

Higher Education for Development
Knowledge, Partnerships, Results



United States-Mexico
Training, Internships, Exchanges, and Scholarships (TIES)

Semi-Annual Progress Report

Report Period
October 1, 2006-March 31, 2007

Due: April 30, 2007



Partnership Title: Decision Support of Ruminant Livestock Systems in the Gulf Region of Mexico

Development Area: Rural development: Economic growth and competitiveness through animal agriculture

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Partnership Web Site: <http://tiesmexico.cals.cornell.edu/>

Partnership/Participant Information (10/01/06-3/31/07).

TABLE 1

ACTIVITY	NUMBER OF MEN				NUMBER OF WOMEN				DATES OF ACTIVITY	LOCATION				
	Faculty, Admin	Students		Other		Faculty, Admin	Students			Other		US	MEX	3 rd Country
New activities for current reporting period		25 yrs & under	26 yrs & older	25 yrs & under	26 yrs & older		25 yrs & under	26 yrs & older	25 yrs & under	26 yrs & older				
1) Number of Mexican participants who received scholarships for 2 or more semesters		1	2								8/06-3/07 8/05-3/07	Cornell Cornell		
Description of scholarships: MS degree programs at Cornell University.														
2) Number of disadvantaged Mexicans benefiting from TIES scholarships														
3) Number of U.S. participants who received scholarships														
Description of scholarships:														
4) Number of Mexican participants who graduated with a scholarship														
Description of program:														
5) Number of exchanges begun for Mexicans going to the U.S.														
Description of exchanges:														
6) Number of exchanges begun for U.S. participants going to Mexico														
Description of exchanges:														

TABLE 1 (continued)

ACTIVITY New activities for current reporting period	NUMBER OF MEN					NUMBER OF WOMEN					DATES OF ACTIVITY	LOCATION		
	Faculty, Admin	Students		Other		Faculty, Admin	Students		Other				US	MEX
		25 yrs & under	26 yrs & older	25 yrs & under	26 yrs & older		25 yrs & under	26 yrs & older	25 yrs & under	26 yrs & older				
7) Number of Mexicans participating in internships														
Description of internships:														
8) Number of U.S. participants participating in internships														
Description of internships:														
9) Number of Mexicans receiving non-degree training --workshops, seminars, special classes (not internships)			2 10 10					1 1 1			8/06-12/06 8/06-12/06 1/07-03/07	Cornell ^a Cornell ^b	Gulf ^c	
Description of training: ^a One full semester of consultation and training at Cornell for three UADY MS students (G. González, A. Calderón, M. Huchín). ^b IARD 402 videoconferenced course involving students from UADY and UV (in addition to Cornell students). ^c IARD 602 “living laboratory” field course conducted in Gulf Region and involving students and faculty from UADY, UV and Cornell.														
10) Number of Mexicans participating in degree/certificate programs														
Diplomas/certificates														
Baccalaureate														
Master		1	2								8/05-3/07	Cornell		
Doctorate														
Description of programs: MS degree programs at Cornell University.														

TABLE 2
Degrees, Diplomas, Certificates Awarded for the Reporting Period (10/1/06-3/31/07).

Activity	Field of Study	With TIES Funding		Without TIES Funding		Total		Institution(s)
		Male	Female	Male	Female	Male	Female	
1) Number of baccalaureate degrees awarded								
2) Number of master degrees awarded				1		1		Cornell ^a
3) Number of doctorates degrees awarded								
4) Number of joint degrees awarded								
5) Number dual degrees								
6) Number of diplomas/certificates awarded (individuals not counted above)								

^a Japanese MS student whose thesis research focused on TIES research agenda.

TABLE 3
Contributions Made for the Reporting Period (10/1/06-3/31/07).

Contributions	Name/Source of Contributor	Name of Recipient	Description of Contribution	Estimated Dollar Value of Contribution
Leveraged contributions beyond original anticipated cost-share budget	Cornell University	Kotaro Baba	Stipend, MS research on Yucatan	\$ 2,000.
	Cornell University	David Parsons	Stipend, Ph.D.research on Yucatan	\$12,000.

TABLE 4
Capacity Strengthening Activities for the Reporting Period (10/1/06-3/31/07).

Capacity building activity	Description
Adapted/changed curricula	
Improved methods of instruction	Integration of videoconferencing & field laboratory experiential learning to bring students & faculty closer to the problems of Mexican farmers.
Collaborative research	Three Cornell MS thesis projects, one completed 12/06, focusing on cattle systems in Yucatán and Veracruz. One Cornell PhD study being carried out in collaboration with six Yucatán farmers owning sheep and with UADY.
Collaborative publication prepared	
New academic programs established as part of TIES	
Promoted workforce development	
Involved in community outreach	IARD 602 field laboratory takes students to Mexican communities and farms for problem definition and appraisal.
Supported increased trade capacity	
Informed policy at institutional, community, national levels	
Consulted with government agencies; NGO groups; private sector groups	IARD 602 field laboratory unites students with government, NGO and other groups for problem definition, appraisal and potential action strategies.
Other:	

Partnership Profile

1. Executive summary.

This partnership employs a systems-oriented program of training and decision support to the ruminant livestock industry aimed at improving productivity, profitability and rural incomes in the Gulf region. A fundamental goal is to enhance professional capacity to assess and act upon technology, market and policy changes. Efforts are focused on developing an internet-based platform of teaching, research and communication for training a mixed cadre of UADY, UV and Cornell students. Key activities and achievements this period included 1) a videoconferenced joint course on key Mexican rural development issues for students from UADY, UV and Cornell (IARD 402), 2) a “living laboratory” field course (IARD 602) in Mexico during January complemented by a subsequent videoconferenced component, 3) enhanced understanding of methods for collaborative research and instruction, 4) further development of a substantial archive of print and electronic learning materials, and 5) short-term training of three UADY graduate students at Cornell (fall 2006). In addition, individual Web sites were developed for the 2006-07 editions of IARD 402 and 602 and integrated with our TIES partnership site (<http://tiesmexico.cals.cornell.edu>) to serve the multidisciplinary audience of international students at UADY, UV and Cornell. This platform serves as an information clearinghouse to support collaborations among the partners and to inform other interested parties. Selected joint classes and videoconferences were video-recorded, integrated with presentation (Powerpoint) files, and archived for use at the **Cornell Transnational Learning** Web site (<http://transnationallearning.cornell.edu/>).

Our second “living laboratory” field course—a joint teaching experiment involving students, faculty and scientists from UADY, UV, INIFAP, Colegio de Posgraduados/Campus Cárdenas and Cornell—was another resounding success. A new group of 31 students, faculty and other participants gained experience in fact-finding and in building personal relationships and cross-cultural teams while analyzing constraints affecting farmers and rural populations in the Gulf region. Camaraderie, excitement and enthusiasm, and communication were fostered among Mexican, US, Algerian, Egyptian, Ghanaian, Chinese, Colombian, and German participants through a structured itinerary for information gathering and discussion. This learning experience—unique for Mexican participants—involved interactions with many farmers and professionals in Mexico’s agricultural and natural resources sector (<http://ip.cals.cornell.edu/courses/iard602/2007spring/mexico/>).

