

POTENTIAL ACTIVITIES OF THE UNIVERSITY
CENTER

Occasional Papers Developed by Members
of the Task Force on the University
Center for Development

Board for International Food and Agricultural Development
and Economic Cooperation

December, 1991

FOREWORD

The Task Force on University Cooperation in Development was appointed by the BIFADEC to advise it on the development of the program of the newly created University Center for Cooperation in Development in the Agency for International Development. As part of the deliberations of the Task Force, a series of exploratory papers was developed by the members of the Task Force, and A.I.D. officers and representatives of the national higher education associations participating in the meetings as observers also contributed. One national higher education association group, the International Agricultural Section of NASULGC, contributed a set of papers which are also included.

The papers developed do not represent finished proposals. Rather, they are preliminary explorations of potential programs that require more detailed thought. They are presented in this document to record the initial work for future use by persons doing the detailed planning of programs for the University Center.

Members of the Task Force

Lynn L. Pesson, Chairman
Jane Bertrand
Winfrey Clarke
Davydd Greenwood
Maurice Harari
James B. Henson
James G. Humphrys
Harold Josephson
Edna L. McBreen
Henry Nieves
Jean R. Kearns, ex-officio
Ralph Smuckler, ex-officio
C. Stuart Callison, ex-officio
Curtis Jackson, ex-officio

TABLE OF CONTENTS

<u>Item</u>	<u>Page #</u>
Foreword	
Papers Developed by Task Force Members and Other Interested Persons	
Adaptation of CRSP Program Characteristics to Funding of Research Activities in Other Fields	5
Centers of Excellence	3
Democracy Initiatives	28
Development of a Younger generation Pool of Talent	24
Faculty Participation in Mission Development Projects - Bridging Support and Sustainability	33
Fellowships Programs	12
Higher Education Area Centers	14
Improving Linkages Between U.S. Agricultural Research Community and International Agricultural Research Centers (IARCs)	18
International Alumni Networks	1
International Sustainability Networks	30
Inventory of University Resources	16
Joint Career Corps	10
Supporting Internationalization Projects on College and University Campuses	7
Technical Assistance in Technical and Vocation Education	38
The University Center: A "Think-Tank" on Development	21
Topping-Up Salaries	36
Undergraduate Scholarships for International Development	42
University Competitiveness	40

Views of the International Agriculture Section, Division of Agriculture, National Association of State Universities and Land-Grant Colleges	45
Introduction	45
USAID/University Problem-Oriented Networks	47
Collaborative Linkages for Agriculture Science Strengthening (CLASS)	48
Competitive Small Grant Program for International Science and Education Collaboration	50
Broadening the University Development Linkages Program	51
Expanding and Accessing U.S. University Strength in Agriculture, Natural Resources, Nutrition and Health	52
Joint Career Corps	53
Participant Training	55
Alternative Funding	57
- Debt for Development	
- University-Linked Endowments	

INTERNATIONAL ALUMNI NETWORKS

Purpose

International alumni networks can provide benefits to U.S. higher education institutions and to A.I.D. Such networks offer opportunities for continuing education and professional development for developing country alumni. They should also assist U.S. institutions to internationalize. From A.I.D.'s standpoint, they would provide a pool of local talent who can be of assistance on a broad range of development activities, and they would also offer a local group to support the U.S. program.

Approach

International alumni networks are defined as U.S. university/college faculty and alumni who maintain long-term institutional and/or departmental ties with their alumni in developing countries. U.S. universities/colleges would implement an international alumni network program by establishing and maintaining linkages with developing country alumni associations. The networks would be viewed as alumni change agents that would foster an exchange of knowledge and stimulate new products and actions which would be of significant benefit to the world.

To exchange knowledge, networks would sponsor regionally focused seminars, and lectures, share professional and popular journals, and publications, and utilize appropriate technologies for communicating. Alumni networks would be focused and result in new products and activities of mutual benefit to individuals, departments, institutions, (regional and national) in the U.S. and developing countries. The type of outcomes and activities that networks would produce include improved institutional organization, administration, and research, changed curriculums, teaching methodologies, and outreach programs, and new services in specific fields for families and the society at large.

AID would provide competitive grants to universities/colleges as a one time turn-key mechanism to establish or ensure the sustainability of international alumni networks. The grants would be matched one to one by universities (non-federal funds) to establish international alumni associations in developing countries and/or to ensure the viability of an existing international alumni networks. Partial or full tuition waivers for international students could be one way in which universities match AID funds. Another way might include leveraging AID funds to encourage funding from U.S. alumni representing the business and trade sectors. The U.S. Information Agency has a number of programs that could complement the communication and exchange of knowledge between U.S. universities and developing country institutions. These include programs such as the Fulbright Exchanges, International Visitors,

and the Hubert H. Humphrey Fellows. Additional data have been requested on international alumni networks through AID's library loan program and NAFSA.

Relevance

Over the years, AID has initiated and provided training to over 300,000 international students. Last year there were 19,000 international participants that were sponsored by AID of which about 10,000 were enrolled as regular students in colleges and universities. This represents only 5% of the approximately 380,000 international students that are receiving training in the U.S. on an annual basis. Through a world-wide international alumni network, these students would represent a distinct asset to U.S. national interests.

Issues

1. There would be high costs involved in developing and maintaining current addresses of members.
2. International alumni networks can serve multiple purposes; the needs for such networks must be carefully thought through.

CENTERS OF EXCELLENCE

Purpose

There are many examples of the growing pressures to understand complex phenomena on a world-wide basis. Environmental problems, population pressures, poverty, food surpluses and shortages, land use decisions, ethnic conflict, resource allocations, debt restructuring, and a multitude of other human concerns all illustrate the need for science to look at problems and opportunities in a more holistic sense. This is where centers of excellence come into the picture. The trick is to provide the synergism that brings together the requisite scientific talent necessary to come up with alternatives to consider.

Approach

A Center of Excellence can best be described as an academic unit and/or network that focuses on development problems and/or needs as contrasted with a discipline emphasis. It brings together expertise from different disciplines that when taken together can provide a holistic view, thereby giving added impetus to the amelioration of the problems and/or needs under scrutiny. They can be especially useful in providing a reservoir of expertise useful to a specialized set of problems and/or needs.

As an illustration, let's use the example of a center for lowland studies. Such a center might focus on the lower extremities of a river, looking at the peculiar problems of riverine structures they fan out over the coastal formations and run into a major water basins. The effects such geographic formations have on adjacent wetlands and estuaries are profound, notwithstanding the impact they have on the lives of the people who live and work in the area. The recent floodings in the Ganges River Basin in Bangladesh and the severe pollution problems in the Volga River Basin in the USSR are striking illustrations of the kinds of problems that require expertise from a number of disciplines for resolution.

Relevance

Most complex problems require holistic approaches, requiring a number of academic disciplines for knowledge generation and analytical input. As the problems of the world become more complex because of increasing population pressure, scientific talent in the university community must be assembled in such a manner that synergistic effort can take place. Traditionally, university scientists tend to focus on single variable research, frequently working alone and/or with a team of research associates and graduate students who work under their leadership. Besides, traditional discipline lines tend to isolate scientists from

persons who look at the same phenomena from another discipline perspective. Centers, therefore, can serve the purpose of coalescing scientific talent around development needs and problems.

Using the lowlands center as an example again, an interdisciplinary overview is required in order to fully comprehend the nature of the problems, needs, and opportunities involved. Scientists from basic disciplines such as botany, chemistry, geology, physics, and zoology can offer explanations of the phenomena being observed, each from their own particular perspective. There are also some applied areas that can contribute, including coastal ecology, economics, epidemiology, environmental science, marine science, remote sensing, sociology, soil science and perhaps others. It takes a composite scientific view, however, with each discipline contributing its input to a holistic view of the phenomena under study.

Issues

1. The talent necessary to effectively study a development problem may be spread across several institutions, including some in other countries.
2. The need for such research activity may be questioned because of the long-term, pervasive activity that is needed.
3. The cost of mounting such efforts can be prohibitive. It could conceivably require an interdepartmental effort among government agencies.
4. An alliance with industry and/or PVOs could be a good approach.

ADAPTATION OF CRSP PROGRAM CHARACTERISTICS TO FUNDING OF RESEARCH ACTIVITIES IN OTHER FIELDS

Purpose

The application of the collaborative Research Support Program (CRSP) model to other areas of expertise will similarly allow A.I.D. and the host countries involved access to the country's leading researchers in other fields that are crucial to development.

Approach

The dramatic success of the CRSP (Collaborative Research Support Project) mechanisms in agricultural commodity research has not been dependent upon the content focus of the projects but rather upon the characteristics of the mechanism and the commitment of the U.S. and host country researchers. The CRSPs have consciously incorporated the following characteristics into the mechanism:

1. The model provides true research collaboration between U.S. and host country scientists in addressing shared problems. Research results have had a positive impact on both U.S. and international agricultural production.
2. The CRSP model requires clear returns from the research to both the U.S. and the host country institution(s) and the clientele they serve.
3. It requires a shared fiscal and human resource commitment to the project's research goals by all collaborating institutions.
4. At optimal levels of implementation of the CRSP model, all collaborating institutions are integrally involved in fiscal, management, and research decision-making. The result for host country institutions has included increased research management capability as well as quality research.
5. The CRSPs have provided leading U.S. scientists -- recognized U.S. leaders in each of the commodity areas covered by the CRSPs--opportunities to work in the international research community. The host country profits from the opportunity to work with the very best scientists the U.S. has to offer without the imposition of litmus tests of previous international experience; and the U.S. scientist and his or her institution profit from an expanded international focus and reputation.

6. The involvement of U.S. universities as a major component of the CRSP model provides the host country a linkage to the major research institutions in the U.S. which also happen to be the U.S. institutions with the responsibilities for the training of new researchers and the development of new research systems within this country. Thus the CRSP provides access to training and mentoring as needed in the development of a truly collaborative research effort.

Relevance

A.I.D.'s CRSP investment has been an excellent one, both in terms of research results and in relation to university-provided matching funds and attraction of additional external funding to enhance the research effort. The application of this model to other fields will place at A.I.D.'s disposal a great pool of talent who are leaders in such areas as basic education, adult education, early childhood education, family resource management, nutrition, community decision making, business administration, small business development, medicine, community and family health, local, state and federal government, etc. In some areas of limited potential profit from research activities, universities may be the only institutions involved in research activities. At the same time, universities and their faculty are actively and successfully involved in research that increases the viability and profit margins of the private sector in the U.S. and internationally.

Issues

1. The contractual requirement of matching funds to be provided by all participating institutions is a hardship to some U.S. and host country universities.
2. A.I.D. missions have not always responded positively to CRSP activities.
3. Contracting procedures and mechanisms must allow for fair competition among all - universities with research expertise in the content area of concern. The ad hoc growth of some of the current CRSPs gives the impression of a closed-shop controlled by a small network of individuals.

