

Introduction to Readings for the CSAL Seminar¹

Meeting 1. Introduction to CSAL: Community Supported Agroforestry-based Learning

Reading: “The Concept and Rationale of CSAL”

Many students and teachers with ambitions to lead social change will be choosing the field of agroforestry because it is fundamental to surmounting the major plights of our planet, namely the interconnected problems of food, energy, water, and climate change, in addition to jobs and income. The purpose of CSAL (Community Supported Agroforestry-based Learning) is to grow an international capacity to improve community wellness at the most local level through learning integrated with earning.

Farming communities around the world, having well-defined lands, deep cultural roots in the land, and natural resources that they aim to protect and develop, are in a position to be leaders of the forthcoming global struggle to preserve, rebuild, and enhance the planet’s natural environment in the face of challenges arising from human degradation. The stakes are high: sustaining the quality of life for a diversity of living beings. These communities stand to prosper from this leadership, while preserving the cherished roots of their culture. People who have migrated (physically, socially, mentally, and spiritually) far from natural values will benefit also, because the results for the commons are inherently shared.

Schools on the forefront of social change aim to EDUCATE the LEADERS of the FUTURE. Ideas about how to accomplish this daunting task are changing. EDUCATE now involves hands-on work: managing, leading, and especially doing. LEADERS must use the not-for-profit sector as well as make the for-profit and public sectors aware that ALL sectors must somehow cooperate to serve the emerging needs of the Planet. As for the FUTURE, that's the world we'd all like to see -- ecologically sound, environmentally preserved, with good-paying, rewarding, honest work available for all.

This paper introduces the concept of a CSAL Program, an innovative engine to accomplish this social change. Education is its driving force, and an educational institution or network must lead the process.

Meeting 2. Planning a CSAL Program

Reading: “Brief for a Business Plan for Karagwe CSAL Program (Karagwe District, Tanzania)” and “Karagwe CSAL PowerPoint Show.”

This paper and show introduce the concept of a Business Plan for a CSAL Program serving a given local area. The District of Karagwe is here used as an example. The Initiator of a CSAL Program has deep roots in this local area. The Initiator takes a leadership role in forming a Sustainable Local Enterprise Network (called a SLEN, studied in a later Meeting) that over time acquires an interest in starting and sponsoring a CSAL Program serving this area. The Initiator connects with commercial businesses, including farms and farm organizations, which may

¹ This document is a companion to the document “A 14-Meeting Seminar for Students at UDSM To Assess CSAL for Tanzania”.

benefit from agroforestry-based learning and are potential supporters of, or investors in, this CSAL Program. Other interested groups may include land trusts, local authorities, faith-based organizations, service clubs, foundations, and other non-profits with goals related to health, food, feed, agri-business, aquaculture, biodiversity, and natural resources.

This “Brief for a Business Plan...” envisages a potential for a CSAL Program to grow in Karagwe, a resource-rich but under-developed farming and forestry district in the Kagera Region of Tanzania. With commercial potential, Karagwe stands to benefit from fast-growing markets in Central and East Africa for both food and non-food agribusiness products such as biofuel from oilseed trees. The Initiator of this Karagwe CSAL Program could be the new Karagwe University College (KARUCO), a project of the E.L.C.T. with a focus on agriculture.

The E.L.C.T.’s vision for KARUCO fits well with CSAL’s values, principles, and purposes. It also accords with CSAL’s focus on agroforestry linked with profitable commerce, led by local youth who are products of the E.L.C.T.’s secondary schools. The innovative education programs of the E.L.C.T. aim to build students’ self-confidence, which supports their curiosity, their will to challenge and question authority, to view problems with creativity, and to understand that trial and error is part of finding solutions. The intended outcome is to shift the predominantly-passive mindset of Tanzanian youth toward an innovative, entrepreneurial approach to making a better living through smart, passionate self-reliance.

As the Initiator, KARUCO would be the principle agent for the organization of the Karagwe SLEN, whose function would be to organize, sponsor, manage, and ultimately own the Karagwe CSAL Program. KARUCO would prepare a comprehensive Business Plan for the CSAL Program, grounded in the knowledge, research, and interests of local experts. Based on this Business Plan, as its factual content deepens over time, KARUCO would present ideas for discussion to a widening circle of local leaders of enterprise who will have an interest in this proposal. As these ideas gain acceptance by these leaders, they will form a network with growing capacity to sponsor the CSAL Program through its multiple stages of development. This process is described in detail in this “Brief for a Business Plan...”