A major full-semester training program at Cornell University was conducted August-December 2006 for a team of three UADY graduate students. Research collaborations included thesis projects of TIES-supported Mexican students and others who are addressing pertinent management and policy issues affecting dual-purpose and beef cattle systems, sheep systems, and agricultural sustainability in the Gulf region. Overall, the project has delivered substantial learning resources and training to students and faculty at the partner institutions. Project activities have enhanced the capacity of partner institutions to address relevant development issues for ruminant livestock systems, helped train a skilled cadre of systems-oriented researchers and extensionists, and has begun to disseminate new and useful findings from our collaborative research agenda.

2. Success story: **Success is judged by people: Letter from Andrés**

Building Friendships: TIES successes accrue through many installments of concerted efforts

Date: Thu, 15 Mar 2007 12:49:49 -0400 (EDT)

Subject: Reunión con el Presidente Bush

From: "Jorge Andres Calderon Quintal" <jc653@cornell.edu>

To: rwb5@cornell.edu

Estimadísimo amigo Dr. Blake:

Antes de contarle quiero agradecerle a usted otra vez, y a la Universidad de Cornell por todo el gran apoyo que he recibido desde el primer momento en que tuve la fortuna de conocerlo. De verdad usted siempre se ha portado como un gran amigo. Esta experiencia jamás pensé que algún día podría vivirla. Fue extremadamente maravillosa porque tuve la oportunidad de ver cosas que no cualquier persona tiene la oportunidad de ver. Quiero agradecerles también al Dr. Nicholson y al Dr. Tucker por todos sus consejos e ideas que nos han ayudado mucho para seguir caminando hacia adelante.

La reunión fue totalmente exitosa. Cuando el Presidente Bush llegó a la mesa, nos saludó a todos de mano y nos mostró una gran sonrisa. Nos sentimos muy a gusto platicando con el presidente ya que se portó muy amable con nosotros y mostró un gran interés por conocer qué hacíamos y de conocer nuestras historias. En la mesa nos sentamos los 14 estudiantes de los proyectos, el Presidente Bush, el Embajador Antonio Garza, Joshua Bolten (White House Chief of Staff) y Stephen Hadley (Assistant to the President for National Security Affairs). El señor Hadley realizó estudios en la Universidad de Cornell, cosa que se comentó por el Presidente Bush. Ya que cuando el Presidente Bush me preguntó qué había hecho en Estados Unidos, yo le comenté que realicé estudios en Cornell y él mostró un signo de exclamación de sorpresa ya que me dijo, "El Señor Hadley realizó estudios en Cornell. Espero que hayas obtenido mejores calificaciones que las de él y que logres tener un mejor puesto que él de él." ¡Después todos sonrieron con la broma! Luego me preguntó qué había estudiado en Cornell y le dije que estaba en el Departamento de Ciencia Animal y lo que aprendí. Entonces él me contestó que Cornell era una excelente escuela en lo que se refiera a agricultura, y me felicitó. Después de platicar con él casi 45 minutos o 1 hora, nos pidió a cada uno de nosotros el papel que estaba frente a cada uno de nosotros con nuestros nombres y nos dijo que nos lo quería firmar para que las demás personas nos creyeran que habíamos tenido una reunión con él. Después de esto le pidió al fotógrafo de la Casa Blanca y de USAID que quería tomarse una foto con cada uno de nosotros, así que cada uno de los 14 estudiantes pudimos obtener una foto individual saludando al Presidente Bush.

Sin duda, Dr. Blake, fue una experiencia muy bonita y diferente. De nuevo agradezco todas las atenciones que usted nos ha dado y también le quiero agradecer una cosa más. Gracias por permitirme ir a Cornell a pesar de que yo no dominaba el inglés. Sin embargo, en base a esfuerzos y estudios en mis ratos libres y por mi cuenta, he podido aprender bastante el idioma inglés. Yo no tuve la oportunidad, ni los recursos, de pagar una escuela para estudiar inglés. Lo que he aprendido se lo debo a David Parsons y a la oportunidad que me dio Cornell por aprender más de este idioma que de verdad no solamente es necesario sino que también me gusta mucho y que sin duda seguiré estudiando. Le hago referencia a esto porque en una preparación previa al desayuno el día anterior, nos hicieron preguntas en inglés y pues internamente yo tenía un poco de miedo. Sin embargo pensaba también que tenía un compromiso con Cornell, con Usted, con el Dr. Nicholson y con el Dr. Tucker y que no les podía fallar. Así que el miedo desapareció y me animé a hablar en inglés. Después de responder me dijeron que la forma en como me expresé en inglés era excelente y que cuando yo estuviera en el desayuno, hablaría con el Presidente en inglés. Esto, por más insignificante que le pudiera parecer a alguien para mi, fue muy importante, ya que esto me permitió tener confianza y relajarme. Así que el día del desayuno y la plática con el Presidente

Bush la hice en inglés sin necesidad de traductor. Muchas gracias por todo a Cornell y a todos ustedes que nos tendieron la mano en nuestra estancia en Estados Unidos.

El Presidente Bush dijo que sin duda los estudiantes que visitaron Estados Unidos son los mejores embajadores que pudiera tener USA en otros países. Yo, en lo personal, me comprometo a hacer del conocimiento de cada una de las personas con las que tengo contacto de todas las cosas buenas que tiene su país y de la forma en como me tendieron la mano por la Universidad de Cornell y el Pueblo de Norteamérica.

Gracias y muchos saludos.

Andrés

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Program Information

1. Major activities during the current reporting period (10/1/06-3/31/07).

Project activities were focused on joint teaching and research platforms and short-term training in support of the ruminant livestock industry in the Gulf region. Main activities and accomplishments included the following:

- *Master of Science degree programs at Cornell.* Three Mexican students, Victor Absalón, Luis Nabté and Omar Cristobal (two from Veracruz, one from Yucatán), continue enrolled in MS programs under this partnership. All are conducting thesis research that targets the TIES research platform, and provide key support to the TIES teaching platform as course assistants.
- *Web-platform of teaching, research, and communication.* Two new Web sites were created for core courses taught in 2006 and 2007 and incorporated into our TIES platform (<http://tiesmexico.cals.cornell.edu>). Recorded videoconferences were produced for both courses and are available at the Cornell Transnational Learning Web site, <http://www.ctl1.com/>. These new course pages are:
 - IARD 402, Agriculture in Developing Nations I—Mexico edition. (<http://ip.cals.cornell.edu/courses/iard402/2006fall/mexico/index.html>)
 - IARD 602, Agriculture in Developing Nations II—Mexico edition. (<http://ip.cals.cornell.edu/courses/iard602/2007spring/mexico/>)
- *Teaching platform, 2006-07.* Efforts were focused on delivering four core courses (three involving videoconferencing), one field trip laboratory, and two systems modeling courses. In addition to the Cornell student body, these courses serve students and faculty from UADY and UV. The IARD 602 field laboratory was also facilitated by INIFAP and other TIES partners and the Colegio de Posgraduados, Campus Cárdenas, Tabasco (ColPos).

- *AnSc 640, TIES Research Seminar.* This course, taught in fall 2006 and spring 2007 was focused on the thesis research projects of three TIES-supported Mexican MS students, three other Cornell students working on issues pertinent to the Gulf region, and three UADY students undergoing special training in fall 2006.
- *IARD 402, Agriculture in Developing Nations I.* This fall semester course is a prerequisite (preparatory course) for IARD 602. The enrollment in 2006 included six Mexican participants at Cornell (3 UADY students plus 3 MS students) and an average of ten students (9 men, 1 woman) at UADY and UV via videoconferencing.

