innovATE

Innovation for Agricultural Training and Education

AET Institutional Transformation: Project Design Review Workshop Proceedings

InnovATE Workshop Report

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Acknowledgments

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Introduction

In order to promote food security, USAID and other donors have been making investments to strengthen agricultural education and training (AET) institutions and investigating alternative strategies to improve programming. In support of this endeavor, the Innovation for Agricultural Training and Education (InnovATE) project hosted a design review workshop uniting project implementers involved in current or recently completed AET institutional development projects. This workshop promoted interaction among AET project partners who compared their experiences and examined the challenges, successes and lessons learned.

The objective of the workshop was to document tacit knowledge and lessons learned to inform policies and recommendations for the transformation of AET institutions for sustained and entrepreneurial youth workforce development. Activities were designed to elicit critical insights on processes for food security project-driven transformation in AET institutions. Workshop participants engaged in enthusiastic discussions to advance our understanding and capacity to make a difference. Learning is a mutual endeavor; donors, implementers, and host country institutions benefitted from the process. This summary consolidates key learning moments in workshop participants' 1000 years of collective experience and highlights those insights and lessons which can be applied to improve management and implementation of AET projects.

Workshop Organization

Workshop activities were organized in two phases. A pre-workshop dialog engaged seventeen key individuals (AET advisors, project implementers and host institution representatives) selected from among those with considerable hands-on experience with USAID AET-based projects. The workshop organizer, Keith Moore, arranged for each of these individuals to address the following questions during hour-long telephone interviews:

- What are the critical challenges you have faced in the process of implementing AET institutional transformation projects?
- What was done (successfully and unsuccessfully) to address them?
- What can be done to enhance AET institutional transformation projects in the future?

The free-flowing conversations began by targeting specific AET experiences. Each interviewee had priority messages to convey. They then were asked to expand on a particular theme or two with examples highlighting personal insights. The workshop organizer, as a listener and recorder, made notes on these experiences and insights and had the notes confirmed a few days later. Many of these experts engaged in a second and sometimes a third such opportunity to elaborate their views. Content analysis of these notes led to the list of key workshop themes (see Appendix C).

In twos and threes, the experts continued these informal discussions via Skype. A core of Conversation Co-Leaders took shape to lead the workshop. During the course of these conversations, the Design Review Blogs (see Appendix F) were drafted. These blogs were drafted and revised by the Conservation Co-Leaders as a mechanism to raise issues and stimulate discussion among workshop attendees. They were posted on the InnovATE website in the month leading up to the workshop. Reflecting the priorities and concerns expressed, these themes were

consolidated into five categories for the Workshop Thematic Sessions: Trust and Partnerships; National AET System Transformation; Curriculum Development and Pedagogical Reform; Budget and Contracting Relationships; and Governance and Leadership.

The second phase of the workshop involved more participants and face-to-face conversations. To maintain the intimate and informal level of discussion, workshop attendance was limited to about fifty invitees including the Conversation Co-Leaders. The Design Review Workshop itself was held in June 2016 at Mountain Lake Lodge in Pembroke, Virginia (see Appendix B). The plenary sessions were recorded and transcribed (see Appendix G.) To facilitate comparisons and shared learning, each AET institutional development project presented a poster highlighting project objectives, institutional context, mission, key stakeholders, scale, duration, impact, and other pertinent facts.

Van Crowder (OIRED/VT Executive Director) and Çlara Cohen (Acting Chief, Human and Institutional Capacity Development Division BFS/USAID) introduced the first day. Peter Trenchard (USAID/Malawi Deputy Mission Director) and Keith Moore (OIRED/VT), the workshop organizer, gave the keynote addresses. Workshop sessions were moderated by Angela Neilan (OIRED/VT) and Peter Koehn (University of Montana). Moderators managed session conversations, maintained the focus of the discussion, and assured balanced participation.

The conversation sessions began with the Conversation Co-Leaders. First the US project leaders introduced themselves and their projects. Host institution counterparts then presented their institutional transformation experiences. One host institution counterpart participated by video because he was not able to attend in person. Presentations highlighted personal experiences and insights. The floor was then opened to include the audience.

After Conversation Co-Leaders made their preliminary remarks, themes focused the majority of conversations. Two or three Conversation Co-Leaders opened each session with introductory remarks designed to stimulate debate and advance the evolving conservations. The first thematic session addressed *Trust and Partnerships* and was followed by a stimulating discussion among workshop participants. The day ended with participants listing take-aways for the first day.

The second day focused on three more thematic sessions: *National AET System Transformation; Curriculum Development and Pedagogical Reform*; and *Budget and Contracting Relationships*. In adaptive management fashion, responding to feedback from the first day, participant discussion was organized in focus groups. The moderator provided a few leading questions. Discussions were quite animated in the smaller group format and results of these discussions were captured in the end of session plenary summary provided by each group.

The day ended with a World Café exercise to consolidate the tacit knowledge and lessons learned from these collective experiences (see Appendix E for results). Small groups were asked to respond to a set of four questions developed on the basis of the evolving conversations:

- What are some re-current project design mistakes?
- How can contextual complexity and dynamics be accounted for in project design?
- What emergent lessons can we draw from our experiences that contribute to a theory of institutional change?

- What organizational experiments would you propose for improving the design of institutional transformation projects?

The final day held the last thematic session on *Governance and Leadership* and a concluding session on Next Steps in which workshop participants identifed and described a truly transformative ("unreasonable") change that InnovATE should advocate to promote AET institutional transformation over the course of the next year. Participants focused on: more effectively telling how AET investment improves food security; involving the private sector and youth in AET client services; and preparing AET institutions to be more transparent and fiscally competent.

The workshop closed with words from InnovATE Director Larry Vaughan and InnovATE AOR Clara Cohen who invited final thoughts from InnovATE Advisory Committee members and USAID mission representatives.

Implementing a Learning Approach

Workshop participants were encouraged to view AET institutional transformation as a 'wicked problem' (see Moore, 2016). Shared experiences confirmed this perspective. The complexity of AET systems and the diversity of local institutional contexts creates conditions of indeterminacy. Consequently, multiple competitive or mutually exclusive outcomes are possible; each of these design solutions creates new circumstances and problems. Furthermore, if local systems (structures and/or agents) aren't ready for project-induced changes, they are likely to dissipate, ultimately undermining the achievement of food security.

Design thinking was invoked to examine our collective attempts to improve AET institutions. It draws our attention to the process by which a valued product (improved AET) emerges. Design thinking takes into account multiple options and perspectives, ensuring that improved practices are acceptable to system actors for which they have been designed. For this to occur 'users' need to be part of the design process. Through iterative interaction, system actors can be engaged in a dialog producing successive approximations to identify and implement mutually acceptable solutions.

Throughout the workshop, participants emphasized scaling-up, impact, and evaluation, as well as the extent to which the default project framework was conducive to institutional transformation. Recurrent themes included experiential learning, conversations that matter, trust and relationship building, financial and absorptive capacity, champions, youth, teacher training, and telling the story.

Workshop Summary

Key Note Addresses

Peter Trenchard

USAID has had considerable experience investing in education. Peter told us the story behind the design of USAID/Senegal's Education and Research in Agriculture Project (ERA). An opportunity arose in Senegal resulting from a convergence of factors. The 2008 food crisis led to a considerable increase in USAID funding for agriculture. At the same time, consistent with NEPAD's Comprehensive African Agricultural Development Plan (CAADP), the Senegalese government developed a unified vision for economic growth led by agriculture through private sector investment. The universities were seen as a critical partner linking AET with research. Relations of trust between USAID/Senegal and these critical actors had been developing over the years. This allowed USAID/Senegal to mobilize a design team including partners from all the Senegalese agricultural training institutions and led by land grant university experts. While the resulting USAID/ERA plan was consistent with food security goals, it was funded before the centrally led Feed the Future program narrowed flexibility for creative local initiatives.

The ERA project applied a systems approach to moving knowledge from universities and vocational schools to the private sector and farmers. Operationally, there were two dimensions to this systems approach. Funding systematically targeted multiple partners (universities, research, and training institutions, etc.) while focal activities targeted systemic barriers to growth within agricultural value chains (from field to table) and incorporating the private sector in the process. In addition, ERA was a component in USAID/Senegal's set of interlinked value chain projects.

ERA was based on the concept that AET was not an isolated investment, but integral to the transformation of agriculture. The project tapped into and developed local innovation and talent linking it to key value chains. In this way, the knowledge and skills of all Senegalese AET institutions were mobilized and combined with research to accelerate agricultural growth. The success of this approach comes from being client-focused, linking research and outreach with farmers and the private sector in a dynamic process.

Peter emphasized the next step in design thinking as developing local grant mechanisms whereby AET institutions set up their own research agendas. This work will involve the painstaking process of developing local financial management procedures that are both internally and externally transparent.

Keith M. Moore

Keith set the stage for conversations exploring new possibilities to improve interventions for AET institutional development. The focus was centered on the way that highly qualified and

motivated agricultural professionals and entrepreneurs are produced in developing countries. The problem was characterized by ingrained traditions of memorization and the absence of a culture of problem solving and critical thinking. An emphasis on research was insufficient to stimulate innovation. A paradigm shift from research to active learning is required for the full engagement of users in the knowledge creation/learning process. Learning-by-doing (adaptive management) is an iterative process and requires soft skills development for the implied negotiations among multiple stakeholders. Context matters. This places AET squarely in USAID's Local Systems Approach for Local Solutions.

There is a growing awareness of the need for long-term perspectives in the fostering of institutional change. AET assessments in both Europe and the United States are questioning the project logic underlying contemporary HICD programming (Salm,et al., 2014; Annor-Frempong, 2015; Dichter, et al., 2015). The 'pressure for results' is undermining the capacity to produce sustained change. We need to develop alternative methods to effectively communicate iterative feedback in order to demonstrate accountability to both donors and host institutions.

Design thinking is a valuable approach to reflect on interventions for institutional transformation. The fundamental issue defining design practice is that of indeterminacy. Indeterminacy says that there are no definitive conditions or limits to design problems (i.e., 'wicked problems'). Consequently, viable solutions are achieved through iterative interaction with decision makers and stakeholders in their local context. Interventions involve many small steps, not a few big ones. Thus, interaction with users weeds out bad designs and builds confidence in good ones.

Transitioning to the workshop thematic sessions, Keith drew attention to the Conversation Co-leader blogs for their contributions to improved management and implementation of AET projects and programs. Although grounded in diverse contexts, recurrent issues were identified. These included: the role of trust in viable working relationships; building confidence and making adjustments; the role of leaders and champions; transparency and flexibility; budgeting, contracting and accountability in relationship building; and good governance.

Workshop Session Highlights

Building on participant-prioritized feedback, the following sections synthesize the common perceptions, critical insights, and leading themes that emerged from Conversation Co-Leader presentations and participant debate. Not everyone processed the ideas in the same way; some participants focused on specific technical interventions; a few emphasized program effectiveness and sustainability; others stressed accountability. All were concerned with impact. Differences of opinion often reflected scale and definitions. Taking all these perspectives into account, this summary highlights policy implications for effective AET transformation. The summary is arranged chronologically by session title to provide a sense of how different ideas arose and were discussed by participants.

Project implementation perspectives

Project Implementers

Conversation Co-Leaders for this session were Mike Bertelsen (RHEA), Dave Kraybill (iAGRI), Michael Parr (BACET), Jim Simon (EHELD), and Larry Vaughan (ERA). All were implementers of AET projects for USAID. They introduced and debated a range of issues including the importance of local political support for project implementation, situating a project within a single institution versus multiple institutions or system-level interventions, the organizational structure of project partners and relationships, the critical importance of stakeholder engagement, the role of luck versus opportunity during project implementation, and the implications of project contracting mechanisms.

Political support for project implementation was presented as critical to all projects. It may develop during early negotiations or evolve with implementation. This support is most valuable when it derives from a local/national agenda involving different ministries and private sector stakeholders. When direct project partners know that their political hierarchy supports their project efforts morale is considerably improved. Political support is a leadership issue on which everyone was in agreement. However, some nuances were noted. In particular, that champions may shift into or out of government positions, creating instability at the institutional level. Individual leaders do make a difference, particularly when considerable time and effort have been put in to building relationships.

Project size, number of partners, and duration are key factors in project organization, either dependent on objectives or limiting the

capacity to achieve some objectives. The level of project intervention, whether at the individual researcher, department, institution, or system level, was critical to what could be accomplished and how to go about it. Short-term projects seemed to successfully target individual-level impacts (i.e. human resource development). But those impacts appear years later after project close-out. The scale of impact is also hard to measure because it is tied to the success of particular individuals, although cumulative impact of multiple, concurrent interventions could be achieved.

The threshold level for transformative interventions appeared to be when projects directly addressed the institutional or system level. The stakes are much higher and consequently resource investments must be much more substantial to address the increased number of project components necessary to operate at this scale. Implementers would need to staff their own project office in country with expatriate leadership. Institutional projects were seen as long-term investments with the potential for sustained system-wide impact. Capacity building should go

beyond just working with faculty members, but also include administrators and their staff. Building financial and project management capacity was identified as critical.

The question of whether to work with a single institution or multiple institutions was raised. The issue involved the choice of pathways to improve agricultural value chains and benefit stakeholders. The choice was seen as dependent on local context and available investment resources, as much as project goals.

Engagement with stakeholders was central to much of the discussion. Two analytic categories of stakeholders merge in the messy reality of project implementation: those directly involved in targeted AET institutions; and those within the agricultural sector to be served by those institutions. The question that arose to capture the intervention dynamics was: "How do we help AET institutions step forward to help their stakeholders?"

Implementers were most concerned about the challenges involved in engaging institutional actors. Two concepts were noted: 'organizational resistance' and 'organizational sustainability'. Organizational resistance could be overcome in two ways. Informal conversations were used to discover what AET improvements were desirable and feasible, as well as a means to identify those more open to change. In addition, participants noted that implementing several types of small changes (building women's bathrooms, improving basic classroom facilities, etc.) improved morale and relationships, built trust, and mutual accountability. The ultimate objective was to attain organizational sustainability, that is, embedding new and improved practices in the formal system. This involves extending the informal conversations to everyone.

Study tours were also noted as an important engagement tool. They expose institutional and ministerial leaders to new ideas, promote peer-to-peer learning, and provide opportunities for extended conversations.

Luck and opportunity were discussed often, sometimes interchangeably. Each time the conclusion involved the necessity of being prepared. Some implementers saw project contracting mechanism imposed programmatic rigidity and linearity in planning and implementation as a constraint. USAID representatives expressed some surprise at this since there are mechanisms that can allow for flexibility. However, the question arose: are these solutions expedient under the circumstances? The short-time frames for project proposals and implementation, the expectation of immediate results, and the consequent incentive systems that characterize the Feed the Future framework can hinder flexible project implementation.

The iAGRI three-step theory of change and indicators were presented as implementable within the current project framework given contractual space and a supportive mission. Step one involves engaging institutional partners in informal "conversations that matter" that lead to specific plans. Step two is implementing organizational experiments to pilot these ideas. Step three is scaling up institutional changes where progress is happening. There are indicators of progress applicable to each step.

Host Country Institution Representatives

Conversation Co-Leaders for this session included Irene Annor-Frempong (director of research and innovation, FARA,Ghana), Ipolito da Costa (ministry representative, BACET, East Timor), Kandioura Noba (college dean, ERA, Senegal), Fr. Michael Schultheis (rector, RHEA, South Sudan), and Daniel Yahba (college dean, EHELD, Liberia).

They discussed what needs to be done and how to do it covering issues such as: sustainability, the land grant model, project design, process ownership, financing, and a strong emphasis on youth development.

National counterparts were clearly focused on building AET systemic capacity at two levels: within institutions (as in the post-conflict cases); or across the AET system, linking with stakeholders and contributing directly to productivity improvements. In the first instance, efforts focused on filling out the middle levels of the employment pyramid, particularly through development of strong two-year technical programs, but also the preparation of professors, who in turn train teachers throughout the system.

Secondly, counterparts spoke about efforts to adapt the U.S. land grant model linking agricultural research, extension, and education with stakeholders. Focus was squarely on increasing AET collaboration, particularly with stakeholders through networks like the Reflection Group on Agriculture in Senegal (GRAAS) and the iAGRI innovation connection. This increased collaboration involved a shift to the innovation systems paradigm, working with the private sector through incubator mechanisms led by universities (e.g., UNIBRAIN).

Questions about how project interventions could be used to achieve these goals stressed the idea that the process be owned and led by local institutions. It was necessary that local partners play strategic roles, sharing in the ownership of the program from the start, both technically and politically. Furthermore, ownership and leadership were seen as part of the package of capacities that needed development. Partnership engagement and accountability through good coordination and communication was recommended to ensure this capacity strengthening. Sustainable transformation followed directly from the conversation on ownership. Issues discussed included involvement in the original design of the project and assuring that it was consistent with the national AET agenda.

The rationale often cited for project interventions is the importance of investing in AET for youth development. Project stakeholders should be considered inclusively: universities, research institutions, private sector, NGOs, ministries, technical colleges and secondary schools, etc. From the stakeholders, champions could be identified and problems clearly specified. Project ideas included clustering projects to be mutually supportive around a central institution or

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system. Individual capacity development should contribute to organizational and institutional capacity development. Among the ideas for human capacity development, study tours were noted for their policy impact

Concerns were expressed about the dependence of AET institutions on either donor or government funding. Some institutions were more advanced in diversifying their income streams than others. Building to this advanced level of systemic capacity would require sustained funding and supportive leadership. Implementation capacity was also seen as important to reinforce.

Thematic Discussions

Trust and Partnerships

Conversation Co-Leaders for this session were Peter Koehn (University of Montana), Amon Mattee (Sokoine University), and Daniel Yahba (Cuttington University).

In their introductory remarks, they spoke of trust and relationship building. Trust was seen as the essence of institutional transformation creating the new relationships that change the way things are done.

Participants found trust to be very complicated. It is a rich concept with multiple qualities that can be applied to a range of relationships. Trust is sensitive to how it is created and transferred. Like credit, trust can be built through successive interactions. Trust as accountability is demonstrated through the transparent and mutually acceptable management of material resources. Consequently, credibility and confidence are generated over the course of multiple interactions. Trust is also recognized in a shared commitment to certain values or understandings.

There are different types of relationships in which trust may be expressed. Like social capital (of which it is often an indicator), trust can exist between and across groups (bonding and bridging social capital). Participants discussed building trust among and between multiple levels: within departments; between disciplines; across different levels of the hierarchy (as between faculty members and administration); between donors and beneficiaries; and with various sets of external stakeholders. Trust may be institutionally structured through MOUs, contracts, and various sorts of formalized agreements. Although these forms of trust may be initiated by a hand shake, they often involve formalized means of accountability.

There was widespread agreement that trust was in the first instance generated between individuals. Consequently, face-to-face interactions were preferred as they enhanced the quality of the relationships, providing opportunities to make the engagement more meaningful, drawing on multiple sources of commonalities and mutual understanding (family, community, hobbies, etc.). Trust is transferable from one partner in a relationship to a

contact of the other partner, as in the sharing of contact information, or more formally, with the change in leadership of an organization with a formal contractual relationship. Confidence can be demonstrated through the sharing of contacts or relationships. However, in these cases, reaffirmation of trust through accountability mechanisms was often needed.

Trust usually took some time to build, but could be lost in a moment. Overcoming mistrust and skepticism was found to be a common occurrence in the context of these multi-partner relationships. Mistrust often resulted from misunderstandings of what was expected from partners. Setting and managing expectations for a project could easily be miscommunicated across levels of a hierarchy, or between implementer and host institution representatives. A good deal of the session's discussion focused on mechanisms to build or re-build trust and often focused on defining the parameters of a relationship between institutional cultures and setting the terms of understanding and accountability.

Project interventions promoting social interactions were considered helpful for building trust in a relationship. These interventions included: needs assessments, study tours, informal "conversations that matter", and small scale initiatives requiring little initial investment in order to build credit. For example, small scale organizational experiments provide a way to take small steps in which new ideas can be tested and outcomes evaluated.

Day One Take-Aways

Participants appreciated the great dialog, good listening, and incredible opportunity for meaningful engagement among practitioners. From the 31 respondents of the participant feedback survey, building trust was the key idea highlighted in day one. Implementation of a phased, portfolio approach using small experiments or interventions with frequent feedback emerged as another top result. This approach allows implementers to flexibly adapt to opportunities and failures. There was also a preference for locally developed solutions.

1	Personal relationship and importance of trust – take time
2	AET is addressing barrier to growth
3	Incentives are critical in governance
4	Flexibility of design and implementation
5	Fail quickly and adapt
6	This has been an effective dialog between USAID and project implementers – should happen more
7	Both small scale and large scale/big picture have to happen simultaneously (i.e., classroom improvements and institutional change)
8	Exploration of different modes of capacity building
9	Universities can have great contributions to AET and sustainable development – should be used more
10	Implementation in a phased approach to avoid larger failures
11	Women are critical for effective stakeholder engagement
12	Same problems addressed in different ways with different methodologies
13	Many of these issues are present in the US as well (silos in universities, etc.)
14	Sustainability is not well-defined
15	Appreciate great level of listening at this workshop – continue afterwards
16	Lasting trust is critical for lasting partnerships

17	Focus on young people and workforce development
18	Local solutions for local problems – local solutions not so well documented
19	1,000 years of experience in the room – great but where are young faculty? How can we help?
20	Create space for failure but recognize success – portfolio approach
21	Failures lead to illumination. We need to share our failures – how do we share failures as much as we share successes?
22	Systems need feedback loops – how to integrate small projects and trust into our systems
23	5Rs approach (resources, roles, relationships, rules, and results) is the way to frame this
24	Project design must involve recipients of the project
25	Luck versus design – opportunity favors the well-prepared and flexible (how?)
26	Incredible opportunity for meaningful engagement moving forward
27	Think globally, act locally – sustainability
28	Capacity building – focus on impact of these projects after they end
29	Need to break barriers between universities and surrounding communities – universities as extension, policy makers, a shared vision, rather than separate from communities

Thematic Discussions – Day Two

National AET Systems

Conversation Co-Leaders for this session were Larry Vaughan (ERA/Senegal) and Kandioura Noba (ERA/Senegal) supported by Andrew Kovarik (AEMIP/Guinea) and Josiah Tlou of Virginia Tech (UPIC/Malawi).

National AET systems face significant challenges. Although each nation has a different context or arrangement of their education, research, and stakeholder relations, similar challenges are faced. In particular, turf wars and governance issues constrain intra- and inter-institutional partnerships. As a consequence, AET can fall through the cracks between ministries. Conversely, ministry support and high level dialogue is crucial for the successful transformation of AET institutions.

Three sets of challenges were raised: inter-ministerial coordination; functional relationships between research and education; and the integration of stakeholder priorities. The AET pipeline from secondary school, through technical institutes and universities can involve up to five or more ministries, each with their own set of priorities and concerns. Research institutes may be housed separately in the ministry of agriculture. The vocational technical institute faculty is recruited from the universities, but has not necessarily been educated with an agricultural vocation in mind. Consequently, curriculum change involves working with both universities and technical schools requiring assessments at both levels.

Raising the quality of curriculum and instruction has often targeted increasing advanced

educational opportunities for university faculty members, including training at both the Masters and PhD levels.

Research is critical to the advancement of agricultural knowledge, but housing education and research knowledge in separate institutions leads to competition rather than collaboration. Various initiatives have been implemented to address this isolation including the promotion of research grants that require partners from both educational and research institutions (e.g. ERA).

Perhaps the most dramatic change has been the incorporation of stakeholders in the transformation of AET institutions. The private sector including NGOs, local and multi-national food and fiber processors, farmers, farmer federations, other producer associations, community organizations, and students have all come to play increasingly important roles. Stakeholders are being engaged in collaborative research projects, sitting on boards of directors, and participating in workshops and outreach activities. A new mode of stakeholder intervention is developing through semi-autonomous quality assurance agencies and the tracking of students.

In Senegal, a group of AET institution representatives and private sector stakeholders has formed a body for reflection on the national food and agricultural system (GRAAS). This group discusses and explores AET policy options with the intent of sharing good ideas and proposing systemic changes at the national level. Choosing a convening institution for GRAAS is a challenge because of the diversity of stakeholders in its membership.

Takeaway Point	Votes
Barriers to intra and inter-institutional partnerships for transformation from turf wars and governance issues – multiple ministries, in which AET often falls through cracks [*recognition of*]	4
Begin stakeholder relationships	3
Ministries provide enabling environment: Can AET transforming occur without ministry support? Can post-conflict countries learn from these examples?	3
Measuring impact	2
Shift from competition to collaboration	2
Meet needs of community, workforce, stakeholders	2
In AET systems involving several ministries, high-level dialogue is helpful in transforming institutions	1
Mechanism needed to bring university into research/ extension	1
Provide opportunity for TRUE stakeholder voice	1
Create working groups for agricultural universities	1
Convening stakeholders: identifying felt needs, sector specific, neutral convener, harmonization, have topics to discuss (ag sector, science academy)	1

Curriculum Development and Pedagogical Reform

Conversation Co-Leaders for this session were Michael Parr (Land O' Lakes, BACET, East Timor), Fr. Michael Schultheis (Catholic University of South Sudan, RHEA, South Sudan), and Jim Simon (Rutgers University, EHELD, Liberia).

Three themes dominated the conversations during this session: 1) content and process of curriculum development, 2) curriculum delivery issues, and 3) teacher professional development. Participants agreed that experiential learning was an important component for AET transformational interventions.

Participants noted several subjects that should be included in any new curriculum. Most popular were entrepreneurial skills, value chains, critical thinking, gender, leadership, business plans, literacy, numeracy, problem solving, and local history and culture. These were embedded in discussions about the process by which curriculum development should be implemented. There are formal and informal modes. Although there was a consensus that formal modes were necessary, some identified informal mechanisms by which existing curriculum could be adjusted to achieve limited objectives.

Stakeholder involvement was noted as key for curriculum development. Stakeholders included government ministries, administration, faculty, students, and outside stakeholders (private sector, NGOs, and research). Emphasis was placed on the local nature of curriculum development. Relevant curriculum development includes national, faculty, student, and employer needs. Two modes of engagement were discussed: 1) dialog at the upper levels of the hierarchy and 2) faculty retreats and workshops for needs assessment, design and review, often involving external stakeholders. Formal recognition of new curricula requires some form of national approval. This dialog should begin early in the process. Institution, program, and degree accreditation legitimize system accountability.

Once the content of the curriculum is determined, how is it applied? Issues addressed included: technical teaching skills, critical thinking, cultural context, and use of local examples. Despite terminological differences, there was a consensus that experiential learning should be promoted. Experiential learning has several dimensions. It was seen both as a pedagogical tool integrated with content, and as an added element such as, internships. Some felt that experiential learning was resource heavy (requiring special equipment and transportation for field trips). Others proposed a more practical classroom-oriented, problem-solving approach for learning-by-doing. Here the concept of Pedagogical Content Knowledge (PCK) was introduced to highlight the

interdependency between specific content knowledge and how that content could be most effectively taught (pedagogical knowledge) in a particular context.

Teacher professional development was seen as a significant barrier to the advance of curriculum reform. The quality of available instructors, particularly in the case of post-conflict countries, was poor. Even in more advanced contexts, existing faculty members may only have a bachelor's degree. One challenge that concerned several participants was how to select individuals for additional training (whether for study tours, short-term or degree training). What stakeholders should be involved? Issues of favoritism were raised. Ultimately, a local solution would have to be found to generate a cohort of trained faculty available for 30-40 years of service.

For many the causal relationship between institutional transformation and curriculum revision was seen as in a chicken-and-egg question. Problem-oriented experiential learning was proposed. Have faculty members conduct research on gaps in value chains and incorporate students into the research process. Private sector entrepreneurs could be brought into the classroom to teach. All students should have the development of business plans as an essential learning goal, much as learning the concept of evapotranspiration was (in a previous era) for agronomic expertise.

The issues of intake student quality, vocational technical curriculum and students, formative versus summative evaluation, and quality assurance were also raised.

Takeaway Point	Votes
New Curriculum: values, value chain analysis, gender, remedial education, critical thinking problem solving, stakeholder involvement, big picture policies, experiential learning	5
Experiential Education: Integrating stakeholders in education process, faculty consultancies	4
Teacher Professional Development- PCK	3
Experiential Learning: Co-op education, entire cycle, cultural/ policy change	2
Faculty development is critical for experiential learning to work (time and resource heavy)	2
Value Chains: Teaching basic concept, processing gaps in V.C., engaging students in V.C	1
Can AET be evaluated in terms of impacts? Ex: entrepreneurial training	1

Budget and Contracting

Conversation Co-Leaders for this session were Ipolito da Costa (Ministry of Fisheries and Agriculture, East Timor), Jim Foreman (Finance and Administration, OIRED, Virginia Tech), and Dave Kraybill (iAGRI Chief of Party).

The conversation began with a presentation of accounting and administrative details of project implementation. The discussion quickly found traction linking minutiae of contracts and accounting with issues at the heart of institutional transformation. Yet, projects are often designed to address these challenges.

Administering contracts and budgets is characterized by a tension between control and trust. Three interdependent themes were discerned: 1) accounting capacity; 2) risk and its distribution; and 3) program integrity. Project implementation involves considerable accounting and administrative capacity. Contract partners must coordinate the development of budgets, monitor expenses, submit invoices, calculate indirect costs, prepare for audits, manage exchange rates and wire transfers, to name but a few tasks. These mundane tasks are regulated by rules and routines governed by the standard administrative procedures of each institution which must be harmonized to conform to donor standards. Implementing partners are motivated to be both efficient and reduce risk. Host country partners are concerned with their own national and institutional policy agendas, as well as those of other donors.

Accountability for project funds follows a set of reporting links from task executor (e.g., professor or researcher) through host institution and implementing partner to the donor. Others may also be included depending on the scope and nature of the activity. Task executors expect sufficient resources to be available in a timely fashion. To assure achievement of their project objectives, they prefer direct budgetary distributions from donors or implementing partners. In this way they are in control and reduce their risk. On the other hand, host institution administrators are responsible for the institutional ensemble of such activities and expect control over the resources to assure and account for institutional performance. Implementing partners tasked with assuring the sustained impact and accountability of their activities are faced with a dilemma. Do they fund an activity directly for immediate impact, or do they work through the host institution system to sustain those impacts? In either case, they will likely need to advance operating capital with its increased risk exposure.

Achieving contracted objectives involves implementing and monitoring project work plans. Project contracts in support of institutional development should be complementary with and reinforcing of institutional budgets and work plans. Such inclusiveness at the negotiation stage of contract development may not be possible because of procurement limitations and other contractual technicalities. There may be need for innovation in the development of contracts in support of Local Solutions programming.

There was considerable support for the development of local accounting capacity. Implementers will need to assess local capacities and adapt mechanisms accordingly. Best practice consensus indicated a learning-by-doing model where partner institutions are initially given small sums as capacity and trust develops. Training should be included for accountants and administrators. Trust in this case is not something that develops between individuals, but must be based on trust between institutional systems. Consequently, success takes time and considerable coaching.

Fixed Obligation Grants were not seen as effective funding mechanisms for transformation at the institutional level. They were fine for single goal/task activities, but were not flexible enough to enable adaptive management.

Takeaway Point	Votes
How far to develop local accounting capacity? Far enough that external funds can be managed at institutional and project/ research levels	3
What is transparency? What does it look like? Context-specific?	3
Use youth development (curriculum/ programming i.e. ethics, leadership, etc) as a fraud prevention tool	2
Local accounting capacity? Learn from process using actual expenditures from the field; strengthen acting infrastructure	2
Implementer should select the mechanism based on balancing risk, efficiency and/ or the need for capacity building: phased grants (trust), obligations tied to results and time	2
Decentralize? To the level that there is capacity to manage and trust	1
Decentralized control (capacity, efficiency, trust)	1
Revenue streams- building capacity of the institution- help capture alternative revenue streams and facilitate links to other services	1
Innovation	1

World Café Summary

Small groups engaged in 15-minute brainstorming exercises. Core themes are summarized here. For the full results see Appendix E.

Intervention weaknesses: Weaknesses of past AET efforts revolved around poor grounding in the local context. There were three approaches to addressing these weaknesses: (1) establish and use baseline studies for design and future assessment; (2) improve communication with stakeholders; and (3) adaptive management.

Addressing complexity: In order to account for contextual complexity, participants advocated early local assessment (SWOT, GAP, etc.) and listening to stakeholders. It is important to embrace complexity by including multiple levels and perspectives in design and feedback. Flexible contracting should be used to facilitate iterative adaptation.

Theories of change: No elaborated theories of change were proposed, but there was stress on a few key elements. Local stakeholders need to be engaged
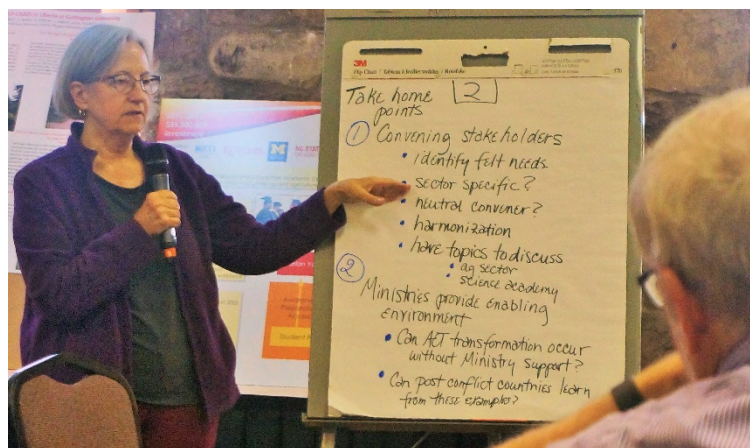
throughout a project. Identify and mobilize champions; local leadership was important. There was a strong emphasis on youth engagement, as well as professional mentorships, changing mindsets, and new incentive structures.

Organizational experiments: Lots of ideas were proposed for organizational experiments that could be tailored locally. Many focused on youth; others on engaging the private sector in AET experimentation. To develop and share ideas, peer-to-peer learning through study tours, exchanges, simulations, and other fora was suggested.

Day Two Take-Aways

Reflecting the range of topics discussed this day, participants shared a diverse set of take-aways. Several noted the diversity of perspectives, the disagreements that were provoked, and multiple approaches to complex realities. The day held something for everyone.

1	Importance of adult education
2	Highlights integrated transdisciplinary approach, across disciplines on complex problems
3	We started to disagree – diversity of opinions. Not a single one step xxxxx of alternative poverty
4	Experiential learning, curricular reforms and budgeting
5	Talent in the room. Be part of discussions. Need for HICD.
6	Complicated lots of ideas, no answers
7	Personal engagement in facilitating positive institutional change. Building trust and acceptance of positive change.
8	Diversity – the way we manage our institutions. We are academics – the group should be enlarged – we have different perspectives
9	Understand the market for trainees or students. talk about youth and focus on their needs
10	Intrigued by curriculum development of many perspectives
11	Modified world café – mistakes. Begin to synthesize. Identifying actions from learning
12	Every question created 10 more questions
13	Creative ways for organization experiments – small change to big change
14	Champion for positive deviance
15	Passion
16	The importance of process
17	The importance of budgeting
18	Project designs are not mistake proof'
19	The capacities of institutional linkages
20	The institutional evaluation process
21	Avoid the assumption of shared language/terms
22	Investigate what change emerges from workshops like this
23	Learning others' pitfalls and successes helps generate fresh ideas
24	There is a great capacity for adaptive management with diverse groups
25	Unpacking the challenges of the institution
26	Involving stakeholders in project design and evaluation
27	Assumptions that didn't work should [be subjected] to new experimentation
28	Mentorship and coaching is valuable at every level
29	Engage local counterparts at every stage
30	Contracting relationship are key in every program
31	Sustain the energy, passion and zeal of the conference

Thematic Discussions – Day Three

Governance and Leadership

Conversation Co-Leaders for this session were Peter Koehn (University of Montana), Amon Mattee (Sokoine University of Agriculture,Tanzania), and Kandioura Noba (Université de Cheikh Anta Diop, Senegal).

Participants discussed governance structures and practices for project-induced transformation of AET institutions. A three-stage process could be discerned whereby institutional leaders come to embrace change through (1) project establishment of organizational mechanisms that (2) promote good communication leading to (3) leadership development for sustained transformation.

Different mechanisms have been used to associate project implementing institutions with host AET institutions. There was some debate over whether a project implementing structure should be embedded in the host institution. There was general agreement that access across the institution was important for institutional buy-in and that independence of action was important for introducing innovative ideas and ways of doing things. Recognizing power differentials, the concept of 'near symmetry' was introduced to characterize relationships where sides are not equal but the overall balance between project and host institutions is acheived. Project co-coordinators would need to negotiate a set of operational roles and responsibilities to achieve the desired complementarity.

Leadership development was seen as critical to generating the mindset for sustainable transformation. Mechanisms for this include groups for discussion and reflection among AET institutions as well as within them. Mentoring champions was seen as valuable, but not necessarily in the traditional dyadic form. Group and peer mentoring (within age cohorts and social hierarchies) can initiate conversations that matter, later to become more inclusive. There need to be incentives to encourage junior faculty to become involved in order to provide for leadership renewal.

Institutional transformation is dependent on convincing university leaders who are custodians of the status quo. These leaders need to be exposed to influences outside of their formal system. Informal conversations, workshops with outside consultants, and study tours can begin to build the understanding and critical mass to support change. Lobbying can also involve authorities (ministry officials, private sector entrepreneurs) outside of the university. Resistance is to be expected and dealing with it involves listening and developing shared understandings. Formative assessment activities can stimulate valuable dialog.

Takeaway Point	Votes
Formative Assessment: purposeful communication plans, regularly scheduled, reviewing perspectives of all "actors) on what has been done and what needs to be done	4
Role of program: enabling environment (systems and structures); leadership (capacity building and leadership); and support for champions and leaders	3
AET transformation is dependent upon building trust and mutual respect between the agents and voices of change, both formally and informally with institutional actors.	3
Strategic planning with broad stakeholder input can support positive change and continuity as stakeholders/partners renew.	2
Mechanisms for transforming governance structure: pressure from the top; pressure from within; and building leadership capacity	1

Next Steps

Working groups were asked conclude the workshop by identifying a change innovATE could make in the coming year that would foster transformation in AET institutions. The five groups came up with the following:

- Effectively tell the story of the ways in which AET transformation improves food security.
- Use social impact bond design to partner an AET institution with a local private sector entrepreneur to invest in AET transformation at the local level.
- Conduct a needs assessment with an AET partner to find out what client services they are willing to pay for.
- Listen to student voices through new social media and incorporate their ideas into project design.
- Prepare institutions to be transparent and fiscally competent beyond the end of project and invest indirect costs into focused professional development.

Last Thoughts

Larry Vaughan (InnovATE Director, OIRED/VT) and Clara Cohen (AOR, BFS/USAID) thanked workshop participants and offered the opportunity for parting thoughts to InnovATE Advisors Donna Westfall-Rudd (ALCE/VT) and Charles Maguire (ex-World Bank), and USAID representatives Gary Alex (BFS/USAID), Ronit Gerard (USAID/Senegal), Bill Bradley (USAID/Guinea) and Jessica Bagdonis (BFS/USAID).

Quoting Dave Kraybill, Donna Westfall-Rudd summed up the workshop with the

phrase, "change is based on conversations" urging participants to continue these conversations and build collaborative relationships.

Charles Maguire stressed that in most countries AET was governed by two masters, the Ministry of Education and the Ministry of Agriculture. He was impressed with the progress building middle management, but pointed out the need to target the AET message to Ministries of Finance and Planning.

Following up on this theme, Clara Cohen noted the need to convince USAID missions and communicate the AET message to Washington staff, private sector clients, Congress, and innovation lab partners. Clara went on to note that only modest resources may be required to break out of the project model and achieve the scaling that is being sought.

Building on Clara's interest in a matrix of institutional transformation, Gary Alex suggested that there were two types: building institutions and reforming institutions. Building institutions was appropriate for post-conflict situations, and we have had considerable experience since the 1960s and 1970s. On the other hand, we have had less experience in reforming institutions, and this is the knowledge that InnovATE was designed to deliver.

Ronit Gerard mentioned that she would like to learn more about what some of the specific interventions of iAGRI and how the goals and objectives compared with ERA.

Bill Bradley suggested that we need to learn more about the different ways that youth get information today and apply that knowledge in using ICT to transform our AET modules to become useful for people in rural areas.

Conclusion

Many conversations were engaged by AET project implementers, institutional counterparts, and donors during this workshop. Those that matter will continue. Particularly those that can help us achieve our mutual goals of youth employment and nutritional food security. Concern with youth employment was clearly the driving force behind this event. AET programming must foster the increased production of highly qualified and motivated agricultural professionals and entrepreneurs in developing countries to feed the future.

Sustainably addressing this challenge in a complex and dynamic global environment involves a systemic, long-term, institutional development perspective. Adaptive management at the local level is required, but there are some basic design thinking themes that can help focus our efforts. The conversations held during this workshop were guided by expert-identified "conversations that matter". What follows is an inventory of those conversations that survived workshop scrutiny.

Major Take-Aways

Three conditions appear to be universal in AET transformation: context, trust and time. Context matters. Taking local conditions (culture, infrastructure, capabilities, resources, and idiosyncracies) into account means that introducing specific practices or techniques are not as critical as how they are adapted in the particular situation. Trust is the essential element that binds effective development relationships. Trust builds from face-to-face relationships, but makes the greatest impact when it is manifested in formal agreements, contracts and accountability mechanisms. Furthermore, successful institutional transformation takes time. It is not a linear process, but involves the give-and-take of bringing partners on board, negotiating operational relationships, and mutually testing and implementing a feasible plan of action. This means that pressure for immediate, quantitative results is counter-productive.

Stakeholders are key

In all of these conversations, stakeholders were central. Stakeholders are key to understanding and effectively negotiating the local context. Quality stakeholder relationships are critical to sustained improvements in AET. Early engagement with stakeholders ensures practical project design and implementation. Stakeholders are the AET leaders and champions. They mobilize local resources and provide political support including inter-ministerial coordination, institutional commitment, and employee morale. Negotiation with and among stakeholders is critical to building the consensus necessary to undertaking AET transformation and achieving organizational sustainability.

Stakeholders include: farmers, processors and other value chain actors, the private sector, entrepreneurs, government and ministry officials, donors, university administrators, faculties,

staff and students. Although individual relevance may vary from issue to issue, none can be ignored. This includes the variety of different actors within a stakeholder institution, from hierarchy to working staff. All can be champions. Cultivating stakeholder relationships is a core activity of project managers. A consensus emerged around engaging in informal conversations that:

- build trusting relationships,
- identify priorities relevant to the local context, and
- provide locally adapted mechanisms for AET transformation.

Serious conversations rarely begin on the first day. Trust and mutual respect must develop and this takes time. Setbacks can occur, and trust must be re-built. Furthermore, sustained transformation requires buy-in and ownership on the part of a wide range of institutional actors. Conversations must extend beyond direct project contacts, as trust is transferred and champions are developed.

Contracting relationships

The link between contracts and accounting capability, on one hand, and AET institutional transformation, on the other, may not be so obvious. The workshop conversations frequently raised this crucial relationship. The systemic capacity of host institutions to manage USAID contracts influences effective programmatic opportunities for agricultural development, yet projects are often not designed to address these issues. Three dimensions were identified:

- poor institutional accounting capacity;
- project partner risk and control issues, and
- lack of project flexibility to adapt to opportunities and failures.

Implementing partners are often confronted with the choice of whether to fund an activity directly or have their host institution partner manage the finances. Effective project management encourages direct funding to ensure timely completion of the activity and immediate results. Passing funds through the host institution builds systemic capacity for more sustained results, but this puts at risk late and/or incomplete activity implementation, and adds more paper work requiring additional management resources.

There are fiduciary and programmatic risks that all partners experience. Each partner, whether donor, implementing agent, or host institution, attempts to control these circumstances through internally balancing risks or shifting risks (fiduciary or programmatic) to partners. Contracts and the negotiation of contract terms sort these issues out between partners.

There was considerable support for developing local accounting capacity and a learning-by-doing model. Fixed obligation grants, however, were not seen as appropriate for the adaptive management and coaching needed for institutional development. Contracts limiting programmatic flexibility were also seen as problematic. If beneficiary independence is part of achieving food security, as suggested by USAID Forward and Local Solutions, innovation in development contract design may be required. Contract officers should be invited into these conversations.

Project implementation

Ensuring successful project implementation was also stressed as a priority concern of participants. It focused primarily on two features:

- Organizational forms that structure project relationships for effective communication and coordination.
- Processes of change that build on small successes and allow for flexibility to adapt to opportunities and failures.

How project-organization relationships are structured is important to the facilitation of conversations. Open lines of project communication need to be assured across the partner AET organization. These lines of communication should involve:

- face-to-face relationships (trust building);
- conversations that matter (mindset change); and
- shared governance (ownership).

Workshop participants preferred an implementation process which featured a phased portfolio approach using small experiments/interventions with frequent feedback and flexibility in adaptation to opportunities and failures. In this way, consensus for scaling up could be built through expanded conversations with solid evidence. In addition, the impacts of failures (expected in adaptive management and experiential learning) could be limited.

Experiential Learning

Perhaps no other theme had such heartfelt support as experiential learning. It is at the core of real AET institutional transformation. Three aspects were indicated. Experiential learning:

1) is a holistic, multidimensional concept;
2) requires teacher professional development; and
3) should be inclusive of all faculty members and administers in organizational conversations in developing programming.

Experiential learning is more than internships, study tours, and supplying laboratories with instructional materials. Entrepreneurial culture is based on critical thinking and problem solving skills for innovation. It is not just subject matter that needs changing; the system and mindset of an institution should be addressed for transformation, involving both the curriculum and pedagogy that supports it.

 It requires teacher professional development, as well as building curriculum design, research, and outreach relationships with stakeholders/clients. Subjects need to be developed with respect to both their content and delivery mechanism as suggested by the concept of pedagogical content knowledge (PCK).

Telling the story

Agricultural education and training is fundamental to sustained improvements in a country's food security. However, the link is rarely direct. Institutionally linked transformations in curriculum, pedagogy, teacher professional education and administrative systems can generate

highly qualified and motivated agricultural professionals and entrepreneurs. As these agricultural professionals become a critical mass in a country's agricultural value chains, production and incomes will improve leading to nutritional security. The pathway to that goal can be indicated through graduate tracer studies and employer surveys to demonstrate placement of improved human capital in agricultural value chains.

Articulating a theory of change that effectively tells the story of institutional transformation story is challenging, particularly to those seeking immediate, quantitative indicators. The conversations were not conclusive, but as far as the big picture was concerned there was consensus that small steps with frequent feedback would produce the best overall results. This was because failures could be quickly identified, accepted and resolved, rather than left to fester and remain unresolved.

Pathway to a theory of change
Institutional improvements come through confronting challenges together (from multiple stakeholder perspectives), determining political will and systemic capacity, and then collectively implementing small experiments that when successful can be scaled up to change institutional practices.

1. Engage stakeholders across system levels, including:
    a. the top of the hierarchy
    b. those who will be implementing day-to-day improvements
    c. supporting partners
2. Initiate informal conversations to:
    a. explore locally experienced institutional challenges for improvement (interpretations, definitions, and opportunities)
    b. identify 'improvement' champions
    c. conceive a number of small organizational experiments (to test strategies and practices for improvements)
    d. determine absorptive capacity
3. Share experimental outcomes and formally discuss how they may be brought to scale within the institution or system
    a. involving champions and formal decision-makers
    b. change is incremental; multiple small experiments distribute risk
    c. successful experiments can be brought to scale
4. Institutionalize quality improvement:
    a. Collect data from the outset (to inform conversations and decision making, and to assess progress)
    b. instill a culture of quality improvement.

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Appendix B: Agenda and List of Posters

Agenda for

AET Institutional Transformation:
A Design Review Workshop

Location	Mountain Lake Lodge Ballroom 115 Hotel Circle Pembroke, VA 24136
Registration Hours:	Tuesday, June 7 4:00 p.m. – 6:30 p.m. Wednesday, June 8 8:00 a.m. – 9:00 a.m.

Tuesday, June 7

5:00	Happy Hour	Stony Creek Tavern
6:30	Welcome Buffet Dinner	Mountain Lake Ballroom

Wednesday, June 8

7:30	Breakfast	Harvest Restaurant
8:30	Welcome	V. Crowder
9:00	AET Institutional Transformation at USAID	P. Trenchard
9:30	Introduction to Design Review	K. Moore
10:00	Break	
10:30	Institutional Transformation Experiences I	Project Leaders
12:00	Lunch/Poster Session	Mountain Lake Ballroom
1:30	Institutional Transformation Experiences II	Host Institution Counterparts
3:00	Break	

3:30	Thematic Session 1: Trust and Partnerships	P. Koehn, A. Mattee, and D. Yahba
5:00	Wrap-up for the day	Moderator: Angela Neilan
6:30	Banquet Dinner	Harvest Restaurant

Thursday, June 9

7:30	Breakfast	Harvest Restaurant
8:30	Thematic Session 2: National AET System Transformation	K. Noba and L. Vaughan
10:00	Break	
10:30	Thematic Session 3: Curriculum Development and Pedagogical Reform	M. Parr, M. Schultheis, and J. Simon
12:00	Lunch	
1:30	Thematic Session 4: Budget and Contracting Relationships	I. Da Costa, J. Foreman, and D. Kraybill
3:00	Break	
3:30	World Café: Suggestions for Future Design	J. Cricenti
5:00	Wrap-up for the day	Moderator: P. Koehn
5:30	Stories from the Field	M. Winfrey, Room 218
6:30	Buffet Dinner	Mountain Lake Ballroom

Friday, June 10

7:00	Breakfast	Harvest Restaurant
8:00	Thematic Session 5: Governance and Leadership	P. Koehn, A. Mattee, and K. Noba
9:30	Break	
10:00	Next Steps	K. Moore
11:00	Final Session	C. Cohen and L. Vaughan
11:30	Lunch	Mountain Lake Ballroom
12:30	Stories from the Field	M. Winfrey, Room 218
3:00	End of workshop	

List of Posters

Agriculture Education and Market Improvement Program (AEMIT)
Winrock International Consortium

Building Agribusiness Capacity in East Timor (BACET)
Land O'Lakes, Inc.

