



Creating Future Leaders: BIFAD and Feed the Future Dialogue on Human and Institutional Capacity Development

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Cedar Rapids Room
Des Moines Marriott Downtown

Meeting Minutes
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Introduction of Session and Welcome

Welcome- Brady Deaton

BIFAD Chairman Brady Deaton welcomes the audience and provides an introduction to the session. He then welcomes the first speakers, Richard Greene and Tag Demment, and introduces BIFAD Board Member Gebisa Ejeta who will be moderating the session.

Introduction of Session Issues- Gebisa Ejeta

Board Member Ejeta opening remarks and introduction: Thank you, Chairman Deaton. Want to take this opportunity to acknowledge the experience and knowledge in this room related to our topic today. HICD is connected to the US foreign assistance agenda. The best context that I can provide- Quote from President Truman. *“We must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas. More than half the people of the world are living in conditions approaching misery. Their food is inadequate. They are victims of disease. Their economic life is primitive and stagnant. Their poverty is a handicap and a threat both to them and to more prosperous areas. For the first time in history, humanity possesses the knowledge and skill to relieve suffering of these people. Our aim should be to help the free peoples of the world, through their own efforts, to produce more food, more clothing, more materials for housing, and more mechanical power to lighten their burdens.”* The goal should be to produce more materials from housing and more food- when we do more, countries not only our own, will benefit. Then nearly sixty years later, President Obama’s address *“To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds. And to those nations like ours that enjoy relative plenty, we say we can no longer afford indifference to the suffering outside our borders, nor can we consume the world's resources without regard to effect. For the world has changed, and we must change with it.”*

The similarities between these two presidents- The one constant is the US commitment to building capacity. USAID has stayed the course. Human and institutional capacity development needs to be strengthened. There is a high demand in developing countries, with expanded resources and more students to be trained. But quality is still an issue. From my own personal experience- better research, better opportunities – all of this is why we need to focus on HICD issues and get the word out to the community.

Feed the Future Efforts in HICD- Richard Greene

Thank you to BIFAD and APLU. The three studies featured are funded by USAID – the BIFAD study was requested by Administrator Rajiv Shah, with the other two done by APLU. Under FTF we have a number of HICD programs, BHEARD, Borlaug, Innovate, Food security fellows, MEAS, and LEAP-all of these address short and long term

education and training. They have a significant institutional development training element as well.

HICD is a broad term- these reports show a clear connection between HICD and achievement of long term impacts. Studies answer important questions. How can Higher Education advance leadership capacity and long term food security impact? How can HICD modernize? How can long term training link back to development institutions from where the trainees come. We look forward to getting good feedback in this session. Please plan to continue the conversation at the E-consultation in November.

APLU Introduction- Montague Demment

Thank you. APLU has worked very hard on the Africa US Higher Education Initiative. We recognize that higher education is critical to development. Higher education has the highest rate of return on the African Continent. The return on investment to higher education is almost twice of that of secondary and primary levels. This not only builds but TRANSFORMS the way institutions work. What came out of all studies- HICD is wonderful but institutions produce people. If they are functional and produce good people then we build human capacity. But if we focus on humans we can't build institutions.

Brief Overview of Reports from Report Authors

Board Member Ejeta introduced the studies. The first study being discussed was commissioned by BIFAD, at the request of USAID and Administrator Shah. Dr. Shah, on the day that the current BIFAD board was sworn in, asked the BIFAD to look at previous reports and the experience within the agency to give a consensus document on HICD. BIFAD worked with members of the board, BFS and APLU to complete the study. The first sub-committee on HICD was Ejeta, Dr. Bob Easter (U of Illinois), Dr. Elsa Morano (Texas A&M). When they left the board in 2012, the board chair stepped in to take over the role and Dr. Martin was added to the sub-committee. Every member of the board worked on the report, with great support from BFS and APLU. The board, with USAID, found a team of 4 people, led by Dr. Vic Lechtenberg who chaired the study.

BIFAD HICD Study- Victor Lechtenberg

Vic Lechtenberg thanked Board Member Ejeta, BIFAD and the Bureau for Food Security (BFS) for their input and support and commended the BFS for their commitment to making changes and partnering with institutions. Lechtenberg acknowledged the other members of the committee, Albert Ayuni (Rutgers), Ralph Christy (Cornell), Carol Kramer-LeBlanc (Consultant).

