



USAID
FROM THE AMERICAN PEOPLE

ROUNDTABLE SUMMARY DOCUMENT

AGRICULTURAL EDUCATION AND TRAINING

JULY 27, 2011

This publication was produced for review by the United States Agency for International Development. It was prepared by, Weidemann Associates, Inc.

ROUNDTABLE SUMMARY DOCUMENT

AGRICULTURAL EDUCATION AND TRAINING

Contracted under AID-AEG-I-00-04-00010, AID-OM-TO-1 0-00017

Agricultural Knowledge and Program Support Task Order, Agricultural Education and Training Work Assignment

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ROUNDTABLE DISCUSSION BRIEF SUMMARY

Weidemann Associates, Inc. hosted a Roundtable discussion on January 5, 2011 as part of the Agricultural Knowledge Program Support (AKPS) task order Work Assignment #03 Agricultural Education and Training (AET). Through this Roundtable key practitioners in the field of AET discussed the current standard of AET, whether practitioners are adequately tapping the opportunities available in policy and in implementation, what pitfalls in AET are not being properly addressed, and how the practice of AET can be improved in the future to better reach its target audience particularly in Africa. During the morning sessions of the Roundtable the participants introduced themselves and offered ideas and questions about the work they have done in the past and are doing currently and what opportunities are available within the donor community for AET. The afternoon sessions included small group discussions to allow participants to brainstorm problems and concerns they have with AET as it is implemented currently by the donor community and a group debate about what appropriate next steps are for implementing AET in Africa in the short- and long-term. After the Roundtable participants wrote comments and reactions to the discussions that ensued on January 5th. These short papers were used in the development of a Synthesis Paper finalized and distributed in the summer of 2011. The Synthesis Paper summarized the main outcomes of the Roundtable discussion as follows:

- Universities should think interdisciplinary and offer hard science plus ICT and soft skills. They must also think rural development, linkages, policy, and technical education
- Universities need to be networked to share resources and information; exchange visits and workshops enable university leaders to interact and share options for administrative and policy reforms critically needed by many institutions.
- Universities need to be more engaged in policy advice and support (with decision-makers)
- Higher education should seek partnerships (twinning, joint research, and teaching) with in-country stakeholders and sector institutions, as well as international programs and institutions.
- Need for AET to be relevant – curriculum updated, and scattered nature of the various parts of AET streamlined
- AET has to be linked with stakeholders
- AET requires sustainable funding
- All investment programs have to be country led or driven
- AET change needs champions/leaders
- AET should focus on youth training/learning
- AET should target producer groups
- AET needs to emphasize the value chain and support innovation with agri-business
- Public-private-partnerships are important
- AET can be a supplier of technical assistance and training of trainers for the private sector
- Donor harmonization is important as is continuity of donor assistance
- Investments in AET have to distinguish between institutional support versus training
- New and private universities need to be competitive to interest students, gain accreditation and attract funding
- Creativity centers and innovation parks are important incubators of ideas for the sector
- Incentives and innovative programming needed to convince women to join AET as faculty and as students
- Gap analysis essential for AET change
- Diaspora important for introducing new ideas to AET
- Good to remember that it is not necessary to start from zero when bringing about change. The advice is to build on what exists.



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Renewing Investment in Agricultural Education and Training

January 5, 2011 Washington, D.C.

AGENDA OF EVENTS

8:30	Breakfast	
9:00	Introduction	Rob Bertram/Wes Weidemann
9:20	Research Recap	Bill Rivera
9:45	Opportunities	Emmy Simmons (facilitator)
10:30	Break	
10:45	Opportunities	Emmy Simmons (facilitator)
12:00	Lunch	
12:30	Pitfalls	Emmy Simmons (facilitator)
2:30	break	
2:45	Crafting Solutions	Emmy Simmons (facilitator)
4:00	Next Steps	Wes Weidemann
5:00	Closing	Wes Weidemann

ROUNDTABLE ATTENDANCE LIST

Renewing Investment in Agricultural Education and Training

January 5, 2011

Gary Alex	USAID
John Becker	USAID
Rob Bertram	USAID
Kelley Cormier	USDA
Carl Eicher	Michigan State University
Jane Gore	USAID
Bill Guyton	World Cocoa Foundation
David Hansen	APLU
Terry Hardt	Independent
Jim Hershey	World Initiative for Soy in Human Health
Mark Huisenga	USAID
Peter Jeranyama	AAAPD
Daniel Karanja	PCHPA
Charles Maguire	World Bank
David Nielsen	World Bank
Moses Osiru	RUFORUM
Matt Pierson	Weidemann Associates
Ron Raphael	USAID
Bill Rivera	Independent
Daniel Sherrard	Earth University
Emmy Simmons	Independent
Prabhakar Tamboli	University of Maryland