Education and Research in Agriculture (ERA)
Virginia Tech Consortium

Excellence in Higher Education for Liberian Development (EHELD)
RTI International Consortium

InnovATE/Armenia
Virginia Tech Consortium

Innovative Agricultural Research Initiative (iAGRI)
The Ohio State University Consortium

Rebuilding Higher Education in Agriculture (RHEA)
Virginia Tech Consortium

Posters can be viewed at:
http://www.oired.vt.edu/innovate/events-listing/workshops/project-design-review-workshop/1678-2/

Appendix C: Key Themes Identified by Conversation Co-Leaders

Trust	• Partnerships and symmetry • Inter-institutional governance modalities • Early wins; infrastructure investments • *Budgets* and *timeframe* • Multi-level buy-in at the outset and routine participation in work plan development
Budgets	• Decentralized; USAID rules inhibiting • Multiple levels of negotiation from institution, ministry to USAID • USAID contracting arrangements; long-term perspective • Lack of national government funding • Transparency in budging; infrastructure & training investments need to be balanced • Funding level needs to be appropriate to the task; local accounting capacity needs to be developed and follow USAID guidelines
Timeframe	• Long-term • Minimum of 5 years • Donor funding cycle inappropriate; organizational transformation takes time to establish • Impact not measurable in 4-5 year project; question of institutional development arose later
National/ system level	• Institutional analysis; local ownership • Stakeholder associations; national level challenge • Multiple institutions: diversity of interests (levels & partners); policy development; different levels of maturity allows for development of models for others • Curriculum standardization • Public/private AET institutions have different interests/conditions
Curriculum /pedagogy	• Soft skills, leadership, critical thinking • Multiple levels of stakeholders (NGO, private, student, faculty, admin) • Introducing new appropriate (teachable) soft skills demos practical skills • Curriculum change involves faculty composition • Skills and practices (incentives); teaching/research infrastructure & skills in use are required • Lack of student readiness
Training	• US based; sandwich; local leadership; study tours • An end or means to an end • Easy buy-in • Teacher skills questionable • Degree training and re-entry of newly trained faculty are important • Teacher training required • Training in project accounting for institutional partners
Governance	• People 'wired' for leadership; particularly national level • Across the institution • System level champion; quality assurance • No models or expertise; organizational experiments; mid-level management weak • Dysfunctional processes are often shaped by vested groups satisfied with the status quo • Mid-level management weak
Incentive Systems	• Negotiate with teachers • Faculty compensation • Faculty get more work without incentives; infrastructure not sufficient • Lack of interest in outreach; research provides more incentives
Project Management	• Scale of management team; sensitivity of team; practical logistical challenges (differing information, timetables, trajectories, interests) • Local participation in project design; how to manage communication • Conversations that matter • Administrative infrastructure and skills of host institution; USAID contracting, funding mechanisms and timetables • Vested interests of development organizations to reduce risk and assure profits; champions identified and mobilized; universities are best suited for this type of project • Project hiring trade-offs: jealousy/ envy versus performance; physical access to agricultural farm; USAID turnover; in-country office critical; competence and value of contractual middleman

Appendix D: Glossary and List of Acronyms

Glossary

Adaptive management	a management decision-making system that iteratively adjusts practices based on feedback it receives about previous decisions
Conversation Co-Leaders	Experts designated to provide initial remarks, raise issues and stimulate discussion during workshop sessions
Fixed obligation grants	A USAID grant mechanism where a fixed amount is paid out in structured payments on the basis of completing set milestones to an implementing unit
Near symmetry	Used to describe relationships between institutions which are not equivalent, but in the implementation of their mutual relationship attain a balance based on relative strengths and complementarities
Pedagogical content knowledge	Combination of teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning. This includes content knowledge, student preparation, and teaching strategies.
Social capital	Valued resources found in social networks in which interactions are characterized by reciprocity, trust, and cooperation. Bridging social capital refers to network relationships which are infrequent with those outside of routine daily. Bonding social capital refers to more intimate and familiar networks.
Wicked problem	A problem difficult to resolve because it is has indeterminate parameters, dependent on complex interdependencies and alternative stakeholder perspectives

List of Acronyms

AEMIP	Agriculture Education and Market Improvement Program – a USAID AET project in Guinea
AET	agricultural education and training
BACET	Building Agribusiness Capacity in East Timor – a USAID AET project in East Timor
EHELD	Excellence in Higher Education for Liberian Development – a USAID AET project in Liberia
ERA	Education and Research in Agriculture – a USAID AET project in Senegal
GAP	A method for comparing actual performance with some desired or potential performance
GRAAS	*Groupe de réflexion sur l'agriculture et l'alimentation au Sénégal* (Reflection Group on Agriculture in Senegal)
HICD	Human and institutional capacity development
iAGRI	Innovative Agricultural Research Initiative – a USAID AET project in Tanzania
RHEA	Rebuilding Higher Education in Agriculture – a USAID AET project in South Sudan
SWOT	Strengths, Weaknesses, Opportunities and Threats – a method for evaluating a situation for planning purposes
UniBRAIN	An Africa Commission initiative creating partnerships between universities, research organizations and agribusinesses to create jobs and increase incomes through incubators

Appendix E: World Café Group Responses

I. What are some re-current project design mistakes? Please describe them and how they can be avoided in the future?

Group Z:
1. Lack of purposeful planning/design for effective communication.
   a. Solution: Include in planning, specific assigned communication responsibility with redundancy built in and with regular scheduled reviews of communication effectiveness to allow for agile adeptness.
      i. Allow for semi-regular assessment and feedback of local stakeholders
2. Not focusing on the local, human-capacity development (specifically, educator professional development) as part of the purposeful planning
   a. Solution: *Consider having all key actors develop an individual personal professional development plan related to project goals and focus on their individual capacity growth & development in addition to institutional capacity development and project success.*
      i. Example: Saying your student-centered, but not accounting for student involvement. Think of both the parts and the whole in regards to individuals and institutions.
3. Design mistake: Focusing on the agricultural season/timeline regarding scope of work as opposed to funding cycle.
   a. Solution: *Think purposeful in regards to funding cycle for timing.*
4. Set up base-line studies/monitoring evaluation at beginning of study
   a. Know where you are so that you can look back at some point and see how far you have come.
5. Question for Consideration:
   a. Do you have your assessment phase purposefully planned in at the beginning and at the end?

Group Y:
Frequently gender drops out as an initiative/mandate starting with key personnel from hiring to implementation. How to avoid: need to be integrated into grants; need to be framed to be measured in evaluation; and need to be integrated into/throughout design.

Mid-term and final evaluation required but not charged to collect baseline data. How to avoid: planning for evaluation when planning design; avoid rushing to avoid evaluation pieces.

Rushing planning and assessment efforts with stakeholders and partners. Prioritize time for this work.

Group X:
1. Not enough time
2. Too ambitious
3. Too prescriptive
4. No evaluation
5. Choosing wrong value chain

6. Not bringing right people to the table
7. Not an enabling environment
8. Conflicting priorities
9. No exit strategy
10. Sustainability
11. Determine right indicators for transformation
12. Not enough funds
13. Selecting wrong partner
14. Not enough listening to stakeholders
15. Not learning from mistakes/old projects
16. No continuity between project phases
17. Not building evaluation/sustainability into design
18. Not articulating realistic expectations
19. Not acknowledging context limitations (i.e., corruption)
20. Not acknowledging cultural barriers that affect design (i.e., gender)
21. Without adaptive management (poor design)
22. Thinking you know it all
23. Not having flexibility to re-adjust design

Group W:
Problem – failure to share information with local stakeholders and between partners

- Broad Agency Announce (BAA)
- University linkage
- Flexibility at startup to allow local engagement and trust-building
- Pre-proposal process/design phase the local community and institutions

Group V:
- Not enough analysis
- Not enough engagement – take time for more rigor
- Flexibility, use feedback and a phased approach
- Not enough host institution influence
- Exit plan in proposal
- More emphasis on VoTech

Group U:
- Gender, climate change integration and no feet held to the fire.
- Lack of metrics; building evaluative capacity. Building in feedback loops.
- Lack of sustainability planning
- Lack of flexibility to set priorities after project award. Need to build in stakeholder engagement and priority setting as a part of project design post award.
- Advance cash flow issues are institutional bottlenecks.
- Building conditions of trust and transparency
- Having a middle man between funder and benefiting organization without a functional purpose. (HED model). Their main concern was reporting expenditures to USAID.

- The extent to which institutions are actually involved in project design. Delayed building trust with the university.
- Lack of dialoguing and engagement
- Setting up a parallel structure vs. embedding within
- Identify projects that you think are critical and important and look for a donor
- Local partners manage and lead the project – is the ultimate goal where a US partner is brought in as a sub.

II. How can contextual complexity and dynamics be accounted for in project design? List and elaborate on three or four mechanisms.

Group Z:
1. Early-on participatory appraisals with members of targeted benefiting populations. (think advisory board, but engaged early on)
2. Conduct a purposeful pre-project needs assessment.
    a. Potentially include a national (or institutional) S.W.O.T. analysis.
3. Avoid over-simplification of complicated matters. Accept (embrace?) complexity and avoid seeking the magical silver bullet.
4. Intentional utilization of LEAN start up mentality. Shorten product <u>development cycles</u> by adopting a combination of business-hypothesis-driven experimentation, iterative product releases, and <u>validated learning</u>. (https://hbr.org/2013/05/why-the-lean-start-up-changes-everything). Three phases:
    a. Business Model Canvas (Sketching the Hypothesis)
    b. Customer Development
    c. Agile Development

Group Y:
Not being explicit with designing for different levels: institutional, individual organizations.

Design and implement an approach that includes a first year work plan that allows for local priority setting – second year, allow for revisiting and adjusting.

Setting targets for monitoring – more use of process indicators

Include local experts and/or reliance on feedback from stakeholders (from all levels)

Group X:
1. Listen to key stakeholders
2. Multidisciplinary team
3. Background research/due diligence
4. Develop reasonable theory of change

Group W:
Problem – politics/financial (resource capacity)/cultural/profile (variable institutional capacities)

- Need a multi-disciplinary subject matter expert
- Tool: assessment consideration; risk analysis; gap analysis (repeat as needed); SWOT

- Develop a template for ideal team to design

Group V:
- Utilizing steering committee
- Broaden steering committee membership to include private sector and other stakeholders
- Flexible contracting in order to be able to adapt to feedback
- Different models for assistance to establishing versus reforming institutions

Group U:
- Stakeholder engagement – having sufficient flexibility in the design to handle the feedback and make adjustments along the way
- Use SWOT analysis, use strategic planning, and visioning as tools.
- Include risk management as part of the design. Discuss options for risk mitigation. You need to have a flexible evaluation design also. Outcomes may vary.
- Building in depth on the bench or resilience in institutions – to mitigate risks of turnover of staff.
- Mapping assets and resources, diversify sources of funding and assets to help manage risk.
- In conflict or anthropogenic crises, flexibility in funding and implementation in meeting secondary objectives.
- Flexibility to change personnel. Means to change responsible people.
- What constitutes the ideal design team
- Indicators for AET are not great. Use many more process indicators – process of institutional transformation can be measured.
- Problem driven iterative adaptation as a strategy to deal with complexity
- How best to take advantage of pilot experiences when scaling up results – bring in stakeholders in new areas.
- Lean start up, iterative startup –
- Multidisciplinary teams
- Develop a reasonable theory of change
- Utilizing a steering committee that is made of the multiple ministries under one development objective or one office – the steering committee provides that contextual complexity - we added – to broaden the committee to include other stakeholders.

III. What emergent lessons can we draw from our experiences that contribute to a theory of institutional change? List three and describe how they can improve the quality of our interventions.

Group Z:
1. Early & Often purposeful engagement of local, key stakeholders in all aspects: Design, Implementation and Evaluation
2. Focus as a pillar of institutional change of being on PEOPLE! People compose institutions; therefore, if you change the outlook of individuals, you incrementally change an institution. Examples:
    a. Focusing on Educator/Teacher Development

      i.   Development of individual professional development plans
      ii. Anytime, Anywhere training
      iii. Opportunity for professional advancement with securing of credentials, etc.

   b. Focusing on the Next Generation: Specific Youth programming with opportunity for youth voice in design and implementation.

3. While focusing on people, keeping an eye on larger mission goal and not let one negative partner hijack your progress.
   a. Create heroes (or champions) that can help you overcome the potential villains!
   b. Work with the theory of the 1st follower: https://youtu.be/8p9GZfhvrys

Group Y:

Revisit assumptions of theory of change and examine the sequencing and pace of interventions – not trying to tackle everything at once.

Do little organizational experiments: build, measure, learn.

Group X:

1. Institutionalize youth development. Mentor and empower youth with gentle nudges and encouragement
2. Mentorship of young professional. Identify mentors to provide: leadership and mentorship skills (content and disposition).
3. Identify change agents: appraisal; match the skills to the need.

Leadership: vision for change – who does it? Theory of change – How?

Group W:

- How to prepare more effective champions?
- Need to address at multiple levels simultaneously
- Identify, develop, and support champions at multiple levels (encourage early adopters).
- Incentivize participation by opponents; research incentives and how they are valued.
- Incentive structures (non-material): opportunities to apply lessons learned; and mentoring.

Group V:

- Conceptual model that flexibly adjust to context on the basis of theory of change.

Group U:

- Don't put all your hopes in one basket. High rise buildings in Dar es Salaam and ran out of water. They brought in trucks of water. A crisis can provoke change. Be pro-active and not reactive. Plan risk mitigation before a crisis happens.
- Open forums of discussion can help to identify problems and solutions.
- Employment of youth is the goal. If the impact of the university in the environment is positive, the action of the project can be focused on the ultimate goal.
- Management has to be sensitive to problems before they break the system.
- iAGRI – the study tours have led institutional leaders to manage problems in a different way. As an institution, it is constantly adapting to changes in its environment. To see

how other institutions have adapted to the same kinds of challenges that have emerged in their environment can be very useful in helping leaders change.

- Need political will is critical for institutional transformation. Need to engage the leadership. Need to assess the interest level of the institution before you make a commitment to working with them.
- It's best to allow institutions to learn from other institutions how they resolve similar problems. You can play a catalytic role.
- Changing people's mindsets, values, norms, and institutional cultures are the most challenging part of institutional transformation. You can change the formal system, but you have to dig deeper than that and get at the informal system.
- The need for champions for transformation.
- Some institutions have an ombudsman who can get to the dean.
- Involvement of youth as an important lesson to contribute to institutional change. How do you find the youth? We talked about mentorship. Mentorship of youth – how do you get there? You have to mentor professionals to mentor the youth – the content and the attitude. Identifying change agents. Leadership, vision for change, and youth and mentors.

IV. What organizational experiments would you propose for improving the design of institutional transformation projects? Please elaborate the specifics for two or three.

Group Z:
1. Measured learning achievement in classes with or without Syllabi.
   a. Other iterations could include the utilization of learning objectives in daily class sessions that allow individuals to explicitly know what is expected of them to know or be able to do at end of the session.
2. Focus on investment in individual educators. Allow local educators to develop an individual professional personal development plan that includes their own self-assessment/evidence of growth and individually report out the impact 12-18 months later.
   a. Empower Autonomy, Purposefulness, and Mastery!
   b. Personal Passion Projects!
3. Leveraging US based skills school-based agricultural educators with purposefully pairing for team professional development of experienced master US agri-educators with local actors.

Group Y:
Linking formal and informal education systems by implementing a continuing education center to improve teaching practice; and send students out to do farmer training (they engage in experiential learning and offer non-formal training)

Student non-academic support services: initiate support-group framework to address other factors that might impact success.

1. Demonstration
2. Inspirational
3. Benefit

Group W:

Organizational experiments

- Simulation exercise (input data, manipulate variables, etc.) – do no harm
- Identify small scale positive deviance (analyze conditions; apply lessons)
- Cross functional expertise in problem solving
- Indigenous process – bring in traditional knowledge to help transform an institution.

Group V:
- Leadership development program
- Experimenting with private sector involvement: innovation activities; advisory committee.
- Cultivating youth into groups to be AET stakeholders
- Partnerships with industry to support youth skills development and employment
- Contextual sensitization for implementing partners

Group U:
- Exchanges of examples and experiences
- Peer to peer learning is critical
- Study tours
- Forums for discussion of issues and identification of solutions
- How to transform the institution so that individuals report consulting. Building enough trust so that they can share what they are doing with leadership and help institution overall.
- Helping them develop an indirect cost rate using empirical data.
- Engaging across the board at multiple levels with an institution. Listen to problems at the staff level but also engage with leadership. We listen to problems at the staff level and then have a conversation about what works, then bring them into a conversation with the formal leaders and out of that emerges change that are sustainable.
- Tracer studies, labor market studies
- Diversity of ways to engage private sector and to meet their needs.
- Identifying ways of meeting stakeholder needs. For example, linking higher education with secondary school levels, primary school levels, TVET levels. It is within their mandate and within their interest to assure a high-quality pipeline. Or getting faculty out to visit with farmers.
- Linking formal and informal education systems – t
- Non-academic support services for students. Issue of retention. Barriers to retention.
- Building youth groups.
- Triangulation experiment –a simulation that would involve no harm – input data on variables and manipulate those variables individually or in combination without causing anyone harm. War games. Then identify small scale positive deviants – not in the sense

of individuals but in the sense of institutional deviants – what organizations were successful in transformation? Mid-range ideas to use cross expertise from different fields - e.g, political scientist into agriculture or bring in indigenous perspectives on organizational change. What do indigenous people have to say about it?

# Appendix F: AET Institutional Transformation Workshop Blogs
Edited by Keith M. Moore

Institutional Transformation: Leaders and Partners

Amon Mattee, Kandioura Noba, and Peter Koehn

Institutional leaders are political agents whose success is due to mastery of a set of practices that stabilize the organization and their position within it. Bureaucratic processes and procedures guide behavior in predictable ways to negotiate institutional inconsistencies and conflicts. In this way, an organization secures its role in the environment. Good leadership is often indicated by the ability to follow institutional roadmaps that minimize disruption and assure continuity.

Institutional transformation is nevertheless necessary for healthy organizations. As the organizational environment changes, so too must an organization if it is to remain relevant and viable. Institutional transformation does not just happen. Considerable conscious effort is required to overcome organizational inertia. There are two sources from which transformational change may come. Some organizations may be revolutionized from within by dynamic leaders; others are pushed by external forces in their environment. In order to reinforce the process of institutional

transformation of agricultural education and training (AET) organizations in developing countries, development projects have been initiated that organize and focus the forces for change.
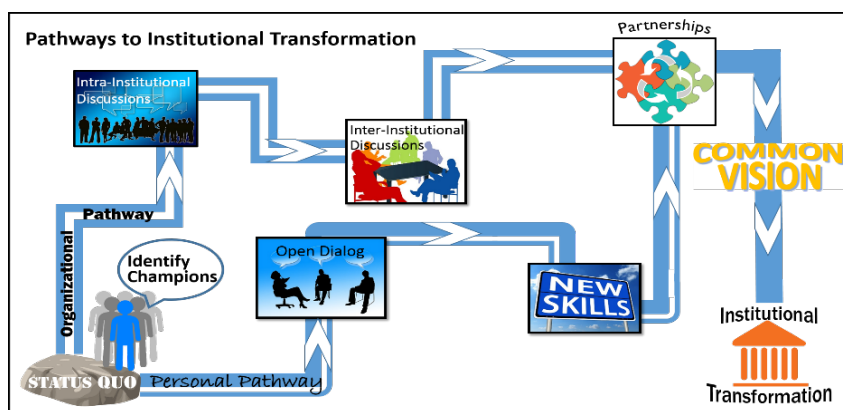
It has long been realized that one of the most effective ways to promote and guide transformation is through partnerships with similar institutions. In this way, projects can capitalize on internal forces for change and mobilize external leadership. Our experience indicates two merging pathways that a project must follow—the personal and the organizational. On the personal level, our collective experience indicates that effective implementation of institutional transformation projects (whether internally or externally driven) requires institutional champions. These individuals are formal and informal institutional leaders and opinion leaders. There have been three challenges associated with champions: how to identify them; how to build working relationships with and among them; and how to support and reward them.

Champions: Who are they?

Champions are people who are more likely to embrace change; they are flexible and progressive in their thinking. We believe they are people who are already trying to make changes in their institutions through curricular improvement, unselfishly contributing to group initiatives (reports and proposals), seeking financial resources to support the institution, and actively participating in meetings and student projects. Furthermore, effective champions (formal and informal) of institutional transformation need to be respected by their colleagues.

Mobilizing Champions

Mobilization of these champions requires more than simply naming them. Relationships have to be developed, new ideas explored, and new skills developed. It is at this point that organizational relationships come into play. Both internal champions and external thought leaders carry considerable personal and institutional history. Coming to terms with and building mutual understanding of each other's histories means that the personal chemistry among leaders is extremely important. A positive relationship needs to be cultivated at the personal level before formal activities can be effective at the institutional level. This underscores the importance for projects to promote local coordination and to facilitate on-site contacts for both partners. Face-to-face interactions are critical to building trust.

Developing such chemistry requires effort and takes time. In the case of the Innovative Agricultural Research Initiative (iAGRI) project in Tanzania, about one year was needed to build the chemistry that embodies mutual trust, respect, and understanding and eventually resulted in agreement on a common vision of what needs to be achieved. Building these relationships involves exposure to outside ideas through training or bringing in resource people. When a paradigm shift is involved, as in the case of the Education and Research in Agriculture (ERA) project in Senegal, where 'service to the community' threatened traditional university values, developing the shared vision was conflict-ridden requiring additional time to negotiate the process. Open dialog needs to be encouraged to define and operationalize a common vision. Pressing for results too quickly can shut down communications. What do we want to do together? A common vision does not exclude room for individual champions to specialize in particular activities. Champions need to be both leaders and learners.

Institutional Partnerships

Institutional partners generally operate in different ecosystems and have different institutional cultures, so it becomes a challenge to forge commonality especially in the ways things are done. Furthermore, there is always the risk of one institution feeling that the other institution wants to impose itself or its culture on the other, which may create resistance. This requires diplomacy and perseverance on the part of both sides. Leaders must be people who are sensitive and flexible with a deep commitment to what they are aiming to achieve. Our shared experiences indicate that university governance systems are more open to transformative leadership than government ministry systems. In the case of ERA, it took over two years and a change in government to build the chemistry of trust, respect and understanding at the ministerial level. This can be frustrating for those interested in introducing changes, but governments at all levels are key stakeholders whose support is essential to project and program success. The challenges of building trust extend beyond the halls of academe.

The idea is to work with champions in informal spaces so that once they buy into and build for themselves a vision of institutional transformation they are prepared to influence others through the formal system. In iAGRI, we have addressed this by working with all Deans, Directors, and Heads of Department at Sokoine University of Agriculture (SUA) through an informal forum called the Monthly Leadership Forums where discussion revolves around what needs to change at SUA to improve organizational performance. In ERA, we established an inter-institutional forum called the Group for Reflection on Senegalese Agriculture and Food (GRAAS) where Rectors, Directors, Deans and selected faculty members discuss innovations in institutional management, instruction and research, and agree on action plans for future transformation of their respective AET institutions.

Supporting Champions

Supporting and rewarding champions is fruitful in terms of ensuring their sustained involvement. Champions are not all interested in the same rewards. For some, recognition of the value of their contributions is paramount. Recognition can range from personal expressions of gratitude and accomplishment to scholarly collaboration. Altruism, if not exploited, can be a strong mobilizing force. For many academics, released-time from other responsibilities is a useful reward. Others will require material incentives.

What have been your experiences in leading transformational change in AET institutions?

Assessing the Impacts of AET Project Contracts and Budgets

Dave Kraybill, Jim Foreman, and Daniel Yahba

Contractual mechanisms and associated budgets provide the framework for project implementation. This is important for stability and control, but often limits options for effective project implementation. Furthermore, not everyone sees this foundation in the same light. Donors, implementers, and host institutions have differing interests and priorities. Identifying the proper balance for all parties is important for making progress toward achieving project objectives.

In order to better grasp the issues involved, we examine the following set of trade-offs. One can imagine a continuum with three dimensions of variation:

- extent of partner control and accountability;
- risk versus efficiency of project implementation; and
- adaptability versus bureaucratic procedures and controls.
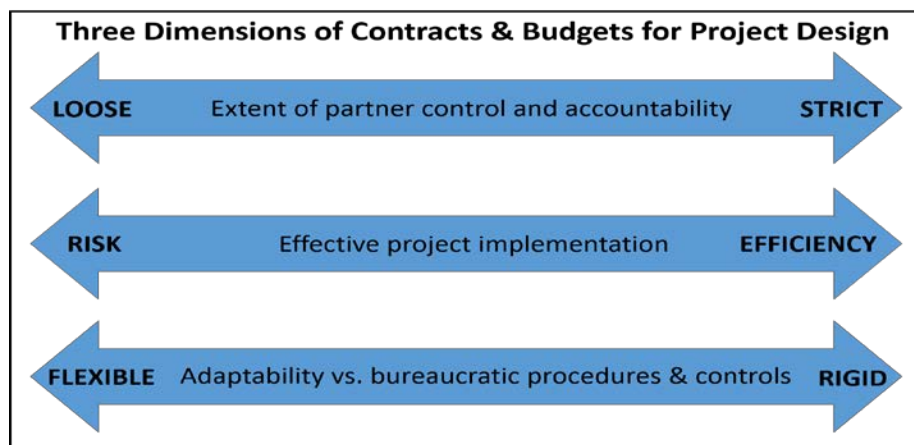
Each dimension variously impacts the contributions of donors, implementers, and host institutions and the overall effectiveness of project management.

Extent of Partner Control and Accountability

Project initiation is a defining moment for the success of any project. At the outset of most projects, host institution involvement is minimal. Donor competitive processes offer limited opportunities for engagement between implementers and host institutions. Donors set project objectives and the scale of activities to achieve them. In some cases, high level officials representing host institutions may be involved, but not those who will be responsible for day-to-day administration; in other cases, individuals may be engaged, but institutional linkages for partnering are ignored. This is significant because contracts set the terms for future engagement around specified objectives within a particular budgetary framework. In addition, this determines the degree of transparency of project partners' actions.

Once the initial contractual terms are established it is often very difficult to make more than marginal changes. Implementers propose and implement a plan for how they will achieve project objectives and document their achievement. They, too, set out contractual parameters for implementation and accountability cementing in place the implementer/host institution relationship. To whom ultimate accountability is owed determines the distribution of control between partners.

Standard project design procedures have had impacts at the host institution level:

1. a lack of commitment of targeted beneficiaries to the specified objectives;
2. poor linkage between objectives and institutional needs; and
3. little recognition of the preconditions for project success.

These procedures have impacts for the implementer as well:

1. limits the range of partnership modalities between implementer and host institution; and
2. constrains the ability to make mid-course corrections as obstacles to project success are encountered.

Risk versus Efficiency of Project Implementation

Within these contractual parameters, the trade-offs for project management involve the degree of risk each partner is willing to expose themselves to and the efficiency with which project objectives can be achieved. Perhaps one of the most common statements that host country researchers have made over the years is that they would prefer funds be directly given to them or that the implementer make the purchases. Indeed, conventional project wisdom dictates not passing funds through the host institution. The management of project funds is at the same time a major implementation challenge and the precondition for sustainable project impacts. Two fundamental questions are posed for implementers:

*   Are there adequate controls in place within the host institution (as stipulated in contract language) to transparently manage project funds?

*   Can project expenditures be efficiently and effectively managed to ensure the timely achievement of project objectives?

Many implementers have found it most cost effective and efficient to manage the funds themselves. For host institutions, this lack of transparency can become the source of aggravation when project expectations are not met. Alternatively, some implementers have made major cash advances to host institutions to be recovered on a cost-reimbursable basis. Limited devolution of funds management when the scale of activities is restricted has met with mixed results. Shifting the burden for transparency to the host institution would seem appropriate. Effective financial management of project funds by host institutions is a function of inherent administrative and technical capacity to manage funds. However, host institutions face challenges in following contractual procedures often buried in the fine print (in legal English) of implementer/host institution contracts and the alien nature of donor accountability requirements.

Adaptability versus Bureaucratic Procedures and Controls

Adaptive management and project learning have long been the standard for good project implementation. However, contractual mechanisms, budgets, and bureaucratic procedures create challenges for project flexibility. These challenges promote recourse to short-cuts and unsustainable practices to achieve project objectives and demonstrate success before end-of-project.

Innovative Approaches

Confronted with these challenges, our projects have attempted the following innovations with varied success:

*   Designed contracts with open-ended, 'to be mutually determined' objectives.
*   Promoted organizational experiments for testing institutional innovations.
*   Replaced cost reimbursable contracts with fixed obligation grants.
*   Implemented administrative and financial management training programs.
*   Defined a set of financial performance targets.

What contract and budget innovations have you tried or would like to see attempted to address these issues in project design?

The Challenging Pathway to Immediate Impact

Michael Parr

The Building Agribusiness Capacity in East Timor (BACET) project targeted making an immediate impact on people's lives. The original objectives were to quickly improve the employability of youth for the recovering, newly independent economy and introduce business concepts and market-orientation to curriculum at existing agricultural high schools. Under post-conflict conditions, immediate impact was crucial. This required immediate investment in infrastructure at the schools and, although recognized as important, institutional change was seen as a long-term objective outside the parameters of the project, which was originally only two years in duration. Impacts on the educational system were considered a side effect and a longer-term effort.

Two levels of challenges were identified in the course of implementing the project. The first involved creating the immediate conditions to produce agribusiness employees and entrepreneurs. The second challenge involved transforming the existing teaching staff in order to achieve the first.

The BACET project design involved three basic steps: (1) evaluate teacher capacities and select a few promising individuals; (2) develop a curriculum they could teach; and (3) teach them to teach. Year one focused on building adequate school

Which target hits the sustainability bull's eye?

infrastructure. Year two involved delivering a program based on an Indonesian model curriculum. Year three involved adapting/overhauling the curriculum based on learnings in the first years and training teachers. Years four and five involved—more teacher training—and improving and building the course for continuity.
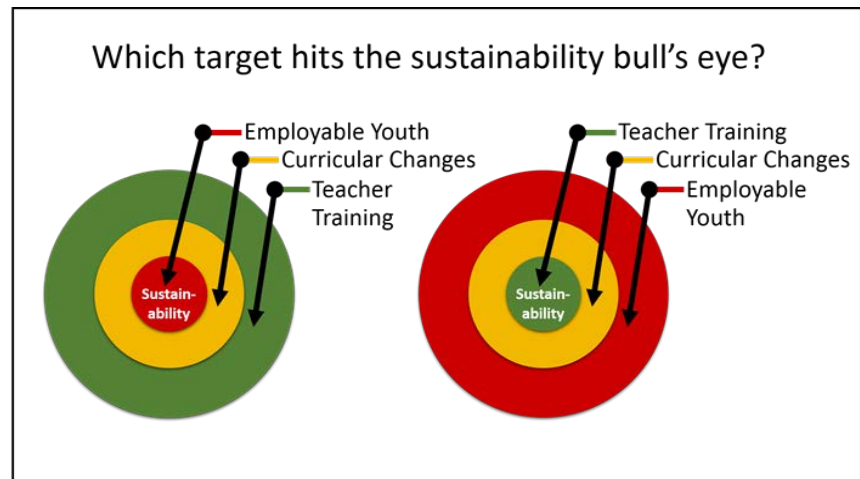
BACET began by examining the capacity of agricultural vocational technical schools. Funding was minimal, but the schools did have land for agriculture. Basic materials could be supplied as part of the project. The training institutes were staffed with teachers of varying qualities inherited from the Indonesian regime and new recruits. None had ever been trained in the science of how people learn, they lacked teaching fundamentals, and most had only a high school education. It was quickly realized that the teachers lacked the requisite knowledge, attitudes, and practices to teach business skills, modern farming techniques, and soft skills. Traditional teaching practices involved the teacher writing the lecture on the blackboard while the students copied it down. Field experience was primarily about labor not testing ideas and learning.

The project introduced more active teaching methods and classroom instruction was re-organized. Teachers were encouraged to use demonstrations where students themselves could try the new ideas and technologies. Soft skills were emphasized. Practical experiences were gained by using the schools' agricultural lands to create farm businesses run by groups of students.

Achieving Short-Term Objectives Required Institutional Changes

Implementation of these changes required changes in the curriculum, incentive systems, as well as new skills and recognition for teachers.

A third major challenge quickly became apparent: teachers were not prepared to develop or adapt curricula for these new learning activities. A short-term solution was developed: the project introduced a new curricula and the teachers were trained in new pedagogical practices. However, training without some form of certification is not marketable. It was necessary to put processes in place to formalize diplomas at the national level. Degrees are valued in Timor, so the agribusiness program needed national accreditation.

Complicating this matter was the fact that while training institutes existed and were staffed (in part from the time of the Indonesian regime), they were not considered a component of the national education system. Vocational technical schools were administered within their specific ministries (agriculture, public works, etc.). Consequently, they did not take part in the educational reforms the country was implementing. Approval of curriculum changes and accreditation involved politics at the national level.

Another challenge arose in using the schools' agricultural lands for active learning projects. The teachers saw themselves as teachers, a respected profession. However, the land resources of these institutions was the basis for augmenting their meager incomes. Teachers considered use of the school's agricultural production resources as part of their benefit package. It was necessary to negotiate with them to redefine the incentive structure so that those resources could be used for students' learning.

Training to provide the job skills needed for entrepreneurship and employment in the new economy was the priority objective. Creating the conditions to achieve this impact involved considerable change in the institutional practices of the agricultural technical schools. If these changes were to go beyond providing a few project cohorts of agribusiness trained graduates, institutional change would be necessary. Unfortunately, BACET began the project with short-term objectives and associated results indicators; there was no model or resources for sustainable, context-specific institutional transformation. Nevertheless, institutional capacity was growing and challenges were necessarily being addressed from early on as the opportunities arose.

The sustainability questions are:

- How do you set the stage for institutional transformation while achieving short-term objectives of producing entrepreneurs and employable youth through the implementation of an agribusiness education project?

- In designing projects, do you aim for the short-term target (producing employable youth) and in so doing hit some long-term targets (changing incentive systems, accrediting teacher training)? Or do you aim for the long-term targets and in so doing hit some short-term targets?

Skilled, Knowledgeable Teachers are of Paramount Importance

Michael Parr, Michael Schultheis and Jim Simon

Hands-on lab training in Senegal. Photo: ERA Senegal

Training teachers is more important than developing the curriculum, although neither is complete without the other. Good instruction involves both quality science and practical experience. Learning skills/capacity is weak among agricultural education and training (AET) students in developing countries, particularly in post-conflict situations. Agricultural professions are often a fallback educational and training choice for AET students who are not generally academically inclined. Stimulating these minds is challenging, and this requires motivated faculty who can bridge the gap between the new science and business of agriculture and real world applications. Rote learning will not suffice. Hands-on training exercises need to be led by those who understand the technology and the learning outcomes necessary to build the skills to operate those tools for profitable enterprises.

Teacher Training

Mastery of good science can be limited by lack of equipment and training resources, but also by a lack of teachers who have the requisite knowledge and experience using the equipment and other training resources. Teacher training in the sciences may improve the knowledge of instructors, but doesn't necessarily provide the know-how for applying that knowledge profitably. Furthermore, instructors need to be trained in pedagogical knowledge and skills in order to create and adapt curricula to the learning needs of their students.

Hands-on knowledge and skills are expected of graduates, but most existing curricula and pedagogical practices lack mechanisms for transferring those skills and know-how, even when the resources have been made available to faculty (a not insignificant task in itself). Improved teaching methods can address skill and knowledge transfer but only if teachers employ the methods.

Behavior Change

Short- and long-term training can provide the knowledge and skills required of faculty, but don't guarantee that they will be used. Behavioral change on the part of instructors requires that there is adequate motivation for such change. Projects have encountered difficulties engaging local faculty in improved pedagogical practices, often due to the extra effort involved and lack of incentives. Projects can find ways to channel increased benefits to these instructors, but how can such incentives be made sustainable?

Projects that only focus on training students fail to become transformative because the institutional apparatus training them has not changed. Teachers must be trained and must use that training to instill active learning practices within students.

Community Service Transforms a University into Driver of Economic Development

Kandioura Noba, Larry Vaughan and Irene Annor-Frempong

A recent law in Senegal challenges its universities to contribute to the country's development by establishing an outreach mission. Even prior to this law, the *Université Cheikh Anta Diop de Dakar* (UCAD) was growing beyond its traditional academic missions to build an agricultural science program contributing to sustained economic development. The new law challenges UCAD and the other higher education institutions of Senegal to engage in community development beyond their historic missions of teaching and research. New behaviors will be required. For a faculty to become effective community servants and contribute to economic development, it must build productive relationships with the private sector, professional associations, other universities, university administration, government ministries, etc. This service mindset involves a major re-orientation of traditional university practice. For relationships to be meaningful on each of these levels involves sharing decision-making in the conception and execution of curriculum, research, and outreach activities.

UCAD is far from being the only source of agricultural knowledge and learning in Senegal. Coordination with other universities is important because not every needed expertise for a project resides in the same institution. For universities in developing economies to effectively contribute to economic development in agriculture, they need to develop relationships with the private sector, NGOs, agricultural producers, and other value chain actors. Because a university's first job is educating students and because students become the entrepreneurs and employees operating within a transforming economy, aligning outreach and education economy

helps a university remain relevant to national development objectives.
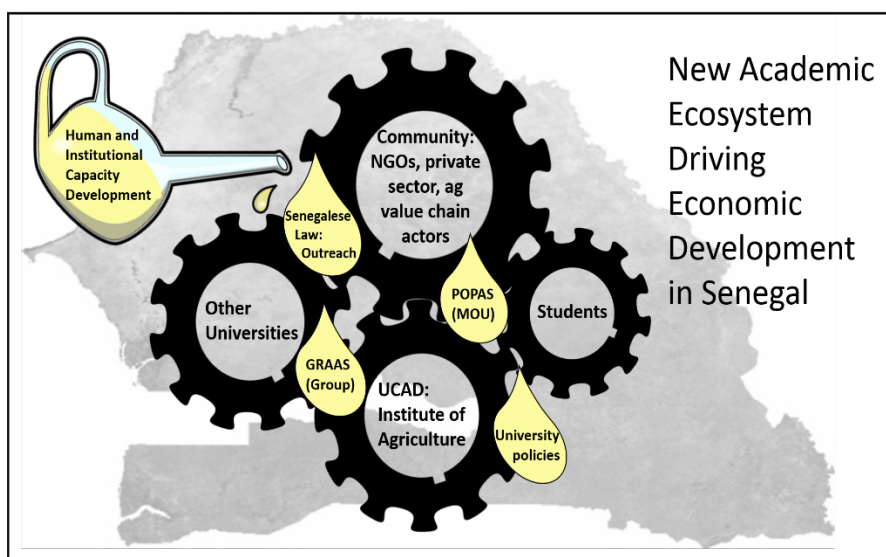
 Universities and business have not had a long history of collaboration in Senegal. Professors have difficulty communicating with the private sector. Likewise, business leaders may not see the relevance in reaching out to professors. Making this effort will have an impact on student employment and economic growth in the sector in two ways. Private sector relationships create opportunities for student internships. Knowledge of the private sector by faculty members as well as the direct sharing of perspectives and ideas by the private sector leads to curriculum revision. Furthermore, these relationships provide a pathway for the curriculum to remain lively and relevant to students and employers.

The departments and institutes within UCAD have worked together with USAID support to strengthen outreach with small businesses. Relations with the private sector were first secured through a memorandum of understanding between the university and a professional organization of small-scale, women-owned food processors named POPAS. The university provides training to entrepreneurs and POPAS hosts student internships. To strengthen UCAD's ability to collaborate across departments and disciplines, the university is developing an institute of agriculture. At the national level, UCAD and other universities are members of an inter-ministerial, private/public sector forum focused on identification and discussion of priority issues in agricultural education. Known as GRAAS from its French abbreviation, it offers a unique space for dialogue between representatives from farmer associations, agribusiness, universities, agricultural technical schools, and government.

In our opinion, an institution that is consistently and broadly committed internally in promoting an engagement mission and increasing support to economic development in private sector creates for itself a landscape full of opportunity for recognition and conducive to government and donor support.

This model strengthens the research-outreach-education triangle through linkages with the community, creating an ecosystem for science-led economic development. In the process, new knowledge and practices are created within the university, transforming faculty and students into community servants and the university into a vital driver of economic development in Senegal.

Trust is Critical for Strong Partnership Engagement

Daniel N. Yahba

Excellence for Higher Education for Liberian Development (EHELD) is a project funded by the United States Agency for International Development (USAID)/Liberia in collaboration with Cuttington University (CU) and the University of Liberia (UL) since 2011. The EHELD project has been developing and supporting centers of excellence in the College of Engineering at the University of Liberia and in the College of Agriculture and Sustainable Development at Cuttington University in Suakoko, Bong County.

For any international or local community project to succeed in its goals and objectives or to be viable in any given society/community, partnership engagements are a critical factor for donor consideration. Strong partnerships built on trust, mutual respect and understanding among partners provide a solid foundation for successful project implementation. Organizational stakeholders, community members, and other project beneficiaries should have their inputs and views considered. Moving forward in this way gives equal opportunity to all project beneficiaries to take ownership and fully utilize what was intended for them.

I strongly believe partnership engagement is a process that begins with a project's development strategy. Partnership is a plan to outline project goals and to identify required resources for project implementation. It helps create processes, policies, material resources and other supporting tools needed to achieve the project's goals and objectives. In this way it reduces future risks and promotes cooperation and collaboration among project beneficiaries and the host and donor partners. Partnership processes can advance strategic objectives and encourage project beneficiaries to share interest in the donor mission and project outcomes.

The EHELD project achieved a number of successes. The facilities and services on campus were improved. Agricultural implements and farm equipment were provided as well as computer labs, resource rooms, and internet services. An outreach program was established. Capacity building was promoted through short-term and refresher courses as well as post-graduate degrees. Junior faculty at University of Liberia and Cuttington University were sent for post-graduate degrees. Students' research was also promoted.

Mutual trust is the glue that holds these partnerships together. Such trust is founded on a firm belief in the reliability, truth, ability or strength of someone or something. It provides the confidence, belief, faith, and certainty that one partner can rely on another. Trust also means being able to predict what other people will do and what situation will occur in their relationships. Trust in partnerships implies an obligation to look out for your partner's interest as well as your own. If one places confidence in another, that person then becomes a direct owner of that trust. He or she becomes responsible for future consequences.

The formality of institutional trust can be difficult to build and is easily broken. The EHELD project has been quite transparent in its operations, but not always successful in ensuring mutual trust. Development of the Center for Excellence in Agriculture Education at Cuttington University's College of Agriculture and Sustainable Development is an example of the challenges posed. Although the project goal of delivering a center of excellence was outlined and an agenda set from the beginning, Cuttington University partners had no participation in the initial project design and management. This led to a lack of cooperation and coordination from staff. Financial matters were kept secret. From the faculty perspective, everything was based on speculation. The actual budget intended for the center of excellence was not known until later when people began to ask how much had been spent so far and how much was left to complete the project.

Partnership engagement is a key ingredient for the success and sustainability of a project in a given society, especially for developing countries such as Liberia which needs research professionals to achieve this social, economic, and political transformation. Key points for successful partnership engagement are:

- Project goal setting should be mutually understood by all project beneficiaries and donor partners.

- Trust needs to be cultivated for effective project implementation.

- Cultural understanding is the foundation for a collaborative culture.

- Collaboration and cooperation should be designed to build motivation among parties.

- Empowerment and capacity building will lead to sustainability and ownership.

- Leadership roles and responsibilities should be defined by all.

- Project beneficiaries must participate and make decisions concerning what affects them as a social group.

- When people or beneficiaries are empowered through capacity building they come to understand the important and relationships between themselves and the project.

- Budget awareness and clarity are needed to promote administrative and financial transparency and accountability.

- Research is a key component for creativity and innovation. This process helps us to critically think to discover new ideas, tap into new ideas or knowledge, and find solutions to problems.

Partnership engagement serves as stimulant and inspiration in promoting any development program. It greatly promotes productivity, develops mutual trust and confidence, overcomes project vulnerabilities, and provides meaningful involvement and shared experiences.

Appendix G: Workshop Transcript

Wednesday June 8

Opening Session – Session 1

Moderator: **Angela Neilan**

Angela Neilan: I would like to introduce Dr. Van Crowder, he is the executive Director of Virginia Tech' Office of International Research Education and Development and a professor in the Department of Ag. Leadership and Community Education. Dr. Crowder came to Virginia Tech in August of 2015. He has more than 30 years of experience (Van: yeah see what did I tell you? laughter Angela: Now it's 40) and has worked for the Millennium Challenge Corporation and FAO of the United Nations. At the Millennium Challenge Corporation, he served as senior directing manager for the health education and community development portfolio. At FAO, he served as Senior Office of Communication for Development and as the country representative for Nicaragua. We are happy to have him here at Virginia Tech, and as my boss, leading our international development efforts here at Mountain Lake to offer few words of welcome on behalf of Virginia Tech. Van take it away!

Welcome- Introductions
Van Crowder
Executive Director OIRED, Virginia Tech

Thanks Angela. Welcome! I think this is going to be very, very interesting number of days here. The total years of experiences is pretty amazing but if you look at the range of that experience in different parts of the world it's pretty amazing as well. Just the presentations here, I walked around the room earlier, and it is pretty amazing when you see the county range here you know, South Sudan, Guinea, Senegal, Armenia, East Timor, Tanzania I am sure I have missed some.

I want to welcome all of you and I want to mention a few people who have been instrumental in putting this together and are instrumental in InnovATE. First I want to recognize Clara Cohen, USAID, who manages InnovATE for USAID and just acknowledge the thought leadership that she has brought to InnovATE. I think we are all aware of that and appreciate it very much. The team, InnovATE team, Keith Moore, who is my predecessor and has organized this workshop, certainly brought a lot of thought leadership to InnovATE over the years. The director of InnovATE now, Larry Vaughan comes to us from Chief of Party in Senegal and has been doing what I think is a really good job, as the InnovATE director for the last few months about 6 months now. You met Angela, but I also want to recognize Merrie, Johanna and Amado. And I also want to acknowledge Mike Bertelsen, - Mike was director of OIRED for many years and he is a tough act to follow. We still rely on Mike for his very extensive and deep experience in development. We have partners in InnovATE at University of Florida, I worked there for many years, Penn State and Tuskegee. I was here earlier in the week and it was great to meet people and new friends but also renew some old friendships. It is great to see Sandra Russo, who I haven't seen for many years, from the time I was at University of Florida.

We are already running behind so I am not going to take too much of time. One of the things that the workshop will focus on is higher education and I want to make a few comments on higher education in agriculture in Africa. I am focusing on Africa, and the reason I am doing this is because I recently visited the iAgri project, David Kraybill is the Chief of Party there, and I had a chance to see the work going on at Sokoine Agricultural University (SUA) in Morogoro and I was quite impressed. I have been involved in agricultural education in Africa for many years in various kinds but it had been a while. I had not worked in that part of Africa in a while and I was really impressed with some of the things that I saw. We hear alot about the problems in higher education in Africa and we know that there has been an explosion of universities. The number of public universities has doubled from 1990 to 2007, according to a World Bank study. Doubled from 100 to 200. About half of those, 87, are doing agricultural and natural resource related programs of study. The growth rate in private universities during that same period went from about 30 to well over 400. This is sub-Saharan Africa only. There has been a huge explosion not only in public but also in private universities, especially in private ones. This poses an interesting dynamic and, as I am sure many of you are aware, a debate around this situation and in particular the issues of the quality of education at some of those private universities. This is not to say that some aren't good, but some are characterized as nothing more than for-profit "teaching shops." And while some get a bad rap, the reality is that they are responding to a demand and that's why we have seen the explosive growth.

The public sector universities are often characterized, as you know, in terms of obsolete curricula, facilities and instructors disconnected from the labor market and that leads to disparities between supply and demand and mismatch of skills. And then there is the lack of integration with other universities, with government agencies, with civil society NGOs and the private sector. The result is also low-quality, irrelevant education in some cases, which according to a British Council study in 2015 is why it takes 5 years on average for a Kenyan graduate to secure a job! It is just phenomenal when you think about it - 5 years for a grad for a Kenyan university to secure job! So, when people talk about what needs to change they talk about curricula that need to change, that need to be more hands-on and practical and connected to the reality of farming; the use of labor market information so that courses are more responsive to demand and students are equipped with work ready skills; active learning and technical skills combined with soft skills - we hear a lot about that. Graduates need business skills that prepare them to operate value chains and start their own enterprises. All these things are important and necessary, but the question is how to achieve them.

As I'm sure many of you are aware, there was a USAID-APLU focus on African higher education and a very interesting paper came out in 2014; if you have not seen it you should. One of the issues addressed is how to concentrate investments to make a difference in some of those things that I just talked about. One of the recommendations is to concentrate investments on few countries and combine university-level investments with system-level investments that take into account long-term institutional development needs. As we know, developing institutional capacity is a long-term proposition. So, it is both an institutional focus and a systems focus - there needs to be both to achieve success. And although it is complicated and difficult to reform educational systems, this is essential for the institutions that are part of those systems to be effective.