Meeting 3. From Food Security to Food Sovereignty: nutrition, self-reliance, and the core of rural wellness

Reading: “Care International Climate Change Brief: Adaptation and Food Security”

This reading outlines CARE’s understanding of the challenge of achieving food security, including the newly-recognized problem of adapting to climate change.

“Food security” exists when all people at all times have physical or economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life. Food security is influenced by four key dimensions: availability of sufficient food; economic, physical and social access to the resources needed to acquire food; stability of this availability and access; and utilization, including nutrition, food safety and quality.

"Food sovereignty," for which demand is rapidly growing in the developing countries, asserts the right of people to define their own food systems. Advocates of food sovereignty put the

individuals who produce, distribute and consume food at the center of decisions on food systems and policies, rather than the corporations and market institutions they believe have come to dominate the global food system.

Meeting 4. Agroforestry and basics of development: energy, food, environment

Reading: “Agriculture Ecology Energy (AEE): A rural development paradigm for sustainable development and redevelopment of rural communities in environmentally challenged regions”

This proposal, by one of the world’s leading agroforestry experts, points out that many problems that must be resolved if the human species is to have a (sustainable) future can be addressed by one process: investment into agro-ecosystems centered on Oil Seed Trees. They provide:

- A viable and fully renewable substitute for fuels derived from mineral oil
- The foundation of stable agro-ecosystems that support food production on marginal or degraded land
- The re-establishment of *functional biodiversity* in natural and agricultural habitats
- Land stabilization in the context of wind and water erosion
- Significant income and credit worthiness for rural communities from the sale of biofuels and the marketing of produce and by-products
- Money to invest into medical facilities, water, education, communication, and other infrastructure for producer communities, and
- An economically sound reason for urbanised rural families to return to their ancestral lands
- A huge carbon sink, reducing harmful greenhouse gasses

The paper states that, in low-income areas having much marginal land, small investments can cover the start up costs for land preparation, seed purchase and nursery establishment, plus simple infrastructure to ensure the comparatively small amounts of water required...

- to initiate small to large agroforestry enterprises, that are...
- based on the establishment of oil tree plantations, and that ...
- support alley cropped rain-fed agriculture that is boosted by the additional water, and ...
- supply the means to create the functional biodiversity that provides fire wood, building materials, fruit, bush food, and wildlife corridors...
- *on land that does not currently support conventional crop or livestock production, because it is eroded, overgrazed, devegetated, or desertified, thereby...*
- giving natural ecosystems that have been degraded by this kind of human activity the opportunity to regenerate – and to stop or least slow desertification where this is a significant challenge.

Meeting 5. The fundamental role of education and entrepreneurial leadership in CSAL

Reading: “Benefits to a School of Affiliation with CSAL and Requirements for Achieving Them”

This note lists how a school (at any grade level) stands to benefit, as an institution and as an integral part of a community, from participating in the start-up, control, and growth of a CSAL

Program serving this community. The note then lists briefly the conditions for achieving these benefits.

Benefits:

For current students: learn by doing in important new fields, linking learning to life

For current faculty: improve curricula, motivate learning, improve teaching

For the School's Business Office: new sources of income, and supply of foods, materials, services

For Placement officers: enable able students to earn distinctive credits to improve admissions to institutions of higher learning

For the School Administration: find new ways to expand academic budgets, attract and hold better faculty, and build reputation for excellence

For the School Board/Trustees: create a stronger case for supporting their School and derive a collective sense of life achievement

For donors and volunteers: see manifest results of giving "that keeps on giving," through the work of the students and their later careers

For parents and sponsors of current students: increase hope that school will produce self-reliant graduates who will earn their own way to a healthy life

For recent graduates: create opportunities for continued learning through employment while trying out ideas for profitable business in agro-forestry and related sectors

For alumni: create opportunities to enhance careers through networking with classmates and with leaders of CSAL Community Supported Enterprises globally

For suppliers of science, technology, and education services: create demand for their services to schools in the CSAL network

