




**FEED THE FUTURE**


The U.S. Government's Global Hunger & Food Security Initiative

**AgriLinks**

Participate during the seminar:

 #AgEvents

 Follow us on Twitter  
[twitter.com/agrilinks](https://twitter.com/agrilinks)

 Like us on Facebook  
[facebook.com/agrilinks](https://facebook.com/agrilinks)

**November 17, 2014**

# **Feeding the World in 2050: How Human and Institutional Capacity Development Can Support Agricultural Innovation Systems**

**Speakers**

**Deborah Rubin, *Cultural Practice***

**Rob Bertram, *USAID Bureau for Food Security***

**Susan Owens, *USAID Bureau for Food Security***

**Mark Varner, *APLU***

**Andy Gilboy, *Associates for Global Change***

**Anne-Claire Hervey, *APLU***

## Upcoming Agrilinks Events:

- **Agrilinks Online Event** | *AgExchange: Feeding the World in 2050: How HICD Can Support Agricultural Innovation Systems* / November 18<sup>th</sup>-20<sup>th</sup>
- **Ag Sector Council Seminar** | *Nutritional Anthropology* | December 17<sup>th</sup>

# Questions and Discussion



## **Deborah Rubin**

### Cultural Practice

Dr. Deborah Rubin is the director of Cultural Practice, LLC and a senior social science development analyst working at the intersection of agricultural sector programming and gender integration. She leads the Digest Project, which manages a web-based knowledge-management platform ([www.crsps.net](http://www.crsps.net)) that provides information on USAID-supported agricultural research programs. Her work on gender and agricultural value-chain operations led to the publication of “Promoting Gender Equitable Opportunities in Agricultural Value Chains: A Handbook.” She participated in the recently concluded Bill and Melinda Gates Foundation-funded IFPRI-ILRI Gender, Agriculture, and Assets Project, where she investigated pathways to reduce gender disparities in access to and control over productive agricultural assets. Additionally, she conducted long term field work in East Africa where she gained in-depth knowledge of the lives of rural men and women.



## **Robert Bertram**

USAID, Bureau for Food Security

Rob Bertram is the Chief Scientist in USAID's Bureau for Food Security, where he serves as a key adviser on a range of technical and program issues to advance global food security and nutrition. In this role, he leads USAID's evidence-based efforts to advance research, technology and implementation in support of the U.S. Government's global hunger and food security initiative, Feed the Future. Dr. Bertram's academic background in plant breeding and genetics includes degrees from University of California, Davis, the University of Minnesota and the University of Maryland.



## **Susan Owens**

**BIFAD Division at USAID Bureau for Food Security**

Susan Owens leads the Human and Institutional Capacity Development/Board for International Food and Agriculture Development Division in the USAID Bureau for Food Security Office of Agriculture Research and Policy. Prior to joining USAID, Ms. Owens worked for nearly 10 years at the U.S. Department of Agriculture. She served as the director of the Foreign Agricultural Service (FAS) Trade and Scientific Capacity Building Division, where she brought together government and university partners to resolve issues related to barriers to two-way trade in agriculture. Earlier, Ms. Owens served as the director and deputy director of the Research and Scientific Exchanges Division, overseeing collaborative agricultural research, exchange and scientific capacity building programs with US university and international partners.



## **Mark Varner**

APLU

Mark Varner is a senior counselor for the Board for International Food and Agriculture Development in the USIAD Bureau for Food Security. Previously, Dr. Varner taught for three decades as a professor and extension dairy scientist at the University of Maryland. In 2012, he was appointed to the rank of Professor Emeritus. Dr. Varner taught all, or part, of five classes on campus and conducted research in dairy cattle reproductive management and lameness of dairy cattle. He was the author or co-author of more than 100 journal articles, book chapters, abstracts for professional meetings, proceedings chapters and newsletter/popular press articles. Dr. Varner has extensive experience with international university partnerships, particularly in the North Caucasus region of Russia. He received his BS degree with Distinction in Animal Sciences from the University of Minnesota, his MS degree in Animal Sciences from Washington State University and his PhD degree in physiology from North Carolina State University.



## **Andy Gilboy**

Associates for Global Change

Andrew Gilboy is a specialist in performance improvement, human resources and Human and Institutional Capacity Development with 40 years of professional experience in international development. He has conducted assessments and designed and delivered sessions tailored to improve institutional performance and build capacity. In the 1990s, Mr. Gilboy helped develop the Best Practices Guides for Results-Oriented Training for USAID, which became the precursor for today's HICD Practitioner's Handbook, which laid the foundation for focusing on performance-based solutions for institutions. Mr. Gilboy served as the team leader for a number of impact evaluations concentrating on agriculture and higher education, including the Agriculture Long-Term Training Assessment in 2010, and in 2013, an evaluation of a USAID Global Development Alliance project to improve university and vocational college engineering education in Vietnam. He has worked throughout North and sub-Saharan Africa, and in the Middle East, Eastern Europe, Vietnam and Sri Lanka.





## **Anne-Claire Hervy**

APLU

Anne-Claire Hervy is the associate vice-president for International Development and Programs at the Association of Public and Land-grant Universities. She is also the director of APLU's Knowledge Center on Higher Education for African Development, which works to gather, analyze and share knowledge about sustainable performance improvement (capacity building) of African higher education institutions and systems, with a particular focus on peer-institution partnerships as a mechanism for achieving institutional performance improvement. Prior to joining APLU, Anne-Claire was the recipient of the congressionally-funded Mickey Leland International Hunger Fellowship from 2007-2009, and carried out her fellowship at the Partnership to Cut Hunger and Poverty in Africa, an advocacy group based in Washington, DC. She holds an MS in International History from the London School of Economics, and an MA in International Relations from American University's School of International Service.



**USAID**  
FROM THE AMERICAN PEOPLE



**FEED THE FUTURE**

The U.S. Government's Global Hunger & Food Security Initiative

**Susan Owens**  
**Division Chief**  
**Executive Director, BIFAD**  
**USAID/BFS/HICD/BIFAD**



**USAID**  
FROM THE AMERICAN PEOPLE



**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

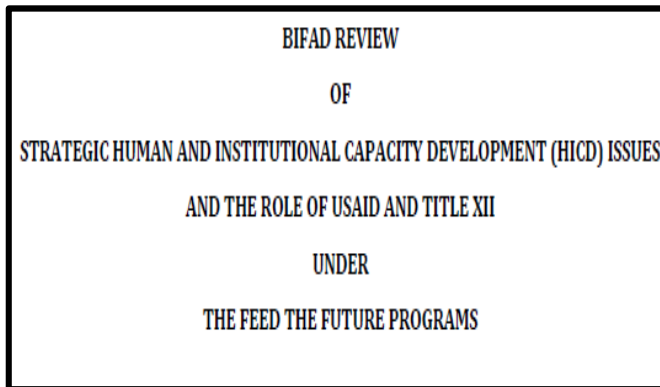
# Background

- USAID's policy on human and institutional capacity building (HICD) was approved in 2010.
- The policy expanded the scope of HICD beyond formal participant training to include a wider and on-going range of informal, “non-training” interventions and institutional assessment processes.
- BFS under Feed the Future has invested in a number of capacity development programs around the agricultural innovation cycle. These programs are maturing, we are seeking feedback on best practices in HICD.
- The three reports discussed in today's panel address different dimensions of human and institutional capacity building (HICD).



