer community so that they are
11 actually an active member of defining research
12 objectives, implementing field trials and
13 carrying out sort of broader, you know, sort
14 of distribution of the best practices.

15 I think we've had a lot of
16 important discussion about the incredible need
17 to include much more resources for capacity
18 building at the higher education, high
19 professional level, because you need that
20 leadership, you need that scientific sort of
21 edge. But I don't see that much indications
22 where really knowledgeable practitioners at

1 the farm level are incorporated as true
2 partners in these kinds of research endeavors.
3 And I would suggest that this is an important
4 thing to really address.

5 And as David Nielson said, if
6 there is going to be a new program to really
7 expand tertiary education into agricultural
8 programming level in Africa, that it really be
9 looked at as not only a one-way form of moving
10 information out but that it really is a dual
11 channel where you're actually getting good
12 information, good leads. I was very impressed
13 earlier today with the Borlaug fellow who has
14 found that local botanicals are being used by
15 folks in Nigeria to suppress pests in storage
16 and she is doing research to say, well, what's
17 going on there and how do we extend that and
18 how can we make products out of that? These
19 are the kind of things that I think we need to
20 really incorporate into the broader capacity
21 building programs that AID is supporting.

22 DR. DEATON: Thank you.

1 MR. WIDDERS: I want to thank the
2 presenters for their presentation. I'm Irv
3 Widders, Director of the Dry Grain Pulses
4 CRSP. However, I want to take off my hat
5 right now and just speak as a development
6 professional and share some experiences and
7 throw out an idea for your response.

8 It seems to me that agricultural-
9 led growth and development in Africa, Latin
10 America, Asia, is largely going to come from
11 the private sector. Certainly it's going to
12 be underpinned by academic institutions and
13 institutions that are generating research
14 technologies and knowledge that inform
15 policies and help small holder farmers, et
16 cetera. But I gained some insights a number
17 of years ago when I was traveling with Dr.
18 Maredia and Ron Senykoff who used to be the
19 Executive Secretary for BIFAD. And we were
20 traveling in a few African countries to set up
21 the UILTCB program and we were meeting in a
22 couple of the focal countries of the UILTCB

1 initiative with private sector leaders. And
2 we discovered that these private sector
3 organizations were not employing graduates
4 from the local universities and these are
5 prestigious universities, several of which
6 have been mentioned in one context or another
7 today. And they're very good universities,
8 I'm not here to criticize them.

9 But in pursuing that and then
10 having later on conversations with the
11 principal of that university and students, I
12 discovered something about the demographic
13 that I don't think is talked about a lot. I
14 think it was something that was vitally
15 important to the success of our agricultural
16 system and frequently overlooked in developing
17 country context. Now, I apologize because I
18 don't have a lot of data, I don't have any
19 data to back up what I'm going to say but it's
20 a hypothesis. But what we observed and
21 discovered was that many of the students in
22 what would be the equivalent of a Bachelor's

1 program had a very unusual, well, a
2 demographic that they came from urban areas,
3 they did not come from very rural communities.

4 They were not the sons and
5 daughters of small holder farmers. They
6 didn't have access to the quality primary and
7 secondary education that would enable them to
8 get into tertiary universities in development
9 countries. And their aspirations were to find
10 employment in ministries of agriculture and
11 public sector, in NGOs, or even in academic
12 institutions which are worthy professional
13 aspirations. But they weren't aspirations to
14 go back to their local communities to be
15 catalysts of change, to start up agricultural
16 enterprises, whatnot.

17 I was very fascinated by the
18 conversations at noon by Professor Juma, and
19 I think somehow we need to be, in our
20 discussions about USAID's investment and
21 capacity building, thinking about university
22 level education and how that's contributing to

1 the development of news leaders, a new
2 generation of leaders for the private sector
3 globally. And I don't think we're doing a lot
4 about that. We think about building higher
5 level institutions but not private sector
6 institutions as much.

7 I am enamored by the -- model
8 because I think there are some features in
9 there that have some application in other
10 areas. One is, and I'm not going into their
11 model but one thing that they do do is they go
12 seek out students from rural communities that
13 they believe have potential but they haven't
14 been afforded the educational opportunities.
15 There's clearly challenges to that because
16 these students require remediation to get up
17 to speed to be able to handle the academic
18 course work of the universities. But they do
19 that, it's intentional, and I think we need to
20 think about creating or working with
21 universities or as we train educators for
22 developing countries, to have that mind set.