Each of 13 presentations in 2006 was video-recorded, integrated with its Powerpoint file, and made accessible in a special IARD 402-Mexico library at **Cornell Transnational Learning** (<http://transnationallearning.cornell.edu/>).

- *IARD 602 in 2007.* There were 31 participants from six countries and the US private sector (Northland Sheep Dairy) in the successful January 3-18, 2007 offering of the laboratory component of this course, which was first conducted in 2006. Among the participants were 10 Mexican students: three from Cornell, eight (7 men, 1 woman) from UADY, and two UV men. In addition to key assistance from certain TIES partners this course greatly benefited from the expert contributions by Dr. Lilia Fernández at Palenque, Dr. Mario Osorio in Tabasco, and many farmers and their families and other hosts throughout the field trip. (Unfortunately, course planning and execution were hindered by lack of communication by the UADY counterpart and last-minute UADY student and faculty drop outs.)

Students from UADY, UV and Cornell discovered together, built friendships and camaraderie, and learned how to work together across cultures. See UADY student letters by Augusto Lizarazo and Jeferson Asprilla in the appendix. The IARD 602 Web site contains detailed information about the participants (<http://ip.cals.cornell.edu/courses/iard602/2007spring/mexico/>), course objectives and design, and the field trip itinerary. Field trip photographs are accessible via the itinerary.

- *System dynamics addition to the TIES teaching platform.* Our teaching/training platform in 2006-07 also included AEM 494, *Introduction to System Dynamics Modeling* and AEM 700, *System Dynamics Applications*. Enrollments in AEM 494 and 700 included five and one Mexican participants, respectively, whose student peers were from Italy, Canada, Colombia and the US.
- *Special UADY student training.* A special, full-semester 2006 training program at Cornell University was provided for three UADY graduate students, August 20 to December 9, 2006. These students—Gabriela González, Miguel Huchín and Andrés Calderón—completed course work in system dynamics, animal nutrition, agriculture and rural development, and TIES research and other academic seminars. They also developed an extension outreach proposal in support of Yucatan smallholder livestock owners for consideration by UADY leadership and governmental and non-governmental organizations. All of these students have been long-term participants in many TIES project trainings and research. Gabriela and Andrés represented this TIES project as two of the 14 USAID scholarship recipients at the March 14 breakfast with President Bush (see Success Story and the attached USAID-Mexico Mission Weekly Report for March 15.)

Like past training for Mexican students and professors, these UADY students also visited *Northland Sheep Dairy, Freetown Corners, NY*, a local organic sheep dairy. Activities included discussing forage management practices, nutrient cycling, the sustainability of current management practices, and how dynamic systems modeling can facilitate appropriate interventions. This activity reinforced learning related to systems thinking and modeling and provided a useful contrast to the sheep production and marketing systems in Mexico.

- *Research platform.* The following thesis projects by Cornell graduate students, either currently underway or recently completed, are a central part of our TIES research agenda:
 - *Analysis of Productivity, Nutritional Constraints and Management Options in Beef Cattle Systems of Eastern Yucatán, México: A Case Study of Cow-calf Productivity in the Herds of Tizimín, Yucatán.* Kotaro Baba (Japanese MS student). Mexican collaborators: Guillermo Ríos, Juan Magaña and Francisco Juárez, and doctoral students Valentín Cárdenas and Fernando Duarte (also an INIFAP scientist). This thesis project, which was focused on management of Yucatecan beef cattle systems, was completed in December 2006. A PDF copy of this thesis is freely available via our TIES Web site at http://tiesmexico.cals.cornell.edu/research/documents/kotaro_baba_ms_thesis_20061212.pdf Printed copies of this thesis were given to the libraries at UADY and UV and to individual collaborators and other interested parties during the IARD 602 'living laboratory' field course in January 2007.
 - *Enhancing the sustainability of smallholder crop-livestock systems in the Yucatán Peninsula.* David Parsons (Australian doctoral student). One year of field work for this independently funded project was completed in December 2006. Key collaborators include six Yucatecan farmers and UADY faculty and students.
 - *Forage-based opportunities to improve productivity and profit of dual-purpose cattle systems in the State of Veracruz, México.* Victor Absalón (Mexican MS student from Veracruz). UV and INIFAP collaborators: Francisco Juárez, Bertha Rueda, Eduardo Canudas, and Gabriel Díaz P. This thesis project contributes to an INIFAP-funded project led by Dr. Rueda, "Nuevas opciones de producción sostenible para el sistema de bovinos de doble propósito en el trópico mexicano."
 - *Growth performance and nutritional management of juvenile cattle.* Luis Nabté (Mexican MS student from Yucatán).
 - *Nutritional management options for improved growth and reduced age at first calving in dual purpose systems in northern Veracruz, Mexico.* Omar Cristobal (Mexican MS student from Veracruz).
 - *Specialized Goat Cheese: An Option to Improve Economic Footing in Highland Communities of Veracruz, Mexico.* Keenan McRoberts (US Master's student). In this independently funded project Keenan is collaborating with the INIFAP-Xalapa team in the Coatepec microwatershed.
- *Future publications.* Efforts continue towards the goal of Spanish-language publication of the results from our rapid appraisal of Yucatán sheep production systems. Work also continues with the aim of submitting in 2007 a journal article to *Agricultural Systems* on the dynamics of sheep production systems in the Gulf Region with analysis of policy options. This article would be part of a chapter in the dissertation of D. Parsons.

- *Memorandum of Understanding signed with Universidad Veracruzana.* With key assistance from Diputado Silvio Lagos Martínez, State Congressman from Veracruz, the IARD 602 ‘living laboratory’ program included a January 16, 2007 welcome by Veracruz Governor Fidel Herrera Beltrán. Although Governor Herrera was called away, the welcome was nonetheless extended through his delegates to every IARD 602 student and faculty member from all TIES partner institutions. Furthermore, in response to the interest expressed by UV leadership during the July 2006 external evaluation to explore options for expanded collaboration, an MOU between Cornell University and UV was signed by Rector Raúl Arias Lovillo and Cornell parties. The MOU specifies a one year period for exploration and development of a Memorandum of Agreement. USAID-Mexico participants included Mexico Director Eduard Kadunc and Education Program Director Nora Pinzón (see USAID Mexico Mission Weekly Report for January 17, 2007).
- *Second external evaluation.* Planning has begun for the second external evaluation by Dr. Lucia Vaccaro. This evaluation will focus on the primary TIES partners.

2. Results/outcomes.

Activity	Results/Outcomes
<i>Master of Science degree programs</i>	Students acquire the necessary skills and guidance to carry out their own research focused on Mexican problems and issues.
<i>Teaching platform</i>	Broad impact on thinking by students and faculty at UADY and UV, and at Cornell. See letters in this report by A. Calderón, A. Lizarazu and J. Asprilla.
<i>Web-platform</i>	More information has been made available to students, faculty and scientists at partner institutions and others. This platform constitutes a <i>global learning forum</i> for TIES partners and other institutions.
<i>Special UADY student training</i>	UADY student leaders took advantage of the opportunity to team with TIES colleagues and other students and faculty at Cornell. These leaders share responsibility in “taking home” what they learn so it can be discussed with peers and faculty.
<i>TIES student research</i>	This information enriches teaching and research programs at all institutions. It also helps to develop practical recommendations for farmers and their advisors.
<i>Future publications</i>	Publication will inform larger audiences in Mexico and abroad about agricultural challenges and problem-solving approaches in the Gulf region.