# Panel Discussion

- Brief overview of the each report
- Offer thoughts about the implications of the reports' findings more broadly on the direction for USAID future investments into HICD



Lechtenberg, Ayeni, Christy,  
and Kramer-LeBlanc  
March 2014



Hervy & Gilboy  
Feb 2014



APLU  
Feb 2014



**USAID**  
FROM THE AMERICAN PEOPLE



**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Key Definitions

**Human and Institutional Capacity Development (HICD)** is defined as “a series of structured and integrated processes designed to remove significant barriers to the achievement of an institution’s goals and objectives”

(USAID 2010).

**Agricultural Innovation Systems (AIS)** [is] “a move away from a more linear interpretation of innovation as a sequence of research, development, and dissemination, to an interpretation that recognizes innovation as a complex web of related individuals and organizations—notably private industry and collective action organizations—all of whom contribute something to the application of new or existing information and knowledge.”

(Rajalathi, Janssen, and Pehu 2008)

**Performance Improvement (PI)** touches many aspects of an organization -- aligning strategy, defining leadership, building talent, creating culture, and influencing markets. Over the years, great organizations have realized the value of human performance improvement.

(International Society for Performance Improvement 2014)



**USAID**  
FROM THE AMERICAN PEOPLE



**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Presenters

- Mark Varner, APLU, on behalf of Victor Lechtenberg of Purdue University

***“BIFAD HICD Study”***



- Andrew Gilboy, Associates for Global Change

***“Good Practices in Leveraging Long-term Training for Institutional Capacity Strengthening”***



- Anne-Claire Hervy, APLU

***“African Higher Education Study”***





**USAID**  
FROM THE AMERICAN PEOPLE



**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

# Thank you

## Resources:

- USAID Human and Institutional Capacity Building (HICD) Handbook, [http://pdf.usaid.gov/pdf\\_docs/PNADT442.pdf](http://pdf.usaid.gov/pdf_docs/PNADT442.pdf)
- Glossary of key terms and definitions in HICD for the AgExchange, <http://agrilinks.org/agexchange/agexchange-resource/key-definitions-agexchange>
- Reports discussed in this webinar
  - BIFAD HICD Report: <http://www.aplu.org/document.doc?id=5191>
  - Good Practices in Leveraging Long Term Training: <http://www.aplu.org/document.doc?id=5099>
  - African Higher Education Report, <http://www.aplu.org/document.doc?id=5100>

# **Human and Institutional Capacity Development: Role of USAID and Title XII Under Feed the Future Programs**

A Report Commissioned by BIFAD

## Review Team

Victor Lechtenberg, Purdue University

Albert Ayeni, Rutgers University

Ralph Christy, Cornell University

Carol Kramer-LeBlanc, Consultant

Mark Varner, APLU Facilitator



## Resulting Report Has 14 Recommendations – Four Key Categories

- Strengthen Institutional Capacity and Partnerships
- Strengthen Access to US Institutions by Students from FTF countries
- Enhance Collaboration between Developing Country institutions, US Institutions and Public/Private Sector
- Building Developing Country Access to US Technologies
- <http://www.aplu.org/document.doc?id=5191>

# After Report Was Delivered

- BIFAD considered report findings and recommendations.
- Communicated report to USAID Administrator and provided insight into report recommendations
- <http://www.aplu.org/document.doc?id=5190>
- USAID Administrator responded to BIFAD
- <http://www.aplu.org/document.doc?id=5343>

# Next Steps

- USAID Administrator response highlighted that principle focus of recommendations, deepening support for higher education partnerships, is a high USAID priority
- Current e-consultation with key stakeholders is supported

# Implications for Innovation System

(networks that bring new, together with policies & institutions)

- Recommendations

- Strengthen Institutional Capacity and Partnerships

- USAID should establish long-term Preferred Institution Partners Program

- Enhance Collaboration between Developing Country institutions, US Institutions and Public/Private Sector

- Broker collaborations across countries and with national governments to develop public-private partnerships
    - Work with country leaders and institutions to strengthen curricula relevant to agriculture and food sectors

# Implications for Innovation System

(networks that bring new, together with policies & institutions)

- Recommendations

- *Building Developing Country Access to US Technologies*

- Invest in and nurture scientific and education networks
    - Enable US and FTF higher education institutions to develop technologies for smallholder agriculture and SMAEs, with a vision of making food and agricultural production a business that attracts and inspires youth

Background Paper:

Good Practices in Leveraging  
Long-term Training for  
Institutional Capacity Strengthening


February 2014

Andrew Gilboy

Anne-Claire Hervy




# Themes

- *Institutional* Capacity Building
  - Limits of Training
  - Leverage
- 

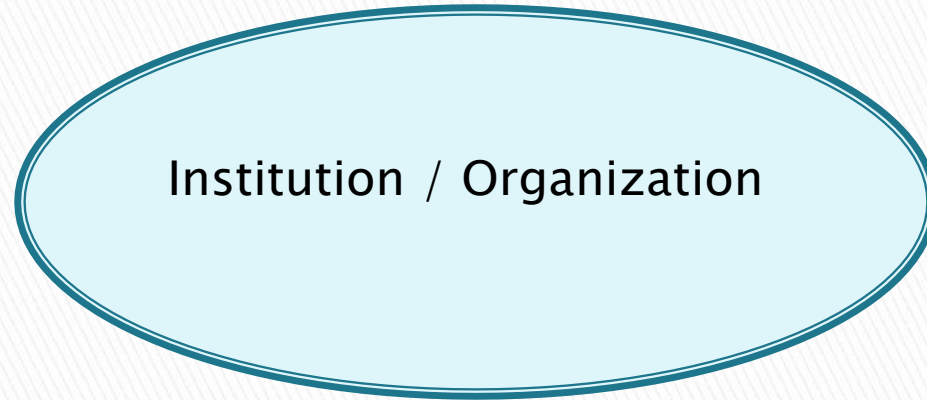
*By the end of this brief presentation ,  
can we begin to answer this question?*

**If a top-notch group of agricultural scientists have been trained at the finest national and international universities, and they are at national institutions ready and able to find innovative solutions to agricultural challenges in their country, why is that insufficient to meet the goal to “*feed the world in 2050?*”**



