

Remarks of
C. STUART CALLISON, Ph.D.
Deputy Executive Director

AGENCY CENTER FOR UNIVERSITY COOPERATION IN DEVELOPMENT
Board for International Food and Agricultural Development
and Economic Cooperation (BIFADEC)
and
Bureau for Research and Development
U.S. Agency for International Development

**"INTERNATIONAL EDUCATION AND THE LAST FRONTIER:
AMERICAN LEADERSHIP IN THE GLOBAL VILLAGE"**

Presentation at the
University of Missouri, Columbia, Missouri
March 30, 1992

I was asked to discuss the Agency for International Development (A.I.D.) and its new Center for University Cooperation in Development (the "University Center") and their roles in a changing world. The establishment of the University Center was based on the premises that a larger development component of the current internationalization process among American colleges and universities would be mutually beneficial to developing countries and the United States, and that a more comprehensive and constructive partnership between A.I.D. and the American academic community could help bring this about. I thought you might like to look at the conceptual basis behind this effort, and so I chose for my theme, "International Education and the Last Frontier: American Leadership in the Global Village."

I shall cover five main topics:

- 1) internationalizing U.S. colleges and universities;
- 2) the Agency for International Development (A.I.D.)
- 3) the Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC), which now represents all colleges and universities and is concerned with all aspects of development;
- 4) the A.I.D. University Center; and
- 5) its University Development Linkages Project.

First, however, let me try to put the overall task in perspective. The world is rapidly changing into a truly global society.

Advances in communication and transportation technology are shrinking the physical world faster than we realize.

Research, education, the proliferation of the printing press, desktop publishing and the Xerox machine have inundated us with information; personal computers, however, have given us new hope of mastering that great flood and using it to our advantage.

Local politics have been internationalized. What happens in one country affects us all. One petty dictator can disrupt global prosperity and upset

world stability and peace. The world is less tolerant of the tyranny of small elite groups over the many, especially when it increases human misery and deprivation in a world capable of plenty for all.

The world economy is already integrated far more than most Americans realize. Our own continued prosperity depends on international financial, commodity and service markets, on specialized production, and on free trade, as well as on economic stability both at home and abroad. In a free market economy the welfare of the whole society depends on the welfare of its component parts. The continued existence of low productivity and poverty, whether within pockets of the United States or in those countries we call less developed, diminishes the welfare of us all. Free trade is mutually beneficial, whether domestic or international, and one cannot trade much with those who are unproductive and poor.

The spread of disease knows no political boundary, one has only to mention the current worldwide plague of the AIDS virus as an example. The public health profession long ago developed international research and outreach linkages for both scientific and humanitarian reasons.

Finally, research, analysis and education play critical roles in this emerging global village. They must be employed in ways that improve our ability as a nation to deal with the shrinking globe, with its expanding, demanding population, and with the political, social, economic, and environmental problems--and the opportunities--that we face.

Our citizens must learn to live in an increasingly complex, interdependent world. We must learn to be competitive in the production of goods and services and to trade profitably with producers and consumers in nearly two hundred other countries. To do so, we must come to understand their politics, cultures and social values, not to mention their languages. We must develop a greater respect and tolerance for human diversity both at home and abroad, recognizing and utilizing the unique talents and experiences of every individual.

Americans pride themselves on being a nation of immigrants, and some of us are more recent immigrants than others. My own ancestors arrived in the 16 and 1700s from Scotland, Ireland, Wales, England, France and Germany. My wife arrived in 1967 from Vietnam. We Americans come from all over and we have useful language and area skills within our own society from all over the world. This being the case, let me ask you, why are we so well known for our ethnocentricity, our racial and ethnic bigotry, our ignorance of other languages and our intolerance of other cultures and customs?

The answer lies, in part, in the failure of our locally-based education system to recognize the importance of international education, despite its other strengths. Instead of being part of the answer to international problems, many of our colleges and universities--and also our elementary and secondary schools--are still a big part of the problem.

American isolationism, bigotry and ethnocentricity must go. Never appropriate, in today's world they are severe handicaps. No more can courses in "world history" and "world literature" confine themselves to the East Mediterranean and West European civilizations. No more should our young people feel uncomfortable or, even worse, put another person down, when meeting a contemporary from another land or a different ancestry, simply because they don't know anything about where he or she is coming from.