Brady Walkinshaw

Wes Weidemann

Bill and Melinda Gates Foundation

Weidemann Associates

ANNEX I: NOTES FROM THE MEETING

JANUARY 5, 2011

NOTES FROM MEETING

Start at 9:05

- Mr. Weidemann making intro comments. Thanking people for attending and credits Gay Alex. Runs over schedule. Requesting one to two pages write-ups. Bio of each person as he goes through the room.
- Rob Bertram (USAID)- After the 2008 price spike, governors and nations rediscovered agriculture. Global hunger policy reexamination (Feed the Future) comes from the Administration. Five principles 1. Comprehensively address reasons of hunger 2. Having nations taking the lead 3. Plan to leverage multilateral institutions 4. **Missing** 5. Sustained and accountable metrics. Poverty reduction is the focus and the need to demonstrate tangible results. Presidential initiatives come and go, but a bureau does not. Hope to build in and focus on food security by leading the Agriculture, research and technology portion of the bureau on agriculture. Need to focus on everything from private sector to local level R&D and more than training and to articulate clearly and look closely at capacity building. When we look back at 50s through 80s, we put \$1 billion in agriculture education and training. USAID stopped believing afterwards in human or institutional capacity building, when it got out of favor within the funders and administration. Now USAID hires a lot more development leadership initiatives, people to learn the guidance. Set this conference broadly on sequencing and road mapping. We do not want to focus solely on Africa, but the whole world and not just on universities.
- Bill Rivera (Independent)-By 2050 need to produce double the amount of food, so really need to focus. Please look at discussion paper on renewing investment in agriculture investment and training, which came from two concept papers. In original concept paper, new ideas on national research council on national academies feel that universities should see school of agriculture as interdisciplinary learning, so schools can bring other types of classes like physics and computer science to get a new understanding. Another important piece from the paper is that when we are talking about agriculture we are talking about rural development, not just macro but micro with a common thread. We need to prioritize linkages of schools to continue education for producers. Think of training as shadow system so people can go into private sector easily. Found that the majority of publications of literature review had a problem with policy implementation, accountability, and political will. Institutional, leadership, and management are common threads and problems throughout literature. Need to focus on other universities outside of land grant ones and universities need to reach out to private sector. Effort to make all levels of grants to be about business by focusing on linkages to create commercial connections. Technical education focuses on people who stay in country, while people who get PhDs and other research degrees leave. So need to create situational studies to get an awareness of what occurs. And what happens when goods are produced so markets are not swamped without certain products.
- Rob Bertram- funding that will back this type of research is not in Washington, but in the field. (Had to leave).
- Emmy Simmons- Her experience in Nigeria shows that higher education does not always transfer to private sector and real agriculture stats. There are new models of agriculture development with more engagement in markets and institutions. Need to focus on capacity building and underscore

the importance of youth to train and educate. If kids grow up studying agriculture then they are constantly equipping themselves, as they become the new cohort. New context of climate change and natural resource management impact the future of agriculture. The discussion sessions will be focused on a forward-looking vision. What is going on currently and what are the opportunities for USAID coupled with other institutions? How do we do it in the current context? Crafting solutions.

