

**Dr. (Mrs.) ZENETE PEIXOTO FRANÇA**

**Curriculum Vitae**



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**PRIMARY INTERESTS**

Coaching the design and implementation of a strategic management and development of human talents framework within the organization in a systemic way to align the human talents strategy to the organizational strategic objectives and vision as a result of a strategic planning process.

Strengthening methods to conduct human talents planning, staff performance assessment and performance rewards at the individual, team and organizational levels directly linked to the indicators set for a monitoring and evaluation system.

Strengthening human talents development through learning and capacity building (L&CB) programs: assessing institutional and individual needs, developing L&CB strategy, designing learning plans (comprehensive learning modules) and follow-up, conducting evaluation and impact assessment of face-to-face and e-learning; designing and implementing mentoring and coaching programs; strengthening facilitation skills; delivering programs on: multi-stakeholder interaction and cross-cultural understanding; leading for innovation; inter-institutional and inter-disciplinary team building; strengthening creativity and other issues related to organizational culture and development; developing and using participatory approaches and methods to support innovation systems.

**EDUCATION**

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| PhD | University of Maryland, USA, 1983.                                   |
| MA  | University of Maryland, USA, 1983.                                   |
| BA  | Faculty of Philosophy, Science and Arts, Brasília, DF, Brazil, 1971. |
| LIB | Faculty of Law, Campos, Rio de Janeiro, Brazil, 1966                 |

**EXPERIENCE**

**June 2007 – present**

**Managing Director, Zenete França and Associates: Consultants in Learning and Capacity Building Lda. (ZFA): Cascais, Portugal**

Leader of an interdisciplinary team of international professionals from Africa, Latin America and Asia who contribute to strengthening individual and institutional capacity to improve performance to meet the strategic objectives of organizations.

The major strategy of ZFA is to identify local professionals and strengthen their abilities to become learning facilitators. In addition, ZFA provides them with the opportunity to develop knowledge, attitudes and skills to plan, implement, monitor and evaluate the results (immediate and impact) of learning and capacity building

programs (face-to-face, electronically) within their organizations (and/or communities).

ZFA believes that the most efficient, effective and sustainable learning and capacity building programs are those (1) which are led by local professionals, (2) which focus on increasing human and institutional knowledge, integrating professional with personal and social development and (3) which promote fundamental changes in individual attitudes and behavior that improve the cultural perspective within the organizations and/or communities.

**November 10-11 2015** **Member of “Panel 1. New institutional requirements and approaches for research and development within the innovation system” in the FORAGRO meeting. XV extended meeting of the Forum of the Americas for Agricultural Research and Development (FORAGRO) meeting, 10 - 11 November, 2015, Brasilia, Brazil**

The Panel objective is to challenge the audience to think about how to make FORAGRO more effective in its contribution to innovation in the Hemisphere. This consultancy assignment involves a presentation and discussion with the members of the panel and the whole audience on the “*importance of strengthening human talents for innovation processes*”.

The results of the dialog are expected to strengthen the discussion to re-direct FORAGRO.

**October 31- November 7 2015** **The Engendered Project Planning, Implementation, Monitoring and Evaluation Workshop, in Ukunda, Kwale (South of Mombasa), Kenya. This event is part of the implementation of the new CIP Strategy and Corporate Plan**

The general objective of this ZFA consultancy is to facilitate and support this learning event and includes: preparation of learning materials (such as CDs and pre-workshop assignments); advice the event organizers on the process of the 6 day workshop; the design of appropriate delivery process of the learning event; support facilitation, using adult learning methodologies to ensure the participants attain the desired results; and together with a co-facilitator, write the final workshop report to record the workshop learning processes and results.

**Major achievements**

As result, 30 CIP senior officers from nine countries of Sub-Saharan Africa are equipped with competence and attitudes on a comprehensive six-day learning plan on “*Engendered Project Planning, Implementation, Monitoring and Evaluation*” which guides them to implement events in their own countries. A set of five-volume published by CIP as a Learning Kit in English language is used to guide the learning process and is delivered to the participants in hard copy and CD-ROM. In addition 10 CIP officers are part of this learning process to improve their skills in facilitation to manage future learning events. A Technical Report is written to record the results of the workshop in Kenya.