For the CSAL Global Network: expand learning resources and experiences through national and international exchange

Requirements:

Ownership of sufficient land by the school and/or its non-profit partners, relative to their shared objectives for implementing a comprehensive plan for sustainable agroforestry systems in a designated beneficiary area/community

A formal structure of rights and obligations of these land owners—obtained by creating a legally-appropriate corporate entity--that is designed to aggregate uses of their lands and other properties to achieve these shared objectives

This corporate entity having the capacities of a holding company that co-invests in for-profit Community Supported Enterprises (CSEs) that are technically and financially supported in their early stages by a CSAL Program serving this beneficiary area/community

This corporate entity, together with its sister finance institution called a Community Investment Trust, building systematically the capacity to help its CSEs to become investment grade for commercial scaling

A system of control of this corporate structure by CSAL-affiliated schools and their partners, which enables these contributors of land and other resources to achieve the desired benefits over time while also permitting them to exit from this corporate structure on reasonable terms

Meeting 6. The profile of a CSAL leader

Reading: “A Tool for Assessing Personal Capacity To Lead a CSAL Program”

The CSAL Network helps managers of CSAL Programs to identify potential leaders of Community Supported Enterprises (CSEs). These will be the leaders and managers of profitable enterprises that CSAL programs will help to launch and take to scale through the private equity investments of Community Investment Trusts. For this purpose the CSAL Network has devised a questionnaire that candidate leaders can take to assess whether they would be happy and do well in this position.

The questionnaire is a set of statements to which the respondent chooses among: strongly disagrees, mildly disagrees, is ambivalent, mildly agrees, and strongly agrees. The answers are designed to reveal qualities of mindset, encompassing ideas and beliefs, values and attitudes, and personal interests and preferences, that in principle are important for success in this assignment. No normative judgment is implied by any answer. Different mindsets have their justifications and may well fit the functions and circumstances of their owners. This not a test but instead aims to identify a particular type of leadership capacity that may be quite rare but nevertheless needed in this context.

The questionnaire is devised to identify six kinds of leadership quality: four that the CSAL Network regards as important for developmental leadership in general, namely character, charisma, know-how, and vision, and two others that are important for the entrepreneurial manifestation of this leadership, namely independence (or self-reliance) and creativity (or a penchant for innovation despite the risks of uncertainty).

For each of these six kinds of leadership quality, three lenses through which a person views the world and her/his place in it are identified: (1) statements about how the world itself actually is; (2) statements about values (how the world should be); and (3) statements about how the person answering the questionnaire views herself/himself in relation to how the world is and/or should be.

For each of the six kinds of leadership quality and for each of the three lenses, there are two types of statements. Type A are statements that these leaders are expected to agree with more strongly than others. Type B are statements that these leaders are expected to disagree with, more than others. From all the answers a total test score can be calculated and compared with average scores for relevant reference groups.

Meeting 7. The power of networking: organizing and motivating a CSAL Program

Reading: *Creating Sustainable Local Enterprise Networks*, by Wheeler, McKague, Thomson, Davies, Medalye, and Prada, MIT Sloan Management Review, Fall 2005

This seminal paper analyzes 50 cases of apparently successful, self-reliant and sustainable enterprise-based activities in developing countries. In analyzing the cases, the authors applied a “ground theory” approach, which involves exploring a new phenomenon without preconceived hypotheses or expected theoretical outcomes. Cases were selected on the basis of preliminary

evidence of sustainable enterprise in the form of simultaneous economic, social, and ecological gain. The authors looked for evidence of resilience and a perceived ability to create multiple beneficial outcomes, such as local economic self-reliance and livelihoods for the poor.

Cases were categorized according to their most relevant sectors. Those in the agribusiness sector included conservation forest harvesting, small-scale manufacturing, and textiles. In 20% of the total cases, a multinational corporation or large domestic company was involved in a significant way as a major customer, joint venture partner, or principal economic anchor of the network.

The cases were analyzed to identify success factors, inputs, and outcomes. These factors were subsequently synthesized in the Sustainable Local Enterprise Network (SLEN) model described in this article. This model has been refined over time through multiple iterations with the case study research.

