

TITLE XII - FAMINE PREVENTION AND FREEDOM FROM HUNGER

Title XII of the Foreign Assistance Act directs A.I.D. to make more extensive use of U.S. land grant, sea grant and other qualified colleges and universities to carry out foreign assistance programs. The interest of developing countries in Title XII projects, as reflected in A.I.D. Mission requests, has grown continuously; and in both FY 1985 and FY 1986 Title XII programs will account for approximately \$400 million of institution-building activities in agriculture, rural development and nutrition. A significant, and increasing, portion of these activities was carried out for A.I.D. by U.S. universities.

In 1975 Congress created the Board for International Food and Agricultural Development (BIFAD) to advise A.I.D. officials and participate in the formulation of agricultural development policy, the design of projects and the use of U.S. agricultural universities in A.I.D. programs. The legislation also provided for "Strengthening Programs" to enhance U.S. university capacities for participating in A.I.D. programs overseas, and for "Collaborative Research Support Programs" to enable U.S. institutions and those from Less Developed Countries (LDCs) to work together on projects to benefit both the LDCs and U.S. agriculture. BIFAD helped to launch these programs through the development of guidelines and by providing for university participation in program reviews. BIFAD also fostered university collaboration in the design and implementation of country projects.

COMMITMENT -- THE KEY TO GOOD PROJECTS

Institution-building and research projects in A.I.D. Mission programs account for the great bulk of Title XII activities. Some examples:

The Agronomy Institute Project in Morocco, between the Hassan II Institute of Agronomy and Veterinary Medicine and the University of Minnesota, builds on earlier work funded by A.I.D. Ongoing research programs not only address significant problems but also serve as models for the research of other institute staff members and students. The project began in 1980, and total funding authorized is \$28.5 million.

A major thrust of the project has been the development of the Masters degree program. Some 125 students earned Masters degrees in association with the project by 1983; 64 candidates were in a doctoral degree program. Many of those earning degrees have become faculty members at the Institute. Ten percent of the Institute's students now come from outside Morocco, attesting to the Institute's growing stature as a regional university in North Africa. By 1986 the Institute expects to offer the Masters program without foreign assistance.

The project, working first in soils and plant science, is now involved across the entire front of Moroccan agriculture, including animal husbandry and veterinary medicine, agricultural engineering, chemistry, human nutrition, economics, communications and library science, range and watershed management, and fisheries.

In reviews of this project, long-term commitment to institution building is seen as central to its success. The program also demonstrated effective means for:

- . generating collaboration among various Title XII projects around the country;
- . recruiting foreign students for graduate programs and promoting the timely completion of their degree requirements;
- . using expatriate experience of other countries in development projects.

A Research/Extension/Education Model for the Agricultural Sector of Peru was built on a long-time, continuing relationship between Peru and North Carolina State University. The current project began in 1982, and total funding authorized is \$19.7 million.

Other key elements to success for this project include:

- . a baseline study conducted with Peruvian participation to assess the status of research and extension institutions and agencies and to identify goals, such as increased production and productivity of basic foods and increased rural real incomes;
- . national (Peruvian) commitment on goals, strategies, priorities and funding;
- . national insistence on a strategy for coordinating multiple donors;

- . close linkage with the international agricultural research centers;

- . knowledgeable and committed U.S. university professionals.

The result is an integrated program of research, education and extension involving several donors; rapid progress in improving crop varieties in association with international agricultural research centers; and strengthened country institutions and associations.

The Western Universities Agricultural Education Project began in 1981 involving A.I.D., the Indonesian Department of Higher Education, and the University of Kentucky. Total funding authorized is \$21.9 million. Building on its substantial experience in institution-building in Asia, the University undertook:

- . the selection and training in the United States and in Indonesia of M.S. and Ph.D candidates from Indonesian institutions;

- . technical short courses and networks of specialists, in such fields as soil sciences and English language;

- . short-term overseas training programs in such areas of academic administration as budget, finance, research and extension and in curriculum development.

When the A.I.D. Mission Director and the university contract team joined in a presentation on the project at a recent BIFAD meeting, they noted the significant progress made on staff development, technical assistance, and commodity assistance. Moreover the project had contributed to broader development goals -- particularly production of skilled manpower, participant training, technical short courses, books and English language training. Several factors were critical to the project's success:

- . commitment to the project by all parties at all levels, including A.I.D., the Indonesian Government, and the University;

- . long-term joint planning, including the framing of achievable objectives;

- . the project's link to existing structures, which helps insure continuing success after the project ends.

The Botswana Agricultural College Expansion Project was South Dakota State University's first involvement with A.I.D. in providing technical assistance to a developing country. Only 3

out of 26 University professionals who had assignments in Botswana had had previous international experience. These people now form the nucleus on their campus for international approaches and future development projects. The project started in 1978 and total funding amounted to \$8.4 million.