April - June  
August- Sept.  
2015

**Development of ZFA website: an activity to record experience in the area of human talents management and development carried out in diverse countries since ZFA creation and establishment in Portugal, from 2007 to present.**

ZFA's main objectives in building this website were threefold, as follows:

The first one was to share with human talents management and development practitioners what ZFA has undertaken and achieved while working in collaboration with several organizations, focusing on achieving its Vision, Mission, Goal and Core Values which were set at the beginning of its life.

The second one was to present samples of the assignment results on planning, implementation, monitoring and evaluation of learning and capacity building activities aiming to attract the attention of human talents professionals who might incorporate in their learning and capacity building programs some positive aspects of ZFA's practice which we present in the webpages. Most these learning publications are linked to the parent organizations, from which the practitioners are able to download complete sets of materials and use them if wished.

The third one was to share that ZFA has increased its understanding on the importance of the *strategic management and development of human talents (SMDHT)* within the organizations, which promotes total, external, strategic and internal integration. Learning and capacity is one of four components of SMDHT within the internal integration and should be coherent with the other three components, namely, human talents planning, performance assessment, and performance rewards. Alignment between the organization's strategic objectives and its human talents should be done for effective performance.

Major  
achievements

ZFA website records the results of its practical experience by presenting the objectives of its contributions and how it was assessed by clients. It presents samples of learning modules and learning kits, which include approaches and instructions to guide learning facilitators to implement events (e.g. how to collect daily feedback, record the Participant Action Plan Approach (PAPA) and design a final evaluation. Samples of PowerPoint presentations and a range of exercises designed to build teams to work together during and after the workshops are provided. ZFA has posted sample videos recorded during events and provided lists of learning materials (with references and bibliography) produced by the organizations in collaboration with ZFA.

November 2014  
to January 2015

**Engagement with stakeholders to prepare for facilitation of development of learning materials for the GFRAS New Extensionist**

This consultancy assignment was composed of two phases:

(1<sup>st</sup> phase) to attend the GFRAS meeting to discuss curricula; advise the group on the development of learning materials; develop a draft proposal for the development of the introductory module on the 'New Extensionist' of the learning kit (process,-timeline, draft outline of contents) as result of the meetings

(2<sup>nd</sup> phase) to undertake preparation phase: review an extensive literature; create the instructional design of the sessions focused on the position paper published by GFRAS, including instructional guidance, exercises of activities and evaluation; create layout with links to facilitate a coherent identification of the contents, exercises,

etc. and incorporated revision after GFRAS leader provided feedback to prepare the final Draft that was presented during a meeting in South Africa, on January 29 and 30<sup>th</sup>, 2015.

**Major achievements**

As a result, the first Draft of an introductory volume 1 of the *e-distance learning kit* was designed and delivered to GFRAS on-line. It comprised two parts:

Part 1. The Organization and Design of the E-Distance Learning Kit (this part guided the users or readers on the organization and design of the e-distance learning kit).

Part 2. A Comprehensive Instructional E-Distance Learning Plan. This part was composed of four sessions. It presented a comprehensive instructional plan with overview of each session, along with objectives, time frame (suggestions), and instructions to the users to facilitate understanding and learning, PowerPoint presentations, summary of presentations, recommended activities which include case studies, evaluation forms and reference materials.

**December 2012 to October 2014**

**The Reaching Agents of Change (RAC) Project under the International Potato Center (CIP) for Tanzania, Mozambique and Nigeria**

ZFA contributed to the RAC project in three phases. The aim of the first phase of this consultancy assignment was to lead the design the learning module on Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation in collaboration with the RAC Project Manager and his team members. The second phase was to assist in delivering the workshops in Tanzania and Nigeria and to lead the workshop in Mozambique. The third phase was to translate (by re-designing) the learning module into two sets of five volume publication in English and Portuguese languages which were delivered to RAC to disseminate among professionals in the three countries of the Project.

**Major achievements**

As a result, over 100 participants from diverse organizations in the three countries were equipped with competence and attitudes on a comprehensive six-day Learning Module on *Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation* which will guide them to implement events in their own countries. Two 5-volume publications, in English and Portuguese, were redesigned and delivered to RAC for distribution in Africa. The learning module was delivered to the participants of three countries in hard copy and CD-ROM. The two sets of the 5-volume publication were also delivered to the RAC Project in hard copy and CD-ROM as well. In addition, I wrote three Technical Reports which recorded the results of the workshops in the three countries: Tanzania, Mozambique and Nigeria, and delivered them to the RAC Project.