SUPPORTING INTERNATIONALIZATION PROJECTS ON COLLEGE AND UNIVERSITY CAMPUSES

Purpose

During the past decade an increasing number of colleges and universities have developed strategies for internationalizing their curricula and campuses. These efforts have won support not only from faculty and administrators, but from alumni, community leaders, national educational associations and accrediting agencies, and even state governments. Demands of national security, peaceful relations among nations, economic competitiveness, the internationalization of business and finance, environmental interdependence, and the growing ethnic and religious diversity of our local communities, to name a few, have created a positive environment for global educational programs.

Approach

There are a number of activities in which higher education institutions can engage in order to internationalize their programs. These include the following:

1. Curriculum development
2. Materials development
3. Research
4. Training of faculty members in foreign countries
5. Expansion of foreign language courses
6. Establishment of institutional linkages
7. Library and teaching materials
8. Faculty and student exchanges
9. Study and research abroad scholarships
10. Faculty summer institutes (either regional-specific; country-specific, or topic-specific)
11. Internship projects abroad

The above mentioned and related activities will enhance the ability of higher educational institutions to develop both on-campus and foreign study programs with a focus on the developing world and on development issues. Individual and consortium grants

ranging from \$25,000 to \$100,000 will enable institutions to initiate such programs. Grants should range from 1 to 3 years, depending on the project goals and objectives. The recipient institutions should make some tangible commitment of resources to the project to better assure its continuation after the termination of the grant.

Relevance

The benefits of such a program are obvious. Many universities and colleges may wish to strengthen existing or start new programs with a development focus, but are unable to do so because of limited funds. An A.I.D. funding program will allow pilot projects to begin. Successful projects should become models that will be replicated by other institutions. Such programs will add to the core of students and faculty members who have an understanding of the developing world and experience with development issues. This will significantly enhance internationalization efforts on college and university campuses and, at the same time, will further the interests of A.I.D.

The federal government's effort to support the internationalization of higher education has been and continues to be centered in the programs supported by Title VI of the Higher Education Act of 1965 and the Mutual Education and Cultural Exchange Act of 1961 (Fulbright-Hays Act). These two pieces of legislation support programs such as the National Resource Centers, Foreign Language and Area Studies Fellowships, Language Resource Centers, the Undergraduate International Studies and Foreign Languages Program, the Centers for International Business, the Business and International Education Program, Doctoral Dissertation Research Abroad, Faculty Research Abroad, and Group Projects Abroad.

Although many of the National Resource Centers focus on the developing world, these involve less than 75 of the major research universities in the United States. Group Projects Abroad also support study in the developing world, but they are relatively few in number. The other federal programs do not prohibit projects in the developing world, but neither do they provide any incentives to establish such programs. Unfortunately, many international education programs ignore the countries and the issues with which A.I.D. is most concerned.

An A.I.D. competitive grants program to support projects that involve the developing world would focus attention on developing countries and on development issues. Furthermore, it would enhance both A.I.D. priorities and the internationalization of higher education.

Issues

1. Objections may be made that this program duplicates an already successful grants program funded by the U.S. Department of Education under Title VI and Fulbright-Hayes. Although this may be true to a certain extent, Title VI and Fulbright-Hayes applicants are engaged in all sorts of internationalizing activities, many of which are related more to the industrialized world than to the developing world. The proposed A.I.D. program will specifically encourage proposals from institutions that wish to begin or to strengthen academic programs with a development focus. Currently, no grant program within the federal government provides similar incentives for this end.
2. This new A.I.D. program should support both projects which seek to enhance existing programs on or with the developing world and projects which look to initiate new programs. Although funds should support the strengthening of programs at major research universities, a specific percentage of the grants (or a specific dollar amount) should go to primarily undergraduate institutions, including community colleges.

JOINT CAREER CORPS

Purpose

The Joint Career Corps (JCC) is a long standing USAID program initiated (1983-1984) under the auspices of the Bureau for Science and Technology (S&T). The program was created to combat USAID serious shortage of technical personnel in key fields in overseas missions. Initially, USAID/Washington was also included as a JCC post, but later eliminated from consideration. The JCC program establishes an agreed upon framework for the mutual interchange of university faculty and USAID staff. The placement of USAID personnel on university campuses (to upgrade their technical skill is referred to as a reverse joint career corps (RJCC).

Approach

JCC assignments are implemented under an Assignment Agreement with the participating JCC member institution. The institutional agreements are long term - 10 years. Appointments to the JCC are made by supplemental agreements to an institutional agreement.

Participants in the JCC are normally viewed as senior level, tenured professionals able to provide both technical and policy-related advise to A.I.D. missions and high-level host government officials. A JCC overseas assignment with A.I.D. is normally two years with a maximum one year extension with appropriate justification. The Corps member spends approximately one-third of his/her career on assignment with A.I.D., and two-thirds at the university in a Joint Career Corps Reserve status. In this status the Corps members' services are utilized by A.I.D. via short term (TDY) consultancies or under other arrangements.

A.I.D. pays the Corps member's salary and university benefits directly or on a reimbursable basis to the institution. The Corps member is entitled to all A.I.D. allowances and benefits comparable to those available to members of the Foreign Service at the post of assignment. A Corps member is subject to the same security and medical requirements applicable to A.I.D.'s Foreign Service employees, including security and medical clearances.

Relevance

The combination of longer term overseas assignments and short periodic consultancies permit the Corps member to develop extensive experience in his/her technical specialties within both the U.S. and developing countries. In turn, A.I.D. programs benefit by the continuing availability of talent for backstopping its programs, and the added opportunity for keeping its program scientifically and technologically up-to-date.

This program has been found to be extremely useful and beneficial by the former participants, according to an informal study done by Winfrey Clark of Virginia State University, a former JCC participant. They feel that they and their institutions accrued relevant experience in their technical specialties and that A.I.D. was provided with needed technical expertise.

Issues

1. An improved system for identifying and mobilizing JCCs - Recruitment should be streamlined and should involve the university recruitment network.
2. Funding - mission or central (S&T) - The present program suffered (1986) when funding responsibility was shifted from the then bureau of Science and Technology to USAID missions. Sharing of funding should be explored.
3. Continuity of the program - An improved mechanism needs to be developed that would facilitate continued involvement of JCC/RJCC after initial activity.
4. Communications - Improved communications of the program to missions to include the philosophy of the program; the program value (especially in this time of severe A.I.D. personnel cutback), and continuity.
5. Duration and location of assignments - Some consideration to a mix (short term and long term) of initial length of service based on the nature of the work to be done. A rethinking of Washington, D.C. based JCC assignments in view of the technical personnel shortage that the Agency is presently experiencing.
6. University Faculty - The present program calls for university senior-level tenured professionals. Consideration should be given to less senior and non-tenured faculty (mid career).

FELLOWSHIPS PROGRAMS

Purpose

The purpose is to expand the participation of the higher education community in development programs.

Approach

A number of different fellowship programs might be planned. One could be a general program of fellowships to university people who might spend a year or so in the agency pursuing a mutually useful program line; another might be graduate student fellowships; or fellowships might be a part of the Center program in a specific field--health, agriculture, etc.

Considering the first, the purpose of such a fellowship program would be to expand the participation of university people in development programs, involving individuals on leave from their universities, either on sabbatical, or leave without pay. They would spend a year in a sort of senior internship in the Agency. If on sabbatical, the individual might spell out what he wanted to do and if it met A.I.D. specifications, the financial arrangements could be worked out accordingly. In the case of a non-sabbatical, the individual would be brought in on full pay and would be obligated to perform a particular function. This would be not too different from an IPA, but less formal and perhaps move in other channels.

The Center might arrange such "University Fellows" in the same way that the "AAAS Fellows" work within A.I.D. They would serve as a source of additional technical talent for various bureaus. In the case of the "AAAS Fellows" the cost to the A.I.D. unit is relatively modest and there is an annual class of such individuals. The "AAAS Fellows" are young and frequently stay on in A.I.D. positions; the "University Fellow" would generally return to his/her university.

There might also be "University Research Fellows" based within the Center, taking on a particular research obligation during a course of a year in Washington or in the field. This might be done with a relatively modest stipend if this were built on sabbatical leave arrangements. The University Center could be a vehicle for arranging this and would participate in the selection process assuming the fellow would be attached to a bureau or unit other than the Center.

As for the graduate student fellowships, these would be a natural means of contributing to the next generation of talent for both A.I.D. purposes and for academia. There are side benefits which also would accrue--i.e., the general image of A.I.D. and

general interest in development.

Relevance

The advantages of faculty fellowships would include new experience for faculty members, and the contribution of new talent to A.I.D. This might be envisioned as part of a general plan to bring a closer interchange of resource people between the Agency and A.I.D. As a part of these arrangements A.I.D. people might also go as "fellows" to universities.

Issues

1. One factor would be the question of suitability of the mix. From the university stand point there might be a too limited array of fields needed by A.I.D. to contribute much to the broad international goals of the institution. The individual experiences might be viewed as too narrow. From the A.I.D. perspective, selections would have to be made carefully to be sure that the faculty member has something to contribute to the program in which he is working while at A.I.D.
2. Another factor would be the high management costs of such programs. This might be offset by turning to some device such as using professional associations as the managers along with a pattern of cost sharing. There are many advantages to a program at the graduate level of this type, and very little disadvantage assuming reasonable costs, and an ability on the part of the Agency to assist in arrangements in developing countries. An MBA level fellowship is currently under consideration in the Agency and the model being developed--namely, the assignment of MBA students to active U.S. business or industrial situations in the developing world--might be used in other fields as well. For example, the Center might use advanced grad student fellows in the field of education or in some aspects of environmental work or agricultural work. A side benefit would be expansion of interest among graduate students in the developing world and identification of new talent.

HIGHER EDUCATION AREA CENTERS

Purpose

It is important that an effective working relationship be established between A.I.D. and the elements of the higher education community supported by various government programs.

Approach

It is essential that a reasoned, supportive, and politically informed relationship exist between USAID, the foreign language and international studies, and the international business programs supported under Title VI of the Higher Education Act and (102)(b)(6) of Fulbright-Hays. The problems need to be identified, the issues discussed, and a reasoned approach agreed upon so that these elements can articulate their efforts toward mutually compatible objectives.

