

# innovATE

Innovation for Agricultural Training and Education

 **VirginiaTech**  
*Invent the Future*



## InnovATE Annual Report Year 1

Oct. 1, 2012 – Sept. 30, 2013  
FY 2013/ Q 1-4

USAID/BFS/ARP-Funded Project

Award Number: AID-OAA-L-12-00002

PENNSTATE



**UF** | UNIVERSITY of  
**FLORIDA**  
*The Foundation for The Gator Nation*



# innovATE Annual Report – Year 1

---

October 1, 2012- September 30, 2013  
FY2013/Q 1-4

Submitted October 31, 2013

**Contacts for the Management Entity of the Innovation for Agricultural Training and Education  
(innovATE) Project:**

Dr. Michael Bertelsen  
Executive Director  
Office of International Research, Education, and Development (OIRE)  
Telephone: +1 (540) 231-6338  
bertel@vt.edu

Dr. Tom Hammett  
Program Director, innovATE  
Telephone: +1 (540) 231-2716  
himal@vt.edu

## Table of Contents

Review of Year 1 Activities.....	1
Table 1: Performance indicator summary from Performance Management Plan .....	2
START-UP TASKS.....	3
MANAGEMENT TASKS.....	5
Activity 1. Reporting to USAID .....	5
Activity 2. Networking with AET practitioners, USAID Missions, associations .....	5
Activity 3. Maintaining contact with BFS and USAID/Washington .....	8
LEARN: AET system analysis and pilot projects —documenting lessons learned and good practice.....	8
Activity 1. Gather information and create knowledge .....	8
Activity 2. Make knowledge accessible.....	10
Activity 3. Foster AET Community of Practice .....	11
DESIGN: Technical support and design — mainstreaming effective approaches to quality and relevant AET .....	17
Activity 1. Build project design capacity .....	17
Activity 2. Support AET Systems Analysis .....	18
Activity 3. Support Project Design .....	18
Activity 4. Support Administrative and Student Services .....	19
Activity 5. Support Curriculum Design .....	19
TRAIN: Direct investment in Human Development .....	19
Activity 1. Teaching USAID personnel, members of the AET community.....	19
Activity 2. Provide a database of AET training opportunities .....	20
Activity 3. Provide short-courses .....	21
Activity 4. Technical assistance to support AET development .....	21
Appendix .....	22

---



## List of Acronyms

- AIAEE - Association for International Agricultural and Extension Education
  - AERI – Agricultural Economics Research Institute
  - ANAFE – The African Network for Agriculture, Agroforestry and Natural Resources Education
  - AOR - USAID Agreement Officer Representative
  - APLU – Association of Public and Land-grant Universities
  - ATE/AET - agricultural training and education/ agricultural education and training
  - BFS - Bureau for Food Security
  - CAMES - Conseil africain et malgache pour l'enseignement supérieur
  - E3 – USAID Bureau for Economic Growth, Education, and Environment
  - EHED – Excellence in Higher Education for Liberian Development
  - ERA – Education and Research in Agriculture
  - GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit
  - HICD - Human Institution and Capacity Building
  - iAGRI – Innovative Agricultural Research Initiative
  - ICT – Information and Communications Technology
  - innovATE - Innovation for Agricultural Training and Education
  - MAETS - Modernizing Agricultural Education and Training Systems
  - MEAS –Modernizing Extension Advisory Service
  - NACTA - North American Colleges and Teachers of Agriculture
  - PAC - Program Advisory Council
  - Penn State/PSU - Pennsylvania State University
  - PMP - Performance Monitoring Plan
  - RUFORUM - Regional Universities Forum for Capacity Building in Agriculture
  - SOW – Statement of Work
  - TU - Tuskegee University
  - TVET – Technical Vocational Education and Training
  - UF - the University of Florida
  - USAID – United States Agency for International Development
  - VT - Virginia Tech
-

## Introduction

The goal of the Innovation for Agricultural Training and Education (innovATE) project—formerly referred to as the Modernizing Agricultural Education and Training Systems (MAETS) project—is to develop the human and institutional capacity needed to promote rural innovation necessary to achieve sustainable food security, reduce poverty, conserve natural resources, and address other rural problems.

This introduction is followed by a short overview of Year 1 activities in the form of a summary for the Performance Monitoring Plan (PMP). The activities for each of the project’s three components during Year 1 are then described next. An Appendix contains documents mentioned in this report which are not available online.

## Review of Year 1 Activities

The Year 1 annual report’s activities and tasks are organized according to innovATE’s three components: **LEARN**, **DESIGN**, and **TRAIN**. We sought guidance and input from innovATE consortium partners: Virginia Tech (VT), Pennsylvania State University (Penn State), Tuskegee University (TU), the University of Florida (UF), and the USAID Agreement Officer Representative (AOR) in the Bureau for Food Security (BFS) when creating this report. The **LEARN**, **DESIGN** and **TRAIN** activities are part of a demand-driven, student-centered methodology. During the first year, there were activities in all three components, with an emphasis on **LEARN**.