Meeting 8. The participatory approach to agroforestry using marginal land

Reading: “Participatory Development of Agroforestry Ecosystems Including Oilseed Trees”

This document extends the argument of Meeting 3 to give students a sense of some important applications of agroforestry-based learning, especially pertinent for areas with large amounts of marginal land and need to build self-reliance in the basics of life: food, energy, water, and natural resources. The knowledge and technology necessary to implement participatory development of agroforestry ecosystems including oilseed trees is currently sufficient to implement this process. This does not mean that we know everything. After all, scientists are still finding ways to enhance the productivity of rice some 30-40,000 years since it was first cropped. The authors have identified a list of questions that need to be addressed, internationally, or at least multi-locally, via focused research, to secure the full potential of this initiative. This document supplies the details.

There are potential research partners in less developed and more developed countries. Preliminary indications are that many will become CSAL partners and will provide essential resources including ample tracts of suitable land. Schools educating future leaders in agroforestry have the capacity and the opportunity to take the lead, and there are roles for all levels of achievement.

Optimizing the use of marginal land with oilseed trees in the mix requires long-term planning and patient capital, which in turn requires reliable local institutions and people to deliver results. This is a tall order almost everywhere. So what is typically missing in the mix of inputs is the investment needed to take a project through its first years of development to the point where production units are functional and self-supporting but open to technological advancement and further expansion--i.e., 5-8 years depending on tree species and the vagaries of weather.

Initial investment will cover the start-up costs of land preparation, seed purchase, nursery establishment, and basic agricultural infrastructure. A further tranche of investment will be needed to mechanise harvesting, and the processing and expulsion of oil. At this point the commodity is available for marketing locally and then nationally. The paper goes on to explain the technology of participatory development of agroforestry ecosystems including oilseed trees.

Meeting 9. The role of industrial partners for technology and commercial scaling

Reading: (Selections from) Bill Aulet, *Disciplined Entrepreneurship: 24 Steps To A Successful Start-up* (2013)

Aulet's new book, based on a course he teaches at M.I.T., provides a useful framework for discussing this subject, taking the perspective of the entrepreneur, who is at the center of the process of building his SLEN in the CSAL process.

“*Disciplined Entrepreneurship* offers a comprehensive, integrated, and proven step-by-step approach to creating innovative, highly successful products. It focuses on the iterative process that marches you toward that optimal, elegant solution—the foundation for the whole business. Whether you're creating a physical good, a service, or the delivery of information, *Disciplined Entrepreneurship* breaks down the necessary processes in 24 steps that any industrious person can learn.” Quoted from the Amazon.com webpage for this book, which is here:

http://www.amazon.com/s/ref=nb_sb_noss_1?url=search-alias%3Dstripbooks&field-keywords=William%20Aulet

Meeting 10. Maintaining the investment pipeline

Reading: A current list of reports of new findings in the biometrics and management of agroforestry and their applications in the management of land and water resources

This is a continuously updated survey of online materials pertaining to enterprise innovations, using ideas of local relevance wherever feasible, drawing on the knowledge of CSAL-connected participants in schools, universities, and pioneering businesses. A present example is “How Will We Feed and Clothe 9 Billion People in 2050? Integrated Multi-Trophic Aquaculture: Growing Fish, Shrimp, Algae, and Irrigated Crops”, 2014, by Kevin Fitzsimmons, Professor and Extension Specialist, University of Arizona.

Meeting 11. Financing Community Supported Enterprises with private equity capital

Readings: “Introduction to Community Investment Trusts”, with the Excel files “Illustrative Projections for a BDSCom” and “Illustrative PE Investment Account of a CIT”

Also: “Crowdfunding’s Potential for the Developing World” (infoDev, Finance and Private Sector Development Department, World Bank)

Private leadership for a fair and sustainable world can be financed by professionally-managed Community Investment Trusts that invest private equity (PE) capital in profitable businesses benefitting communities that satisfy the Trusts’ requirements for profit and risk mitigation. This Powerpoint Show introduces the Community Investment Trust (CIT) as a generic business model for local-area development, offering to visionary leaders a proposal to create these Trusts

through local initiatives wherever their missions can be defined, and their values, principles, and purposes supported, by clear Communities of interest.