Relevance

There are three important considerations that weigh heavily on the relationship between A.I.D. and the international elements of the higher education community. These are as follows:

1. The U.S. international expertise crisis: The programs that now form part of Title VI of the Higher Education Act were originally created out of a sense of national crisis about our ignorance of other countries and cultures. Over the years, this sense of urgency diminished and a federal "manpower" policy regarding expertise has evaporated, in all but the defense community. As a result, the federal investment in the creation and maintenance of vital international competence has dwindled to levels that endanger our national ability to understand and adjust to the emerging international order. The current level of support for the development of foreign language and international studies and international business expertise is a mere \$40,000,000.
2. The segregation of development expertise and general international competence on campuses: Around the United States, on many campuses, international agriculture and rural development activities are organized separately from the foreign language and international studies programs. Where this happens, it deprives those working in international development of the proper level of competence in foreign language and international studies. Where the two are linked in a positive relationship, some of the best trained development professionals work and

train subsequent generations of practitioners. Where the two are linked by an exploitative relationship, the international development work utilizes foreign language and international studies expertise, without contributing resources to its generation.

3. USAID as a contractor: USAID, in contracting with the private sector, often deals with private consulting companies who, in turn, hire foreign language and international studies expertise from the campuses, thereby further over-allocating an already scarce good, without making a contribution to the continuing development of this vital form of expertise.

Issues

1. On-campus relationships between the different groups: Relations between the development studies community, the foreign language and international studies groups, and the international business studies groups on campus are extremely tense. Both development programs and international business programs have considerable financial resources and sometimes are inclined to utilize foreign language and international studies expertise without contributing to the capacity to continue generating it.
2. The fiscal crisis in higher education: The fiscal crises of most major universities have placed foreign language and international studies programs in a state of extreme vulnerability. As multi-disciplinary, inter-college programs, they are prime candidates for cuts by short-sighted department chairs and deans. Added to this is the competition on many campuses for scarce resources between the development studies and international studies communities.
3. Differing professional trajectories: The ethos of development studies, with its general tendency to move professionals all over the globe conflicts with the ethos of foreign language and international studies. The latter demands something like a lifetime commitment to a world area while the former rewards professionals for the breadth of types and locations of their assignments.

INVENTORY OF UNIVERSITY RESOURCES

Purpose

There is an apparent need for an inventory of university resources that are suitable for international development. This resource or data base should be part of the new AID University Center Program.

Approach

1. A data network prepared by colleges and universities interested in international work should be kept and updated frequently. Each school should keep its own file in an agreed upon compatible format so that the information is readily retrievable and easily transmitted by current methods of exchanging information (fax, electronic mail, diskette exchange, etc.).
2. Data that are relevant to international development should be kept in the file. Such things as faculty characteristics and their availability for international work, research centers and facilities, laboratories, training centers and programs, residential facilities, land transportation capabilities should all be stored. Special university strengths and characteristics also would be important. The desire to participate in and the commitment to international work of each school should be included. Relevant experience or track records would be helpful. Language training facilities and expertise should be noted as well. Naturally this is a suggested basic list; there are many other types of data that should be included as well. Not all international work is done abroad; much is done at home and knowledge of university facilities would be important in this regard.
3. One of the major uses of a data bank is linkage and essentially this information bank would serve as a resource for this purpose. It is really quite important to find the right persons or school for a given job and this resource base would give AID a very valuable tool for selecting those who would be the proper choice at a given time to carry out a particular job. Many smaller and specialty schools get lost in the shuffle of international work and this data bank could facilitate choice and help those schools that would like to participate. For example, at Mayaguez we have a small but excellent core of people in transportation engineering. This faculty is Spanish-speaking and could certainly be used to help some Latin-American country develop its infrastructure. Such information would not

generally be known and certainly could not be considered, but its inclusion in a data base would be helpful at the proper time.

4. One of the by-products could be consortia development. The data base could serve as a kind of marriage bureau for schools, which would like to work with other schools on some projects but do not know who is available for what. A search of the file could give a picture of who could work together for a given cause or purpose. This would be important for developing more complex projects in particular.
5. It is important that the data base have a retrieval specialist in house, who could, among other duties, search the files when necessary for relevant data, retrieve it and distribute it to interested persons as quickly as possible. This person would also be responsible for keeping the master file at the University Center current.

Relevance

There is a clear need for a data bank of university resources for the new University Center Program at AID. The information should be relevant and timely and readily available to the decision makers in international development. This data base would facilitate better choices for development work.

Issues

1. The time and effort to establish a data base is large. Is it worth the effort?
2. Maintenance of a data base requires continuous monitoring. Unless this is done, it will soon lose its validity.

IMPROVING LINKAGES BETWEEN THE U.S. AGRICULTURAL
RESEARCH COMMUNITY AND INTERNATIONAL AGRICULTURAL
RESEARCH CENTERS (IARCS)

Purpose

The United States is better organized at the public level to provide technology to developing nations than it is to obtain technological improvements from developed or developing nations. If the United States is to share more fully in the benefits of work by international agricultural research centers and other national programs, it must give more attention to improving its institutional arrangements for acquiring these technologies. This will require efforts to increase the number of U.S. researchers who are willing to live abroad, and the fostering of better incentives for scientists to develop collaborative relationships. If the United States is to share more fully in the benefits of work by international agricultural research centers and other national research programs, it must develop a new generation of U.S. international researchers. Increased funding and opportunities for international research are also important, but a pool of qualified and experienced persons and the professional incentives to pursue collaborative international research opportunities are the current major limiting factors.

Approach

A key to retaining the competitive advantage that the U.S. has historically enjoyed is to increase quality and efficiency through better varieties and production practices. This requires effective research. The U.S. must do at least three things to achieve more effective research. It must increase financial support for public agricultural research programs in the United States. It must facilitate effective agricultural research in international agricultural research centers (IARCs) and national agricultural research systems (NARSS). And it must strengthen linkages U.S. agricultural scientists with the international agricultural research community.

The U.S. is already promoting linkages on several fronts. A.I.D. is supporting Collaborative Research Support Programs (CRSPs). The A.I.D. Science Adviser's Office sponsors a competitive grants program for joint U.S. developing country collaborative research. A.I.D. Scientific Liaison Officers (SLOs) are associated with many of the IARCs to promote linkages with the U.S. research community. The U.S. Department of Agriculture has recognized the importance of international science, education, and development work to the prosperity of U.S. agriculture in the Proposal of the Administration for the 1990 Farm Bill. A.I.D. and the USDA are actively exploring increased collaboration.

The University Center might consider several ways to improve the linkages of U.S. agricultural researchers with international agricultural research centers:

1. Facilitate U.S. research community linkages with IARCs. A.I.D. encourages linkages be established on the basis of professional excellence and comparative advantage, both bases on which the U.S. science community is competitive. A wide array of research linkages already exist. However, institutional incentives and career reward structures could be improved to promote international collaboration. The University Center could seek to enhance opportunities for collaboration in the academic career ladder.
2. Encourage existing projects, e.g., CRSPs, to link with IARCs. Generally, existing projects and especially the CRSPs collaborate closely with the IARCs. The University Center could encourage that special attention be given by CRSPs to identify areas of program complementarity with particular attention to linkages with the U.S. research community, focusing CRSP programs on those activities of special strength in, and special benefit to, the U.S. research community.
3. Establish a project similar to 936-4136; Special Constraints Research within the University Center to provide additional funding for linkages. This project was specifically created to link U.S. researchers with the IARCs. It has been well-managed in S&T/AGE. The USDA/OICD has decreased overhead charged on administering the project and the USDA has offered to match A.I.D. funding up to \$500,000 per year. The concept might be extended to foster collaborative thesis research by a significant number of graduate students (including funding for visits by professors) of research by post-docs to increase the pool of interested and experienced U.S. researchers. The University Center might consider establishing a project for these purposes.

Relevance

Advances in United States agriculture provide an extraordinary example of the successful development and application of science and technology. Two percent of the population feeds the whole country, and even so, production from one in three acres of U.S. farmland is exported. In large part because of recognized success, development assistance in agriculture has traditionally been the flagship of the U.S. foreign economic assistance program. This assistance has had a significant positive influence on the economic and social success of many low-income countries. Development of these countries benefits the U.S.; they are the growth markets of

the future for U.S. agricultural exports.

But the flow of technology is not one-way. U.S. participation in global agricultural development has provided access to scientific knowledge that the United States has used for its own agricultural development. For example:

1. Varieties with dwarfing genes from Asia are sown on almost two-thirds of the wheat area and one-quarter of the rice area in the United States.
2. The genetic source for golden nematode resistance in potatoes is Peru. The genetic source of modern resistance to rust in wheat was discovered in Kenya.

By helping others to improve their agriculture, the U.S. helps to improve its own agriculture. This is a simple message, strongly backed by evidence.

Issues

1. Crop yields around the world are leveling - off or even decreasing somewhat in some areas. Have production ceilings been reached?
2. Which government agency or agencies should be responsible for such a linkages program?

THE UNIVERSITY CENTER: A "THINK TANK" ON DEVELOPMENT?

Purpose

The purpose of a "think tank" on development is to mobilize and organize the expertise of colleges and universities to assist developing countries and USAID missions to analyze development problems, policies and strategies. To do this the UC could, in conjunction with a reorganized BIFADEC committee structure, help organize networks among college and university analysts around particular problem areas and around country or regional development strategies not adequately dealt with on a continuing basis elsewhere. Such networks would identify and involve experts with special knowledge about and/or responsibility for the country(ies) or problem in question from 1) U.S. colleges and universities, 2) the concerned developing country, 3) USAID mission(s), 4) AID/Washington and 5) any others (such as retirees or consultants) willing to participate.

Approach

These networks would be similar to the Collaborative Research Support Programs (CRSPs) in agriculture, but more flexible, multi-disciplinary, and open to newcomer participation, with heavy emphases on 1) communication, 2) establishing consensus on development policies and priorities within each country, 3) identifying new problems and constraints within those priorities for analysis, 4) peer review and challenge of researchable hypotheses, and on 5) upgrading host-country data collection, research and analytical capabilities. As with the present CRSPs, they should establish their own management entities, with strong links to host country research institutions, USAID missions and the responsible AID/W offices.

The networks should adopt measurable, analytical indicators of progress toward the development objectives established by the foreign assistance legislation and AID/W and use them to track progress in each country within its purview. Based primarily on existing data sources, secondary material already available and their own experience and knowledge, they should evaluate the impacts of past and current A.I.D. programs and their contributions toward overall development progress in each country, identifying causes of low impact and ways to enhance overall success. Such networking, in the modern era of computer and communications technology, should require only small budgets for communications, editing, publications, and occasional travel and conferences, although it may spin off proposals for more in-depth studies of thorny issues that could then be separately funded by the increased parties.