3. How are the activities mentioned in question 1 helping to strengthen the capacity of the Mexican higher education institution?

All teaching, training and research activities, and concomitant institutional and personal interactions, helped to better define and understand problems affecting farmers in the region. Courses on our teaching

platform and the planning of thesis and other research projects are aimed at resolving management challenges of livestock owners. They also provided substantial interactions and “food for thought” foment and reflection about curriculum design and modifications to better prepare the next generation of professionals to effectively address Mexican problems and challenges. The IARD 602 field laboratory—putting together in farmer’s fields an international team of students and faculty, farmers and other Mexican professionals—was catalytic in this regard, and highly valued also by students from Mexican institutions (see UADY student letters in the Appendix). The overall goal is for livestock owners, their communities, and other professionals to benefit from a functional partnership focusing on decision support of the systems they manage. As previously emphasized by our external reviewer, Dr. Lucia Vaccaro, these activities challenge Mexican partners to consider needed adjustments—some structural in nature, others operational—to implement appropriate curricular changes and to capitalize on the learning and potential institutional synergies from this and future international partnerships.

4. How are the activities from this partnership helping to strengthen the capacity of the Mexican community and/or community institutions?

Our IARD 602 field course and research activities have visibly demonstrated to farmers, farmer organizations and rural communities that the university is reaching out to them. They also demonstrate concern about the need for effective responses to their problems and for enhanced management capacity to assess and act upon technology, market and policy changes.

This field laboratory is also fundamentally a community and rural outreach activity facilitated by those working in this forum. Farmers from all backgrounds—ejidatarios to commercial agribusiness owners—and other professionals in the rural sector were gratified by the attentions given and the importance ascribed by this international field course to their communities and livelihoods.

5. How are these activities benefiting the U.S. higher education institutions?

These activities build capacity and enhance Cornell’s ability to train future professionals from around the world to deal with pertinent global, as well as Mexican, problems. As a result, Cornell faculty members further developed skills in the application of methods and technologies to facilitate cross-cultural, interdisciplinary research and instruction. Personal interactions and communications also have been strengthened between interested faculty members and research scientists in addressing real-world problems and constraints. These are mutual benefits. Through program achievements, starting with the TIES short courses in the first year of this project, short-term training, special UADY student training and full implementation of our teaching and research platforms, Cornell is also better prepared to focus on relevant issues with scientists and students at partner institutions.

6. How are activities benefiting the U.S. community and/or community institutions?

Public awareness and consciousness about pertinent Mexican, regional and global issues—global citizenship—have been enhanced. Specific educational outreach mechanisms are through US student participation in (and parental and home community knowledge about) core courses, our Web-platform information clearinghouse, and press articles about modern educational programs.

7. List other collaborating Mexican institutions, e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions, and briefly describe their involvement in partnership activities during the past fiscal year.

Many others have contributed to our partnership's teaching and research platforms.

- Teaching platform collaborations included the following:
 - *Colegio de Posgraduados, Campus Cárdenas, Tabasco (ColPos)*. Professors Lorenzo Aceves and Mario Osorio were key collaborators in the planning and delivery of the Tabasco component of the IARD 602 field laboratory.
 - Several other institutions, individuals and business owners contributed as “guest professors” in the IARD 602 laboratory addressing real-world problems. Many individuals were involved (see **itinerary** at the IARD 602 Web site), including:
 - *Papaya Caribe*. A papaya export business also involved in forestry, horticulture and livestock production.
 - *Comisión Nacional de Áreas Protegidas*. A government agency charged with managing the Ría Lagartos Biosphere Reserve.
 - *Ejido Yaxchekú*. A Yucatán ejido managing a diversified agricultural portfolio including honey bees.
 - *Chocolates Casep*. A vertically-integrated cacao farm and chocolate manufacturer in Tabasco.
 - *Rafael Aguirre*. Entrepreneurial agríbusinessman and cattle producer in Veracruz.
 - *Silvio Lagos*. Veracruz congressman (and former federal congressman).
 - *GGAVATT Génesis*. At their annual planning meeting this NGO membership of *ejidatarios* informed about their business model and the need for dedicated participation by each member.
 - *Micoxtla*. This mountain community in the Coatepec, Veracruz watershed, where women's initiatives provide key leadership and action, works with the INIFAP-Xalapa field team on the enhancement of rural household incomes through high-value and value-added products.
- Student research projects are underwritten through individual farmer collaborators and farmer organizations who are partners in these studies. For example, the farms of six smallholder collaborators are research sites for the doctoral study by D. Parsons. Many farmers and farmer organizations are collaborators with university and INIFAP scientists in the studies led by K. Baba and V. Absalón.

8. List other collaborating U.S. institutions, e.g., NGOs, community-based organizations, government agencies, small businesses, education institutions, and briefly describe their involvement in partnership activities during the past fiscal year.

- *Dr. Jack Homer.* The Mexican MS students and the three UADY graduate student trainees met with Dr. Homer, a systems modeling consultant specializing in business and health policy issues. The students also attended a seminar by Dr. Homer on health policy, which complemented the material covered in AEM 494.
- *Northland Sheep Dairy, Freetown Corners, NY.* Five Mexican participants in fall 2006 visited this local organic sheep dairy to discuss its forage management practices, nutrient cycling and its efforts to evaluate the sustainability of its management practices. This activity reinforced learning related to systems thinking and modeling and provided a useful contrast to the sheep production and marketing systems in Mexico.
- *Cornell Sheep Farm (Animal Science Training and Research Center), Harford, NY.* Mexican TIES participants discussed common sheep management systems in New York State with Farm Manager Brian Magee. Visitors toured facilities and discussed Cornell's research and extension programs (<http://www.ansci.cornell.edu/sheep/index.html>).
- *Cornell Beef Farm (Animal Science Training and Research Center), Harford, NY.* Mexican TIES participants discussed common beef systems in New York State with Farm Manager Debbie Ketchun. Visitors were given an overview of how the university works with producers in a program of applied research and extension (<http://www.ansci.cornell.edu/beef/beef.html>).

9. What has been the partnership's greatest success(es) this past fiscal year?

- *IARD 602 two-week "living laboratory".* This joint teaching experiment was, again in 2007 as in 2006, a resounding success in fact-finding and in building personal relationships and cross-cultural teams while analyzing constraints affecting farmers and rural populations in the Gulf region. Camaraderie, enthusiasm and excitement, and fluid communication among participants from six countries were fostered through a structured itinerary for the gathering of information. This learning experience—unique for Mexican participants and others—involved many farmers and professionals in Mexico's agricultural and natural resources sector. This information gathering mission was especially successful due to many gracious hosts. This laboratory experience was complemented by written term projects and videoconference presentations by students about issues that were witnessed to impinge on farmers and communities in this region.
- *Enhanced understanding of methods and technologies for collaborative research and instruction.* As a result of our partnership activities, better appreciated are videoconferencing, Web-platform and face-to-face interactions as valuable constituents of a problem-oriented coursework curriculum and for designing thesis research projects.

Alternative approaches and methods of instruction and learning have been demonstrated through short-term training and the five courses constituting our TIES teaching platform. Details are found at our TIES project site (<http://tiesmexico.cals.cornell.edu/>) and on our Web platform of course sites. These activities and interactions facilitated discussions with all partners about coursework focus and content and about problem-solving priorities and feasible research design (e.g., principal drivers and feedbacks affecting performance of livestock and farming systems).