This is the context of our work today.

The Internationalization of U.S. Education

In May 1990 I participated in a conference on "Internationalizing U.S. Universities: a Time for Leadership." One hundred sixty-one participants

represented 82 universities, state government, federal government, private sector and educational organizations. The program focused on four themes: 1) Why internationalize? 2) What to internationalize? 3) How to enhance internationalization? and 4) A national agenda for internationalizing universities.

In his keynote address, Governor Booth Gardner of the State of Washington dealt with the first two themes--the why and the what--by emphasizing three points:

First, internationalizing higher education is not sufficient but must contribute to the internationalization of the entire public school system, including K thru 12.

Second, the fundamental goal of American education is to produce citizens who will carry our tradition of constitutional democracy and our pluralistic values into the next century. These values rest upon the belief that every human being is important. A successful pluralistic democracy thus requires an understanding knowledge and an appreciation of other countries, cultures, and political systems.

Third, there is a direct relationship between international education and domestic cultural pluralism.

The Governor postulated that these three connections--between the internationalization of universities and that of public school education, between knowledge and values, and between global and domestic cultural diversity--all three are essential to the future of our country.

On how to internationalize, Ohio University President Charles J. Ping emphasized the importance of leadership from the top which must not only provide supportive rhetoric, but must also translate the rhetoric into decisions and resource allocations to implement those decisions.

Indeed, our colleges and universities must lead the way. They are the generators and storehouses of knowledge, they train and employ our teachers, and their faculties shape and lead public opinion. They train our future citizens.

Land-grant and other state colleges and universities play a special role, with their long tradition of public service. Their expertise in the knowledge and skills needed for state and local development is very relevant, not only for the economic, political and social health of the United States, but also for the developing countries abroad. Many of the problems these institutions are helping their own communities solve are similar to those in developing countries. In fact, many of your institutions already are helping developing country institutions solve their problems and are bringing back experience and knowledge useful to our own society.

Almost 400,000 foreign students come to the United States to study each year, and most of them pay their own way. Education is a key service export for the United States, earning much needed foreign exchange as we use our comparative advantage in higher education to develop human resources for our neighbors.

This brings us to the subject of development--the "last frontier." My ancestors were among the pioneers who tamed the vast wilderness on the American frontiers--Connecticut, New Jersey, Delaware and Virginia in the mid-1600s, Pennsylvania, West Virginia and Kentucky in the middle and late 1700s, Ohio, Iowa, Missouri and Kansas in the 1800s. In the 1900s the conquest was almost complete, and my conservationist father, Charlie Callison, and his colleagues have had to work hard to save and protect some of the American wilderness for the sake of the environment and future generations. But near the end of this 20th century we find another kind of frontier--moving slowly against the still untamed, worldwide wilderness of human poverty, hunger,

disease, ignorance and political turbulence. Those of us working to conquer this human wilderness do not want to conserve any part it--indeed its own inexorable spread up mountain slopes and its increasing concentration in the cesspools of big city slums threaten the environmental and political stability of our entire globe. Its continued existence is an affront to the sensibilities of civilized society and will continue to be a moral issue in an era of potential plenty, as well as evidence of lost opportunities for the betterment of mankind.

We need all the help we can get on this frontier. The task is larger than all of us together, and the opportunities and potential benefits are even greater. It should be an all-American effort, sharing our technologies with less fortunate neighbors and explaining the reciprocal opportunities and benefits to the American public, co-opting the skeptics to join us in this grand human enterprise.

There is a convergence, as I see it, of academic needs to internationalize curricula, course content, campus activities, and faculty and student experience, on the one hand, and, on the other hand, the need for greater efforts to tame this last frontier through economic, social and political development, both at home and abroad.

A.I.D.