The charge was to review USAID legacy HICD efforts through a study of recent literature in order to assess current HICD in order to make recommendation to strengthen institutional capacity and partnerships, strengthen/increase access to US

institutions by FTF country students

Something learned very quickly is that institution capacity is likely falling short, but not human capacity building. In the space they were asked to work in, there were three very key partnerships: USAID Washington, the local mission and US institutions. Some recommendations target just one or more of these entities.

First recommendation is that one-on-one institution partnerships are important. They have worked in the past and will continue to work in the future. USAID should establish long-term preferred institution partnership program.

Second, US institutions need to recognize international activities as part of the promotion and tenure procedures. We know that some are already doing it, like the University of Florida.

Long term training programs should include leadership training. Students who return to their home countries often go into leadership roles. There should also be experienced in using information technologies to receive and deliver content.

Fourth, a “branding strategy” or advocacy around telling the story of HICD. Included in that should be a clear understanding of how we measure a high capacity institution.

Fifth strengthening access to US institutions by students from FTF countries. Contractual processes with US institutions need to be streamlined. US institutions need to more comprehensively internationalize. Most US universities have a large number of international students, but very few from FTF countries. Need to invest in HICD to retain US influence in FTF countries. Ag and food benefits aside, there are other long-lasting benefits that serve the interest in America.

Six: Support investments to girls and women.
Enhance collaboration between developing countries, US institutions and public/private sector.

Broker collaboration across countries and with national government to develop Public Private Partnerships.

Work with country leaders and institutions to strengthened curricula relevant to agriculture and food sectors.

Assist missions with HICD, including HICD goals, metrics and number of students attending US institutions.

Access to US technology: Invest in and nurture scientific and education networks. The committee spent a lot of time looking at networks, called spontaneous networks, but the committee found that they aren't really spontaneous, they take time and planning. Can be used for delivering education content and strengthening research efforts. Along with

this, it's important to invest in ICT infrastructure. Need to enable SAA and FTF higher education institutions to develop technologies for smallholder agriculture with a vision of making food and agricultural production a business that attracts and inspires youth.

Question, Mark Erbaugh, Ohio State University: Do your recommendations only apply to Higher Education Institutions, or other institutions such as ministries and extension?

Lechtenberg response: It applies to all. Institutions should be able to interact with local institutions, and apply to other entities and organizations in food and agriculture. Land Grant institutes in the US, when he was a dean, spent a lot of time monitoring and building relations in industry. Believes higher education should lead that effort.

Question: Can you elaborate on a branding strategy? Is it based on a specific project?

Lechtenberg response: While HICD is talked about and understood within BFS, broadly across government there are a lot more people who should know about it than do. There should be someone responsible for advancing the message of HICD, for example, so that missions have HICD as part of the annual work plan.

Good Practices in Leveraging Long-term Training Study- Andrew Gilboy

Would like to quickly go through a few things to look at institutional capacity building as compared to individual. Then let's take a look at the limits of training. If our major input is training individuals, what can we do to achieve some institutional change with this training?

Gilboy presented a classic view of an institution/organization. In a traditional view, if we're going to change the institution, we're going to do training. If we do training, we build capacity. What are the components of the institution? Components of an institution-Raison d'etre (catch all for objectives, missions, goals, purpose, etc.), process (that help achieve objectives, what are the systems), and people.

Each component is critical to achieving a high performance or high capacity institution. Gilboy prefers the word performance, as capacity doesn't necessarily lead to performance.

Where have we been focusing our interventions? On people. Gilboy used a visual Zone of Competence and high Performance. When more than 3 variables overlap, optimal performance is likely. Three circles are jobs (procedures, criteria), Organization (Requirements, systems, policies), Individuals (Knowledge skills and attitudes). Where have we been focusing-long-term technical training (training scientists) of individuals? Not on organization or jobs. Maybe we haven't been focusing on them because we haven't been asked to?