**September 2011 to June 2012**

**International Consultant, Australia-Papua New Guinea Agricultural Research Development Facility (ARDSF). Papua New Guinea (PNG)**

The aim of my last assignment in PNG - from September, 2011 to June, 2012 - was to guide the implementation of Human Talents Strategies (designed in 2010) at the Cocoa Coconut Institute Limited (CCIL) and the Coffee Industry Corporation (CIC), to achieve the goal of the ARDSF Exit Plan. This included the review of organizational practices and policies related to management and development of human talents, which they considered the only way the organizations could be prepared to deliver the results which had been promised to the stakeholders and actors of the related industries in PNG.

This assignment promoted (1) strategic integration which aligns the organizational goals with the goals of program, project, and project activity and work-plan of the

staff; (2) job analysis of project activity, staff work-plans and logical framework to design job descriptions and indicators to assess staff performance, to support recruitment and selection processes; (3) the integration of the human talents performance assessment and performance rewards with the organizational strategic plan values and guiding principles; and (4) continuous learning and capacity building processes to increase staff competence and attitudes to improve institutional performance and promote learning organization.

The ultimate goal of the Exit Plan was to prepare the staff with appropriate competences and attitudes to take the lead and drive implementation of the four pillars of the two PNG organizations, which are: (1) Strategies, (2) Structures, (3) Systems and (4) Culture.

To deliver the results of this assignment – from September 2011 to June 2012:

I led a series of workshops and seminars for the entire staff of the organizations at CIC, in Goroka and Aiyura; and CCIL in Tavilo.

*Major achievements*

The senior professionals of the two organizations were equipped with competence and attitudes on *Monitoring and Evaluation Systems for NARS in PNG* and in other content such as: Human Talents Strategy: A Guide to Implementation. Ten-Event Program. (CIC in Goroka, Aiyura and Lae); Workshops on Strategies, Structures, Systems and Culture. (CCIL, in Tavilo and Madang: CIC, Goroka, Ayura and Lae); Workshops on Building Intra- and Inter-Organizational Structures and on Organizational System and Procedures, (CCIL, CIC, OPIC, NARI and FPDA, Port Moresby). All the workshops were implemented based on learning modules which were delivered to the workshop participants in hard copy and CD-ROM. I wrote Technical Reports to record the results of all learning events.

**June – September 2010**

**International Consultant, Australia-Papua New Guinea Agricultural Research Development Facility (ARDSF). Papua New Guinea (PNG)**

Prepared *A Conceptual Framework for the Strategic Management and Development of Human Talents: General Guideline for Mentoring NARS in Papua New Guinea*. This was adapted from an ISNAR distance learning module to provide ARDSF with a complete overview on how to guide the NARS during the implementation of the Strategic Plan through the human side of organization, integrating (1) systems, (2) structures, (3) cultures and (4) strategies.

Based on this *Guideline*, I developed and implemented a 5-day learning module on *Strategic Management and Development of Human Talents* for the Fresh Produce Development Agency (FPDA), the PNG Cocoa Coconut Institute Ltd. (CCIL) and the Coffee Industry Corporation (CIC), which guided the participants of each organization to develop its comprehensive *Human Talents Strategy* during a hands-on approach workshop. This Strategy provided each organization with guidance on how to *systemically* go about *staff management*, such as planning (including developing job descriptions based on the project's skill requirements; creating policies for recruitment and selection, etc.), performance assessment (based on the project indicators), reward system and *staff development*: learning and capacity building.

Conducted workshop on *Learning Needs and Organizational Constraints Assessment* for program and project managers of the Oil Palm Industry Corporation (OPIC) and Oil Palm Research Association (OPRA).

Led the development of the learning module on *Impact-Oriented Project Planning* and co-facilitated a workshop for research managers' representatives from six PNG NARS: CCIL, CIC, FPDA, OPIC, OPRA and the National Agricultural Research

Institute (NARI).

Led the development of the learning module, *AR4D Project Activity Planning: A distance learning module*.