Learning materials archive. Besides educational materials (literature references, Powerpoint presentations) from the five short courses in 2004-05, materials are also accessible (and downloadable) for courses offered through our partnership program (<http://tiesmexico.cals.cornell.edu>). In addition, a total of 67 video-with-Powerpoint presentations from the 2005-07 academic years are currently available via **Cornell Transnational Learning** (<http://www.ctl1.com/>).

10. Briefly describe any programmatic challenges during this past fiscal year.

As summarized by the external evaluator in the first evaluation report (http://tiesmexico.cals.cornell.edu/reports/documents/present_first_external_evaluation_report.pdf), the partnership has faced serious challenges in determination of decision-making authority and UADY administrative and logistical support, which has diminished overall achievement. Despite frank discussion and agreements to remedy chronically slow action with more efficient and timely execution of project tasks, change has been slow. All have acknowledged the need for project activities to be carried out more efficiently and in a timelier manner to fully realize, and not jeopardize, the expected benefits for all partners. Other key challenges included reducing barriers and garnering institutional encouragement and faculty support to obtain greater faculty and student participation in joint courses and videoconferences. Significant improved participation was noted early on in UADY and UV student and faculty participation in fall 2006 IARD 402 videoconferences. However, near-absent communication or responses about IARD 602 field course planning and organizational issues by UADY counterparts from August 2006 to January 2007 made successful execution particularly burdensome.

Another long-standing goal throughout this project has been to identify mechanisms for greater participation by partners in Veracruz. The January 2007 MOU signing between UV and Cornell provided a formal mechanism for such exploration.

11. Is your partnership working with Mexico's *Consejo Nacional de Ciencia y Tecnologia* (CONACyT)? Please describe involvement and information about any scholarship(s) awarded.

No. As indicated in past reports, we have attempted to obtain CONACyT scholarship support for new TIES applications. PIFOP-CONACyT funds have been utilized by UADY to support their graduate students in past short-term training at Cornell.

12. Outline your partnership's planned activities for the next three months.

- Continue Cornell University training of three Mexican MS students (Victor Absalón, Luis Nabté, Omar Cristobal) who are participants in and contributors to our TIES research and teaching platforms.
- Continue dissertation research project of D. Parsons on sustainability of Yucatecan crop-livestock systems.
- Draft a journal article to *Agricultural Systems* on the dynamics of sheep production systems in the Gulf Region and analysis of policy options.
- Further develop the MS thesis projects of V. Absalón and O. Cristobal focusing on the management of dual-purpose cattle systems in the coastal plain of Veracruz in collaboration with UV and INIFAP colleagues.

- Dr. Lucia Vaccaro conducts the second external evaluation of our TIES project with subsequent submission of the written report.

13. Please list all partnership-related events (ceremonies, conferences, meetings, workshops) in the U.S. and Mexico that will take place during the next three months and include dates and locations.

None planned during this period.

14. How has information about your partnership been disseminated during this reporting period?

Information has been disseminated through our TIES Web site (<http://tiesmexico.cals.cornell.edu/>), the course sites identified above, and Mexican news media (e.g., see El Dictamen article in the Appendix).

TIES photo albums. **Cornell-UADY partnership: Prof. Robert Blake's photos** is a flickr Web location (<http://www.flickr.com/photos/81651699@N00/sets/>) containing dozens of albums with thousands of photos about our partnership activities. These photos are also accessible via the slide shows section of our TIES project site and the field trip itinerary at the IARD 602 site. Photographs are provided to HED and USAID-Mexico through this mechanism.

15. Appendix

UADY student thank you letters

- Augusto Lizarazu
- Jeferson Asprilla

El Dictamen, January 18, 2007

USAID Mexico Mission Weekly Report January 17, 2007

USAID Mexico Mission Weekly Report March 15, 2007

Nota en página Web, Universidad Veracruzana, enero 2007

Date: Wed, 24 Jan 2007 08:50:10 -0500

To: "Augusto Cesar Lizarazo Chaparro" <aclizarazoc@gmail.com> From: Robert W Blake <rw5@cornell.edu> Subject: Re: Saludos!

Cc: Terry Tucker <twt2@cornell.edu>, "Charles Frederick Nicholson" <cfnl@cornell.edu>, Nora Pinzón, Guillermo Rios <goatrios@yahoo.com>, Juan Ku Vera, Juan Magaña, Francisco Juarez <juarez_lagunes@yahoo.com.mx>, Ruben Loeza <loeza@yahoo.com.mx>, "Eduardo Guillermo Canudas-Lara" <egcanudas@gmail.com>, "Bertha Rueda Maldonado" <br24@ver.megared.net.mx>, Carlos Lamothe, José Williams

Muy apreciado Augusto,

Muchas gracias por tus palabras y, sobre todo, tus contribuciones a este curso. Los provechos que citas tantos personales como profesionales involucran a los objetivos de este proyecto y del programa TIES-Enlaces. Estos resultados, frutos de un gran desempeño hecho por todos los aliados en la UADY, UV, INIFAP y Cornell, me complace.

Gracias por enviar tu propuesta de trabajo al Profesor Nicholson. Me la entregó ayer.

Saludos cordiales con un fuertísimo abrazo fraternal,

Roberto

At 08:03 PM 1/23/2007, you wrote:

Respetado Doctor Blake

Reciba un cordial saludo

A través de este medio quisiera agradecerle la oportunidad que me brindo de participar en este interesante curso, que amplía mucho más el criterio profesional, técnico económico y social que uno tiene acerca de la producción primaria en países en desarrollo, además de los problemas que en mi opinión, son transversales a todos los países, con sus respectivas particularidades.

Excelente la posibilidad de poder intercambiar opiniones e impresiones con gente de otras culturas, que lo hacen a uno crecer como persona.

Le queda a uno la inquietud de querer hacer muchas cosas relacionadas con la extensión y el desarrollo rural, que es fundamental para el crecimiento del sector primario de nuestros países.

Por último, le comento que le envié al Dr Nicholson, la justificación del trabajo que desarrollaré con respecto a la temática del grupo.

Atentamente

Zootecnista
Augusto César Lizarazo
Estudiante
Maestría Producción Animal Tropical
Universidad Autónoma de Yucatán
Unidad de Posgrado e Investigación
Mérida, Yucatán
9991267581

Mérida, Yucatán (México), enero 23 de 2007

Doctor:

ROBERT BLAKE

Cornell University

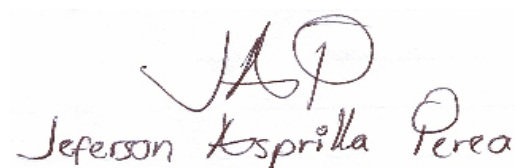
Atento saludo,

Mediante la presente me permito manifestar a usted, a su universidad y a todo su equipo de colaboradores mi mas profundo agradecimiento por haberme permitido la oportunidad de asistir en calidad de estudiante de la Universidad Autónoma de Yucatán al curso internacional Agricultura in Developing Nations II (602).

La verdad para mi fue una experiencia maravillosa por que pude conocer de cerca el estado, avances y problemática de los pequeños, medianos y grandes productores del área agropecuaria en el Golfo de México, lo cual enriquece considerablemente mis conocimientos y alcances a la hora de enfrentar la Maestría en Manejo y Conservación de Recursos Naturales que actualmente curso, más aun en mi calidad de estudiante extranjero (ya que mi país de origen es Colombia).