At Sokoine I had an opportunity to see some things that I found quite remarkable. I want to applaud Ohio State and Virginia Tech and the other partners for that work, and USAID for

that important investment. I am going to mention a few things that Virginia Tech has done that we can take pride in. There is this LISA stat lab - LISA is lab for interdisciplinary statistical analysis that Virginia Tech help set up at SUA. It is important when you think about universities having that capacity to analyze data and use that data to make well-informed decisions, evidence-based decision making for policy and running the institution, but also being able to have that capacity to use it in their work outside university with farming communities and agricultural enterprises. But an issue with the lab is how it is going to be sustainable? Can it actually survive beyond this investment? We hope so, but how can it do that? Part of that I think is by recognizing that there is a service in terms of data and information that reaches beyond Sokoine and has value and thus the potential for revenue. It can be useful for the government, NGOs and the private sector if it makes their operations more profitable. So, part of the work ahead is to make the case for the added-value potential of the dada and information generated.

The other activity is the English language resource center that has been established with the help of the Virginia Tech Language and Cultural Institute. When I talked to people in the English language resource center I found out just how important English is as a skill and I also found out that students at Sokoine struggle with English language, Swahili being the first language in the country. And we know that it's true in many places. It is true in the U.S. - students often come to our universities with a lack of capability, both is spoken and written English. I think if you went and asked employers in Tanzania about hiring youth one of the things that they are going to say is the importance of English language capability. I also found out at SUA that the faculty themselves struggle with English. I think we need to be aware of this problem at universities across Africa and the importance of investing in English language resource centers that can help both students and faculty.

The other thing that I want to mention that Virginia Tech has done the innovation portfolio that Maria Mullei has worked on which focuses in part on public private partnerships - how to engage the university with the private sector. Increasingly, we recognize that this is a critical nexus for a number of reasons, including financial sustainability reasons as well as for job reasons so that the curricula are relevant to demand. It is interesting to think about workforce development as the nexus where both public sector and private sector interests intersect - the public sector has a stake in the sense of a countries advancement and so does the private sector in terms of needing a well trained workforce. So, Maria has been working on that aspect and quite successfully with helping to develop an interesting university partnership with John Deere, which has resulted in a tractor training and research center. I think the research part of that is quite interesting and it is encouraging that John Deere sees the value of supporting research around mechanization.

So, a lot of interesting things are going on at Sokoine and the question is how do you get that out, how do you scale it? Not just in Tanzania but across the region. I think that is a challenge we need to think about and I think that there are platforms and ways to do that. One of those is RUFORUM, The Regional Universities Forum for Capacity Building in Agriculture, with 46 university members, which offers a platform to introduce innovations from Sokoine and other universities and roll them out. There is another forum that may be able to play a similar role, UNIBRAIN, the Universities Business and Research in Agricultural Innovation, which includes research institutions and the private sector. Both of these may be a means to roll out

institutional innovation. But part of the challenge is to capture institutional innovations, assess them and take them to scale.

There are cases of institutional innovations at universities across Africa. One in Uganda is the African Rural University in Kabali. It was first incubated in an NGO, the Uganda Rural Development and Training Program, beginning in 1987 and then set up as The African Rural University in 2011 with a focus on building strong women leaders in agriculture. It focuses on direct interaction with surrounding communities, much like a U.S. community college. t values local life styles and traditions but also focuses on how they come together with new technologies, for improved agricultural productivity for example. It develops curricula that are responsive to those community needs, has an experimental farm to test technology to see what works for local communities and then helps introduce them through an applied technology program. It has a vocational skills program and is linked to a girl's primary and secondary school. It has a local radio program. This is another example of institutional innovation that offers an interesting model for scaling.

I want to leave you with the notion of institutional innovation in AET and how to identify and capture them, strengthen them as needed and then share them across countries and regionally. So with this I'll close and again welcome you to this workshop on behalf of Virginia Tech and InnovATE. Thank you.

Introduction from USAID
Clara Cohen
Senior Science Policy Advisor at US Agency for International Development

I want to add my welcome to all the participants. I also thank the staff for all you did to host the meeting. I know you have put a tremendous amount of work into the lead up that I am sure will pay off in terms of the quality of the discussion. Thank you Larry, Keith the intellectual master mind behind this, Angela, Johanna, Merrie, Denise, Shreya, Tony and Allison. All of what you have done I really appreciate very much. I also wanted to thank those of you who traveled great distances to be here. I was stunned to see the number of countries that you represent, and I really appreciate your being so generous with your time. I also want to acknowledge my colleagues from USAID's field missions who have taken time to join us today: Peter Trenchard, Ronit Gerard, and also Bill Bradley. We are so fortunate to have your perspective here today. I know how busy you are, and it means a lot that you are here.

Like everyone else, I can't wait to hear your stories and to mine the collective experiences of pioneers in this area. I was just reflecting earlier this week on how we got here. I really have to give Gary Alex credit for urging us to look backward at what has been done already and to reach out to those who designed some of these early programs to find out the real scoop of what was going on. I remember a series of phone calls Mike Bertelsen, Larry, Keith and I had, where we contacted people to find out more about these programs, and we were stunned by the richness and the depth of thought that had gone into them. We began to think more seriously about what it would be like to bring everyone together. I am so glad that a few years later, we have been able to actually pull this off. I sometimes wish that it had happened

earlier, but I think it perhaps would not have made as much impact because we had learning to do as a program to get to this point.

Like Angela, I would like to encourage everyone to be as candid as you can over the next couple of days. We want to hear about the strengths but also the challenges and the things that were not so easy. Like Van, I want to learn more about how we can scale up some of these experiences and also how we mobilize financing to sustain some of these activities after donor funding dries up.

I am really hopeful that what comes out of the workshop will help to inform programming in this area. Looking back on the start of Feed the Future, the first few years after we started the initiative, there was a great flurry of activity to get results on the ground, and it seemed like issues related to capacity development and sustainability was sort of pushed to the back burner except for a very few forward- thinking missions, which are the ones that we are going to hear from over the next couple of days. Now the importance of these themes is finally getting more attention and more traction. We have been going through an internal learning and reflection process to revisit our initial assumptions going into the design of the initiative. It has been very gratifying to see that through these thematic discussions and round tables that we have been having, themes like youth, employment, education and sustainability are finally coming on the radar. As you know, we are going through a transition period to a new administration. We are working to institutionalize Feed the Future through new legislation that, combined with this reflection process, will hopefully influence programming and capacity strengthening going forward.

AET Institutional Transformation at USAID
Peter Trenchard
USAID/Malawi Deputy Mission Director

Good morning everybody. It's really great to be here. I have been looking forward to this for quite some time. It was back in the fall that Keith and Larry first approached me to come here, and I'm glad that it worked out. When they asked me, then I was like why do you want me to come here? What do you need from me? And they said that they want me to talk a little bit about why we did what we did in Senegal for the ERA program. The child in me said when somebody asked me why I did something, I'd say, "what did I do wrong?" [Laughter] Probably quite a bit, I think, in the design of that project could have been better, but I will get into that a little bit. I really would like to thank all the organizers of InnovATE, Clara and the whole InnovATE team, Keith, Larry for inviting me here and Dr. Crowder for welcoming us this morning.

Educating young people is something I've always been passionate about. Angela, you have all this history with extension and you reminded me of my first contact with agriculture training when I was a young Peace Corps trainee at the University of Oklahoma. They took us out to visit an extension agent who had 50 years' experience doing extension work in Oklahoma. He looked at us and said, "What do you guys' think you are going to do in two years in Africa?" In the United States for an extension agent, it takes 5 years of living in a community before anybody would even listen to what you have to say. That's a lesson I took with me my whole life

because it's true. There is a trust that has to develop before you could gain the confidence of people to really do good training and education.

I would just like to mention that even though we are talking today a lot about what USAID is doing, if you really take a look at what US government is doing across the board in education is quite substantial. I just learned about MCC's programs in AET which I wasn't aware of. That was close to 900 million dollars. That's a very substantial financing mechanism there. USDA has been doing a lot of work over the years. We at USAID use the Cochran Programs and the Borlaug Programs as integral part of our programs for furthering education in Africa and elsewhere. I would also like to say about other types of program out there like YALI. I am not sure if anybody is familiar about YALI, the "Young Africa Leadership Initiative" that this administration has put in place. It is incredible! It is a very short term opportunity for entrepreneurs and young people. But, it really provides opportunity for both encouraging and recognizing the talent that is in Africa. It is really inspiring and it is what is really going to change and is changing that continent.

I am here today to talk about the education research and agricultural program in Senegal, and for my colleague at UCAD and the new COP for that program in Senegal, I'm the guy you can blame if there is any troubles that you are going through. These are really my perspectives of why we did it. When we first recognized that there was a need for having a robust program in education and training in agriculture and research in agriculture in Senegal it was at a time before FTF, but it was after the 2008 food crisis where all of a sudden there was a huge increase in funding for agriculture, that I still see as an opportunity of a life time for all of us in this room because it was decades where agriculture was so underfunded. It is not underfunded now. It is funded to an extent where real progress could be made. What I always, and I say it as often as I can, that if we can't do this, if we can't transform agriculture, us in this room and all our colleagues out there working on this, it's probably the last chance we'll have to get this type of funding to make it happen. So, this is an opportunity for all of us to really do some good transformative work.

When the mission first decided to create investment in AET, I reached back to Washington at the time and said, "We're looking to have a substantial project of 20 to 25 million dollars as a component of a larger program to transform agriculture in Senegal. Who is available to help us to design such a project?" What I learned at that time, I was shocked. The investments in higher education, as I understood and what people were telling me, were all in the vicinity of 50 thousand dollars, 80 thousand dollars, may be a 100 thousand dollars. When I was saying, I was looking at something of 20 to 25 million, they weren't really quite sure how to handle that. But they pointed us in the direction of the right person, David Hansen. We had David come out to help us with a very good team of people from community colleges and land grant universities to help us all take the lay of the land and see what is possible. They went out and talked to all the Senegal partners from all the different agricultural training institutions, which there are many in Senegal, Senegal is fortunate in that case. So really, we owe a debt of gratitude to David and his team for putting that initial thinking together on what we could do with regard to Senegal. I would also like to point out the good work that Gary Alex did because Gary really helped us take the work of David and his team and others at the mission and within our Senegalese colleagues to put together the actual design and procurement for this. Without his help, it would have never gone where it did. The real thanks for ERA go to the people in this room today. The ones who actually made it happen. I am talking about "why". I can't talk about the "how". For that you have to talk to Ronit Gerard who is here, Larry Vaughn, the new COP Tom Archibald, all the

colleagues in the Senegalese institutions of which we have one participant here today, then Keith Moore. They're the ones that really turned an idea into something that actually is working. I'm very pleased to hear the good success that happened.

There is a very good flip chart over there and I encourage you to reach out to the colleagues I just mentioned to learn more about ERA. In brief, the real goal of this was to strengthen agriculture education and training and to strengthen applied research and importantly outreach from these very fine institutions in Senegal to clients who need it, both farmers in the private sector and the government, and in strengthening policies and policy support to the government.

Before I get into some of the nuts and bolts of "why", I wanted to say a little bit about my own philosophy if you'll bear with me a little bit because I think it's important. I'm not an educator. I am a resource economist, but my true devotion is ecology. So, I'm more of a systems person. As such I am very skeptical of silver bullets, and in my lifetime, in my career, there's been millions of them. My best story is a guy who when I first designed the NRM project in Senegal, I asked him, "Well if you had 25 million dollars to invest in natural resource management, what would you do?" He said, "I would put the whole thing into vetiver." Vetiver is a grass that is very good for erosion control and bringing nutrients up that's been leached away. But that was his silver bullet. We all have our own silver bullets that we think are the end-all-of-end-all's. FTF's, Feed the Future's silver bullet is staple crops, which is a good one. It's proven successful but it's also evolving because there are much more approaches that need to be done to really get economic growth in some of these countries.

And the other thing I'm always skeptical of is this pendulum. We've all witnessed it. This year it's agriculture; next year it's natural resource management. This year maybe some money to research, other years it's all funding for production or private sector development. It really is unfortunate, but that's the nature of the world. Nowhere in the States do we implement anything by funding just one part of the puzzle. Agriculture in the United States would be nowhere without our universities and our training institutions. And it wouldn't be anywhere without our private sector partners. I think when we do development, this is something that we have to keep in mind.

The last thing I would say is that, and I learned this from when I was a Peace Corps volunteer in the early 80's in the Central African Republic, the retired USAID official, he was a retired USAID director. He said, "Peter if you want to be successful, all you have to do is invest in fertilizer and seeds and agriculture, and you will make a big impact." Everybody knew this. From the early 60' even the 50s. It's easy to get results in agriculture. Put money into fertilizer and seeds and you will get those results. The hard part is what happens when you leave. Who is going to sustain that investment to make that happen? That is why I fear silver bullets. It's really important, I think, because we have to look at the totality of all the efforts that have to be done in order to sustainably transform the agriculture sector, in which AET and research is an integral part of that.

So, why did we do it? The easy answer to that is because Senegal wanted it. Senegal asked for it. Senegal desired it. And all parts of the Senegal society — the government, many different ministries, the universities, the vocational schools, the private sector, the farmers themselves. When we talked to everybody, they wanted more capacity within the universities, within all these institutions to not only advance their own programs but also to get that knowledge out to the field. The knowledge that exists there is absolutely enormous. The funding

we put in place; we're not putting the knowledge there. The knowledge exists in all these institutions. That's the real reason why we did it.

The other reason, I think is just as important, is the value chain work that was going on in Senegal really depended on new talent. It depended on talent that was not dogmatic in its ideas but understood the importance of the role of private sector and what the private sector could bring to the table in this transformation of agriculture. The value chain process itself actually provided a good structure on which people could talk and discuss and start even developing curriculums and what not. Before ERA started, another project of ours started a value chain program at the University of Thies and developed the whole curriculum for teaching the value chain process to students there, that I'm sure ERA has picked up and continued. This was designed around the food security crisis 2008. Maybe not everybody may be aware of this, but at that time we were between the funding for the global security food response and FTF. There was a brief window when the results matrix of the agricultural investments of USAID included education and higher education. Just by fortune, we were doing the whole year of design and process during that little window of opportunity, which never closed, in our Feed the Future strategy in Senegal. This investment was included and accepted. But that was dropped from the result matrix in FTF. In my opinion it was probably because we got much heavier on the nutrition side of things, and it just became kind of unwieldy.

In Senegal, also at the time of the design we were fortunate to have a government that had a good vision on where it wanted to go. It had a unified vision, meaning across the different ministries even the private sector. There was some agreement on the types of investment that had to be made. This was identified through the Comprehensive African Agricultural Development Plan (CAADP). For those outside of Africa, Africa has a continent-wide agricultural development plan with specific country plans that its agricultural programs actually coalesced around and provided funding for. But also, Senegal at that time had an accelerated growth strategy which had agriculture at the top of its list for promoting economic growth in the country. The universities were all included in the design and the identification of that unified vision.

I'd like to say also that when we're designing these programs, I have learned over the years that, believe it or not, we with all these 900 years of experience, we know what we're doing, and we know what works. When we find something that does work, we need to double down on it and try to enlarge it and expand it. In the context of this, what we know works is the value chain approach as it was practiced in Senegal. I say that because value chain has now become this name that people throw out. But, how it was practiced in Senegal was truly a focused effort to identify within any commodity chain from field to table, what were the barriers to growth, and then the focus was on removing that barrier. That process helped us also identify that one of the major barriers to growth in some of these value chains we were focusing on was talent. Where is the talent coming from? Where is the innovation coming from in order to keep those value chains moving and growing as they should?

What is the value added of AET programs, and how do you show that value in the context of some very highly focused initiatives such as FTF? We're talking about agriculture here, but you could extend this to other sectors. Sometimes with the focus on results that goes to sometimes just production or very high level results such as reducing poverty or undernutrition, it's hard to make the link between investments in AET and those higher goals. I'm throwing some out here but I know there's more for discussion for the next couple of days. First and foremost I think from my mind is that it taps into immense local talent. I'm always impressed and excited and energized when I visit any of the universities or even small businesses in Africa

about the innovation and the talent that actually exist there. These investments provide the opportunity for innovation and supporting local solutions to local problems. AET is part of the solution to improving the value chains. I think all of us at USAID and the implementers have to realize that we should not be looking at these AET programs as an isolated program but as an important part that's integral to all the programming that's going on in order to transform agriculture. In that context, it's very clear. It is an extremely important part of the puzzle that has to be put into place to solve some of the problems that we face in agriculture. This idea of integrated programs is very important. I think that leads to some difficulties because to be truly integrated, it means you're doing a lot of different things in a lot of different places. I think that was one of the struggles of ERA in the beginning where we had 8 to 10 different institutions targeted at the beginning. That grew even more but nevertheless, it's necessary, at least we thought, to get that broad reach to tap in to the different talents that each of the different institutions had and bring them to bear on some of the value chains that we were working on. So this idea of an integrated program and operating as a team is very important. Larry said something that was really nice to hear. It was about how in Senegal all the different projects were actually working together collegially and in a very good partnership. I think that is what is really necessary.

How do we quantify success? Again, just some ideas: I think if we link our efforts to actual clients that is going to have better results. By that I mean for all institutions that we're supporting, both public and private partners, see that they're benefitting from this, and the institutions themselves become a little more client focused, so that at the minimum they understand what is it within the government ministries. What is it they need? What information are they lacking? So that perhaps their teams and their researchers can provide some information. What are the trends in the private sector? What's coming up down the line that perhaps the universities can provide some input on? Another metric is to somehow figure out how the farmers are benefiting from the research and the outreach that is and should be going on, and that there are dynamic links between the researchers and the farmers. This whole idea of a dynamic process between these AET institutions, the private sector, the government and the farmers themselves. Ultimately, I think we want to get to a point where these training institutions are themselves programming and feeling that they are part of the solution to whatever agricultural problems exist in the country. But they are also seen that way by the government and the farmers.

In parting, I know we don't have much time, and I promised I'd be brief even if it takes me all day. [Laughter] Talking mostly about ERA, but I had a couple other opportunities to work with AET in other countries. In Ghana, we actually set up a whole new faculty at University of Cape Coast for fisheries and aquatic sciences. Learning from the experiences from ERA, and also taking advantage of the opportunity that USAID was pushing these local solutions in government to government funding mechanisms, we actually provided a rather large grant to that university to establish this faculty and to create a partnership between the university and the government to solve some very difficult issues around the ocean fisheries in Ghana along the West African coast. We also did the same thing in Ghana which, Clara mentioned was the ag research station in Ghana. It was also a local grant directly to the university or to the research centers so that they can start setting their own agenda instead of doing the agenda of anybody else who had come in with their own money and said, "We want to do research in X, Y and Z," so they did research in X, Y and Z. That gave them the freedom to respond to these clients I mentioned within government and the private sector. But, the added advantage of these direct

investments is that it builds systems up. It was something that we weren't really focusing on when we put these projects in place. But a benefit from these institutions that they appreciated just as much as whatever we were funding, was that the rigorous process that we put in place to make sure our funds were accounted for. All these institutions had to go through this rather long and painful financial management process to convince us that they put systems in place to properly manage the finances. The result of that was that they were able to look internally and structure their own programs in a way that benefitted them also to reach out and get funding from elsewhere but also to better organize their own staff. So, that's another aspect of this that we should take into consideration.

With that, I think I'll close. Thanks again to InnovATE for inviting me here. I'm available for questions. I will be here all day today. You guys are doing some great work. I look forward to hearing more about it. Thank you.

Introduction to Design Review
Keith M. Moore
Director, Performance Assessment OIRED, Virginia Tech

It's great to see you all here. I have had conversations around the globe trying to organizing this event. It's been quite an exercise with those of the conversation leaders who have helped and guided us. I don't know about brain child, I think it is more about brain trust that we have got pulled together here with lots of experience. What I want to do is sort of set some of the tone and the frame work for where we want to go over the next few days. I asked each conversation co-leaders, as I have come to call them, to tell a little bit about themselves during their introductions. So, here is my story.

Back in the 1980s I was hired to teach Sociology in an institution of higher education in Malaysia. The objective of the program was to provide the equivalent of an AA degree in English to Bumiputra who would then go on to complete their last two years of their four-year degree at a US university. It was a wonderful experience in institutional development. It was financed and governed by the Malaysian themselves. Accountability should be ringing in your ears right about now, but that's not where I am going to go with this particular story.

On the wall of the ITM/MUCIA administration building, shaped in the form of a vase was a Chinese proverb. "*A wise man adapts himself to circumstances as water shapes itself to the vessel that contains it.*" I appreciated it and respect this message immensely. However, in the particular context I felt it represented a bit of an administration apologia which, ultimately constrained the preparation of students for study in the United States. So, I added one of my own. "*The reasonable man adapts himself to the world. The unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.*" Now, I suspect that some of you that know me might understand this one well.

I am going to be posing some challenges to you all. You are going to put some challenges to all of us as well as we discuss these things. I am going to try and set the stage that will move us forward. We had a lot of discussions already. I want to create chance to really blaze new trails of where do we go from here and what will be the next steps at the end of this workshop? The objectives of this workshop are to elicit and to document tacit knowledge for improved interventions in agricultural education and training in order to improve interventions to sustain local production of highly qualified and motivated agricultural professionals and entrepreneurs.

To do so we are going to embark on a set of conversations. I picked this word from a part of work that Dave Kraybill is being doing. The idea is about conversations that matter and he will explain a little bit more about that. I am hoping that these conversations will be conversations that matter as well. First I am going to quickly remind us of the challenges we face and will explain why we are discussing these challenges in terms of institutional transformation. This will involve introducing the concepts of adaptive management and complex adaptive systems and highlighting some of what we know about project design already. Then I will discuss how we are going to address these issues through design and thinking. I will conclude with a quick over view of the program.

We have done the studies over the last few years in Innovate, but there were some studies before. Although experiential learning is highly valued and emphasized by faculty and administration around the world, the tradition of memorization is profoundly ingrained. Scientific methods of observation and hypothesis testing are largely ignored. Problem solving and critical thinking are absent. My quick fix or my silver bullet would be to institute teacher of the year awards. But quick fixes haven't worked unless they are framed in some sort of institutional context.

Why institutional transformation? In order to develop capacity to function in a globalized economy and society and a foster independence of a target populations and societies we need to change the way teaching and learning are conducted. AET institutions are centralized to the effort to populate local systems with entrepreneurs and employees with initiative and competence on a sustained basis. To do so, we need to take better account of the cultural, structural and political context of educational institutions. That is multiple relationships. It's not that we have not been aware of these circumstances, but that we have not effectively accounted for them in our interventions. In preparing this presentation, I came across a new word that I picked up. I pick up new jargon from Washington every so often. The new word is "independence". This is how we are to sell our programs; that we are making people independent so that we don't have to do our programs anymore because they are not dependent. It's a new sustainability. I do like the word and I think that thinking about it is worthwhile. But how do we measure that?

We need theory based approaches accounting for context. Theoretical science made critical advances at the beginning of the 20th century. The key breakthrough can be summarized in the phrase, "*We are participants in the universe along with our observations.*" It's only now that the implications for the applied sciences are becoming apparent. Consider the recent evolution of our paradigms from farming systems research and extension where researchers learned to collaborate across disciplines and farmers' fields. Agriculture knowledge and information systems where transferring knowledge locally which, began to make sense to agricultural innovation systems. Users became active participants in knowledge creation. This represented a profound shift from research to learning. An increase in user participation is one of the ways we talk about it. But, we have to think about it in terms of what it means for AET. How much of this transformation is reflected in our current AET systems.

I want to draw you attention to the social learning for adaptive management. We have all seen this before in one way or another. We would like to manage in ourselves in this model. However, our bureaucracy, disciplines and carriers get in the way. It is an iterative process. You

have got to go over and over again and make a little bit of progress each time. It is characterized by negotiation, resistance and accommodation.

There are issues related to negotiation. We have to battle these things out. Successful negotiation requires building mutual respect and trust across boundaries. Listening is perhaps the most important skill and practice we can talk about today. We have traditionally favored credibility in science. But, is the message salient? Is it relevant? Is it a legitimate or fair message? Serious negotiation activities involve translation, social construction, simultaneous communication with multiple audiences and power struggles. Institutional transformation involves negotiating new relationships amongst multiple stakeholders. Institutional transformation is an integral component of USAID's local systems of approach for local solutions. We need to be thinking how we can draw ourselves better into that language and discourse and may be 30 percent can be more than aspirational and maybe we can go beyond that to higher levels of investment. Systems and institutions are interlinked. There are multiple actors at multiple levels of organization involved in complex and nested relationships. The devil is in the details, negotiation occurs across levels as well as within them.

There has been considerable recognition of our collective need to foster institutional change. A Dutch study found that as they are currently carried out, projects are not able to successfully achieve the sustained changes required. Our current project logic is not up to the task. They remind us that we need teams, we need continuity and we need flexibility. Most importantly it takes a long time. The core message of the FTF HICD strategic review is: Slow Down. The nature of the demands in USAID result in compromising the principles of institutional strengthening. The chief challenge is the pressure for results.

There has been an increasing trend in budgetary allocations over the years. Once it was pegged 10 percentage and I am sure it is quite more than that and now we have added to that communications because we have got to get those results out there so that people know what we have done. The challenge of accountability has become overwhelming. Yet, accountability and attribution continue to be befuddle us. Einstein said, "*Insanity is doing the same thing over and over again and expecting different results*." The critical question for me was posed by a Ugandan scholar. What country ever developed on the basis of projects?

We need to go back and re-read Rycroft and Cash's book on innovation system. Our standard indicator driven results frameworks are insufficient to measure change in complex adaptive systems. Furthermore, accountability needs to be maintained with respect to all partners, most particularly local decision makers. That's the point of it all. In depth knowledge of context links theory with local assessment. I found this list in 2015 HICD strategic review. It's the list that reflects findings that our conversation leaders have been talking about over the last few months. We want to build on this. Most of you know that these things are true and that's what we should be doing. But how do we get there? How do we make that next step? We will approach these issues through design thinking. That's the methodology of the next couple of days.

Project design is composed of two elements. The design of the end product itself, the desired outcome and the design of the process by which the value product is achieved. Project design tends to focus on the end product, shaping its characteristics. In this workshop we will focus on the processes through which, a valued project emerges. The fundamental issue that lies behind design practice is the relationship between determinacy and indeterminacy.

Indeterminacy implies that there are no definitive conditions or limits to design problems. Although the subject matter in design is potentially universal in scope in the process of application the designer must discover or invent a particular subject out of the problems and issues of specific circumstances.

Last night Peter mentioned about a fellow who is the value chain *guru*. He just walks into the situation, listens, talks and starts pulling things together in some irregular pattern that you cannot map out. But, that's what we are talking about. These individual situations and pulling a subject out of what's there. It is not a straight forward process. Not everyone is so gifted as Peter's guru. We need to develop mechanisms to achieve that. Consequently, viable solutions are achieved through interactions, iterative with the decision makers involved. That includes all the different partners like the donors, the implementers and the people on the ground in their various system positions. Interaction with users weeds out bad designs and builds confidence and good ones. But it takes time.

I hope you have had chance to read the blogs. The co-leaders have spent a lot of time talking over the last few months and coalescing their ideas. There is a rich set of ideas to build on there. They raised questions concerning theories of change and accountability. I don't have the answers here. We are going to try and find some way out of this jungle ourselves. The current themes encountered included relationship management, context, budgeting and contracting, governance and leadership. Ultimately, we want to identify our next steps for creating organizational space and improving contextual accountability. I am impressed with the nearly a thousand years of experience in this room. But, we need to figure out how we can articulate our knowledge clearly in order to transfer it to the next generation. We have to make sure that those who follow us are not repeating all of our mistakes or missteps. We will collectively develop a few other next steps that needs to be done. We have a board over here to make sure that we keep on the right paths and identify alternative paths that we should be perusing.

You are here because you have expertise. We seek to elicit that expertise and document it. We talk about tacit knowledge and you have been keeping a lot of that tacit knowledge to yourself. We want to collaborate in a discussion of that over these potential next steps. The workshop will be very open and participatory. The posters are out there. It is really impressive what all of you have done and bring to the table here. The importance of who we need to be accountable to and what for is really critical. We need that conversation. That's the point of this particular setup. Let's share our experiences first. Let's get out and see what common or uncommon experience we have together. Then we can move towards making something out of them. Let's have some fun. I thank you for your attention.

Institutional Transformation Experiences Session 1

Project Leaders: **Mike Bertelsen, David Kraybill, Michael Parr, Jim Simon,** and **Larry Vaughan**

Moderator: **Angela Neilan**

Mike Bertelsen: My name is Mike Bertelsen. I am retired from Virginia Tech where I worked in the international programs office. I am very pleased to be here.

Michael Parr: I am Michael Parr. I work for Land O' Lakes. I ran the Building Agribusiness Capacity in East Timor (BACET) project between 2006 and 2011. I think it is a unique opportunity to look back which, has not happened very often.

David Kraybill: David Kraybill, Chief of Party and Co-Principal Investigator of the i-AGRI project. One thing about myself that is quite informative is that I had the good opportunity of being a high school teacher in Africa in what is present day Democratic Republic of Congo in the late 1970s. That has really transformed the work that I have done. My thinking since then.

Larry Vaughan: I am Larry Vaughan. I am currently the director of the innovate project. For about a year and a half, I was the chief of party of the ERA project. I am sitting here behind the microphone because I am a convenient representative. But, as you have already seen from what Peter said, we have very deep history of the ERA project from those who designed it. I am very happy that Peter was able to come because he was the part of the design. What I did not know was that Dave Hansen who had already been invited had done the preparatory background report that lead the request for proposals. We have Ronit who is the current AOR of the project and Tom Archibald who is the current Chief of Party. We have experience through the entire design process from original conception through the implementation current work plan. But, none of us have the experience through the entire length of the project except Ozzie who is one of the implementers as a Professor of Crop Soil and Environmental Science. You may be the only person who has been except for the Senegalese team members who has been with the project the whole time. I have picked two questions to ask to the panelist. One of them has to do with luck. You would be part of the good luck aspect of that question.

Jim Simon: I come from a little bit different background. I do Plant Breeding. I came into curriculum development and institutional higher education backwards. I use to work for the Israeli Ministry of Agriculture introducing new crops in the northern part of Israel. That gave me a really good perspective of making sure that the things did have markets, growers did believe in what you were doing, you did identify champions. However, one defines champions. Keith you talked about champions initially. That to me was the biggest life changing transformation. Living in Israel working for the Israeli ministry of agriculture, trying to speak the languages of that area with the communities that I was working with. Later when I came back, I finished my PhD and then I got a job at Purdue. I was probably the only one in the room who thought that top ten meant academics and not sports. I had no idea where Purdue was. I am from the Bronx originally. For seventeen years I was there as a state extension specialist for vegetables and new crops. I brought that experience with me to Sub –Saharan Africa where we managed quite a lot of programs. I am here speaking about the EHELD program. EHELD is a RTI-led USAID-funded project. Myself at Rutgers, I served as a PI for creating a center of excellence in engineering at university of Liberia and agriculture at Cuttington University and for this program changing the shape and the nature and revitalizing if you will and Daniel will comment more on that in terms of the college which we now call the College of Agriculture and Sustainable Development. I am here to give wisdom or lack of wisdom relative to these comments. Thank you for inviting me.

Mike Bertelsen: I am here primarily because of South Sudan and my early involvement in South Sudan. I am very fortunate to have with us here today. They can correct me if I make a misstatement. Father Mike Schultheis who was one of the main instigators of this whole thing and Jim Foreman who worked on the finance and accountability side which is extremely

important. I have also been involved with ERA and very marginally iAgri. South Sudan of course is the once and hopefully future post conflict country that we hear such tragic news about every day. Father Mike approached Andrew Natsios who was the administrator initially in building up some enthusiasm for this. On our side we did not know Father Mike at that time. Theo Dillaha was the other main instigator from our side. He is unfortunately not here today. Frank Wolf, a prominent republican Congressmen was very supportive of South Sudan. He wanted VT to get involved in agriculture in South Sudan. We arranged to meet with Father Mike and we arranged a workshop in Juba that brought together some of the stakeholders to talk about agricultural higher education. Father Mike was launching the Catholic University of Sudan at that time which was later called South Sudan of course. In 2008, he was just starting in Juba. Here he was going to put a faculty business and he had big aspirations to put College of the Faculty of Agriculture in Wau which, is in the North West part of the South Sudan. That led eventually to an HED competition which we won for our planning grant. We had our foot on ground already for South Sudan, so it was very convenient for us to bid on that. We were successful in the planning grant. We went back for another series of workshops and then we won a subsequent competition for a longer term project, a very ambitious project that was going to be for ten years and multiple millions of dollars. This brings me to one point, one of the advantages of being retired is that, I no longer represent Virginia Tech. So, these are strictly my points. I would like to be candid with you and tell you what I really think. Some of these points have already been mentioned and others I may disagree with, nevertheless that is why we are here.

My first lesson learned from Institutional transformation is go big or don't go. So many times these little projects, like the HED projects, really had no chance of going anywhere. They were just too small. They never really got their feet on the ground in order to make any kind of impact. There are other university types of interventions that have a very good reputation for good reason. Like the collaborative research support programs now called the innovation labs unfortunately, but these are transformative but they transform at the individual level. Perhaps, if they are lucky may be at a program level within a department, very seldom a department. But at the institution level you need to go big. You need to make sure that your people get on the ground early. If you are going to put people there we should always aim for a minimum staff. I will cover that a bit later.

The local hires are extremely important. But, in cases of post conflict countries when you go in and start to look for local hires, chances are you are going to disrupt the local wage scale because you are trying to bid talent away from other projects. People have experience who can help you. We avoided that by bringing in a very talented Kenyan person nevertheless and a very minimal staff eventually. We weren't able to get on the ground initially for the first two years with of the long term staff because the budget was too small. That had implications later.

Competition is absolutely essential. It is another point for the project resources. At the US level certainly that is true. We depend on USAID for the level playing field but at the local level and we all pay service to this. The program should come from the locals. The activities, the things that you are actually going to do. You find that the private institutions are much more nimble than the public institutions. That's already been mentioned. The role of the US partners, particularly higher education institutions should be limited to certain subject areas where they have a comparative advantage. Where I see that is for example, in the science. Science is international. We can critique science. We can be arbiters of science. If a local institution proposes a science program we can make it better. That is certainly one area where we should be

participating in partnership relationship. Higher education development, particularly curriculum, teacher training, pedagogy, technology of training of education these things are certainly in our area of expertise where we should work. Development per se, we are not development organizations. We do make, and this is a very important connection through our outreach programs, a connection to the outreach people. They are the people that actually work on the ground, they are the ones that need to do the development. We all recognize that as well.

There is a role for what specific types of things universities should do. It is very important that projects be multi institutional. If we work with one institution then that institution or an individual or part of the bureaucracy is going to capture that project, its not going to have the needed flexibility to do what probably should be done. Systemic interventions are the best in my view. It is more likely that you are find a model that is successful for the particular environment where you are locating yourself.

It was very attractive for us to get involved in South Sudan. Post conflict countries high risk, high potential. In some sense, when you are dealing with post conflict, it is a clean slate type of situation. But, there is going to be changes and the changes have certainly befuddled the RHEA project. We lost people because of politics. It is a very volatile situation. It is very problematic for that reason. You really need strong partners and you need options if you are going to be successful.

I would like to see these type of contracts move to a grant relationship rather than a co-operative agreement primarily because it would allow the USAID people to concentrate really on the strategic thinking and involvement of the level of the local partners and the general design, strategic design of the project. The tactics have to be local. They must be emanating from the locals. So, a grant mechanism is more important and a better vehicle than a cooperative agreement. The substantial involvement criteria for cooperative agreement is an area of misunderstanding and conflict in some cases.

Finally, the role of sustainability. We all want to be sustainable. We want to have sustainable projects. But, what is the role of the host country when we go in with a big project? What is their responsibility? And why shouldn't we try to nail down what that responsibility is after the project? In Africa for example, there is a NEPAD which is a continent wide convention among most of the countries to invest a certain amount in agriculture. Whether they do that is of course another issue. At least they are making the commitment to invest their local resources in agriculture. We should do that for education or they should do that for education. That would help them to determine what are the most successful strategies themselves are and promise at least to use those resources to further that agenda. Thank you.

Michael Parr: Good! I think there is some nice connections to the South Sudan situation in Timor but it was post conflict eight years ago. The BACET program was designed to respond to that immediate need which was unemployed youth and youth that had no opportunities and an education system that was dysfunctional and needed overhaul. The program initially was only two years which mainly to improve the infrastructure and put a curriculum in place. It was not long enough and USAID recognize that in year 2 to extend it for three more years. But what is designed to be transformational? It was never designed to be transformational, it was designed to have an immediate impact. When I left I was trying to decide if it was a success myself. I looked back and said, "I believe we have met the program goals, we improved the infrastructure. We trained quite a few teachers and now they know how to teach a little bit better and there was a

good curriculum. I was confident that the curriculum was quite good and it was appropriate for the East Timor situation at that moment. But, had I transformed an institution? I was a failure. There was no transformation. But, having the opportunity to meet Mr. Ipolito here, five years later, I know that some of the impacts were there and are continuing today. At that moment when I got on to that little plane for Bali it did not feel like we had been that successful at that moment. But, then again, the program was not designed to transform any institution. Now uniquely, when Gary Alex evaluated the program somewhere in the middle there, he had some methods that you could use to judge. If we would go back today and try to do the benefit to the individuals in the income that they may have earned had changed, you would find that it has been successful. Because when I got on that plane my favorite thing was that I knew we had not transformed an institution but there were significant lives that we had changed. My wife said that it was a success because you know you have changed some lives and I still feel that today.

David Kraybill: Very good! One of the things I will reflect on, I guess there is a session this afternoon on trust. So, I won't say a lot about that but in i-AGRI project in Tanzania, building trust was extremely important. This was a project that had four objectives initially. They were: training, degree training and short term training; collaborative research; institutional capacity building; and strengthening international linkages. During the life of the project we focused increasingly on the institutional capacity building part. The degree training and the collaborative research has always been important for a number of reasons, local as well as USAID reasons. It was quite clear that Sokoine University of Agriculture is a university where there is a lot of good scientific knowledge. There is a lot of talent and yet it's an institution like many institutions around the world that was unable to harness the talents, abilities and the energies of most of the academic and non-academic staff. We really focused on institutional capacity building. Personally, that was the reason why I have stayed five years instead of two. If that possibility had not been there, I assure you I would have been home at the end of two years and somebody else would have been carrying on as a chief of party.

It has been rewarding because we did take the time to build the trust with top leaders and with people throughout the university. One of the ways we built trust was from the beginning we made sure that we were listening not only to the people within the university but we did a needs assessment at the beginning. One of our partners Michigan State University headed that up. By bringing the institution together with the stakeholders, it's not that they have not interacted with stakeholders, but stakeholder engagement is an area of huge and enormous need. Having been an academic in US for a long time, even in US land grant universities we struggle to do that well. A lot of land grant universities have done it in many areas very well. Whenever there is a new initiative we struggle with that. By working together with the officials from Sokoine University of Agriculture, with the stakeholders and listening to their needs, that builds some trust. It was evidence that we took the local needs seriously. Going through the process in a way was a kind of mentoring and coaching on how to interact with the stakeholders. There is a lot more that could be said about trust. It is really important.

In taking what we got from the stakeholders together with our partners at Sokoine University, the approach that we tried to adopt was a gap filling role. Where can we fill the gaps within the university or in terms of what the university is doing in the economy and in the society? Since, there already is a lot of talent at the university, we began to realize that if one were to address some of the most mundane issues for example, a classroom services unit on campus to make sure that the classrooms are in good condition, what could be more mundane

than that? One could even argue that how that even relates to food security. But, every day the teachers at SUA are in those classrooms. They cope with those problems every day.

There are issues of financial management. People write grants. Sometimes they get faculty members who are getting grants of million dollars or more not being able to get the funds released. We focused on support services and administrative services in trying to build that up. In the process of doing that, we realized that it is not enough to focus on systems. One has to really go back and deal with strategy. One of the messages I would like to put on the table and its one of the lessons learned is helping AET institutions develop strategy – the right direction. You can improve the little things here and there but if the programs are not focused in a direction that is really engaging with the stakeholders at the end of the day there is really isn't going to be much payoff. There we really have been able to make some headway. In fact, Sokoine University had a ten-year strategic plan that was developed not by top administration but by a task force. They were sent off to another location to develop a plan and to bring it back that would react to. It was never integrated with the budget or with personnel evaluation. So, you can imagine that it had almost no impact. Half way through that five years, through our efforts, the university decided to literally completely shelve their existing strategic plan and re-do the strategic plan. It's been an extremely interesting process and in the stream they are still going about redoing that. In order to do investment in strategies one has to build up trust.

We have worked a lot in the area of innovation. Helping the university, take research projects from the lab to field testing and on to actual commercialization. The toughest area we found there is the actual nurturing of the relationship with the end user. That takes an enormous amount of time and effort. There is a lot of coaching that has to go on there.

There is the issue of scalability. Mike Bertelsen mentioned whether a project should be single, single institution or multiple institution. One of the things that we have learned is that study tours have been extremely transformative for the administration of Sokoine University of Agriculture. They have to be well structured, there was a lot of planning in advance, very highly structured while on site and there has to be a report to be delivered that has to be written on the study site on the last day. We have done this several times. We visited, with SUA officials, two universities in Kenya that have gone through major transformations and have a lot of the elements of good and grant type universities. One of the ways in which USAID and other donors can be truly helpful is to invest enough resources in a few universities that are working well so that other universities can go there see what is happening and then take portions of that back to their own institutions.

Larry Vaughan: After Peter finished speaking, I was thinking that now we need to organize a three days seminar to respond to the things that Peter led us to think about. Then Mike, Mike and Dave. I organized my notes based on the questions I would like to ask them. I am going to start by reacting to what you said and trying to pose that back as a question, bringing in this idea of luck and can you plan for luck and where in AET project fit in in terms of systems even if it is a one or two institution project? That was the first thing I was interested in having all of these projects together EHELD two institutions that is one private one public. We have i-Agri with one institution with a similar size budget and a similar time period, ERA which has a network of eleven to twelve institutions depending on how you count them. Since, I was involved in that and the RFA had provided an AET system/multiple-institution approach that the way I have been thinking about it obviously. But, there are advantages to focusing on a single institution as well

perhaps. I am interested in the dialogue we get to have in comparing because, the implementers are not going to be making those decisions probably unless Mike's wish comes true and someone puts out a grant from USAID, that says design an interesting project and you get to come up with a design whether it is a multiple institution, system wide institution, or, single institution that will be determined by the donor and we will be responding to that. The recommendations that we are trying to put together should address some of the advantages and some disadvantages of those two approaches. Something that Peter said is applicable to that choice of multiple institution or single institution system wide is discussing your skepticism of silver bullets. Although, you gave a couple of good examples last night at dinner of silver bullets that you have had that are essentially the unblocking of those constrains within a value chain. If you think of the Agriculture sector itself of the knowledge system as a value chain. In the case of Senegal, the report suggested and the requests across ministries suggested that there was a need for a solution that multiple institutions would play in helping to transform agriculture. In the case of Tanzania, might be a single institution key that would unlock a large amount of impact. I think that is something I would like to hear about from not just the people sitting here but from the AEMIP project in Guinea is a single institution project outside of FTF we are very interested in knowing what's going on with that. All of these projects from the conception stage, the RFA stage, and the implementation stage have a plan and have ideas and all it all changes throughout and you run into some bad luck like we had in South Sudan and also you run into some good luck. I was wondering how can you plan or can you plan for good luck? I am very happy that Dave mentioned about study tours in particular. It is because I think it was one of the very lucky things that happened with ERA. I was not working with ERA at that time. Then I was working on integrated pest management project but I got pulled in to this monstrous task that was going to happen when we learned that 40-41 people from Senegalese administration, private sector, the teaching level of institutions were going to come to United States and do a tour of the land grant system. That's expensive! 40 something people and there was several of those, two different ones done here, there was one that was done in East Africa, they also visited Kenya and Uganda to look at the systems there. I have to say, I did not have any decision authority on this so I could sit there and be skeptical about the value of that. Not that there wasn't potential but can you really predict that? Well, it turns out that because of the people that were invited among them rectors, one of those rectors of the Senegalese University became the minister of Higher Education a few months later. There might be a lesson for that in new projects that are planning study tours because that individuals picked very much on merit, and dynamic. The ministry of higher education really started moving. The Ministry of Higher Education has the explicit support of the President of Senegal and things are really happening.

The other projects that the economic growth bureau, USAID Senegal supports are helping transform agriculture in Senegal. So, if the AET system were left out and even if some of the individual institutions were left out, we would have very little hope of relating that change to the students of these institutions. I would like to think of the ERA project not as a little side project of Feed the Future but is actually a very good model that USAID Senegal has and was in good luck. This window of opportunity when higher education was squarely within the parameters of FTF that allowed that to happen. That might be part of planning for good luck at other institutions.

The question of what level of system we were working in, you are a resource economist, I came into this not as an education researcher, I did not work that much in education except

through these steps my career I started out studying insect behavior. It was not even agriculture, they were not even insect that attacked plants or plants that people cared about. But you have these lucky steps and diversions I suppose. I see things more in systems without maybe even thinking about it. What that system is, it's important to consider. The InnovATE project is entirely confined with the scope of AET system. But AET system fits within the agriculture sector and it plays a role in the ag sector and in FTF programming. The recommendations and lessons that emerge from this that come back to USAID are going to be for USAID missions within the FTF corral and outside of that. We do have to think about how an AET project can be justified within FTF. Keith pointed out the local system framework, to be able to speak the right language to show the value of these kind of investments.

Jim Simon: I will come in again with a slightly different perspective because you had great questions. Rather than jumping on answering on those I was hoping that if we could get few minutes to talk about EHELD and then we could go back to the questions of luck although, in our own research whether it is luck or opportunity is something to always consider. Having the vision to be able to understand where opportunity is and having the right people, you may later call it luck but in reality luck is only there if people have the opportunity and wisdom to understand what that means.

In EHELD, it was a much prescribed program by USAID. They did a needs assessment, they realized that the country [Liberia] was coming out of post war conflict, the country was non-functional, there was some individual corporations that were doing very good both during and after the war like rubber, oil palm and things like that. The major agricultural exports were from international companies. From the Liberian society as a whole, massive unemployment, hunger, illiteracy, the educational structure collapsed and as a social contract, the President of the University of Liberia wanted to get people off the street and allowed 90% of incoming students of University of Liberia who could not pass the matriculation examinations to be admitted with over 4000 students wanted to become engineers who could not read or write. So there was massive disconnect between the reality of rebuilding of an institution of higher education with a loss of the education and the teachers both due to death and movement out of the country. Some of them were coming back from the refugee camps some moved to the states particularly due to that unique relationship between Liberia and United States with a Liberian community. The USAID realized that they could not just rebuild the entire educational system from the elementary school to way up which is needed by the way and they do fund programs in that to support adult literacy. But, they really had to be very creative to try to tie in students that would be emerging, do they have the requisite skills to be hired? So, if you look at that and look at the agricultural frame work, agricultural personnel have been brought in from other countries, from neighboring West Africa, to fulfill jobs in the universities that if they had programs that were functioning in agriculture and outreach they could be hiring Liberians. So there was a prescribed project. They wanted there to be a rebuilding the role of the entrepreneur, the spirit and leadership that Liberia was always noted for prior to the war. They identified two schools. One is the main national university. Rather than focusing on agriculture there they only focused on engineering there. They identified a private school, Cuttington University, it was the oldest private school in West Africa. It was very successful and located next to the National Agricultural Research institution in terms of looking at connections between both a university and a national research which contributed teachers. They had most of the faculty that only had undergraduates, undergraduate degrees using notes you know the sarcastic expression from the

1800s those yellow faded notes. There was no internet, no power. When you talk about rebuilding a university, it is not only rebuilding the faculty but really restoring hope and dignity and trying to provide a situation that lead to some degree of transparency because in chaos, you asked us to be straight forward, there are certain groups of people that really like chaos because they benefit from chaos and from things which are not transparent, non-accountability and non-governance things like that. After 14 years of really sad stories, not comparative to another country but within the Liberian context, there were unusual things afloat at the university that needed to be changed in order to rebuild it to get it to be at functional stage. Our program, again lead by RTI because I have a big background in education and in concert with North Carolina State University and Rutgers University and a lot of different partners, sought to try to rebuild a college which is now known as a the College of Agriculture and Sustainable Development by using a participatory approach, but now taught by Keith it should be called a negotiable approach, which probably is really true but we don't think of it in that way. The common tenants or pillars that were really important are trust and engagement. The original model that was put on the ground at day 1 for EHELD was not the best because it did not, in my view as an academic and that's why I think academic programs connecting to another academic institution should be run or lead by academic that have kind of the same esprit de corps. In retrospect, the engagement initially was not an equal partnership. The universities had the feeling that they were being a beneficiary and client if you will but not a partner. That's a big difference. Isn't that? It's not the amount of money that comes into a program it's how money gets spent, how they get allocated and who are the decision makers who identify where those moneys should be spent? Without initial ongoing engagement, true engagement, not on paper, not to make USAID happy and I am not suggesting that something was done incorrectly, but I think it could have been done better as a model that's goes forward. That there needs to be in future programs, stronger, full participation by the participating host country institutions in concert with the National Research Institutions and the government. Sometimes democracy is not easy. Sometimes it's really frustrating, it takes a long time but, it is the best way to get to sustainability and the long term buy in. Our skills and expertise can be utilized in what we do the best and we allow the rising and emergence of these champions as natural talent.

At EHELD, there was buy- in we always complained that there needs to be more buy-in from the national government but the truth is I don't have any faith that a national government can end up putting money in particular colleges. But I do have faith in working with a National or regional college or university. They themselves have their own budget. Their budgets can be made to be committed to that university towards sustainability. I am using certain terms Keith told me on purpose to create controversy and discussion ok?