The project succeeded in all its goals:

- . specific courses upgraded;
- . enrollment for Animal Health and Agriculture Certificate Program doubled and redoubled and graduates quickly assigned to Agricultural Demonstrator and Veterinary Assistant Jobs;
- . A higher level, 2-year-diploma program initiated and classes graduated;
- . teaching faculty upgraded in advanced degree programs;
- . new facilities to handle increased enrollments in place.

Commitment and continuity of key university personnel were significant factors in the project's success. All but two of the eight long-term positions were staffed with permanent agricultural faculty.

CURRENT ACTIVITIES

The basic purposes of the A.I.D.-BIFAD partnership are to increase, to broaden, and to improve the participation of U.S. universities in A.I.D. international development programs.

To increase university involvement:

- Regional Title XII Seminars provide A.I.D. and more than fifty universities with the opportunity, each year, to exchange perspectives about A.I.D. policies and programs, modes for university involvement, and problems in working together.
- Memoranda of Understanding (MOUs) commit A.I.D. and individual universities to dependable longer-term relationships.
- The Joint Career Corps provides for assignments of university faculty to A.I.D. Missions, alternating with periods at their home campuses.

- Technical Support to Missions programs provide university expertise to analyze country needs or to develop, design, and evaluate projects.
- The National Association of State University and Land Grant Colleges supports university policies that can increase faculty participation in international activities.
- The American Association of State Colleges and Universities explores ways for tapping more fully the potential of non-land-grant institutions for involvement in Title XII projects.

To broaden university participation:

- The contractor selection process for individual university projects -- the subject of a comprehensive BIFAD study -- assures equitable treatment and understanding on the part of all parties.
- "Joint MOUs" are MOUs which formalize cooperative relationships between A.I.D. and combinations of "1890" and "1862" land grant schools.
- The "Joint Enterprise" method of university contracting provides for including smaller institutions in project implementation.

To improve university contributions to development programs:

- BIFAD has been undertaking a number of special activities to improve the preparation of university faculty for service overseas. Recently BIFAD developed a program to improve French proficiency of faculty of universities interested in carrying out AID projects in Francophone Africa, and sponsored a special workshop for Title XII language coordinators to improve language training.
- A.I.D. and BIFAD are collaborating on an improved evaluation process particularly appropriate for Title XII country projects.
- BIFAD plans to review evaluation results to assess what workshops might help to improve performance.

- BIFAD organized reviews of Strengthening Programs in over 30 universities and is assessing lessons learned.
- BIFAD reviews selected country projects and central research programs at its meetings and through on-site visits.
- BIFAD has been conducting an analysis of the staffing of university projects overseas, and an assessment of the impact on Title XII procurement of A.I.D. delegation of authority to Missions.

FY 1987 ACTIVITIES

BIFAD, together with its Joint Committee on Agricultural Research and Development and staff, will continue to support the foregoing activities, and will:

- Recommend programs and provide advice on the U.S. universities with the required capabilities to implement these programs;
- Advise on agricultural and rural development policies, allocation of funds, and Title XII program development and implementation;
- Explore ways for universities to contribute to greater U.S. understanding of development assistance, including joint efforts with representatives of the extension community;
- Work with Historically Black Colleges and Universities to enhance their involvement in A.I.D., programs in agriculture, rural development, and nutrition;
- Sponsor workshops for university staff in design, implementation, and evaluation of A.I.D. projects;
- Help to mobilize university participation in carrying out the A.I.D. Plan for Supporting Agricultural Research and Faculties of Agriculture in Africa;
- Investigate possibilities for increased cooperation in international agricultural development between U.S. universities and A.I.D., working with the U.S. Department

of Agriculture and the National Oceanic and Atmospheric Administration, in such areas as fisheries, forestry, agricultural extension, and food aid;

- Foster complementary relationships between programs of the international agricultural research centers and those of A.I.D. and U.S. universities;
- Assist in the development of improved policies and programs in training and institution-building. Recently BIFAD developed a strategy on international education and training, identifying priorities and the university role, and sponsored a government - private sector - university seminar on participant training;
- Seek to develop new relationships among private enterprise, the universities, and A.I.D. for cooperation in international agricultural development, and new instruments for that purpose; and
- Encourage A.I.D. and U.S. universities to work together to launch successfully additional projects to build agricultural institutions. Thus the Mid-America International Agricultural Consortium, led by the University of Missouri, will help Liberia's Central Agricultural Research Institute achieve an institutional capability to produce improved technological packages for crops and livestock through adaptive research. In Jamaica, Southern University (one of the Historically Black Colleges and Universities) will join Louisiana State University to assist the College of Agriculture to develop curriculum, perform applied research, improve faculty capabilities, and establish an instructional materials center.