InnovATE made good progress in its first year. Under the LEARN component, the consortium of four U.S. universities contributed to the better understanding of AET practices by completing four cross-cutting studies on AET issues. Four country case studies on AET systems were produced, two of which were supplemented by field work. The project developed and made available a toolkit of institutional assessment tools with which to characterize AET systems. Communications accomplishments included production of briefing sheets to explain the objectives of innovATE to USAID personnel and AET stakeholders, as well as establishing a web presence.

In August 2013, innovATE hosted a regional workshop in Uganda on building AET capacity in post-conflict environments in which experienced practitioners from Liberia, Mozambique, and Rwanda shared lessons learned for AET practitioners from South Sudan supported by USAID/South Sudan’s RHEA project. This event marked the project’s first cooperation in post-conflict AET with USAID/Liberia’s EHED project. In September 2013, innovATE hosted an international symposium focusing on three cross-cutting issues: gender issues in AET, AET capacity building in post-conflict environments, and youth workforce development through vocational agricultural training. The symposium was attended by 147 persons representing 25 countries. It was, to the best of our knowledge, the first such gathering held with USAID support for more than two decades.

Under the DESIGN component, innovATE responded to USAID mission requests for AET project design services. Over the course of the year, innovATE communicated with eight USAID missions to help them plan AET project design tasks. Six statements of work were drafted. In April a three-week institutional assessment was completed for USAID/Armenia to support a regionally prominent Bachelors and Master's degree program in agribusiness, and a project design was submitted. A pre-assessment visit was undertaken in Cambodia at mission request and a scoping paper produced. By the end of the project year, scoping missions for possible in-depth AET assessments were being planned for Jordan, Cambodia, Democratic Republic of Congo, and Uganda at the request of the respective USAID missions.

The project's TRAIN theme was supported through design work on a training database to identify short-term agricultural training opportunities around the world. The design for an online community of practice tool for AET professionals in developing countries was tested through focus groups held during the September AET symposium.

The annual report for year 1 of the innovATE project is based on the indicators agreed upon in the revised PMP table (Table 1). The PMP is a separate companion document to the work plan. It provides the framework for monitoring project activities and reporting information that is required to measure performance and impact. Performance indicators fall under three categories; those feeding into the USAID/Department of State Foreign Assistance Framework: those reporting to Feed the Future Monitoring and Evaluation Framework; and custom indicators specific to the project.

**Table 1: Performance indicator summary from Performance Management Plan**

Indicators	Targets						
	FY13	Actual FY13	FY14	FY15	FY16	FY17	LOP Target
<b>USAID/Dept. of State Indicators</b>							
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	1	1	4	9	5	5	24
<b>Feed the Future Indicators</b>							
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	0	2	3	4	2	11
Number of individuals who have received USG supported short-term agricultural sector productivity or food security training (4.5.2-7)	60	123	115	165	215	240	795
<b>Custom Indicators</b>							
<i>LEARN</i>							
Number of users accessing project	0	0	500	1000	1500	2000	5000

databases							
Case studies completed (country/cross cutting assessments)	6	6	7	7	7	3	30
AET assessment tools developed	3	9	0	1	0	1	5
Technical notes and good practice papers disseminated	3	2 completed 2 initiated	5	6	8	8	30
<i>DESIGN</i>							
AET system/program evaluations	1	1	2	3	3	3	12
AET reform and investment plans designed	1	1	4	4	5	4	18
Consultancies for AET development, linkages, and AET support services	2	2	4	6	6	4	22
Institutional linkages established	2	1	6	10	10	12	40
AET reform and investment plans implemented	0	0	1	3	4	4	12
AET institutions strengthened	0	0	3	7	10	10	30
<i>TRAIN</i>							
Training modules developed	2	4 at 70%	3	3	3	3	14
Training workshops hosted	0	1	2	2	2	2	8
Short-term training supported for curriculum development	0	0	10	10	10	10	40
Number of training module users	0	0	200	400	1000	1000	2600
Policy makers trained in AET	15	15	15	15	15	15	75
Development practitioners trained in AET	25	58	50	50	50	25	200
Development professionals trained	20	50	50	100	150	200	520
Regional/international symposia hosted	1	1	1	1	1	1	5
Academic papers published	0	0	1	3	5	4	13

## START-UP TASKS

**Project management team mobilized - VT ME team gathered. Start-up assignments given by OIRED director** - In early October we mobilized our management team and developed a set of priorities for early implementation activities. Communication between all four partners and with USAID was important as we needed to develop and put in place systems required for project implementation. All partners participated in an initial team meeting conference call in the first quarter. During the second quarter and thereafter, all partners participated in weekly conference calls.



During the first quarter University of Florida hired a graduate assistant (Rebecca Williams) appointed to work on the activities under the innovATE grant, as did Tuskegee University. During the second quarter Virginia Tech hired innovATE program/communications assistant Drew Knapp. During the third quarter Penn State hired three graduate students who worked on Cambodia documents (Dana James), Nepal documents (Sulav Paudel) and the ATVET cross-cutting study (Kristal Jones).