- Daniel Karanja- Focusing on problems of Africa and what are next steps and opportunities. The importance of agriculture in Africa is rising and this is an opportune time to see where investments can bring the most impact. President Carter is bringing attention to role of agriculture going forward and raising more awareness to achieve country level programs and country level solutions. Africa invests less than three percent in agriculture mostly and promised 10 percent, but has promised up to 25 percent. With rise of prices in agriculture, Africa is faring well and private sector is starting to move outside of regions and focus on global market. When we talked about agriculture we used to talk about just technology, policy, and institution with little focus on human resource development. But with huge numbers of youth coming up demanding education and universities grappling with decreased funding, we need to reexamine agriculture education within a public private partnership. If universities get in networks, they can leverage regional markets for training. Further, brain drain is not a big issue as the global world allows people to assimilate easier and bring new ideas back.
- Moses Osiru-Works for a consortium of 25 universities with a mission to increase capacity of agriculture to link policy to markets. Fundamental problem is decrease of value of higher education. To get quality of research projects to rise, need to deal with countries that have no real researchers. Women are not very engaged and universities not always engaged in real solutions. Very clear on problems of poverty, but not clear on how to fix them. The conference in Kampala, Uganda last November had many actors, public and private (113 total) that participated. Focused on planning sessions to create solutions. Focus on objectives and getting commitments. Objectives: 1. Mobilize high-level commitment, 2. Discuss tertiary education, 3. Implication of goals, 4. Implication of policy, 5. Networking, and 6. Mobilize African universities to be more proactive in agriculture education. Commitments from countries: 1. Higher quality teaching, 2. Increase investment in higher education in agriculture, 3. Take urgent actions to create Africa wide plan, 4. Ministries and institutions create minority and female, 5. Missed, and 6. cultivate local partnerships. Because of past targets and niches, there are huge gaps in education and islands of understanding.
- Jim Hershey (WISHH)- WISHH started ten years ago to improve nutrition throughout the world by using soy. If education takes an outcome, it always does so with a person. We like to work with local processors and local governments to add value to the goods safely. Focusing more of grass root education and jobs creates jobs and allows people to begin in the field and stay there. We are not starting from zero. There is a lot of the ground, so USAID just needs to tailor its program to utilize the knowledge.
- Daniel Sherrard (Earth University in Costa Rica)-Working on model of higher education in agriculture to create entrepreneurs. Looked around and realized that private sector needed a different type of person from the universities than what was produced. Needed a person with a holistic view of agriculture, not just a focus like a herbiologist. All students at Earth U. (only undergraduate four year) create a business and work on business throughout their entire time at school. Further, we have looked at what is future of higher education in agriculture. Universities needed to focus on creating entrepreneurs. So Earth University created network of those

interested in changing universities and creating new ones to refocus on agriculture changes in curricula.

- David Nielson (World Bank)-At this time, more solutions are on the table to reduce poverty and reexamining agriculture. Donor community is more interested in supporting agriculture education and mobilizing changes. The strategic thinking is something that we need to invest in. In developing countries, there is an explosion in enrollment to create more human capital, which is overloading schools and universities. How much will it all cost? And what is the cost of inaction? The institutional questions provided a framework to deal with strategic problems. Build tools and processes to deal with problems. We need to focus on way to scale up success stories. Focus on education has not been sufficient and from donor side need to harmonize our support by agreeing on principles and articulate clear solutions through institutional relationships. It is about big scale investment, but what can government and local institution handle. Structure of approach to building capacity has little clarity and speaks to institutional problems.
- Emmy Simmons- With diversity of actors, we need to avoid fragmentation and harmonize.
- Bill Rivera (Independent) - Not enough of an incentive structure from USAID to have actors work together.
- Brady Walkinshaw (Gates Foundation)-Gates foundation is refocusing after years of agriculture aid, but the language and framework of analyzing human capital is not as clear as it needs to be.
- Gary Alex (USAID)- Coordination and collaboration has real limits. Sharing information is the key to develop a forum and a group understanding. How do you justify the spending for universities in developing countries and analyze worthwhile investments? Should all the youth be trained at the universities or at vocational schools?
- Dave Hensen- Laying out where jobs are is important to educations and students, and also to stakeholders to talk about future goals.

End at 11:00

Coffee Break

Start at 11:10

- Emmy Simmons- Are we adequately tapping the opportunities out there?
- David Hansen-Casey/Lugar bill showed the division within congressional leaders to change USAIDs funding structure and lack of priority. Important to look at our universities that have interdisciplinary perspective that does not happen in universities abroad. Need to tailor university curricula to job opportunity. When thinking of foreign universities, need to look at local region as driving jobs and keep schools relevant. Challenge to address these.
- John Becker (USAID)- Unknown Casey/Lugar bill had hold originally, but the House and Senate could not resolve the problems. Looking at higher education within fragile states (Iraq, Sudan, Afghanistan, Pakistan and etc.). How does the specter of climate change and increased demand change the countries priorities? It seems to be a renewed interest in agriculture through science, technology, and innovation. How do countries create an inventory and assessment to realize which investments is needed short term to reach medium term? Also, how do departments of

government work with each other to create real investment in agriculture investment? Further, a renewed interest from science to realize the small changes that can greatly improve output with instead of a focus on capital that occurs in the USA, a focus on things such as plant placement and etc. that is labor intensive. The secondary crops for a country makes a huge impact after enough staple crops are created. Agribusiness leads in research and not universities in the USA. Further research needs to support companies and farmers field out. At local level need to have universities deal with regional factors. How can universities train enough people to reach numbers set by governments for the funding?