The University Center would thus be working with A.I.D. and

the college/university community, both in the U.S. and the developing countries, to organize "think tank" networks in a modified CRSP mode around key development problem areas and important country programs. This would provide invaluable assistance to A.I.D. and its missions in better defining development problems and their solutions in each country or area of research/analysis, in improving developing country capacity to do the same, and in establishing a more effective set of priorities for development assistance. It should enable A.I.D. to communicate the nature, rationale and impacts of its program more effectively to Congress and the American public. Enlisting the active participation of the U.S. academic community in the design of and justification for A.I.D. country development strategies should generate additional public support for the foreign assistance program. It should certainly advance the internationalization of U.S. colleges and universities.

Relevance

A.I.D. has a continuing need for research and analysis into development problems and constraints and into which investment strategies and priorities are most likely to result in sustained development in individual developing countries. It relies heavily on the background analyses and basic economic information generated by the World Bank, IMF and the developing countries themselves, but must augment these with more in-depth analysis of particular issues affecting its own objectives. For the latter, USAID Missions use either direct-hire economists, sociologists, agriculturalists, public health and other technical specialists or those hired on contract to look into specific issues or to do special studies like the "Social and Institutional Profiles." Such analysis is used to inform discussions with host country leaders about overall development strategies, priority choices in the provision of A.I.D. assistance, and specific program and project design.

Most of the A.I.D. analysis is undertaken or contracted on an ad hoc basis, as needed for particular program or project documents. With rotating Foreign Service assignments and the short-term nature of most contracting arrangements, the intellectual continuity on problem analysis and the ability to follow-through on proposed solutions, policy dialogue and development strategies is limited to a very few years in situations that will often take many years to improve. Inadequate progress toward important development objectives is especially apparent in Africa and some Latin American countries.

A.I.D. does not have adequate analytical capacity either in its headquarters or its field missions to do the job. Very few missions have more than one program economist, and he or she is usually burdened with many time consuming, non-analytical duties. Most of the smaller missions in Africa have no economist at all and must rely totally on short-term contractors and occasional visits

of regional or AID/W personnel. AID/W staff is far too thin to provide adequate analytical support to all 70 or 80 field programs. The unsatisfactory impact of development assistance programs has become a thorny political issue in Congress and among the American public, and A.I.D. is hard-pressed to explain its programmatic priorities and the root causes of slow progress toward basic foreign assistance objectives.

If more rapid progress in developing countries is desirable to the United States, the international expertise and analytical power of our colleges and universities should be more fully engaged to help provide the intellectual leadership and continuity needed for a more successful development effort.

Issues

1. A.I.D. missions and bureaus may resist having networks of academic researchers looking over their shoulders.
2. Colleges and universities may have difficulty releasing personnel at times when A.I.D. has urgent needs for assistance.

DEVELOPMENT OF A YOUNGER GENERATION POOL OF TALENT

Purpose

The development of a younger generation of university talent is imperative and participation by such faculty in research can be a strong supportive element for the development of their international experiences and capabilities. This is a guiding purpose for this presentation, and it is supported by the following:

1. International professional involvement of young faculty including research can provide initial experiences and generate interests in the development of a younger generation pool of talent.
2. International experiences as students and/or prior to graduates becoming faculty under the aegis of student abroad exchanges, Peace Corps, and others frequently influence their lifelong interest in participation in international programs and activates.
3. Participation in traditional USAID projects has frequently excluded the participation of and the resulting benefits to young faculty and their institutions. This is a result of lack of support of young faculty participation by universities, and the tendency of developing country and USAID decision makers to exclude young faculty because of an orientation toward older, more established and tenured faculty.

Approach

The following are inter-related approaches that can contribute to the development of an international experienced and capable talent pool:

1. The internationalization of the university and the creation of supportive policy and other contributors to the international environment of the university. A university that is highly supportive of and recognizes the benefits of internationalization is more likely to be supportive of young faculty participation.
2. The recognition that the development of faculty international experiences and capabilities are central to the internationalization of university curricula and programs and that young faculty gaining such experiences and capabilities are an especially sound investment. Thus, a university faculty development program that recognizes and supports the enhancement of faculty

international competence is extremely important. This can be incorporated as:

- a. The establishment of linkages and collaborative activities especially related to research with colleagues and institutions in other countries as part of the "start-up package" for newly hired faculty, especially young faculty;
 - b. The incorporation and encouragement of international activities and participation as part of sabbaticals, research programs, etc. and by the provision of resources to top-up salaries, provide travel, small grants to develop collaborative research, etc;
 - c. A mentoring system for young faculty participation in international programs and activities by well established peers.
3. The establishment of policies that recognize the importance of an overseas international professional experience, especially early in an individual's career, as a key factor in the establishment and maintenance of a truly global university.
 4. An emphasis on the conduct of research on international topics and the encouragement and support of the establishment of research linkages and collaboration with colleagues and institutions in other countries directly relevant to the research interest and job description of newly hired and/or young faculty.
 5. For an individual institution, hiring policies which emphasize and require international experience and interest.
 6. The development and implementation of recognition, reward and incentive systems related to salary, promotion, and tenure which explicitly emphasize and reward faculty international activities and capabilities in teaching, research, and public service.
 7. The development and implementation of educational activities which can assist university administrators and other key decision makers and faculty to better understand what the international dimensions of universities can be (the potentials) and the resultant impact on the universities/colleges, and those they serve.

Relevance

There are a number of factors that support the development of a younger generation pool of talent. Included are the following:

1. Universities and their units which recognize the importance of internationalization and including the central role and contributions of internationally experienced and capable faculty to the internationalization of curricula and programs.
2. Congruence between U.S. based activities by faculty and those conducted overseas and the associated recognition, reward and incentive systems. There is considerable variation between disciplines in this regard.
3. Involvement of young faculty in research on international related topics and which may be conducted overseas with associated recognition of relevance and supported by peers and institutions.
4. Perceived and actual benefits from international activities to the individual, his/her department, college, and the university.
5. Available opportunities and resources to participate in international activities including research both internal and external to the college/university.
6. Involvement of young faculty in international programs/activities is frequently difficult because of:
 - a. Lack of opportunities and available resources, especially in certain disciplines;
 - b. Peer pressure which views international involvement as a low priority and, in some cases views such international involvement as detrimental to disciplinary and career development of young faculty. This affects some disciplines more than others;
 - c. Included in b. above is a perception in some disciplines that participation in international programs and activities will have a negative impact on tenure and promotion.
 - d. The early and direct international involvement of faculty, including young faculty, is frequently viewed by peers as more directly relevant to some disciplines than others, resulting in significant variations in support and participation across the

university/college.

Issues

1. The lack of opportunity to gain international experience is a significant problem. Most often, A.I.D. requests for proposals contain personnel specifications requiring much international experience and high qualifications.
2. The internationalization of U.S. higher education faculty is in the national interest. This process must begin early in the careers of faculty members.

DEMOCRACY INITIATIVES

Purpose

The democracy initiatives program is becoming an increasing important segment of the A.I.D. program world-wide. The purpose of this proposal segment of the University Center program would be to marshal the vast resources in higher education in support of A.I.D.'s effort. Such university disciplines as Law, Political Science and Criminal Justice have much to contribute.

Approach

If the object is the encouragement on democracy and democratic institutions in third world countries and if the question is to determine if U.S. universities have a meaningful role to play in this area through A.I.D. programs, there is no doubt that the answer is yes. It should be also clear, however, that such programs and initiatives need to be conducted with sensitivity, integrity and openness. It needs to be done in such a way as to avoid the accusation of U.S. interference in the internal affairs of the country concerned or of attempting to spread some form of U.S. dominance or cultural imperialism. Needless to say, the growth of democratic values and of democratic institutions in many third world countries will require patience and careful seeding. The possible low literacy rate and the relatively poor economic conditions in relation to the more developed countries might well combine with a history of dictatorial regimes, corruption, nepotism, and the absence of an opposition party, if political parties are allowed at all, to make the growth of democratic values and ideas a slow process which requires careful encouragement and nourishment.

To infuse democratic values where they can last and grow we need to reach out to the grassroots of these societies as well as to the elite and the middle class. All illustrations of what we could do through education:

1. Offer an opportunity to as many international students and A.I.D. trainees as possible in the U.S. to participate in special conferences geared to such broader themes as "Understanding the United States: Political, Economic and socio-cultural issues." In this respect U.S. colleges and universities are ideally suited to host such activities and to conduct them in terms of content.
2. Send to third-world countries numerous experts on the United States who would be available to lecture at no cost to the host country in a variety of forums. Ideally, these experts should be reasonably knowledgeable about the society they are visiting.

3. Identify promising young persons and mid-career individuals from third world countries who are likely to play a leadership role in their society in the future and invite them to the U.S.A. for varying periods of time which might range from four weeks of touring and meeting a diversity of people to spending a semester in residence at a university with specific reference to studying the democratic process in U.S. society at the local and state as well as at the national level. The few months preceding the Presidential elections of 1992 should be particularly fruitful in this respect.
4. Engineer discussions with alumni of U.S. universities in their home countries through seminars and other means.

Relevance

A.I.D. is cranking-up a major effort in the democracy/governance area. With the crumbling of the "iron curtain" and the dismantling of communist regimes, many countries are eager for assistance in developing democratic constitutions, establishing multi-party governments, building effective justice systems, training the judiciary and the police, and educating the general populace on participation in government. Higher education at all levels has much to offer, and this resource needs to be made available to A.I.D.

Issues

1. What is the best way to make the expertise resident in higher education available to A.I.D.?
2. Can the higher education community organize itself to contribute in an appropriate manner?

building upon common interests and mutual benefits. Regional workshops and seminars would occur every six months over a five year period to sustain and empower institutional networks.

The products of institutional networks would include but not be limited to the following:

1. A continuing redefinition of institutional mission in light changing realities;
2. The identification of outside constituencies and resources which yield mutual benefits;
3. The identification of one or several organizations in a country or region which will facilitate the empowerment of Institutional Sustainability Networks; and,
4. Regularly scheduled semi-annual meetings which identify new and continuous resources and mutual benefits of network members.

The Agency for International Development (A.I.D.) would provide five competitive contracts rotating regional workshops and seminars. The RFP would ask how the universities would collaborate with A.I.D. and USIA Missions overseas to identify common developing country institutional needs for a region. The RFP would also request the success (evaluations) universities have had to empower and sustain institutional networks. The implementation plan would include a description of the purpose, mechanism and expected outcome of all seminars with a channel which allows feedback. The Institutional Sustainability Network would be funded by A.I.D., USIA, and possibly Peace Corps.

Relevance

From the U.S. point of view, U.S. colleges and universities can internationalize their campuses by utilizing resources and expertise from their regional area study and business centers and departments, A.I.D. and USIA can stimulate development and empower national and regional institutions through networks.

From the developing world standpoint, a three-year worldwide study was completed in 1988 on the role of agricultural universities in relation to rapid change in the global economy and the world scientific-community. It involved 23 agricultural universities in ten countries. The findings of the study were expressed in the following six generic issues.