The point is there was 10 faculty members in the College of Agriculture initially. At the end of EHELD there will be 20. Now, that is doubling of faculty. Now we tripled the number of students. That's the different issue. But the idea is that we would take the money and provide scholarships purposely to United States to gain that experience, many to West Africa to gain other experiences for longer term closer connections for their long term sustainability, student exchanges, faculty exchange, having a couple of different models because it is not any one model in my view that every works per se and you need different avenue streams because you are looking for long term funding, connections, education, research and training. The universities accepted that. That is we would not provide funding unless the university promised to hire them as a full time faculty upon their successful completion. This is kind of cool isn't it? So, right now

we have doubled the faculty, and teaching assistants. We complained that they don't give enough energy and fuel and we want everything to go solar at Cuttington in order to make sure that the College of Agriculture and Sustainable Development has their own budget. An independence of financial crisis it seems to be always occurring and is larger than what USAID or we can do. They need to be financial or energy somewhat self-supportive. In those areas where solar or wind power or hydro power can be utilized. It could also be utilized in the training of the next generation of students in mechanization which we are now doing, and it could be done in a way to reduce the energy cost if you really want to look at sustainability and future opportunity so we are proud about that. When we went into it there was no classrooms. It's kind of hard to teach if there is no classroom, not really too hard because we learned under the trees, little huts, we learn here and there but we are trying to give them opportunities to learn in a stronger foundational way. It is good to provide an environment a spatial environment, bathrooms, one for women and one for men, and not one total. Small things go a long way to give the confidence and security to the students at the universities. Right now, there are classrooms, research laboratories, setting them up making it functional and keeping them functional. That's always a challenge. Which of you that have ever supported your own research program at your respective universities find your university comes back and gives you money to buy new equipment and remodel. There has to always be some issue towards sustainability. To that we as agricultural scientists or biologists or systems managers have to try to bring in both private and public sector partnerships from the outset and develop very creative ways of generating funds and resources, don't compromise integrity of what we are doing academically but offer opportunity for the African students or the Asian students or what every students that we are talking about sub-Saharan Africa in particularly here because that is where Liberia is, opportunities for faculty to generate some of the salaries because if you are looking at motivation and incentives it could be both religious, spiritual, altruism but sometimes it's nothing like, I have never seen a faculty member give back money. They always seem to work. I have never seen a student say, I have too much money I don't need the scholarship. So, the point is to create opportunities in which funds come in because this way that then could be used to generate more monies relative to the budget of central university and administration. Coming up with very creative sustainable fees for service, contracts, awards because right now when we first started there was a lot of money coming to Liberia. Everyone wanted to dump money in Liberia but no body trusted giving money to University of Liberia or to Cuttington University. Not only because of lack of fiscal management of policies and accountability, but also because they had no concept that there were faculty members or students that can do the work. There was no farm, no experiment, and no research. So, those major universities were bypassed. Now at the end of the five years, we hope that they won't be bypassed and they will be considered participants or players. This is where USAID and we as a policy can do it. I'm part of the innovation lab that was talked about, I run the African horticulture nutrition program and the regional innovation lab and stuff. You can actually have AID or you can have members forgetting about AID. You could actually try to make deals with the Ministry of Agriculture and National Government for them to say, "Hey you want to come in to our country? You work with these universities." You work with them, and you don't bypass and start your own different structure. That is an NGO, private firms they can work collaboratively with these universities that lead to their sustainable strength, resources and funding and as areas of expertise. When you look at the concept of local solutions it sounds great but if there is no local expertise for a particular problem, we don't have a local solution. For local solutions, for local reasons and for local my counterparts that if that expertise does not exist then

you bring it in. it may not exist at that university but may exist in other university in that country. But solutions have to come from science, knowledge and reality. You have to cement those gaps and fulfill a foundation for moving forward. Ownership, buy in, trust, transformation to creation of relevant, appropriate facilities that allow the training and ensuring that the private and the public sector are on the advisory council and board to make sure that they are happy with the new revised curriculum and they promise to actually take X number of interns and hire them rather than hiring from outside. If we do that together that really goes a long way. Then you can show an excellent rate of return of USAID investment because after all without any of these types of USAID jumpstart investments there would not be that type of transformation that would be that kind of hope and people go into what I called and I know that this is politically incorrect, that cultural inertia like, "Hey nothing has happened in the last 20 years, I always get promises, why should I bother changing the way I think or do things now?" That type of change that mental change, that paradigm change by the part of the administration and the faculty and the leadership within institutions that's what you're really after and that's where the luck comes in I believe, that's where the identification of the right champions come in.

Angela: At this point I think you can have a conversation among yourselves. So if anybody have any response to each other's comments? Then we will take it out to the audience.

Mike: I have one comment, planning for luck and so on, probably for post conflict countries you want to plan for bad luck as we have found out in South Sudan. I'm sure Jim and Father Mike will agree with that. We wish we would have had perhaps better mechanisms to extract our people who were caught in Dec 15, 2013 in the start of the civil war there. Or the restart of the civil war I guess. One of the main ways that you plan for bad luck is to really build strong partnerships and trust with your partners because they are the ones who provide local intelligence and knowledge and can help you when things get rough.

David: Larry raised the question of luck versus design and Emily Dickinson in one of her wonderful poems, it's a poem about fortune favoring those who are prepared. We all have a sense of the fact that there is a lot of randomness in the world and yet somehow one can shape various processes if one is prepared. But the question is what kind of preparation? Here is where project planning faces a huge challenge. Despite the fact that the linear rational model of planning has been well used we often think that we have moved beyond that and yet if you look at the need for budgets, work plan, indicators and accountability, there is still an enormous amount of linearity in planning. So, how does one really prepare then because part of dealing with the luck or the fortune and the randomness is the resilience to cope with what might be coming down the pipe that we cannot really see today and yet we can predict the type of thing that will be coming along? One of the things that we have done in i-Agri has worked.

Well, there are two things that we have done in our model of change and in our dynamic learning. I already mentioned this study tour which has been extremely important, and we have seen that as a kind of thought experiment. You go and visit and if it is well planned and if you are ruminating at the end of everyday as a group and if you are processing it at the end of the study tour, it's a kind of thought experiment. What if we did that in the institution that we were focused on?

The other thing that we have done which has been a major focus for us is organizational experiments. What we did there was early on in the project we set up a process whereby if a problem arose and we could identify a group of people within the university that cared about it.

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We formed an informal group and we made a conscious distinction between formal systems and informal systems. Our theory of change is that you can seldom change formal systems by working only within the formal system because the formal system will resist change. So, we used the informal system to create a group where everyone has their foot in the formal system and you have to inform people in the formal system the whole way up to the top, otherwise it will be seen as a threat. But we go through three steps with that group. The first step is 'conversations that matter'. It is a conversation with a group that ends up identifying what's going to be done, who is going to do it and when is it going to be done. The second step then is that group engages in the search for ways that work. This is basically the experiment. This is the organizational experiment. This is a pilot that this group undertakes to try to address a problem. But if it stops at that stage it's only a pilot and you have not done any systemic transformation. So the third step is really the step where you must end, or you at least in my view you failed, and that is implementing the change that sustains. So out of that experiment then, what has been learned by this group of individuals so that you can go in and you can actually change the formal system? We have done that, we have helped Sokoine University of Agriculture engage in twenty organizational experiments at all levels from the bottom to the top and in the middle as well. The stat lab that Van Crowder mentioned, the English language program, the classroom services units, all of these were examples of organizational change that have actually ended up having an impact on the formal system.

It's about preparing so that you can steer luck in the good direction, but it can't be a fixed linear kind of thing and it has to be building resilience. Changing mind sets is the most important step. That's even more important than the actual change itself. As the experiment then goes on, and as people within the institution change the formal system to get that particular initiative in place, that process changes mind sets of people which then makes future changes easier.

Jim: Quick comments to that. It's a great idea. We did not have the savviness to call it that by the way. I liked the way it is termed. But what we tried to do is we realized that there was going to be organizational resistance to change. We kind of get used to doing what we wanted to do but in Liberia at both Cuttington and at the University of Liberia there were no functional libraries anymore. We had students without internet, they also had no money for computers. Nobody had cellphones to download and use the information. There was not easy access to information. The only information we had was what was left from years and years ago from all those few things that was left over. So, we opened up what we called library and media rooms or resource rooms. Initially as long as the Liberians didn't feel threatened that there was not going to be a new library they were really happy. Now we have library or resource rooms that function as a local library within the colleges itself. They have thousands of books that relate to the curriculum by the way, very relevant stuff and tutorial stuff for those that needed additional learning experiences. It's connected to the internet if and when there ever is like using the Cornell-based electronic library and other things. Now, the universities has got behind these, now we got these. Now we need more librarians. Can you train more librarians? Now we have two new librarians. There is only a few in the whole country by the way in Liberia. One is at Cuttington with a masters' and one is now at University of Liberia. All came through using an informal system to try to modify the formal system. David you explained this better. I was just supporting exactly what you said and it could be done in a bigger way or smaller way in different example that one uses. But it can work.

Larry: I saw David looking over my notes before he responded. So I will take the next opportunity. I hope what he saw when he looked over there is that I wrote last night i-AGRI, institutional experiments with one institution. I think it is fascinating, Keith would come back from Tanzania and talk about this approach you had with institutional experiments and when Van came back. You were able to test the waters despite the constraints of a single institution and the risk of working with people that may be themselves be barriers. So, it is impressive the way you were able to design within what could be consider constraints a way to focus or in fact un-focus to spread the bets a little bit, determine what might be working well and then focus the resources there.

In the ERA project, because we had multiple institutions as a part of the group, our challenge was to bring them together to talk about or to work on particular elements for example, Ozzie Abaye was very early on not initially, not intentionally another bit a good luck ended up working a lot with syllabus development. I don't think that we even realized that the syllabus that there wasn't a tradition of syllabi at least not a process of updating syllabi and that is essential to improving and modifying the course content and ultimately the structure of a curriculum. We were able to hold National level workshops, and regional level workshops with multiple institutions regarding syllabus development. Members of multiple departments sort of filter out those who were going to participate sometimes really engaging those that resisted because those who initially resisted sometimes become the biggest proponents and the best multiplier within an institution trying to expand the ability of agriculture faculty members to do distance learning when there is very little capacity within agricultural departments in all these different universities and technical schools. But there is whole lot of capacity in distance learning. It's just not in the agriculture department. Bring those groups together and bringing people together from other institutions who have few opportunities to meet each other but have a lot in common. And that is probably one of the biggest synergies that the system approach or multi-institutional approach was able to accomplish.

Michael: I guess I am just a bit in awe because the context of Timor was at the time the country had no libraries in the whole country. Books were considered precious and never to be checked out of a library. So, the dealing with that contextual and the change of what I was dealing is interesting. The day to day challenges were the same. But they were at a level of do the students have food? Is there running water at the school? Electricity was nice to have, yet we were putting in place institutional changes that were put in a work lab where it would require power but there was no money to pay for the power or no power generated in the area. The context was different and so I am bit in awe. But the theories are that's my point.

Angela: Thank you. Are we ready to open it up to the audience? Anybody else have anything that you would like to say to each other?

Larry: Yes. I forgot.

David: I was trying to read Larry's second point.

Larry: O yes, I do remember now. Somebody said that all these projects, we can do it differently. We would plan them differently. But they all start out with pretty good plans and so I don't think anyone here is pessimistic that we can't do this. We are doing this and that's why we are here. We are sharing successes. But we also can't come back to USAID and say well, whatever you plan is not going to be the right plan. I think that's the challenge that we are left

with. Acknowledging that we have to be adaptable. But I don't know what the i-AGRI plan was originally by USAID and the one from Senegal was really good. Whatever resulted in the Agriculture Education and Market Improvement Project (AEMIP) in Guinea there was a reason for it. It was not probably well thought out even if it was over ambitious or underfunded or has too little time. Those are separate issues in a way. I am asking how we can convey the optimism that we have over all for the kind of working we are doing and still accept the possibilities that whatever plan we are going to come up with is going to have to be changed. We don't want to discourage missions by telling them, "You are not going to come up with something that the country needs." We actually have a lot of experience in how this has worked well in very different contexts.

Jim: But sometimes I wonder if you need to worry about that so much. The truth is it goes through a very hard technical review, financial review and then the AID in general is pretty tough on making sure that whoever gets the award, you bring your partners and everybody sits around the table and then you ask the questions, "Ok now that you got the award, what are you really going to do?" We have that built in flexibility recognition that there is change. The relationship of how you contract out and how you formulate core team and your partnerships and the local partners are really the key issue that needs to get done and re-question right away rather than thinking ahead of five-year plan now. That's a difference between a grant and a cooperative agreement. I understand why a grant can be more functional and easier because I get a lot of NIH grant so I get USDA grants all the time. There is no accountability. It's great. At the end of 3 or 4 or 5 years I came back and tell them what I have done. Having these annual reviews takes a lot of time, lot of costs, it could create conflict, and it does in many cases if you really want to be honest around the table. Everyone has a different vision, you have to come together to realize that you are on one ship and you are going to swim and sink together. Hopefully you are going to sail together. There are ways in which the accountability and then need for participation from the funder is different than just getting the grant and coming back 5 years down the road. So, you do need and I think you built in that flexibility initially with annual work plans. We have that the key issue is to make sure that the successes are well known and that we find issues that are not working, be it on our own making, be it in environment. In the middle of our program we had this Ebola crisis. Everything is different. I am not saying one civil war, one emergency crisis is different than other but unexpected things happen. I think it is the resiliency that both of USAID and of the project people and partners themselves really give the character of what happens is how you grow from a crisis to move ahead. So, I would suggest that there is built in flexibility.

David: I find it interesting that at least in Tanzania there is tremendous demand for building up the AET institutions. It was the Ministry of Agriculture that asked for this that's why the mission took it seriously. When my AOR meets with the prime minister's office representative and discusses the Feed the Future projects there. He says every time the prime minister's office wants to discuss these project that focus on farmer level production and has some questions about whether or not the approach is good, but when it comes to i-Agri, he says that we don't even need to discuss this one. We know the value of this long term education and yet who is it that questions the value of this. It is our own political process in the US where the Congress the USAID as an agency feel the need to be able to say that X number of households had poverty reduced and so on.

There is a lot of emphasis today on value chains which I personal think is a very useful focus, but the way in which it is often articulated or implemented is a very narrow focus and is

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very much on here and now, and is very much what's happening this year. The focus on the whole food system is nothing new. There is the 2016 particular way in which we talk about it. We talk about value chains. But at the end of the day if you are not improving something that is very tangible and very much in need for the host countries like food security then who is going to invest in universities? Both donors or host governments or foundations or whatever the source of the funding might be.

The AET institutions have a longevity and with the current emphasis on value chains, our challenge is to help AET institutions step forward and actually address those issues as a whole as well as break it down to parts and bringing in the temporal dimension as well. It's not just about food for today, USAID's signature program Feed the Future is feeding the future. It is not feeding today and if you look at the lot of investment it says no it is all about feeding today. It is about feeding the future. So, AET institutions have a long life. They are permanent institutions and in many ways can be helping to address the gaps on skills on technology on the transfer of the development technology and the transfer of technology better than probably any other category of institutions out there.

Mike B.: I wanted to say a little bit more about the grant verses co-operative agreement. I don't think anyone will suggest that a grant would have no accountability. That's very important. But the marginal cost of the additional management burden has taken over many resources that could go very profitability to the program areas. I realize and have sympathy with USAID if any bad press could be an existential threat sometimes it seems. It is important that we get together and agree on strategy for implementing a project. Design and implement is not something outrageous that AID has never done. Of course they used to do that a lot. You can hit a moving target. A grant will allow you to do that. Even an annual work plan is a long term document. Many times it's really not even approved during the course of the year and the funding is associated with it. It's not approved until you are well into the next year. Then more or less you are stuck. I don't think it has to be that way. That's my point.

Angela: Time for the audience to join in.

Gary Alex: One question on the different projects. From the discussion, there is a lot of discussion on managing resources, building buildings or equipping programs or study tours or having policy discussions that matter. You are all the external implementers or implementer for program. To what extent have you used your project staff or project staff been involved in direct teaching so that they get perhaps more credibility and insights into how the educational programs are working or not working? Has that been important to the programs? Has it been a major element of your approach?

Larry: I can quickly answer to that. None of our Senegalese program staff do any teaching in any academic institutions but they're involved in the coordination, organization and sometimes the training activity itself of workshops and symposia and training events.

Jim: In under the EHELD program we have an agricultural liaison who teaches up at Cuttington we have an engineering liaison who teaches at the University of Liberia and those were done to both garner greater trust with each respective institution to make sure that the implementing partners were greater integrated to a greater extent other programs may not need that. Ours really needed that so it was important component of it.

Michael Parr: In Timor we actually, it changed over the course of the program, but we actually employed teachers to implement an over lay of a next year post-secondary school because it did not exist. That proved a bit controversial and we changed in later stages. So we found a mechanism to fund and select teachers from a system to uplift.

Mike: In RHEA, there was some limited longer term teaching responsibilities. One of the faculty from Washington State who we went over for a period of time. The Virginia Tech educators were more involved in training and workshops and those types of things which are very valuable. That's one of the weaknesses of some of these project is that we need the commitment of the universities to get sabbatical faculty involved in these projects. That would certainly help the resource situation of the projects and will also give them a very value experience of longer term working internationally.

David: Gary it was same in i-Agri. We did not have anybody that we have placed for longer term say semester length teaching. But, a lot of faculty members from our six consortium universities. We are a consortium of 6 land grant universities lead by Ohio State and then 5 others to put on workshops on a variety of technical, academic and soft skills.

Father Mike: I have a question that is related to grants. I had a co-operative agreement with the RHEA project with Virginia Tech when the country break down in the conflict. It was like the end of the third year of the formal implementation. The USAID/State Department, immediately cut all that assistance for development education, shifted a good part of that budget to humanitarian assistance. If there could be a mechanism, now that was a conflict situation, but that hurt us pretty well and it still does. But, had it been some possibility of a continuation of that contract because then it was also needed across the higher level of education. We have been able through other funding to continue with the teaching program and the foreign national university two were destroyed because the towns were destroyed. The other two continued with great difficult with the interruption because of the salary payments or sometimes conflict within the student groups. So they had to close it. But had there been some continuity, or continuing funding, it would have been a great help. That is a higher level decision. I understand that. But something could be done and I will come back to USAID and maybe the State department. It is because sometimes when they are cut off like that the local partner is in a great difficulty within to try to continue or scramble or to do the best they can with what is left over.

Larry: I would like to say that it is a very interesting comment because it is taking a bad situational crisis and making it worse. I can understand how the South Sudan mission has a limited budget and does not have the ability to reach beyond that if there were supplemental funds for emergencies that allowed the normal development program to continue that would avoid taking an even greater hit.

Mike Bertelsen: I was just going to say that certainly it left our partners in the University of Juba the Catholic University in the lurch. Father Mike, you are much better able to deal with that situation but it is still hurt a great deal and we realize that. Virginia Tech also got stung by that and that's one of the reasons why I don't think that the cooperative agreement is up to its promise. There is an implicit promise of partnership there which does not apparently translate into the risk. University of Juba had substantial amount of money that we were not being able to recuperate because despite the force majeure we were not able to close down the project normally. We could not send our people back in to do that. As a result there were a large number of receipts that were never recuperated and consequently we could not get that money from the

cooperative agreement and so Virginia Tech ate it. We wanted to get the job done and we wanted to advance more because of the particular issues involved in getting money on the ground and get to work for you and in South Sudan. So we were in for quite a bit.

Jim Foreman: 100 thousand dollars and the eventual write off was an excess of 30.

Mike: This has been a bitter pill. I was in the process of retiring when this happened and we had to work with HED which had no reason to be there anyway. But, we tried to approach the ombudsman man for the USAID and I never got response at all. So we just got stuck with it.

Jim Foreman: We did have a local hire. She was able to process some receipt before she was intimidated and threatened and she left. Even in that context I thought that by advancing a 100,000 writing off 30,000 there would be some ability to charge that to the project but there was none.

Mike: Well the mission was certainly considering and using force majeure to compensate others in South Sudan when this happened. As irritating as it is to Virginia Tech, it was needed and something that we could absorb and we did. Our partners unfortunately were left in the lurch.

Bill Bradley: I have a question. I want to bring it back to the comment about Feed the present verses FTF. I wanted to say that it is really an either or kind of a situation. Can we be getting results in small holders field while we build institutional and human capacity and what would be the best formula to say that we would be able to do both of that at the same time? The other question is how do we institutionalize and build local institutions.

Dave: I would try to address that immediately. It's a complex question that I think where we have ended up is an awareness that I wish we have had more strongly at the beginning. It is essential to link all activities to stakeholder needs. If one is linking the activities to stakeholder needs then it's not very difficult to meet your indicators and the indicators that feed the future is using are our intermediate results. I think of them as short term results. But some of them are intermediate they certainly are not long term. But if one is engaged with the stakeholders and you can meet the needs of the results framework and at the same time you can articulate the story of why it's important to be engaging at the longer term capacity building. I hope USAID is headed. I was at BFS last week and I left there encouraged that it certainly seemed as though the agency is interested in developing indicators of longer term investment. There are lots of problems. I think we have to accept that we are not going to be able to have as or what should I say, it is somehow less scientific, we can't actually measure the future. It can be done and it really needs to be done. We have handled this in i-AGRI by coming up with our own set of institutional transformation indicators. They are related to our three steps that I outlined. The conversations that matters, the search for ways to work and implementing changes that sustain. We have actually broken it down into 12 different steps. So what we can document is the process that we go through to reach both institutional sustainability and financial sustainability. It is really more organizational sustainability in terms of motivation being built into the formal system and so on and the also the sustainability. But I think it will help enormously when USAID has some really good indictors of longer term change. But even if that's there we still have to link to the stakeholders at every step along the way both in terms of what can be measured now as well, the short term and long term impact.

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Dave Hansen: I wanted to bring our conversations back to something which is more conceptual. We have been talking about trust as being very important. We have been talking about engaging the local institution in the planning process to make sure that they feel that they are involved. If you go back and of course I am probably the most experienced in the room right? I can really go way back. Back in the title 12 year, USAID evolved what I thought was a very effective way of contracting. I was called the collaborative assistance mode. Under this mode they work with grants. What they did was, initially they sought out institutions that might be interested in working with a partner institution or multiple institutions over sees, they said write us a proposal. How would you do this? Therefore there was a kind of a prescreening here and an institution was selected to work with the host country institution and the AID mission collaboratively to come up with a project. The host institution was engaged from the very beginning. You did have the trust being developed. I do think that maybe some of the problems that emerged from this is the fact that when you look at the criteria that was used to select institutions I mean that had to do with prior experience with the home country institution, it had to do with prior experience of doing this type of work, it had to do in large measure with capacity of that institution. So therefore at least here among our institutions maybe a number of institutions felt that there wasn't a level playing field in the selection of the institution. So that may have been one of the problems that involved there. Mike, I would like to go back to HED because I was involved in African US Higher education initiative and how that all got started. Maybe the implementation of that was not the best, but the way we developed this was we initially went out for proposals and then based upon those proposals we selected institutions and said, "Ok we are going to give you a planning grant and we want you to go out with your host institution and develop the project that you would like to develop collaboratively. I think that kind of reflected this way of acting. My question now is not only to the panel but also to the AID colleagues here is, is this possible today? All institutions have evolved, have become more complex and is that kind of framework for the development of this these types of AET project still possible?

Michael Parr: I don't know in educational systems development, but USAID is used in all the innovation programming where they develop conceptual and funds part of it and it's called BIPM(not sure) and it is used to develop innovation programs from the concept to and then there is some cogeneration of the idea. It's been used quite frequently.

Larry: I was just going to suggest we throw that question out to you in USAID particularly. Clara from Bureau of Food Security or Ronit if they have opinions on that?

Clara: Certainly we have new mechanism of bringing partners to the table for example the global development alliance which allows room for partners to co-create. While the majority of our awards are competitive, there is now space for co-creation also the broader agencies announcement the BAAs or other mechanisms that exists. Other people chime in here.

Peter Trenchard: I have to admit that I am a little perplexed that the thought something like that does not exist nowadays. I would say even if with the traditional RFA for cooperative agreement we are looking for that type of engagement. Nowadays all of our assistance is really in support of local institutions and entities and what we do is we try and figure out how assistance can be brought in and how people are going to be partnering with them. There is a huge array of different mechanisms that we have at our disposal at USAID. Sometimes we do get stuck on using certain ones because they are easier or it's the way we do it. We use to have non-project assistance which was big in the past. That was a great tool to get assistance to governments to

incorporate some really difficult policy changes. We do that very rarely now a days, but those tools still exist. Ultimately, I think everything, whether it is a cooperative agreement or grant, what we are really looking at for any well designed project is how the local entity is engaged. This whole focus on local solutions from government to government I think is turning that whole concept on its head where we are putting them in a driver's seat and often using their ideas and their own resources that we assist with and then having others partners with them but not dictating with them on how they are going to spend their money. We set that up both in Senegal and Ghana where we funded a local institution directly but also through a cooperative agreement fund to someone else that could provide additional assistance to.

David: I just what to respond to what you said Peter. I think there is at least in principal flexibility but one of the things that I think really works against the involvement of local partners and development in the generation of ideas is the short time frame for responding. We had 30 days and that included Christmas, New Year of 2010, 2011. Though we had worked with Sokoine University of Agriculture in the Ministry of Agriculture which is our second Tanzania stakeholder. We had worked with them before. We simply did not have the time to hop on a plane and go over there. I mean of course they have busy schedules and it was the holiday season and all of that. So if we were really serious, if USAID is really serious about local involvement then that time frame has got to change.

The consequence was, this was a huge factor in i-AGRI in building trust for the first six months we had to fight the fact that I showed up with Mark my co-PI from Ohio State University on Campus in March of 2011 and meet with top administrators and said, "Oh, Ohio State is being given this grant." They said, "What? We have never been informed of this." You could imagine that this was really an offense. We spent 6 months. In fact, there was one of the top official that simply had to retire. He never got over it. He was there for 2.5 years of our project. He never got over that fact. Most of us we got over it but it literally took us 6 months and it was mainly because they felt that they have not been engaged.

Jim: The mechanisms that I am familiar with are the associate with leaders' awards. Ok now it sounds great all these things that USAID comes up with. Then I go on the Peters Office in Senegal and I am having a joke because we know each other, and he has never heard of it before. The question is are all these facilities and arrangements really well known and are they desirable to use by regional and our mission country offices? It is a big question. We know that most region missions are expecting to give out x numbers of contracts and when there is more, the more paper work the more difficult it is. So the associate with leader awards were created to minimize the paper work if there is open mindedness to it and of course of the funds exist for but that would allow a non-competitive approach for specific work when there is a leader award in that country to move into education or say agricultural development. I have had a couple of GDAs' that always seems to be more ag development. I have never seen that instrument used for curriculum institution building. It can because it's the judicious wisdom of the person in charge of that money within that mission if there is flexible money. If there is public and private sector criteria that can be met because there is one to one matches. So those are really quick issues that I want to raise.

Bill: I was just going to mention to the leaders with associates mechanisms, we are doing associate awards in two countries now. We have a very collaborative culture between us and the leaders and it is very positive and constructive thing. I am a bit perplexed why we don't have

these I mean this instruments already exist and we need to use them in a proper way and we can draw on the experience of our partners.

Father Mike: Just to mention that this is the time frame of program or a project. I was at the University of Dar es Salaam in the middle 70s from 76 to 81. There the fashionable thing was the RIDP programs. The Regional Integrated Development Programs. Some of you may have been involved in that. I was a bit involved in some of that. They have the one World Bank project out in Kigoma side. It was a very good project. After 3 years it was beginning to shut down because they could not match the indicators at World Bank. US government is about the same on some of that. What they are doing in terms of developing schools, they were importing benches from Dar es Salaam which probably were made in Dubai or somewhere. Transporting those across the Lake Tanganyika. They should have been starting after 3 years or developing local crafts men to develop those benches and so on but they were beginning to shut down because they were not meeting the criteria for funding mechanism and it cuts across and part of it relates to what many have said.

Angela: Keith has a comment before we go to lunch.

Keith Moore: I just like to quickly summarize. There were two points that I picked up that you all seemed to use different words for. The word 'luck' that we used and I agree that luck is not the right word, opportunity is the word. You talked about it in various ways identifying opportunities. I think the bigger thing that we are trying to do here is think about the process of designing these projects. How do you design projects to better identify and respond to opportunities that move you towards your project objectives and goals that may or may not be on some indicator list because we do have to get the indicator list first and that does bind up our resources and time? But it's identifying opportunities across the board with all of you which is very important. Some of those opportunities are very simple ones like cleaning up the class room. We had a project in Ukraine. We went to this university and it was the most depressing place to go in the world. The walls were dirty and gray, there was trash all over the place. We talked with the faculty and some students. Nobody was happy and it was a really miserable experience. We came back a year later after a new rector had come in. He painted all the walls and the attitude of everyone in the university changed. It's these little things that change our mind set but these mind set goes to morale and incentives. You don't have to pay people just to make them happier and work harder. There are other things that are incentives I think that we need to think about how do we design for those things and then tell good stories about it and not have a quantitative indicator.

Ipolito: Thank you so much. It is a great opportunity for me to be here and also my question is to the panelist for all of you. Based on your experience that you have implemented various program in several countries, in several institutions even in public institution or private institution, my question is how about sustainability based on your experience. Because sometimes there is a limitation of resource that the government of the institution have as a constraint. So how about the sustainability after end of the program?

Larry: Ideally, a project which is sufficiently long term will have institutional capacity building for financial management and project management so that ideally, before the end of the project but at lease after, the institutions are capable of competing for funds themselves and that's been a very difficult part of the ERA project. It is one of the entire components of the project. But helping institutions to get to that level of competence of managing their funds and managing

project activities through what will be normal USAID mechanism is very challenging. I think that is an important element of almost any project to support future sustainability.

Jim: I will just make a comment on EHELD because you asked can we say it is sustainable. Each of our programs had respective sustainability plans and EHELD we are in 5 and a half of 7 years. We got 2 additional years with additional funding. We are confident that it will be sustainable with the universities being able to maintain the increase at the faculty level. We don't know because we are not there yet as to whether or not they will be able to maintain all the other aspects of sustainability parts of it because the program is not yet done. So it is a great question to ask, it's something that has been on our minds, but we don't have any data to tell you that it is going to be successful or not except for optimism that a large part of it will be. But if there is an energy crisis in Liberia, and there is no fuel and the fuel truck comes up once a month to Cuttington we know that those classrooms are not going to get the electricity, the poultry houses are not going to get the fuel and the type of scheduling of crops and scheduling of animals is going to be seemingly related to more the presidential banquet at the beginning of the year than the students dining room needs across the year. I say that part jokingly by the way. So those are really good key questions. But that's a question you have to come out and do post project survey a couple of years later as well as make sure that our project is going on and there is still a honeymoon period the universities written commitments to do X Y and Z and then hopefully they will do that. At least that's the EHELD experience. You could comment more later.

David: I agree with Larry that it has to do with organizational sustainability which means is the activity embedded in the formal system of the university so that we know what's going to be done, who is going to do it and is there accountability? That is the organizational sustainability part of it. Financial sustainability part of it is closely linked with that. Is it within the budget of the institution either the regular budget or some other source besides the project funding? But what I would add to that is getting to these two kinds of sustainability is about the path of the activity and it is about the end result at the time of the transition. The path really matters, the process matters. If people within the institutions have not been engaged, this is where the conversations that matter, the search for ways that work have to be embedded within the institution and it can be within the informal part of the institution. It often needs to be there for new solutions to emerge but then within the institution itself needs to make that transition over to the formal structure of the institution.

Institutional Transformation Experiences Session 2 -   Host Country Counterparts

Panel: **Ipolito Da Costa, Kandioura Noba, Father Mike Schultheis, and Daniel Yahba**

Moderator: **Irene Annor-Frempong**

Angela: At the Forum for Agricultural Research in Africa, you might know this as FARA, with FARA she has lead the development and coordination of continent wide programs including Strengthening the Capacity of Agricultural Research and Development for Africa, SCARDA, universities, business research and agricultural innovation UNIBRAIN and the Africa Capital for Science Technology and ag entrepreneurship for food security. An animal scientist, she has over twenty years of rich and wide experience as a research scientist, research manager and educationist. She is a technical committee member of the Regional Universities Forum for

Capacity Building in Agriculture, the RUFORUM. She is leading the development and the operationalization of the continental framework on science agenda for agriculture in Africa, SAAA. We are very happy to have her with us today. I do want to let you know that I have a copy of the book with the chapter written by Dr. Irene Annor-Frempong

Irene: Thank you very much Angela. This is very kind of you. Thank you all for wonderful happy birthday song. I feel blessed. Thank you so much. I kept saying to myself, "My goodness, there is so much that we know already." I do agree that if we put all our experiences together of nearly a 1000 years, actually I am the average 27, we do know quite a lot and yet we still have a lot to do to be able to move in the transformative agenda. When I was listening to Peter's presentation this morning as well as also Jim.

Really I was telling him I was just nodding and nodding and nodding and I just could not stop nodding. From my experience we agree on many areas that he had put across. One of the areas that got me into thinking seriously about institutional development was my experience as a livestock scientist in the university. I had the consultancy to lead the ministry of agricultural staff on a DFID two-year project looking at how livestock actually plays out in the rural setting. For those two years when we went to the rural communities and shared and understood what the issues were and really what the ministries ought to be thinking about to resolve issues of poverty and driving the national agenda, I remember asking myself how we make this happen. We must change completely what we are doing. I just went with a team of 15 ministry staff. How do we get that change to happen? Because I am going back to my university and they are going back to the ministry. How do we just make that happen? Fortunately, we had the DFID requesting for a follow on and so we made a proposal to stimulate change. All we did was to say look, the ministry staff may have been a part but just 15 of them may have been part of this experience and there is no way that they are going to make any change, start at all or make any change happen at the institutional level. What we did from the university stand point is just to come up with the program called Livestock System Management. I was targeting directly the ministry staff. I was actually training them to post graduate master's level, putting them back. We knew it was going to be a long process. But we wanted to do that because we wanted to build the critical mass within that ministry that would start asking the tough questions of the ministry in terms of their own leadership in driving change and being able to get the investor to be part and parcel of them. That was one of the very exciting experience that we had DFID did to support that and today this is one of the programs that is still running and the ministry sent targeted people, trained them to put back.

So it can happen and it works but it needs to be targeted. When David was talking about Feed the Future is for feeding the future, I was saying it was actually feeding the present to feed the future because you need to get the present in a position where you can actually feed the future. Feed the Future is about responding directly to the Comprehensive African Agricultural Development Program (CAADP), which for me is one of Africa's compelling efforts or reasons why we need to look at the AET system again and be able to move AET to respond to CAADP in a way that the countries would have the capacity to implement their national agendas.

While we talk about the institutional capacity development or human capital development, yes we are talking about successes at the individual level. We need a critical mass of individuals. But, we need organizations that are also capable of helping the country to deliver on what it says in their national agriculture food security investment plans. The Malabo

declaration of 2014 actually correctly identifies systemic capacity as one of the two objectives that Africa must build its systemic capacity. In fact now they are not even looking at productivity so much. They are saying, productivity yes but we need to look at the systemic capacity issue. That brings AET right to the center of what the African countries are looking for. How do we build an AET systems or in any country a system that can help us not just to build the capacity but to regenerate ourselves in order to be strong for the future.

One of the critical areas that I have had interest in is to see how we bring agriculture education institutions to work with other institutions and other partners in a system. Why? Because of course we cannot deny the fact that there is a paradigm shift. African countries are all aware of this. We now operate in an innovation system paradigm. Within that paradigm, AET system must also engage with other actors within the bigger innovation system. That makes the issues a little bit more complex. But, there is so much that has been done over the last three decades and plus, when we did the work reviewing the HICD portfolio when USAID has done so much in the last 50 years on the continent that I think that if we can push a little bit more to see how we add value or increase the dividend on all those investments over time that will make a big change in Africa, I think you pointed out that this is the opportune time. We may not have that time and resources to be able to do this. I am excited about this design workshop because I think these are the areas that we need to be looking at.

The other thing that I need to mention to bring this to focus is the issue of product verses process, which Keith brought up this morning. I keep on saying that it is more about ensuring that the process is owned and lead by the local institution. It is the process that requires the ownership and leadership that creates sustainability and not the product. In the science agenda for agriculture in Africa, we have tried to test that out. Is it the process that we need to ensure that the implementers need to own or is it the product? We had put a lot of time and resources in ensuring that the process itself is owned and probably that is the first biggest success of science agenda for agriculture in Africa.

Let me also mention that one of the important areas that I was a bit worried about listening to the effort and all the experience in room is the fact that the model for agriculture education and training as well as research is quite different. If you look at the national agriculture research system or now we are talking about national agriculture innovation system, the model for research on the continent is quite disperse and that's what is creating an institutional bottle neck when we try to talk about transformation. If you look to the model in the US, in Europe or in the UK, you have serious invested research institutions doing where you have research embedded in the universities. In Africa, each country has its NARI and it has its education system and the education system is very much separate from what is happening. But, you dare not actually say it because you know it is going to bring a political upheaval or something. But, that's what I pushed for in the chapter I wrote in the book, because it is a bit absurd to any institution or any country that is not endowed with resources to double resources in the NARI as well as in the university. And not only that, it creates you know you need to make extra effort to bring the linkages together. You are talking about connections and those type of things that are very important but need we do that. Because if we don't also do that there is quite a lot of small projects and the bottle necks are the linkages are not there if they are there they are not strong enough to make us get that institutional transformation and institutional in the real sense of the word institutional rules of the game, not necessary the organizations. So this meeting here is I think very critical. I applaud you for it. It is something that we need to think through the issues

very carefully. How do we ensure that all the experiences my colleagues will be talking about from different countries, the lessons, the weaknesses that we have are able to help us to design new projects? I am calling for probably a cluster, an integration that will bring projects together. Clusters of projects because we need to move away from just a project mode to a program. But how do you do that? Within the current transactions that we have, how do we just do that? One project cannot do it all that is also the problem. So are we saying that, yes, we need to have a project that would be measured against specific targets, but is it not possible for that project to be linked up with other project that put together form a cluster that can help institutional development to happen?

That in itself requires that issue about partnership and engagement of the local partners are held upfront. Because now we talk about partnerships and all that, but I see that the roles that we need to play have not changed. They must change. One of the points that I gave a big nod to was this issue of how do we ensure that the local partners also play those strategic roles and not just operational ones. If that is the case then how do we bring that upfront in the designing of the project? Because if every time the local partners is going to be at the operational end and not the strategic end, then who is to connect the dots? There is nobody. I was interviewing one of our top directors of research. I am not mentioning the country. Top! And he just told me, "Look Irene, I am sorry, I do not have the time, I have a project, I have time lines and I have targets to deliver and I am running so many projects, I don't have a time to link what this one is doing to CAADP or NAFSIF. So I am saying this for a fact." I was like, those are the things because he is under pressure to deliver on every project and he has not got that time to connect the dots. So who is going to do that if that level of technical expertise cannot do that? So it's is a huge problem and probably if we are able to allow those kinds of roles to also playout from the African or from the implementer's perspective maybe issues of looking at strategic things, the linkages, the big agendas that the AET needs to support in the transformation agenda will be relevant.

The other point that I wanted to make, in fact I am trying to also responded to some of the issues raised was this issue of sustainability that was raised. I have already talked about issues of leadership and ownership. It is also about issues of governance. The whole element of incentives is a major issue. You can build capacity what you like if you cannot retain capacity then it is just a big basket. If you want to retain capacity that you build then the institutional arrangement should be right, incentive structure must be right and it is other heart of the issue of governance. But often times we leave those bits not really paying attention to that. There are some projects that are really targeting issues of governance, issues of accountability and all that. But we need to particularly pay attention to those issues because that's where we link the individual capacity to organizational capacity to institutional and systemic capacity to enable institutions in a country to function. After all what is the country about? The country is about institutions. For the governance of any country, for anything to run in any country, you must have the institutions. The discussion we are having is actually ensuring that the countries can run, can implement things. If Malabo is talking about systemic capacity and CAADP is talking about capacity for implementation, it means that at the country level, whatever we do within the education system needs to link up with building that implementation capacity. How do we even unpack that to ensure that happens? Of course the issues of partnership, public-private sector partnerships that surround all that. Of course the public sector cannot do it all. But the public sector remains the major sector that brings in investment, but how do we ensure that investment can be transferred to the private sector and that there is trust also. How do we build that collaboration between the

private and the public sectors and of course you mentioned UNIBRAIN of which I was a part. The whole idea of UNIBRAIN was to bring the so called quadruple helix together to spawn innovations and to bring universities upfront this time around. The reason why we are pushing universities to come upfront is not that we think the investors are more important but those are the institutions that cause a change to happen. If we get it right, universities can make a big change in any country. So we were thinking that in the UNIBRAIN program, universities must come upfront to strike those partnership with private sector for policy as well as with research. The UNIBRAIN program is really becoming a huge thing now. I think there is a whole network that has been created out of that with 80 institutions. 80 incubators coming together on their own. Private sector business, you know working with universities and looking at how they would bring that demand to the curriculum agenda of universities.

Even though we think it is a big problem we have all the pieces for us to pull together to look at the design issues and will be able to deal with some of the gaps that we are identifying at the design stage. With the right investment arrangement we should be able to move the transformation agenda.

The last point that I want to make that in almost all the countries that I have visited on the continent, they are aware that if you take a snapshot of the capacities in that country there is an imbalance between the high level tertiary, middle level institutions, middle level capacities and competencies and also the bigger base of the pyramid. I am not doing the presentation so I did not show my popular capacity pyramid. But it is something that many countries are fully aware of. So the question is how we ensure that as we work to transform…yes that pyramid. How do we ensure that as we transform the AET we pay attention to how it links to balancing the pyramid? Otherwise how can we be sure not to create a bigger imbalance? There are a number of things that we need to pay attention to. We found from our perspective the portfolio of intervention put together particularly by USAID actually made a huge difference in the continent. There are lot of successes that we can talk about that we are also saying that we think USAID can be a big facilitator of change by playing the role of facilitating the local institutions or the implementers themselves to have capacity to drive the change because change starts from within. If your Africa lead is trying to build the champions and local champions so if you drive change from within by building capacity of the champions and with the track record of USAID and all the Feed the Future projects that are ongoing, we should be able to get the USAID and the Feed the Future program to play that big facilitator role that is one of the recommendation that we get for the HICD review.

There is quite a lot that we can discuss but I just wanted to bring in few points and I can come back later to add some issues of linkages and examples that we have and to show that we still can do it. We can really do it and solve it through the designs of the projects and programs. Now, let me invite my colleagues. I think Engineer Da Costa will start. Introduce yourself in a personal way and you talk a bit about the AET projects in East Timor.

Ipolito da Costa: Thank you Dr. Irene. First of all I would like to thank Dr. Vaughan and his team from InnovATE to invite Timor-Leste to take part in this great opportunity today. Before I introduce myself based on the session this morning that they looked as the score of the experience, maybe I am also one of the less experience 10 years, and maybe I am after Johanna. So this is a great opportunity to explore experience with all of you. I should mentioned that BACET is one of the best program for Timor-Leste at that time. As my colleague Mr. Mike

explained it BACET finished 5 years ago but for us particularly for the government especially for the ministry of Agriculture and Fisheries, we are very appreciative for the BACET program. Why? Because BACET program was very important for Timor-Leste at that time because in 2005 up to 2007 we also have the internal problem in Timor-Leste at that time. We have a lot of problems particularly for the young people. After they have designed the program for the BACET, the government particular for the Ministry of Agriculture at that time bring the document to the council of ministers with me. Myself, as one of the technicians to accompany our minister to the parliament to the council of ministers to explain main objective of the BACET program.

BACET for the Minister of Agriculture and Fisheries (MAF) is one of the best programs but unfortunately we cannot continue fully with that program because of the limitation of the BACET the government that we have. But the program for the BACET program now we already modified little bit about the BACET program. We call it a professional qualification course that is supported by Germany Government for the MAF and now we continue up to 2011. One of the many objectives of the BACET is how to capacitate our young people particularly in the agriculture sector to able to run their own business in the rural areas. The second is how to motivate our young people to become farmers with basic knowledge in the agriculture sector. That is the main task of BACET that they were trying to get Timor-Leste at that time. One thing that I want to inform all of you is I think Mr. Gary one of the person that lead the mission in Timor-Leste for from USAID to Timor- Leste at that time to make the evaluation for the BACET program 5 years ago. I hope that the document will be used as a reference for the next because the real condition that the team found in Timor-Leste at that time now it is quite different at this moment. For example in the agriculture college, 5 years ago no water, no electricity. Now we have water, sanitation, we also have electricity we also have access roads to all of the colleges of agriculture in the territory. So we hope that the USAID team will have a new program for Timor-Leste to continue because BACET is one of the best program for the government up to now. Now we have already modified little bit and also we have collaborated with Arava International Training Center for Israel to modify the same program for the 2011 for the next two years to come. It is one of the entry point for Timor because I want you to know that Innovate is new for us. As Mr. Mike has said that implementation of the BACET focused on the capacity building for our teachers, facility for our institution and also capacitate our young people. We just focused on the three or four of our major components at that time. But for transformation institution is new for us. That is why I think for us it is an entry point for the government of Timor-Leste to run for InnovATE to VT how to help Timor-Leste to handle the transformation for Agriculture Technical Education in the future.

I just make some comment about the BACET. It is because the objective of lots of it gives us opportunity to express what we are doing so far with the program that we have implemented in each country for example in Timor-Leste that we work closely with BACET after we implement during the five or six years, for us particularly for the government, it is one of the best programs to capacitate our young people. But one of the main challenge that we have is how to share the ownership of the program after the end of the program. That is one of the fact that I highlight here, that ownership of the BACET program. Why I say that ownership? I am very appreciative of the presentation that Dr. Keith in the morning session. The main point of the each project should be from the beginning. It means that document design of the each program supposed to think about two aspect, in the technical aspect and sometimes the political aspect

also. Why? Because Timor-Leste also has a little bit experience about the implementation. We have many projects in Timor-Leste to implement from several country like from Europe from Australia, from China, from Japan, from South Korea. I am very happy because Dr. Irene also have some explanations about the activity or project or the research or everything related to the agriculture innovation that in the beginning of the project it should be involve of the local leaders. Because of what they are feeling during the implementation of the BACET I noted my colleague Mr. Michael may be happy but what I stress in this time is some time we are lack of coordination and communication. Because if we have good communication and good coordination, every problem will be solved immediately. What I faced in Timor-Leste during the implementation of the BACET program, I said it some it happened. For example in some case we are very busy or like some miscommunication or lack of communication or lack of the coordination. The program will be sometime not very well running during the implementation. For BACET once again I think BACET is one of the best program for us because it is very aligned of the nationalized strategy plan for the government particularly for the ministry of agriculture and fisheries because it capacitates our young people and the young people will be able to do their own business in the remote area and indirectly we also contribute for the unemployment that happened in our country. So this is one of the best projects, yet and before end my comment I am sorry for Mr. Mike, because this is one of the things that I want to express that during implementation of BACET program, everything is going well but the problem sometimes we face is in communication and coordination. I hope that this is one of the example for us. I believe that in other country may there is very well coordination but for us sometimes it happens because all the condition and situation at that time. But now it is better and I hope that you will have another program building up and program for agro opportunity to develop our country particular for our young generation to become a priority for Timor-Leste people. Thank you for the time.

Irene: Thank you very much for sharing this. You have obviously highlighted two big areas. Issues about sustainability on in terms of ownership and leadership but also on coordination. I always say African implementers also runs, "Oh, we want to own it we want to lead it." But the ownership and leadership itself is a capacity. It is not about you leading the program or being the coordinator of the program. It is about you understanding what is required of the program to respond to the national agenda. That is the ownership and that is the leadership. So we need to build the capacity of our own local partner to be able to understand how that project is responding to our national agenda, is responding to the demands of the ground are. Then we will be putting the ownership in their hands and the leadership in their hands. That will drive sustainability. So very strong point and also issues of coordination. But let's turn our attention to Prof. Noba who is a part of the ERA project in Senegal. We have heard a lot about that but we want to also appreciate him from the implementers stand point.

Kandioura Noba: Thank you. Thank you Irene. I am very happy to be here and to have the opportunity to talk about ERA project. It is perhaps my first time to talk in English, but I will try. The first thing I want to say is I think it is very good for USAID to invest in the agriculture sector. Irene talked about CAADP it means that it is very important for African, because agriculture concerning 60% for all the population. It is a basis of the food. It can reduce poverty it can even develop, its effect of development, which is very important to know. That for developing Africa USAID must invest in the sector of agriculture. This is the first point and it is

very, very important. It means that you take in account the need of African population. That is very important. The focus is what the population of Africa needs.

The second point is that you understand that at the national level you must invest in the university into which we have young people and where knowledge can be elaborated, developed and also transmitted. It is very important because you focus on young training for having peace in our institution for having peace in our country you have to invest in the training for young people. It is very important because we are in a global situation. Even in Europe we have seen problem of immigration. It means that if we invest in the training of young people, if we think about the employment of young people who can be the agent of development of the country. I think it is very, very important. So one thing is to invest in the agriculture sector and another thing is to invest in the university. The ERA project is an example. I think it was the first project in agriculture dedicated in the university. In my memories perhaps it is the first project dedicated in the university. I think it is very, very important. It is very original and also very innovative. I think if we can build capacity, human capacity, if we can build institutional capacity if we can develop applied research, if you can make relationship between the university and the public sector in general I think it is an interesting thing.

So, the approach of ERA is good and innovative. It means that at first we identify all the stakeholders in agriculture sector. First identifying all the stakeholders it means the universities, the institutes of research, the NGOs, the private sector, the ministry actors, even the secondary schools to organize them. This is the first results we have. It is the first time when we talk together with our colleague of research institute our colleague of private sector. It is the first time. It is very interesting. What can we do together?