- Bill Guyton (World Cocoa Foundation)- Look at how to improve farmer training and pesticide usage. Recently, Penn State mapped the genome of a cocoa as a public private partnership (PPP) to tackle the problem. Utilize PPP for the youth in West Africa and have farmers trace cocoa goods through US markets to get the best practice. The supporters are very interested in trying to increase funding for education. But need to have better metrics to prove success and need.
- Jane Gore (USAID)-What do partnerships do over time? Clear importance to create more capacity for education in agriculture. After looking over higher education partnership, we found that it is a real value for foreign assistance. Partnerships give us access to the best researchers from universities. Also the cost share of the partnerships makes it cheaper for all actors and furthers as the partnerships continue and prove their worth. Leverage funding from partnerships demonstrates high value of partnerships. After partnerships close out, people continue to communicate, which allows students to continue learning and connected in the business world. Cadre of researchers and policy advisors are created after partnership to create a core group of experts and a critical mass that can further the field for the region and real success. High performing partnerships were examined to find common denominator for replication. Issue was that people needed to work on capacity building not the technical side. More institutions needed to deal with interdisciplinary issues by getting more people involved or more diverse professors.
- Bill Rivera-Wanted to revisit an issue from the beginning. Broaden the capacity of agriculture to the entire university so interdisciplinary field. Focus on groups that need education and why it is needed for each person is big for educational investment. Another big innovation is centers of innovation for developers connected to the private sector through partnership to sustain it in the future. It would be very useful to learn if Earth University is successful, but if foreign countries would start schools built on that model. Linkages between types of schools (formal and informal) are distinct and important.
- Emmy Simmons- Strength of local leadership allows the schools to create sustainable change.
- John Becker-Two documents, Quadrennial review of Diplomacy and Development and review by National Security Council, show that the USA is looking at development within a broader context of our own national security and economic security. USA sees development as directly involved in our self-interest.
- Gary Alex-Feed the Future is an opportunity, but limited initiative. So we need to speak broadly at what needs to occur.

End at 12:11

Break for lunch

Began at: 12:51

- Emmy Simmons- Brainstorm problems and concerns raised. After forty five minutes, look at big issues, which can be fixed by USAID or better addressed at lower levels. Prioritization for whom and what.
- Charles Maguire (World Bank)- Definition of agriculture training is something that we need to keep in mind. What is the entry point that USAID can use to become involved? It seems that it is through government and spreads itself to whatever agencies. The problem is that government is bureaucratic, does not work well, and does not allow easy job to control. Also the dynamic of the ageing public sector and the rising private industry. This is background of players in the AET. In many countries such as Thailand, the private sector exerts influence over the jobs and therefore where the youth is headed. USAID has a power to work bilateral with not just governments, but also with private sector.
- Was Weidemann-Many AET training is supply side driven. But with change in the system, it is demand driven and therefore more flexible as a result of the multitude of actors and need.
- Daniel Karanja- Public funding is running out or insufficient. So universities need to be flexible to get the funding and to achieve demand. Move to a more private sector.
- Ron Raphael (USAID)- Assume that graduates of AET will find jobs. What is the potential for employment in the AET system? USAID changed the capacity development by moving from training as an all-purpose tool, to a potential performance-enhancing tool. What is the state therefore of (dis)functionality of schools? Especially if going back to work in dysfunctional country or situation? Any USAID system needs to be twinned with an analytical process at beneficiaries of projects. Although have short-term projects, need to keep a long-term view.
- Bill Rivera-Need to know what constitutes development for organization or group and analyzes with projects.
- Moses Osiru- Keeping trainees engaged in home institutions forces them to remain engaged in the institution they will graduate from.
- Wes Weidemann-Work with university, not scholar allows the student to stay integrated within institution and therefore stay there. Also, keep a critical mass to foster an intellectual environment will allow people to stay.
- Brady Walkinshaw-CGIR allows woman to train in agriculture post-graduation. Also by having grants that strengthen institutions allow it to begun sustainable over time.
- Prabhakar Tamboli- The continuity of the program is very important. But any gap of funding sets the program back years so need to be sustainable. The government needs to be dedicated to a system for a long time, but it needs to come down from the top or the lower bureaucracy will not change. Promises can be made, but usually fall short. Need to make exhaustive review of entire system and then change to make the program more effective. To get real change need to talk to coordination official and convince them. Each country is unique though in goals and government. But Indian system is aging as quality and quantity decreases.
- Emmy Simmons- Is it important for all departments to be on the same page?
- David Nielson-The commitments and decision makers vary country to country.