**InnovATE Consortium Meeting – Initial “kick-off” partners meeting** - On October 29 and 30, 2012 the management entity (ME) hosted a project kickoff meeting in Blacksburg, VA. Participants included representatives from all the partners, USAID, AET stakeholders, and representatives of various Virginia Tech departments that were interested in or would participate in project activities. Representatives from Virginia Tech, the University of Florida, Tuskegee University and Penn State gave presentations. The meeting gave us a good footing from which we could start planning and implementing project activities. The meeting had 41 participants. The agenda, presentations and notes can be viewed [here](#).

**Refine project indicators and data requirements with USAID - Performance indicators:**

- a) **Drafted** – The ME and partners drafted a list of appropriate indicators during the first quarter.
- b) **Finalized** – The list of indicators was finalized at the end of the second quarter.

**Work plan submission** - An early version of the project work plan was included in the proposal and approved with its acceptance. This work plan needed to be refined. In the second quarter all innovATE partners provided feedback on the innovATE work plan for Year 1. In early January 2013, according to the timetable accepted in our proposal and suggested in the RFA, we submitted the first draft of the project work plan to USAID. A final version of the work plan was submitted in July 2013.

**Work plan approval by USAID**- A final version of the work plan was approved by USAID in the fourth quarter.

**InnovATE sub-awards establishment** – The ME worked with each of the consortium partners to quickly put in place a sub-award for each partner. With the travel destinations and budget pre-approved, sub-awards were put in place in a timely fashion. Sub-awards were finalized and innovATE project accounts were established for all partners in the first quarter.

**Establish Program Advisory Committee (PAC)** - It seemed best to wait to set up a project advisory committee (PAC) until after innovATE developed a better sense of the role(s) for such a group, a better understanding for the scope of the AET sector, and had a chance to identify key AET stakeholders that might be helpful. During the third quarter the ME and partners developed a list of persons who would be suitable and shared it with USAID for comments. InnovATE solicited suggestions of potential membership from our partners via emails and conference calls. The ME and partners made contact with professional associations such as NACTA, MEAS, and AIAEE that serve the AET sector to discuss the makeup and governing of such a committee. Later in the fourth quarter a refined list was shared with USAID for comments.

**PMP Linked to FTF and Foreign Assistance Frameworks** - We have used the existing indicators – from the Department of State and from the Feed the Future Program- as our sources, as well as custom indicators for those activities that do not match the existing indicators. Later in the first half of the year, innovATE learned from our USAID colleagues that these lists had changed. With USAID’s input the ME and partners refined the indicators and data requirements to better suit the unique nature of the project.

**Performance management plan submission** – Several draft versions of the PMP have been created, and reviewed by USAID, and refined during the first two quarters. The final version was submitted in July 2013.

**Performance management plan approved** – The final version of the PMP was approved by USAID in the fourth quarter. A final version of the PMP is included in the Appendix.

## MANAGEMENT TASKS

### Activity 1. Reporting to USAID

**Year 1 work plan** - An early version of the project work plan was included in the proposal and approved with its acceptance. This work plan needed to be refined. In the second quarter all innovATE partners provided feedback on the innovATE work plan for Year 1. In early January 2013, according to the timetable accepted in our proposal and suggested in the RFA, the ME submitted the first draft of the project work plan to USAID. A final version of the work plan was submitted in July 2013. The final version of this document can be found in the Appendix.

**Quarterly financial reports** – Quarterly financial reports including accruals were submitted in a timely fashion.

**Semi-annual report** – The project’s semi-annual report was submitted during the third quarter. The report went through several revisions. After responding to comments from USAID, the final version of the report was submitted in October 2013.

**Annual Report** – Work began on the annual report in September 2013. We are on schedule to turn in the report by its due date, October, 31 2013. The symposium was scheduled near the end of the year to give us input for the drafting of our Annual Report. We organized this based on the end of the year deadline. Later we learned that the due date for Annual Report will now be August 1<sup>st</sup>, and we will meet this new deadline in 2014.

### Activity 2. Networking with AET practitioners, USAID Missions, associations

In November 2012, Kurt Richter and Jerzy Nowak of Virginia Tech travelled to Stellenbosch University in South Africa to join Team Africa for a strategic planning meeting. Also, University of Florida and Tuskegee University also participated in a meeting with the USAID program officer, in conjunction with an APLU conference on higher education in Africa. Keith Moore and Kurt Richter of Virginia Tech met with APLU HED. InnovATE also continued to reach out to MEAS and NACTA leadership.

Partners worked to develop partnerships with AET capacity development implementers. University of Florida initiated the identification of regional AET institutions in Central America and the Caribbean. Tuskegee University initiated the identification of regional AET institutions in southern Africa and Haiti. In addition, innovATE held an initial kick-off meeting in October, 2012 seeking to develop partnerships with other AET capacity development implementers.

During the second quarter, Virginia Tech followed up on its initial visit with USAID by attending another meeting with APLU and USAID in January. Larry Vaughan, Drew Knapp, Kurt Richter, Tom Hammett, and Keith Moore of Virginia Tech attended. Penn State placed an initial phone call with Bill Bradley at USAID-Cambodia about a potential innovATE role in Cambodia.