The second point is can we identify the champions? In the level of the different institutions the universities we have what we say technical working group which are multi-disciplinary but scientific. Those who work on land law, those who work with food technology etc. social, working in the same group in the university but also in the institute etc. We have a technical working group for each institute.

The third thing is can we identify the problem? Can we do the rapid assessment to know our problem? What can we face as the constraints of our agriculture? This rapid assessment allow to know in term of for example curriculum. This is our problem in terms of our research this is our problem etc.

After that the fourth level is now we can build a human capacity by doing a study tour. I feel the study tour is very important to know what happened in the different area. In USA I not know I never know what a Land Grant System is. The connection between training, research and outreach extension I never knew.

So, we have done some results in capacity building in institutional infrastructure, computers, etc. And the results and also facilitating the relationship between the universities and the private sector we have example of this case. The result is what? The minister of higher education says that ERA project showed him that all the universities have their own programs in agriculture. This is the main result we have: the minister is happy and we have some mechanism at the level of the university to sign MOUs with the private sector and also the implementation of what we called GRAAS. GRAAS is the framework into which all the stakeholders can dialogue. The result also that University of Dakar which is non practical university a fundamental

university we are implementing an institute of agriculture and entrepreneurship. I think it is what Keith called the creation of a new eco-system for economic development. We have to build this. This is in the national level perhaps in regional level and African level. We have to develop the network between the universities through our network has RUFORUM, has NFA. We have to develop what we called center of excellence because we have to mutualize our tools because every university or every country cannot take some question. That is very important. I think that we have to see how to accompany student. This is very important. How to have experimental test station this is very important for us. How to have clarification with you to optimize the project. I think there are some issues we can talk about.

Irene: Thank you very much for the in depth run down for the project and of course its successes and areas particularly around linkages that needs to be brought to bear. We know that the issue of finding networks will help to scale some of these success. It is important. Let me bring Father Mike. You are going to tell us a little bit about your experience, I wanted to focus on the experience in Sudan which is a post conflict country. Building capacity there and the whole issue of transformation.

Father Mike: Thank you very much. I feel honored to be on the panel here with four Africans. I have been in Africa for about 40 years on programs and so on. Just a little bit of background of how did I got involved and some of the other issues in that. I am a farm boy from the Southern Palouse, South Eastern Washington. I grew up there cattle, wheat and so on. Have been active in 4-H and FFA. I understood from early age the roles of Washington State University which was in my neighborhood. We can see the roles for example of Science and Technology there with William Vogel, he was a plant breeder. My father our best crops when I was a little kid was the wheat. It would be this high, 40 bushels an acre now it is about this high and it is 100 bushels an acre. So the role of technology, plant breeding was significant. That somehow stayed with me. I graduated from high school. I wanted to get away from home. I went to Cal Poly, everything linked on that later.

We have visit at one point from VT in South Sudan. James McKenna one of the very good farm management people here, he said our program well that looks like a Cal Poly program. I could not believe that. I said how would you know that? He said I know that. I said I went to Cal Poly. And that is learning by doing in a sense. I am trying to get the kids involved in their hands on dirt so that they would have a certain love for that and conceive the possibilities.

I ran away from Washington State and Cal Poly to join the Jesuits. I am not a theologian but I am a working theologian. Have I meet Pope Francis? No, but what was my reaction when he was in? The end of the world is coming rapidly. To some extent that is true. I did studies in our program and then did a doctoral program in Cornell University in International Agricultural Development, natural resource systems comparative economics and so on. Dissertation took me to Uganda. I was here about 3 months when the Idi Amin relieved Ebote from the responsibility of governance of the state and I was the last but one of the graduate student that was authorized to do rural studies. So when I talk about Kabali here, I lived about 13 months down on the border near Zaire and Rwanda.

From there we had some programs with refugees out of Sudan and then I finished studies at Cornell was in Tanzania, some of that was funded by USAID also. I finished that and then I was brought in for refugee work. I was 4 years helping to set up an international program and then shifted to Africa to set up our programs in Africa. So 4 years in Kenya and then moved to

Mozambique to Malawi where we have refugees from Mozambique about 1.5 million. So we set up among other programs set up small refugee camp schools which now continues across Mozambique. It is interesting and probably the best thing that I have done.

But from there on I went to it was in the early years of the Catholic University of Mozambique and there we had programs that USAID in some sense was supporting. It was the first master degree program in Mozambique and there was support from Rockefeller and Ford Foundations. From African Development Consortium. I don't think that we had directly USAID money on that. But the development of institutional capacity from there was brought into Ghana and then from Ghana was in South Sudan.

One little story that illustrates a little bit of what we are talking about is the Jesuits in Mozambique and the Superior that was from the Mozambique and Tete province bordering Malawi. His mother was in a refugee site in Malawi. I asked him so when sometimes you visit your mother ask her what will be the thing that will help her from when she goes home. A month later he said, "My mother wrestled with that with her lady friends who will help us to rebuild the footpaths and the little bridges so that we can go across and visit the families and relatives." That's a good metaphor especially in post conflict situation. How do we help to build and rebuild? And it comes a model in one sense for a lot of maybe USAID. You are coming not always at post conflict but in many cases helping local communities build and strengthen their capacity to deal with their local problems. We brought that out very well I thought.

In Sudan when I went in and talked with the bishops and how do we move forward with the university? I always have in mind the Land Grant College. So, we got the authority on that, Mike Bertelsen that explained that a bit this morning, through Andrew Natsios who some of you may know as probably have been with USAID would have been your boss at one time. He was an adjunct professor at Georgetown, but he was also the special envoy for Sudan, South Sudan. I talked with him, he put us in touch with Frank Wolf, the senior member of congress in Virginia and Head of the appropriation subcommittee for Africa. He put us in touch immediately then with the USAID office, South Sudan and then with Virginia Tech. So Michael and Theo and Alice Pell from Cornell and Peter Wyeth came out together as ministry people and looking at shaping of faculty of agriculture and so on. Again following the land grant model. We were fortunate to be in touch with VT and the competency of the OIRED and ministry of people that Jim Foreman had been out there visiting us. We have our poster in the back and I have a small little brochure of the partly depicts that.

We were very unfortunate due to the emergence of the conflict there at Christmas time of 2013. I was last week in Nairobi. A couple of our students have been forced to flee at that time and are completing studies in Nairobi now. But the point is that we had other sources of support. So were able to move forward and move through to graduation with our students. We have about fifteen hundred students as we beginning the 9th year in South Sudan. But, in VT the USAID was very helpful.

Well, one is we were very short in terms of support. Once USAID cut down or shifted their programs, I mentioned that this morning. The closure of that and we were given a week and we were told that the funding sources for development programs and education are cut because of humanitarian assistant. What do you? Well, we had enough alternate resources and local resource that we were able to continue with difficulty. It does continue with difficult and the

hope is that it will move forward. In post conflict situation you always hope for things to go better.

Irene: Father Mike, if you could just mention the issue of leadership.

Father Mike: The leadership depending on the countries situation, in some countries like Uganda and Kenya or Ghana they have pretty well developed secondary school systems. Our students needed in a post conflict, secondary school system were broken down. So you have to give them a proper duty care, learning how the basics of mathematics and the basics of the language that we have talked about before. In our early conversations with VT is that don't look to a four year degree program look to a diploma program like the program that had been developed in Honduras. For those students who have the capacity give them the degree program so they can go on for further studies and they could become ministers or agricultural scientists and can help to address the ongoing problems. They need technicians and you need people also with degrees and understanding of the science and can move on that. We have one of our first graduates in the Mozambique is now the UNDP officer in South Africa. These are the leadership. One of our first graduates also in Mozambique was a minister of labor there, young woman. One thing we did not talk about enough I think we did not talk about is the private sector. There are several areas of cutting across the private sector. One of the private commercial, the business people and the other is the community and that ties in the women, I am so glad that you are here. So we have a woman's voice in our presence. I think we over looked that at times as a real force for change and force for developing and deepening the food security systems in the rural communities. Thank you.

Irene: Thank you very much. I think we have been given a full dose of issues around building capacities in post conflict situations. I wanted to end on Liberia because that gives us the fresh example of a post conflict situation and how we build capacities linking the issue of leadership as an impetus to drive that change. So, let them come back to you to talk a little bit about the EHELD project in Liberia.

Daniel Yahba: Thank you so much for the opportunity. I will be very brief with my presentation. I will highlight on the successes of the EHELD project and also the challenges of the EHELD project.

The EHELD project is a very good project. I think that the project has a significant impact at Cuttington University and also the University of Liberia. Since 2011 the project have been developing and supporting the center of education in engineering at the University of Liberia and also the agriculture college at Cuttington University. The essence of the project is to build the capacity, improve the skill of Liberians so that they can help with the social and economic development of Liberia. Not only that, also so that they can be able to be independent be able to be creative and be able to bring some ideas and information that they have and learned from the field. The EHELD project have improve the facilities and other services of the colleges. The EHELD project wants to promote capacity building for junior lecturers at the college because after the war we have serious brain drain. So, there is a serious issue in Liberia. Formal degree personnel for teaching students are very low quality. So the EHELD project decided to train junior faculty at the master level so that they can have better skill to deliver the quality that we need.

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In that the EHELD project were to develop a revised curriculum in three specialized areas. In natural resource management, plant and soil science, animal science and health. By now the curriculum has been developed and modules have been developed in various courses in these three specialized area. In that the project was able to provide a digital resource center for research and for other basic information that is needed to do the work. Providing modern laboratory for research and all that and also providing farm implements because our problem in Africa is that the subsistence farming is another big issue that it can help to feed ourselves. People use traditional tools to farm and that production can be for EHELD. So in the process the EHELD project decided to provide modern farm implement to add technology in our production. In that we teach our students from traditional farming to modern farming in using modern implements to transform the production or to improve the production. The farm implement provided by EHELD was to help students so that they can develop a mind from labor intensive to capital intensive which will no doubt help them to improve production and better in their study.

Irene: I have talked to you earlier and you were talking about issues of sustainability and this issue of retention.

Daniel Yahba: In that the EHELD project brought lot of significant transformation in the project. But our main challenge in the project is partnership engagement and participation is our main challenge at the college right now. The EHELD project never allowed partner universities to closely collaborate. Monitoring and evaluation was little bit poor of my own personal experience. It is an issue because monitoring and evaluation so poor until the activities of the project because right now the project is supposed to end last year but because of the activities they never completed those activities in the 5 years they have to add little more 2 years so that the project runs 7 years. Probably about September next year the project will be ending. Looking at that is another issue in the process. The project never allows to take ownership because of the bureaucracy and policy not considering the environment and culture and also some of the social problem like for example the Ebola issue. These are some of the problem.

Irene: If I question you that you started by saying that very good project and you are ending by saying that, "ok you did not take ownership." How would we forge sustainability, I want my colleagues to also pitch in on the issue of that? How do you see?

Yahba: Well, from my personal experience, commitment is very important issue in the project. Because if I tell you that I work in a project but I have no incentive you don't what to move in a project but because I am committed and I know that the project for Liberians so therefore I permit myself to work for the project.

Irene: So is commitment on the side of implementers?

Yahba: Yes

Irene: Ok. And you think as part of a design issue that must be encouraged. Ok. But Da Costa, you want to come in with the issue of sustainability?

Da Costa: I think sustainability is very important issue that we are raising here because according to our experience in the past we also face problem about the sustainability. That's why my colleague already mentioned that ownership and involvement of the local staff and also I am very happy because I try again that in the beginning of the document design of the project is very important. It should be clear and should consider the local condition before implementation. I

want to comment that before we designed the project document it should be considered what we call the complementary fund. This is not very familiar in many project but maybe this is one of the thing that we are talking about. Complementary fund, for example if the project amount is fix should be 0.5% from the amount should be allocate for the complementary fund. The aim of the complementary fund is how to motivate, how to stimulate the local staff to participate in running the project. After the end the local staff and the technician said that this is ours.

Irene   So the complementary fund, you are talking about co-financing?

Da Costa: No. Complementary fund means that (Irene: from where?) from the partnership. It means that the project has amount X for amount X supposed to allocate 0.5% from the amount X should be allocate as a not additional fund but as a complementary fund to support local staff for our need based on what we are doing. That is the idea, it is dependent on the policy of each county to raise their power. We have a program, the local people will say that oh this is a program from USAID and this is not ours. After the end the project will be ended also. Nobody is kidding about that. But for the government to say that is not aligned with our budget so I am sorry. Not aligned for our annual action plan so we don't have money to run the program. That is the experience that we have faced in the 10 years as director of education. Each year we provide annual action plan for the government each ministry. Sometime the project did not include the limitation of our resource.

Irene: I wanted to come back on the issue of role of partners in the designing of the project. Now he is talking about issues of ownership and the rules that they have to play at the end of the day that if they do not own it then how are you are going to drive sustainability? Now what should be the role? Establishing the roles of partners upfront. Do you find that as an important element in the ERA project in Senegal? So for instance, as the implementer, what are some of the critical roles that you feel that it will be relevant to ensure sustainability?

Kandioura Noba: I think we have always in our mind to know at the end of the project how the project can be sustainable. So we must build it at the beginning of the project in the different. We must know at the beginning of the project how can we do to assure the sustainability of the project. I take an example, for the women association we have a cooperation. It is called the POPAS. The system of the activities the project buy equipment for transformation and accompanying the women's association in terms of some tools. Now, we are sure that for this association, there is no need now for the project to continue this activity. And they are now thinking about how to have a partnership with university to feed students. How to feed the restaurant of the student. I think it is an example which we can think about in many areas. It means that the problem of the sustainability. It is not at the beginning or the end of the project we can talk about. It must be created at the beginning of the project.

Irene: Do you have any questions because I am craving for 10 min to bring in the audience? So if you have any questions for any of the members here?

Yahba: Yesterday we were talking about retention of faculty. He said that things are fine in the university. Faculty members are motivated because of the attractive incentive given to them. I just want to cover that. How it is done?

Irene: Because you had a problem of retention in Liberia. So, I think our initial discussion you mention that retention of your staff was not a problem. So, he wants to know what the trick was, what did you do that they can learn?

Noba: Faculties are motivated.

Irene: How?

Noba: They have good salary to do their activity. If you compare Senegal as a country in West Africa the salary is good. Other countries copy the level of salary of Senegal. I think it is very important.

Irene: I think it was also mentioned this morning. It is not just about the salary it is also about the conditions and things like that.

Dave Hansen: Thank you for very interesting presentation. Getting into the sustainability, I am struck by the fact that maybe most of your institutions either depend on donor support or your government support. It seems to me that sustainability ultimately rests on a diversified revenue stream. The idea is as you begin to bring in projects and implement projects, if you are looking at sustainability, I think the projects ought to be directed towards generating incomes and probably by providing services that are valued by your stakeholders. So it seems to me that it will be a really critical aspect of project design but also implementation. I would appreciate your comments on that.

Irene: I think that's a critical point in terms of looking at revenue streams. I know that the current ACE program the World Bank ACE program is actually attempting that kind of model that encourages the institutions, the centers to actually come up with different revenue streams to give some motivation also to the staff with the centers. So definitely it is a design we've seen that is being done. I don't know if my colleagues want to add a point.

Yahba: Sustainability is another issue with the EHELD project. What we are doing presently is that we are thinking of developing the enterprise system at a college. Thereby involving students into various activities that would generate income so that when they project ends, we will be able to continue because sustainability means money. You should have money in hand to continue to operate. This is what we are doing. Then we are thinking of going into different projects like poultry, animal husbandry and all those kind of things so that they all can be part of Sustainability plan with EHELD when they leave next year. So this will give us what we are thinking about right now.

Jim Simon: There were two green houses, plastic covered row tunnels where you walk in for example that was purposely designed at EHELD one would be for teaching and applied research and the other for student and faculty projects so that they would be selling transplants to the neighboring communities. These things were done purposely to support the income generation or at least the sustainability of that activity.

Mike Bertelsen: My question for the panel. Certainly we are talking about not necessarily sustainability of the projects themselves after the project cycle is over but elements of the project that are important that are recognized as important and diversification of the income stream is very important to do that. But the priorities of the national governments or in the private sector that sponsors their commitment to pick up the funding and carry these projects forward. Could

you give some idea of what your opinion is of the possibility for this type of sustainability to actually be realized?

Irene: I want to give you (Da Costa) the chance because you talked about governments' willingness coming from the ministry to put investments in the BACET project.

Da Costa: Sometimes the project design should be aligned with the priority of the government. I agree with you that in our experience sometimes before they are done with the program always have a mission like what we call the assessment of the program. So each country have a different policy. It depends on the condition and situation that the country faces at that time. For example in Timor-Leste my colleague Mr. Mike know that we have a lot of donors and the donors also have different policy in each country. It depends on the government how to accumulate all of the objective that the government has. For example, the Ministry of Agriculture and Fisheries, we have many donors but how to accommodate? For example, in this case for BACET that we have implemented 5 years ago, in the beginning they take 2 or 3 years before they implemented it. I still remember that the first team arrived in Timor in 2004 when I just became the national director of education. We went along with the team around all the territories to get information about education system of young people in Timor. We also saw the condition of vocational education in Timor and also about national standard qualification frame work for vocational education in Timor. Before we sat together to design the program in the beginning.

Irene: I was going to add that is a very critical issue. What we found from the UNIBRAIN project role example is that many of the countries that are now requesting to get the incubator set up in their countries are coming upfront setting up challenge accounts to put as investments to support the small and medium enterprises that will emerge from the linkage between university and private sector. In Ghana for instance there is one. One of the incubators on livestock has accessed within a year is 800,000 into that. So this whole idea of getting countries to co-finance and actually put some investment is a sure way of ensuring that the countries also see the benefits of the project and that they are able to take it up and move it. In fact some of the countries like Ethiopia is kind of coming up with its own model and asking us to see how UNIBRAIN can work with the government. So definitely it is a model of something that we need to look at.

Josiah Tlou: I will give you a comment on capacity building and sustainability. We had a project in Malawi for basic education aiming at the basic foundational educational system where we trained about 24 master's level and 7 PhD doctoral students to establish a degree program which will train trainers to the teacher training colleges. It was accomplished in 5 years. What happens is that that accomplishments, we followed it. Till this date I can tell you where they are. All of them. We hardly missed one person who did not conform to the ideals. The cohort that graduated from that project were deployed in the teacher training colleges and we have now between 4 and 5 hundred graduates with a 4 year degree program that are deployed in the ministry, different sectors of the ministry. They are actually in Malawi employed by the government. But to achieve this we had to go to the human resources at the very beginning of the project to say that if you do not give them good support systems means salaries that are improved they will all go away and you will have invested something that you will lose in the long run. What happen is that, almost all of them are there. The Master's program 10 of them now achieved PhD's from Europe, England, South Africa, United States and everywhere. They are located in Malawi and they go back to Malawi. We have a very strong group of people that

are still in Malawi who are using that TOT project. I am saying that it is sustainable and it is very capacity building. It is an example that we think it has achieved what it was set out to do. Of course they signed a contract to say we will be back and they are employed in universities in Malawi, at Teacher training colleges, at the NGOs and there are number of places where they are located.

Larry Vaughan: Something that Daniel said interested me. The missed opportunity with the two universities Cuttington and University of Liberia to work with each other to develop the relationships that Prof. Noba mentioned and so I was interested how that might be managed in the remaining year. Father Mike the University of Juba and Catholic University I do not know the extent at which we facilitated or prevented your two institutions working together rather than treating two independent institutions that we were working with. Ipolito you are working at a technical institution and I am interested if you have since the project been able or if it is useful to develop a relationship with the university or any other institutions in Timor.

Father Mike: In South Sudan with VT it was a cooperative program. So, we initiated that and brought VT. But it was immediately the University of Juba should be present part of that and that meant books, training of teachers and I think some came here at VT for further training. But it was seen very much as a collaborative and in this case because the university really supported the University of Juba.

Da Costa: This is one of our priority for the ministry that we have Agriculture College based on our experience it is not enough for the skill. So we are now on the ongoing process to upgrade our college to become as a post-secondary school. Another one is we are still ongoing process for what we call as Agriculture Polytechnic even for Fisheries. It is still an ongoing process but we also have a bit different system of education. It is also very hard for us to pose our government but we are still carry out the process as to how to increase our agriculture college become as a Polytech or Post-secondary to respond our needs. It is because we need technicians in the field. Timor is a small country. We should be careful. There is one public university. Each year our graduates more than 2000 graduate from university from different faculty. The government, NGO has limited position. So that is why we need technicians who are able to learn skill or knowledge in the rural area to develop our agriculture.

Jim Simon: This was more of a challenge to both the panel and all of us. It is easy to talk about salary and compensation and faculty incentives. In Senegal you are lucky that you could say that your salaries are good. Most African scientists excluding Senegal have two or three jobs and everybody complains about low salaries. In Liberia it is particularly low. The question is they could give more money to a particular college but then that brings up issues of parity, equity and other issues. So even in engineering which the private market place will suggest and show that salaries have to be significantly higher otherwise full time faculty members sometimes disappear for 3 quarters of the week because they have 2 or 3 other jobs at the same time in both government and private sector. It is very difficult. In medical schools it is easier to rationalize with engineering there is still debate. But in Cuttington although the faculty salaries would be considered normative for Liberia they are still relatively low. They try to give free housing, free this, free that and other areas of compensation. But the key issue is parity. How does one college compete against other colleges for equal opportunities? So that's where revenue streams and the ability to develop sustainable income streams to support the college and provide top offs is more viable than changing the salary structure. Because then we get institutional limitations. Perhaps

the other groups have found ways to overcome it. That has been a real challenge relative to getting the buy in of essential administration. And they did not want to take AID money and in EHELD you are not allowed to use AID money to top off or to provide any financial salary. You do that through study tours, meetings off campus, you are very creative doing summer type of things but you could not do it in a way that can be seen as trying to incentivize them in a financial manner.

Irene: We continue conversation during the break and in next couple of days. We have raised issues around sustainability, that's probably the big one and the fact that we need to have alignment, issue of ensure that we know the needs and that we have the institutional linkages around which we will engage around projects. But also looking at partnership engagement. That is going to be on the next theme. Let's continue this conversation. I am particularly excited that there is this opportunity to think through issues of designing and actually responding to some of the key challenges but also taking advantage of the successes and experience that we have over the years. Thank you.

Thematic Session 1 – Trust and Partnerships

Panel: **Peter Koehn, Amon Mattee** and **Daniel Yahba**

Moderator: **Angela Neilan**

David Kraybill: Amon Mattee would love dearly to be here at this session. Amon is a senior individual at Sokoine University of Agriculture, probably a number of you have meet him. He did his PhD at the University of Wisconsin many years ago and has played many, many roles at Sokoine University. He has been very, very important in the success of i-AGRI. Unfortunately Amon came down with malaria the day before he was to have his visa interview and was not feeling well enough to get interviewed. That was just about 10 days before he was to leave that he was able to finally to get an interview. Then he was not feeling well enough to reschedule it so Amon actually was given a question by Keith to address and he is got to do it by video. I just want to note that what we are seeing here, being able to bring in Amon, this kind of technology has really been a very important element of i-AGRI. We could not do what we are doing in terms of collaboration without the internet and particularly video conferencing. We have had even 6 to 8 hours conferences that we have been able to do. Most of our Master degree students who study in US end up doing their oral examinations by video because we require them to go back to Tanzania for the second year. We actually do that by video. So Amon is going to be able to join us with this technology. OK, go ahead and roll the video now.

Angela: The first of our conversation leaders today Peter Koehn is a professor of Political Science in the University of Montana. He literally wrote that book on partnerships. You know which book I am talking about, the transnationally partnered university: insights from research on sustainable development collaborations in Africa with Milton Obama. Daniel Yahba is pulling double duty today. He is the dean of the College of Agriculture at Cuttington as we have heard from before in Liberia and he is a leader of the excellence of higher education of the EHELD project. So those are your two conversation leaders for this afternoon. I will turn it over to you Peter.

Peter: I will make it very brief because at this point all I have to do is turn it over to Daniel. Daniel is going to go first.

Daniel: Thank you for this opportunity. Trust in partnership engagement is one of the most important issues and critical points in this whole discussion. Because what all we saying here everything is based on trust. If trust is not involved then that means everything we are saying is meaningless. So it is very important that trust play a vital role in any project with local and international partners is very critical. I think we should consider that because before I give you money I should trust you. In the process accountability comes in and then confidence can be realized. So trust is very important in bringing transparency in any project. Trust also allows you to build a credit in that individual or group. It all about changing minds because in the process if somebody trusts you they want you to produce the best that will be able to benefit the entire group. In Africa, our experience of trust, transparency, accountability is important factor in development. If I gave you resources that you cannot use and you mismanage them because of your own way in which you consider the project. Then definitely, it is meaningless. So one should believe in you, rely on you and then could develop the ability and strength so that they can continue to trust you and put their resources in you so that you would be able to produce the best. In development projects in Africa, sometimes it feels like you mismanaged resources because trust is lacking, commitment is lacking. So in the process it is a very serious and critical issue for projects in Africa. Sometimes projects fail and you wonder why? And especially where the project is running and procurement contracts where people maneuver around to see how they can get something. For example if the computer cost probably 1,000 or maybe 1,500 you say that the computer cost 2,000 dollar and you really inform us that ok the computer cost 1,500 while you are saying 2,000 dollar then I think you better be committed to yourself and also to the institution or to the program. So we should be able to develop the will power, develop commitment, trust, confidence, faith so that people can say where I trust the person and know that he will deliver the best. Resources in our projects should be used fully so that they can benefit the beneficiary or the people will be able to realize the best result so trust is very important in any project development and budget transparency and budget information should be known so that everybody can build the confidence in the beneficiary from the local level stakeholder and donor so that we can see and build the relationship the confident that I can give you that - so if the trust is lacking definitely it will be very difficult to achieve any project especially for Africa. Our major problem in Africa is that commitment, transparency and accountability is our major problem. I should tell you that this actually happened just in Liberia a few weeks ago can you imagine the speaker of the house of representative is now facing tribunal because of corruption. The person who makes the laws is now in court. So it is very critical issue. People give you money, if you perform honestly they would be ready to give you more. Everything is based on trust. So that's why trust in partnership engagement is so important in any project today. I would like to stop there.

Peter: I guess I can't resist making a comment at this point of time. I think that one of the ways that you build trust, I really like the way Daniel has come around and approached this subject. I think one of the ways that you build trust is by helping one another out. I am not thinking here in term of material of support. I am thinking more in non-material ways. I think one of the ways that you build trust is by helping people connect. In this field that we are working in terms of development work, what makes a huge difference sometimes is the context that you put people in touch with. Those of us that have worked transnationally have contacts around the world that can

be helpful to people in the host country. But people in host countries have contacts that open up doors for us to work there as well. I think one of the ways which you actually can demonstrate that trust have arrived or I would use the term "deep trust" which some people write about, is when you found that there have been this mutual exchange this is mutual support for one another. When that happens then I think you can say that we have reached a point of deep trust. I really like that way that you have introduced the subject.

We are going to come back to Mattee's comments I will raise questions for Daniel.

Peter: Let me say few words myself before we get there. I think in many ways I am an outlier here. I think I am the only political scientist in this room, if there is anyone else I have not met you yet. My experience primarily in international development as a teacher and as a researcher rather than as a frontline project worker in the field like most of you have, I do have one practical experience along those lines that was a USAID linkage project in Natural Resource Management with the University of Belize, it was the university college of Belize in the 1990s. So, you wonder probably and I wondered to some extent why would Keith want me to be here if I am an outlier. I could only assume that he thought that maybe a little diversity and interdisciplinary kind of perspective something fresh and different might be how I can contribute. I will try to concentrate in that area. As Angela has mentioned, I did spend three years not really in the field but immersed in the subject and those few years were spent with my colleague Milton Obama by writing this book. So I counted those three years in my tally because it was a major undertaking. I would like to share a few of the recurring themes that came out of that book with you today and also tomorrow. Maybe what you would find useful from your standpoint and for the standpoint of this workshop is that if you reflect on how the AET experiences compare with some of the overall insights from experiencing international development work that we called and included in our book. So today we are focusing on trust and I want to kind of put that in the context of trust and partnerships. There are two points that I would like to make. I will start with the informal. That has been a theme I think that has come up several times here today and it is something that I feel is very important as well. I remember in my graduate school days being introduced to this classic study conducted by the Canadian International Development Agency (CIDA) concerning the overseas ineffectiveness of Canadian technical advisors. Maybe some of you have read their study, particularly they were cited for falling to transfer skills to their counterparts. This study went on to reveal the importance of professional interpersonal social relationships with counterparts. And the study found that successful partnering meant that you had to have lots of opportunities for face to face trust building interaction. These trusting interpersonal relationships arose primary from the social side of things, from talking about and interacting with people and their families and interacting with them in social events. I am sure all of you do that and yet we don't realize sometimes how important that part is in terms of developing trust. It's those kind of trusting relationships that are built on the social side that enable you to resolve the disagreements and the conflicts that inevitably arise in the field because we all have different perspectives and we can resolve this without allowing them to escalate and it allows us to resolve some of the very complicated issues that we face when there really isn't just one answer and we need to have multiple perspectives, some of those perspectives can be quite challenging and you can discuss them, you can relate to them, you can adapt to them mutually when you have got that kind of a social bond to work with to begin with. So that was my first point. Now, the second one is that, I want to come to the book now, and trust really summarizes all the things that we talk about in the book. But I think the place I would like to focus on in the few minute that I have here today

builds on I think some of the foundation points that Daniel has mentioned. I want to underscore what has come up earlier today, I want to start with the beginning. I want to start on the early stages of developing of partnerships. The finding said that we looked at it, that we put in our book suggest that the most fruitful collaborations grow out of contact among individuals and researchers that start very early. Those contact are often of two types. There is this facilitated type of contact and I happen to think even more importantly the serendipitous type of contact. That's Larry's luck, I would called that serendipity that's the Jim's opportunity, its Keith's opportunity but I think you invite it. You have to invite serendipity. That's why process is so important. Process is the way in which you invite serendipity to happen. Then you have to be willing to go with it when it occurs. So interpersonal trust develops across boundaries that develops over time through social interaction, through discerning partner strengths and through the formation of shared norms. Trust in relationships can lead to joint problem and vision identification and solidified interest in collaboration. So what I am talking about is even before you have actually worked together in the field when you try to develop the very foundational relationship that is going to allow you to collaborate that you are building real commitment at this point of time. I think that is something that we kind of overlook partly because most of you are pretty deep into your projects right now. So you might not have thought so much about how they got started right in the beginning, so I kind of wanted to bring that perspective back to the table here today. So after you have developed this foundation of trust then you can have your partnership champions who use their passion and their influence to go out and engage others who are potentially interested and your faculty members, departments, high level administrators, research and development officers and of course very importantly external stakeholders. Dave's point about doing an early needs assessment as the way of bringing external stakeholders into a trusting relationship. I believe that I'm maybe kind of old fashion on it, I believe that face-to-face is irreplaceable. That's one of the things I learned from being in Africa. When I was in Nigeria the telephones did not work, probably don't. They have cell phones today but we did not have cell phones those days. That was a wonderful thing. Because the fact that the telephones did not work meant that if you wanted to meet with someone you had to go to their home or to their office and sit down with them and then of course they will introduce you to their family and next thing you know you have a friend as well as a colleague. So when I got back home to Montana I thought long and hard for a while about disconnecting my telephone. But I ultimately did not do that and today we are all kind of much more involved with phones than we really should be. There is going to be more talks on champions on Friday but I think the early exchange of visits is very important in order to give people the very opportunity to explore first hand. How much match do we have? Do we have a match or do we not have a match and what is the depth of commitment that potential partners have. And if we do have a match and commitment then we can move to the next step of exploring in depth how we could come up with a collaborative proposal either unsolicited or in connection with the particular RFA that may be out on the land. So my point here is I don't think that there is any substitute for doing this face-to-face doing it on site. So one of the important lessons learned from past experience is that a collegial and inclusive initiation process where the southern university plays a central role in identifying the problem to be addressed facilitates partnership success. As Irene pointed out the partnership process then or the process itself is now going to be owned by both parties or actually often times multiple parties. So from the start process mechanisms need to be put in place and these process mechanisms will help address and resolve tensions and disagreements that inevitably arise. So at minimum there should be frequent meetings and contacts, they should be able to sustain and able

to allow interpersonal relationships to continue. I think probably most of you all did this, but it perhaps got pushed into the background but I would like to just reaffirm the importance of starting on the right foot with trust.

Amon Mattee Video

From our experience in Sokoine University of Agriculture we noted that one of the challenges in terms of introducing institutional transformation is basically how to overcome the mistrust and skepticism that usually permeates the institution particularly in terms of whether or not we can actually go through a full scale institutional transformation. So to overcome this mistrust and skepticism what we are trying to do with some success is to go through to use what we called organizational experiments which are basically small scale change initiatives that are implemented outside the formal system to try to pilot or to experiment with those changes to see how they can perform and also trying to show that change is actually possible. As we work with these organizational experiments we monitor their performance and we try to see the positive outcomes that can be gained in this way people can be able to see that these experiments are working and having positive outcome and they can actually be mainstreamed into the larger institutional framework. So in this way, we can see that rather than going for full scale transformation we can go through small steps that are tested, their outcome is confirmed and eventually they are mainstreamed into a larger institutional framework. So in this way one can begin to build confidence of the institutional members that change is possible that change can be positive and that basically people can feel comfortable with the change that is taking place. Here at SUA we have tried various experiments for example, the establishment of what we have called the classroom services unit which is an initiative to try to make sure that the teaching and learning facility is well maintained and that somebody is taking care of them. This idea of establishing a unit initially started as an organizational experiment but eventually it was mainstreamed into the university structure. So now we have a classroom services unit that is fully manned by the university that takes care of all the teaching and learning facilities in the university and basically it has led to improvement in the quality of services, teaching and learning facilities that are available for students. Of course this approach of going though organizational experiments sometimes again people might feel rather skeptical that this is a not something that people should pay attention to, maybe it can't come to any significant change in the university. But also its a process that takes a bit of time because you need to implement this outside the formal system for some time until we being to see positive outcomes before we can begin to lobby to mainstream this into the formal structure. So it is an approach that tends to take a bit more time than going through a full scale sort of frontal approach of creating an institutional transformation. But at the end of the day it is more likely to lead to a more sustainable and less disruptive positive outcomes. Change can happen, go slowly, but eventually change can happen in more sustainable and in more smooth way than in other means of creating change. So for us here in Sokoine University we see this as an approach that has potential for instituting change in an institution particularly academic institution that are generally known to be rather conservative and so sometimes very difficult to embrace change in a very direct way. So through this organizational experiments going in a step wise fashion, using sort of acting like pilots to convince people that actually certain changes are possible, that certain initiatives can work that can create positive change and create positive outcomes then people are convinced and they can actually embrace change. So we believe that it is an approach that is worth pursuing that is worth continuing because for us it seems to be working very well.

So are you ready Daniel for my questions? Ok, so I have one question from your presentation and then I have multiple questions from Amon's video. So, first of all from your presentation, I thought you made really important point of trust building credit. Can you expand on that, can you tell us exactly how does trust build credit? From your experience can you give any examples? Can you tell us little bit more about relationship between trust and credit?

Daniel: First of all the trust is critical. I believe that trust allows you to make sure that you see the issue or trust allows you to be able to predict what other people will do or what will occur in future. So , trust and credibility I think go together, because if somebody trusts you that means they have credit in you so in a process trust help to hold partnership together, build confidence, build conviction as well, build better relationship and trust also help to build strong confidence between groups. So I will say that trust is very important critical point in project development because from the standpoint if people don't trust you they will never build credit in you so for example, the speaker of Liberia is being investigated, right now people are saying don't let him go into the office anymore - because if people cannot trust you it will be very difficult to develop yourself, it will be very difficult to achieve what you want to achieve, your goal and objective will not be met, so in the process trust plays a significant role in any project implementation and development.

Peter: I think it is interesting. One of the things that I got of what you said is it is a chicken and egg question. So does credit build trust or does trust build credit. I guess you can cut into it on either way but I think both are important. My second question comes from the video and Mattee started up talking about how important it was to overcome mistrust and then he talked about small scale initiatives. So this made me think about the dichotomy between what we called bonding social capital and bridging social capital. So bonding social capital is when you build trust and confidence among people who are like you, bridging social capita is when you build trust with people who are unlike you, are dissimilar to you. Obviously it is much more difficult to bring about bridging social capital then it is bonding social capital. So I wanted to put that in the context of Mattee's comment about starting out with small scale initiatives because this is really what others argue. They say you should start up like have a potluck or have a picnic. Don't try to do anything much, just get together the first time when you are trying to do this bridging social capital challenge and then go from there. I wanted to know if you agree. Do you agree the small scale the informal that he was talking about is the way to start in terms of building trust or would you go with more massive undertakings?

Daniel: I would say that in any project bottom to top approach is very necessary. So looking at mistrust, I will say that it is better to start from the bottom consider the local people their participation, their perspectives, working along with them so that you can build that kind of trust because if the stakeholder or the local people are not informed and sufficient information isn't given to them in the process it will be very difficult to actually build the kind of trust that you want and probably the end result would be a complete failure.

Peter: Ok it is a good contribution I think. Tell me if I am putting words in your mouth here, your idea is that you beginning from the bottom up which was something that Mattee did not mention, but when you begin from the bottom up do you start at small scale. I am assuming you would say yes but I am putting words in your mouth. Do you start with small scale things or do you start with trying to mobilize many different interest, and stakeholders and trying to

undertake something fairly substantial like most of your AET projects are. So do you start small or do you start large at the bottom.

Daniel: I think it is better to start small at the bottom so that you will be able to get a good result what you what.

Peter: Angela I think that is a question that maybe others over here would like chip in on as well. So it is a good opportunity for us to turn over to the rest of the audience.

Angela: Ok comments? Should we start small or big; bottom or top?

Larry: I would like to add the element of setting expectations and how that affects trust, giving an example when we were getting started. It is interesting as Peter was saying this morning that ERA was justified for USAID by wide spread desire to have this kind of a project so a lot of institutions were happy they were expecting it they got it what's it is going to bring to them. In the RFA that Virginia Tech responded to about 25% of the budget was estimated for infrastructure. We have not actually done infrastructure project in our office before. We felt we had a path. We worked forward little bit in the first year then did some designs but expectations were high from the partners and we probably did not manage those well. And then there was a financial crisis within USAID and the mission logically said well you have not spent enough money yet your budget is going down just like everyone else's and we suspended the infrastructure development and then we were never able to get it going again. In fact we decided USAID and ourselves that that is not the direction that we want to go now. So we set expectations high and that did erode some of the trust that we can actually get anything done from our stakeholder partners. I just wanted to put it out as something that is important as well.

David Kraybill: I wish Amon Mattee would have been here to speak for himself but I would like to address this issue a little bit that Peter that you have been raising start small or big. What we found in i-AGRI is trust is a very complicated thing it is not just the matter of building trust between the host institution and the outside partner. It is the matter of building trust within a university because a university is not a monolithic thing. It's made up of many people. There is a danger that we found that if we just work with the top leaders (I mean this is true in many American universities as well) you have faculty that spend a lot of time railing against the administrators who are out of touch, who have just spent their time sitting in an office. So there are many constituencies and we actually began these organizational experiments in the second year of the project. Part of the reason why we began them is that we realized that we needed lots of opportunities for small trust building exercises not just with one group. So by opening the door for this we ended up being able to have 'conversations that matter' not just with the vice chancellor and his administrators but with initially 4, 5 or 6 different groups. But it was complicated because you can imagine that top administration would have some real questions about working with people down below them. In fact I was really struck when we had an American university president visiting us in Tanzania and he was incredulous. He found it hard to believe that any chief executive of the university would allow this kind of working down below without going directly through him. But we did it because we felt that we need to build that credibility throughout. So one of the things that we did and it was not perfect process but I spent a good deal of time interacting with top administration, explaining to them how the process worked and assuring them that we would try to be open and transparent and keep them in the loop as we went along. It worked to the point where the vice chancellor himself now will explain this to visiting USAID personal and other people. It is important to work with the informal

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system along with the formal system and that the organizational experiments do help create this culture of trust. Trust isn't just about whether or not I can trust you and face to face interaction whether or not I like you it's whether or not the chief employees of the host university think it's worth engaging the process because they have seen that yes their ideas will be valued there will be resources to carry them out. I guess my bottom line point is trust is a very complicated thing and it is not just a matter of building trust with one group of individuals. It is a matter of building trust with everybody throughout top and bottom. What happened with us is once we had these 20 organizational experiments going through out the university it was only at that point that we could really get the attention of top administration to decide that they actually need to scrap their existing strategic plan and redo it. That was the big initiative but the precursor was quite a number of small initiatives.

Peter: I think I read in your blog that you felt that building trust at the beginning took a full year. I think that is an important point to make too that it is not only complicated but it takes time.

Daniel: I think trust is hard to build but easy to be broken. So I could take years to build that trust but in one minute it is finished. So it is a very complicated issue that is hard to understand, hard to promote and very important.

Angela: Ok, we have a comment here or anybody on this side?

Peter Trenchard: Not sure of whether - to your question of putting small, larger experience came up in my mind and I am not sure if many of you in this room realized but USAID has rather stringent financial management demands. I thought I will let you know about that. I mentioned in my presentation this morning that we gave a grant directly to the University of Cape Coast in Ghana and they had to go through a very stringent financial management analysis and what not. At the end of the day and this involved ever body from the Rector down to you know there was a really large undertaking within the university. At first which they resented because it was very intrusive but then they later realized that it really benefited them in their own structures. This was a good example because at the end of the day the faculty that we were supporting and rector and everybody in that system was of course appreciative of the systems we were providing, for whatever purpose, was at the university, what they were really grateful for was that process that we put them through. Because as a consequence USAID trusted their system and it was a validation to them that they are good enough to complete with all of you in this room and at the international level. That sort of trust that was built up between them and us, showing their books, showing their processes, really helped set the stage for some of the technical collaborations that we put in place later.

Angela: Response? Ok another comment?

Jim Simon Larry's point about expectation is right on target. That is coupled with almost everybody's project not just international but everywhere. When we write grants we try to write so that AID loves it and give us the fund, sometimes what we write n a grant, of course not talking personally, could be you bring it to the edge to get everybody to realize how much you are going to do with limited resources and limited time frame, but the expectations and managing the expectations is one thing. Understanding the different cultural expectations in a statement means something else. We have all sat around the table and talked about research. You will say a sentence about research and I will say a sentence about research, when we walk away and we had the luxury of a psychologist and a sociologist to interpret what each of us heard from that

sentence it could be very different. So there is a language and understanding barrier that sometimes we don't give enough recognition to. Relative to those who are starting small? I love that approach but I think it would be counterproductive to only start purposely at one level or only at another level. The key is to realize that the interactions are kind of spatially multi-dimensional and so in some cases people down below do not have the authority to feel the trust, feel the love to be creative and entrepreneurial and or they get in trouble for doing so. So knowing that discussions are going on higher up in which they are highlighted and gives them the confidence to move forward to and they could be independent but it bodes the question of communication and ensuring that no matter how much we think we communicate we are probably doing really poorer than we should. Any of us who have been to Africa understanding what African hospitality is and when you come to America and American hospitality is very different. Right? We don't understand maybe the cultural differences between them. It is really the same thing with communication and understanding that they could occur on a different levels. By occurring at different levels it could strengthen the partnership the bond and a better understanding of expectation.

Angela: Any response from the panel?

Peter Koehn: I can't think of a response; I just think it is a very insightful contribution.

Angela: Ok, alright, let's go to another comment. Back here anybody have anything to say? Questions, contributions? Ok right up to the front.

Larry: May we put some of our Winrock colleagues on the spot about your experience in Guinea?

Andrew Kovarik: In terms of trust with the AEMIP program I came in about 1 year into the project. My predecessor have done a really good job with collaborating with the general and folks at ESAV. We had what you guys are calling project interventions that help to create trust, one of those was a grant program that kept researchers busy, other activities included them working with us on IT training, it included them working with us on providing research documents for the library it included getting them involved with trainings so that they saw that they were being built up and strengthened. Other activities even included help having select staff work on assessments with the agricultural technical schools and so everybody kind of felt like they were part of the process. Going back to the idea of trust and credit I kind of see the idea of starting small to be really good because if you are thinking about credit in an enterprise, you start off with a limited amount of credit when you pay that back in terms of , we realize that Winrock is going to work with us and sacrifice themselves to make ESAV better and in turn when Winrock ask ESAV to do something, developing that credibility just builds upon itself and we are looking at doing bigger and bigger things together and they are more willing to invest themselves into working with us and into working with our partners and we are more willing to work with their partners. I think at AEMIP that is something that has gone really well. There is a great degree of trust that we want to do the right thing for ESAV and that ESAV wants to learn and become a regionally recognized institution and it is able to adopt higher standards. That's kind of how it came about. I do agree that interpersonal relationships that develop are very important and that knowing, you know one thing I did is when I got there I got the list of all the faculty and I tried to figure out who people were what they did, what department they are in and know a little bit about their lives and make sure they knew a little bit about me. So that's has been really helpful in integrating and making sure that the project is well liked, as far as our local

staff a lot of them are graduates and community members. So they are both graduates of ESAV but also they live in the community and so we have not brought in a bunch of people from outside. We have taken people that worked and lived in the community and in many cases graduated from the institute to work for us. It is not only good for our perception in the community, they have a pride and as an alma mater they have a real pride in contributing to the betterment of the institute. One other thing is, probably many of your programs do similar things, but our Deputy Director Ibrahim Aberri is on loan from the institute. So he is a faulty member in the rural engineering department but he works for us and he kind of plays the role of a liaison, guiding me, and guiding our processes through the institution. Knowing who we need to talk to, if you get in this instance where we really want to talk to somebody other than the director general you can engage that process and it plays out wonderfully. When I got there he wasn't really playing that role. We had him doing kind of finance management and I realized that really he should be a liaison between ESAV and then also in many cases the Guinean government. It is because that's where his strength is. We need to talk to these guys in extension down the road. He knows them all. We need to talk to external, internal affairs person, he can make that happen very quickly.

Larry: Thank you Andrew. So that is an interesting model. You said that Ibrahim is an alum of ESAV.

Andrew: He is an alum and he is also a faculty member.

Larry: So in the case of multi-institution project like ERA do you think that there is a possibilities of institutional jealousies playing into that trust issue? I see that is a different model. That module could be more difficult to apply in projects like ERA.

Andrew: Aha

Larry: I am asking. That's a question.

Andrew: I don't know Senegal very well, I don't know you are 12 different institutions, I mean I could see there being some jealousy. But we have five other institutions that were working with us, and they all work with Ibrahim. He plays a role within this network and there is not a whole lot of jealousy. They see him as wanting to move things forward and as kind of somebody that communicates within that network and he knows everybody and there is this social relationship that are much stronger between him and people that he relates to than they are between me and these people. So I would imagine that it would not be that bad of an idea to have someone like that. But I think you guys are dealing with multiple universities and we are not. And we are not, we have one university and others are technical schools. And we are trying to make sure that ESAV plays a leadership role. That's what we want to happen. We want the ESAV to be leading the growth of these institutions. So that relationships works out good within that context, Senegal is difficult for me to say.

Peter K: So I would like to come back to one of the points that Andrew made when he talked about small scale capital that reminded me of the "Grameen Bank" model. I think that is really interesting combination of trust and small scale lending, because you get a loan but the repayment of that loan is facilitated by the social pressure that you get from the other members of your group who will get the next loan when you repay yours. It works, it is very successful, these are small scale loans but they can start out micro enterprises and then next person can take

her share of the pool. So it is a combination of small scale and trust. I think that successful model of trust building bodes well for that approach.

Angela: We have a comment. Thank you and up there rethink.

Bill: I just wanted to add what Andrew is saying. We are currently looking and seeing how we can leverage that relationship that Winrock has built to do sort of bigger and to do more. So it is very important for us to not kind of break that trust or that partnership in the process of trying to push more innovation and in this case more business training, entrepreneurship training stuff like that, that's not really part of the thinking there yet and so we are thinking a lot and so as we are going through the next three days any advice you have to any of our team on how to manage that relationship and leverage it for scale. I mean we are in a really interesting place right now, because they have been out there couple of years doing this like you said small, small and now we are going to try to really pivot on that and use that and work with that relationship to go to the next level and so I just wanted to add that.

Peter K: One of the things that John Claffy use to tell me is that while small scale makes a lot of sense in terms of the way that you can manage the parameters that you need to be successful in terms of project undertaking that AID mission offices often are prone to fund large scale projects over small scale because they need to disperse a certain amount of funding within a certain fixed amount of time. Does that play into this at all?

Bill: No we don't have big budget, I mean we are not, to be frank, we have to be that's why we ae thinking how we can do more, we have to be smarter because we don't have a large budget. We have to think about how we can embed and work with our local institutions to get the objectives and to show results as if we were a Senegal with a bunch of money to spend, you know we don't have that. So we have to be smart and so we are thinking and we are happy that we don't have a lot actually because of that so that we can… but at the any time it is a very challenging position to be in because the Feed the Future initiative demands on us this feed the present stuff that we have been talking about.

Peter Trenchard: So I was guilty as charged. It is not just because the country I have been in has a large budget, it is also I think a desire to scale up and to have broader impact and so to broaden out the financing to something that have maximum impact and I am definitely guilty of that. But I would like to recognized one project that we had that when we were in Senegal that got cut the PASEA the economic growth project, they had a huge project of 60 million dollars and they had to get scaled back drastically and the comments I got from the team was thank god, they were very happy because the pressure was off them to go so broad and so big that they were able to put more focus on certain things that they really work. So you have limits on how big it goes but in my book big is good too.

Peter K.: I think you have raised another issue and maybe we can talk about it a little bit too and that is the idea of scaling up. There has been, you know in recent literature there has been more skepticism about scaling up. I teach development administration and I always ask my students to do a project at the end of the course and then I tell them to pick something small and manageable and then we can just say at the end that we can scale this up. But it is not that easy to scale up. One of the reason behind that is because context are so different and so scaling up is almost like starting over again because of the contextual differences from one place to another even within the same country.