- Gary Alex-What are the weaknesses of the Indian University system?
- Wes Weidemann- Worldwide a pyramid exists that is skewed with a large population set to retire.
- Moses Osiru- Trained people are set to retire and many educated people are not able to take over for the amount of retirement. But does the government know and make policy to fix the problem?
- David Hansen-Need to focus not just on getting new educated people, but on continuing education and growth so that those who receive their PhDs can keep on learning. Faculty exchange allows professors in developing countries to integrate themselves in networks and find about grants that keep professors around professionally.
- John Becker-Opportunity costs may not be economic one, but one of political stability. Look at investments in AET and articulate that moves Congress. There is a very serious negative opportunity cost of inaction. When you have underserved groups in countries, the demand for education is there and unmeasured, but political system does not respond.
- Peter Jeranyama (AAAPD)- His organization tries to harness skills of diaspora to help people still in Africa. Lot of capacity in diaspora to help and are trying to bring that to bear. What is the ultimate clientele of the education? Need to make sure that university integrate themselves in the system.
- David Nielson- Universities are swamped with no organized way to deal with it. Because government fragmented on how to deal with the problem, there is no coherent way to deal with it and the varied solutions might exacerbate the problem. How can private sector companies articulate their need? Even if you find solution, how would you gain endorsement from institutional structure? Further, there are a myriad of problems where AET is minimized.
- Daniel Sherrard- Many universities do not know where graduates are and what they are doing. If you want to allow universities to succeed, you need to prove that there are tangible results from graduates of AET. Further, image of agriculture is not exciting the youth.
- Wes Weidemann-Dismal esteem of agriculture work. It goes to quality of institution and students. How about knowledge of policy?
- Emmy Simmons-Elite does not go to agriculture schools as they see it below their station.
- Bill Guyton-At young level in developing countries kids need to choose very early and will not choose AET for what it represents.
- Moses Osiru-Strategy to get woman in have succeeded in some way. But female involvement varies per country.
- Ron Raphael- Teaching kids in Nigeria taught him that agriculture's bad image is directed to poverty. Two ways to combat the image is to demonstrate to the youth the lucrative jobs in the field and the use of computer science crucial to the market.
- Gary Alex-Due to population shifts to urban areas; people have no practical knowledge of farming. So need to address shift.

- Peter Jeranyama- Need to get to kids at early age to understand that agriculture has a very big science component.
- Charles Maguire-We tried to get youth programs going, but in many countries, youth organizations are frowned upon because of possible political nature.
- Brady Walkinshaw-Supporting 4-h for 25,000 in Tanzania, but it grew as an indigenous group with its own model to work.
- James Becker-How do you fund a public university? Certain rules allowed closer ties to private companies to continue it. But looking ahead how will the university system change to confront the funding model becoming irrelevant?
- David Nielson- Now that public universities aren't publically funded, how do revenue streams impact areas of study?
- Bill Rivera-Does Africa universities have development offices to get the rich to give back?
- Peter Jeranyama-We have an endowment fund as starting step to create culture of giving.
- Daniel Sherrard- Getting money conditional upon the institution being accountable for the funding.
- Emmy Simmons- Need to have universities get the researchers and scientists by talking about the cutting age technologies use.
- John Becker- In 2012, USAID has an opportunity at 150 anniversary of Morrell land grant to create dialogue of positives of the colleges and AET.
- David Hansen-Getting to youth allows them to see what their work can achieve and furthers the desirability of the job.

Stop 2:37

Coffee Break

Start: 3:10

- Emmy Simmons- Crafting Solutions for the problems identified. Venn diagram up of the intersection of STI, AET, and Exp value chains. What does successful AET system look like?

Problems: In short term and long term doing institutional and individual development within institutional networks. Finding sustainable funding and planning. Creating a more positive image of AET with the possible students and the government. No collaboration among donors and the private sector so relevance of curricula and leveraging funds. Few Incentives for students to pursue AET. Not enough institutional capacity. Fragmentation of initiatives without any metrics or overall connection. Lack of donor and staff expertise of AET especially in the field. No effective leadership from universities. Relevance of domestic problems with lack of education and stability and evolving job scene.