**Major achievements**

As a result of this assignment, the PNG-NARS research managers improved their knowledge and skills in areas of AR4D concern. In addition, CCIL, CIC and FPDA are each equipped with a comprehensive *Human Talents Strategy* to guide them to implement all activities to support the results of the planning processes. These three organizations received the 5-day module on *Strategic Management and Development of Human Talents* in hard copy and on CD-ROM. All six NARS received the learning modules on *Developing Impact-Oriented Project Planning* and *AR4D Project Activity Planning* in hard copy and on CD-ROM. The module-tool on *Learning Needs and Organizational Constraints Assessment* was delivered to OPIC and OPRA in hard copy and on CD-ROM. Each event generated a report. The *Human Talents Strategy* and reports for each organization were delivered in hard copy and on CD-ROM.

**August – September 2009**

**International Consultant, ARDSF. Papua New Guinea**

Built learning opportunities to develop skills for management and operational capacity to implement processes related to the AR4D Result-Based Program Formulation within CCIL and FPDA.

Led development of two learning modules on *AR4D Result-Based Program Formulation* and *Learning Needs and Organizational Constraints Assessment* for CCIL and FPDA for on-going learning and capacity building within the organization; presented tools and processes for continuous review of planning to drive and enrich CCIL and FPDA research, development and extension.

**Major achievements**

CCIL and FPDA senior research, extension and corporate services managers were equipped with knowledge, attitudes and skills to use program planning as a tool for Agricultural Research for Development (AR4D); they improved their capacity in result-based program formulation within the AR4D perspective; a series of action-plans were designed by CCIL and FPDA research and extension managers and implemented by them as a result of the *learning needs and organizational constraints assessment*. This process strengthened institutionalization of result-based program formulation within CCIL and FPDA; four learning modules (constituting a comprehensive learning plan) on Results-Based Program Formulation within the AR4D perspective were adapted from IFPRI to respond to the needs of CCIL and FPDA respectively, and implemented and delivered to the organizations in hard copy and on CD-ROM to continue implementing workshops to produce a multiplier effect; four reports on the workshops results were written and delivered to CCIL and FPDA.

**March 2009 – January 2010**

**International Consultant, Internationale Weiterbildung und Entwicklung gGmbH (Inwent): Mozambique**

**Didactic Expert for the development of learning modules for Planning, Budgeting and Managing Education for the Ministry of Education, under InWEnt project no. PN 9802201400**

Mentored and coached Mozambicans professionals linked to the Ministry of Education (ME) to plan, prepare and produce of preliminary version of (1) seven learning modules on areas of Education Management, including Human Resources, [Budgetary] Execution and Accounting, Property Management, Planning and Budgeting, Management and Leadership, Monitoring the Plan and Budget, and Basic Informatics Skills, to guide the development of skills through workshop-based

capacity building among local facilitators; (2) six self-instructional modules in the same areas to empower ME staff around the country.

**Major achievements**

Senior Mozambicans of the Ministry of Education and faculty members – the content specialists for the modules - were empowered with knowledge, attitudes and skills on how to develop learning modules during implementation and evaluation of a 2-week workshop in Maputo. About 50 staff of the ME from several offices in the country participated in the implementation and evaluation of a series of 2-day workshops in Beira, on each learning module, to assess the relevance of contents and processes presented in the learning plans. Thirteen preliminary modules were developed and delivered to the Ministry of Education in hard copy and on CD-ROM.

**April – May 2009 International Consultant, ARDSF. Papua New Guinea**

Built learning opportunities to develop skills for management and operational capacity to implement processes related to the AR4D Result-Based Program Formulation within CIC.

Led development of two learning modules on *AR4D Result-Based Program Formulation* and *Learning Needs and Organizational Constraints Assessment* for CIC for learning and capacity building in the organization; presented tools and processes for continuous review of planning to enrich CIC research, development and extension.

**Major achievements**

CIC senior research, extension and corporate services managers were equipped with knowledge, attitudes and skills to use program planning as a tool for Agricultural Research for Development (AR4D); they have improved capacity in result-based program formulation within the AR4D perspective; a series of action-plans were designed by CIC research and extension managers and implemented by them as result of the *learning needs and organizational constraints assessment*. This process strengthened the institutionalization of result-based program formulation within CIC; two learning modules (constituting a comprehensive learning plan) on *Result-Based Program Formulation* within the AR4D perspective and *Learning Needs and Organizational Constraints Assessment* were adapted from IFPRI to respond to the needs of CIC, implemented and delivered to the organizations in hard copy and on CD-ROM to continue implementing workshops to produce the multiplier effect; two reports on the workshops results were written and delivered to CIC.