University Mission: Generally speaking, the organizational missions of universities are poorly defined and rarely discussed, thus leaving administrators, faculty, staff, and students to flounder.

there is need for a continuing redefinition of mission in light of changing realities.

Role in Development: Many universities have defined too narrow and too passive roles, thereby failing to achieve their full potential as contributors to national development. A more proactive role of involvement in larger societal policy issues and in the design of new agricultural research, education, and extension techniques and programs is required.

Leadership: As the same time, rules regulations and practices of overly centralized administrative systems in many universities fail to reward and retain competent faculty and thwart the needed dialogue with outside constituencies. Issues of university autonomy and accountability need to be addressed.

Organizational Linkages: Many of the universities have remained or become detached from their larger environment, making them remote from people and societies they are meant to serve. Strong linkages with processors, and other entrepreneurs, governmental bodies, and regional and international research centers have resulted in the most effective and influential agricultural university programs.

Educational Role: Most university curricula continue to train people for agricultural civil service positions which no longer are available in large numbers. Responding to new workforce needs, especially in the private, commercial sector, is long overdue.

Natural Resource Management and the Environment: Environmental concerns need to be integrated in existing teaching, research, and extension programs. Among the concerns to be addressed are: pollution stemming from agricultural activities and the need for a more resource conserving approach to agricultural production and development.

Issues

1. Can the Institutional Sustainability Networks be demand driven (by developing country and regional institutions) rather than supply driven?
2. Can developing country and regional institutions (through this network) acquire the autonomy needed to enhance national and regional development?

FACULTY PARTICIPATION IN MISSION DEVELOPMENT PROJECTS - BRIDGING SUPPORT AND SUSTAINABILITY

Purpose

U.S. universities have vast capabilities and expertise that can potentially be utilized by USAID to assist in achieving its development goals. University involvement in AID projects and programs has and can continue to contribute to the further internationalization of the universities. Within this context a number of models of university participation are evident. These include traditional development projects, Collaborative Research Support Programs (CRSPs) or CRSP-like activities, Centers of Excellence, individual faculty involvement, linkages, human resource development and others. Each of these types of university participation meets a potential need of the Agency and can contribute to the success of the U.S. development effort.

Approach

A number of universities have participated in USAID project activities, and the participation of their faculty have contributed to the internationalization of their curricula and programs. Through such participation, they understand and appreciate the needs and the highly complex nature of development. Such faculty function as excellent resources for participant training, for the development of a new generation of development professionals and as advocates among their peers and clientele. In addition, experiences and lessons learned have direct relevance to the U.S. and individual state economies as they are "developed". Thus, participation by faculty has built a cadre of well-trained and experienced faculty who wish to continue to participate on development projects. However, participation in these "traditional" project activities by faculty pose unique problems for participating universities, which differ somewhat from other models such as CRSPs. Linkages and others also vary somewhat from university to university. These are as follows:

- The need to be able to provide minimal support for faculty between overseas assignments, especially long-term assignments -- "Bridging Support". This is essential so that such faculty can be assigned productive on-campus duties which allow them sufficient flexibility to be able to respond to the often short and unpredictable time frames associated with many such assignments.
- Support for the incorporation of faculty experiences and information obtained during short-and long-term assignments into curricula and programs. Research data has shown that participation in "traditional" projects

and contracts have contributed significantly to the international dimensions of universities through faculty development and others. Such activities can be carried out during the bridging periods, in addition to related activities which flow experiences and lessons learned from the previous assignment back to the host country and AID.

- This type of activity should be incorporated into the Center programs just as other types of potential university participation are being considered, especially since this type of participation by universities has a proven record of success and has contributed to U.S. development goals.

In order to continue to utilize faculty capacity developed by previous USAID university related programs and to further contribute to the internationalization of the universities, the following approach is suggested:

- Universities wishing to participate in USAID programs by the provision of faculty on long and short-term assignment incorporate these faculty and activities into their internationalization plans and into plans submitted to the Center for potential support.
- Bridging support for faculty between assignments can be requested as these faculty utilize their experiences and expertise to further the internationalization for their university and support USAID's development goals.
- The same faculty may participate in other types of AID activities, but this approach will address a significant need and can provide continuity for participation while maintaining the availability of previous investments in faculty and programs to meet Mission and host country needs.

Relevance

U.S. development programs and activities have and will continue to be significantly influenced by the AID programming processes for missions. Evolving in-country needs and planning processes often in a dynamic socio-political and economic environment--must be translated into USAID plans as defined in the Country Development Strategy Statements (CDSSs), and from there to programs and projects of missions and host countries, all within the context of general guidelines provided by USAID/Washington. These activities frequently take a "traditional project" approach for planning and implementation to meet the needs of the Missions and of the host countries, i.e., provision of technical or managerial expertise and/or other needs emphasizing various

targeted development needs, per se. In this regard, many current and likely future development efforts will require faculty with development experiences and capabilities serving long-and short-term assignments overseas on projects. There are a number of universities and their faculties who have demonstrated their ability to participate in this mode, and such participation has contributed to Mission program successes, to the participating universities and to the U.S. development endeavors. To fail to recognize this fact is to overlook a significant part of USAID program that is Mission and host country driven and to overlook a significant number of universities which have participated in this manner, have made significant investments and wish to continue to participate in this manner.

Issues

1. Can this problem be handled as part of A.I.D.'s procurement process?

TOPPING-UP FACULTY SALARIES

Purpose

There are many faculty members in higher education institutions who desire to learn more about international development, particularly in the developing world. The opportunities for gaining such experience, however, is extremely limited, particularly for younger faculty. The sheer cost of relocation temporarily in order to pursue such goals is prohibited for most faculty. Some assistance such as "topping-up" salaries for temporary relocations would be a strong incentive for participation.

Approach

The basic concept involved in this approach is to provide extra salary increments and other support for overseas service by faculty. Whether the mode of support is a university sabbatic, a Fulbright grant, or other source, the basic problem is the same. The costs of relocation are high, and this severely limits the opportunity for most faculty members to gain international experience.

Faculty at all ranks and ages are interested, but the constraints vary by age group and rank. Non-tenured faculty do not apply for grants other than research to complete a project to be weighed in tenure review.

Retired faculty are a strong potential pool. Care must be taken to assure a very good match. Health can be a factor - some prefer only one term assignments. However, with early retirement being more common there will be more younger retirees.

Other factors to be considered:

- Language skills needed
- Duration of stay. May prefer one term rather than a whole year (family circumstances often dictate).
- Travel costs - many will expect family costs to be covered
- Settling in allowance and adequate materials allowance to enable the grantee to "do the job". This has frequently been a problem for Fulbrighters.
- Orientation for assignment. This often a weak area for Fulbright. The stateside orientation is frequently omitted for lack of funds. The importance of developing

skills to teach in a foreign work place should have higher priority than it currently receives.

Relevance

Developing international experience is crucial to both A.I.D. and the higher education community. With the increasing emphasis on internationalization of the curricula, the higher education community must upgrade faculty capabilities in the international area. A.I.D., on the other hand, stands to gain much. With the increasing emphasis on management of A.I.D. programs, the Agency is losing much of its technical competence. It needs high levels of international capability to back it up technically, and U.S. colleges and universities are the major source, whether personnel are procured directly from higher education sources or indirectly through private consulting firms.

Issues

1. The match of faculty to assignment is critical and this is where some placements have gone wrong. It was a real weakness of the IIE program. A great deal must be known about the nature of the overseas assignment -- why it is requested, nature of facilities, other faculty, student body, living accommodations, medical facilities. Without adequate time spent gathering information, there is high risk of poor selection/placement or few applicants because the information is too sparse to attract people. CIES must rely on information supplied by USIS Posts and Fulbright Commissions. USIS Posts are the primary network in the developing countries and their ability to provide information has been limited, thus creating problems in both attracting candidates and in having an appropriate match.
2. A peer review process is essential to maintain quality control and to develop a corps of reviewers to provide perspective on the program areas for improvement, expansion, clarification, etc. There are individuals who want to go overseas but are not of appropriate quality.
3. University recognition for overseas assignment is mixed. Because Fulbrighters are not part of a university grant or project, some do not receive sabbatical for overseas teaching (the institution says it is a "job" not a sabbatical). The provision of benefits--health and retirement especially is very limited. An AID project will help enhance the value of the overseas assignments.

TECHNICAL ASSISTANCE IN TECHNICAL AND VOCATIONAL EDUCATION

Purpose

Developing countries need technical and vocational skills. Most do not have the capability or the delivery system to train enough skilled workers. A viable technical and vocational training capability is critical to the development of a technical infrastructure that will support continued country development. Short-range solutions such as importing skilled workers or only sending native workers overseas for training will not meet the needs and will ultimately fail. The need goes far beyond "high-tech." Training technicians in tourism, criminal justice, office technology, and other relevant specialties will contribute to development potential and economic viability.

Developing countries are indicating their desire and need for improved technical and vocational training capabilities. This is often expressed as interest in adapting the "community college model" to meet local development demands. This concept includes how to develop a needs assessment instrument and its applications, training of entry level workers on site and off, upgrading of work force skills through adult and continuing education, business and industry cooperation with institutions of higher education for training and development, uses of technology for teaching purposes, and delivering training and educational services in the most efficient and effective ways.

Approach

Technical assistance, at both the secondary and post-secondary levels, is to develop the technical and vocational training capabilities of developing countries. This is normally done through assistance to local education systems, or through specialized programs for industry. Most projects would be done in the host country. Activities include teacher training, curriculum development, improving training facilities, needs assessment and management training for technical/vocational education systems managers.

Technical assistance projects can stand on their own independently or be a part of a larger comprehensive national or regional assistance plan. In agricultural projects, for example, farm machinery maintenance would appropriately be included. Any project to improve health care would include provisions for training health care professionals and technicians. As part of larger joint projects with AID and the World Bank, for example, technical assistance training would include hazardous waste disposal and waste water management components.

Technical assistance training, at both the secondary and post-

secondary levels, is a necessary requirement to support modern technology at more than a barely functional level. Post-secondary training will produce highly-skilled technicians or mid-level managers that would have the capability to learn and adapt as technology changes.

Relevance

Technical assistance in technical and vocational training is an appropriate activity for the University Center. This critical development activity is in consonance with the operating principles for the Center (service to institutions; total institutional involvement; useful to both the Agency for International Development and the institution, subject to review and evaluation). It also provides an effective vehicle to use the previously untapped resources of community colleges and technical institutes to meet Agency development objectives. The University Center can provide the focus for institutional cooperation to pursue these objectives, and assist in developing partnerships among institutions for development purposes.

Issues

1. What are the best methods for assisting developing countries to train sufficient skilled workers? Is technical assistance the best approach?
2. To what extent are developing countries developing skilled trainers through current programs such as the Central American Peace Scholars program?