Finalmente, manifiesto mi interés de continuar el vinculo con ustedes y me comprometo a replicar los conocimientos adquiridos durante mi estancia en México y al regresar a mi país, ya que en este me desempeñaré como docente de la Universidad Tecnológica del Chocó, con sede en la ciudad de Quibdo, departamento del Chocó – Colombia.

Con profundo agradecimiento,



Jefferson Asprilla Perea

Est. Maestría en Manejo y Conservación de Recursos Naturales (UADY)
Profesor Universidad Tecnológica del Chocó (Colombia)

Con copia: Universidad Tecnológica del Chocó (Colombia)



EL DICTAMEN

EN EXPOVER, SE FIRMÓ EL CONVENIO de colaboración entre la UV y la Universidad de Cornell, Estados Unidos; el acuerdo lo signaron el rector de la UV, doctor Raúl Arias Lovillo; el vice-rector de Relaciones Internacional de la Universidad de Cornell, David Wippman y el profesor internacional de ciencia animal y responsable del proyecto Enlaces, Rober Blake.

Para impulsar al sector pecuario Convenio de la UV con Universidad de Cornell

MARIANO VELASCO HERNANDEZ / EL DICTAMEN
En la UV y la Universidad de Cornell, Estados Unidos, firmaron ayer un convenio de colaboración para impulsar el

desarrollo de un área estratégica para los veracruzanos, la agricultura y la producción de alimentos.

Primera Sección (2)

Para impulsar al sector pecuario **Convenio de la UV con Universidad de Cornell**

VENE DE LA PORTADA / EL DICTAMEN

Con la Universidad de Cornell, la UV ha venido trabajando desde el 2003 a través de la Facultad de Medicina Veterinaria y Zootecnia en materia de ciencia animal y alimentación. Con esta sociedad se busca la mejora de la productividad, de los beneficios y de las rentas rurales en la región del Golfo de México con un programa orientado al sistema de la ayuda del entrenamiento y de decisión a la industria del ganado.

En EXPOVER, el rector de la Universidad Veracruzana, doctor

Raúl Arias Lovillo; el vice-rector de Relaciones Internacionales de la Universidad de Cornell, David Wippman, y el profesor internacional de ciencia animal y responsable del proyecto Enlaces, Robert Blake, signaron el acuerdo con el que se formaliza la toma de decisiones sobre sistemas y componentes pecuarios en la región del Golfo de México, específicamente en rentabilidad y manejo nutricional del ganado bovino y ovino.

El doctor Raúl Arias Lovillo, acompañado del director de la Facultad de Medicina Veterinaria y Zootecnia, Carlos Lamothe Zavaleta, destacó que la alianza

internacional es la base del impulso para programas de beneficio social y que este convenio, al que se le suman la Universidad Autónoma de Yucatán y el Instituto Nacional de Investigaciones Forestales Agrícolas y Pecuarias (INIFAP), es una muestra muy clara de que a través de la colaboración es posible orientar los apoyos institucionales a problemas reales y fundamentales.

Resaltó la importancia de que el Gobierno de Veracruz junto con la UV puedan sentar las bases de un mejor futuro para los veracruzanos, porque "para la UV el papel fundamental que debe cumplir una universidad públi-

ca es distribuir socialmente el conocimiento; contribuir con conocimientos a los distintos sectores sociales que les permitan su crecimiento". En este sentido recaló el rector que el acuerdo suma los esfuerzos de capacitación y entrenamiento para que se pueda elevar la productividad y la rentabilidad de un sector tan importante como es la producción de alimentos de origen animal en la zona del Golfo de México.

William Blake, responsable del proyecto Enlaces, financiado por la Agencia para el Desarrollo Internacional de Estados Unidos, detalló que su objetivo es establecer alianzas con instituciones educativas de México y los Estados Unidos, y el sector privado para apoyar el crecimiento económico y social de nuestro país, a través del intercambio de conocimientos, capacitación, inves-

tigación, becas e intercambios con las instituciones educativas.

Explicó que con la firma de este convenio se formaliza el compromiso de colaboración y la definición de la agenda de actividades. Además afirmó que de esta manera se establece una relación sin fronteras entre la Universidad de Cornell y la Veracruzana, y México se suma al gran laboratorio de desarrollo para la investigación conjunta entre académicos, que Enlaces sostiene con Alemania, China, Ghana, Colombia, Egipto y Argelia, entre otras naciones.

Como testigos de honor estuvieron presentes los secretarios de Gobierno, Reynaldo Escobar Pérez y de Desarrollo Agropecuario, Rural, Forestal, Pesca y Alimentación, Juan Humberto García Sánchez, representantes del Gobernador Fidel Herrera Beltrán, lo que "manifiesta

el interés del ejecutivo estatal por este importante evento", reconoció el rector de la UV.

Reynaldo Escobar Pérez, secretario general de Gobierno del Estado de Veracruz, reconoció el brillante desempeño profesional del rector Raúl Arias Lovillo al frente de la UV y la gran expansión del conocimiento que ha promovido; expuso que esta alianza contribuirá al desarrollo de nuevos cuadros que impulsarán el crecimiento de Veracruz en un área estratégica como la agricultura y la producción de alimentos prioridad no únicamente para los mexicanos sino para toda la humanidad.

La vice-rectora de la UV, maestra Lilitiana Betancourt Trevedhan, asistió a la firma del convenio de la Universidad Veracruzana con la Universidad de Cornell.

Juan Malpica Silva 1912-1960

Bertha Rosalia Malpica Martínez de Ahued

Juan Malpica Mirmendi 1960-1998

EL DICTAMEN
DECANO DE LA PRENSA NACIONAL
Fundado el 16 de septiembre de 1898

www.eldictamen.com.mx

AÑO 109
Jueves 18 de
Enero de 2007
Núm. 38851



USAID Supports Anti-TIP Awareness Efforts in Chihuahua

As a follow-up to the new anti-trafficking in persons (TIP) law that was unanimously passed by Chihuahua's state legislators, USAID provided support for an international conference entitled, "Trafficking in Persons: The current situation, perspectives and challenges," that was held in Ciudad Juarez. The conference brought together government and judicial officials, women and children's groups, members of human rights non-governmental organizations (NGOs), civil society, academics, and researchers to discuss how to investigate and prosecute traffickers, while maintaining a focus on protecting and rehabilitating victims. Chihuahua is the first state in Mexico to reform its penal code and adopt a comprehensive anti-trafficking in persons law that for the first time classifies TIP as a serious crime. The new legislation came into effect on January 1, 2007, and will serve as a model anti-TIP law that can be expeditiously adopted by Mexico's other thirty states and the Federal District. Once the anti-TIP law is enacted by all the states, Mexico will have the legal means, previously missing, to bring the scourge of trafficking in persons under control.



Universities Collaborate on Agriculture Programs



Under USAID's Training, Internships, Exchanges, and Scholarships (TIES) program, Cornell University, Universidad Veracruzana, Universidad Autonoma de Yucatan and the National Institute of Forestry, Agriculture and Fishing Research (INIFAP) participated in a "living laboratory" course developed by the TIES partnership to conduct field visits to rural farms throughout Yucatan and Veracruz to get a first hand look at development issues faced by small farmers. The class is composed of students from Mexico, U.S., Ghana, China, Algeria, Egypt, and Germany. Under a memorandum of understanding, the faculty and students of Cornell University and Universidad Veracruzana are increasing their collaboration on rural, agriculture projects, with a focus on Livestock Systems in the Gulf of Mexico region.