A CIT owns capital invested in profitable businesses controlled by entrepreneurs of the Community who are part of its mission, adopting its values, principles, and purposes. With oversight by its Trustees, the Trust's growing portfolio of equity assets is managed for perpetual growth for benefit of this Community. CSAL is a new business model that applies the CIT instrument to the participatory development of agroforestry and biodiversity in selected ecological zones, targeting economic, social, and environmental benefits for defined communities. The model uses a distinctive set of accounts describing income, expenditures, profit/loss, and assets/liabilities. This meeting will walk students through these accounts, using illustrative examples. This meeting will also discuss a new report commissioned by the World Bank that explains why and how "crowdfunding" (which Africans may conceive as an internet-based form of Harambee) can and should play a seminal role in the capitalization of community-supported funds for development such as CITs.

Meeting 12. Will CSAL play a vital role in community-based development, and how will outsiders know?

Reading: (Selection from) David Ellerman, *Helping People Help Themselves--From the World Bank to an Alternative Philosophy of Development Assistance (Evolving Values for a Capitalist World)*

In his Forward to Ellerman's path-breaking book, Professor Albert O. Hirschman writes: "This book starts with a quote from John Dewey defining what genuine help to others consists of (and which the author takes as the best one-sentence statement of the idea): *The best kind of help to others, whenever possible, is indirect, and consists in such modifications of the conditions of life, of the general level of subsistence, as enables them independently to help themselves.* CSAL Programs will be evaluated by leaders of their beneficiary communities by this measure: whether the best kind of help to others has in fact been given. Hirschman's *Forward* continues as follows:

"The book uses the interdisciplinary methodology of pointing to similar ideas expressed by a variety of other authors in different fields: management theory by Douglas McGregor, psychotherapy by Carl Rogers, community organizing by Saul Alinsky, community education by Paulo Freire, spiritual counseling by Søren Kierkegaard, and economic development by E. F. Schumacher and myself.

"It is important to note the difference between help and perverse, dependency-creating alternatives to self-help. The task is to find forms of help that enable self-reliance and autonomy to come forward. It is time for deep organization experimentation in the ways of development assistance. This can be done by reflecting on the ideas and proposals of the following people:

- Saul Alinsky, with regard to the community organization and the community;
- Paulo Freire, with regard to the relation of the educator and the peasant (or urban poor) community;
- John Dewey, with regard to the relation between teachers and learners;

- Douglas McGregor, with regard to the relation between managers and workers;
 - Carl Rogers, with regard to the relation between therapists and clients;
 - Søren Kierkegaard, with regard to the relation between teachers and learners;
 - E. F. Schumacher, with regard to the relation between the development agency and the country; and
 - my own work with regard to the relation between the development advisor and the government.
- The aim in all these cases is to design improved or more autonomy respecting methods of development assistance. The proposals of all these persons are spelled out in detail in chapter 5. The relation between my ideas and those of Paulo Freire is particularly close; so is his relation to Carl Rogers's client-centered therapy.

“In the end, the book speaks of a series of ways in which development agencies can experience blocks to learning and singles out the “long confrontation between man and a situation,” which, according to Camus, can be so fruitful for the achievement of genuine progress in problem solving. This is the opposite of overconfidence in the solvability of all problems, which Flaubert attacked and named “la rage de vouloir conclure.”

Reading: “Impact Measurement Statistics Used by Feed The World”. These tables illustrate metrics used by the NGO Feed the World (www.feedtheworld.org). The statistics are intended to measure lasting impact on communities achieved through self reliance in sustainable farming. The Tables report annotated data measuring results for a wide range of indicators pertaining to communities in diverse countries that have completed programs of Feed the World and its partners.

Meeting 13. Lessons from experience in commercializing agroforestry business innovations in various cultures and ecosystems

Reading: Reports of selected projects in emerging markets, in higher- and lower-income countries

The Outside Discussants will provide reports, based on their professional experience, that they wish to speak about with the students.

Meeting 14. Is there a way forward with CSAL of interest to the participating students?

Reading: An edited compilation of student written contributions to this seminar, compiled by the graduate team of seminar facilitators

The purposes of this compilation are: (1) to create a permanent record of students' thought in response to the assigned readings, for their own future use; (2) to provide a framework for student evaluation of the Seminar and recommendations for improving it; (3) to provide source material for future course offerings of the hosting school.