Let me tell you something about the Agency I work for, the U.S. Agency for International Development. It is the federal agency that manages the U.S. foreign economic assistance program, which runs around \$7 billion a year. That sounds like a lot of money, but it's only about half of one percent of the federal budget. Our programs have made a difference in the world. They help build stronger, market-oriented economies capable of improving the well-being of ordinary people. They work to reduce poverty by stimulating broad-based economic growth and human resource development. They support the growth of democratic governments and institutions, encourage the prudent use of natural resources, help solve global problems, and help victims of man-made or natural disasters. A.I.D. has financed U.S. training and education for more than 300,000 people, enabling them to return home as more productive and responsible citizens of their own countries. Primary school enrollment has tripled in A.I.D.-assisted countries, and secondary school enrollment has increased even faster. A.I.D. financed the final stages of the drive to eliminate smallpox from the face of the earth--a notable victory for world health in the 1970's. It supported the agricultural research and extension services that led to the Green Revolution of high yielding wheat and rice varieties--which so dramatically expanded grain production in Asia and elsewhere in the late 1960's and 1970's. For example, rice production in Indonesia jumped from 12 to 22 million tons during a 15-year period. One part of A.I.D. has provided relief to disaster victims in 139 foreign countries. A.I.D. spearheaded oral rehydration programs to combat infant and child deaths from diarrhea. This and other health interventions helped raise life expectancy in Africa, for example, from 40 to 51 years in less than three decades. A.I.D. is a leading supporter of family planning efforts in developing countries, to help them reduce the staggering rates of population growth caused in large part by those successful efforts to reduce mortality.

A.I.D.'s efforts rebound with positive effects on our own country, as well. In 1990 half of U.S. agricultural exports went to the developing world, and as their incomes rise they will be able to pay for more of the imported agricultural and other products they want. A.I.D. programs have also supported free elections and other democratic reforms in Central America and are now helping Eastern European countries develop free market economies, helping to

bring political stability to a rapidly changing world. Our environmental programs have helped save millions of acres of tropical forest, together with thousands of species of rare animals and plants for the future benefit of all mankind. I could go on and on, but the point is that A.I.D. has been and continues to be a leading force for progress in the world-- progress which is essential to our own well-being as well as of immense benefit to people in poor countries.

BIFADEC

Within the federal government the Board for International Food and Agricultural Development (BIFAD) was a seven-member, Presidentially-appointed board established in 1975 by Title XII of the Foreign Assistance Act to advise the Administrator of A.I.D. on

- 1) how to bring an end to the scourge of famine and hunger in the world by increasing food and agriculture production and improving its distribution in developing countries, and
- 2) how to involve more effectively in this process American universities with substantial agricultural research and training capacity.

In 1990 the BIFAD changed its charter and its name to add all the other aspects of international development to its legislated focus, and it is now known as the Board for International Food and Agricultural Development and Economic Cooperation, or BIFADEC. The new BIFADEC will seek to understand and provide advice on the whole spectrum of development problems and to involve all interested colleges and university faculties that are relevant to development abroad. A short description of the BIFADEC and its functions is available as a handout.

The University Center

Meanwhile, A.I.D. has created an Agency Center for University Cooperation in Development to design and manage programs that can involve more effectively all American colleges and universities in the work of international development. The staff of the University Center provides support to the expanded BIFADEC, and its executive director is selected from the academic community by the Board--currently he is Dr. Ralph H. Smuckler, the former Dean of International Studies and Programs at Michigan State University. His deputy is chosen from the ranks of the A.I.D. Senior Foreign Service. The BIFADEC, representing the American academic community, will play a significant role in determining the functions and programs of this center. Organizationally, the new University Center (UC) is part of the A.I.D. Bureau for Research and Development (formerly the Bureau for Science and Technology).

To begin the planning process for this new Center, the BIFADEC appointed a Task Force on the University Center Program, composed of college and university representatives, most of whom are deans or directors of international programs on their home campuses, and an Advisory Committee to the Task Force, composed of 10 college and university presidents, six senior A.I.D. officials and a few senior representatives of other government agencies. With the blessings of its Advisory Committee, the Task Force completed its report in December 1991. The BIFADEC endorsed its recommendations over to A.I.D., and we are now designing the UC program much along those lines. I shall leave copies of the Task Force report behind, in case you would like to read it.

The University Center will provide a number of services to A.I.D. and to U.S. colleges and universities and, on a more limited basis, to institutions in developing countries. This should include an adequate flow of information, a point of contact or liaison for interested parties, and assistance in matching A.I.D. program needs and college and university resources.

The new program we are designing is called the "Higher Education and Development (HEAD) Project." Its goal is to "accelerate progress toward development, globally and in developing countries." Its primary purpose is "to enlist U.S. colleges and universities in efforts to assist developing country higher education and research institutions to sustain quality and contribute more effectively to their nations' development and to global development problems."