During the second quarter, the University of Florida initiated contact with USAID-Haiti, which led to a series of email exchanges with James Wooley, Senior Agronomist and Phillip Palmer at USAID-Haiti. Subsequently, the InnovATE consortium, led by UF, developed an Expression of Interest for USDA-FAS to manage a vocational agricultural education project in Haiti. However, InnovATE was not invited to submit a full proposal.

During the third and fourth quarters, Virginia Tech made several contacts with USAID Missions (including Uganda, the Democratic Republic of Congo, Senegal, and Nepal). During the Symposium several contacts were made with potential collaborators, and with a representatives of the USAID Missions in Indonesia, Senegal, and USAID/Washington. Tom Hammett and Kurt Richter of Virginia Tech held a workshop with NACTA in June 2013. The purpose of the workshop was to educate NACTA about the innovATE program and explore possibilities for partnership. See the Appendix for a copy of the presentation given at the meeting.

Penn State gained clearance from USAID-Cambodia to conduct a data collection visit to supplement findings from the literature review for the Cambodia AET report, to uncover best practice models in AET and to identify and discuss with key AET stakeholders potential capacity building supply needs to meet workforce demands. Also, initial contact was made with Embu University College, Kenya. The college expressed interest in innovATE.

Tuskegee University reviewed the BHEARD program reports for new work opportunities in Mozambique. The university participated in four briefings/email exchanges with USAID Haiti on innovATE opportunities. Tuskegee made and maintained contacts with key stakeholders at the Embassy in Washington, DC including the Prime Minister's Office and the University of Kinshasa in Democratic Republic of the Congo. Tuskegee University also facilitated and participated in discussion with key stakeholders from the Embu University College in Kenya.

University of Florida initiated contact with USAID-Honduras, USAID-Mozambique, USAID-Egypt and USAID-Jordan during the third quarter. During the Gender GLEE in Washington DC in May, 2013, Sandra Russo met Eduardo Chirinos from USAID-Honduras and provided him with some preliminary information on the InnovATE project. This contact was followed by email exchanges with Eduardo and Kay Leherr, also of USAID-Honduras to explore the possibility of a preliminary data collection trip in fall/winter 2013.

Sandra Russo and Nikki Kernaghan also had the opportunity to meet representatives from the USAID missions in Mozambique and Egypt during travel to Africa in June 2013. Information about the InnovATE project was shared with Federico Prado, an AAAS scholar in the Office of Science, Agriculture and Biodiversity with USAID-Mozambique. In addition, during the International Conference on Policies for Water and Food Security in Dry Areas in Cairo, Sandra and Nikki met with Sheri Cahill, the team leader for the Agricultural Office at USAID-Egypt.

Finally, during the third quarter Sandra Russo and Nikki Kernaghan participated in the Jordan Valley Extension Consultation Meeting in Amman, Jordan. This meeting involved stakeholders from USAID-Jordan, USDA-FAS, Jordanian government agencies and universities, employer and water users associations, local NGOs, and other funding agencies, including the European Union GIZ and UNDP. This meeting included a discussion about an InnovATE scoping assessment for Fall 2013.

Penn State University continued coordination with USAID-Cambodia about a potential scoping visit to follow a country assessment report finalized in August and data collection visit conducted in June. Following disputed Cambodian national elections at the end of July 2013, these planning discussions were temporarily put on hold. Penn State also began initial discussions with USAID-Burma as well as other key stakeholders including Dr. Khin Mar Cho (Cornell), who is from Burma and has recently co-led a MEAS assessment in Burma. There are multiple players on the AET landscape from the U.S. in Burma currently, including Cornell and University of Kentucky (Dr. Brent Rowell) in particular. Initial talks began about a data collection visit to Burma by an innovATE team, possibly in collaboration with other US partners, sometime in late 2013/early 2014.

PSU graduate Sulav Paudel returned to Nepal in September 2013 after completing the Nepal AET innovATE country assessment. He will be a key person with “boots on the ground” to assist any potential innovATE involvement in Nepal. Contact was made with Agriculture Officer Navin Hada at USAID-Nepal about potential innovATE involvement in Nepal. Also, PSU has stayed in contact with Virginia Tech about possible involvement in an Associate Award with the ATC in Armenia. Initial contact was also made with Embu University College, Kenya, who have requested innovATE involvement for capacity building. Embu officials visited USAID-Kenya (late August) to request innovATE involvement.

Tuskegee University met at the AET symposium with stakeholders from Haiti’s Faculty of Agronomy and Veterinary Medicine (FAMV) and the Direction of Training for the Promotion of Entrepreneurship in Agriculture (DFPEA), initiated discussions on their interest in collaborating with innovATE and maintained follow-up email and Skype contacts. The University also met with the following stakeholders at the innovATE symposium and initiated email discussions: Institut Polytechnique de Byumba (IPB)/Rwanda, University of Zambeze/Mozambique, and the University Sine Saloum of Kaolack/Senegal.