**October 2008 & March 2009 International Consultant, Food and Agriculture Organisation of the United Nations (FAO): Mozambique and Peru**

Member of two teams assigned by FAO to undertake country missions designed to contribute to the development of FAO's corporate capacity building strategy. In each country, the mission involved interviews with government and non-government actors, international and intergovernmental agencies, private partners and country-based donors, the compilation, analysis and summarization of the interview records, and the preparation of a final report.

**Major achievements**

Substantial contributions to the planning of the assignments, the conduct of the interviews, the processing of interview records and the preparation of the final reports.

**September – October 2008 International Consultant, Technical Centre for Agricultural and Rural Cooperation (CTA): Mozambique**

ZFA designed, implemented and evaluated a learning and capacity building workshop in Portuguese on the *Production of Extension Materials and Agricultural Communication* at the Instituto de Investigação Agrária of Mozambique (IIAM) from

22 September–3 October 2008, with financial support from CTA. The workshop attracted 17 extension workers and researchers from institutions in Mozambique, Angola and Guinea Bissau. The assignment was carried out by Zenete França and ZFA Associate Waldir Marques Giusti (Brazil), an agricultural extension specialist.

*Major achievements*

A learning module in Portuguese: *Produção de Materiais para Extensão Comunicação Agrária nos Países de Língua Oficial Portuguesa: Módulo de Capacitação de Facilitadores* was prepared, evaluated and distributed to the participants in hard copy and on CD-ROM.

**July – August 2008**

**International Consultant, ARDSF: Papua New Guinea**

Zenete França and ZFA Associate Simba Sibanda (Zimbabwe), a strategic planning specialist, carried out three learning and capacity building workshops:

(1) *Learning Needs and Organizational Constraints (LNA) Assessment for Program Level Management* of the National Agricultural Research Institute (NARI), held at NARI Headquarters in Lae on 14–15 July 2008 for 25 NARI program level managers and researchers from other NARS.

(2) *Results-Oriented Program Formulation*, held at NARI Headquarters on 16–18 July 2008 for the same group of 25 participants. It was designed to allow the participants to learn new approaches and develop new skills to reinforce NARI's capacity to manage agricultural research within an innovation systems context.

(3) *Strategic Planning for Learning Organizations*, held in Port Moresby from 29 July–2 August 2008 for 26 NARS managers, researchers and ARDSF officers. It aimed to develop facilitation skills to multiply the effect of this event within the NARS. Participants discussed planning as an integral part of Agricultural Research for Development (AR4D).

The major objective of these events was to equip the participants with knowledge, attitudes and skills to implement similar learning events in their own work environment.

*Major achievements*

Three learning modules (adapted from IFPRI/ISNAR modules) were prepared, evaluated and distributed to the participants in hard copy and on CD-ROM. The learning modules were: *Learning Needs and Organizational Constraints for NARI Program Level Management; Results-Oriented Program Formulation; Strategic Planning for Learning Organizations*. Three mission reports were also prepared for Australian Aid, ARDSF and NARI.

**March 2007**

**International Consultant, World Bank: India**

Member of the World Bank team for the National Agricultural Innovation Project (NAIP) in India in a follow-up mission. This included technical support to the implementation team on issues related to L&CB, in New Delhi and in Hyderabad: reviewing the work plan, discussing challenges and planning activities to overcome them; advising the help-desk team on how to conduct induction learning sessions; discussing the content of strategic planning workshops for the consortia, etc.

*Major achievement*

Mission report providing feedback and guidelines for the next steps of the project.

**2004 – 2006**

**Senior Research Fellow, International Food Policy Research Institute (IFPRI) leading the Learning and Capacity Strengthening (L&CS) team of the International Service for National Agricultural Research (ISNAR)**



**Division: Addis Ababa, Ethiopia**

Led the team to develop strategy, work plans and proposals; mentored and coached new staff to develop capacity to lead and coordinate L&CB programs; designed learning plans with content specialists (for face-to face and e-learning); monitored and evaluated them; implemented a pioneering e-learning program on the IFPRI website (with over 2,500 participants).

Implemented L&CS programs in Africa and elsewhere in developing facilitation skills to strengthen local capacity among leaders and managers of national and regional agricultural organizations and faculty members of universities from Africa, Asia and Latin America in the areas of: managing agriculture within an innovation system perspective (including leading for innovation, strategic planning for learning organizations, research program formulation, integrated planning, monitoring and evaluation); writing convincing proposals; developing creativity to strengthen innovation; agricultural marketing; spatial analysis for rural economic policy; and law and policy of relevance to the management of plant genetic resources (in Leipzig).