UNIVERSITY COMPETITIVENESS

Purpose

In addition to A.I.D. sponsored projects, there are other sponsors of Technical Assistance Projects involving universities. These include individual countries the World Bank or other multi-lateral funds or agencies. The question is how to help universities become more competitive vis-a-vis European and other organizations and institutions in seeking these types of project support arrangements.

Approach

One means of involvement would be for the Center to collect the information and regularly produce a newsletter or bulletin which would alert interested colleges and universities to opportunities. This would also entail maintaining an up-to-date mailing list and following the competitiveness or success rate of institutions as they attempt to gain these contracts.

Another option would be for the University Center to enter directly into the policy question of how actively the U.S. Embassy or a commercial attache, educational attache, etc. should get involved. A study would indicate what other countries are doing and whether or not American Universities maybe operating at a handicap. For example, the French Government is said to grant a second fellowship to match any student from the developing world studying in France under the auspices of a World Bank loan to the developing country which sends him. We hear that there are "two for one" or similar "incentive" arrangements. The Center could commission a study to determine what arrangements might result in leveling the playing field.

Perhaps there is a need to explore creating an organization to serve as an insurance company for universities which become engaged under country funded contracts. The model would be the Overseas Private Investment Corporation, (OPIC). Perhaps some universities do not get involved due to the risk involved and OPIC type organizational might balance the risk.

Relevance

American colleges/universities have stated that U.S. official agencies abroad are no help to them, whereas the British and French and others receive assistance from their respective embassies or other agencies as they compete as contractors in such situations. What if anything can the University Center do to help American institutions become the grantee or contractor when A.I.D. money is not the basic source of support? It is assumed that in such non U.S. or multilateral funded situations, it would be good to have

American universities involved. For one thing it would contribute to their internationalization; and it would bring more foreign students to American institutions for degree programs and be a positive factor in our national balance of payments. At the least, the "level playing field" argument would be relevant.

Issues

There is the broad question of whether the University Center should get into this area of concern. Are universities interested in this type of service? Would a study be potentially productive? In view of the University Center sponsorship within A.I.D., is this an appropriate activity or inquiry?

UNDERGRADUATE SCHOLARSHIP PROGRAMS FOR INTERNATIONAL DEVELOPMENT

Purpose

The development of an internationally educated citizenry is not an option anymore, but a necessity. Daily our legislators acknowledge and newspapers and television commentators decry the current state of our international competence and global awareness. Long term national interests encompass the Third World. U.S. economic dependence on Third World countries (as well as theirs on us) is extensive and growing - a fact which affects U.S. trade, jobs, and living standards. The United States is itself increasingly populated with Third World people who are enriching our culture and changing the very fabric of our society in ways we need to better understand. A sense of crisis exists.

The key to turning the situation around is education and all levels of education must address this pressing national concern. For higher education, an objective would be to help students get behind the headlines and textbooks that talk of "globalism" but fail to illustrate the complex set of relations and ties that bind everyday people in the United States with those in seemingly very distant developing countries.

In spite of increasing encouragement to study in the Third World by U.S. program administrators, in fact most U.S. undergraduates study abroad in the Western World, overwhelmingly to the United Kingdom and other European countries. Travel costs are often prohibitive, and this lack of funds without question primarily affects opportunities for minority and non-traditional students to study and travel abroad. AID's University Center can make a vital contribution to the development of undergraduate overseas programs in Third World countries by assisting in an innovative educational program which would underwrite the costs of such travel. It has the opportunity to encourage students to participate in innovative models and mechanisms for programs which include service/learning, internships, and independent study as well as the more traditional study abroad opportunity. AID would be the first U.S. government agency to encourage such an effort. It will also serve as a single source of information on the variety of options available to students interested in a Third World Experience. The presence of such a clearinghouse would serve to end the exasperating search for information on undergraduate possibilities.

Approach

It is recommended that AID establish and administer an Undergraduate Scholarship Program for International Development (USPID), which would underwrite the travel expenses for study in AID countries since this cost serves as the strongest impediment to

students interested in this experience.

Student Awards: The following are suggested features to USAID;

1. Open to undergraduates (freshmen through seniors) from all accredited U.S. colleges and universities, two- and four-year. Priority would be given from student from traditionally under-represented groups.
2. Offer students complete transportation costs from their home (or university) to the program site.
3. In conjunction with the new AID initiatives, would give priority to student in the following fields:
 - a. business and management - including marketing, advertising, administration, economic development, accounting, computer sciences, engineering technologies, construction trades, security, travel and tourism, etc.
 - b. democracy - literacy, state and local governments, political parties and campaigns, legal systems, civil rights and liberties, labor and the workforce, primary education, journalism and communications, etc.
 - c. family and health - nutrition, population, child care delivery, water purification, employment, care for the aged, folk medicines, etc.
 - d. agriculture and the environment - rural delivery systems, urban development, air and water pollution, deforestation, agribusiness, etc.

Mini-Grants: In addition, institutions with USPID would be eligible to compete for mini-grants from AID (up to a specified amount per year per institution), to work with USPID students both before and after their period abroad to internationalization the experience. These mini-grants, awarded on a competitive basis, could be used toward curriculum development, purchase of resource materials, videotaping workshops, student and faculty seminars, community outreach programs, etc., in an effort to share the student's experience with the academic community and local groups, promote the existence of the award, and provide an opportunity for the institution to sustain the USPID link to the particular country abroad beyond the experience of the individual USPID student. Institutions awarded these mini-grants would be required to match resources to the amount of the AID award.

Clearinghouse: USPID would establish a clearinghouse of opportunities for study, internships, service/learning, independent

study models and other options for undergraduate study abroad based on successful projects undertaken under the USPID program. This would assist undergraduates in learning of opportunities and identifying the appropriate program for their experience abroad. Emphasis would be given to involving students from institutions not traditionally recruited for programs in the Third World (i.e. community, junior, and technical colleges, HBCU's, etc.)

Relevance

There is very very little around which supports undergraduate studies in developing countries. Institutions such as Goshen College and Warren Wilson College have had small programs, mainly service/learning, as part of their traditional offerings for years. Another small percentage of U.S. colleges and universities offer traditional classroom study for students in a variety of AID countries; these often involve a language component and an emphasis on some social science and/or humanities field. The closest anyone has come to offering funding to students interested in an opportunity in the Third World is the Council on International Educational Exchange (CIEE). CIEE, through a small percentage of sales of its International Student ID Card, has established a Third World Scholarship program to underwrite the roundtrip transportation (port U.S. city to program site abroad) for undergraduates seeking a third world experience. It is a wonderful effort but has severe limitations: 1) for every 100 student who submit applications per semester, only about 12 receive some amount toward their travel abroad; 2) only students who are from member CIEE institutions and/or are participating in member CIEE programs are eligible for grants which effectively rules out students from a majority of U.S. higher education institutions, including community colleges; 3) since there is currently no clearinghouse of information on the Third World programs or, more importantly, the independent study or service/learning options, many of the programs selected by the applicants are similar in thrust and are heavily weighted toward the humanities and social sciences (there are programs currently in existence beyond humanities and social sciences, but the information is just not readily accessible); 4) there is no effort to sustain the linkages made by the students abroad and their home institutions.

Issues

1. The costs for such a program would be substantial if it is to reach a sizeable portion of the undergraduate student population. Would a small effort be cost-productive in terms of achieving the purpose of this activity?

THE CENTER FOR UNIVERSITY COOPERATION IN DEVELOPMENT

Views of the International Agriculture Section
Division of Agriculture
National Association of State Universities
and Land-Grant Colleges

Introduction

This paper summarizes recommendations of NASULGC's Division of Agriculture, International Agriculture Section, regarding programs which could be integrated into USAID's newly established Center for University Cooperation in Development. It is offered in the spirit of the long-standing partnership of USAID and U.S. state universities and land-grant colleges forged through the Title XII program. Recommended programs represent the views of development professionals with extensive experience in USAID development programs and are submitted with the hope that the type of long-term USAID/university/developing country relationships established through Title XII may continue through the Center.

NASULGC Support for the Center

The NASULGC community supported authorization of the Center in the Foreign Assistance Act reauthorization process. NASULGC also seeks growth in the Center's budget through Foreign Operations Appropriations so that resources are adequate to support results-oriented programs.

Building Upon Previous Investments

NASULGC institutions are equipped to assist USAID in implementing programs through campus-wide international efforts. The community urges USAID to build upon its previous investments in university strengthening as it broadens its program. International program offices established through Title XII possess requisite proficiency in USAID contracting and have brought the expertise of a variety of campus departments to bear on development problems. Special consideration should be given to the 1890 universities in this regard.

The NASULGC community submits that programs in food and agriculture should continue to be a prominent part of the Center's agenda. Over one billion people in developing countries live in poverty and hunger. USAID commitment to this area should be increased, especially now, when environmental degradation and expanding population complicate the challenge of sustainable agriculture.

Our universities support new trends in private sector programs. However, we also seek to expand private sector components of public programs, rather than discounting the commitment to the public sector.

Given the Agency's objective to broaden the number of participating universities, we endorse efforts to assure that resources for all programs are adequate to produce development results.

Mutual Benefits of USAID/University Collaboration

USAID and universities continue to have mutual needs. USAID needs access to a wide pool of expertise for short- and long-term assignments. That expertise must be maintained, responsive to Agency needs, and experienced in development.

Universities are eager to respond to development needs, increase the number of faculty with experience abroad, and contribute to international intellectual networks. They seek long-term USAID/university partnerships that will facilitate their involvement.

The Center should not be an isolated activity, but a USAID organizational entity which is actively integrated into all aspects of Agency programs, with access to the Administration. It is hoped that the Center staff will assist the university community in tapping into bureau and mission needs.

Providing for Long-Term Collaboration

Universities seek "user friendly" involvement in USAID programs and adequate time commitments to show development accomplishments. Universities do not seek "entitlement" programs. This is an oversimplification of the very complex challenge of university commitment to solving long-term science, education, and other development problems. This challenge has been magnified in recent years as Agency decentralization, accompanied by turnover in mission staff, has increased the tensions involved in long-term programming.

Focus of Paper

This paper proposes programs that would harness the long-term intellectual capacity of universities toward accomplishing development goals. While it is not expected that all of these programs could be accommodated within the current resource base, it is intended that the paper communicate the need for a Center program that would ultimately: 1) continue significant work addressing food and agricultural science and education development problems; 2) include a broadened University Development Linkages Program; 3) include a training component; 4) provide a competitive small grant program; 5) provide for moving personnel between the University and USAID (Joint Career Corps, IPA's), and, 6) leverage resources through programs such as Debt-for-Development and in-country university endowments.