Another way to look at an institution is to look at Gilbert Behavior mod. Two layers: Upper layer: Environment>information>Resources/Tools>Incentives Lower layer is the individual. Individual >Knowledge/Skills>Capacity>Motives. If you look at an organization in this way, Thomas Gilbert discovered that 67% of respondents say the main constraint is on the top row, within the environment. Problem is not competency; it's the environment in which they work. Given this situation, and given the fact that we are not organizational specialists going in to do performance training, we as US academic institutions may not be armed/trained to do HICD, so, how can we leverage the training we are doing for HICD to begin to focus on the environment? What can we do to equip students to help change the environment when they return to their institutions? Report has a lot of examples on resources and tools that can be done. You can do a lot with the training problems you already have.

“Pit a good employee against bad system and the system will win most every time”
Geary Rummler: Training Skills isn't enough. Are we returning graduates to dysfunctional institutions back home? And are we calling it capacity building?

Question: Tag Demment, APLU: Discussed that the iAGRI project was able to evolve to include institutional transformation.

Gilboy Response: Partnerships such as iAGRI have an advantage of proximity of being close to the institution and being able to be responsive to needs.

African Higher Education Study- Anne-Claire Hervy

APLU produced a commissioned report for the Africa Bureau at USAID. While not focused specifically on HICD, we were asked to identify opportunities in Higher Education in Africa, which includes opportunities for HICD.

Three ideas/takeaways:

- Higher education matters for development.
- Time to invest is now, Africa lags behind all other regions. Africa HE aren't producing education and unemployed, they are producing educated and unemployable. There is a difference between the skills needed and the skills they have.
- Finally, the types of investments should focus on institutional transformation, not tweaks at the margin. We need to be engaging on a scale and scope where our investments are game-changing. We can't make the transformations that are needed with short-term investments.

A number of studies recently have shown high returns of investment in education. World Bank study shows that investments in tertiary education show highest rates in return, especially in Africa. Wants to point out that these studies are capturing both the social and public returns. What impact does educating one person have in improving the economy?

As we move toward a knowledge and innovation driven economy, we're going to rely on higher education even more. It's been shown that it takes about the same level of skills to be borrower of technology as to be a creator of technology.

What is the state of higher education in Africa? From 1990 to today, enrollment in higher education has doubled, of very little. Showed two visuals on education and research expenditures-whatever lens we use, the African continent disappears from the map.

Report includes a number of recommendations. Highlighting a couple, recognizing that context is different in each country.

Looking at the relationship b/t expenditure and growth. Africa has addressed increased need for number of students by allowing more students and allowing private institutions. African institutions are now producing more graduates than ever, but that are less employable than ever. There are problems with connections of higher education to the private sector. What does donor investment look like? We've seen a very dramatic decline, especially in the 80s after reports that returns on primary and secondary education were higher than tertiary. We now have solid evidence that is not the case. How can we support? We don't need institutional capacity building, we need institutional transformation.

Recommendations:

- Concentrate USAID Investments and combine system level interventions with institution level-transformation.
 - 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? We need flexible partnerships, not a contract. iAGRI is an example of that; they've been able to make changes as the needs arise. Being resident long-term, this isn't something that can be accomplished in 5 years and it's important to be resident, on the ground, not a fly-in, fly-out operation. We need to engage expertise in institutional performance and change management. We need to engage this expertise both on and off our campuses.
- USAID already has an HICD framework/policy that outlines many of the things that Hervy and Gilboy discussed. Appreciate and supports need for branding to recognize HICD.
- What do US institutions have to offer?
 - Peer institution partnerships are more sustainable
 - Bring considerable resources
 - External support and legitimacy for change
 - US institutions undergoing their own transformations-shared learning

Questions: Hervy did not take questions due to time.

Response to Presentations and Innovative Ideas

BIFAD Board Member Ejeta welcomes and introduces the panelists.

Gates experience with HICD programs- Greg Traxler

Thank you. Congratulations to BIFAD, USAID, and APLU on these fantastic reports. This is a neglected area across the board. Traxler raises the point that as a community we have been doing a lot of training but what is institutional training? How does HICD fit together?

What stands out is the demographic transition. There are a huge number of young people to train. Growth enrollment rates are continuing to climb. Huge challenges. Cannot underestimate the importance of networks and partnerships. These are referred to in the reports as institution-to-institution (I2I) or institutional strengthening. Make investments in human capacity and institutions.

