Higher Education & Human & Institutional Capacity Development

Presentation on HICD
Andrew Gilboy
APLU Consultant
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Purpose of HICD

• *The ultimate goal of HICD is to help USAID’s partners improve performance in critical areas leading to measurable results in achieving the organization’s goals and objectives*”

2011 USAID EGAT HICD Handbook, p7
HICD as used in USAID’s “GEMS” Project in Liberia

1a. External Assessment
1b. Current Performance
1c. Desired Performance

2a. Internal Assessment
2b. Current Performance
2c. Desired Performance

3. Define Root Causes

4a. Design a Performance Solution Package (PSP)
4b. Design a Performance Monitoring System (PMS)

5a. Monitor Organizational Performance and Embedding of Solutions
5b. Make corrections
Training by Type & Focus

Training by Type

✓ Long-term graduate degree training
✓ Leadership training
✓ Short-term technical training with certificate
✓ Short-term “one-off” training, whether off-the-shelf or tailored
✓ Study tours, conference attendance, etc.

Training Programs – by Focus

Individual
✓ Grants to “best & brightest” unemployed students
✓ Grants to qualified employees for further degree training
✓ Grants to graduate students or professors (research, etc.)

Institutional
✓ Project focused on or located at a single or several institutions where training is sponsored outside the country
✓ Project focused on or located at a single or several institutions where training is one of several interventions being used
Building Institutional Capacity

How does HICD differ from training?

✓ HICD Aims to increase performance at an institution, whereas individual training increases an individual’s KSA (Knowledge, Skills and Attitudes)

✓ HICD employs both training and non-training interventions
### Comparing Individual Training with Institutional Capacity Building

<table>
<thead>
<tr>
<th>TRAINING</th>
<th>HICD</th>
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<tbody>
<tr>
<td>Focuses on <em>only one</em> performance factor – skills and knowledge</td>
<td>Focuses on <em>all five</em> performance factors</td>
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<tr>
<td>An event</td>
<td>A process</td>
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<tr>
<td>Follow-up with individual performers</td>
<td>Continuous measurement process</td>
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<tr>
<td>Based on learner needs</td>
<td>Based on organizational needs</td>
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<tr>
<td>Evaluated by individual performance</td>
<td>Evaluated by Organizational Performance</td>
</tr>
<tr>
<td>Focus on 1 or few individuals</td>
<td>Focus on <em>systems</em> approach to improve organizational performance</td>
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<tr>
<td>Single type of intervention (training)</td>
<td>Multiple types of interventions</td>
</tr>
<tr>
<td>Based on project commitment</td>
<td>Based on organizational commitment</td>
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<tr>
<td>Training needs assessment</td>
<td>Performance assessment</td>
</tr>
<tr>
<td>Builds capacity of individual</td>
<td>Builds capacity of organization</td>
</tr>
<tr>
<td>Results-oriented at participant level</td>
<td>Results-oriented at organizational level</td>
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<tr>
<td>Can be ad hoc</td>
<td>Must be systematic</td>
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For programs focusing on the *individual* – additional ideas to consider:

- identify host institutions and require that students maintain regular communication with deans, dept heads, peers

- develop career paths that link student to institutional gaps back home

- build networks among students that can help drive Institutional changes
Zone of High Performance

When the three variables overlap, optimal performance is more likely

Adapted by Andrew Gilboy from The Performance Consultant’s Fieldbook, by Judith Hale, 1998
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