Financing Approved for Tabasco's Cacao Producers



The first international production loan was recently approved for a Cacao Marketing Board in Tabasco through EcoLogic Finance.

This production loan totaling \$90,000 USD will allow the marketing board to support cacao producers through this year's harvest cycle and finance the export of 250 metric tons of specialty cacao to new European markets.

In addition to helping procure production loans, USAID has provided assistance to cacao producers to raise the quality of their product to international standards, which will enable producers to obtain premium prices for their specialty and organic cacao.

President Bush Visits Mexico - Hears First Hand Accounts from USAID Scholarship Recipients



In a March 14th breakfast meeting with 14 USAID scholarship recipients, President Bush kicked off the meeting with the following statement, "I'd like to thank you all for joining us. One of the best things America can do is help people realize their dreams. The best way to realize dreams is through education."

I'm so happy that you all have joined me to share with me your experiences from one of our most effective programs, which is a program aimed at improving the human condition. I'm proud of the citizens of the United States who show great concern for citizens in our neighborhood. And I thank you for coming to share your experiences."

In addition to President Bush, senior members of his administration attended, including Assistant to the President for National Security, Stephen Hadley, White House Chief of Staff, Joshua Bolton, Assistant Secretary of State, Thomas Shannon, Special Assistant to the President and Senior Director of Western Hemisphere Affairs, Dan Fisk, White House Press Secretary, Tony Snow, along with U.S. Ambassador to Mexico, Antonio O. Garza.

All the participants at the breakfast were recipients of USAID's Training, Internships, Exchanges and Scholarship (TIES) program, which is a collaborative effort between the U.S. government and U.S. - Mexican educational institutions, and the private sector. TIES promotes U.S. and Mexican university partnerships to address development problems and provides community college scholarships targeted for disadvantaged Mexicans living in rural and poor areas throughout the country, in addition to scholarships to Mexican rural teachers to strengthen rural primary education for indigenous children. To date, over 55 partnerships have been established and 600 long term scholarships awarded.



After the President's remarks, he asked Victor Lopez and Marcela Ruiz to share their experiences and had time to dialog with each participant to hear the impact that USAID scholarships had on their lives and their community in Mexico. The President told the participants, that he appreciated hearing their stories.

President Bush Highlights USAID's TIES Program at Joint Press Conference with Mexico's President Calderon



Following his breakfast meeting with USAID scholarship recipients, President Bush participated in a joint press conference with Mexico's President Calderon. In his statements, Mr. Bush had the following statement: "Education is an important issue for our two countries. And I appreciate your commitment to strong education. The United States can help. I'm a big believer in student exchanges between our two nations, on both sides of the border. And one reason I am is because I think it's important sometimes for people to gain an accurate perception of my country by coming to my country. I love the fact that students travel back and forth."

Mr. President, this morning I met with some students that are funded through USAID programs, who have come to the United States to take different courses in different subjects, and then have come back to Mexico to lend the expertise that they have gained to improve the communities in which they live. This is a vital program that the United States must continue, in my judgment, in order to help people realize the great benefits of education."



In His Own Words - Victor Lopez Addresses President Bush

I want to express my deepest appreciation for this opportunity. Thank you, Mr. President, for sharing my story in your speech last week. Your words fill me so happy. And I have the encouragement to keep working in my community. I want to express my gratitude, as well, to Becas CASS program and USAID for selecting me for this scholarship in 2004. I received also an associate degree in international business and trade at Scott Community College, Bettendorf, Iowa.

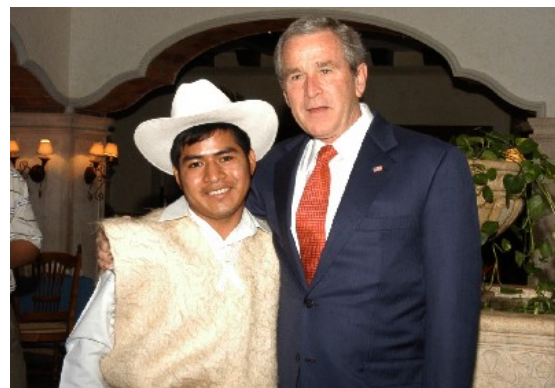
And finally, I would like to thank everyone that supported me and helped me for this opportunity, my dreams come true -- especially my family. I had to face many challenges to get an education, but I learned that with the right attitude and a lot of effort and commitment, everything is possible.

At the age of 12, I had to leave my community to be able to study high school. I faced several obstacles, including the fact that I did not speak Spanish, because my language is Tzotzil. Now I speak three languages. I had to work to support my education. This is how I was able to study. I still continue fighting for my dream today, which makes me value them even more.

I really enjoyed my time in the U.S.A. I lived with a nice family for the first year. We had a hard time trying to communicate to each other, but quickly I felt like one of their family. I still talk with them, and although I missed my Mexican food, I thought I would only be eating hamburger and pizza. My American family introduced me to delicious food and I gained weight. From the U.S.A. culture, I learned to value organization, civic responsibility -- and respect and tolerance, to be able to work with others. I did an internship in a coffee production company in Bentendorf, to use the skills that I was learning in commerce and administration. These same skills have helped me to start a small family-run Internet cafe and bakery in Comitán, Chiapas. I also volunteer with two associations, one is a local coffee company made up of indigenous people -- coffee growers. They assist with financial management and human resources, assist them in possessing the -- certificate and serve as a translator. I am also continuing my education in bachelor degree in accounting at Universidad Autónoma de Chiapas.

I want to invite Mexican young people to come together and commit to their community and our country. Education is the only means to improve our quality of life and achieve peace, social peace in the entire world.

Once again, thank you for this scholarship program. I hope the U.S.A. government will continue to support this program so that other young people can have the same opportunity that I have had. Thank you.



Marcela Ruiz Shares Her Experience With President Bush



Good morning, Mr. President, ladies and gentlemen. Being a small business owner is more than just a job or as a way to make a living. It's a calling in life. The power of having an idea, taking a risk, and starting a small business that fulfills a need in the marketplace, and that creating jobs is truly magical. In Mexico, there exists a very strong entrepreneurial spirit, just like in the United States, where men and women from all over the country are ready to engage their God-given abilities, work hard, and improve the life of their families. I have dedicated my life to helping businessmen and women in the state of Aguascalientes live their dreams and start their own small businesses. My center, CEINNOVA, was started in 2001 and has since helped over 300 small businesses start and prosper, which has resulted in the creation of hundreds of jobs and improved the lives of countless families.

A key factor in the CEINNOVA success was having the opportunity to participate in a training program offered by the Universidad Autonoma of Guadalajara and the University of Texas at San Antonio, and supported by USAID. The diplomatic training program shared a small business counseling and training best practices from the 1,100 centers from U.S. small business development network. This training not only helped us to better assist the entrepreneurs of Aguascalientes, but it also linked up with counterparts in the U.S. and helped us support a growing Mexican association of Small Business Development Center Network now led by the Universidad Veracruzana. On behalf of the many businessmen and women that we have helped, I would like to thank you, Mr. President, and the American people for supporting us. I am very proud of the work of CEINNOVA and the Mexican Small Business Development Center Network are doing here in Mexico to grow the small business sector, create jobs, and improves the life of its community. Thank you very much.