Provided consulting services and technical assistance; led ‘training of trainers’ programs; participated in the design of a World Bank National Agricultural Innovation Project (NAIP) in India (US\$250 million), as leader of the L&CS component; led the development of a partnership between IFPRI and Alemaya University, Ethiopia; developed a successful proposal for the partnership to bid for the IFAD-Wageningen International project in East Africa; led the development of a partnership and process to create a Masters degree on Entrepreneurship and Innovation at Makerere University, Uganda; led the development of a proposal to bid for a Swedish project to support the Bio-Earn African Regional Program and research network.

Led and managed the implementation (with specialists) of two inter-institutional workshops (IFPRI/ISNAR–CTA) on writing and presentation of scientific research and on writing proposals and creativity in the workplace for participants from African, Caribbean and Pacific (ACP) countries, in Ethiopia.

Designed and implemented strategies to raise funds to implement L&CB programs and develop learning materials; advised and coached a Masters degree student from Reading University, UK.

*Major achievements*

Clear L&CS strategy for the ISNAR Division; 10 learning plans (or learning modules) were developed and distributed (CD-ROM); two learning modules were adapted and distributed; workshop reports and evaluations were distributed electronically; over 200 agricultural professionals increased their knowledge and skills by participating in the learning events; over 2,500 participants benefited from the e-learning program and its online coaches; over US\$150,000 was raised through the L&CB programs; four proposals were written to bid for international funds; a strategy for L&CB for NAIP project was designed and approved; a discussion paper on ‘What makes the implementation of a learning and capacity strengthening program a challenging journey for the organization? A case of ISNAR Division’ was written and presented in an international seminar in Addis Ababa.

**2001 – 2004**

**Senior Research Officer and Leader, Learning for Institutional Innovation Thematic Area, International Service for National Agricultural Research (ISNAR): The Hague, The Netherlands**

Under the ISNAR new structure, led development of a new strategy that included research activities to assess how the behavior and attitudes of researchers and stakeholders affect the success of their partnerships.

Carried out duties of my previous position as Head of T&CB Unit (see below); Developed collaborative approaches for building capacities in management of natural resources.

Worked in partnership with IFAD to develop proposals to bid for European Union funds; led the design and assisted implementation and evaluation of a workshop on writing and presentation of scientific research for scientists from Egypt, Israel, Jordan, Palestine and Tunisia of the Regional Initiative for Dryland Management Project Multilateral Working Group, ICARDA; designed a learning plan for “training trainers” on research program formulation for scientists of the Seed and Plant Improvement Research Institute in Karaj, Iran; designed and facilitated implementation of “training of trainers” on management information systems (MIS) for agricultural research for officers from organizations in Bangladesh, Uganda and Zambia; designed and facilitated implementation and evaluation of a 4-month distance-learning program to prepare candidates for the MIS workshop.

*Major achievements*

A new ISNAR strategy for Learning for Institutional Innovation; work plans; publication of two articles with team members; design and production of several learning modules (distributed on CD-ROM); workshop reports; increased number of research managers with knowledge and skills in research management.

**1993 – 2000**

**Senior Research Officer and Head of Training & Capacity Building (T&CB), ISNAR: The Hague, The Netherlands**

Led an international team which included specialists in computing, graphic design, social science, research management and education; designed the L&CB Strategy for the institute and the work plan for the L&CB unit; developed approaches and methods to identify needs for capacity building programs in partnership with organizations in developing countries; formed an inter-disciplinary team with national and international specialists in research management to plan, develop, organize, implement and evaluate L&CB activities; provided support to create the ISNAR Global Associate Program.

Led implementation of the project on Agricultural Research Management, sponsored by USAID for SADC region and several “trainings of trainers” to develop and maintain local capacity in Kenya and Uganda, in Southern Africa, including South Africa, Lesotho, Swaziland and Zambia, and in West Africa, including Burkina Faso, Ivory Coast, Niger, and Nigeria; led the design and implementation of learning needs assessment processes (with local researchers) for the Kenya Agricultural Research Institute (KARI) and the National Agricultural Research Organization (NARO) in Uganda and for research leaders of 10 countries in West Africa.