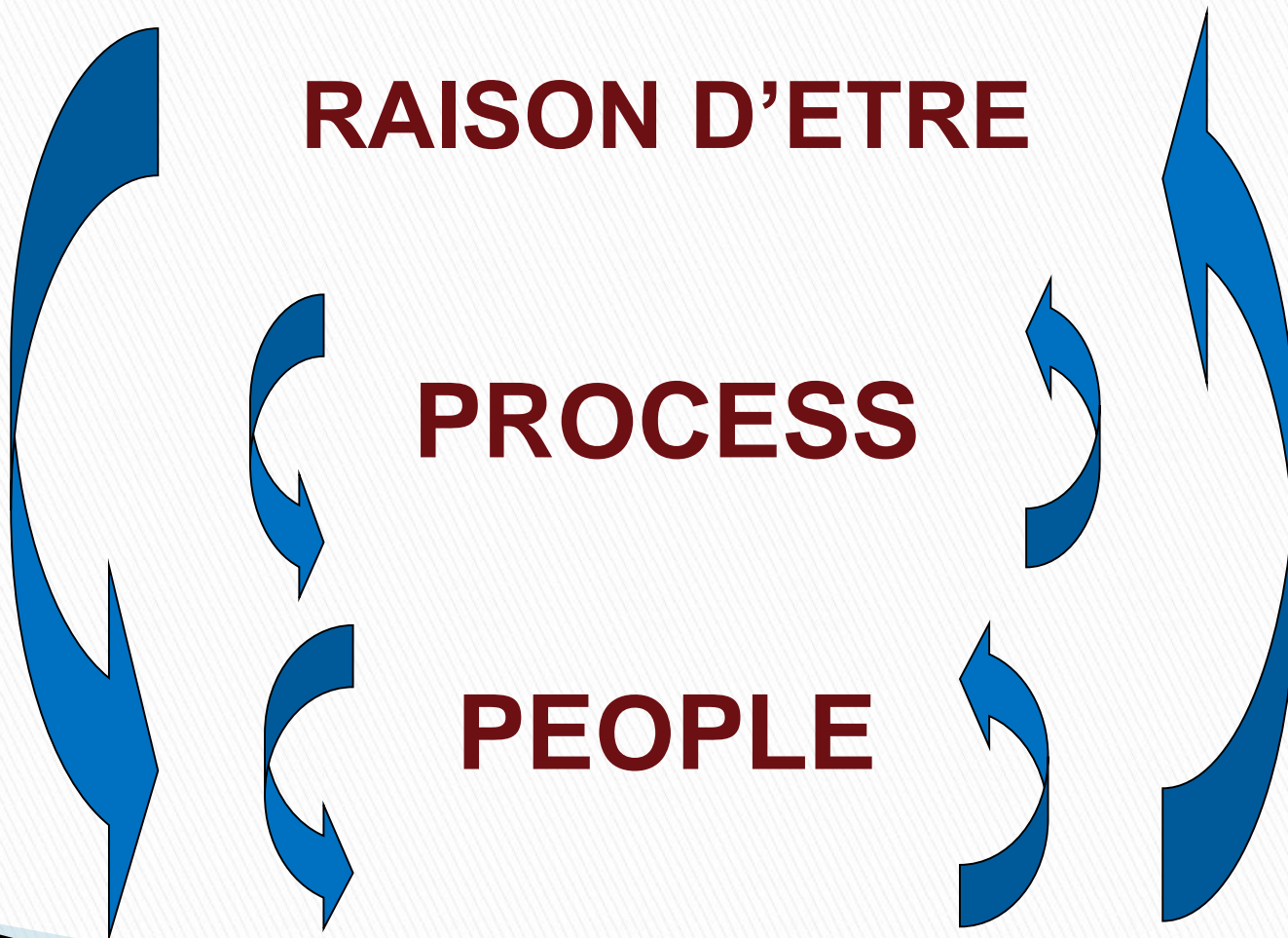


# Institutional Capacity Building – Classic View



**TRAINING**

# Components of an Institution





Institution

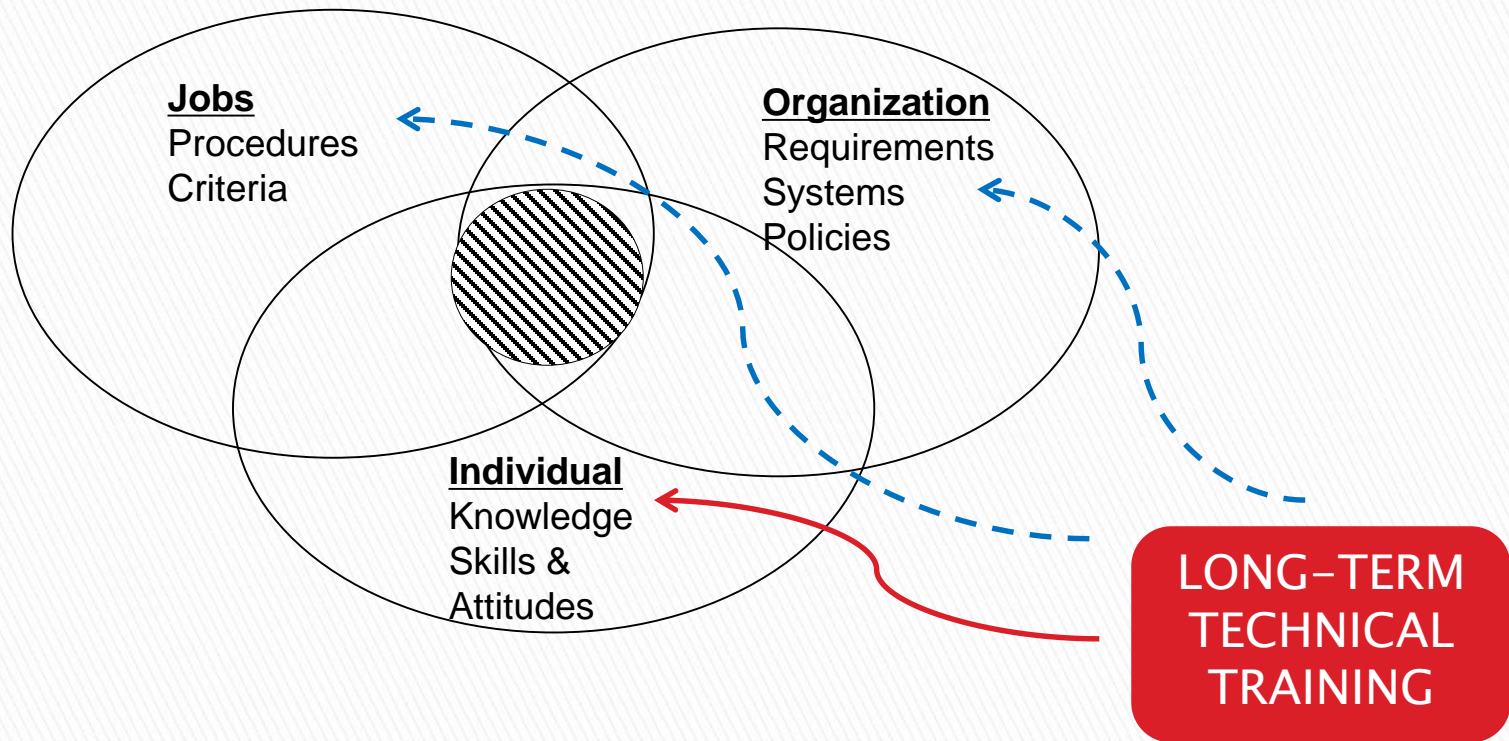
**Raison d'Être**

**PROCESS**

**PEOPLE**

# Zone of Competence and High Performance

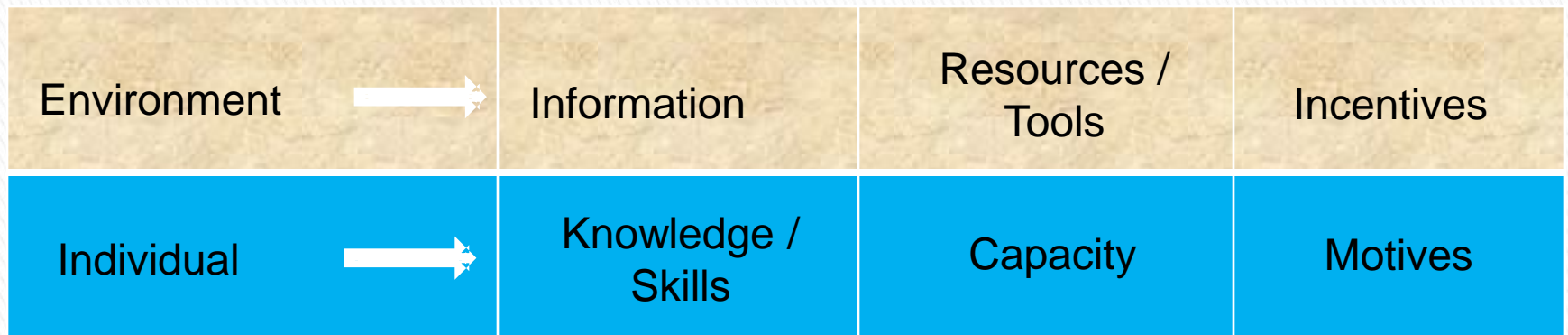
When more than 3 variables overlap, optimal performance is likely



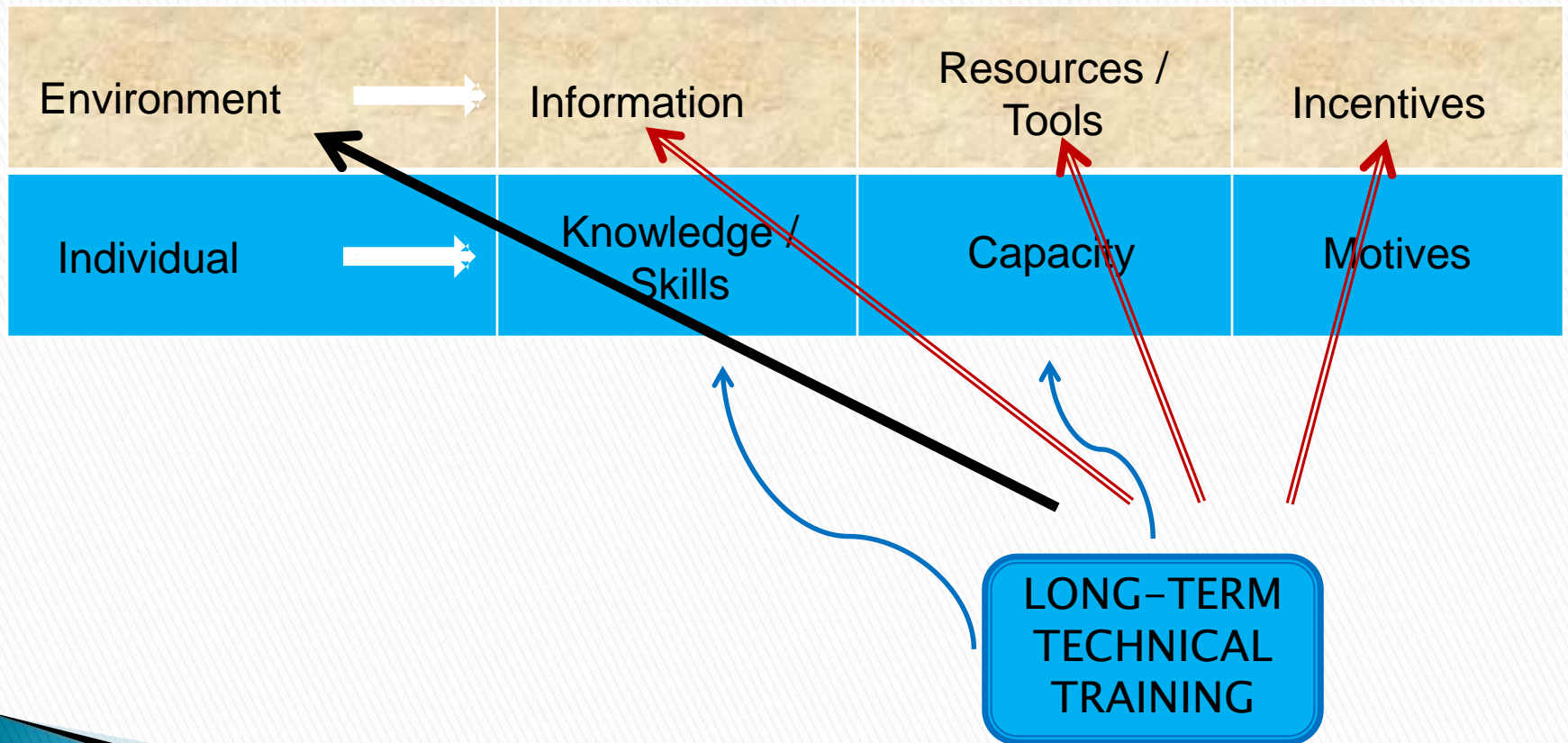


# Gilbert's Behavior Engineering Model

## The Institution



# Leveraging Training





*Have we answered our question?*

**If a top-notch group of agricultural scientists have been trained at the finest national and international universities, and they are at national institutions ready and able to find innovative solutions to agricultural challenges in their country, why is that insufficient to meet the goal to “*feed the world in 2050?*”**

**“Pit a good employee  
against a bad system and  
the system  
*will win most every time.*”**

“Geary Rummler: Training Skills Isn’t Enough.”  
Rummler, Geary in Training, 1983, 20 (8), page 75-76



# African Higher Education: Opportunities for Transformative Change for Sustainable Development



**USAID**  
FROM THE AMERICAN PEOPLE

This publication was produced for USAID's review by the

**ASSOCIATION OF  
PUBLIC AND  
LAND-GRANT  
UNIVERSITIES**



**KNOWLEDGE CENTER**  
*on* **HIGHER EDUCATION**  
*for* **AFRICAN DEVELOPMENT**

# Three Takeaways

1. Higher education matters for development.
2. African higher education lags behind all other regions. The time to invest is now.
3. Investments should focus on institutional transformation, not tweaks at the margin.