I. USAID/UNIVERSITY PROBLEM-ORIENTED NETWORKS

Proposal: It is proposed that USAID, in collaboration with the university community, establish problem-oriented networks of university professionals in an IQC-type arrangement to respond to specific and critical agricultural and rural development needs of USAID Missions.

Rationale: A great deal of the expertise needed to examine and address development problems rests within the U.S. university community. And yet, USAID missions and universities have differing and, only sometimes, overlapping mandates and responsibilities. Further, they represent different organizational cultures. The pre-grouping of university professionals in specific expertise areas could facilitate rapid university response to mission demands.

Function: Problem-oriented networks would serve to assist USAID with the following short-term objectives: project identification; program/project approaches; project preparation; organization and management problems; policy alternatives; technical, economic and social implementation issues; project monitoring and evaluation, and, impact assessment. To a certain extent, the networks would parallel the Collaborative Research Support Programs (CRSPs) which focus on specific areas of research. By retaining the capability to respond to needs of several missions around a specific problem-oriented area, networks would be prepared to serve long-term development needs.

Organization: Each network would consist of a range of professionals committed to dealing with various aspects of the identified problem. One university would take responsibility for maintenance of the network and receive support for this activity. A board of professionals representing a range of sub-areas would facilitate the activities of the network. While attempts would be made to identify professionals at a number of universities, members of the network would not represent their universities per se. A type of network which may serve as a model is the Consortium for International Crop Protection (CICP).

Benefits: This mode of organization would have the following benefits for USAID: (1) better access to a "bank" of specialized university professionals; (2) improved responsiveness to critical needs, and, (3) a wider pool of university staff, organized to deal with problems in a development setting. The benefits for U.S. universities would include: (1) more faculty with experience abroad; (2) an opportunity to focus on current problems in their field; (3) improved on-campus education and research programs, and, (4) improved relationships with USAID.

II. COLLABORATIVE LINKAGES FOR AGRICULTURAL SCIENCE STRENGTHENING (CLASS)

Objective: To link research, education and extension institutions in developing countries with sister U.S. agricultural universities and USDA in order to: (1) strengthen the agricultural science base in developing countries; (2) assist scientists and their institutions in both the U.S. and developing countries to become more fully integrated into the international network of agricultural science; (3) provide a two-way flow of germplasm and new technical knowledge between the U.S. and developing countries; (4) increase exports of education and training services from the U.S. in the short to medium term; (5) expand markets for U.S. exports of other goods and services in the longer term to developing countries, and, (6) contribute to the internationalization of the U.S. university.

Scope: Developing countries where agriculture is an important sector of the economy would be targeted for one or more CLASS programs, depending upon the structure of research, education and extension institutions and level of commitment. CLASS programs also would be established in advanced developing countries deemed to have an inadequate science base for agriculture.

Time-Frame: Each CLASS program would continue for 8-10 years, with provision for long term extension, based on appropriate review. An interim review would be made at 4-5 years with recommendation for continuation through the 10 year period, based on adequate progress.

Selection: A CRSP-like planning process would be used to identify key U.S. universities, USDA programs, and developing country research, education and extension institutions; and to identify priority areas for joint programs. Major criteria would include previous or ongoing linkages or programs and evidence that such programs continuing under CLASS would be viable and truly collaborative.

Funding: CLASS would require collaborative funding from USAID (or USDA or other donor), the U.S. university(ies) and the LDC entity(ies). The combined university and LDC donor support should follow the CRSP guidelines for matching, until further experience provides a basis for changing the formula.

Management: CRSP management and technical review procedures should be followed. Technical management should be subject to peer review. Focus should be on accomplishments and outputs rather than on managing inputs. The management entity should be chosen from among the universities selected for implementing the various components of each project. Management oversight should

be provided on the same basis as the CRSP. External evaluation panels should include representatives from the private sector.

USAID Management: CLASS would be housed in the S&T Bureau/Center for University Cooperation in Development, with provision for mission "buy-ins". Core funding (such as that provided for the International Agricultural Research Centers) should be available for the CLASS program.

III. COMPETITIVE SMALL GRANT PROGRAM FOR INTERNATIONAL SCIENCE AND EDUCATION COLLABORATION **

Background: U.S. universities are internationalizing their curricula and expanding research on international issues. However, faculty lack international experience and funding for such efforts has been lacking, even at major research universities.

Program: A scientific and technological collaboration competitive grant program would be established between U.S. educational and research institutions and similar institutions in other countries. Part of the funding would be for collaborative research efforts. Additional funding would be provided for collaborative educational programs, to include faculty exchange, student exchange, and the development of international educational endeavors.

Grants would be made on a competitive basis and would be open to all U.S. universities. Proposals would be subject to peer review. Projects would be required to be truly collaborative efforts. Research, educational, and institutional development projects would have partners in another country and funding would also have to be collaborative.

Benefits: The proposed program would enable scientists and educators in developing countries to collaborate with U.S. researchers on programs of mutual benefit. If projects and programs are well conceived, mutual institutional development will also occur.

The program would enable the United States to capitalize on previous investments in participant training and institutional development. It is also a way of dealing with the problem of "graduation." No country would graduate, but the nature of the relationship would evolve and change.

The knowledge and human capacity developed by this program should be of value to both the private and public sectors in the U.S. by providing a capacity to access the results of research and development activities undertaken in other countries. It should also enable this Nation to compete more effectively in the international economy.

** Concept adapted from A Proposal to Establish a National Institute for International Scientific and Technological Cooperation for Sustainable Economic Development in USAID by G. Edward Schuh

IV. BROADENING THE UNIVERSITY DEVELOPMENT LINKAGES PROGRAM

Proposal: It is proposed that the University Development Linkages Program be broadened to include linkages with public and/or private sector institutions in developing countries.

Rationale: This proposal is based upon the premise that USAID will continue to place high priority on programs related to research capacity building and to government policy planning and formulation. The linkages program could be used to bring American university experts together with developing country institutions which conduct long-term research, policy planning, design and analysis.

Background: In most developing nations, universities are only tangentially involved in the government, research, extension and policy decision-making process. Government institutions, however, are intimately involved in this work. These institutions often are staffed by US trained professionals who would be excellent counterparts for American university faculty and could benefit from continued access to a U.S. university.

Ministry sub-units such as agriculture, cooperatives, and planning have regularly been the contact points for AID and U.S. university interaction. U.S. universities have well-established linkages with government ministry units through AID development work, particularly as a result of participant training. One major development problem has been the institutional rigidity of government ministries. If Colleges of Agriculture, or other units of LDC universities, are to be brought into the mainstream of economic development and to conduct research and training and produce graduates appropriate to the agricultural, rural development and other private sector needs of the country, these institutions should be more closely integrated with the established public and emerging private sectors.

Only if the LDC university is viewed as an integral partner in the development process, and not in isolation, will higher education in developing countries begin to acquire a creditability and institutional resources sufficient for growth and sustainability.

Benefits: The major advantage to USAID of a broadened program is that it would place the linkage program closer to Mission activities, and provide the Mission with a more formal role in linkage activities with the host country institution(s). Equally important, the linkage would allow USAID and the host country to access the type of top level expertise available through the university community that is not widely available to either the AID Mission or the host country institution without a specific policy support project.

V. EXPANDING AND ACCESSING U.S. UNIVERSITY STRENGTH IN AGRICULTURE, NATURAL RESOURCES, NUTRITION AND HEALTH

Background: Agriculture is the main engine of growth for most developing economies and a primary source of income for a majority of the world's poor. Issues relating to agriculture, natural resource degradation, nutrition and health are core issues of economic development and should be central to U.S. development assistance policy.

Proposal: It is proposed that the University Center administer a program aimed at expanding and facilitating USAID access to U.S. university expertise in agriculture, natural resources and health. A new program should be designed, building upon the success of Title XII and based upon lessons learned from Strengthening Grant and Program Support Grant Programs.

BIFADEC should appoint an ad hoc committee to develop a proposal for a new program, based on an updated assessment of conditions in developing countries and universities.

Objectives: The program should include continuation of the following objectives of the Program Support Grants:

- o Expanding the pool of foreign professionals in these core subject matter areas;
- o Mobilizing the expertise of U.S. universities for long and short-term work in developing countries;
- o Using the expertise of historically black colleges and universities with a history of involvement in foreign assistance;
- o Generating additional funds for foreign assistance through matching requirements from state and private sources at U.S. universities;
- o Developing long-term linkages between U.S. universities and cooperating research and education institutions in developing countries;
- o Strengthening and supplementing work under USAID contracts;
- o Articulating support for foreign assistance from the general public and state industries and communicating that support to the Congress.

VI. JOINT CAREER CORPS

Background: The Joint Career Corps (JCC) is a long-standing USAID program initiated in 1983-1984 under the auspices of the Bureau for Science and Technology (S&T). The program was created to combat a serious shortage of technical personnel in key fields in overseas missions. Initially, USAID/Washington was also included as a JCC post, but later eliminated from consideration. The JCC program establishes an agreed upon framework for the mutual interchange of university faculty and USAID staff. The placement of USAID personnel on university campuses to upgrade their technical skill and to inform other faculty about USAID programs is referred to as a "reverse" joint career corps (RJCC).

JCC assignments are implemented under an Assignment Agreement with the participating JCC member institution. The institutional agreement is long term -- 10 years. Appointments to the JCC are made by supplemental agreement to institutional agreements.

Participants in the JCC are normally viewed as senior level, permanent professionals, able to provide both technical and policy-related advice to USAID missions and high-level host government officials. A JCC overseas assignment with USAID is normally two years, with a maximum one year extension with appropriate justification. The Corps member is expected to spend one-third of his/her career on assignment with USAID, and two-thirds at the university in a Joint Career Corps Reserve status. In this status services of Joint Career Corps members are utilized by USAID via short term (TDY) consultancies or other arrangements.

Benefits: The combination of longer term overseas assignments and short periodic consultancies permit the JCC member to add experience to his/her technical expertise in both the U.S. and developing countries. In turn, USAID programs benefit by the continuing availability of talent for the backstopping of Agency programs, and the opportunity to keeping its program scientifically and technologically current.

Program Operation: USAID pays the JCC member's salary and university benefits directly or on a reimbursable basis to the institution. The Corps member is entitled to all USAID allowances and benefits comparable to those available to members of the Foreign Service at the post of assignment. A JCC member is subject to the same security and medical requirements applicable to USAID's Foreign Service employees, including security and medical clearances.