Led development of a database to facilitate communication and interaction with national agricultural research organizations; established criteria to select organizations which requested ISNAR L&CB services; led from the ISNAR side the development and implementation of a new multidisciplinary Capacity Building Course, “The International-National Training Group (INTG)”, specifically on research management, involving professionals from different CGIAR Centers in its implementation.

*Major achievements*

Institutionalization of the capacity building (training) function within ISNAR; production and distribution of brochures, posters; website; adoption of strategies, frameworks and methodologies to implement the learning cycle; institutionalization of monitoring and evaluation processes through the Participant Action Plan Approach (PAPA); institutionalization of the instructional design (a systematic learning plan) for new trainers; reports on multiplier effect of the L&CB activity; production and distribution of over 30 learning modules and their respective CD-ROMs; brought revenue to ISNAR; production and distribution of an interactive e-learning program,

“How to write a winning proposal” for the European Union’s INCO-DEV program for Africa and Europe; eight ISNAR learning modules were posted on the web.

**1988 – 1993**

**Training Specialist, International Irrigation Management Institute (IIMI) (now International Water Management Institute - IWMI): Colombo, Sri Lanka**

Led and managed the creation of the Training Division at IIMI, developing the training function, strategy and work plan to support the research program of the institute; facilitated learning workshops; delivered courses on leadership, team building; interpersonal relationships, conflict resolution, and others which contribute to behavioral and attitudinal changes.

Provided technical assistance to strengthen irrigation management training capacity in Malaysia, Sri Lanka, Sudan and Bangladesh; participated in the development of training approaches and methodologies to facilitate the adoption of irrigation practices resulting from IIMI research; built a team with local staff to assess needs and organizational constraints (TNA) in irrigation organizations in Malaysia, Bangladesh and Sudan and designed a master plan based on the TNA results; led development of training strategies and implemented relevant activities (jointly with specialists in research management) to assist irrigation organizations in strategic planning (mission, objectives, activities, performance standards, and human resource development plans).

Represented IIMI in workshops related to capacity building programs in Lima (Peru), Melbourne (Australia) and Bangkok (Thailand); participated in the mid-term evaluation of the United States Agency for International Development (USAID) Irrigation Support Project for Asia and the Near East (ISPAN), Irrigation Management Project in Nepal; participated in an exploratory mission to India to visit training centers and universities to work collaboratively with IIMI on research and training.

*Major achievements*

Clear strategy for the Training Division at IIMI; publication of articles and a book (case study) on the program of institutional development at the Department of Irrigation and Drainage (DID) in Malaysia; several workshop reports; videos and a series of learning modules published in collaboration with DID staff in Malaysia.

**1986 – 1988**

**Training Advisor, Department of Technology Transfer (DTT), Brazilian Corporation for Agricultural Research (EMBRAPA): Brasília, Brazil**

Led and coordinated capacity building program for departmental staff and agricultural specialists from other Brazilian institutions, including extension workers and university faculty, on issues related to technology transfer, including assessment of training needs, identification of target groups and training objectives; set criteria to select instructors; acted as instructional designer (with research specialists) to develop learning modules; created follow-up and evaluation programs to facilitate impact assessment; developed and delivered courses on how to assess needs, plan, monitor and evaluate training programs, including interpersonal communication principles to develop attitudes and behavior to facilitate working in teams.

Created and maintained a database of courses announced in Brazil; provided “training of trainers” for EMBRAPA staff to maintain local capacity for development programs; facilitated group process on methods for problem solving and delivered seminars on continuing education programs for the Department of Technology Transfer during Regional Forums in Manaus (Amazonas), Natal (Rio Grande do Norte), Goiania (Goias) and Florianopolis (Santa Catarina); advised and assisted personnel on training matters.

Served as consultant to design capacity building program and delivered eight courses on group processes and planning to return to the job environment, for professionals in a multilateral project of the Superintendence for the Development of the North East (SUDENE), the Ministry of Agricultural Reform (MIRAD), the United Nations Development Program (UNDP) and the World Bank (WB), in Recife, Pernambuco; served as mission leader to evaluate the rural training activities of the Support Program for Small Rural Producers funded by the project.

Led the event and served as group facilitator and program adviser of the 2<sup>nd</sup> Technical Meeting on National System for Information and Documentation in Agriculture (SNIDA), in Brasília; delivered a course on management of behavior in leadership and interpersonal situations for departmental managers of the National Center for Agricultural Information and Documentation, in Brasília.