1 The other aspect is I think we
2 need to emphasize a lot more entrepreneurship,
3 and this isn't anything new. There's been a
4 lot of conversation about that, but does it
5 exceptionally well, preparing people that are
6 not thinking about going into ministries or
7 working for the NGO or getting that advanced,
8 but really want to go out and be initiators,
9 seize opportunities, start new businesses,
10 whatever. To me, as a lay person, we need to
11 be thinking and considering how we can change
12 African, Latin American, Asian institutions
13 along these lines.

14 I grew up on a farm. I wouldn't
15 be here today if I wasn't a son of a small
16 holder farmer in Pennsylvania. I suspect that
17 many of you came from farm backgrounds. As a
18 professor of Horticulture at Michigan State,
19 a large percentage of my students are sons and
20 daughters of farmers within the state. We
21 need to figure out ways of working with
22 African and other institutions around the

1 world such that they're drawing upon people
2 that have a commitment to the land that want
3 to make a difference. Sorry for my lecture
4 but I'd be interested in a conversation.

5 DR. EJETA: Thanks, Irv.

6 DR. HANSEN: My name is David
7 Hansen, I'm a Senior Fellow with the
8 Association for Public Land Grant
9 Universities. One of the things that we
10 really haven't addressed today that was
11 mentioned by Rob this morning is the need to
12 deal with monitoring and evaluation. And I
13 think with research, that's probably quite
14 easier to do, much easier than when it comes
15 to capacity building. I'm really wondering
16 here if indeed 3,500 people have received
17 their advanced degrees under the CRSP program.
18 What I'm wondering, if the CRSP program was
19 initiated back in 1978, if there might not be
20 a rich body of data available there to look at
21 impact assessment.

22 Now, we all know that, you know,

1 the current rules are to do monitoring and
2 evaluation, to look at short-term results,
3 outcomes and outputs. But I'm really
4 wondering if there might not be an opportunity
5 here to in a sense seize the day and take that
6 30 years of experience that we have and
7 attempt to look at impacts that may have
8 emerged from that. Now, these may be
9 institutional or individual, obviously we have
10 some great illustrations of individual impacts
11 like the gentleman who is in front of me right
12 now.

13 But I do think that maybe some
14 attention to this might help to countervail
15 what's actually going on today as we look at
16 the changing character of the CRSPs and how
17 they're being driven by perhaps a system that
18 we feel may not be in our best interest in
19 promoting long-term research.

20 DR. DEATON: Thank you. Any other
21 comments from the audience? If not -- yes?

22 DR. JONES: First of all, I would

1 like to say thanks for all these very good
2 comments but I will need a last few minutes.
3 And I would like to say that Africa is very
4 appreciative of the support that we are
5 getting from the US and other partners around
6 the world. I think that in the last 40-50
7 years there has been close collaboration
8 between Africa and a number of the
9 universities and the USAID. And quite a huge
10 number of Africans have been trained as we
11 heard from panel members.

12 And I think the question that we
13 need to ask after all these years of
14 collaboration and hearing what David mentioned
15 about the deplorable situation that we have in
16 the continent, how do we move forward? And I
17 think the last speaker talked about M&E and
18 how do we measure the impact of the work that
19 we have done. I think this is work that we
20 should begin to think of, you know, because
21 the approaches that we've taken, the models
22 that we have deployed, have they worked? Do

1 we need to begin to rethink to see how we can
2 come up with an approach that will take the
3 indigenous knowledge and of course the
4 knowledge that we begin from apartness?

5 You know, bind them together to
6 put in place what will work. You know,
7 because if our government, our private sector
8 and others, if they see the benefits, they
9 will go and they will give support to it, you
10 know. And so, that's what I want to put on
11 the table. And I would like again to say that
12 is Africa ready? Is Africa ready to get all
13 of this support? Is Africa ready to push
14 forward?