Para mejorar la productividad, los beneficios y las rentas rurales

Impulsarán UV y EUA desarrollo agrícola en Veracruz

- *A través de la UV , México se suma a un gran laboratorio de investigación conjunta con Alemania, China, Colombia, Ghana, Egipto y Argelia, entre otras naciones*



La UV y la Universidad de Cornell en EUA firmaron un convenio para impulsar el desarrollo agrícola de Veracruz

Carolina Cruz

Boca del Río, Ver.- Para impulsar el desarrollo de un área estratégica para los veracruzanos, como la agricultura y la producción de alimentos, la Universidad Veracruzana y la Universidad de Cornell, en Estados Unidos, firmaron este martes un convenio en materia de ciencia animal y alimentación.

Así, ambas instituciones consolidaron la colaboración que han sostenido desde 2003, a través de la Facultad de Medicina Veterinaria y Zootecnia (MVZ), en aras de mejorar de la productividad, los beneficios y las rentas rurales en la región del Golfo de México, mediante un programa orientado al sistema de la ayuda del entrenamiento y de decisión a la industria del ganado del rumiante.

En las instalaciones del World Trade Center, el rector de la UV, Raúl Arias Lovillo, el vicerrector de Relaciones Internacionales de la Universidad de Cornell, David Wippman y el profesor internacional de ciencia animal y responsable del proyecto *Enlaces*, Robert Blake, signaron el acuerdo con el que se formaliza la toma de decisiones para estudios sobre sistemas y

componentes pecuarios en la región de Golfo de México, específicamente en rentabilidad y manejo nutricional de ganado bovino y ovino.

Arias Lovillo, acompañado del director de la Facultad de Veterinaria, Carlos Lamothe Zavaleta, destacó que la alianza interinstitucional es la base del impulso para programas de beneficio social y aseguró que este convenio –al que se le suman la Universidad Autónoma de Yucatán y el Instituto Nacional de Investigaciones Forestales Agrícolas y Pecuarias (INIFAP)– es una muestra muy clara de que a través de la colaboración es posible orientar los apoyos institucionales a problemas reales y fundamentales.



Representantes de diferentes países atestiguaron la incorporación de México, a través de la UV , a una red internacional de investigación alimentaria

Resaltó la importancia de que el Gobierno de Veracruz junto con la UV pueden sentar las bases de un mejor futuro para los veracruzanos, porque “para la UV el papel fundamental que debe cumplir una universidad pública es distribuir socialmente el conocimiento: contribuir con conocimientos a los distintos sectores sociales que les permitan su crecimiento”.

En este sentido, recalcó que el acuerdo suma los esfuerzos de capacitación y entrenamiento para que se pueda elevar la productividad y la rentabilidad de un sector tan importante como es la producción de alimentos de origen animal en la zona sur del Golfo de México.

Por su parte Robert Blake, responsable del proyecto *Enlaces*, el cual es financiado por la Agencia para el Desarrollo Internacional de los Estados Unidos, detalló que su objetivo es establecer alianzas con instituciones educativas de México y los Estados Unidos, así como con el sector privado, para apoyar el crecimiento económico y social de nuestro país a través del

intercambio de conocimientos, capacitación, investigación, becas e intercambios con las instituciones educativas.



El rector de la UV , Raúl Arias Lovillo, aseguró que la colaboración entre instituciones y países permite resolver problemas locales.

Explicó que con la firma de este convenio queda asentado el compromiso de colaboración y la definición de la agenda de actividades. Además afirmó que de esta manera se establece una relación sin fronteras entre la Universidad de Cornell y la Veracruzana , mientras que México se suma al gran laboratorio de desarrollo para la investigación conjunta entre académicos, que *Enlaces* sostiene con Alemania, China, Colombia, Ghana, Egipto y Argelia, entre otras naciones.

Como testigos de honor estuvieron presentes los secretarios de Gobernación, Reynaldo Escobar Pérez, y de Desarrollo Agropecuario, Rural, Forestal, Pesca y Alimentación, Juan Humberto García Sánchez, representantes del gobernador Fidel Herrera Beltrán, lo que “manifiesta el interés del ejecutivo estatal por este importante evento”, reconoció el rector de la UV.

El secretario de Gobierno de Veracruz reconoció el brillante desempeño profesional del rector Arias Lovillo al frente de la UV y la gran expansión del conocimiento que ha promovido, además de que expuso que esta alianza contribuirá al desarrollo de nuevos cuadros que impulsarán el crecimiento de Veracruz en un área estratégica como la agricultura y la producción de alimentos, prioridad no sólo para los mexicanos sino para toda la humanidad.



Environmental Mitigation Assessment

Please answer the following questions if the partnership conducted or trained others to conduct activities that have the potential to result in negative impacts on the environment. *The following responses are repeated from our 2005-06 Fiscal Year Report because they are still equally applicable.*

1.	<p>If you implemented activities last year, what specific activities had a potential environmental impact, either positively or negatively?</p> <p>We did not have any implementations carrying direct environmental impact (except via farmers' practice of animal agriculture itself). However, expected impacts would be negative if livestock management ignored ecosystem considerations like those mentioned above, which is among project considerations. They would be positive, or at least less unfavorable, if management strategies effectively consider ecosystem dynamics, amelioration of unwanted environmental impacts, and regeneration of natural resources (e.g., biodiversity in flora and fauna).</p>
2.	<p>If you conducted capacity building activities that have the potential to impact negatively the environment, what environmental mitigation and impact assessment trainings for Mexican participants have been included in the activities?</p> <p>This emphasis is especially incorporated into four courses on our teaching platform, IARD 402, IARD 602, AEM 494 and AnSc 400. Although we are not focusing directly on the assessment of potential negative environmental effects of agriculture or their mitigation, these courses especially acknowledge the need for specific actions to ameliorate unfavorable impacts and to regenerate stocks of agro-ecosystem resources. For example, attention is devoted to strategies for managing and utilizing native plant species, especially multi-use species and habitat that provide ecosystem services as well as livestock feed and fuel for rural households. The doctoral dissertation research project of D. Parsons is focused on the dynamics of nutrient stocks, flows and feedbacks in Yucatan farming systems with sheep with the goal of understanding how these systems can be made both more productive and sustainable. Our systems-oriented approach has broadened the research agenda and will result in greater ability to assess how interventions can minimize the "unintended consequences" (negative side effects) including various forms of environmental degradation.</p>
3.	<p>What research and evaluation was conducted to mitigate any potential negative environmental impact of these activities?</p> <p>Activity of this kind has not been conducted by our partnership. Although direct implementations are an acknowledged need, our plans include options to ameliorate undesirable impacts.</p>
4.	<p>What specific techniques or processes were established to mitigate <u>and</u> monitor the environmental impact of these activities? Please include <i>who</i> has been involved in the process and <i>when</i> this has taken place.</p> <p>Our project planning and coursework platform incorporate valuable essential ecosystem principles and considerations. Although environmental mitigation and monitoring are not focal project undertakings, students have undertaken these issues as part of their scholarly pursuits (e.g., written projects and oral presentations in IARD 602). We are continuing to foster this process through the inclusion of relevant environmental issues in our coursework platform. For example, see the IARD 402 class itinerary (http://ip.cals.cornell.edu/courses/iard402/2006fall/mexico/index.html).</p>
5.	<p>Are mitigation techniques working?</p> <p>As indicated above, we have not undertaken any direct implementations. However, one project objective is to limit or minimize unfavorable environmental effects, especially negative impacts of farming system management options on biodiversity of flora and fauna.</p>