Led the team that created a newsletter, *Theory and Practice* published monthly by the DDT. This newsletter disseminated articles which reinforced the importance of integrating capacity building with research. Published several articles in the newsletter during its first year of publication in 1986-87.

*Major achievements*

A national plan for EMBRAPA capacity building program for professionals engaged in technology transfer based on the needs assessed; database of courses in Brazil in related areas of technology transfer; a series of guidelines, training modules to implement the workshops; professionals in the area of technology transfer raised their awareness of the importance of their jobs; several reports to record results of the events.

**1983 – 1986**

**Learning and Development Programs Coordinator, Brazilian Corporation for Agricultural Research (EMBRAPA): Brasília, Brazil**

Coordination of all training activities for EMBRAPA staff located in the research centers in different parts of Brazil and studying for Master and PhD degrees at national and international universities. This included: forming a team to design strategies for the learning and development programs; leading, mentoring and coaching a team at EMBRAPA headquarters; planning, organizing, directing, implementing, evaluating activities related to capacity development of scientists in graduate programs in Brazil, the USA, Europe, Australia and Canada; maintaining effective communication with scientists in graduate programs; providing overall technical support to the organization; selecting and developing capacity of new instructors/trainers; appraising personnel performance; conducting orientation program for new staff; writing and maintaining records, database and reports; preparing and delivering course on management of capacity building programs; recommending subordinates for promotion and/or transfer; participating in the Workshop on Co-publication held at IRRI, in Los Baños, The Philippines.

*Major achievements*

Clear strategy to facilitate implementation of activities; reliable database to facilitate coordination and follow up of graduate students; learning plans for workshops; several trainers trained to keep the capacity building program alive at EMBRAPA in different states; reports on the evaluation of the capacity building programs.

**1979 – 1983**

**University of Maryland, USA, Department of Industrial, Technological and Occupational Education.** Graduate Student to obtain Master and PhD degrees.

**Georgetown University, School of Summer and Continuing Education, Washington, DC, USA.** Training Specialist Certificate Program (1980).

**1975 – 1978 Overseas Scholarship Coordinator, Department of Human Resources (DRH), Brazilian Corporation for Agricultural Research (EMBRAPA): Brasília, Brazil**

Coordination of all activities related to overseas Master and PhD programs of EMBRAPA scientists, including: preparing criteria for the selection committee; interacting with foreign universities; preparing database of prospective candidates and universities abroad; contacting agencies and universities responsible for the administration of programs abroad; supporting the organization of special English courses to prepare scientists to take English language tests in Brazil; making arrangements to transfer funds to other countries; assisting candidates in their preparation for international travel; follow through and follow-up program.

*Major achievements*

Selection criteria established and approved by the committee; selection of 200 scientists finalized and sent to their Master and PhD programs in USA and Canada; reliable database of candidates and universities abroad; English language test results met the requirements of the overseas universities; scientists and their families established abroad safely; follow-up program strengthened their academic performance.

**1961 – 1974 School Management and Teaching**

**Vice Principal and Educational Counselor**

High School, Colegio Integrado de Brasília, DF, Brazil

**Teacher of Portuguese Language**

Colegio Maria Auxiliadora; Colegio Santa Doroteia, Brasília, DF, Brazil

**Teacher of Portuguese and English Languages**

Escola Normal Nossa Senhora das Graças; Ginasio de Guarús, Campos dos Goytacazes, Rio de Janeiro, Brazil

**Grupo Escolar Alberto Torres, São João da Barra, Rio Janeiro, Brazil**

**LANGUAGES**

Fluent in Portuguese and English

Intermediate in Spanish and basic in French

**AWARDS AND ACADEMIC HONORS**

Three Outstanding Performance Awards, ISNAR - in 2003, 2000 and 1995

Named to Iota Lambda Sigma Fraternity Honorary Fraternity in Industrial Education (for academic merit – in 1983)

Dr. Fem Duey Schneider Scholarship for outstanding academic performance, University of Maryland, USA

Full Graduate Program Scholarship (MA and PhD), EMBRAPA (Brazilian Agricultural Research Corporation/World Bank)

**PUBLICATIONS and REFERENCES**

Furnished upon request.



*PNG modules*



*Hands-on workshop*



*Mozambique modules*