David Kraybill: Peter I would like to address to your question about have it be small or large. I think it was Jim Simon who mentioned that it needs to be both. And if we are serious about institutional transformation, then it can't just be a lot of small things. When we began our organizational experiment it was not just to build trust, it was because in the second year of the project we decided that we really wanted our institutional change component a one of our four objectives to be a change management initiative, in other words to change mind sets as well as the strategy, structure and systems of the organization. We brought in an organizational management specialist by the name of Steve Bosserman, some of you might have worked with Steve. He was quite involved with some of the Kellogg initiatives back in the 1990s and his approach was the approach of small things in various places that then would open the door. So if we really want to change institutions we cannot remain small. On the other hand if we get too big and there certainly is a danger of getting to big too quickly then it is going to fail. So I think it really has to be both. Even in scaling up, I don't think one can learn the lessons in one context and then adapt them in other context. I think the experimental approach is valuable in every context. Even on the basis of what we may have learned in some kind of effort that we said was an initial one and that is going to scale up and I think one still needs that approach because every context varies and because building trust is important and because there will be failures. We don't have perfect knowledge despite the fact that we have a thousand years of experience. No we don't have perfect knowledge. Just like a bank that is collecting 100% of its loans is missing opportunities for profit I think also institutional change we should not expect that every initiative is going to succeed and so if we are going to be innovative literally listening to partners and really doing things in a different and new way. Some small percentage is going to fail and so the best way to fail is on smaller initiative rather than on a huge initiative.

Peter K: I would like to foot note that. I think that you have raised an important issue that may be challenges your overall conclusion. What about starting multiple small scale initiatives without a big one. Recognizing that some would fail. But if you start enough of them that would generate a transformation process that might end up on a larger scale.

David: So that's a conjecture on your part?

Peter: I just a challenge to you to think that how to put it all together to what you have said, because I think you gave some strong arguments about failure, about multiple small scale, I was just wondering if you could do multiple small scale without having anything large scale and have that lead to large scale change.

David: If fact that is what exactly what we have tried to do. We did not know where we were heading in part because we were quite confident that neither we nor the management of Sokoine University at that point really knew what direction to go. So it was from the beginning designed as a process of discovery that was intended to lead to a sum that hopefully in the end would be greater than the sum of its parts. And I think that is what happened because it built the trust and all those other things it build some understanding of what works and what does not on both sides.

Keith: I want to pick on one word that I want to use to describe what you just said. You started lots of things, you did not know where you were going, Sokoine did not know where you were going, and that's the issue of designed thinking. That is the 'indeterminacy' of the situation, that's where it falls into the theory ….

Peter: But I think that is risky.

Keith: You think it is risky? Why do you think that it is risky?

Peter: I am not trying to discourage it. I think you have to do it but there are some risks involved there that you have to go and face and recognize right from the beginning.

David: I would agree that it is risky but that's where it really matters to have expertise and that is actually the reason why we brought Steve into this because he has done it enough times in public and private sectors that he was able to help us steer it in a useful direction. It is risky and that is exactly why that American university president was surprised that the administration of Sokoine University would allow it. But on the other hand if one does not take risks I mean there are reasonable risks and there are unreasonable risks and I think with the right guidance and experience to me this is a very reasonable risk. I think it is the only way real owned change or locally owned change can happen.

Angela: Thank you, one more comment and then we are going to move into the wrap up.

Dave Hansen: You have not have the chance to speak here today so why don't you take comment.

Tom Archibald: Isn't it more risky to plan one big thing and then not change horses' mid-stream because it is in the project document. I mean it is a different sorts of risk but I just wanted to say that without getting too theoretical that idea of multiple small experiments I mean this whole idea of organizational experiments that he is talking about all day I love because I am a big fan of evaluation and evaluative thinking and what you are talking about is exactly what I would like to do. We have done some work with Catholic Relief services and my colleague there talks about safe to fail experiments which you know you are not changing the desired long term outcome but you are still working for the same goal but small micro changes which if you fail you know you are not going to waste a million dollars. You just might get better results. For those who are social science methodologists you probably heard of Donald Campbell - internal validity and all that. His name is currently on this consortium, you just used the term "What Works" like the "What works clearing house" and the Campbell collaboration or like evidence based programs, but if you actually read Campbell's work he was talking exactly about the need to do many small experiments across multiple contexts and then having some sort of system for cross pollination or cross collaboration instead of these big mega national type of initiatives which you need to do in order to ironically get into the Campbell collaboration. So, I like this idea and I think we need more of it. Thanks.

Angela: Any response form the panel? I think we have time for one more. Don't we?

Keith: There is a couple of things that are coming out here that we need to take a look at. One of the things that came out in our discussions amongst the different conversation leaders earlier on is the question of whether trust is transferable. I think we have been talking about various types of instances where it is transferable in different ways. You took over from a previous project manager. The trust that he built up was that transferred to you? You said that you made sure that you built your own trust and credibility but was that trust transferable? We are not talking just internally to a huge organization with multiple individuals, we are talking between different partners. One of the other things that came out in earlier conversation was this issue of the donor going in and establishing a relationship with the hierarchy of the recipient institution. The two organizations were building a trusting relationship but they left out the implementers and those

on the ground in the host institution who would be implementing the project were not part of that trust building relationship they had to reestablished from ground up because they weren't there as part of the original trust building experience.. Trust is not an output. It is a process variable associated with relationship building.

Angela: Thank you.

Dave Hansen: Well, this is related to that but you know we are talking about trust but it seems to me that we are also talking about trust within the context of collaboration and what makes for effective collaboration and we are talking about partnerships and institutional partnerships but also person-to-person partnership. If fact if you look at where trust begins it is person to person relationships. So therefore I think that as we look back at our own experiences, the fact that we may have had a student that did a graduate degree at our institution is very important particularly if they are in a key position because that trust is already there. If we have faculty members who have already done collaborative research within institution and that research has led to publications and effective quid pro quo outputs, that's very important. So it seems to me that you know as we look to building relationships may be we also need to look at what kind of resources in past collaborations which have been very positive and have built trust exist and we need to build on those as well. That is just a commentary on my part and indeed as we look at the existing relationships that we have today, the kinds of institutional partnerships that we are talking about now, I just wonder to what effect those type of prior relationships may have impacted on favorably on the types of activities we are currently undertaking.

Angela: Thank you. Comments?

Peter K: So, one of the things that I am trying to say in my opening comments is we need more opportunities to build those kinds of interpersonal partnerships before we get to the project stage early on. I just leave that open. There is a number of ways in which that could be done. But I think that is something that would be well worth the investment on terms of time and funding to allow people to have more opportunities to have those face to face interactions that would potentially lead to collaborations and partnerships down the road.

Angela: Ok thank you. I think we should give our discussion leaders a big hand of applause. Thank you very much. We are going to move on into the next session now which is the evaluation for the day. But as we do that we will move into wrap up.

Thursday June 9, 2016

Thematic Session 2- National AET System Transformation

Panel: **Kandioura Noba**, and **Larry Vaughan**

Moderator: **Peter Koehn**

Peter Koehn: Now when I teach at University of Montana, at the very beginning of every semester, I ask the students how they feel about having a device free classroom. We have a little

bit of a discussion about that and usually they with an exception or two all agree that makes a lot of sense. So we are not going to have that discussion today but I certainly ask you to reflect on that and think about whether or not you want to be device free for the discussion that you are going to be having today. All your comments are valued and so make sure everybody participates. I was thinking about Keith's interest and making sure that people speak from the heart, openly and speak about things that have not been discussed before and I thought may be the line from Star Trek, "Try to go where no other person has gone yet" in your comments here today. Keith was saying that we were going to do things a little bit differently today. We are going to give more time toward facilitated discussions. We are going to have the panels and ask the panelist at the end of the discussions to come up with two or three themes that they think that should be the subject for further discussion. Then we are going to ask all of you to meet in tables in groups and to discuss those themes based upon what you have heard already from the panelist. After you have done that discussion you select one person to be the group leader to report back I usually call a plenary session. You have the opportunity to report back one or two highlights that your group came up with that you want to share with everybody else here today. Roughly I was thinking maybe something like this, 50 min for the panel discussion and 25 min for the group discussion on the table and another 15 min for reporting back and plenary and any discussion that might lead to the full discussion.

Our conversation leaders for this session are Kandioura Noba and Larry Vaughan. Professor Noba is a senior professor of Plant Biology at the University of Cheikh Anta Diop, Dakar in Senegal and he works on Education and Research in Agriculture, the ERA project. Larry Vaughan is the director of Innovations for Agricultural Training and Education Project (InnovATE) at VT and prior to that was a chief of party in education and research in agriculture, ERA project in Senegal.

Keith: This looks like an ERA project but it is not. The point is the national system here. We were supposed to have Irene on board here which would have created a very different dynamic in multiple ways to this panel. That is why we had this particular selection this morning.

Peter: As Keith mentioned, the thematic session today, the first one is called National AET System Transformation. We have all done blogs. The blogs for this group, which Irene was part of, raised some issues that are probably going to come up both from the panelist and your group. One is the connections of AET transformation with national development goals. Second is outreach, research, curriculum, practical experience, projects and ministry transformations. Third theme is stakeholders, are they common, contextual or are they both. Then there is this political context, is it favorable or not and may be mixed. Then there is some issues with evaluation, long term outcomes and impacts. I will turn it over to you. Have you decided who is going first?

Larry: No, but I am willing to start because I would rather listen to the conversation than talk. You have heard a lot of me yesterday, so it does not mean that I won't talk more than you want me to but I will talk less than I might be given the privilege to do so this morning I hope. Because I know we have some interesting experience in the room I would like to move this very quickly into a conversation and include you as virtual people up here sitting at the table. As Keith pretended to be informing you but he was really warning me that this is not a panel about ERA but we have to draw in our own experiences. So I want to give you an experience or two that my orient a conversation and then perhaps pick on a couple of people in the audience to be next in line after Prof. Noba. In particular I know I am going to pick on Josiah and probably

Andrew. What I would like to do reflecting on yesterday which was a fantastic discussion and its natural that we focus on higher education. The i-AGRI project is higher education, the AEMIP project in Guinea is higher education, ERA includes a lot of the vocational and technical training institutions that are managed by the ministry of environment or ministry of agriculture, we have five different ministries, is that right Tom? That is the number I remember. Institutions from five different ministries in Senegal are represented in the ERA project. One of the easy things that ERA accomplished early was bringing people from those different institutions to talk, sometimes for the first time, and we talked about that yesterday. Little bit harder is getting them to work together in projects, research projects for example are often jealously guarded. In Senegal, the National Agricultural Research Institute (ISRA) would be going after projects. It was Prof. Noba yesterday mentioning that a project that brought in universities for research, the projects were assigned to universities. That's competition for the national research institute as well. But ERA insisted that all of the research project work would be institutional collaborations. The lead institution was going to be a university, but they had to bring in technical institutes, they had to work with ISRA, which was not and is not an official partner for the project. Its important member of the project but all of its support comes indirectly through the collaboration of other projects or other institutions within the research program. It is always at the table. Our objective within ERA was not to strengthen the national research institute but to bring it in and to help it learn to work with the universities and the other technical institutes. The other aspect of the research program is that it had to be interdisciplinary which allowed institutions to find expertise in different institutions and have them work together. So, I would like to include as much discussion as possible of this other level of institution, the technical, the vocational, even the primary secondary institutions and how they are part of an agricultural education system. It is little hard to do that from the perspective of ERA but we do have expertise in the audience working on that. One thing that ERA was very lucky, Keith it was kind of luck but it was planned for luck. Keith did the planning. He anticipated this opportunity, was the great relationship that we developed with the ministry of higher education and without going into a lot of detail, what that lead to a deep understanding of a Land Grant mission and an outreach of the Land grant model and the outreach mission that was missing from the responsibilities of universities in Senegal is that that outreach missing is now included in a new law for universities. Two big elements that were surprises that we could plan for them, we could anticipate but they were at best probabilistic events with low probability and that they happened is lucky. But Keith and others saw a potential path that you could not have hoped for, you could not have put a performance indicator down, we are going to change national policy on higher education. Even within 5 years you would hope for that you would never dare put an indicator on that, and we did through the number of influence of number of dynamic people particularly the minister. So there is now law that requires an outreach mission. It applies only to the universities but now it means that they are compelled with the community, to work with other institutions for the development of a 4-Hish program, positive youth development is going well and perhaps Tom will want to speak to that a little bit later, because not only is it a great mechanism for addressing workforce demand the soft skills that the African Youth need, it's a great opportunity for universities looking for ways to create an outreach mission. Now that they have already sensitized to the need and now they are compelled to find the solutions. UCAD itself, Prof. Noba is himself a professor of University of Cheikh Anta Diop, Dakar they are not yet involved in 4H development but they are involved in extremely interesting outreach mission that is one of the highlights of the ERA project and I hope I will ask Prof. Noba to speak to that. I asked Josiah if you give us a bit

of an example. Peter Trenchard is no longer here but I know you had a little opportunity to talk to him. But Josiah has been working in Malawi for 25 years. With USAID funding that was always separate from our office. He was getting this on his own as a tenured professor doing great work through the college of education in developing the teacher training program. He is already eluded to a little bit yesterday. I would like you to talk a little bit about what you presented in the InnovATE meeting about continuing professional education and how that shows a hypothetical linkage because it is not a project, it is an idea of linking university to the secondary schools through continuing education for teachers and how that can be used to deliver message both in STEM and in other areas relevant to food security and feed the future program.

Noba: Thank you very much. Talking about transformation in our institution we think that where ERA has had success is in two main points. The human resources in term of leaders, champions and also the governance. The human resources because we have in general two type of leaders in our institution. We have what we called institutional leaders, like deans, head of the different department etc. but we have also those teachers who have implementing many things like curricula, have research activity, have community services have very engaged and motivated without interest. This are also leaders. The problem is how to manage these two leaders. Those who have not been interested and having being a head of something and those who want to be in the service of the institution. In ERA project, the success is that we implement, we have two mechanism. The one is what we called the technical working group in each institutions. All these leaders these what we called informal leaders are in the technical working group. So we share the same problems. In general they are the coordinator of different curricula. They have some research activities. This group we organize them and we share all our problems. So we have the same vision of how we can transform the university. For this I think it is important to know or to see how to learn them and how to train them in some field like leadership, like politics, like entrepreneurship etc. All the skills to be, to make them the leaders. One thing is how they can work as the institutional leaders without conflict. Is the only problem you have to solve? It is very important. At the level of the institution, you have these two kind of leaders. Between the institutions we are implementing what we called GRAAS. GRAAS is a Group of Reflection in Agriculture and Food in Senegal. It is composed of different representation of technical working group of institution and the universities and the research institution and private sector, NGOs, the ministers, the secondary schools all the stakeholders have representatives in what we called GRAAS. The objective of GRAAS is to identify the constraints, the problems of agriculture and to discuss how to together we can solve the problems. ERA has the success because we have had three workshop with these representatives. The third one of the minister of higher education for universities. He was the president of the GRAAS. In terms of the mechanism we developed finally a partnership horizontally in the institution in between the institutions and vertically in the same institution between informal leaders and institutional leaders, between both institution and the institution with the ministry. I think it is very important. We discuss on the status of GRAAS. What kind of status we can give to GRAAS? Is it simple association? Is group of scientist? Is it the ministry offer a bureau for GRAAS in the ministry? To be in the ministry is that a good solution? We were discussing about the status of GRAAS. We have also discussed about the action plan of GRAAS. It is important to know what we can put in GRAAS in terms of content. This is important university but also we are private sector. What we return in the last meeting is that private sector want for example to be representative in our different committee to discuss with us what kind of curricula we will do for the student. The private sector needs training, they express their wishes to be trained. They want us to have applied research. This is very important

between universities we talk about to not duplicate the same curricula. Between universities it is very important. This is the new ecosystem we want to implement. In terms of perspective it is very interesting. In terms of sustainability after the project, we have a forum to discuss on all of our problem in agriculture. It is very important. And when we take in account the problems of students, the problems of community services, we put in other side the mission of the university, I think we can solve and we can see the partnership and the solution of our problems. This is a scheme I think ERA initiated. And I think if we have a chance to develop it will be good.

Larry: Thank you Professor Noba. I think we have set the stage based on the ERA example, because we have Prof. Noba here. Maybe Josiah, Peter, and Tom come up here and sit down here. We haven't had a real opportunity for the Guinea project to talk and you have already told me some interesting thing about institutional transformation, if that is ok with you Peter. The other big impact of that law it formally incorporated the private sector into an advisory role. That was something that was learned on the study tour that Keith and Demba far Mbaye led. The first consequence of this very good outcome, there were at least one or two universities that had at least some private sector advisory representation. The first consequence of that great ERA accomplishment a nationwide strike by the universities by the faculty who did not want this. We laid low a little bit on that. We told Ronit how great it was but outside of the meetings of USAID we did not really mentioned that for a while until the strike was resolved. We could do another panel just on that internal politics of all the discussions the administration-faculty politics. It was very public and a lot behind the scenes. But private sector involvement is critical and I did not realize how little time we had I was hoping and I do hope briefly Prof. Noba can talk about the private sector involvement the outreach activity that they undertook, not because of the law it was already well under way. That resulted in around 50 products being produced by the small scale women food processors to be officially recognized by the government for sale in Senegal. He mentioned a little bit about that yesterday. I would like to know how that relationship has benefited his university, your interactions. Because Prof. Noba was instrumental in negotiating this. There are different entities within the universities working together. We will hop over you Tom. So we will take a break from ERA and quickly go to Andrew.

Andrew: Thank you very much. I am assuming what you want to know from me is a little bit about the AET system in Guinea. So I guess I am going to be pretty much to the point and tell you little bit about the AET system in Guinea. It is a lot less complex than Senegal. The AEMIP program works with ESAV Guinea's only ag university. Then there is a famer to farmer for AET program that works with the ag technical institutions basically supplying technical assistance to them when it is needed but also been able to provide technical assistance through volunteers to the private sector. Somewhere along the line, and this is a bit before I got in Guinea, it was decided that it would be a good idea for these institutions to work together. They already have mandates to work together. ESAV is a research and a training institute. So, they are able to work with ERAG, they are able to send professors out and faculty out to work with other schools. They do that. And they are also been able to absorb researchers from ERAG or other schools as needed. At some point along the line and shortly before I got to Guinea there was talk of forming a Guinean ag institution network. The idea was to have ESAV in kind of a leadership role but then also these four ENA institutions and another forestry school. ESAV is managed by the ministry of higher education and ag technical schools are managed by the ministry of technical education and vocational training. So, there is not five ministries, there is two. That's pretty easy to deal with. AEMIP is directly partnered to ESAV. We have an agreement with them and then

the farmer to farmer program is directly partnered to the ENAEs. This started to happen and they have got the short term accreditation, they have raised membership fees, they have had some outside organizations join as kind of an associate members and they have started to do formative research with us. They have helped us conduct labor market study. ESAV has played a leadership role in doing institutional assessments of the ENAEs after having their own institutional assessment done by AEMIP. Recently there was a gendered farm mapping study where the ENAEs worked with ESAV and us, they got trained in doing a survey process. They brought in a kind of satellite partners at each of the ENAEs for us to conduct the survey. This is kind of one of the things going forward is that we want ENAEs to be creating partnerships with outside farmers organizations and federations, to create kind of a network to give feedback. Obviously this is an idealistic process. It is slow. We are helping to push the process to some degree and use some of our resources to make sure that it goes forward as far as meeting time and getting people together. But I think it has got a lot of potential because the way these ENAEs are set up is in all the four main geographic regions in Guinea it would allow this network to access any part of the country. It would allow people do national level research. It's probably going to be used for finalizing CSA strategies over then next year and so it is a very interesting system. Our next steps forward are towards getting a final accreditation. It's may be getting them to change some of the bylaws and rethink the structure. It is also probably time for them to start looking at the bigger programmatic level and thinking about two to three top priorities that they can take. One of them is the same as Prof. Noba said. It is kind of designing training, coming together, looking how they can overhaul their curriculum and so this is one of the possible activities of this network. Another one is again creating partnerships with external partners with these farmers' federations which are very big in Guinea. That is basically the AET system in Guinea right now.

Josiah: I wish my colleague Joseph Mukuni was here. It is because he is in vocational and technical education. He had projects in Zambia for many years. In fact we fished him out of Zambia to come here in order that we can go back to Zambia and work with the Zambians who are already in place. He got his terminal degree here and we decided that we will keep him here so that when we go back he will lead the way to Zambia, if we ever get back there. I wish he was involved. We rely on him.

My basic background is in social studies education focus. When I was in Botswana, I did the research in Botswana some years back. I met a guy from HIID as the Harvard Institute of International Development who talked to me and we had worked together in Botswana. We set up a degree program in the University of Botswana and worked there for three years and beyond. But it was out of that that it was from Harvard that he invited me to go to Malawi and do the civic curriculum for Malawi system of education and I did that in 1996 for two years and the syllabus was accepted by the ministry and it was adopted. Two years later I came back and invited my colleagues here to go and do research work on teaching and learning in primary schools in Malawi. We have spent two years, 500 hours of research to find out the impact of culture on teaching and learning then it could inform us on how the whole teaching and learning takes place. At the end of that process the ministry and USAID Malawi said particularly the ministry said, "Do you want to create a degree program for us here." We said, "No, we can't do that you have to do it yourselves." They said, "But we do not have the capacity, we don't have the means." Well we can help you create the capacity, we can help your people be trained to do it. So the TOT Train the Trainer Model became our focus. To do that we recruited about 6

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doctoral students. One in Math, one in science, one in literacy, one in technology and asked six of them to come here to study for the PhD. It took them five years to finish that. At the same time concurrently, we went to Malawi and recruited 24 master's students six in social studies, 6 in math, 6 in literacy so that we had a core of people. Because what we wanted to do was have a critical mass of people who know what they are supposed to do in their teaching of math, science, social studies and literacy in their life. These people out of this pool would recruit faculty to create a degree program in Malawi. That was done by 2005. What happened then, they created the degree program has been going on for a while now 8 cohorts have graduated from there. The reason why they wanted a degree program. They wanted to deploy teachers in the teacher training colleges' because those were not trained at all it was just haphazardly done. Therefore the recruits from the degree program were deployed there. That is what happened. It was very helpful in that the ministry began to see the value of it and it became a very useful thing. This is what happen to that project the TOT helped us to work that. We are trying to work on that same model in Zambia where the vocational and technical education would be used. But at the same time we wanted to also open up the ODL the distance learning process so that it can reach out to the primary schools and schools outside far away from the main centers. We saw the value of NEPAD e-schools. NEPAD is the New Economic Partnership in Africa's Development, which is supposed to have 600,000 schools in Africa. How many teachers are there, you can multiply by the factor of how many schools? 600,000 schools were going to be connected via internet. All schools in Africa, primary and secondary to be connected to this. What happened is that the African Union has agreed to have a submarine broad band cable from Morocco around the Africa back to Morocco. Internet connections and they have people who are private sector, Microsoft, HP, Oracle, ADM all are collaborating with local telecoms to have these so that all even primary schools have internet. They have fiber optics cables that are being connect to the hinterland. I was in Kenya in Mombasa, we went on road in Nairobi. There were cables that are laid. I was in Malawi the same thing is true. I was in Zimbabwe that is true. So in Zambia, there is this interconnectivity that was done. It was out of this that I saw I said, by golly we can ask if NEPAD can agree to have VT as a resource institution to have a role in training the teachers in how to use internet connectivity. We signed this MOU with NEPAD and said, "When you are operating we are here to work with you." So we have that in place right now. The problem was that they were not working as well as they were, and they are still in the lay stage. There are people who are being recruited and there is a pilot that is going on. 16 schools in Africa have been put on a pilot study. 6 of those in each of the 6 countries 6 have secondary schools are pilot. So they are using them as their model. I just wanted to let you know about that aspect. The TOT is a model that we think has worked in the past.

Tom: I know many of you are representing very difficult contexts, where electricity is a limiting factor and what not. I want to say that we are blessed in Senegal because they are doing this already. It is a testament to the mission's investment in us because it is a national priority. I mentioned to a few people yesterday that there is this great thing called the next Einstein Forum that took place in Dakar, the next one will be in two years in Rwanda. When Present Macke Sall was asked about investments in science and technology his answer was about the need to invest in the entire system in AET. Instead of talking about science and technology he was talking about investing in primary schools up to Doctors in AET. They are opening a new university that is going to be in Agriculture. It's not like ERA did that we are just there to help out with that as they are doing it. In the last 6 months all of the major universities have had fora on employment and entrepreneurship not just about agriculture but obviously it is a big factor and so ERA is

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invited in to our partner the most recent was UCAD. So it is a happening thing without us and so we are there to help. About GRAAS I think in rest of ERAs existence a big goal is to support GRAAS to move into its next phase which really is to be an institutional national body to operationalize this law that is about more publicly engaged scholarship and research and community service at the universities. The ministry of higher education and research has offered some office space. The tricky thing is since multiple ministries are involved is that going to be a turf war who should own GRAAS. I did not get to talk about 4-H. But in order to institutionalize 4-H we need to have a letter of support coming from Senegal requesting it from 4-H national in DC. So who is that letter going to come from? It could be UCAD it could be from another agricultural university. Lastly, one thing I thing that I am surprised that Keith has not mentioned is that something else is going on in Senegal is quality assurance in higher education and self-evaluation of institutions and it wasn't really happening much in AET programs and with a lot of Keith's work and others we have come a long side and helped them with that. The difficult issue there which is something that we have not figured out in the US after a 150 years of land grant and 100 years of extension is how to evaluate faculty or programs on their community engaged work. So there is a body called ANACSup we are helping them figure out or at least work on the question of how to evaluate publicly focused scholarship.

Peter: I would like to ask the leaders that do you have any themes or questions that you would like the groups to address bearing in mind that the focus of this session is on national AET system transformation. I have some themes in mind. But what themes or questions would you like to suggest?

Larry: I am interested in the connections between institutions that help transform institutions. I think that will be a good theme to discuss.

Peter: Similar to that I was thinking that the relationship between the universities, ministries, the private sector, NGOs just came up that might be something that you would like to talk about. Are there universal external stakeholders that cut across all of the projects? How is evaluation and university transformation connected? I think Tom just touched on that briefly. I think engaging stakeholders and this whole issue of how you evaluate outreach comes in there as well. But don't feel limited by these questions or themes. Within the broader context of national AET transformation, system transformation you are welcome to come up with your own ideas of what should be discussed or what should be presented.

Thematic Session 2: Group Discussion

Peter Koehn: What I think I am going to do now is I am going to start with the groups who are done and let them report if you could give them your attention and those of you who need to scribble a little bit more you can do that. So why don't we start here with table number 4.

Table no. 4:

Noba: for transforming institution we think that there are three important points.

- The first is how to build leadership? The first point is to have skills, training, but adapted to build leadership. Some case that have leadership and entrepreneurship in the different institution. We think that it is the beginning and the most important point.

- After that is to identify the resources at the beginning of the project. For many activities in terms of building capacity on curriculum, research and community services it is important to give resources.

- The third point is how to measure impact of the project? The indicators of the project forces the weakness of the project. We think that these three points, building leadership, giving at the beginning resources for doing activities and measuring at the end or perhaps the trend of the project to have in mind to measure the impact of the project.

Table no. 5:

Yahba: We brainstormed and we were able to have 4 main points to recommend on the national AET system transformation.

- One, we talked about system that are required in adding something that is missing. If in an institution something is missing and then we want to fill the gap so that we can bring out transformation we can add something into that.

- Two, we said AET system for having several higher level of dialogue is helpful in transforming institutions. Dialogue is very important and that will give opportunity so that people can have information, idea to put them together so that we can transform the institution that we talk about.

- Third issue that we talked about is essential feedback for institutional adaption. We followed that. If you train people, it is better that you test them the quality, country or the program that you want to see that work be better. You will be able to trace the students so that you can see where are they actually marketable or where are they meeting the needs of the country or your society. So you look at that as where. In Cuttington it is the same thing that we want to do. We train them, send them out in private sector or public sector and test them there. What are the information that is very useful in a curriculum and useful information to that means we bring about transformation?

- We talk about value chain link, curricula on production, entrepreneurship, business, and processing and also look at link between productions is important. And we look at what it is actually meeting the need and if so then transformation, we talk about looking at the national AET system transformation, I think we will be able to achieve that.

Peter Koehn: I think there is a connection there between point 3 and tracers studies and the question raised by group 4 about how you measure impact. So there is a nice connection there and you came up with a partial answer to that question. Let's move to number 3 here. I think they had some of the same discussions that you were having.

Table no. 3:

Tom: Thank you. Yes, there is at least some overlaps. One can't help not just because our AOR is here and we keep like bragging but we inevitably ended up highlighting some examples from ERA from the second point interinstitutional partnerships which foster transformation so we have many examples of that if we want to talk later. In all seriousness, they could be models, which could be replicable else were. So that's why I think it is important. However in any other countries and also in some cases in Senegal, there are barriers to those types of partnerships because of essentially turf wars and governance structures that inhibit them. In terms of their second point about the need for high level dialogue between the ministers and what not, Charles had a point where very often when those dialogs happen, AET essentially falls through the cracks because there is no one there advocating for agriculture it is not there, it is all about general higher education or general secondary education. Those dialogs are important but need to somehow have an advocate for AET there. The turf war thing in Senegal you know Larry mentioned that we have got the National Agricultural Research Institute connect to UCAD Prof. Noba's university one funny small tangible way in which turf wars is when a student leaves the university to go to do his research at the institute and then produces a document they argue about who's logo should go on it and where the logos should be because each want to claim the work but they end up I think putting both logos on. The last point is that just to put a variation in the theme of how this is not some problem over there Donna who works very intensely with agricultural education teacher prep in the US I did not even know this but we have turf wars here between USDA and I was saying, you know we don't have a million ministries in US and so I don't think we have this problem." But the USDA and the Department of Education have clashes about who should own Ag Ed here in the States. So once again it is a problem here and also over there.

Peter Koehn: Thank you table no. 3. I think we will just go to table no .2 because I think there is some connection there with your point no. 2 that's on your board.

Table no. 2:

Sandra Russo: We wanted to talk about the take home messages and we were discussing what were some important points that came up during the conversation. The first was about convening stakeholders. We had a lot of discussion about that. Why do you convene a group of stakeholders? If they are more successful if all of the stakeholders have similar needs? Does it need to be sector specific? Who is a neutral convener when they talked about ERA and GRAAS and is the ministry the neutral convener and ministry the space where we want to locate our stakeholder group or not? Ipolito talked about trying to harmonize messages when you get together what you know what is the reason that you are getting together and you should not just have, there should be agendas for people to be getting together for. And so whether you are developing an ag sector strategy or a livestock master plan or Clara was talking about Nigeria. They set up a science academy so that people could come in and scientist could come in and talk about researchable issues that were relevant to Nigeria. So one big thing is the importance of convening the stakeholders. There is a lot of stakeholders from farmers all the way up to the ministry. So, then getting to the ministry point, the ministry can provide an enabling environment and in the successful projects that we have heard from here, the ministry involvement has been very important. But then we went off to another direction and said, "Ok are there any examples where AET has been transformed in the absence of ministries support." We did not have any, but what would that look like and why would you want to do that is perhaps the explosion of private universities and indication that ministries aren't supporting higher education I don't know. We

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had representatives of the two post conflict countries at our table. So the question raised was can the post conflict countries not have to go through this huge lengthy process that all the rest of us have been going through. Can they learn and may be leap frog some of the steps and get to AET transformation a little more quickly than it has taken the rest of us to get there like 150 years in our case and we are still not there.

Peter Koehn: I want to go to no. 6 here if we can.

Table no. 6:

Melanie Miller-Foster: Like table no 3 we also talked about mechanism that need to bring together university partners with the research and extension folks and one of the methods that was suggested to do this would be a competitive grants program that forces folks to work together. We also talked about why accreditation is important. Of course it is to link graduates to industry needs, connect to the national development plan and of course have some uniform standards that give employers confidence to higher graduates. That lead into the discussion of multiple universities offering agriculture education programs and thinking about the idea of creating working groups to bring those various agriculture universities together.

Peter Koehn: Thank you. I think there is a connection there with the accreditation. This group here we asked them to do 1, 2 or 3. They have 7 on their board. That is because Keith is not following the rules.

Table no. 1:

Jessica: I have been selected as a spokesperson for this table and I am not sure if it is because I am the only female here and I am getting a little gender balance here. I am joking. But we did talk a little bit about that as well. Focusing a lot on this institutional transformation piece we jumped right into question 2. We kind of skipped question 1 about the stakeholders and whether there are common stakeholders. So our steps actually here were an attempt at documenting what an assessment process would be like so that we could think about if there was a possible indicators. So really focusing on this relationship between evaluation and university transformation and what that would look like? We talked about generally the value in the process of during a self-assessment. The value is in the documentation of this. We kind of linked that back to this idea of what we were evaluating. So we really spent a lot of time talking about the process and the value of that and trying to tease out how that might be a way to evaluate these efforts.

Peter Koehn: Ok good I think you have covered one or two thing rather than all seven and I think one of the thing we want to say is that you evaluate what is important. I saved no. 7 for last because it looked like they had the most complicated presentation.

Table no. 7:

Daniel Foster: My name is Daniel Foster. I am an Agriculture Teacher educator. Amy, David and Mike are in our group. I was asked to be the recorder. Please don't hold them accountable for the mistakes. Please note that we begin and end on stakeholders. It was an important viewpoint from the entire group is that stakeholder's voice is important. So we were looking at outputs from the conversations or take always if you will. We did the best we could. We started

talking about the importance of relationship and how can we shift those relationships away from competition to collaboration. We heard that from several of the other different groups. One way is to seek the common ground for interdisciplinary issues instead of always silo-ing like why do we need to make the mistakes that we have made domestically in our programming and we have had a really interesting conversation about the difference between a Vet Science education perhaps and agriculture teacher education. Should I be a methods teacher in the college of agriculture, should we all be in the college of education, should there be one physiologist that teaches them all or can the medicine folks and Vets come together. It was a great conversation. I don't know if we had solutions as we went through that. But there needs to be a continuum along the education of value chain that has clarity of expectations. Can we pass the torch from one chain to another as we talk about ag education and training? Can we clarify to our institutes? This is what you need to accomplish it. You can do it as you wish but they need to be at this point so that we can pick up at the university moving forward which quite frankly aligns with the accreditation concepts and conversations that we were talking about. Because to know where that we need to be, did we provide opportunity for true stakeholder voice. That's not just ask them to rubber stamp and not even ask them to share and say that we are going to listen. It is do they get to help dictate. For me to hire these students to fulfill these work force needs and to meet to needs you need to be accomplishing these things at each stage of the continuum. And so that is the best that we did as we talked about this issue.

Peter Koehn: That is a great way to wrap up. So we have not come to resolution. I don't think we could be expected to in an hour or less discussion. But we have certainly broadened the discussion, raised some really interesting questions and issues. What Angela and I were thinking about was are some of these issues worth further discussions. Maybe in some of our formal programs that are coming up or may be in the informal discussions that we have during our breaks, lunch and dinner and so forth. So Angela has an idea to give each of you one vote on your way to break or during your break if you would come back in the room and put a check mark next to the one thing on the board that you think is the most important of all for further discussion. You only get 1 vote. and just put a check next to that one. Remember that there is one board that has more than one page to it and think is no. 5. Everyone else have just one page. We are ready for break.

Thematic Session 3 - Curriculum Development and Pedagogical Reform

Panel: **Michael Parr, Father Mike Schultheis,** and **Jim Simon**

Moderator: **Peter Koehn**

Jim: Each of us have been involved in curriculum development and curriculum development is in between a craft and an art so I will just give a few moments of our experiences.

When we are working in another country or when we work in this country since it has been a dialog of limitations and areas of ways to improve American education at local and regional levels too, it is one thing to build a capacity of curriculum by ensuring that an improved curriculum reflects not only what the educator that's working on the curriculum needs but what the host country needs and the educators at that particular institution require. What do I mean by that? When we as Americans get involved in international development trying to change the

curriculum overseas, we observe that it was very important at the beginning to ensure that a strong participation by the university and by the faculty to get engagement as to hearing what their priorities are with improvement and updating and enhancing and strengthening a curriculum. There was always a lot of concern from people overseas that when outsiders come in the changes and recommendations made are reflections of their own host institutions and their own experiences. We really did not want to go into Liberia for example, in collaboration with North Carolina and other University partners, giving them the idea that we wanted to turn it into a research 1 or 2 or 3 or whatever it is. But as an American university what we wanted to do is to provide our expertise and our experiences to share with them and to strengthen what was truly an obsolete an non-functional curriculum that they had and recognized in a way in which they could own it, approve it and, in concert with our upper administration, move forward on making those changes. It was curriculum content that speaks to and is relevant to those professors and to their students of today and tomorrow and is where they want to go. Once they have a new improved curriculum in place, the other issue is how do we provide support for the training of the faculty members and the administration that supports that faculty so that it talks and addresses in terms of capacity building, there are different terms amongst. I am an educator but I am not an educational specialist so to speak even though that's what I work in. So I am not sure if I am using the correct term when I speak. We have to be able to train the teachers both in the core scientific principles that they are doing as well as the best methodology of transmitting that information in a relevant manner that is within the cultural context of the country within the environment where they are being taught. It is one thing to have technical skills and it is another thing to transmit those technical skills, the scientific skills. The philosophy behind critical thinking skills to our young next generation students in a way that is meaningful and relevant for them and how do we bring in that information using examples that is very specific to the country, to the experiences that they have gone though is another component in this curriculum development. You heard me talking about the pillars of foundation. It is kind like a car if one wheel doesn't work the car does not move forward. So get an approved curriculum which is great. But if you don't have the teachers that can teach, it is not going to happen. If you have teachers that have information but don't know how to teach it's not going to happen. If you have teachers that know how to teach and have the information but they don't get the support by their administration and don't have the motivation whether it be financial, resource allocation whatever that motivates people besides giving meaning to the work itself it may not happen. Melanie brings up an issue that a lot of us want to talk about but we can't because we don't have it separated is how do we ensure that students going into those colleges and you as the ag educator as you were talking about this, how do you do that kind of ensuring that the best students come in and that there is better training prior to the college prior to reaching the tertiary education, that's a whole another discussion. How do we improve that whole educational balance in the sense to reach more people and do we want to reach more people at university it is a different discussion? Do you try to make the university good for everybody as we have tried to do with University of Liberia with disastrous results? Or do they realize that some students for whatever reason can best fulfill their economic and professional dreams by going first to vocational or technical schools? Then for those that want to go on to college and grad school go on there. The whole issue of societal expectation and parity all plays into these curriculum development challenges. We look at it from the human capacity, capital building and environmental perspectives we talk about yesterday in terms of improved facilities. A curriculum that meets not only the needs of what the professors think that they need there, because here I am

going to give you a politically incorrect approach that if you want local solutions but you don't have teachers that have been trained and only have perhaps very narrow undergraduates background where they are trying to meet industry needs, national plan needs that require different perspectives how do you get them to embrace that change in a way that is not competitive for them, so that they feel that they are not left out. In EHELD, one of the biggest issues is most senior faculty members felt like dinosaurs because the universities did not want to identify them to go out for graduate training because they already are 50 and 60. Why should we invest in you? You will be retiring soon. We have to invest in the younger generation or we have to invest in the teachers assistance that us or the newer generation of faculty. I am a senior faculty member at Rutgers because I was at Perdue and we always wanted more resource to go into our junior faculty because those are the newer generations of tomorrow just like you are investing in the students for their generation. But how do you do that in a way that does not alienate the current permanent faculty or you are trying to create exciting opportunities for the newer faculty and that's where study tours, specific workshops and training opportunities come in and still engage them in a way to the extent that could make it a win-win and I know that is superficial sometimes to say that. But for majority of faculty and then helping to identify what their needs are and recognizing that funding and special opportunities can't go to everybody within faculties. We get better ownership in that. Daniel and I and others have been trying very hard to find what that balance is. There is a model to think about the process but like everything else it comes down to local conditions and local situations and local experiences will help frame how everything can move forward faster.

Michael Parr: I can talk about the process because I am also not an educator but a project manager with the focus on USAID. My role was to steer the process through and to define the strategies of us doing that. Our core thing because we had identified the gap and that was being entrepreneurship and the failure of a market orientation in agricultural education that was being delivered in Timor. My role was always to keep that market focus in the course curriculum and then to find the resources. So find the resources to get the expertise to guide the local people to contribute, to find the technical researchers so that in Timor you could get a curriculum document printed in a usable format and to put to bring the people together and find those venues to bring the teachers to participate. Otherwise I will be repeating what you said because you had to make it relevant to Timor. What could teachers teach? What could students learn? And how to use those school resources that they did have? One of the most important things was how to make it experiential and make sure that it was a practical learning experience because that was our goal. To do that we created three things at the start. We knew that the resources in the institutions would not make it sustainable but were very important for the short term which were to have an internship program, to incorporate our student business in the learning experience, and to have a capstone business plan that could be completed for an optional opportunity to start a business. We knew at the beginning that those wouldn't probably be able to carry forward because of lack of resources and expertise but were very important in the short term. So we made that decision to do that and saw the success of it and hopefully in a longer term it will be carried forward. One of the things in Timor is that the curriculum was developed to make sure that it linked to the accreditation process, it came out in our discussion earlier but to make it more transformational that was important and that's valued by the student. The real reason behind doing that was students wanted that. It had value to have a diploma or it had value to have accredited program. Because it was a project and we were going to leave but to share this broadly as we can, the USAID symbol we branded it for the ministry and it was an agriculture

ministry program, but then to share it broadly and to make sure that the follow up donors that participated had access to it so that it could have longevity longer than the USAID project.

Jim: With our EHELD program what we did at the outset is have a faculty retreat. You do the needs assessment, actually USAID did the needs assessment before the program was actually bidded. Afterwards we wanted to revisit that and we thought it was very important to go for faculty retreat with the local faculty to get them to reprioritize what we had initial planned that was done and then from the outset we worked with the local faculty to go through a newly improved curricula to get faculty senate and central administration assistance so that by year 2 we had really three years to work with everybody to work on the curriculum, to bring in and we do this from the beginning business partners to make sure that they were being able to hire had them promise that they would be able to hire if we had the EHELD graduated cohort and the types of internships. So we used many of the models that you are suggesting over there and it seems to work well and it is documented more in the posters of course. It is nice to see that what you have done we have also done and we find it successful.

Michael: Ipolito brought it up before. There was a delay between the design of the program and implementation of the program. We did not take the step of revisiting the faculty which should have been done. It is a learning. It is important. Now I turn it over to Father Mike.

Father Mike: My background is little bit different in one sense that I had taught at the National University in Uganda Makere and at University of Dar es Salaam in both cases I was involved with research outreach and all that. More recently in last few months I have been involved in Nigeria and working on curricula in Nigeria. There we talk about curricula in most cases now and it's been brought out in our conversations. One has to go through a national university commission if you are dealing with higher education. They have certain restrictions interesting also that many of them are patterned at least in a loose way on the US American University system and the training programs are such that almost all and including some of you here would have the experience that their own faculty if they go on for higher training would like to have a tie to USAID or a university to come this way.

A little bit on curriculum. I have been involved with now four universities involved in developing the curriculum. They are Catholic Universities but we had to deal with the National University Commission. It fits into a wider program. My recent experience Mozambique and South Sudan both post conflict countries. That means secondary school systems were partly broken down. In devising a curriculum, we had to really look at propatuity- a pre university year. Part of the 4- or 5-year program but give them basic numeracy and literacy skills. We also tried to look at a general survey of country history and geography, the agro economic zones the culture and so on. Also, giving them a schemata in terms of looking at kind of a methodology on that. I will call it social analysis. You are looking at problems but work on that under millennium or sustainable development goals. So look at the problems and get students beginning to look at a problem and do a short research paper. What is a problem? How do you evaluate that? If you have got a question of illness in the local bio in Mbera or Juba, is that because of poor drainage? Is it because of malaria? Is it because of the money that should go into that or to begin to look into the problem how do you analyze it? What course of action might you look at? And then what are the value systems that partly guide your response to that. If you are in London at the time of industrial revolution your value system depending upon if you are real poor or whether you are on the other side of the river and then you have got the bad fumes and disease and so you

begin to respond to the problem. And then what is the reaction to that? I have students who have gone through that. One fellow out of the government the defense ministry, he said, "I use that methodology always now in terms of my training programs." That's a type of approach.

Here we come back to the RHEA project and the VT program. Our university was already underway. The first think we did was we reached out and VT was identified and came in and then we brought in a team, Alice Pell of Cornell and Peter Wyeth from Washington State, Michael Bertelsen and Theo Dillaha. We came in and we brought in others, we had a program that began to look at what the university could look like and what would be the need that could be responded to. Then the faculty of agriculture and environmental sciences, I like to tag on environmental sciences on that. It opens the door to a wider program. Immediately we have three universities out of Kenya. We had the ministry people as well as the USAID rep. We had the two or three day workshop in November. We had our first students in September, three months later within three months we had this international meeting. Out of that largely due to Michael and Theo what are the needs for training personal in agricultural science around food security in South Sudan. At that time it was still Sudan.

We did an evaluation and investigation and tried to look at the agricultural scientists and who are they? There were almost none. It is amazing. It is understandable but almost none. Even at the ministry level in South Sudan only a couple of people had a university degree had a basic degree in agricultural sciences? So we began to shape our faculty curriculum around that. Of course coming out of a Catholic foundation background, we also had some value courses. So philosophy, basic theology, course in conflict transformation and so on. Also, in Ghana they insisted within your history you also did a good study of Islam and I think that is important in Africa in most countries in Africa. So our students depending on where you are, if you are in Senegal that could be a basic part of your curriculum or yes or no on that. But we would continue with that and in the second year we began to look at the basic sciences that would be required to deal with agricultural sciences biology, chemistry physics and so on and try to begin to put a slant on that we begin to look at the agricultural sciences. But we have to have the foundation. In our faculty of agricultural and environmental sciences we would have a five year program. The first year the basic numeracy, literacy and so on. And then the second year we began to look at the foundations of the sciences that are required. Then this is very important to me, I spent some time at Cal Poly but I think that's an important model in a sense because their students had programs whether livestock or plots or so on. So immediately we started a Faculty at Wau and we began the search with the ministry for farm plots and we got the farm plot. So within 2 or 3 years we had students out there working with farm plots and that becomes a very important component especially in the African country side. Daniel and Noba can correct me on that, but many of you can too that a lot of the kids who come out well they grow up in rural areas but if they are on to a university level they were probably in a boarding school it depends a lot, a lot of variation. To get them get their hands dirty and begin to understand how crops grow and the problems and so on. That's a Cal Poly model in one sense, to involve the students immediately and in programs not cheap labor for the faculty but programs where they are involved enough that see how things operate and the benefits of that come back into there, if they had livestock they could sell that.

But that requires that you have got good teachers that understand that and go on through that. There is another key component in this VT. Between the 2nd and 3rd year 3rd and 4th years we had students involved in working in the agriculture research stations. Students in that about

10 weeks they would go down and they will be supported. So a small stipend, they will have food and so on. But that was a transforming experience for a many of these kids. As a grandparent or great grandparent age wise I can say kids. But that really made a major change to their own interest in their studies that had to do in agricultural sciences. I think that is commonly followed. Those of you who work at the African Universities would follow that. At the beginning of the fourth year, we begin to split our students in terms of agricultural policy. Agriculture economics, or trade theory and so on and the basic sciences more the agricultural sciences - crops or soils or whatever. You began to specialize that in 4th year. Again requires that you have got faculty that can handle that and in poor countries and post conflict countries like Mozambique was and South Sudan was and Liberia is or was that so many of the trained people had fled the country.

Then you move into the other question about training of faculty. I was in Mozambique and set up the first master degree program in the country. We needed teachers. Most of you will know this. But the agriculture economic research consortium was the first three the leaders of that was I knew them at University of Dar Es Salaam but that was trying to train agriculturalist or Africans at the level of Master Degree. Now it's in a PhD Program and if you begin to move with that kind of a training you begin to move away from University of Wisconsin professors or Rutgers Professors to develop your own locally grown instructors When I was in Dar Es Salaam in the beginning of 76 to 81 about half the instructors were ex-patriate. I went back 4 years ago. You would see a few ex-patriates but not many. Ex-patriate instructors are helpful because they bring resources they bring new methodology and so on, but to try to develop your local people and that was a major thrust, to develop institution, develop local leadership.

A couple of resources that many of you would know, I've explained this to Keith as well, there is a book called Cal Poly model that learning by doing. We have talked about that quite a bit in terms of methodology. This interesting book was done by US she was a seminary sister for some years worked in Tanzania and then left the community and did a degree in adult education in Western Massachusetts on Faculty for some time at the University of North Carolina was picked up then by UNESCO as one of their experts on adult education. She has a gem of a book "Learning to listen, Learning to teach. The power of dialog in educating adults." and we had included adult education in terms of our general curriculum for our students in agricultural faculty because if you are an extension agent a good part of your time should be spent educating adults. So what are the techniques? And she had some beautiful descriptions. She had worked up in Nepal for a time. She said that this woman had trekked about three or four days across the mountains carrying her AK47 and she said that she put that down on a table and she said, "When I saw that I had to change to a dialog education. I could talk and people said I don't know what in the world you are talking about." We all know that. But that dialogue education, learning to listen, learning to teach.