UF continued coordination with USAID-Jordan about a potential scoping visit for November 2013. Team members for the Jordan scoping assessment were identified from VT (Tom Hammett and Khaled Hassouna), UF (Sandra Russo, Nikki Kernaghan and Samira Daroub) and University of California, Davis

(Jim Hill and Nick Madden). In addition, UF continued outreach to Honduras-USAID to schedule a preliminary data collection trip for December 2013.

### Activity 3. Maintaining contact with BFS and USAID/Washington

#### **Post-award conference - Post-award meetings conducted at BFS at USAID offices in Washington, DC -**

On October 10, 2012 innovATE traveled to Washington, DC to participate in a consultative meeting with the AOR and her colleagues on the Bureau for Food Security staff at USAID headquarters. Our first meeting was with representatives of the USAID contracting office. During our visit to USAID we met with specialists in other USAID programs and bureaus whose work is related to that of our project in order to encourage collaborations and to learn more about programs that might support our work. We also met with others in the Bureau for Food Security that would be helpful in project startup and strategy building.

**Maintain contact with BFS and USAID/Washington - Regular weekly conference calls** –Regular weekly conference calls were held on Friday mornings at 8:30am throughout the year. All partners and members of USAID, including innovATE, participated. Also, the innovATE ME met at Virginia Tech with the AOR September 13, 2013 for a debriefing meeting and to discuss the upcoming symposium. All partners and the AOR participated in a leadership “steering team” meeting prior to the September 2013 symposium, on September 17, 2013. At this meeting, the next steering team meeting was scheduled for late February 2014 at Tuskegee University.

## LEARN: AET system analysis and pilot projects —documenting lessons learned and good practice

InnovATE seeks to provide a leadership role in generating practical policy scholarship for USAID and AET reformers in host countries. To meet this goal, the below tasks were completed in FY13.

### Activity 1. Gather information and create knowledge

**Compile an online resource for AET bibliography** – Student researchers were hired to compile online resources for an AET bibliography. So far 600 citations for the citation database have been compiled by all of the innovATE partners and the student researchers during FY2013. Five Hundred and fifty of these citations have been entered into an Endnote® database. There are 50 more citations awaiting entry.

**Country Assessment Studies** – Formerly referred to as “desktop country studies”, country assessments or country study research and reports are important to innovATE’s program efforts to add to the AET body of knowledge. This research and the resulting documents are designed to help guide and identify ways to improve AET capacity in the highlighted country. Information gathered and lessons learned in these assessments can also be applied to other countries. Country assessments created by innovATE partners in FY 2013 include:

- [Cambodia Country Assessment \(PSU\)](#)
- [Cambodia Country Fact Sheet \(PSU\)](#)



- [Honduras Country Assessment \(UF and VT\)](#)
- Honduras Fact Sheet – initiated but not yet completed
- [Nepal Country Assessment \(PSU\)](#)
- Nepal Fact Sheet (PSU and VT) – initiated but not yet completed

**Cross-cutting analyses – three cross-cutting studies completed** - Cross-cutting studies examine key topics in agriculture education and training (AET) across geographic boundaries. The purpose of these studies is to identify AET experiences, locate resources, develop the AET network, select good practices and determine capacity gaps at the country level. Scholarly AET information is lacking: innovATE selected focus topics and countries with the highest level of interest for the first round of cross-cutting studies. These studies are beneficial because they will help to build background information for pre-scoping and scoping activities and form a basis for the involvement of outside research. Penn State completed preliminary data collection trips in Cambodia for its cross-cutting study. Virginia Tech held gender focus groups in Cambodia and Nepal to gather data for its cross-cutting study. In quarter 4 the following cross-cutting studies were completed.

- *Preliminary Study: Gender, Higher Education and AET*, written by: Laura Zselezsky, Emily Van Houweling, Maria Elisa Christie, Virginia Tech
- *Lost in the Educational Roadmap: Gender Roadblocks from Primary School through Agricultural Vocational Training*, written by: Rebecca J. Williams, Sandra L. Russo, Nicola J. Kernaghan, University of Florida
- *The Role of Agricultural Technical and Vocational Education and Training in Developing Countries: A Review of Literature and Recommendations for Action*, written by: Kristal Jones, A.B.D, Rural Sociology, Pennsylvania State University

An additional cross-cutting study on AET in post-conflict environments was initiated Tuskegee University and will be completed in FY14.

**Initial studies completed and results presented at the AET symposium** – On September 18-20, 2013 the above cross-cutting studies were presented to innovATE symposium attendees. Symposium attendees were also notified that the studies were posted on the [innovATE website](#).

**List of innovATE key research focus areas** – We prepared a list of key topics for AET capacity building in the first and second quarters. The list was based on research conducted before and during the formation of the proposal, through current studies (i.e., reports by Weidemann Associates, Inc. and others; those that helped develop this project's RFA), during the stakeholder's meeting in October, and through our partner's meeting discussions. The resulting list formed the basis for our Year 1 research agenda and the topics focused on during the AET symposium. See the Appendix to view the list of key research focus area topics generated.