15 I think based on what is happening
16 in Africa today, the fact that we do have the
17 CAADP, the fact that the highest of the
18 political body in the continent, the African
19 Union Commission, the mixed group of political
20 bodies like the Regional Economic Communities
21 are all giving their support to the CAADP
22 process and giving the support in way that it

1 translates, you know, to the technocrats that
2 are working on the ground, all of them working
3 up to this common agenda for which capacity
4 strengthening is a key crosscutting issue, how
5 do we fit into that structure that we've put
6 in place? And how can that structure be
7 transformed to make sure that capacity
8 strengthening gives what it should give to
9 contribute to the agricultural development of
10 the continent? You know, I would say that
11 yes, we are ready. And we are there with open
12 hands, you know, to collaborate and to work
13 with you.

14 I remember it was some years back
15 that I came and I pleaded with Peter -- I'm
16 not very sure he's around right now, and of
17 course with Julie Howard and others, please
18 come to our aid. Come and help us. And since
19 then we have come up with beautiful
20 initiatives, very good initiatives that I
21 believe will have impact, you know, on the
22 ground. And there have been other

1 initiatives. And this is where I think we are
2 saying that we should come up with one
3 comprehensive program. The CAADP seems to be
4 working because it's the common agenda, you
5 know, for African agricultural development.
6 A common agenda for capacity strengthening,
7 for higher education, I think is necessary.

8 And this is what I think we are
9 putting in place together so that all these
10 ideas that we are reflecting today, I think it
11 should go within that agenda, that strategy
12 document, you know, so that all of us, the
13 universities, the research institutions, when
14 we talk of capacity strengthening, there is a
15 common agenda. David was flagging the NIFA,
16 we all look up to NIFA as a bible or a Koran
17 to promote agricultural productivity. We want
18 something that we want to look up to as our
19 bible, as our Koran, to promote capacity
20 strengthening and higher education in Africa.
21 And I think that we have the expertise to do
22 that. It's reflected in the discussion that

1 we've just got.

2 But the key to all of this is the
3 need for us to see what we've done in the past
4 40 years, what are the success stories, the
5 failures because there have been failures,
6 what lessons we have learned from that, and
7 how do we use that to come up with this new
8 program that we want to put in place. Africa
9 is ready, you are ready, we are all ready.
10 And I think that we all should join hands
11 together and move forward under one umbrella.
12 Thank you, Chairman.

13 DR. DEATON: Wonderful. Gebisa,
14 thank you, and the panel for a wonderful -- go
15 ahead.

16 DR. EJETA: I'd like to make an
17 announcement before you conclude.

18 DR. DEATON: Yes.

19 DR. EJETA: The HICD working group
20 and probably the rest of the BIFAD Board will
21 be at a listening session tomorrow at,
22 beginning at 8:30, from 8:30 to 10:00 at the

1 Ruan 1 Building, 34th Floor. The idea for
2 this session is we would like to learn as much
3 as we can to inform this synthesis and
4 analysis and compilation of the needs and gaps
5 in HICD that we would like to do. And so, we
6 have invited the university community, the
7 international agriculture research community,
8 and all of you who have interest in this, if
9 you would join us at this session tomorrow.

10 We will be there. We will listen.
11 We'll probably start it with a brief comment,
12 but really get more of what we got in the Q&A
13 here is what we are looking for to get your
14 ideas.

15 DR. DEATON: Thank you. Yes?

16 MR. YOHE: Can I make a real quick
17 comment?

18 DR. DEATON: Yes.

19 MR. YOHE: In response to Dr.
20 Hansen here.

21 I'm John Yohe, Program Director
22 for the INSORMIL, the sorghum-millet CRSP

1 program. And we are going to be finishing up
2 in the next year or so now, and the impact
3 study of the training, of 30 years of training
4 in our program. So, that's going to address
5 one of the issues you did and that's going to
6 be an interesting output.

7 DR. DEATON: Thank you. Thank you
8 very much.

9 MR. YOHE: Tomorrow we're going to
10 have available upstairs this report which is
11 30 years of excellent --

12 DR. DEATON: Thanks to all of you
13 for being here. And we thank the panel again
14 for a fabulous session.

15 (Applause.)

16 DR. DEATON: We're going to call
17 the meeting to a close and the Board will be
18 going into executive session here. We're
19 going a bit late on that but we'll do, is that
20 next door? Yes. Okay, thank you.

21 (Whereupon, the meeting was
22 adjourned at 4:30 p.m.)

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