There is another good book. Many be many of you know that. World Bank was involved at bit in Mozambique and also in Ghana with the evaluation of the several key universities in several African countries. I think 10 to 12. But in the 80s and 90s as a result of declining commodity prices and so on and the US policies beginning shift from public investment to private and so on. There was a decline and the universities went into a very bad patch. Then the World Bank and USAID was involved in that and 4 or 5 major development associations. Kellogg, Rockefeller, Roosevelt, Ford was involved. There was 5 to 6 major foundations as well as several countries were involved in that. The World Bank invested more than 400 million

dollars in trying to revive and strengthen the university education in that. I found a very interesting book partly because they picked up a couple of programs that we had in Mozambique but a book by Megan Lindao may be some of you know that. It is the institute of international education "Weaving success voices of change in African Higher Education." It was done by the IIE in the year 2011 on that and it goes through what works. Partly that meeting with ministry and government and budget people and so on. Trying to see the collaboration and create independence for the universities themselves and Senegal was we have talked about that, but you know that. But they picked up our training program at University of Mozambique we had so few teachers and our best students finishing the fourth year there. We did not have a five years program at that point but now we do. First year we got them to University of Zimbabwe and brought them back but those students who shall promise as teachers then the second year we had our own MBA program and ran through about the best of the graduating class with the idea that they would come back and teach and then we tried to do that in South Sudan too. Those who come they are under obligation, under bond. One of the very good students in Mozambique, I met her in Zimbabwe and I said if you are married in Ethiopia I am going to send an Interpol after you. You have got to come back and she did. But she has a couple of kids by an Ethiopian. The point on that is then if they prove after two or three years if they work well, they like the institution and we like them then you invite them or try to get a PhD program with the commitment that they come back for 4 or 5 years.

In South Sudan the RHEA program, the Catholic University faculty we were too young but there were six at the University of Juba and a couple of them are here even now but their background was weak enough that they could hardly survive or do the academic work that was required for their degree work here at the University of Virginia Tech and some of your know the students here. That's an idea of program. In my view and especially in South Sudan trying to get them into the Master's program in a regional universities like Makerere or University of Nairobi. Why, well then their buddies are if they have a problem with cassava or maize blight, Jim what's your research going on in Kenya? But if they are at the University of Florida or Florida state, Jim you tell me about the cassava problem? What is that your latest girlfriend? But you have got your regional networks of friends and collaborators. That's very important I think. So, there is a step wise and here any of the USAID programs and other US programs are helping in that training of expertise and there when you come out, like our relationship with VT was almost an ideal relationship. I said the first GIS, Geographical Information System in Mozambique, there we had support from the University of Salzburg, couple of technicians, money from the ministry of Foreign Affairs out of Vienna out of Austria, but there you have got the three legged tripod, you have got expertise from the university, funding from a national government and a local institution to implement. So these are almost the ideal programs and then it is building the local institutions.

A lot of other issues have come up, we talked a little bit about opportunities, I like the word even the bad news, good news bad news you know that study or that story. I won't tell it to you. But you know what? Whether the horse breaks the leg and falls the young boy off, well that's is a bad news and the next day the army comes through and is recruiting, the boy has a broken leg so he doesn't go, good news bad news. So I say providence, not luck as much as providence. But you always look towards building your program. The worst case scenario, in Mozambique there was a major program of invest from a South African firm bringing iron ore out of Brazil parking off the shore of Beira and we want to break that iron ore down into ingots

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but be careful about the pollution. We are able to prevent them, they forced some modification. The university has the capacity for helping the government avoid its bad decisions too. We know that. May be that is enough. There might be some questions.

Michael: I was just going to see if we could find the model in teacher training. I had some questions in that because it seems like it is obvious that there is a common requirement and Josiah had one model that is admirable but I don't know if Father had some Models that he has experienced in many years.

Jim: I think one of the common themes between the three of us and others who were speaking before is that there needs to be a formal or informal dialog with the host national government however shape or form that it takes place whether it is formalized as in Senegal or if it is informal by ensuring that the members of the appropriate ministries and those in charge of higher education for certification whether it is a legally responsible rule that has to go through for a changing curriculum or not just to keep them posted is always a wise decision. We did that and in Liberia we are doing that in El Salvador where the government has different roles in each of the countries but in any case those members that involved in review of the permission to change and are accreditation are always involved from the beginning. So they don't feel that you are coming in through the back door or anything is being circumvented that becomes very important whether it is formal or informal for any national transformational change within an individual institutional change. That becomes important. The key voices that we are all speaking of is local solutions. Local solutions is in reality the generation of training of individuals from that country. Maybe they have ended up in that country for 30 or 40 years, I would not call them Ex- Pats in that case but people from that country that could provide training and are committed by passion to stay in that country, have a family in that country will be in that country to train the next generation of students. So how that is achieved is done through a variety of different models but recognizing that it is best to make sure that the teachers within the universities of those institutions of higher education are from those countries to build capacity.

Father Mike: Another very useful reference book on higher education in Africa is Teferra and Altbach. "African Higher Education and International Reference Handbook," its publication is 2003. They also have a quarterly newsletter out of that. But if you are going into a country it will give you a history on each country in higher education. So, its good background and maybe some of you have authored different articles in that. It is a gem and it is a very interesting book.

Jim: Just a couple of comments as we open up to the floor. I think that one thing missing in the discussion and again I will bring it up to shake things up a little bit is besides the shared vision concept that I am obsessed with, there really is a key to try to transform the way governments, universities and other stakeholders see the profession of agriculture. We dance around this. But if people see agriculture as a dying profession, if they see agriculture as not a way in which they themselves the family the new generation can make money then how could we expect that there will not be continued migration into urban areas in cities? How do we expect there to be the development of micro enterprises managed and raised by women to lead by some extent, but not only by women. If we don't include gender embedded in all the different courses that we are trying to do, I don't know if we are going to be successful in EHELD, we missed an opportunity, if we don't embed extension outreach not in itself by different distinct organization but embedded within research, embedded within training so that we see it in a holistic system approach not matter what you are trained as a scientist or theologian. But if we don't embed

really and see this kind of micro enterprise leadership, entrepreneurship as a realistic way in which agriculture can help achieve and solve health nutrition and these other issues of improving our lives, then transformation at a university level is also limited that itself. In a shared vision we have to encompass those critical components to let people dream and realize that university and education allows that transformational dream to become realistic. So, unless I have missed anything we like to turn it over.

Peter: Well, I have a couple of questions that they might think about. I would just tack on to what Jim just said and try to bring things together from some of the other discussions that we have been having at this workshop. My first question: is institutional transformation needed in order to have curriculum and pedagogical transformational reform? I was struck by what you said about cheap labor it's a very practical question and that is how do you arrange? We all now know that experiential education has some real advantages over didactic kinds of methods and so I think one of the very practical questions for those of you in agriculture is how you arrange for really worthwhile experiential education which is not just cheap labor or it is not just making photo copies. I wanted to ask you, Father Mike talked about this a little bit when he talked about values education, one of the things that seems to me might be important is advocacy education. Should you embed advocacy in your educational programs and might that indeed advance the kinds of transformational challenges that we all recognize and face? I would like to bring in the idea of value chain analysis again. Jim was talking about all the pieces that are needed to bring about curricula and pedagogical reform. I wondered if you could apply value chain analysis to that to find out where those barriers are and then begin to address those barriers. Then my final question has to do with evaluation again and that is how you go about evaluating curriculum in terms of impact and outcomes. Maybe some of the groups want to address that issue?

Father Mike: I intended to talk about this but I talked a bit longer. In many institutions across Africa and also in United States the quality assurance and Tom mentioned that in passing, but the quality assurance and in many cases that the association with African Universities or other groups or the ministries would try to do quality assurance the quality of the education and that student evaluating teachers, you have to be careful with that but in hands of a good administrator it can be helpful. Peer evaluation, you have to be careful with that, outsiders coming in and evaluating the course content the instructors and so on. We found helpful now in Sudan and but that was recommended by out of Nairobi that every course has to have a syllabus prepared and done week by week over the semester, that forces the instructors to think about it and to follow that through. So there are movements in this direction. Quality assurance which is a type of evaluation.

Thematic Session 3: Group Discussion

Moderator: **Peter Koehn**

Table no: 1

Andrew: So we talked about the question on institutional transformation, whether it is needed to have curriculum development and pedagogical reform. No, not really. I guess in summary you can have other changes besides institutional transformation that can lead to curriculum

development. Father Mike said a personal change and he gave the example if somebody goes out and has new personal experiences and goes to another university and studies there and comes back and works within the university from a time and then starts to apply what they have learned externally and changes can be made that way. Another one of my colleagues talked about adaptive and incremental change where you set up more subtle systems that can make changes without having to have a bigger institutional change.

The second question we tried to answer said, should you embed advocacy into your agriculture education programs? We thought yes, agricultural education in itself advocates itself and that there is also in Africa potentially the needs Peter mentioned that there is a need to focus on kind of bridging social capital within agriculture education and the changes that evolution that can pass within the systems if that happens. Father Mike talked about the need to have potentially training on conflict management in post conflict situations.

Moderator: there are quite a few kinds of commonalities here. Let's go to no. 4.

Table no. 4:

Larry: We had really good discussion. We occasionally found that we had agreement, but it was like a married couple arguing among us. It was not Daniel and Melanie. So we started with the fact that we need a shared vocabulary on what we are talking about with curriculum and pedagogy reform because we found out that a lot of the disagreement had to do with that. So, we could only put placeholder subject headings because these meant different things to us, sometimes all of us and sometimes just a couple of us. Course content may be part of curriculum or consider independent of it. Is it a level of entry point to make changes that are necessary without going through some of the encased in stone elements of the formal curriculum development? We all agree that there is a great benefit for teacher professional development and that's what Josiah was talking about earlier and what I wanted to emphasize was the content neutrality. Once you have a system like this you can bring in new kinds of content like nutrition education that would be more of interest to feed the future programs than say a general teacher education program because there are important nutritional messages that relate to the feed the future programming in the indicators. But you can piggy back a lot of information on that. Daniel would like to add and I want him to explain this to us. We put in another place holder PCK as an element of the design of such a continuing educational system.

Daniel: As we think about this space for innovation and the opportunity or as we said who is the voice of agriculture to make a difference. We think this might be it. The notion is as we talk about teacher education and the development is that you have content knowledge and so these are the things we often hear about when we talk about curriculum. You need to teach us quite frankly content knowledge can change very rapidly. Then we have a notion of pedagogical knowledge. Well how do you teach? Content knowledge being what do you teach? Pedagogical knowledge being how do you teach? It can be very general. The area and space where perhaps makes the biggest difference is in pedagogical content knowledge and this is a notion from Linda Derling Hadmand and Shulman and they notice that the concept that how do we teach this well and to teach agriculture maybe specifically plant breeding that we would do that different than we were to teach climate change or teach nutrition in a certain way. That's where we can bring innovation to the table and help advance some of these institutions for transformation, by advancing pedagogical content knowledge in those areas.

Larry: Daniel we were not disappointed. It was so excited when he said 4. I was like, "I am going to be in Daniel's group." He did sketch out a graph, we don't have the time to put it up there, and we will try to put this in the record of the event.

Moderator: I think no. 6 might have something that kind of fits nicely after what you just talked about.

Table no: 6:

Joseph: I was chosen to be a rapporteur here and because I was the one sitting closest to and being the only male you know issues of gender always come. Well, we have three points which will cover content of the curriculum, pedagogy as well as the context. First of all we are looking at integration of values within the curriculum. Now here we are not talking about teaching students the values, but rather give them the tools to navigate the value systems. The appropriate pedagogy would be for example, the use of role play or the use of case studies, so that they discover the knowledge. The second point is about the importance of experiential learning. We had a point mentioned by the panel that is no by the facilitator, where is he? There is Peter. Experiential learning versus cheap labor. But we feel that experiential learning is very, very important. So, we need sufficient emphasis on cooperative education, give out training system where students learn from the class room and they also learn in the field. When you send them to the field to learn, you need to describe clearly what is it that they are going to learn. Describing to the farmer for example, so that the learning outcomes are understood and also you need to ensure that they participate in the entire cycle. They don't just see how to plant but they should know how to harvest. They need the whole process. Now that can create difficulties because in some context students or the schools may not allow students to go off campus to go and discover learning in the community. That would require cultural and policy change. Transform the culture in order to transform your curriculum. The third issue we look at was that of the new curriculum. We said, "Ok, the new curriculum should put emphasis on values, now being the third point you can say it as a loop going back to what was mentioned earlier. So the new curriculum should have focus on values and also value chain analysis. We also think that the new curriculum should have proper emphasis on gender. Issues of gender in agriculture. Also, we should not forget remedial education. It is because sometime you might need bridges and ladders to ensure that students have a way of getting to the next level of where you want them to be but they don't have the prerequisite knowledge. So we need those bridges and ladders in the curriculum. The issue of critical thinking. We know that feedback from employers is that our students need to have critical thinking skills like problem solving. So, they should be included in the new curriculum. Then the issue of stakeholder involvement, which keeps coming up. We are saying that in developing the curriculum you involve the stakeholders. In the delivery of the curriculum involve the stakeholders. In evaluating the curriculum again involve the stakeholder voices. There is need for students to have the bigger picture. In other words to have the context of agriculture education. Why are they learning this? What is the role of what they are learning in the economy of the country? The bigger picture which includes issues of trade, where the economy in general. Than what we said about provide for experimental learning in the classroom as well as outside the classroom. These are issues of pedagogy. Thank you.

Moderator: Thank you Joseph. That was very detailed and specific. I see two value chain kinds of table and two value evaluation table. So let's start with value chain. We will go here to no. 5

Table no. 5:

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David Hansen: Well as we approached the idea of curriculum and pedagogy, we looked at the entire context, the teaching context. It is not just the classroom but it is also the research that is being undertaken. It is the outreach that is being undertaken if indeed it is been undertaken. That was our approach. We did not just deal with what was taught in the class room. Now looking at value chains we thought that may be this could be considered to be a basic concept that all students graduating from a program need to understand when they graduate, just like one of our agronomy professor said, everybody in our college when they graduate should understand evapotranspiration, may be all students ought to understand value-chain management also. So, that becomes a basic part of the curriculum. Related to that someone brought up the idea related to value chains, maybe all students should know how to do a business plan when they graduate. Those basic concepts and how to integrate them into the curriculum.

One of the thoughts that we also came up with and it relates back to maybe what we were doing in iAGRI is the idea of looking at value chains and looking at gaps in value chains and orienting some of the teaching towards addressing the gaps in those value chains but also having faculty do research on gaps in a value chains and incorporating students into the process is one way of doing this. Third, of course, is engaging the students in either value chains themselves perhaps through internships, I don't know what other opportunities might exist there. With regard to experiential education we also came up with this idea that engaging stakeholders in the learning process is really vital. How do you do that? You might bring them into the classroom. You might set up advisory committees to advise about holes in the curriculum and how to address them. Even more importantly perhaps by engaging stakeholders you might wind up with internship opportunities for your students to gain experiential learning which will eventually lead them to jobs. Engaging stakeholders really seems to be critical.

With regard to advocacy training, Mike said and we all nodded yes but the answer is no, we just don't get into that. Advocacy training can be treated in many ways. We were looking at essentially the political process. Many of our countries students are already politicized. So, maybe we did not want to get into that.

With regard to institutional transformation verses curriculum change and which comes first, we thought this was kind of a chicken and egg process. There was a general consensus here that maybe new could go about doing curriculum transformation and change without necessarily doing a change in the institution itself. That depends in large measure on the faculty members, the teaching staff involve and the initiatives that they take.

Moderator: Thanks David and it looks like we have our first area of disagreement. So that's nice, we want to have that happen as well. We have got a value chain on this on poster board.

Table no: 3

Michael Parr: We attempted to address all the questions that were posed by Peter.

On the areas of transformational change and curriculum change, we also landed that it is possible to change curriculum. In fact it could lead to transformational change or it could be moving parallel. It depends on the process. We fully endorse a market orientation or value chain towards an educational process that it could be fundamental because that could be the core for experiential learning. It will help cause those silos in institutions to possibly break down. It can

help engage and define the stakeholders and who they are, then finally it could also bring in that private sector advisory panel or just advisors. Around implementing experiential learning, it really comes down to the faculty development is the core and it's so important that could not be happening without it. Noting very importantly that to implement experiential learning, it is very time and resource heavy. We skirted the issue by saying, we believed that leadership training will be much more important than advocacy involvement into the curriculum.

Moderator: Ok, this go right next to Group 2.

Group 2:

Donna Westfall-Rudd: We had a lot of conversations. Our challenge was to get something on paper. We are identified kind of in this discussion as an evaluation group. We did really want to emphasize as Group 6 mentioned the critical foundation we believe is development of independent and critical thinking to bring together individuals to unified communities, underlying concept in whatever we do in curriculum development. That is my husband's research areas so, promoting that for you dear. It is really critical to meet the needs of the country and the communities, private and public sector really focusing on seeking that feedback and active engagement of those different groups to ensure that curriculum and programing meets other's needs. We do have two evaluators in this group. Really thinking about evaluation, need to consider, and engage in developmental and formative evaluation, not just summative and that's just really hard and challenging and long term. There is lots of things going on with that. I want to emphasize that evaluation is living ongoing process with curriculum development it is not the end of the process. My students have a hard time with that when we talk about program design that really evaluation is started at the beginning. That's where we are really thinking about of how we have to be on board to be thinking that way at the beginning of the development of the curriculum and not just something to tag on at the end.

Moderator: Well we started with Group 1 and we are going to end with Group 7.

Group 7:

Gary Alex: We thought these were four wonderful questions. But we had our own questions that we gathered interest in and spent most of our time on those. The first one was very specific. It was the questions on whether you can evaluate agriculture education training programs in terms of increasing farm income. We concluded that yes, but only in very specific cases, where you have a small group of trainees such as perhaps the BACET project were they could be easily tracked, but generally when you are training graduates that go off around the country the impacts are going to be mostly indirect and that is not an option it's only a very long term option and causality would be a real problem.

The second question came from the panel. Panel discussed about faculty training. We got into the question of how you select people for long term degree training. Actually how do you select people for any training program, short term or long term but it is most of an issue when you are training degree for potential faculty. There are problems with allowing the host institutions to nominate someone because nepotism creeps in. There are problems with allowing the chief of party to pick someone because nepotism or friendship creeps in. There are problems with merit based selection processes because you may get someone who is not appropriate to fill

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roles that you are hoping to train for. It's a problem. This too is very context specific what methodology or process you revert to select the people to be trained.

After using up most of our time, we came back to the four questions. We decided that experiential training is critically important and that is one that jumped out at us. There are various ways of incorporating this experiential training. They can all go into any program or some mix of them. One is the in course pedagogical tool in embedding this experience into each course that's taught. Another is to arrange for some sort of internship usually at the end of a program or towards the end of the training program. It might be requiring students to go back to the community to teach in primary or secondary schools or some sort of community service or you can have internships with NGO's or private sector and this can help broaden perspectives and lead to employment opportunities too. There is the school farm or the production program which has been a factor in some of the real great agriculture training programs that have been done very well. It can be done very poorly. With all of these it is a resource issue. It takes resources to have practical training embedded in each course, it takes resources to do internship and it takes resources to have student production projects. In past those production projects were focused in technology, agronomy skills, now probably more important is marketing and business planning and seeing farming and agriculture as a business. These are all very important because we all know of agriculture schools that produce graduate have few practical skills and employers have to invest a lot to bring them up to speed on they don't consider them for employment. We would emphasize the experiential training.

Peter: This particular thematic session was valuable because most of the issues that we have talked about here had not been raised before. We had a chance to get into thoroughly issues of curriculum and pedagogy which are very important issues. We all benefited from that.

Tom: Two things that are really germane to this that I what to put out there. I guess these are parking lot things. Provocative questions. So there is this paper called "Are academics relevant?" And it talks about how especially, in college towns all the non-profits and projects are sick and tired of having new crops of students come out to do their projects on them every semester year after year. We are not at that point yet in Senegal but what if we do get there? What if the school farm is disrupting local markets for those crops? What if sending untrained or partially trained people out into the community could be doing more harm than good. So, we have to think about that.

In terms of involving private sector stakeholder input into curriculum what if they are wrong? What if they don't know? What if they are not forward thinking what do we do then that's where critical thinking comes back in? Donna's husband (Dr. Rick Rudd) is also one of my bosses so I got to plug critical thinking.

Peter: Those sound like good lunch time questions to be thinking about.

Thematic Session 4 – Budget and Contracting Relationships

Panel: **Ipolito Da Costa, Jim Foreman,** and **David Kraybill**

Moderator: **Peter Koehn**

Peter: Session no. 4 on budget and contracting relationships and I have over heard several of you have mentioned that this is of particular interest to you. This thematic session. So I think once again it is an issue that we kind of talked around but not directly addressed yet. So I think there is a lot to be discussed. Our conversation leaders are Ipolito Da Costa, Jim Foreman and Dave Kraybill.

Ipolito: is the National Director of Agriculture Education and Training Services for the Ministry of Fisheries and Agriculture, East Timor. He has worked on the building agribusiness capacity in East Timor BACET project.

Jim Foreman: is Associate Director for Finance and Administration at Virginia Tech's Office of the International Research Education and Development. Jim has been involved in finance and administrative capacity development of international partners in Nepal, South Sudan and Senegal.

Dave Kraybill: is Professor in the Department of Agricultural and Environmental and Development Economics at Ohio State University and currently is Chief of Party for the i-AGRI project in Tanzania.

I will leave it up to the three of you to decide which conversation leader goes first.

Jim Foreman: Contracting and budgeting is the general theme of this. It is complex and complexity increases with the number of partners that are involved in the process and particularly international partners that can be onerous to hand them an agreement that may be 80 pages long with terms and references and volumes of detail typically in English with a budget in US dollars. So from the stand point of host countries it's kind of what they see from the stand point of our sponsored programs that's what they want to see. Contracts in English, budgets in dollars etc. so it makes kind of a tough start. We make an effort to work with the host countries to help them understand the requirements of the agreement, try to soften the process we have typically done workshops, describing the process with the agreement means. A little lessons learned, we had one package that was very thick and there as a very nice summary page but it was at the end of the package. That is not the way to do it. So they never got through the English to see what the summary was. So little lessons like that can definitely make a difference.

I feel like we are always doing capacity building administration as we work with our partners both in innovation labs with RHEA in particular which we are focusing here. We run the gamut of working with the partners to develop budgets. We have templates. We work with them on the budget requirements, constructing the narratives, critiquing the budgets, making suggestions, explaining why certain expenses are not allowed in there. That has happened individually with a PI and they had assigned an accountant for that host county awardees and that's ongoing. It is a 3-, 4-, 5-year relationships. So we are always taking about what is in the budget, what is an acceptable expense, how do they document these expenditures. One of the steps that we use, I think is very valuable to us, is when partners invoices for their monthly expenditure are recorded in whatever form the case maybe. We require scans of their expenses. So we are actually looking at their detail before we make the payment. That's not necessarily a requirement to do that, we find it is very helpful and useful to us and to them. There is a continued focus on what is permitted and what is not permitted, how do you document it, so I think we are building good capacity for researchers and research teams to manage this grant and then other grants as well.

I know that in RHEA we had five mini grants in the project, had 5 PIs, involved we involved the local accountant and we worked with the whole team. We prepared a power point presentation to get through all the dos and the don'ts. How we want it reimbursed, had samples. No one is really excited when we have those, it is not a thrilling thing but it is definitely helpful and I guess the motivation is they know if they follow this they will get funded and continue to get funded. So, that is the incentive. So they know it is necessary to get the funding. I think administration kind of like dental work. It is a good thing to do. It is not always fun. But it is a good thing to do and it is a problem if you don't do it. May hurt more later on.

On the RHEA we had these mini grants, 5 PIs they constructed budgets we gave them feedback, we ran this through our office of sponsored programs, made suggestions, changes, programmatically folks were involved evaluating minor grants 5 to 10 thousand dollars. But help them understand what is permissible and not permissible, Fly America, kind of our rules and it is indirectly helping them to know that this is how you win awards and manage those awards. So each month they then send us the invoice. We vet the receipts, ask the questions and I know that is sometimes very frustrating because there is a lot of ways that this invoicing can stall out. It can be in their own host country institution whose desk it lands and stays on, it could be our desk. If somebody hits their desk stays there or sponsored programs. You are asked a question and from our sponsor programs and will convey that to the host country accountant and then it drops off the radars screen. So if you are not careful these things can get away from you. We are adding value and making sure that things is correct but it might slow it down. So it takes everybody's effort to make sure that it goes forward. We do utilize financial program coordinators are assigned in each project and it is their job to ride herd on this and assist with the process, handle the communications and make sure that it flows properly.

Lesson learned on the RHEA one is we had the training and they need the money to get started so it was like ok it's a 5 thousand dollar project, let's give them 1000 dollars. That way we know that they will come back with receipts to ask for more money. We hate to do that but it is good to have an incentive plan to get your documentation and the host country gave them the full amount upfront, we kind of knew that it is going to be a long time before we saw those receipts and it was, eventually did see those receipts but get a lesson learned on that I guess. RHEA was a little different. The challenge that was presented there as well the fact that we had to shut down midstream that made it really tough. It kind of saved our bacon by this requirements of having receipts, this PDFs we were audited by HED. 100% of every expenditure for the life of the project, never seen that before I don't think we call it an audit really, but we had it because we had those scans. If we hadn't done that it could have been worse than it was. So we could produce documentation signed and authorized that was accepted and they moved on to the next receipt. If we hadn't done that the communications and just to shut down we never would have been able to justify that audit. That was a case that really payed for itself.

I want to start with a little example of how we manage a host country sub award and how we try to help them. There are some other topic areas that I have. We used fixed obligation grants before. In Senegal we use those extensively and can chat about that if folks want to. We also utilize cost reimbursable. So I am prepared to talk some more about that if folks want to. We also adopted in Senegal and on behalf of expenditure program where the mission felt that we shouldn't run it through our partners so we purchased them all on behalf for our partners so there is another mechanisms that we utilized in doing that. There are some issues on exchange rate that come into play. In the case of Senegal there is a difference between the posted official rate and

the on the street rate. Folks would take the cash out of the bank and it was always exchanged on the receipt at the official rate. The street rate had about 33% difference there. There is no way to prove that or work around that. That is one of the challenges that we faced. Father Mike at Catholic University played by the rules on that, but the rest of it always seems to be the official exchange rate which meant 30% went somewhere else. So you don't like to see that, but that is one of the realities of what kind of goes on here as well. Another issue we have is with wire transfer communications when PIs working on a project waiting for funding, we have not set up a separate bank account. So basically it's a standalone unit, they're self-sufficient, we have a bank account, they process invoices, approve them, make payments etc. When the transfer is initiated it takes a while before it is processed and the wire we often don't get notified from our own unit if the wire has gone out. So therefore the PI really doesn't, it may take 30, 60 to 90 days to find out if they actually have money in their bank account. We have taken steps to try to reduce the odds of that happening. But funny things happen in the world of international finance and wires and communications, it is funny how easy it is a little thing that can really hold up that and frustrate PIs before they can begin spending. I will just stop now and pass it now, we can talk on these other topics later on.

Dave: Ok Thanks Jim. I really have a lot of respect for the people like Jim who really are budget people and know the details of that. But there is so many aspects of budgets and I am sure that everybody here that has been involved in any way with funding AET projects has their own interest and their own set of questions. I am giving to focus mainly on project design and AET transformation issues as relates to contracts and budgets. I have 5 issues that I would like to try to address. Before I do that I want to say that I have been struck a number of times with the enormous discrepancy between the views of the top officials whose country AET institutions and their own people within their organizations about how money should flow and who should control that. Lots of AET institutions the leaders there would like the money to go directly to them and they would like to be able to control it and have it run through the ordinary budgeting cycles of the university. On the other hand I am struck by the fact that many AET projects that are funded directly by donors, it must be a very high percentage actually don't channel money through the host institution and part of the reason is because they are working with people throughout the institution. At Sokoine University for example, the faculty there have pleaded with us not to run the money through the institution. They say that it will take years for them to get the money. They have a long history of themselves having raised money, the individuals have experiences having raised money, maybe even a million dollars and then they are working at research projects and they can't get access to the money in order to buy the water pump that is needed for the horticulture research project.

So, one of the issues then is who should control the money. Should there be direct contracts or should there be an outside prime contractor like Ohio State University, or Michigan State or Virginia Tech or whatever that is controlling the money and setting up what in the European system they call a secretariat, an office that has personnel and this is the way we were doing it in i-AGRI. I have a staff just a couple a handful about 3 ex-pats and the rest are local people. We handle most of the money there. We also have sub-contracts. We have 5 land grant partners in the US. So, Ohio State University has a sub contract with each of them. We have a sub-contract with Sokoine University and then we have several other sub-contracts with organizations that are part like RUFORUM that are providing some services. When we arrived at Sokoine University of Agriculture in March of 2011, the officials of the university were not very

happy to find out that a grant had been given to a US university to work on their campus. They told us that the best way to do this is the way that Norwegian have been doing it at Sokoine University of Agriculture for 40 years and that is that, the money goes directly to the Sokoine University and then the Sokoine University will disperse some of the money to the Norwegian Agricultural University UMB which then comes and provides technical assistance. I was a bit new to these things at that time and I could see their point and why they liked that, but that as not the way USAID did things. Now, here is the interesting part of it. After we were there about 2 years and beginning to realize that institutional transformation was where we really wanted and needed to focus. We were beginning to seriously engage especially with the top leaders on a number of change management initiatives. Within a couple of months after having started that the VC who is the top executive of the University with whom we work all the time told me in a meeting, confided to me, he said, "When the Norwegians sent us money, we don't change anything. We just have more resources. We don't do anything, or do things differently at all. But when we are working with you we end up doing things differently." He told me that after about 2 or 2.5 years. Now he has repeated that a number of times since then including to some USAID visitors from Washington that were there. I don't want to oversell what we are doing but that is evidence of the fact that we have built a lot of trust there and we have built the confidence of the university that we are truly working in their behalf. There is a lot to be said about having an outside change agent who has some control over the budget.

Having said that I would also say that we would be happy to channel a lot more of the money that we bring to the campus itself for these organizational experiments that we talked about for example and for the collaborative research projects that we were funding. We would be getting to channel a lot more of that through the university, but the financial mechanisms of the University are so inefficient that it doesn't really work very well. And here is where I get to an important design issue, important issue of AET transformation. It is certainly true in Sokoine, but also I did a sabbatical at Makerere University about 10 years ago and it was the same there. Every AET institution that I am aware of in Africa with the possible exception of some in Kenya and then there might be some elsewhere is well that I am not aware of, has a serious problem of efficiency in the handling of budgetary procurement, human resources issues. So, when USAID decided right in the first year of i-AGRI that they were going to give money directly to Sokoine University under USAID forward, they had to commission a risk assessment. Some of you know about these things. It was done by the Deloitte consulting firm who concluded that Sokoine University was quite good in terms of the traditional controls, separation of powers of the people that handled and approved and all that sort of thing. But that there was a lot of efficiency problems of delays and things not getting done in time, and also following up on projects. So they came to me and said as chief of party they came to me and said, "We would like you to do the risk mitigation that is required before we can give the money directly to Sokoine." In addition to i-AGRI at that time they were going to give 1 million dollars that was eventually increased to 4 million dollars but they could not give the money until they had done the risk mitigation which is basically a sort of training. My response was, "No, we don't want to do that because that puts us in a role of being a policeman with our partner and we are trying to build trust and we don't really want to go there." So they came back and said, "Well, we don't have anybody else that can do this." So, our response, "We will do it if we can treat it as institutional capacity building. We don't want to just do training but if we could do training along with coaching, having the trainers be coaches and working on specific tasks with people in finance and in procurement and in human resources then we could justify it." So they actually gave us

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additional money to do that. We considered it an organizational experiment because we weren't just doing training we were also doing actually changes, in other words the trainers remained on site for weeks afterwards, worked with individuals and they were supposed to bring about change in number of specific areas.

Everyone here seems to be eager for stories of failure. We have been told that we should talk about what fails. Ok. This is something that failed. We did not fail with the training but we failed in actually making the changes. A reason for that was it was done too fast. It was done due to the pressure from USAID to get this done so that they can get on with it. It really should have been part of a bigger change initiative that brought people on board a needs assessment for example, and since then we have done this. With the university we have done a needs assessment with various stakeholders that benefit from these administrative services. They told the tales of woe that needed to be told to mobilize the process and to get things done. But the heads of these administrative departments took the view that things are pretty good. They are not that bad. Furthermore, I am going to retire in 2 years and I don't want to change. This is the story that was being told by the heads of those departments.

We did try and now we are trying again the second time. When it comes to budget issues, it is not just the matter of the contract between the USAID and the prime contractor that is going to implement the overall project. In many ways the important issues are the building up the host institutions, because how can we possibly have sustainability of AET institutions. If the financial mechanisms are not only clean but also efficient and fast this is true for procurement, for grounds management, personnel and so on.

It's important to have strategic plan in any organization but that strategic plan has no meaning if it is not tied to budgets. One of the things we saw at the two Kenyan University where we did a study tour was they have a strategic plan in the university. It was developed in both a bottom up and top down way. Once it was done then the VC was commissioned with this is your responsibility. That was the message of the governing board. The VC then cascades it down to the next level and from there on down so that you get down to every individual actually has an annual work plan. Budgets of the institution have to be tied into that work plan. Otherwise the work plan doesn't mean anything and budgets end up becoming a pool of funds to dip out of rather than to really address the mission of the university. Related to that then is also individual performance that needs to be tied to a meaningful job description and annual evaluation that assesses whether or not those individuals are actually carrying out the scope of work that is actually related to the strategic plan and in order to do that they have to have a budgets.

Ipolito: I think most of the audience over here are familiar with the BACET program. If we are talking about budgets you are talking about money. My colleagues explained in details about budgets and contracts. I am from ministry, from the government. I don't know that much about the budgets in projects but I understand little bit of budget in terms of development (or for the annual state budget). If we are talking about the budget it means that they are talking about money. Normally if you want to design what a budget is supposed to be, it define our priority. Our priority, we should have a sequence of priority and then we also should pay attention toward the strategic national plan that the institution has. Based on our experience because I am from the ministry we have a lot of donors. Even from USAID. Mr. Mike I designed a budget many times for the team from USAID and also we have Europeans, Australians in Ministry of Agriculture and Fisheries. Normally for the budget we should be aligned for the National Strategic Plan for

the institution that we want to work together. In each country we have our own regulation. For example, USAID they have their own rule, mechanism, and system as to how to execute the budget for the project that we have. Talking about the budget we also talk about the contract. In this case for example for the project, the project has its own regulation based on the policy of the government and also the donor. For example, for the allocated budget for each project. Normally annual budget for the state, two or three component is very important that should be considered. In the project it is also mentioned like this. For example, we should have component for salary, another component is for goods and services, another component for manual capital and one for developing capital. Why I mentioned these components? It links with what we call the procurement system, also mentioned in same document that the project will be implemented. In this case each donor country has their own system based on the mechanism that the project will be implement. If we are talking about the budget the state, normally we will be able to break down all of the component that budget will design. As our colleague already mentioned that the initial design of the project is supposed to make big attention of the strategic plan of each institution that we want to work together. If you are aligned with the strategic plan it is believed that it will have sustainability after the end of the project. But in reality sometimes we don't give much attention to this case and after the end of the project sometimes we loss everything based on what we are doing so far.

I give some brief example for Timor particularly for the ministry, because if you are talking about budget you also should pay attention to transparency and accountability. That's why in Timor we call it is postal transparency. In Portuguese we call "Transparency Postal". It will be accessible to all the people that what to know about budget state even budget for the ministry and budget for the institution. For example, budget for the national director of education and training, people can assess because they know what component we used, how much money that you want to allocate and then you want to spend, you will as it prove to Postal Transparency. We want to monitor to assess when we spend the money and how to spend. That is one of the example that we tried to implement it and so far we have also implemented five years ago to secure our budget. We also are concerned that all of the budget from our donors it also depends on the policy of the host country will support us. For example in one project, they wanted to support one institution, initially they have their own regulation based on their own policy that the host donor will be able to support and assist the institution and the government that they want to support. On one hand we are supposed the follow the rule that the host country wants to support us but on other hand we also have the situation or the condition that is not very appropriate in order to follow the regulation from the host country. It is the reality that we have faced so far. In many case we should make the adjustment. In one project the initial design document of the project has to have a very detailed discussion before finalizing the document because after it is finalized we will be signing the agreement, that means we agree to those and we have a responsibility to implement it. That's why from my experience, that project document is very critical before our political maker decides to sign in the agreement with many institutions and donors that want to support us. Sometimes after the signing it is impossible to change or review because we have already signed based on regulation of the donor that supports us. Complimentary fund is important. It isn't the trend at this moment but maybe later on it will be considered by many countries. Sometimes in the institution we need some additional fund but we cannot change or review because we have already decided and signed in that ok this component should be implemented in this area it cannot change. But in other hand we need to change. But

then our situation and condition is not able to implement the same activity. That is what we are facing in our work.

A few last points we are talking about on budgets means that we are talking about money. We should have good planning and we should identify our priority and be careful about our priority and make the sequence of our priority and then after that we will make the budget to implement it. Second, a budget is available for annual budget for the state for our government and also it is designed for the project, but it means that it is a lot of work for the state. The mechanism is similar. What's different is the system, in the mechanism in the regulation of the law that the country will support. Third, a project budget is normally based on rules and regulation that the country will support us. Lastly, if we are talking about the contract it means that we are talking about the agreement. If we have the agreement, sometimes we call about many things, its responsibility to implement it. The project implement it, they have their own regulation. Sometimes the project talk about the procurement system. In many projects they have their own procurement system. Normally procurement system is same because it is adopted by the World Bank. In many countries the procurement system is similar. In BACET I know in Timor we also have the system, I accompany Mr. Mike. For example, minor capital we allocate some facility, it should be so that the procurement system already set up by USAID, this is one example that I mentioned that with budget you are talking about the money and money it means that trust and partnership. If we have trust then it means that we should have accountability and transparence so that people trust us. Through the mechanism that we already agree to implement it. These are some idea. I know little but about budgets state because it is our regular planning but not that much about budgets for project. Each country have their own regulation, own law, own rule how to support the country that they want to support.

Peter: Thanks all the discussion and conversation leaders and thank you for being right on time. I have come up with several questions for you to think about and draw on the presentations by the conversation leaders today. The first issue is the issue of control. How deeply should we de-centralize and what is an acceptable degree of risk and is trust enough to take on some of these risks? The second one is something about the best ways of developing local accounting capacity, what are the best ways to do that. Third thought I have is the usefulness of an inclusive process at the contract initiation stage. Some of the points that Ipolito mentioned here about coordinating with the host countries rules and time table might fit there. And then there are transparency and accountancy issues and then finally one thing that I thought of as I was listening to this presentations is we were talking yesterday about the importance of revenue streams for sustainability. I wondered to what extent are revenue streams possible to bring in to the accounting system. Do you need something like a complimentary fund that Ipolito was talking about in order to account for these revenue streams or how should you build that into your budgeting and contracting process?

Thematic Session 4: Group Discussion

Peter: Group 4 you were done first, I see the big word decentralized there, why don't we start with you?

Andrew: The question was how deeply to decentralize control. We came up with some critical words around that and they were capacity and trust and so we thought the level to decentralized

was based upon the capacity of the partners and also the trust between the partners and there were ways to build capacity and trust and these included various type of grants whether it is fixed obligation awards and then also there is types of training that you can conduct in order to bring the capacity of the institution up hopefully to be able to manage their own funds and go after funding on their own.

The second question was how far to develop local accounting capacity? These questions were kind of partner questions I thought. We said that far enough so that external funds can be managed at kind of an institutional and a project level. Under AEMIP we have these fixed obligational awards and that allows researchers to know how to budget funds. We have got evaluate technical and administrative evaluation communities that are formed with us and the institution and they are evaluating these potential grants and hopefully in the coming year we are going to do training of administrators so that they will have a better understanding of how to manage USAID funds, what is required and so in the long term ESAV would be able to go back to funding agency maybe USAID maybe the World Bank or maybe the African Development Bank or maybe a private sector partner that they would look at and endowment for and show that they had really good financial management systems and show that they had systems in place for managing the flow down for something like research and so that will be kind of the end goal so that they would be able to competently and transparently manage external funds.

Peter: Thank you Andrew. You are really advocating a contextualized approach. You are saying that you have got some guidelines to that context and then you have also what to accompany that with some kind of capacity building. Ok let's see what group no. 7 has to say about decentralization.

Keith: Just what Andrew said. We went the long way around to get there. We had to define a lot of terms. We started out with what are we talking about this decentralization of control and whose interest are involved and where and what are the dimensions that we are concerned with. We thought that decentralizing control is probably a good idea. There are executers of activities and researchers in the group that just want to get on with the job and they really did not care how they get the money to get going and that is where we took a little while to work through whether they wanted to continue doing that within the context of the institution or set up their own institution. But in either case, they would need to develop the capacity to manage funds physically that they could account for them in a legitimate manner, to do it in an efficient and effective manner to move the money through when it shows up on the books and then get it to the right place and make the purchases in most effective fashion as well as with good standards. The building of trust that such a system if working efficiently does create. But we thought we need to really start with number 1 down here is to identify the fiduciary responsibility, whose responsibility. Who is responsible for these funds? Who is responsible to account for what happened to these monies. That is how we started disarticulating back through the system. In the first instance there is the donor. Donor has got certain amount of funds. They have got a board or they have got congress or they have got some one that they have to account for what they have done with those funds. You have got them implementing partner whether it is a US university or a host country university or other implementing partner at the host country level certainly with USAID Forward there would be a lot of these implementing partners in host countries. Then there are the executers of the activity. They run the job, they get the profit that everybody wants to see at the end of the day and so where is the fiduciary responsibility for each of them in this process?

We addressed for a moment the question of should AET institutions generate income and to what extent? We think that it is probably where we want to go with all of these in fact part of the point of USAID Forward and Local Solutions is developing the capacity to generate income and to do so if you are going to have funds you are going to have to be able to account for them in an effective fashion and demonstrate that you are a trust worthy user of investment funds to generate more resources. Most banks do an evaluation of the project that you are going to invest their money in. There are a lots of training needs. That's where we got to at the very end. I did not elaborate too much but you can see there are number of different places that could be developed.

Peter: Thanks Keith. Obviously there are some clear cut connections between table 4 and 7. Let's see what table 6 has to say about decentralization.

Michael Parr: We can start with no. 3 which we said is as much as possible our table would recommend decentralization with the notice that training needs and capacity building is the biggest factor in that and how much does it make sense. But going back to the earlier one is we determined that as the implementer organization would select the mechanism that you would use with your local partner or local institution based on a balancing of the program needs for the risk or the efficiency and then the need for the capacity building. So would that organization have a prospect of getting USAID funds in the future and make that as a part of the decision making factor of investment in capacity building. If it's not necessary use a different mechanism. Still build the capacity in the programmatic areas opposed to administrative area. Then there are some mechanisms that we discussed that kind of help build trust which would be more like a phased grant but also have the control part. If you graduate to a bigger grant as you prove your wherewithal, alternatively you could also have more control oriented mechanism or you have an obligated, you only obligate certain amounts. You give a big award but only obligate certain amounts and that is probably not a trust building mechanism but it is a good control mechanism. As a practical point as institutions have trouble building capacity of other institutions in areas such as accounting and administrative and that's not core to the program to look at service providers in the local area to be the service provider and help them have the capacity to extend that to the university and so if a university needed to have a better accounting services the organization, the implementer would find the local service provider, give them money for training for that. There is more local knowledge in that area like a local country firm would provide that service.

Peter: Thanks that's the new one on me. Over here the last decentralized table. Table 3.

Ronit Gerard: I think that without reiterating what no. 4, 7 and 6 said, we also said that there, it is a case by case situation. You have got to build capacity, you have got to be able to provide training. There is the role of the implementers to assess how much these institutions can handle. We talked little bit about the FOGs verses the cost reimbursable. Something that came up was you know you start small. You delink the development of the capacity building of these institutes in this parallel kind of paradigm where they are learning by doing. But you delink from the larger objective at the project. So if you fail you fail small rather than you failing large and affecting the greater objective of the entire project.

We talked about local accounting capacity. It goes back to learning from the process using actual expenditures from the field, strengthening the accounting infrastructure, so again this parallel learn by doing approach.

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Then we talked lastly about revenue streams, that building capacity of the institution can actually help capture alternative revenue streams and facilitate links to other services. So that's an addition to some of the other comments that were made.

Peter: I can see some commonality here and the issue of decentralization. Fogs are mentioned in Table 3 and Fogs are number one in Table 2. So I will go to number 2 now.

Peter Saling: On the question of decentralization we talked about fixed obligation grants as a tool to manage that. So building in milestones and giving access to additional funding once they've done that. But the limitation of the FOG is it works in a small level. If you are at the institutional transformational level the FOG is not an effective tool.

We talked about the question of trust and we said you know trust but verify. You have to build the relationship you have to build the trust. But these things are really based on systems and not the individual in that position. So, it is really about building the capacity and building the systems. Trust is not as much consideration because you still need to verify. It was important to identify the objective as you are doing this. Do you have a single goal or are you really transforming an institution, I mention this in relation to FOGs as well. If you are transforming the institution and then some of these things don't work as well.

One of the questions was about inclusiveness at the negotiation stage. That is ideal but this is often not possible. There are other limitations on that. There are procurement limitations on that. There are other restrictions to if you are providing technical assistance to an institution to engaging them and the contract or cooperative agreement process.

In terms of multiple revenue streams we said that that's a sign of sustainability at the point that they can handle that, that they can handle revenue. It is a sign that the organization is strong. I will be honest, I have been in non-profits that are handicapped and grind to a halt because they can't figure out to accept a new revenue stream so it is a hard thing to do. But when you are talking about AET institution, it is important they have that ability. Some American universities can't handle revenue. We kind of recognized that it is a challenge.

Peter: Thank you good stuff. So I see transparency is another issue. Table no. 5 has addressed transparency.

Melanie: When we were talking about the issue of trust the word transparency kept coming up. As a person earlier in my career I don't know a lot about these big budgets and how they would work. So I wonder what is transparency actually look like in practice. We had a conversation at our table which I think was really healthy because we had a few different ideas actually of what that would look like and thinking about if that is context specific. In terms of our second point we talked about what have budgets in the contracting process looked like in the past? What does it look like in the present and is there a need for innovation in the future especially as we move towards the local solutions frame work.

Moderator: Thank you. Once again the most complicated and detailed chart comes from this group as you in it.

Table no: 1

Daniel Foster: We have great ideas. We have lingering questions, we discussed best practices and addressed this specific question of local capacity. Let's start with the great idea. Let's not

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forget that the importance of youth development programming and curriculum specifically in ethics and leadership development which could be used as very effective fraud prevention tool. How are we training these future citizens to engage in these processes in a way to make ethical decisions? Have we ever taught them or do we just assume that our culture dictates how they would interact with those scenarios? So, let's look at local capacity. There are four specific recommendations that this table came up with. I will be glad to share first phase in the process across multiple levels with appropriate professional development. Don't just toss him in the deep end of the pool and expect him to swim; let him go ahead and wade in the end. Appropriate professional development could include training, shadowing things on those lines. The specific strategy was to utilize the training the trainer or peer to peer mentoring models for financial officers as well. Let see how we can have collaborations across institutions and projects and work together to develop their capacity as individuals. Perhaps we teach with budget templates. We all appreciate examples whenever we have done something for the first time. A system developing local institute financial policy for long term strategic success. I thought that was a really innovate idea that to say, "You know, we care about you, not just completing what we want for our project short terms but about your long term success and maybe you are not even aware of what an indirect cost is and how if you build in policy you could have lingering sustainability." So these were the suggestions for the local capacity. Some general best practices as we had a conversation over the other prompts do not have contingency budgets. They don't write things in the budget just like well this might happen. We were talking about teaching an effective budget practice. Start with small and learn the budget process. Do your homework prior to budgeting for sufficient budgeting lines to manage risk. Know what a ticket may cost, think about that before you put a number in there if you are looking at traveling for example. Realize that exchange rates are volatile and the inclusivity and transparency in all partner conversations are critical, which really builds off group 5 and something that I identify as an area to learn about professionally as well as what is transparency. It is because when we said here I am like, "ya," but maybe there is a different operational definition sitting around this room of what transparency is. The lingering question that was left in the group putting it back to you as a group of experts is really? How do we manage these risks and potential losses? Group is there anything that you would like to add.

Peter: All I can say is wow! In terms of all of you and not just this session but all of three sessions that we had today, I think we have 25 minutes and look at all the amazing kinds of suggestions and recommendations and insights that you were able to come up with in that short period of time. So congratulations to all of you.

Friday June 10

Thematic Session 5 – Governance and Leadership

Panel: **Peter Koehn, Amon Mattee**, and **Kandioura Noba**

Moderator: **Angela Neilan**

Angela: The first thing that we are going to do is to take a look at the parking lot. This is just for your information and to be included in your discussion today if appropriate. These are the things that people said are in the parking lot. Is it possible for you to read these?

Peter:

- The first one on this sticky is ways to connect efforts to existing over 12,000 US secondary school-based ag ed teachers.

- Then we have got how can we measure the degree of a sustainable transformation?

- Should we engage workforce development professionals in AET transformation?

- Gender and transformation of AET.

- Is teacher professional development a critical element of AET institutional transformation?

- Can USAID AET projects build a seed capital component for sustainability after the project is over like USAID's share for the sustainability of the transformation?

- Agri teacher evaluation methods and programs.

- When thinking about National AET systems are we considering only higher education or the entire educational system K through 20?

I find some consistent themes running through these comments.

- After spending 25 million or a 55 million on AET projects what will it cost to keep the same level of transformations of success with local leadership?

Angela: Ok I think we have got two more here.

- Can USAID projects build a seed capital component for sustainability after the project is over? Like UASIDs share for the sustainability be known upfront.

- The next one is how can the degree of sustainable transformation be measured?

So there really are certain themes. These came on to the parking lot all during the workshop. I know we have discussed some of the topics in small groups. But keep in mind some of these as we continue for today.