## Activity 2. Make knowledge accessible

**Create a Community of Practice to gather and share AET training knowledge** - Over the summer we conducted an extensive literature review to (1) identify critical aspects of the CoP planning process as well as (2) the components of the CoP that have been identified as critical to community development and sustainability. We also conducted a web search to seek out existing CoPs (that are publically viewable) and critically identify the characteristics or functions on these sites that appear to help with navigation and engagement of participants. Once we completed the web search we contacted NAAE to find out what company they work with to create and manage their site. We found out it was Jive. Tom Hammett and Donna Westfall-Rudd of Virginia Tech had a conference call/video chat with an account rep from Jive as well as a design rep from the SevenSummits consulting company. We were very pleased with their proposed development process and the sample of online features they could build into our site. We received a proposal from Jive and Seven Summits that were both supported/approved by the project management team. These documents have now been submitted for review and approval by the VT contracts and legal offices. Also, during the symposium we conducted three focus groups with participants to seek their feedback and ideas regarding critical characteristics and functions for a CoP for InnovATE, all of our partners, and AET professionals.

**Organize a global database for AET institutions and capabilities** - A total of 154 short-term training programs have been identified and included in the development of the training database. The database will be operational by the end of October 2013. As of now, you can view a draft online version of the database at <http://innovate.oired.vt.edu/>.

**Outreach communications to USAID FTF countries (and critical priority countries)** - Originally, high priority Feed the Future (FTF) countries were to be the focus of this project. During the first and second quarters we realized that there is great need outside this short (20 country) list. Initial contact was made with overseas USAID mission offices to inform them about the innovATE Project and its services during the first quarter. For those who have expressed initial interest we have followed up with teleconference calls during the first and second quarter. We are finding that the best way to educate the Missions is through personal contact. Several missions are well known to members of the consortium. We have contacted them when appropriate to inform them about innovATE. At the end of the first quarter and during the beginning of the second quarter we conducted conference calls with Mission personnel in Jordan, Egypt, Cambodia, Armenia, and the Congo (DRC).

Partners also made contact with colleagues working in USAID missions. On February 28, 2013, Penn State made the initial phone call to Bill Bradley at USAID-Cambodia to discuss the potential role of innovATE in Cambodia. One of our communication handouts, the Program Summary (see below), was written specifically for communicating with USAID Mission personnel.

UF continued coordination with USAID-Jordan about a potential scoping visit for November 2013. Team members for the Jordan scoping assessment were identified from VT (Tom Hammett and Khaled Hassouna), UF (Sandra Russo, Nikki Kernaghan and Samira Daroub) and University of California, Davis (Jim Hill and Nick Madden). In addition, UF continued outreach to Honduras-USAID to schedule a preliminary data collection trip for December 2013.

In addition to the activities mentioned above, InnovATE also designed and circulated the below outreach handouts to inform USAID and stakeholders about innovATE:

- [innovATE Program Summary](#)
- [innovATE Program Fact Sheet](#)
- [innovATE Program Flow Chart](#)
- [innovATE Talking Points \(for general use\)](#)
- [innovATE Supply and Demand Handout](#)
- [innovATE USAID Talking Points \(for USAID missions\)](#)

In addition to the development of the above outreach communications pieces, innovATE also published a press release through Virginia Tech on November 15<sup>th</sup>, 2012 which described the project.

**Establish InnovATE's presence in appropriate social media platforms** - In the third and fourth quarters, Virginia Tech established innovATE's presence in appropriate social media platforms including Facebook, Twitter, and Flickr. As of the end of quarter four, innovATE has 142 Twitter followers and 60 likes on its Facebook page. Tweets and Facebook page posts are posted daily and include innovATE news and agricultural education and training news. The innovATE Flickr account is being used to showcase pictures from innovATE events, such as the innovATE symposium. Monthly "Communications Wrap-Ups" were also compiled in the third and fourth quarters in order to assess progress made in using the aforementioned social media platforms and other communications tools, like Mail Chimp and Survey Monkey. A report on the effectiveness of using social media has not yet been compiled as innovATE is still establishing its presence and will need more time to draw conclusions.

Additionally, the innovATE program developed a marking and branding strategy in October 2012. The final version of the innovATE logo was developed on January 13, 2013. The innovATE team also developed a communications plan which included the use of social media platforms in the 4<sup>th</sup> quarter. The marking and branding strategy, communications plan, communications wrap-up, and innovATE logo can be found in the Appendix.

### Activity 3. Foster AET Community of Practice

**Hold AET global learning event** - During the second quarter weekly symposium planning calls were initiated. The calls, which occurred every Wednesday at 4:00pm, included participants from all partner institutions. All partners helped in setting up the innovATE Symposium planning committee and choosing the venue and dates for the symposium. The group decided to hold the symposium on September 18-20, 2013 at the George Mason Inn.