Capacity = Capabilities + Competencies. How is this addressed? At Gates the approach for building human capital in agriculture has three ways to support post-baccalaureate education. First, is to train individuals in the traditional ways through training tied to research grants. The second approach recognizes that not only are institutions of excellence needed but excellence in certain applicable fields (soil science, economics, etc.). This is addressed through networks, for instance REFORUM, CMAAE, ACCI and WACCI, which address the critical block of well-trained scientists and their linkages. Third, mentorship addresses gaps between formal training and career.

None of the top 800 Universities worldwide are located in Sub Saharan Africa (except for South Africa) plus investments in Education are low. A group could try to build capacity in the institutions but due to budget demands this is challenging. These institutions don't have funding streams that the US cans access. Countries need to coordinate and donors need to work together. By investing in regional collaborative education donors can create Global Public Goods.

HICD Needs and Reflections- David Bathrick

Thank you. Very honored to comment on these papers. After a quarter century of agriculture development including HICD the world is changing; a new structure and new challenges in response to the new reality.

The economic and institutional shifts help to frame efforts. Over thirty years ago USAID began its agriculture program then over the course of time this program declined and received less focus by donors, public, etc.

From the 1980s to early 2000s donor support declined greatly. Curriculum capacity declined in countries where the highest percentage of individuals worked in the agriculture sector. The consequence of this caused a major decline in economic

structural transformation. The agriculture sector wasn't able to seize on market opportunities while also protecting its sector from competition.

How do we make it sustainable? Do governments see the opportunities in this growth? Sustainability needs to be thoroughly considered. Government and private organizations need to be properly prepared.

This is a strategic opportunity to develop a demand driven HICD program. Take this unique opportunity to reestablish contact with land grant universities. A plethora of new outreach opportunities need to be taken to reach out beyond masters and doctoral candidates.

Universities in the United States need to support the best and the brightest. The well trained individuals from before are retiring. The situation is two sided- first tremendous feelings of hope and optimism and second concern that the new individuals are coming on board without an institution to support them.

The discussion needs to continue and the HICD community needs to take advantage of the conversations that Feed the Future and BIFAD are sponsoring.

Perspective on HICD studies- Ruth Oniango

Thank you. Happy to be here. Everything stated in the reports is right; really great work is going on here.

Back when the United States was focused on higher education support Oniango was taking the TEOFL, entrance exams, etc. When she was chosen as a scholarship winner it was game changer for her. She was the only girl out of the five students chosen.

Everyone wants an American education; American has a large responsibility. African students ask "how are we supposed to compete?" but the reality is that they can't. Many villages don't have access to libraries, technology, transportation, electricity, etc. that the United States has. "How can people fail exams when there are libraries in the US?"

We, as both the HICD community and people, cannot ignore any part of this world and feel comfortable. We are part of the same community. In response to Hervy's map which showed the small amount of education and research expenditures in Africa and how compared to the rest of the world it disappears from the picture. Oniango states that we can't ignore the largest continent because it is the one likely to feed the rest of the world.

Oniango is optimistic. "I can now see lights shining on Africa". Through partnerships and friendships we can begin to see a different Africa. Universities should follow-up with their international graduates. Africans come to the US, spend 4-5 years studying and leave changed people. By universities following-up with their graduates they provide the opportunity to continued dialogue with these alumni. African students will linkup.

Thank you, Dr. Ejeta. He shows that together we can produce the very best. Thank you to the U.S. Government for a great education. Now is the time to support higher education.

Discussion

Discussion is cut short due to a lack to time.

Board Member Ejeta closes the panel but urges continued discussion on this topic and invites everyone to participate in the e-Consultation. He introduces Nordehn from Cultural Practice to provide an overview of the e-Consultation.

Preview of BIFAD/USAID/APLU e-Consultation

Thank you. This e-Consultation will open this discussion to a wider net of stakeholders. The feedback received will be used to influence future USAID programing.

There are two components. First event is the Webinar on Monday, November 17th. This will review the recent HICD report recommendations through a facilitated discussion led by the report authors. The second event is the AgExchange which lasts from November 18th to 20th. It is an online discussion hosted through Agrilinks titled “Feeding the World in 2050: How Human and Institutional Capacity Development Can Support Agricultural Innovation Systems”.

Visit the Agrilinks page to register and learn more:

<http://agrilinks.org/agexchange/agexchange-feeding-world-2050-how-human-and-institutional-capacity-development-can>

Board Member Ejeta closes the meeting at 12:35pm.