What are higher education's  
contributions to development?

# Returns to Schooling by Education Level

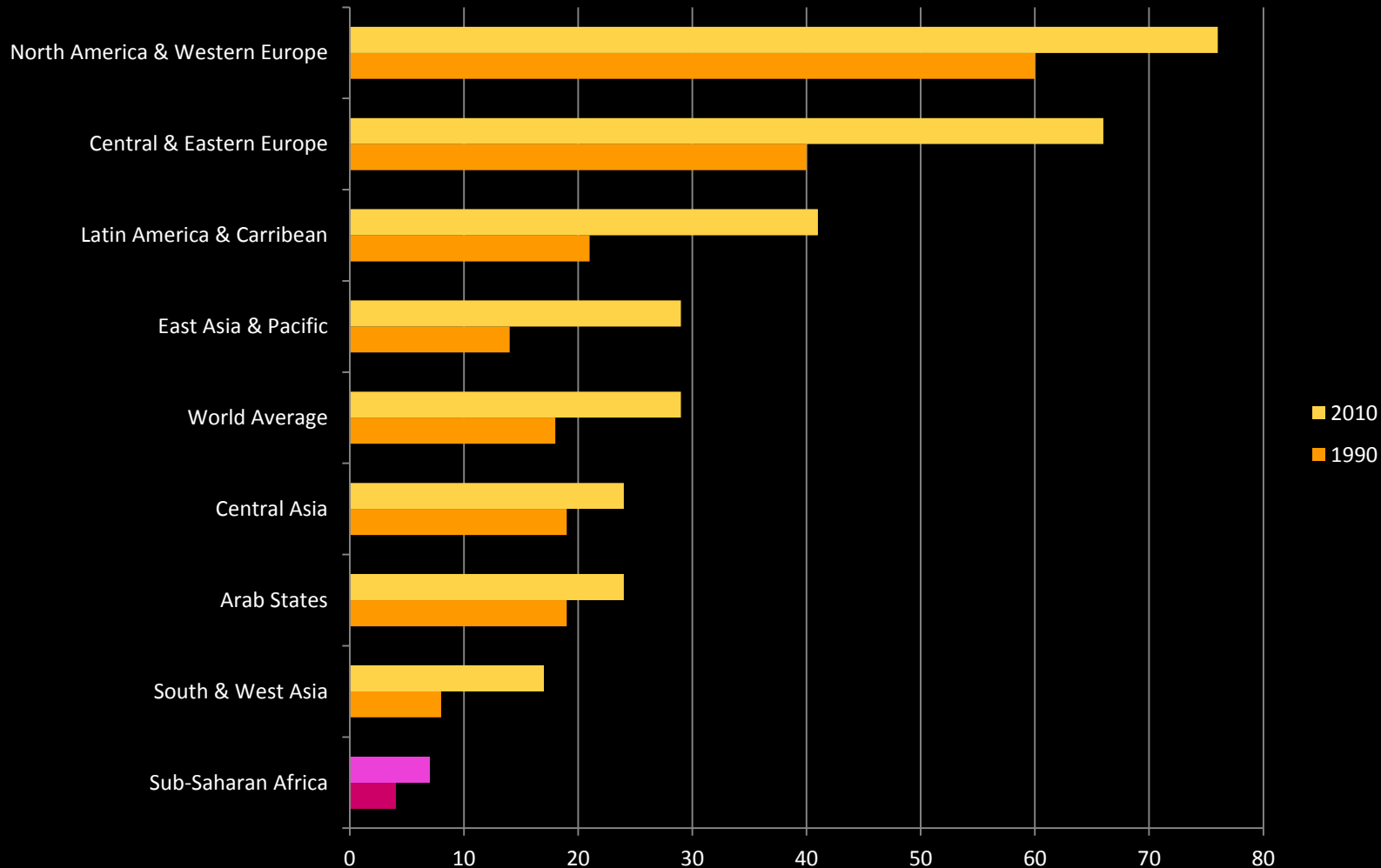
Region	Primary	Secondary	Tertiary	GDP/pc (PPP 2005)	N
World	10.3	6.9	16.8	6,719	74
Middle East and North Africa	9.4	3.5	8.9	3,645	7
South Asia	9.6	6.3	18.4	2,626	4
Eastern and Central Europe	8.3	4.0	10.1	6,630	7
High Income Economies	4.8	5.3	11.0	31,748	6
East Asia and Pacific	11.0	6.3	15.4	5,980	6
Latin America and Caribbean	9.3	6.6	17.6	7,269	20
Sub-Saharan Africa	13.4	10.8	21.9	2,531	24

Source: Montenegro, C.E. & H.A. Patrinos (2013). Returns to Schooling Around the World. The World Bank.