It has two secondary purposes which support the first one:

"1) to broaden and enhance the U.S. higher education international capacity and commitment to understanding and fostering development in developing countries, and

"2) to expand and share U.S. higher education and A.I.D. expertise in a new partnership for development."

A draft Project Identification Document (PID) is currently circulating internally within A.I.D. for review and comment. A copy of its preliminary logical framework (which serves as an outline) is available as a handout. It contains a list of the proposed activities and their expected results, or "outputs," to accomplish these objectives.

I think, as this program is designed and implemented, many of you will find activities of interest to your own institution. This year will be one of rather intensive program design, which will involve close collaboration and consultations with the academic community. A cooperative agreement with the six major college and university associations in Washington, D.C., is presently being negotiated to bring them formally into the fold. We have every expectation of a respectable budget beginning in Fiscal Year 1993--\$8 million has been requested for the HEAD Project alone--to implement the activities so designed. The University Center has the personal interest and strong support of the A.I.D. Administrator, Dr. Ronald W. Roskens, himself a former president of the University of Nebraska System.

The University Development Linkages Project

The first program of the Center is already underway: the University Development Linkages Project (UDLP). This project is expected to facilitate the development of permanent linkage arrangements between American colleges and universities and similar institutions in developing countries, focused on the development research, education, training and extension needs of the latter, but providing long-term benefits to both and enhancing the internationalization of American colleges and universities. It is open to all colleges and universities, and to small consortia thereof, that have an interest and capability in any aspect of international development work.

A short description of this project, including a list of the first award recipients, is available as a handout. Funding from A.I.D. will be for up to \$100,000 per year per institution for a maximum of 5 years, with a matching requirement from the recipient. Interest in this program has been high. We received over 400 inquiries after the Request for Application (RFA) was published in the Commerce Business Daily in March 1991; 164 preapplications were received in April; and 79 responsive full applications were submitted in June. A peer review process conducted by the National Research Council resulted in the selection of the first 13 awardees. These awards cover a number of diverse fields of development including health, nutrition, education, agriculture, rural/community development, forestry, environment, and business management. These programs will receive about \$7.0 million over the 5-year period of the agreements, and this will be matched by \$13.3 million from the awardees themselves, for a total of \$20.3 million. We recently mailed out over 520 copies of the RFA to those expressing an interest in the 1992 competition.

Concluding comments

I have spoken about internationalizing American education, about A.I.D. and expanding the purview of BIFAD to BIFADEC, about the new University Center at A.I.D., and about the first program of that Center, the University Development Linkages Project. These are exciting developments.

Economic and social development occurs mainly through the growth and development of individuals and institutions. Colleges and universities have much to contribute, as they educate future leaders, conduct research, and create and adapt new technology. In the December 1990 issue of the Foreign Service Journal, Robert J. Muscat, a retired A.I.D. economist with the East Asian Institute at Columbia University, summarized his extensive research on the successful development of Thailand. He concluded that U.S. foreign assistance was a significant factor in that success and that, and I quote, "the most pervasive and long-lasting contribution was the creation of human capital and the development of a wide array of Thai institutions. While U.S. aid was marginal in size, these institutions, manned and often directed by U.S.-trained participants, have been central to the planning and management of Thai development policy and programs. The training and institutional linkages with the United States have also cumulated into a rich legacy of good will that affects other dimensions of U.S.-Thai relations."

In conclusion, let me emphasize that our goal is to establish a new partnership between A.I.D. and American colleges and universities, recognizing their vital role in leading America into the global village of tomorrow and, indeed, in helping to shape that village and to steer its development in desirable directions. Together we can conquer the "last frontier" and build a better world: a world without poverty, hunger, ignorance or preventable disease, a world in which people choose their own leaders, peacefully, have productive jobs, and share a global prosperity in a sustainable environment.

Handouts:

1. Foreign Aid Facts
2. BIFADEC page and biosheet
3. UC flier
4. UDLP flier
5. Task Force on UC Program Report
6. HEAD PID logframe

AID/R&D/UC, CSCallison, tel 703-816-0258, fax 703-816-0266, UOFKSTLK.392, 3/21/92
Mailing address: AID/R&D/UC, Rm. 900 SA-38, Dept. of State, Washington, D.C. 20523