In July, 650 potential participants received an announcement that symposium registration had opened. In August a final call for registration was distributed to 678 people via Mail Chimp. An email campaign calling for poster submissions for the symposium was also circulated at that time. Copies of these email campaigns can be found in the Appendix. At the beginning of September registration was closed. There were 147 attendees representing 25 countries and 45 international guests. Seven Penn State, 15 Virginia

Tech, 3 University of Florida, and 9 Tuskegee University faculty and students attended and participated in the innovATE symposium. The following international attendees' participation at the symposium was arranged and funded, in full or in part, by innovATE:

Last	First	Title	Organization	Country
Carvil	Ophny Nicholas	Research Vice-Dean	University of Haiti - FAMV	Haiti
Chongo, PhD	Daniel	Director da Faculdade de Engenharia Agronomica e Florestal	Universidade Zambeze	Mozambique
Gomez Bravo	Carlos Alfredo	Professor, Decano Facultad Zootecnia, Department of Agricultural Economics	Universidad Nacional Agraria La Molin	Peru
Grigoryan	Gohar	Principal Specialist of Foreign Relations Department	State Service for Food Safety of MOA, RA	Armenia
Keo	Chandary	Country Representative, Cambodia	East-West Seeds International Ltd.	Cambodia
Kolva	Yark	Deputy Chief of Party	EHELD Liberia	Liberia
Nshimiyimana	Juvenal	D.V. Chancellor	Byumba Polytechnic Institute	Rwanda
Ramos	Maria Marta	Directora de Desarrollo	GRUPO EDUCATIVO DEL VALLE	Guatemala
Rukazambuga	Daniel	Former Dean, Faculty of Agriculture	National University of Rwanda	Rwanda
Urutyan	Vardan	Director	ICARE, Armenia	Armenia

A survey was created and sent out to potential symposium participants in the third quarter via Survey Monkey to gauge interest in potential topics. Survey results were compiled in the third quarter and reinforced the symposium planning committee's decision to select the following three focus themes for the symposium: gender equity, AET in post-conflict environments, and youth workforce development. These results can be found in the Appendix. InnovATE teamed up with Team Africa and the World Bank, on the final day of the symposium, offering participants a more in depth regional analysis of AET in Africa. The following presentations were given at the meeting.

## General Session Presentations

**Opening Session** - This session welcomed participants and outlined symposium objectives.

- *Symposium Objectives*, Tom Hammett, innovATE Project Director, Virginia Tech
- *Charting future directions for AET capacity building investments*, Charles Maguire, independent consultant
- *Educational capacity building in environments of conflict: Vocational and technical training in Afghanistan*. Hans Van Otterloo, Project Manager, Wageningen University and Research Center for Development Innovation
- *Establishing the AET Community of Practice: a tool for collaboration, change, and capacity building*, Donna Westfall-Rudd, Virginia Tech

**Gender Session** - This session was used to develop a shared understanding of priority gender issues in AET capacity building, and develop criteria for discerning good practices.

- *How much is enough?: Thinking about education for gender-responsive agriculture*, Deborah Rubin, Director, Cultural Practice LLC.
- *Good practices to attract and retain women in long-term training*, Anne-Claire Hervy and Andrew Gilboy, Association of Public and Land-grant Universities
- *Cross-cutting report, Lost in the education roadmap: Gender roadblocks from primary school through agricultural vocational training*, Rebecca Williams, University of Florida
- *Cross-cutting report, Gender, higher education, and AET*, Maria Elisa Christie, Director of Gender and Women in International Development, Virginia Tech

**Post-Conflict Session** - This session was used to learn about a variety of post-conflict AET experiences, and develop criteria for discerning good practices.

- *Lessons from post-conflict AET capacity building efforts in Liberia*, Yark Kolva, Chief of Party, Director, Excellence in Higher Education for Liberian Development
- *Lessons from post-conflict AET capacity building efforts in Iraq*, Lori Mason, Director, Iraq University Linkages Program, International Research and Exchanges Board
- *Lessons from post-conflict AET capacity building efforts in Guatemala*, Maria Ramos, Guatemala Director of Development. Del Valle Education Group
- *Cross-cutting report AET in post-conflict environments*, Ntam Baharanyi, Tuskegee University

**Technical Vocational Education and Training (TVET) Session** - This session was used to develop a shared understanding of priority TVET issues in AET, and develop criteria for discerning good practices.

- *Agricultural training and education in Cambodia*, Chandary Keo, Country Representative, East-West Seeds Ltd., Cambodia



- *Developing and Strengthening Input Service Providers*, Giselle Aris, Land O'Lakes Incorporated International Development
- *Cross-cutting report: The Role of Agricultural Technical and Vocational Education and Training in Developing Countries*, Kristal Jones, Penn State University

**World Bank/TEAM Africa Regional Networks Session** - Using TEAM Africa as an example, this session helped participants learn how regional networks can be used to collaborate on AET capacity building.

- *Setting the scene*, Carl Larsen, Team Africa
- *How to assess the current governance structure within universities and other TAE institutions and improve the efficiency (e-Capacity initiative)*, Irene A. Frempong, FARA
- *How to attract and retain highly qualified staff in TAE/AET*, Frans Swanepoel, Stellenbosch University
- *How to attract motivated students of high quality: particularly youth and women*, Hamidou Boly, TEAM-Africa Coordinator
- *Contribution of Diaspora in supporting TAE in Africa*, Andrew Manu, Iowa State University

**Open Session Presentations** - This session was used to identify and prioritize challenges to AET capacity development as the basis for a learning agenda.