Future of the JCC: It is recommended that the JCC program continue under the Center for University Cooperation in Development. Following are recommendations for strengthening the program:

1. Develop an improved system for identifying and mobilizing JCCs - Recruitment should be streamlined and involve the university recruitment network.
2. Increase the number of RJCC's to universities -- USAID personnel should take increased advantage of the "reverse" Joint Career Corps as an opportunity to add to their technical skills. Assignments should be based upon jointly determined USAID/university needs.
3. Share funding -- mission and S&T (central) -- The present program suffered (1986) when funding responsibility was shifted from S&T (central) to missions. Sharing of funding should be explored. Stable long-term funding is needed to make this program effective.
4. Facilitate continuity of program -- An improved mechanism needs to be developed that would facilitate continued involvement of JCC/RJCC after the initial activity.
5. Improve communications -- Improve communications to missions regarding the philosophy and value of the program, especially in this time of severe A.I.D. personnel cutbacks.
6. Review duration and location of assignments - Consideration of a mix (short term and long term) of length of service, based on the nature of the work to be done. Washington, D.C.-based JCC assignments should be re-thought in view of the technical personnel shortage at the Agency.
7. Consider mid-career university faculty - The present program calls for university senior-level professionals. Consideration should also be given to mid-career faculty.

VII. PARTICIPANT TRAINING

Background: Human capital development through training is one of the most important features of United States development assistance policy. The role of U.S. universities in USAID-sponsored training began in the first year of the Agency's operation. Subsequently, university faculty and administrators have made a considerable investment in conceptualizing, managing, and implementing participant training programs. During 1988-90 a Board of International Food and Agricultural Development ad hoc subcommittee on training reviewed the status of training sponsored by AID and provided recommendations to the Board. This effort reflected the ongoing commitment of universities to AID training efforts.

Proposal: Based on demonstrated advantages to participants, training institutions and USAID, universities should be the primary facilitators of participant training. Training is an important component of all university development programs. A major training management project recently awarded to a consortium of universities has confirmed university competence to place and manage participants at costs competitive with private sector brokers.

The University Center should participate in establishing Agency training policy and implementation procedures and hold close dialogue with the Office of International Training.

Training Opportunities Through USAID's New Initiatives: Newly-adopted USAID initiatives including democratization, privatization, and family strengthening provide new opportunities to expand participant training programs. Recommendations in each of these areas follow:

Democratization: Enrollment in multi-year degree programs provides a unique opportunity for participant trainees to observe the operation of U.S. democratic institutions. It is proposed that USAID adopt democratization as an integral component of participant training. Appropriate elements should be incorporated in PIO/Ps, including adequate resource allocation to achieve this objective.

Privatization: As in the case of democratization, participants in university programs are well-positioned to observe and participate in private sector activities. Internships, business orientation visits, seminars and other contacts with the business/private sector community could be included as part of participant training. As with democratization, privatization should be adopted as a component of participant training, with sufficient resource allocation to enable participants to acquire insight into the success of private enterprise.

Strengthening Families: Through years of experience in contracting, university representatives have become acutely aware of the opportunities to strengthen families through very modest investments in programs for the dependent spouse. For participants to conclude training programs with families intact and with spouses equipped with new language skills and educational achievements would require little additional cost and would return significant life-long dividends. As well, employees in foreign assignments function best when accompanied by families engaged in productive activities. It is therefore proposed that USAID implement its family strengthening initiative by authorizing modest education expenses for dependent spouses, to support English language training, continuing education or undergraduate tuition as appropriate.

Conclusion: Universities are eager to enrich their existing professional training offerings by adding components which advance the objectives of democratization, privatization, and family strengthening. Because of the long-range importance of participant training in developing future leaders, and decision makers it may be advisable to focus resources on fewer participants in more comprehensive programs than to maintain higher numbers of participants.

VIII. ALTERNATIVE FUNDING

A. DEBT FOR DEVELOPMENT

Introduction: Since 1985 debt swaps have been increasingly used to enhance development programs by environmental and other private voluntary organizations and universities. USAID has funded eight debt swaps since 1987, and continues to support the debt conversion process through the efforts of The Debt-for-Development Coalition. Under current USAID regulations, Agency grants to NGOs may be used to purchase debt.

A debt swap is based on the ability to purchase the financial obligations of a developing country from a commercial bank at a discount. A university or any not-for-profit organization can purchase the debt, and by a prearranged agreement with the debtor government, the debt is canceled in exchange for local currency to support an agreed upon project. Depending on the country and the agreed conversion terms, swaps generally can generate between 15% and 200% in additional local currency above a conventional foreign exchange transaction.

Preconditions Necessary for Debt Swaps: To complete a debt conversion transaction, several preconditions should exist: 1) the country's external debt must be priced at a discount on the secondary market and eligible for conversion; 2) the debtor government must be willing to convert the debt; 3) the university or NGO must propose a development project that meets the country's criteria for debt conversion projects (this usually includes a collaborative agreement with a local partner); and 4) the university or NGO must have dollars to purchase the debt.

Benefits: Debt-for-development programs benefit all parties involved:

- o The university or NGO obtains local currency at a favorable rate because the debt was purchased at a significant discount in the secondary market and sold to the Central Bank or other obligor at a value higher than its purchase price. This gain enables the NGO to leverage resources and enhance its program.
- o The debtor country reduces its external debt servicing requirements and overall hard currency payments. The country's debt levels are reduced, enhancing their ability to service the remaining debt.
- o The commercial bank has received immediate partial repayment on its outstanding loans at a price it believes is equal to its market value.

Role of the Center for University Cooperation in Development:

Since USAID may be a source of funds, the need for the Center to focus on USAID needs and requirements is a critical component of this process. USAID is in the process of developing a structure to assist the Debt-for-Development program which tentatively will include a Debt-for-Development coordinator and a coordinating committee.

Proposal:

- o That a representative of the Center be a participating member of the coordinating committee to raise concerns of particular interest to the university community;

- o That the Center, as part of its review of planned USAID projects, identify those which could effectively use the debt-for-development mechanism to leverage resources;

- o That the Center, in cooperation with the Debt-for-Development Coalition, explore the potential use of debt conversions to create "Debt-for-Science, Technology and Human Resource Development programs", i.e. programs which use debt conversions to facilitate collaborative programs between U.S. and developing country institutions in those areas. The Center could develop a model to establish endowment or trust funds to ensure the sustainability of such linkages, through the use of debt swaps.

Benefits:

- o USAID could more effectively leverage its resources through Debt-for-Development;

- o Universities could enhance their activities through use of increased funding, and,

- o Local counterpart organizations could be strengthened through the use of increased local currencies, and would have increased input in the development design.

ALTERNATIVE FUNDING (CON'T)

B. UNIVERSITY-LINKED ENDOWMENTS

Background: The United States has a proven track record in the development and improvement of agricultural research and education institutions in developing countries, with a special comparative advantage in human capital development. In the past, an assumption was made by donors that the counterpart country would provide local costs during the life of institutional strengthening projects, and recurrent costs thereafter. This assumption was not always valid in the case of low income countries.

Food Grant College Model: Key principles underpinning the history of U.S. land-grant institutions are pertinent to university-linked endowments in developing nations. First, Land-Grant Colleges were financed by federal grants of public lands to states. The states, in turn, used proceeds from the sale of the lands to establish perpetual endowments to finance public educational institutions. Second, the land-grant mission is unique -- the education of the masses in order to build a democratic society. In the Food-Grant College model, originated by the Louisiana State University (LSU) Agricultural Center, the "land" resource will be replaced by a "food" resource, i.e. local currency generated by PL 480 sales. Like the Land-Grant model, the food-grant college mission would be problem-oriented, seeking appropriate solutions to development problems in countries.

Proposal: The U.S. government would provide assistance to educational and research institutions in non-industrialized developing nations to initiate or enhance endowments to supplement existing programs and improve prospects for institutional sustainability. "Local currency" grants would be made from the sale of commodities under PL-480 agreements or repayment of PL-480 loans. These seed monies would be vested with a not-for-profit foundation formulated as a non-governmental entity with the participation of the private sector, the targeted institution and other concerned agencies. The local foundation would invest and manage the funds and have the authority to receive grants from other sources to supplement the initial seed monies. Subsequent profits from investments would be used to support research, training and extension.

The University Center should develop proposals for and work with missions to design such projects.

A Case Example: The College of Agriculture Jamaica Foundation proposed by the LSU Agricultural Center became a legal entity in 1991. It is a private voluntary organization (PVO) created to act as a repository of income-generating resources that will be used to foster continued development of the College of Agriculture. The foundation has four basic objectives: (1) to promote programs

geared to the intellectual improvement and welfare of students; (2) faculty development, and, (3) institutional continuity to serve as a vehicle to solicit funding from private sources to supplement government funding of the institution.

Status and Future Plans: USAID/Jamaica has provided a "start up" grant to support administrative costs of the COA Foundation for the first two years. The Director of the Jamaica Agricultural Development Foundation will provide interim support and housing during the initial period. The Ministry of Education has transferred a profitable banana property to the Foundation. The Jamaica Agricultural Foundation, in conjunction with LSU and a major U.S. agribusiness firm, is developing a "Food-Grant" proposal soliciting funding support for the Foundation through USAID/Jamaica under Title 2 of the 1990 Agricultural Trade and Development Act. In addition, the Foundation Board of Directors and the Dean of the College of Agriculture are developing a plan to solicit funds from alumni of the College and from agribusiness firms in Jamaica.

INSTITUTIONAL SUSTAINABILITY NETWORKS

Purpose

A.I.D. has invested tremendous resources in institutional development since its inception. In general, these projects have been successful, but with the economic problems of many developing countries, many of these institutions have some rather fundamental problems. In a study conducted in 1987 by A.I.D. which synthesized 212 project evaluations conducted in 1985 and 1986, the following lessons on sustainability were drawn:

1. Host country policies which do not support project objectives are likely to inhibit sustainability. While supportive policies are helpful, project design remains critical to the success of a project.
2. Financial resources adequate to sustain benefits for the future are critical to sustainability and are attained mainly through conscious programming for the continuance of such resources as the project is formulated and executed.
3. Human resource limitations are a frequent cause of a shortfall in reaching project goals. To overcome the problem, a plan must be developed and executed to recruit and/or train and maintain a staff and to establish linkages to institutions that will be able to supply future needs for trained staff.
4. Project design is the critical point at which project sustainability must be built into an activity by projecting a clear path to a set of goals essential to the continued flow of a stream of benefits after external support is withdrawn.

Approach

Institutional Sustainability Networks are defined as organizational linkages which tie local, national and regional organizations, suppliers, processors, entrepreneurs, government bodies, NGOs, PVOs, and others to a continuous stream of resources and mutual benefits over time. U.S. university/college faculty would be facilitators conducting workshops and seminars in developing countries to promote existing and new institutional networks.

The purpose of Institutional Sustainability Networks is to introduce a frame work which provides empowerment through regular seminars and workshops. The workshops and seminars would rotate in a region (Central America, East Africa, Southeast Asia, Ect.)