We want to thank you for your evaluations because of which we were able to modify the format. Today after this panel we are going to go with the format of participation small groups as yesterday. That is the only panel conversation that we have scheduled for the day. Panel members' please come up. We have Peter Koehn, Kandioura Noba, and Amon Mattee. He will be joining us by skype live. So we will have few questions for him to have interaction. The topic is again one of the thematic sessions, Governance and Leadership.

Peter: I would like to touch on a few of the things that I wrote in my book. I would pick some of the highlights that related to the issue of governance and leadership. I broke this into two parts. The first part is going to be very brief which is basically an assumption. One of the key

assumptions in our book is that when we talk about governance it is an inclusive process that you are talking about an inclusive governance process. That's is an assumption that I want to start with then I want to focus my attention on to the second part which basically has to do with the concept of symmetry and symmetry is a concept that we used throughout the book as a guiding principal. For how a transnational partnership involving institutions in the north and institutions in the south should be constructive. We kind of had this framework that applies in terms of governance runs from the initiation and construction or design phase through the managing and leadership phase and then capacity development followed up by sustainability and then evaluation. I am not going to touch on all of those but I wanted to touch on some of those components of governance and talk about that in the context of symmetry. To start out with I wanted to say how we use that concept of symmetry? Milton Obama and I used symmetry as a short hand for the idea of actually near symmetry. So in near symmetry we got this from website that talks about art, near symmetry when they talk about this in an artistic way the sides are not identical. There are slight variations but they don't change the overall balance that characterizes the relationship. At the same time near symmetry is more dynamic and allows more opportunity for variety and versatility than does a purely symmetrical arrangement. So if you relate that into the realm of partnership then a near symmetrical partnership does not require absolute equality or sameness, nor does it imply that the power imbalances that are inherent in mutually influencing transnational partnerships must be entirely eliminated. It is an important thing to keep in mind. Indeed asymmetry and complementarity among partners typically is the underlying rationale for collaboration in the first place. So many high impact transnational research and development partnerships adopt an approach that is based on complementarity and equity rather than the pursuit of complete equality. The overarching key to success in all of these dimensions of governance is that you reduce asymmetry and minimize asymmetry and try to augment symmetry but without expecting or aiming to come out with a purely equal relationship. So, you want to identify basically the strengths on both sides and work together in a complimentary way. That is what I want to illustrate here as I move on to some of the component of the governance process.

Managing what does not work starting out with, we argued in the book is that what doesn't work is establishment of separate and parallel administrative unit for collaboration that leaves most of the institution excluded and uninvolved. These are called enclaves or siloes and these enclave kinds of developments ensure that other parts of the university do not know what the partnership is doing. The resulting confusion and honestly sometimes jealousy often becomes the source of internal conflict that undermines the partnership and blocks institutional transformation. What works in its place? One of the things that we have suggested will work in its place is the establishment of project co-coordinators on both sides who interact on a regular basis and respect arrangements that call for prompt and continuous exchange of information and feedback. We cite the AMPATH program as a good example of this. I think many of your AET arrangements also have these kinds of project co-coordinators who work closely together. It is essential then that the negotiated distribution of operational roles and responsibilities reflect equitable opportunities to influence decision making across the full spectrum of management and leadership functions and that include everything from scheduling visits, securing resources, human resource planning, budget setting, curricular building a lot of things that we have been talking about over the past two days. I have even seen situations where this equitable participation and decision making in terms of governance excluded things like conference

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attending and who is going to present the results at the conference. So again even down to that level of detail you have to pay attention to symmetry.

Under capacity building let's talk about the idea of an exit strategy. In the successful transnational partnership the host country leaders progressively take the lead while external partners back their efforts to assume greater responsibility for their own development. Symmetrical partnerships place priority on developing the southern partners own capacity building mechanisms in terms of needs assessment, academic programs, research, public engagement, management training, quality assurance and evaluation. The point that I wanted to make about sustainability has to do with junior faculty and junior participants in the partnership. We have to pay attention to the incentive structures to encourage junior faculty to become more involved. I had the opportunity maybe 15 years ago to attend a workshop in DC sponsored by AOL Joan Claffee was in charge of that and she bought together a number of academics and AID people. We had a really good session there for a couple of days talking about the future of development. The whole theme of the meeting was the future of development. One of the things that I recommended at that session was that AID set up a mentoring program where the senior AID people would be essentially shadowed by younger people. Some of them would be students, some of them would be junior members of the AID bureaucracy. I thought it was a great idea. Everybody at the conference told that it was a great idea and it's never gone anywhere. But I thought I would bring it up again today. I have the chance to have the ear of a few people from AID.

Another partnership sustainability challenge is to embrace new partners who possess different outlooks and interests without jettisoning the fundamental purposes articulated by the original core collaborators. The best prospects for long term sustainability balances commitment with exit. Diane Stone nicely captures the point in the quote that I am going to read to you now. She says, "The loss of too many partners can bring about the demise of the arrangement. But, if no partner chooses to exit the partnership may gradually run stale. Properly balanced the voluntary movement of old partners out and new ones in can breathe life, resources, intellectual capital and ideas into the partnership." I think if you substitute the word stakeholders for partners there that also has a lot of meaning in terms of governance. So you want to have a constant renewal and in and out of your stakeholders who are involved in your projects as well. I think that is a really important part of sustainability.

One last comment and it has to do with evaluation. I think one of the things when we do evaluation is that first of all we should focus on outcome and impact assessments. We have talked about that quite a bit in the last couple of days both short term and long term. I think that one of the things that needs to be evaluated is the partnership itself. Not just the outputs and the deliverables but the partnership itself. So what do you look for when you evaluate a partnership? I think you look for things like, is there joint ownership is there strong evidence of joint ownership on the part of the partners both the universities involved and the stakeholders involved? Has trust been strengthened over the course of the partnership? Have connections been deepened. Has there been evidence of mutual asset building, mutual capacity building? I think that is important that that impact be not just in the host institution and circumstances but also be on the US side and how has the partnership lead to transformation either of governance or leadership on the part of the US institution. We have this lecture series that I have kind of been responsible for the University of Montana on Global Public Health Issues and we have people come and give lectures who have done some amazing things that they brought. They come and

talk about what they have done and I always ask the same question and it is, "How does it change what you do at home?" That's is something that we need to keep in front of us. Finally, I think we need to evaluate the exit strategy. With that I am going to exit my comments and turn it over to others.

Noba: Thank you very much. We talked about leadership and governance. It needs capacity building for having at the end sustainability attained. I want to share what we are planning in Senegal with ERA and also with another USAID program called Africa Lead. With Africa Lead, UCAD will have partnership to strengthen in agricultural policy leadership change management and entrepreneurship. Africa lead is a consortium of USAID, which works on transformation of agriculture in Africa. So we have a program and the objective of this program is how to integrate the model in our institute training curricula. So, the basis is the technical working group in the university which will be trying to and we have an action plan and in this action plan we will go to identify the different models that will be integrated in our curricula, model of leadership, management changes, transformational management of change. So, the objective is to strengthen the technical working group, the teachers, and after that we will teach students. But all the other stakeholders in terms of other universities if they like to have these models, the ministry agent, the civil societies. So the fact is at first we will strengthen universities and teachers in universities. We adapt their program of change management transformation in agriculture. We adapt their program and we will put this program in our curricula and after university will be the platform to give this model for other stakeholders. It is a way to delocalize a program, which is an USAID program but in term of sustainability for this program it is interesting to give it to the university. It is very important because it is the role of the university. This program Africa Lead can be stopped in a moment. They think that before the end of the program it is very good in terms of sustainability to transfer this program in the university. We signed an MOU with Africa Lead. We have the support of USAID and now it will be probably one of the first activities of the Institute of Agriculture. I think it is very important and it is an example to strengthen, to stabilize to have this program. It is a very sustainable way.

Amon Mattee Video

In creating institutional transformation obviously the governance and leadership play very critical roles in the sense to change the institution obviously you need to go through the existing governance structure, you need to convince the leadership to embrace the transformation that is required or anticipated. There are quite a number of challenges in working through the governance system because the governance system basically reflects the institutional tradition, the institutional culture, the way things are done, the way decisions are made and the basically the way the institution is expected to function. So, in creating this institutional transformation through the governance system, it means that one is trying to change the governance system that actually is there essentially to preserve the institutional culture and tradition. So it is sort of a contradictory kind of situation. So how do we work through a governance system that is by definition is expected to make sure that the institutional culture and tradition is maintained and is reflected. So it is a bit of challenge in terms of creating institutional transformation. But also when you look at the role of leaders again leaders are expected to be custodians of the institutional culture. They are supposed to preserve the status quo. Very few leaders that tend to think about sort of working outside the structure that is in place, you know, breaking the mold so to speak. Many of them would rather make sure that the status quo is maintained and they view their performance as the ability to make sure that the institutional culture and tradition is

preserved and that there is no disruption or any conflict within the institution. So again it is a bit of a problematic role for leaders when we want to create institutional transformation. Should they work towards institutional preservation or should they work towards bringing about change which could be disruptive to the institution? So these are the kinds of issue that perhaps we don't have direct answers to but I believe that as we attempt to bring about institutional transformation we have to take these as given and then the question is how we work with the existing governance structure to really bring about this kind of transformation.

If you look at the academic institution, for example the governance structure is very rigid, and it is enshrined in the instruments that established the institution. So they cannot be easily changed and like I said the leaders also perceive themselves in having the role of ensuring that everything that is enshrined in the instruments that established the institution are respected and fully complied to. So bringing in transformational change in such an environment is very, very challenging. One way of maybe dealing with these kinds of constrains is to work outside the formal system, like I said lobbying of the institutional members trying to make them see the need for change and to have a critical mass of people who being to agitate for change and maybe if we have enough, an adequate number of people who are convinced of the need to change they can begin to put pressure on the leadership and those who are in the government structures to begin to change or take steps that lead to change.

Here at the university we faced those kind of challenges and we are trying as much as we can to work with the people outside the formal governing system to make them see the need for change to be able to appreciate the necessity of changing and begin to put pressure on the leadership and those members within the governance structure and different decision making organs of the university to see that there is a need for change. Of course this takes time because first of all how do you reach these people, how do you convince them, how do you communicate so that you have a critical mass of people being aware of the need to change of creating somewhat of a momentum to change. It is not very easy but it is something that we are trying to do.

But we are also trying to work with the authorities outside the university formal system. Those people who have power to put pressure on the leadership, who have power to even propose changes in the governance system. Those who have credibility even the stature to convince our leaders that change is necessary. Some of these are members from government, ministries from the private sector who sit in our university council who have some kind of authority and who can be listened to. In this way we see that it is beginning to work our leaders are beginning to listen to those people who they perceive to be higher in the government hierarchy to whom they feel like they are answerable and accountable. This is beginning to have some positive effect in terms of creating this institutional transformation.

So in a way what I am saying is that in considering the governance and leadership we must recognize the challenges that are there in terms of working with governance system that is there to preserve the institutional culture and tradition, with leaders again who perceive their roles as being able to preserve the status quo and to minimize any form of disruption and the question is how do we work within these existing structures but we are expected to preserve the status quo yet to convince them to change. Of course other institutions have taken the step of using outside resource persons in the form of consultants or advisors, hoping that not only can they bring in fresh ideas but they can be also more credible in terms of convincing other people

to change. This is also something that we tried in very earlier stage. But by and large it is a challenge that we all have to struggle with and grapple with in terms of how do we work with the existing structures.

Thematic Session 5: Group Discussion

Moderator: **Angela Neilan**

Table no. 5:

Dave Hansen: We are going to have a dynamic duo over here. Regarding mechanisms and governance structure, we came up with several options here that seemed to have emerged largely from our experiences, dealing with i-AGRI but also with ERA project in Senegal.

1. You heard Amon Mattee talk about leadership and what that represented at SUA and what that meant was preserving the system and structure as it is. Within that type of structure where indeed leadership may be defined more as managing the system in continuity rather than thinking about change. How do you introduce change? One of the mechanisms that we have come up with here is that idea of pressuring from the top. I would like to mention here that David Kraybill has talked about this idea of leading tours and the importance of leading this tour to Kenya and looking at universities which are much more dynamic. On one of these tours actually the head of the leadership council that is the board of trustees for SUA accompanied the Vice-Chancellor and several other leaders to visit these institutions. They saw that maybe the structure there was very much different that indeed the university council exercised a much stronger role in terms of providing leadership for change and how it is that the university was adapting to all of these forces that were pressuring it over time. So I think because of this now we have a newly dynamized university council that is exercising pressure on the university leadership to promote these kinds of changes. That is pressure from the top.

2. The second one we have is pressure from within and I think I would like to once again go back to this poster here which is a process which David Kraybill described wherein one starts with the informal structure of the university, their dissatisfaction, recognition of the need for change among the faculty and staff of the institution and how indeed harness that to promote change from within. And of course it has to do with these three steps that Dave has already descried. Having to dealing with coming up with ideas that work and indeed at that juncture having some dialog with some formal structure and through that coming up with changes that sustain over time. So that we define here as pressure from within. Building leadership capacity is also something which we see as very important. If indeed the current leadership is not in a position to exercise leadership, has a different vision for their role within the institution, maybe we need to take an intermediate or long term perspective on this and that has to do then with building the new leadership and building a new mindset for change among the new leadership that is emerging. In the case of i-AGRI that is dealing with mid-level leadership and doing that through the

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leadership forum which we have been. We have more to talk about here right Mike. So if you would like to take over here.

Michael Parr: In trying to encapsulate the discussion on the table we just came down to what would be the role of the program in those and to summarize it was the program could help create the enabling environment through systems and structures. A program could help in the leadership development through capacity building and some visioning exercises and a program could identify and support whoever the champions and the leaders are. In that process the institution can become empowered to replace the program. That is the end goal I guess.

Angela: Thank you very much. Let's go to 4. Who is speaking for 4? Rick?

Table no. 4:

Rick Rudd: We got into the first part of the question. We did not get into the change piece. But we did have some ideas on building relationships and maintaining those relationships and moving forward. I think probably the most important thing to think about with those relationships we talked about trust, mutual accountability, and the need for all the partners in any relationship like that to see how they are going to grow and improve and change over time and how important that is. We kind of fell into this communication deal and how important that is to be open, frank and honest within each other, having great communications, not being afraid to disagree, having feeling like everybody has an equal say in the conversation and that does not happen accidentally. There is a lot that has to go into that. It takes a lot of effort, planning and time from the very beginning. We also talked about, Daniel called them heat checks, checks to make sure everybody understands where we are in any point of time. What did we just agreed to do? Let's go around the table here. What do you think that we are going to do? Ok, who is going to do what? Where are we? Does everyone understand? A part of that too is even just a nomenclature of things. Are we talking about the same thing when we are say a word and understanding that around the table? Those things are so important to establish early in the relationship and then honor throughout the partnership. That will lead to more partnerships in the future. We kind of ended up with the real need for formative assessment as we are going along in these projects that seems to be missing in many things that we have all been involved within. Thank you.

Angela: Thanks Rick. Now let's go to 2. Who is speaking for two?

Table no. 2:

Sandra: We began talking about what starts as an unbalanced relationship and how do we get them to balance relationship and how do we design for that. Then we started talking about voices of change versus agents of change and supporters of change. We had a long conversation about that. If you start with your initial AET and we are using AET here to mean an institution or a system that you are working with and you are coming in and you want to transform that system. The voices of change and the agents of change have to work together. While you are honoring the tradition that the initial institutions have, you are also building the trust and respect that you need. You have got these supports of change. That could be government, informal, formal, private sector, could be the minister. You have got these supporters of change that are providing input to you as you go for this transformed AET system. So, what about continuity? Well, with the way the world works today, we put all our voices of change and agents of change in the

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cloud. So, when the project ends you still have connectivity, you still have all these supporters in the cloud that you can rely on that can continue to provide support and keep the relationships going in the absence of funding but say more funding comes along and you want to continue to transform the process. You have got these voices and agents that may change and you go through the process again.

Angela: On to group 3. Who is speaking for your group?

Table no. 3:

David Kraybill: We have four points here.

1. The first have to do with parallel structures and parallel resource functions. We talked a good deal about what is really parallelism. We ended up and I think we all agreed that it is essential to not have a separate structure that has a different purpose. But to be embedded into the AET host institutions but that does not mean that there will not be some separate organization. It is kind of a fine line and a complicated thing but gets back to this point that if all we do is just funnel in money then AET institution is probably going to keep on doing things the way they were doing. There really does need to be a structure on the ground that allows new ideas and new ways of introducing things and helping to build accountability within the definition and goals of the AET institution itself.

2. Then we talked about typologies of partnerships and I don't think that we really defined what the partner typology was but that it is important to have more thinking about the typology of partnerships because there is a fairly wide range even in what the projects that we have focused on here at this workshop and then beyond this there is a wide range. But this is an area in essence of research that at least thinking and writing that needs to be fleshed out.

3. The third is the power in relationships. I don't know that we came down to anything definitive. But power matters, it's not necessarily a matter of having equal power but it is a matter. I guess I am using my own phraseology here. My own thinking. But one has to get beyond any differences in power or resources to have conversations where those differences don't have a big impact and Peter's idea of near symmetry not symmetry but near symmetry, I find a very useful concept.

4. Then leadership and continuity. We talked about the importance of preparing future leaders and this can be done in a number of ways. In ERA project in Senegal this GRAAS organization there is a reflection group that they have. I don't know if that was designed. It was not designed to develop future leaders but it can do that kind of thing maybe. At Ohio State University this monthly leadership forum that we have established which is the leadership. It's the top it's the deans and the directors and the heads who meets monthly. That has become very vibrant within the university. Amon Mattee heads that up it's a way of grooming the preparing the next leaders.

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5. Then we had an interesting conversation about mentoring. One of the things that we concluded is we should not think narrowly of what mentoring is. In my mind the standard model of mentoring is it is a dyadic relationship where you have two people getting together often an older and a younger one. It does not always work. In fact that often does not work very well at all. We need to be thinking about for example group mentoring and even more peer mentoring rather and age matters, position and social hierarchy matters and maybe we go too far sometimes we emphasize too much people who are seen as established and successful as being the mentors. There are others ways of doing the mentoring. Then the importance of inclusive conversations. In many ways this is just at the heart of what we are doing change is based on conversations. If we don't have conversations that matter, if we don't have crucial conversations, if we don't know how to have them and don't know how to extract ourselves from a conversation that is going down an unproductive path and get it on to a productive path change just is not going to happen.

Jim Simon: I agree with everything that you have said. So my question really is everybody has experienced individuals who are parts of an organization or institution that actually are active blockers of change. This is the stuff we don't like to talk about because it goes against what we are trying to achieve. So my question is what have you experienced, I would love to listen whether now or later, how have each of you addressed circumventing those blockers of change or overcoming or convincing those blockers of change to no longer being a blocker. You can have all the conversations in the world, the person at an institution that controls the decisions or the purse strings can be a real active blocker of any transformation, despite the fact that they have agreed to X, Y and Z. Maybe nobody else have experienced this. I have experienced this in almost all the international program. I asked what lesson that we have learned to try to come up with the strategies toward that?

Angela: Response from this table?

David Kraybill: I have something very specific. Interesting that you have asked. It is because our last monthly leadership forum was exactly this issue of resistance to change. It was shocking to many of the people at Sokoine University to come to the realization that resistance is normal. The top leaders are paralyzed by it. They put a lot of time and effort into trying to make sure that they can emerge. The biggest realization and the biggest eye opener for people in that group was resistance is normal and don't be surprised by it. Then there are strategies for dealing with it and it has a lot to do with the good strategies and conversations. It is about getting people onboard, it is about listening, and it is about shared meaning. If shared meaning is there then that reduces a lot of resistance then part of it is also the cognitive understanding that you will not bring everybody onboard. There is variety of resistance. There is passive resistance which often leaders can work around that. Active aggressive, mean and nasty resistance is a different thing and that requires a different strategy and that requires some kind of negotiation and even force at times. But we had Dr. Robert (Bob) J. Birkenholz from Ohio State University. He is a leadership guy. We had him there by bringing him by a video conference and he put on a workshop on resistance and it was very useful.

Angela: Thank you very much. I think the question is really a good one and we want to hear from Group no. 1 before we move to the break. You what to make a comment?

Rick: Some of you know some of the Everett Rogers work and according to him about 16% of the population will always resist change and you are not going to get those people. We have to understand that we got to worry about the 84% right? The 16% probably will never come to us. There is some great strategies to get the 84% and they do come at different rates and at different times.

Angela: Great conversation. Please continue. But right now let's hear it from group no. 1. Who is going to speak from group no. 1?

Table no. 1:

Nona Fisher: What has already been mentioned in all the other groups I think our group have a couple of other concrete ways to foster these useful conversations? Those things that we all know. It is like, strategic planning that is very broad and participatory, SWOT analysis. Working with organizations that wants to change, well I think that is the easiest way. That is the path of least resistance to getting positive change and including visioning. Strategic planning answered question 1 and 3 because that is one of the ways you can support positive change but also then you have this planning process and document that as partners and stakeholders rotate off and on. The planning itself is the continuity.

Larry Vaughan: The mechanism of using technical working groups and the problems of setting up technical working groups within an institution associated with the project but really dedicated to institution wide issues. The problem of trying to separate the project responsibilities and the fact that the projects set it up with these broader responsibilities, that is one way to provide continuity and Keith mentioned the GRAAS and you have similar kind of organization across departments or in the case of GRAAS and ERA across institutions is a way to create that discussion and keep that momentum going which is part of continuity.

Next Steps (Part 1)

Speaker: **Keith Moore**

Moderator: **Angela Neilan**

Angela: At this point I would like to turn it over to Keith Moore. Keith has some things to talk to us about on Next Steps he has some slides to go through. So, please give your attention to Dr. Keith Moore.

Keith: Actually I get to present the slides they are the work of you all. If you haven't voted yet please do as we are recording what you do. I will get started here and give you a little bit of a sense of the prioritized take always from theme 2 yesterday morning. There were a pretty wide ranging of votes but the top one was barriers to intra and inter institutional partnerships for transformation from turf wars and governance issues. Multiple ministries in which AET often falls through cracks. We probably have to formulate some full sentences out of that. We will go back through the transcripts and get that filled out. Next two were begin stakeholder relationships and ministries provide enabling environment. Can AET transformation occur without ministries support? Can post-conflict countries learn from these examples?

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I am not going to go through the rest of these. These will be in the report and posted on the web shortly. But that's the primary ones from the national AET system discussion. From curriculum and pedagogy we have a bit more concentration; up at the top we have new curriculum. So we are talking about values, value chain analysis, gender, remedial education, critical thinking, problem solving, stakeholder involvement, big picture policies, experiential learning. I think it has little bit of everything and so it was very popular.

Experiential education came in second, it is a much narrower type of thing. It is how you do it I guess. Integrating stakeholders in education process and faculty consultancies were stressed and teacher professional development. The idea of mixing both content and how things are transmitted. We get back to experiential learning so it is a very popular one. I guess that one would have come up on top of we were to combine things a little bit. Value chains also comes in there, faculty development.

Ok, then the fourth thematic area yesterday afternoon was the budgeting and contracting. Here we have a broader array.

- The first one is how far to develop local accounting capacity, far enough that external funds can be managed at institutional projects or research levels. That's the development of accounting capacity.

- The second one at the top is about transparency. It is more about what is transparency? How we recognize that, how far would you go to showing everything that you are doing? What does it look like, context specific? Youth development is a programming tool for prevention of fraud to give a new ethics to the upcoming leadership. Local accounting capacity learned from process using actual expenditures, so managing actual funds is important for the learning process. That is probably more experiential learning. Implementer should select the mechanism based on balancing risk, efficiency and/or the need for capacity, phased grants to build trust, obligations tied to results and to time, and decentralize. Ok, we will get to that in a moment.

I want to take this opportunity to thank you all. It has really been a pleasure having you all here and having you interact and generate the ideas and exchanges and create new relationships. I am hoping we are building something that is moving well into the future with this meeting. The first target is moving towards next year. What we can do in the next 12 months to raise the relief the visibility of agricultural education and training, institutional transformation or institutional development and all the associated issues that you have covered today but with the focal point to be able to communicate that message to all those that we did not happen to invite here today and beyond. There are a lot of stakeholders, we have a lot of diversity. I think it has been noted in the room already. But there are a lot more diverse stakeholders that we need to be bringing on board and recognizing the significance to the long term development of independence of host country institutions.

I really want to thank you all and it was real pleasure to meet you all and talk with you. Some of you I have not had the chance to talk with as much as others but I really do appreciate you're coming and having a chance to hear you. I want to thank the conversation leaders that helped bring together some of the discussions in the first instance through the blogs and I do

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recommend those blogs. They synthesize in a lot of ways a number of the themes that we have been trying to discuss over the time. And the moderators, thank you Angela for pulling it altogether. Peter I thanked as he just left, he had to catch his plane back to Montana. Thank you Angela. It was really valuable and Angela exemplifies adaptive management. She listens and then responds and there are some who resist and she just plows forward and gets it done. The organizers, Johanna and Merrie and Larry too and our student assistants. Thank you very much. I will see you next week and we will talk more then. There are a lot of people in the background that have pulled this all together and we need to thank them for providing this environment for us to focus our attentions.

I just wanted to say a few more words and give you one last task that I hope brings this all together and allows us to move forward from this meeting into the next year and beyond. I liked the last discussion. I talked in my introductory remarks about adaptive management and learning for complex adaptive systems. It is a process that goes through negotiation, resistance and accommodation and it is iterative. I like the "conversations that matter". The conversations that we held today and over these past days were issues of negotiation. We were battling over what were the important things and one of the key things that was really important that came out in multiple ways from many of you is: "what does that mean? You are using a word totally differently than I do." That's important. If you can have a conversation that matters you are going to have to struggle over definitions and find out what are you all talking about so that you know that you are talking about the same things because on that basis you have got a solid basis to move forward. So in the first instance, resistance is just a matter of communication. Then you get into instances of interests and power and having to reconceptualize and negotiate all over again to find accommodations that can bring us forward.

The one thing that I don't think that we have done as well as I had hoped for, but I think it is a really challenging one that I wanted to put it on the table for us as an assignment was to think about how do we tell the story of transformation of AET institutions that leads to impact. That is the one that has been most challenging to us. It is a longer story, it does not come in 15-minute interchanges. You have got to work on it in particular contexts and build up that story but there are ways to do it and structure it. That is important that we find those processes and steps forward in that regard. Anybody that has got materials that they think might help structure that in an abstract sense, send them in so that we can maybe make a package and add it to the report. I think the procedures that i-AGRI used, give a structure and an outline of how to tell a story I think. It may not be the only type of story to tell. But that idea that you have to do it qualitatively, you have to check off boxes, that's how you do quality assessment is you see are these things being done, how well and all is important, but how are these things being done, are you moving in a progressive fashion towards some purpose or goal. That gives us a strong framework. So there are multiple ways to do that and there are several models out there. But we need to work on integrating those into our practice on a routine basis.

Ok, I've just got one last question for you. I want you to focus and to negotiate and have a little bit of resistance because I know that you are good at resistance. We have got you at tables where you have managed to pull that off. I am going to leave you at the same table this time because we don't have to shift around all the times but let you to work on this and come up with one last answer that will give us the point or several points of light as I heard once said that will lead us into this coming year. Here is the question. Each table has to come up with one and only one unreasonable change and how we foster transformation of AET institutions that we should

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pursue over the next year. What do we need to do over the next year? What thing can budge us off center and move us forward? What is that one thing that we can do over the course of the next year? That is your working question. You have got 15 minutes to work on this. I am sure that you can come up with just one answer and you need some sort of consensus. If I calculate correctly it is 18% I think that there is table back there. They have got 6 people, they might have some resistance.

David: Who are the "we"? When you say should we pursue do you mean InnovATE, do you mean people around table and their organizations? Please clarify.

Keith: That's a very good question. In the first instance I mean InnovATE but it is a collective we about how we all move together because InnovATE is a partnership, its all of us here in the workshop are part of InnovATE because it is a partnership and I think that is the sense that we are all in this and are all committed in one form or another to agricultural education and training transformation for the good of our projects our activities as we move into the future. The narrower definition, if it will help you focus on one solution go ahead with that but it is something that we should be thinking broadly and you can take the question and make the "we" wherever else you would like to use to as well. But the intent is to get us focused for the next year within the context of this project which is a focal point for that.

David: Well let me get back to the theme of the conference "context matters" so I am not sure that it is very useful to have multiple "we"s here. If it is InnovATE I can focus on it, if it is Tanzania I can focus, if it is Senegal I can focus on it but context matters.

Keith: Ok, this is good. So what I would suggest is that we turn it over to you guys, I find that as much as I have problem it, what David is saying is rather reasonable. Is there anyone who objects that what David says that we need to focus on a single context? So, find one and I guess you are going to negotiate that in each of your tables.

Next Steps (Part 2): Unreasonable challenge

Moderator: **Angela Neilan**

Andrew: It is based upon the idea that as the InnovATE institutions and the projects, and we took the example of ERA, are offering value to the institutions that they are training. There may need to be a transition and at some point starting to look at that relationship as kind of a client relationship and consultancy type of arrangement where at some point you come in and talk to the university and you find what they really value and what they are willing to pay for and what is really going to have a high impact for the university and be meaningful and then they decide what they want to continue with and pay for.

Angela: Radical idea! What do you all think? Dead silence, where is the resistance? Ok, we are just putting it out there we are not judging.

Keith: Ok, let's work our way forward slowly here.

Jim Simon: As we are obsessed with the movie "Follow the Money" or "Give me the money, although we love hearts and minds like they talk about in Friday Night Lights we wanted cash we want more hard core money. The key issue is when we talk about sustainability regardless of

what white paper whatever philosophical foundational thought and again I am talking from just being a pragmatic plant person in the field, ultimately if there is no transparency in funding and there is no transparency in cash management then how sustainable are any of our programs? So, ultimately it comes down to the ability for our target lead institutions to be able to receive, handle, distribute and empower those actors of change, overcome those resistors of change to make sure with what every marriage, whatever style of indirect costs are needed to be kept at the central administration at the college so that ultimately the direct program money just like we use in our respective institutions here reach those actors of change within the institutions there for students training, for faculty training for faculty summer salaries. The ability to be able for faculty to want grants, want income streams coming into universities so that they don't only have to do consultancy or take the cash under the table. That is counted to their own university policies. Most universities have policies that are either not enforced, not tracked, and with fiscal teams that perhaps are weak. So without bringing them up to a level that it could may be stand the USAID scrutiny by any means. Our unreasonable challenge is to ensure that the lead institutions at our core in-country partners have the ability to be able to have a transparent process for their own faculty and administration so that money can come in and we know that they are going to be used for the intended purposes. This is the best way that we could act as champions and supporters to our in-country people. So the purposeful effort to prepare institutional partners to be fiscally competent beyond the scope of the project and doing it during the scope of the project period. We hope that is it is both unreasonable and extremely disruptive but that we know that it is going to be leading to sustainability.

Angela: Thank you. Before we go to the next group we are going to pass out the individual evaluation forms. The reason why we did that right now is because we know that there is disagreement at each table. It is hard to push from one particular. So put your own in that first category so that we capture everybody's ideas. The very first category is what are the three top take always? We want your one major answer to Keith's question, your unreasonable change in that category. So you can submit it to us in writing when you give us back the evaluation form. It does not mean the program is over, we just want to give you a chance to put your individual thoughts on that form.

Keith: I think we have to go to this group here to follow the money with the hearts.

Sandra: So we noticed here that what's really absent is student voices. So, an unreasonable change would be to actually start listening to students to get inter-institutional, inter-project cooperation and we say this because we can do this electronically, we can get our faculty involved, maybe we set up a year-long online Twitter feed or What's App or something like that where we ask students questions about food security or hunger in their country or whatever, and get them globally through our projects to be responding to this issue. We could get this messages out through radio or TV or churches, mosque whatever. So how do we put students at the center and at the heart of what we do? Then one of the really unreasonable request which goes directly to AID can we kill TRAINET.

Tom: First of all I would like to say is that I really like all of those four unreasonable suggestions that have already been made. I think those are all great. We did something a little different because we said something which is totally reasonable but what is unreasonable is that we are not doing it. That is to tell the stories much more effectively of the ways in which AET transformation improves food security. So it is kind of you know, we should be doing this but we

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realize that we aren't. Nobody is really doing it and that is risky to not do and it will be really good to do. So, it would be unreasonable to not do this.

Keith: I like that. It is a negotiation and there was probably some resistance. This is how you found accommodation amongst yourselves to come back to my point. I like that.

Clara: Ok can everybody hear me. Ok so our design was to use sort of a social impact design model to engage local stakeholders including the private sector because we were very much concerned about sustainability and that has been a consistent theme over the last couple of days to partner together and to invest in AET transformation at the local level. This would be something that we could offer centrally through sort of a venture capital design model. But it would involve the private sector making a commitment to either hire the graduates of these schools to open their doors to interns or to provide some advisory services on the boards of these schools or to put in some money or resources. We thought about trying to get some backing from some of the heavy weight multinationals as well to help support to bank roll this idea.

Keith: Thank you. It is interesting that the consensus that each of you come up with has quite a diversity of approaches. Although I guess the first and last two have certain level of similarity. Ok. I think we are now ready to move into our final phase.

Final Session

Clara Cohen and **Larry Vaughan**

Angela: At this point we have Larry and Clara who are going to wrap it up and give us some perspectives from USAID, some summary remarks from two of our InnovATE advisory panel group. I am just going to turn it over to Larry first and then Clara.

Larry: I am going to stay exactly where I was. My role right now is really just to thank people again and have my list to make sure I don't leave anyone out even though Keith already did it. But also we discussed whether it is culture or protocol it is something that needs to be done and merits being done again. First of all to thank all of you, it is not like I am surprised about the quality of the output, the value of the ideas but I appreciate the fact that it has met our very high expectations and special thanks to those of you who came from far away usually for having an event in USA thanking the host country participants which we do but also several of the folks from USAID came from very, very far away; have long layovers and a night or two in a hotel on the way back or on the way here. We appreciate that. Hope you will continue to be thinking about what we have been discussing on your way back.

The event is being held here not because of any haphazard reason, we could have held it in a hotel down on campus or in DC or in Pennsylvania. We choose this place because half of what we have accomplished was accomplished during meals or after hours. It was very pleasing to see last night I think it was an hour and a half or more after dinner and that table was still completely full. There was no place to slip in. Interesting stuff, I did not get to hear it all. That it is the way it has been in breakfast and lunch and dinner and afterwards if anyone was hanging out at the bar or on the front porch or on the walks around. If out have time you don't have to run off in an hour or so for a plane a lot of beautiful trails, a lot of beautiful things to see, right up the back that Clara showed me to get on the top of the mountain with a beautiful view, if you want to

stay flat beautiful lake, beautiful forest, so take advantage of these. We wanted to be in a calming conducive environment, but we kept you so busy. We have not really given you the opportunity to go out there and shoot some arrows. We appreciate the dedication you have being inside focusing in this beautiful setting. Like I said this was not an accident. We wanted to set up in some place like this if we could, Johanna found it, not very far away. Brings me to thank our new student employees, they all actually came on board recently, Shreya, Tony and Allison. They really filled in with anything that we needed in the planning before and whatever Johanna needed they helped with. A lot of things were going in the background. It was a great relief to me and great relief to Johanna to know that they were there. To Johanna and Merrie who organized and planned with such grace and patience. It never caused me a bit of stress knowing that they were behind this although I can't say that working between Keith and me did not cause some stress for them and they still handled it with grace, poise and competence. Many of you have organized things as complicated as this or more so and you know what it took to go into it. I know that they were up till 2 o'clock in the morning and 1 o'clock in the morning looking at the evaluations reading and reacting to them so that your input was being listened to that includes Angela as our master facilitator and Peter who is not here. I am sorry I did not get to thank him before he left. And of course Keith Moore, I was still back in Senegal and we would have weekly calls as he was the interim director of the office and I said you know so much of great stuff is happening in ERA I don't know what is going on with i-AGRI. It will be nice if we have some way to share some of the lessons. He said don't worry about it. I am already on it. And he was. He had this beautiful outline and it takes some time to get these things to happen but it happened methodically, with deep thought and I think the results were just fantastic and it is going to be very helpful. We had request for an unreasonable thing. I whispered over to Ronit that my proposal was a congressional mandate for a consulting contract for Keith Moore to keep doing this kind of stuff. Although maybe it is not even unreasonable.

So that is about all I want to say. I am going to give two other people an opportunity to say something before we pass officially to USAID. This was organized also very much one of InnovATE's chief objectives is to support AET and the institutional capacity development associated with agriculture education and training for USAID missions. Washington decided it was important and it was to support missions and bureaus to do that in a way that they wanted it. I think this is a text book example of what AID was hoping would come out of the work of InnovATE, apart from helping design projects and implement projects. But this kind of thinking and this kind of synthesis and one of the primary messages is going right to USAID. We really organize this to help USAID to make the case for the good stuff that is going on. There is a lot of other material that is relevant to practitioners, we want to get that out too. That is another part of InnovATE. But a very important part of what this event is going to do is help USAID talk to itself and attract more interest. I want to give plenty of time to Clara and perhaps she will give others an opportunity to help couch this in the language of USAID so what we are talking about is easy for others to understand who are a little less sold, convinced, familiar with the things that we do. But before we do, we have two program advisory committee members, Donna Westfall–Rudd and Charles Maguire. They were unable to be here on our two day InnovATE planning meeting for the next year work plan on Monday and Tuesday but fortunately they have been able to join us during this workshop. I'd like them to take some time to reflect and give us some of your impressions. It's your time. Do as you wish. But whatever you take, you are taking from Charles and you are taking from Clara.

Donna: I could be very brief. One of the things that I think in listening to people in conversations informally as we move thorough the different discussions, I think it is very critical to move forward with continued effort to maintain and continue developing the collaborative relationships between people in the room here, those who are here and those who have left recently and I have heard from several individuals specifically that while we have had the chance to explore and discuss a number of critical issues. The concern is that we still are really underutilized the talent in this room and that we could still push harder and farther to make use of the experiences and the knowledge and the talent. As InnovATE moves forward my concern is that we not do that, that InnovATE it is very easy with all the project work that everyone is doing to stay focused on just the specific things near and close in each project and InnovATE here in Blacksburg. A lot of time and effort has been invested by everyone here and the projects so I think it is really critical to make this very much a continued discussion and I am going to quote David this morning, "Change is based on conversations." I was like wow that just wraps up everything I am thinking about this morning. That these conversations need to be continued and developed otherwise we really will have underutilized the resources we brought together today for this week.

Charles Maguire: I would like to say that it has been a great honor to be asked to serve on the advisory board of InnovATE and I was here for the first meeting of InnovATE and when we launched at George Mason University another great group but I just like to reflect on the fact that in choosing me to be on the advisory group I am not from USAID or university background in the states. I worked with an international organization, we have said it number of times the World Bank and was a champion of agricultural educational and training in that organization. I think it is important when we look at what has happened here in this past few days. This reminds me of a bee hive buzzing with ideas and of course in the background there is this thousand years of experience. When I come to a group like this I am energized because you are the people and I hope I am in that people group who really believe in agricultural education and training and really believe in human resource development for the sector. But not everybody has the same view and in my life 25 years with the World Bank I fought a very lonely battle to try and have agricultural education and training recognized and appreciated. As an organization we did not support it very, very well. I was sharing with a number of friends here yesterday that I caused a study to take place looking at World Bank lending for agricultural education and training in a ten-year period, 1987 to 1997. Just to give you an idea of the amount of money, World Bank as bank lending money but how much did it lend? So for research 4 billion dollars for that ten years, for extension 4 billion dollars in that ten years and for agricultural education and training 200 million in 10 years. So you see the thinking does not always go in the direction of the area we are dedicated to. With that in mind I am looking at agriculture education and training globally rather than from the perspective of InnovATE or the programs that are also represented here today. So we have to see ourselves as a niche education activity. The big people in the game in education in worldwide lending and support are tertiary education, university level education, secondary and primary. Vast amounts of money are invested by governments, by supporters, by multinational organizations and by bilateral organizations. So we have to fight very hard on the big canvas for our little postage stamp piece somewhere down in the corner. So our job is not only to be on the ball like all of you are and I am so impressed at what you are doing in your various projects. I have not realized how detailed and how dedicated people are to what they are doing in remote places and in difficult situations. But we also have to be missionaries I think for what we do and for the educational area that we represent.

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Rather than taking Clara's time and everybody else time, let me tell you one thing that has concerned me sort of distilled out of the experience that I have had. The big one is today's morning session, it is governance. As we know and as we have discussed here, agricultural education and training has, in most countries it's a public sector activity, it has two masters, it has ministries of education and it has ministries of agriculture. Traditionally it sounds sort of unfair but these two organizations don't work well together in any country, we are not just talking about the developing world we are talking about anywhere. They don't staff themselves with people with the expertise to work across. So, unless that problem is solved we are always behind. We find it very difficult to convince people that agriculture education and training is essential. Human resources for the sector, for feeding the people, for export crops for peace and contentment and development of the country is important. I have felt all along and it is very difficult to do but we don't invest money in missionary activity to those people who had ministries of agriculture, ministries of education and always around those ministries are ministries of finance and ministries of planning in many countries. We have projects. The World Bank have projects. Other actors in this agricultural education and training game worldwide there are many there people in the field with ideas that are sometimes different than ones that you are espousing. Some of them are same but they speak with a separate voice to this divided governing system. So we ought to think about how we invest in bringing together these key actors, because without the blessing of ministers and high level officials you really don't make the break through you need.

We heard here in these past few days that we are investing heavily in middle level people with leadership. We are building for the future and that future day comes and those people and I am very impressed by what you are doing when those people are now on the top of the management list. They still have over them an umbrella of this divided governance system. Somehow organizations like I used to work for USAID other government agencies and NGOs have to think about how to make the case not individually but jointly to those to that split governance arrangement. I feel without that we are doing projects, we are building capacity, people move, people change we will continue to build capacity, continue to do projects but we don't get the breakthrough. One thing that I have always hoped for and I think talking about Senegal and also about Tanzania that perhaps what we need more than anything especially in Africa is one example of an organization that has done a transformation and is dynamic and forward looking and well able to manage itself in this field of agricultural education and training and provide leadership. If we had one example and we could take people to see that that is really a key to firing up institutions to take the risk and to do something. We have never really had in all my years working in this field an organization, university or an agricultural education and training system that has actually transformed itself in a way that we think. So maybe we are on the brink of a couple from these programs that we are talking about today. So thank you for inviting me for being in the advisory board and thanks for inviting me to this very wonderful couple of days.

Angela: Now over to Clara for her words of wisdom and encouragement.

Clara: It is great to see you so fired up Charles. Well, this has been amazing couple of days with some incredibly rich and thoughtful discussions and I kept thinking to myself that, "Wow this is such a great idea to do this." So I want to also thanks Larry and Keith for your leadership in organizing the event and also the entire InnovATE team Johanna, Merrie, Tony, Allison, Shreya for all of your work in putting this lovely event together and also Angela thanks to you and to

Peter. Sorry I missed him but thank you for creating the conditions that would allow us to freely express ideas in such a candid way from our hearts as you helped us to do. And also Keith and Peter, thanks for giving us so much theoretical foundation on which to base some of the more practical discussions and everyone here for sharing all of your experiences and the discussion sessions. We have our work cut off for us obviously. I have taken copious notes that I am going to be mining through and I know that InnovATE will be processing and trying to digest and document and disseminate the message that came out here.

For me one of the biggest takeaways was getting compelling arguments or ammunition really that will help all of us make the case for investment in AET that will fuel our advocacy role. Somebody said earlier this week that some of the strongest resistors ended up being the strongest supporters, I think that speaks to the power of persuasion for us. So internally at USAID we have to reach our leadership. We have to reach those field missions which have not been investing in this area. There is just a small handful of missions that are interested in this topic. So we have bandied about ideas of having like global learning exchanges on capacity development and having training for our field missions and having training for our staff in Washington. Externally we have to persuade our partner governance, we have to persuade private sector clients and Congress. We have to reach out to our other implementing partners like the Innovation Labs who have tremendous assets that could be brought to the AET reform process. And so the case studies and the best practices that you have shared with us help us to do that and they help us to raise the visibility on this area and to mobilize the funding streams that we are going to need to sustain these reforms. I really appreciate having Ronit and Bill and Peter here providing the perspective of the field. It is nice to know that we have some champions out in the field that can help us to spread the gospel about this. I think we are also luck having Jessica Bagdonis who is actually at a very influential role herself now, she is at the design office in Washington, so she is going to have a very important multiplying effect because she will be supporting all of the missions as they go through their project designs. I am really grateful that she is here and she has already converted to this way of thinking.

A second big takeaway for me was the advice about the conditions needed for success of these kinds of projects an also some concrete promising practices that we can practically integrate into the design work and to help us improve our programming. Looking beyond USAID we should be thinking about how we can use this information to influence other US government partners and also donors working in this space.

I just want to end with a couple of comments about gaps. We still have a lot of thinking to do about developing metrics for institutional transformation. I think a number of groups eluded to that, that is an area that InnovATE is working on and we are looking forward also to your continued help to help us make those cross walks between what we have achieved through AET and how that connects to some of the high bar indicators that we are on the hook for. So when I worked with the institute of medicine, I worked with a medical doctor who told me about why he went into public of health. He said, "Well you can either cure one by one o you can cure them by the millions." So I think we are still looking to you to help us crack this nut of scaling. How do we use relatively modest resources to achieve scale at 100s if not 1000s of schools all around the world? I was stuck particularly by something that Irene said about breaking out of this project model. It's been compelling to think about what we might be able to achieve in terms of scaling successes with modest resources by and enabling these vertical and horizontal convening forums by using informal to formal processes, by peer to peer learning, by organizational

experiments using this venture capital model or through leadership development to achieve that scaling. So these are just a few reflections, but I would if you have a couple of minutes if we can, we don't have to go to the airport right this instant, wanted to get that Bill and Gary and Ronit sit and maybe Jessica if you are interested in staying and saying a couple of words from the perspective of the field in particular.

Ronit: I guess I will keep to very brief because we do have to leave for airport. I was not sure exactly what to expect when I was coming here and I am clearly pleasantly surprised. I am not an academic and I am quite humbled by the expertise and the knowledge that is sitting in this room right now. I have done a lot of listening I have not done a lot of talking but I have learned so much and I am realizing that there is still like Clara said that a lot to learn about AET and how we can develop these activities in the mission. ERA has been a huge success over the past couple of years. As we are in our design process and looking forward and looking at how we can institutionalize HICD in ag education into our entire portfolio a lot of what I have learned today has been quite helpful. One thing that I do wish that we had talked a little bit more about was actually the activities. I am still unclear about i-AGRI and what the roles, interventions and activities are. So a lot of the conversations were over my head a bit because I was not sure of the context. It would be really interesting to maybe even have a online dialog a little bit more about what some of the interventions are, what the goals and objects, and to see how they relate some of the objectives under ERA and a little bit more about what is working what has not worked, what's been kind of taken off the plate, what's been accelerated or scaled up. But I have really enjoyed this and hope that I can continue to participate and I am definitely a champion and think our mission is a champion as well. A lot of that has to do with ERA and the leadership over the last couple of years. So thanks.

Gary Alex: Two comments that struck me – one was all the different projects that we have heard about and they differ and we agree that they all differ very much by country in context but they are really two types. They are post conflict which are really building institutions and there are the reforming institutions. I think those are very different worlds. Building institutions goes back to the projects and the rich experience we have had in the 60s, 70s, and the 80s. Reforming institutions that's new ground. I think where we counted a 1000 years of experience, we don't have that in reforming institutions. Any individual may have at the most 5 years of experience. So we should be humble in approaching this. That was the premise of the InnovATE project that one, we need to promote awareness of the importance of AET investments and that case still has to be made. We don't know how to invest now. It is a very different approach that is required. There is some very interesting models, experiences I think in Tanzania, Guinea and Senegal. But there is a lot more to learn there. So you have got a very busy couple of years ahead in refining good practice in this area. So good luck with that.

Bill: So that's a great transition too, I want to just Peter he talked about how mentoring did not go anywhere in USAID so I am going to take this minutes right now and say, you know in 2010-11 when I was waiting for my daughter to be born I was shuttling back and forth in the coffee shop and the hospital and I was working with Gary Alex on the program description of AEMIP project when I was working in Dakar. He has emerged as a real mentor for me and I really appreciate that. It's alive and well, little tiny places in the agencies. It was a real great thing. So that's exists. I guess I wanted to challenge, to get to Ronit's and Gary's comment a bit, we are really grappling with our design and how to apply AET in the field. What is the thing to do right in Guinea in the context of Guinea and this has been an excellent opportunity for us to reflect as

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a team. Peter from Winrock is here, Andrew is here from Winrock. They are going to be our AET implementing partner and it has been an excellent opportunity to reflect and learn from you and to acknowledge that we just have to learn and continue to learn as we implement this thing. I wanted to challenge us to think about new ways that are available now that were not available before with ICT with different ways of communication, different ways young people get the information today than they did before and maybe that's some way we can be thinking about how to transform our AET modules or information packets to be accessible and usable by more people in more rural areas. So there is so much knowledge out there and so much experience that we should be able to leverage that to find ways to learn how to do it in a new way. It's funny, I hear about the investments that the Bank made in extension advisory services, and I am just perplexed why in fact even talking to our BFS colleagues' sometimes not present company, "How can you do extension without training?" Like how does extension exist without AET? It cannot be divorced. So it is just a perplexing thing.

Angela: Clara anything for final wrap up?

Jessica: I feel really privileged and appreciative of your trust to share your experiences so frankly with each of us and as the project design fellow in the Bureau for Food Security, I really appreciate this perspective and I hope that you will have trust in me and the rest of my USAID colleagues here that we are listening and will think about creative ways to provide what we have learned here into the processes in particular for me as I think about new processes and guidance on project design within the bureau as well. I hope we continue the conversation. I think a lot of you have echoed that sentiment but the conversation is only beginning I think. So we should probably also keep in touch and continue this as well.

Angela: Thank you very much.