- [AET in Post-Conflict Contexts](#) (see additional presentation slides [here](#))
- [Implementing gender aware field training](#)
- [Innovative TVET Curriculum Development](#)
- [Integration of Technology in Agricultural Vocational Education and Training](#)
- [The Why of Gender](#)
- [TVET for the poorest of the poor](#)
- [TVET Pedagogy Recommendations](#)
- [TVET public private linkages](#)

**Develop on-campus interest in AET and collect AET experiences** - In order to collect AET experiences, all partners participated in Agrilinks e-Consultation on Innovation for Agricultural Education and Training in Developing Countries. On May 7-8, 2013 this online event brought together practitioners and development professionals working in agricultural education and training in secondary education, vocational education, and higher education. Participants' contributions were used to shape the agenda of the September 2013 symposium. The two-day e-Consultation reviewed examples of successful AET interventions and identified development challenges in three inter-related focus areas:

- Gender equity in AET programs
- Implementing AET in post-conflict environments
- Rural youth workforce development

Presenting and responding to the challenges identified during the e-Consultation became the focus of the September innovATE symposium.

Students from focus countries were organized in focus groups to gather their country-specific AET experiences. During the first quarter, Penn State developed a protocol for country-specific student focus groups and secured IRB approval. They then conducted focus group discussions with Bangladeshi students at Penn State on the AET system in Bangladesh. During the second quarter, Penn State shared the focus group questions it had developed with other innovATE consortium partners for conducting similar focus groups with international students at their institutions. UF adopted the protocol developed by PSU to conduct focus groups with students at UF from Haiti and Honduras during the third quarter of year 1.

**Support innovative leaders' participation in regional AET programs and agriculture educator associations** – Kurt Richter and Jerzy Nowak of Virginia Tech were invited to join Team Africa in a strategic planning meeting held at Stellenbosch University in South Africa in November 2012. This involvement set the stage for our collaboration with the World Bank and Team Africa.

As previously mentioned, we also supported the participation of 10 international AET leaders at the innovATE symposium.

On August 20-21, 2013 innovATE and Rebuilding Higher Education in Agriculture - South Sudan (RHEA) hosted a 2-day regional workshop on agricultural capacity-building in post-conflict countries on August 20th-22<sup>nd</sup>, 2013. The 20 participants met in Kampala, Uganda and included representatives from RUFORUM, FARA, and Team Africa. Not including two management entity attendees, innovATE sponsored the participation of nine attendees. Three additional participants were sponsored by the World Bank and Team Africa. RHEA sponsored six international participants from South Sudan. The following international attendees' participation at the workshop was arranged and funded by innovATE:

Last	First	Title	Organization
Bashaasha	Bernard	Principal, College of Agricultural and Environmental Sciences (CAES)	Makerere University
Byabagambi	Simon	Agronomist/ Program Management Specialist	US Agency for International Development
Bertelsen	Mike	Director, Office of International Research, Education & Development (OIREd)	Virginia Tech
Ekwamu	Adipala	Executive Secretary	RUFORUM

Hammett	Tom	Program Director, innovATE	Virginia Tech
Mkandawire	Sylvia	Program Officer – Training and Quality	RUFORUM
Mullei	Maria	RHEA Chief of Party	University of Juba
Nshimiyimana	Juvénal	Vice Chancellor Academic Affairs	Byumba Polytechnic Institute
Thomas Rukazambuga	Daniel	Associate Professor	National University of Rwanda
Varkpeh	Mardea	Partner Liaison Officer	Excellence in Higher Education for Liberian Development (EHELD)
Waldon	Jeff	Director of Environmental Affairs and Chief of Staff for Africa	Kissito Healthcare International

Key objectives of the workshop included identifying good practices taken to rebuild capacity for providing agricultural higher education in post-conflict countries in Africa, documenting approaches to agricultural capacity building in African post-conflict countries, and producing guidelines on post-conflict agricultural capacity building and priorities for a learning agenda that includes good practices authored by participants of the workshop. Click the following links to view the workshop [agenda](#), [overview](#), and [summary](#). The below presentations were given:

- *Building agricultural capacity in post-conflict countries*, Tom Hammett, Virginia Tech
- *Post-Conflict Reconstruction of Agricultural Education*, Mike Bertelsen, Virginia Tech
- *The TEAM Africa - regional case study*, Hamidou Boly, Team Africa/World Bank, Burkina Faso
- *Post-Conflict and Protracted Crises: FARA Perspective*, Clesensio Tizikara, FARA, Ghana
- *Building agricultural capacity in post-conflict countries: Case study of National University of Rwanda*, Faculty of Agriculture, Daniel Thomas Rukazambuga, National University of Rwanda, Rwanda
- *Rebuilding Agriculture Education After the 1994 Genocide in Rwanda: Case study of the Higher Institute of Agriculture and Animal Husbandry*, Juvénal Nshimiyimana, Byumba Polytechnic Institute, Rwanda
- *Building Agricultural Capacity in Post-conflict Countries: Case Studies from South Sudan*, Peter S. Gama, University of Juba, South Sudan
- *South Sudan: Management of Research, