Capacity-building in Policy Institutions and Higher Education: A View from the Trenches

AFRE Food Security Group
January 14, 2014
Panel session roadmap

• Policy System overview
• Capacity Building for Modernizing Food Systems
• Capacity Building for Higher Education or Research Institutions
• Capacity Building for Policy Analysis Institutes
• Discussion / questions
1. Policy System Overview

Duncan Boughton
Simplified policy system

Monitoring Policy Implementation

Agenda Setting (Whose priorities count?)

Data Generation
  * Gov't statistical units
  * Universities, think tanks
  * Private Sector
  * Civil Society

Policy Analysis
  * Gov't statistical units
  * Universities, think tanks
  * Private Sector
  * Civil Society

Supply of Policy Analysis

Demand for Policy Analysis

Gov't Decision Makers

Actions

Policy Change
  * Public Investment
  * Private Investment
  * Civil Society Initiatives

Outreach

Growth, Poverty, and Hunger Trajectories
2. Capacity Building for Food Systems

Steve Haggblade
Modernizing African Food Systems

Rapid Urbanization

Income growth

Changing Food System:
- urban market growth
- shifting demand (processed foods, high value foods)

A. Food Supply
- shifting technical skills required in the Food industry

MAFS

B. Consumption
- over-consumption, declining food diversity and quality
- obesity, heart disease, diabetes

BCC
Food system dynamics

Growth multiple:*
2050 value/2010 value

Consumption

Distribution
Processing
Marketing

Farming

6 X
3 X
Skill requirements: **past** 40 years

- Consumption
- Public sector
- Private sector
- Distribution
- Packaging
- Processing
- Farming
Skill requirements: next 40 years

Consumption

Distribution
Packaging
Processing

Farming

Public sector

Private sector
Modernizing African Food Systems (MAFS Consortium)

• Core Partners
  – Makerere University,
  – Michigan State University,
  – University of Pretoria,
  – Stellenbosch University,
  – ANAFE,
  – FARA
  – IFAD
Modernizing African Food Systems (MAFS Consortium)

• Advisory board
  – Prof. Richard Mkandawire, Vice President African Fertilizer and Agribusiness Partnership (AFAP)
  – Dr. John Purchase, Chief Executive Officer, Agricultural Business Chamber, South Africa
  – Dr. Irene Frempong, Director, Capacity Strengthening, Forum for Agricultural Research in Africa
  – Prof. Hamidou Boly—Coordinator, TEAM-Africa based at RUFORUM, Makerere University, Kampala
  – Dr. Maggie Kigozi—Formerly Executive Director of the Private Sector Foundation in Uganda
Modernizing African Food Systems (MAFS Consortium)

• Four thematic teams
  1. Food system dynamics & consequent skill requirements in the private & public sectors
  2. Models of AET engagement with private and public sector employers
  3. Existing capacity of African AET
  4. Impact of past AET institution-building efforts
Misplaced Priorities?

Education Level
- University
- Secondary
- Primary

Private Sector
Job Market Requirements

Donor and Govt Investments in AET
3. Capacity Building for Higher Education or Research Institutions

Eric Crawford
Building capacity in higher education or research institutions

- USAID framework: “Human and Institutional Capacity Development” (HICD)
- Issues for improving HICD effectiveness:
  - How to improve cost-effectiveness?
    - Third-country (non-U.S. or European) training
    - Regional MS programs
    - “Sandwich” programs: part at home, part in U.S.
  - How to ensure that trainees return home?
    - “Stick”—bonding agreements
    - “Carrot”—ensure trainees can return to attractive work environment and professionally rewarding programs at home institution
Increasing HICD effectiveness, cont.

– How to ensure that training is relevant and useful to both trainee and institution?
  • Research conducted in trainee’s home country
  • Co-advising by U.S. and home country professor/researcher
  • Build professional as well as technical skills during training

– How to ensure that capacity building is sustainable?
  • Build capacity in areas of high priority to govt and institution
  • Establish long-term linkages with outside academic and research institutions (universities, CG centers)
  • Set up incentives and rewards for individual performance
  • Show results to “stakeholders” to build demand & funding
Practical challenges

• Improving gender balance in trainee pool
• Finding candidates with adequate language skills and technical/academic preparation
• Policy toward the trainee’s dependents
4. Capacity Building for Policy Analysis Institutes

T.S. Jayne
The dilemma in 2014:

- 95% of Gates Foundation’s Global Development Funds to support to Africa are going to international (non-African) entities
Checklist of Some Donors in Assessing Local Institutes:

• Can they carry out high-quality work?
• Can they absorb the funds?
• Can they write sub-awards and disburse funds to partners?
• Can they account for the funding (financial accounting system)?
• Can they pass an audit?
A few major challenges in building sustainable research institutes:

1. Training researchers to carry out international journal-quality research is a long and time-consuming process
   - Example: In 2000, WB funding of CFS could not be analyzed by hardly any Zambians → data analysis exported to Washington

2. Good researchers get “discovered” and bid away

3. Local institutes’ pay scales often cannot compete with international organizations

4. Finance management / accounting burdens
So, how does MSU work with local policy analysis units to help them address these challenges?
Three case studies

1. Tegemeo Institute / Egerton University, Kenya
2. Indaba Agricultural Policy Research Institute, Zambia
3. Regional Network of Agricultural Policy Research Institutes (ReNAPRI)
MSU’s “Joint Products” Approach

Conducting research in collaboration with national partner organizations to produce

1. Research scholarship
2. Policy outreach
3. Capacity building of local researchers and institutes
Lessons Learned:

1. Provide incentives for local institute to retain productive staff
   - How did George Steinbrenner do it?
Lessons Learned:

1. Provide incentives for local institute to retain productive staff
   • Potential downside of GS: risk of becoming a high-cost org.
   • lesson: need careful hiring process

2. Provide satisfying professional environment
   • Sustained on-the job skill training (e.g., methods, how to write proposals and articles)
   • Staff development thru PhD training
   • provide opps to showcase local researchers’ work at events (e.g., IAAE, conferences)
Lessons Learned (2):

3. Assist with long-term funding
4. Assist with collection of primary data
5. Groom likely successors to key positions
Lessons Learned (3):

6. Provide broader strategic support

• Partnerships, synergies with other key organizations
  • Internally (e.g., MoA, MoF)
  • regionally (e.g., COMESA, AU, ReNAPRI)
  • Internationally (e.g., WB, FAO, universities, donors)
• Anticipate the demand – prioritize strategic issues
• Develop critical mass of expertise in select few areas -- can’t be all things to all people
• don’t accept funding that doesn’t add up or diffuses the energy
Thank you