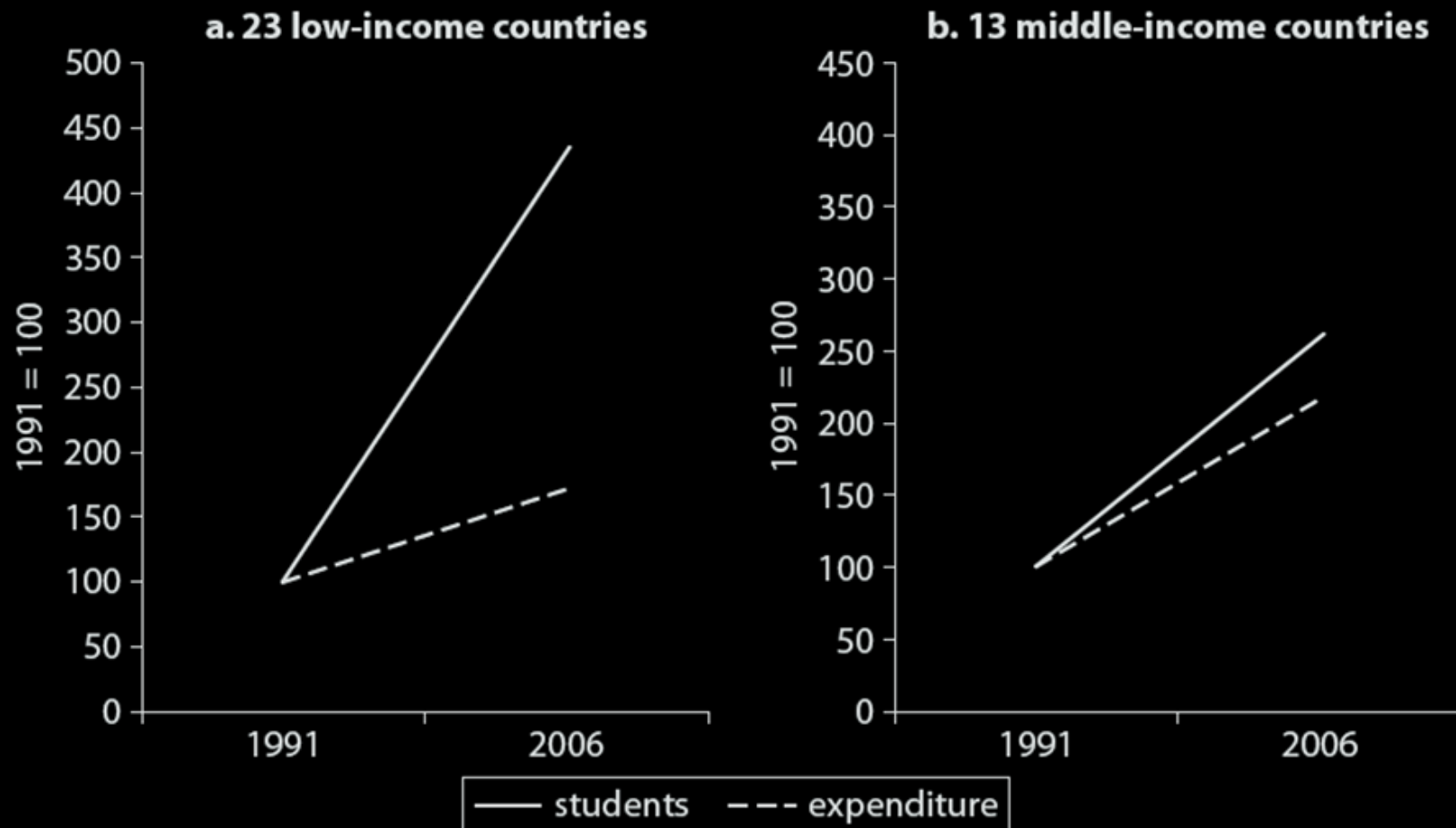


What is the state of higher education in Africa?

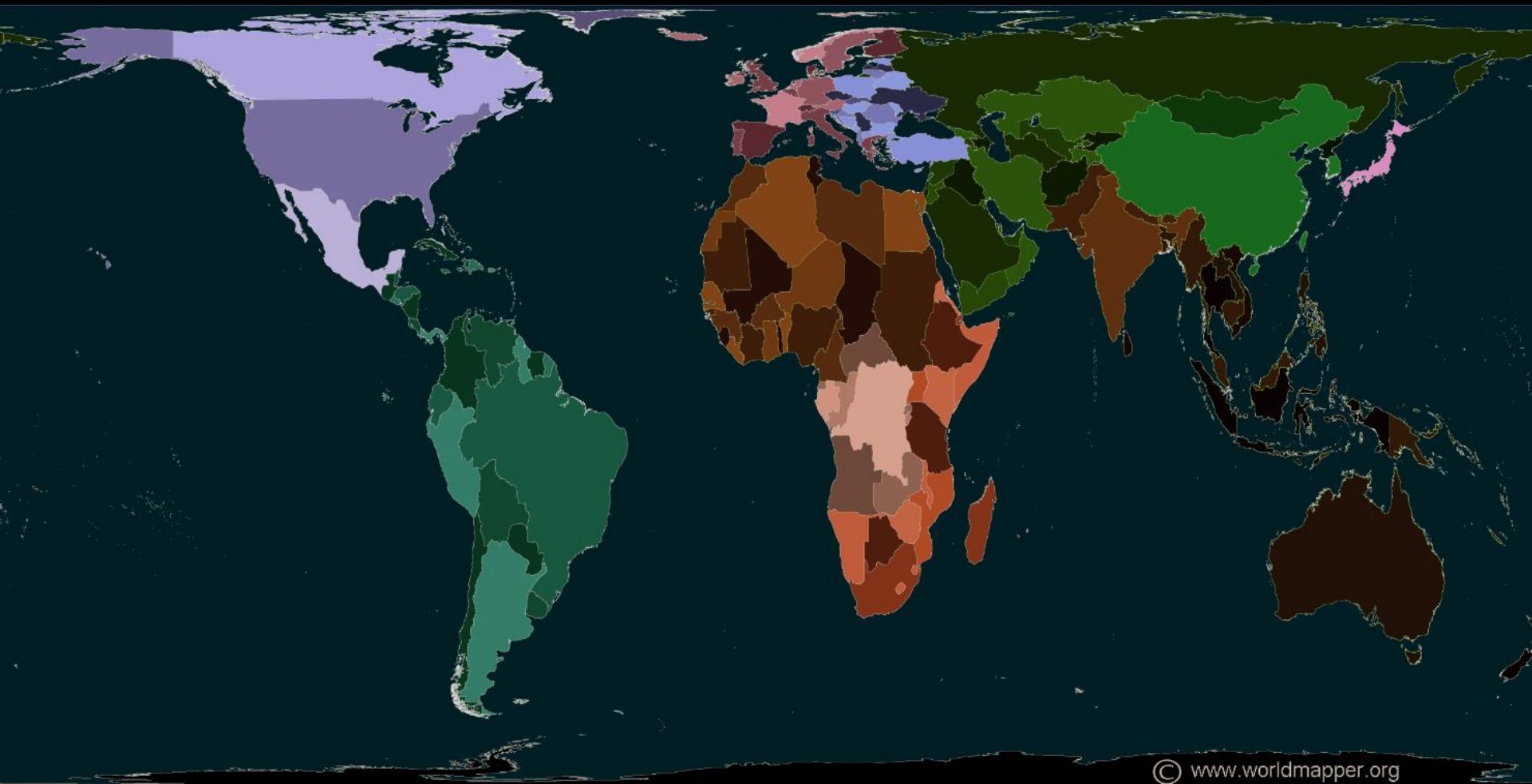
# Enrollment Levels in Higher Education



**Figure 2.3** Change in the Number of Higher Education Students and Expenditure on Higher Education in Two Groups of African Countries, 1991–2006



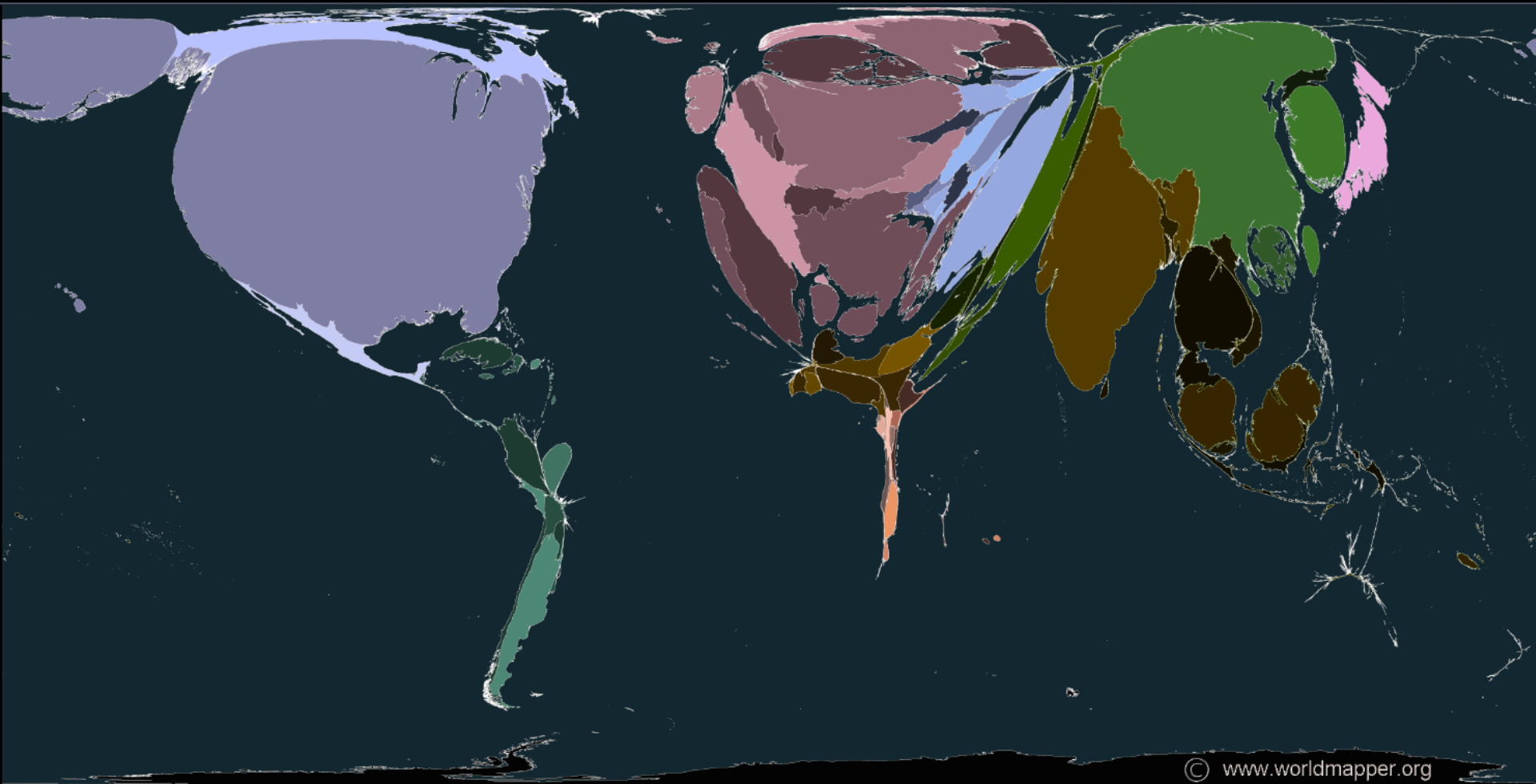




© www.worldmapper.org

Source: [www.worldmapper.org](http://www.worldmapper.org)

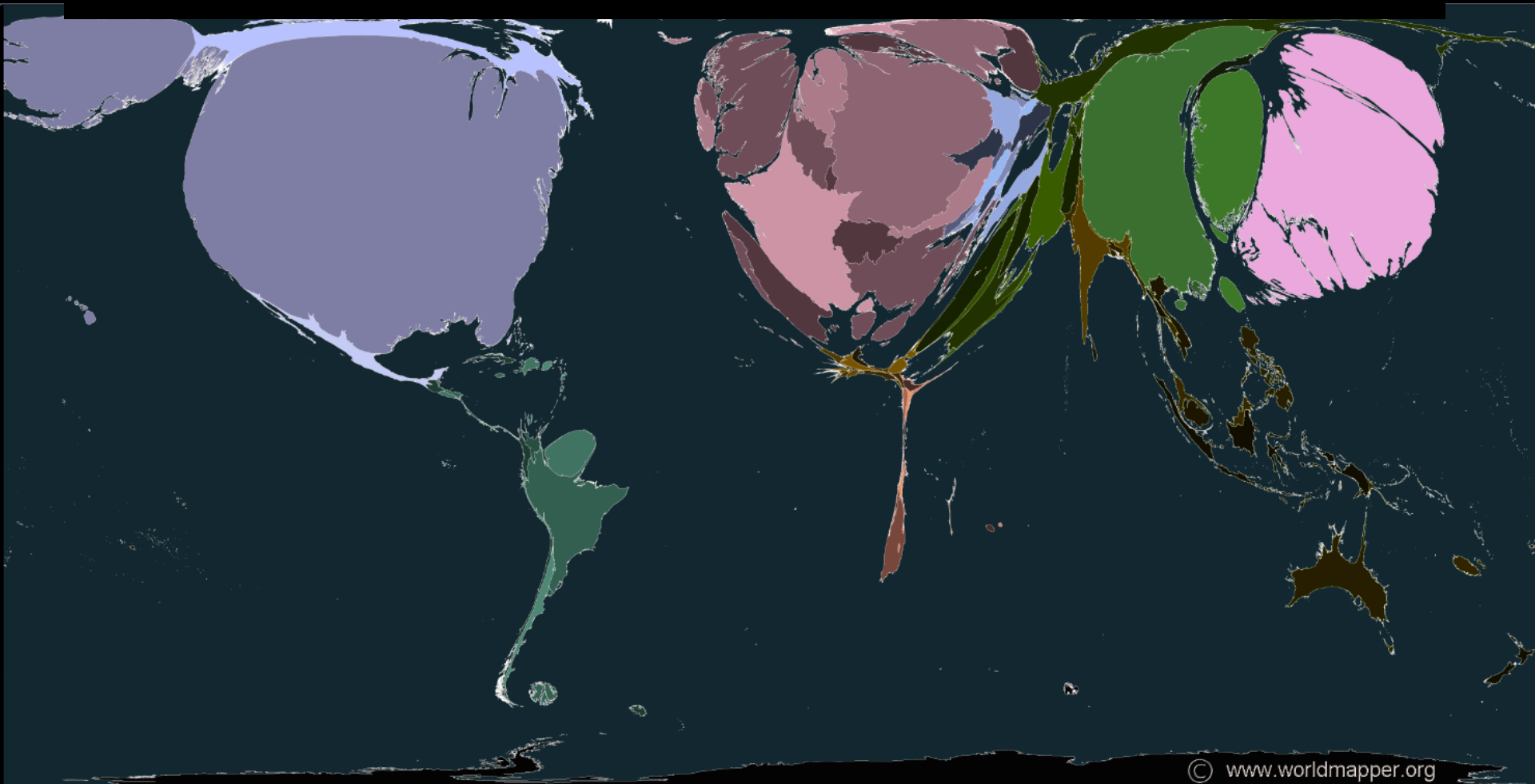
# Higher Education Spending Growth 1990-2001



© www.worldmapper.org

Source: www.worldmapper.org

# Research and Development Expenditure 2001



Source: [www.worldmapper.org](http://www.worldmapper.org)

WE'VE HAD COMPLAINTS ABOUT  
OUR GRADUATES FROM  
SOMETHING CALLING ITSELF  
'THE BUSINESS WORLD'



## Percentage of Educational Lending for Higher Education by Major Development Banks, 1960s to 2000s



Source: Johanson and Shafiq, 2010. Data for 1960s to 1990s based on Kapur and Crowley, 83-83. Data for 2000-2009 are from World Bank and ADB. Note: IDB last column refers to 2000-2005 only.

How can the U.S. best support  
African Higher Education?

institutional capacity development



institutional  
transformation

## 2 key recommendations

1. Concentrate USAID Investments and combine system level interventions with institution-level transformation.
2. Do this through partnerships with peer institutions that are long-term, engage the private sector, and focus on comprehensive institutional performance improvement.

# What does it take?

- A flexible partnership, not a contract.
- Being *resident* long-term.
- Expertise in **institutional performance improvement and change management.**

Implement USAID's HICD framework!





# What is iAGRI?

aims to strengthen the training and collaborative research capacities of:

Sokoine University of Agriculture  
(SUA)

and the

Tanzanian Ministry of Agriculture, Food  
Security and Cooperatives (MAFC)

with the goal of improving food security  
and agricultural productivity in  
Tanzania.



**27% GDP  
Agriculture**

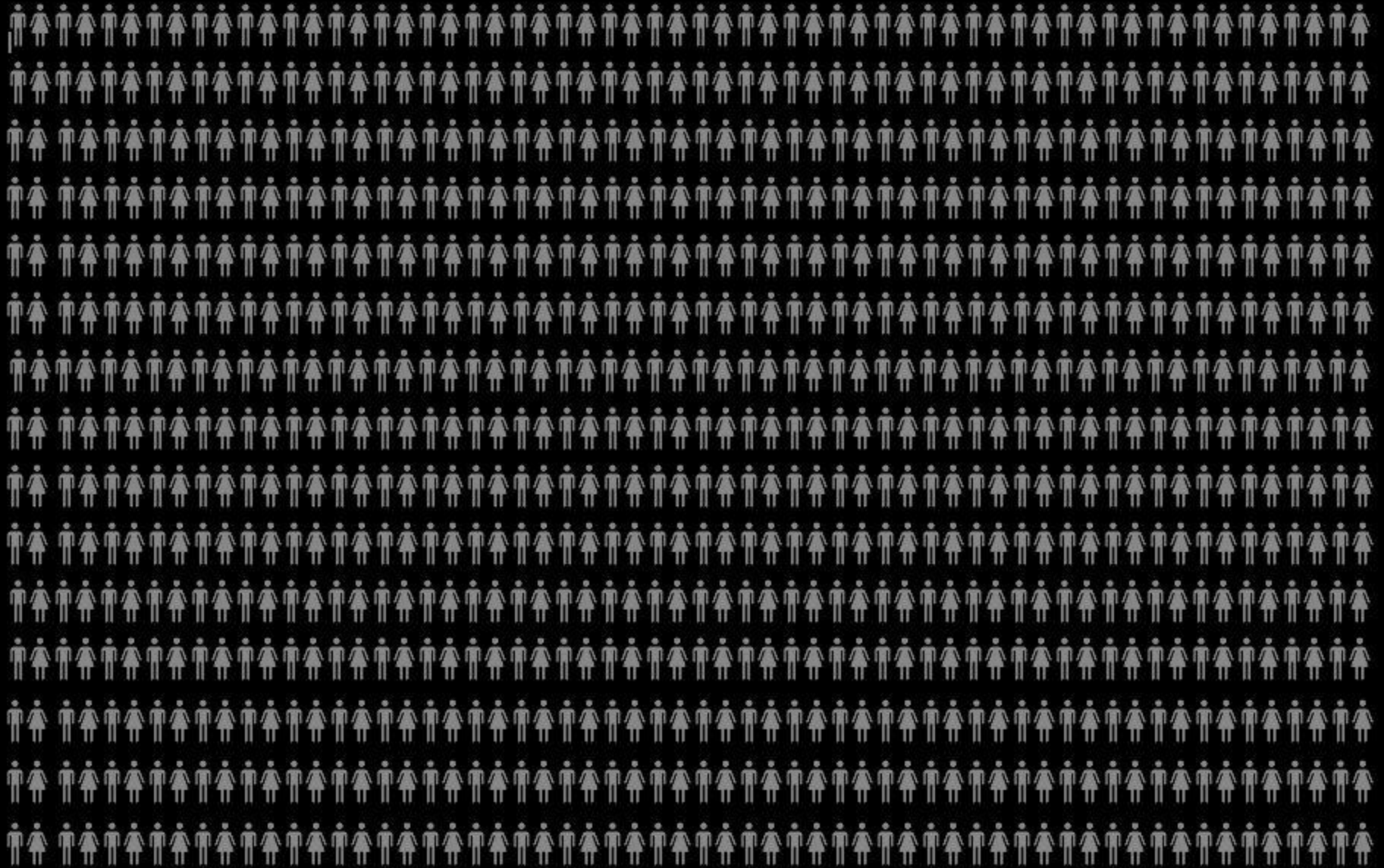
**80% Workforce  
engaged in  
Agriculture**




# Sokoine University of Agriculture



503 Members of Academic Staff



**9000** Students

 = 200 students



2000

Graduates

to  
be

year



When you  
consider  
there are  
already  
14,000 SUA  
Alumni

That's over

30,000

SUA

alumni by

2022....

What  
impact  
could  
they  
have?



**USAID**  
FROM THE AMERICAN PEOPLE

## AFRICAN HIGHER EDUCATION:

OPPORTUNITIES FOR TRANSFORMATIVE  
CHANGE FOR SUSTAINABLE DEVELOPMENT



February 2014

This publication was produced for review by the United States Agency for International Development. It was prepared by the Association for Public and Land-grant Universities, Knowledge Center on Higher Education for African Development.

# APLU's Knowledge Center on Higher Education for African Development

This report was made possible by the generous support of the American people through the United States Agency for International Development.

Download the full  
report at:  
[www.aplu.org/  
KnowledgeCenter](http://www.aplu.org/KnowledgeCenter)

Thank you for joining us!



### Share Feedback

Visit the [event page](#) to post comments & questions.



### Stay In Touch

Contact Us:  
[agrilinks@agrilinks.org](mailto:agrilinks@agrilinks.org)

OR

Julie MacCartee,  
USAID/BFS  
[jmaccartee@usaid.gov](mailto:jmaccartee@usaid.gov)



### Upcoming Events

**AgExchange**  
*Feeding the World in 2050: How HICD Can Support Agricultural Innovation Systems*,  
November 18<sup>th</sup>-20<sup>th</sup>