Solutions: Policy Planning and coordination of funded entities. Policy and governance need to be dealt with in coordination.

- David Hansen-No strategy from the funders so it perpetuates the cycle. Need models /hub that are individual to regions.
- Daniel Karanja-Regional trade is important to not just export goods but ideas and standards of AET and successes.
- Bill Rivera-Wants University to have small branches to deal with infrastructure constraints locally and still fulfill demand.
- Charles Maguire: How do you get static system to improve through coordination? Connecting private sector closer to university so graduates can fit the need.
- Brady Walkinshaw- Any way to do a Phoenix or DeFry University in Africa?
- David Nielson-Conference in Africa later in the year dealing specifically with how universities are funded and then how they are used.
- John Becker- What are research universities and classifications of universities for funding and research? Using classifications to judge universities.
- Terry Hardt-Talking with public university about curricula show that there are disincentives to change the teaching to be more in line with private demands.
- Charles Maguire-Need to understand private sector and focus on technician training from vocational schools instead of graduate school. Private sector is small in Africa without cohesion.
- John Becker-Use of IT to teach skills globally and becoming the standard.
- Jane Gore-Need to promote level of assurance and accreditation.
- David Hansen-Need to look at AET system in each country by creating tools. Further Africa needs to take the reins and create their own guidelines for AET. World Bank has a strategy for education and need to organize on thinking for that. Development to create tool to fund initiatives. World Bank and USAID have set up meetings to talk about AET and helping Africa.
- Gary Alex-Need to do analysis to decide what AET needs.
- Moses Osiru-Found out about private sector's satisfaction about students education.
- David Hansen- Need to focus on being a group and if there is value in teaming up to frame strategy for USAID.
- Jim Hershey- If goal is improving farmer income and decrease poverty through AET, can USAID achieve the goals without an extension.
- Gary Alex-Universities need to produce graduates that both work in the fields and regulate the industry. Focus on what needs are for AET generally which will work. Final deliverable will be paper outlining what changes we can make to AET to achieve improvement..

- Ron Raphael-Why is extension not included in AET system? Research and higher education need to relate to training and therefore extension.
- Emmy Simmons- Next steps on just doing AET without extension is wrong. Down the line need to have a project for both.
- Bill Rivera-Argue that USAID's AET project needs to be expanded to extension. Ultimately, you must be concerned with local development and national graduates. How are you going to increase productivity and value change development just looking at the pieces?
- Moses Osisu- Need to build on what has gone on before and adding to it.
- Charles Maguire- You can look at them separately, but their product is the same so need to make sure they work together.
- John Becker-Most developing countries would like full assessment of higher education and systems. Do they not want it?
- Gary Alex-Need assessments have been done in the past and are not very comprehensive.
- Ron Raphael- Need assessments have been done poorly and go to just list of people to train.
- Emmy Simmons-With emerging crisis in agriculture staffing and expertise, we need to focus to insure fragmentation and duplicative efforts are stopped. Comprehensive approaches to food security by focusing on training on short term and need to look at planning for policy and local ownership for the long term. We need to do assessments the only question is where and when, but have an action plans.
- Dave Hansen-Feel like Africa has its own desire to get assessment to solve its problems.
- Gary Alex-Should the US consider investing and endowing a new university like a earth of Africa?
- Wes Weidemann- Look seriously at existing structure using a hub and spoke system and not having it.
- Emmy Simmons-Countries have too many universities. Focus rather on how current universities function and how to utilize existing structure.
- David Hansen-Shouldn't ask questions here in DC, but back in Africa.
- John Becker-Current concept paper on technology, innovation and education in Africa that will be placed on the website.
- Gary Alex-What are the products that are useful in a short two page note for the field and assessment and what else can this imitative do immediately?
- Terry Hardt-Short paper on issues of AET, next step is how to do diagnostic and what help is out there through country step steps forward.

- Emmy Simmons-Disagree with Terry. The new bureau needs to have a preliminary cut on what are reasonable investments to propose. Unless you are prepared with short list of action, it would be just another paper from Washington. Within three months could have real change.
- Gary Alex-Not prepared to make suggestions for action for the whole bureau. Wants to make sure response is good practice.
- Bill Rivera- Have mission statements comment on material.
- Bill Guyton-Attend the meetings and calendar of events about this topic and see what comes of it.

End 5:06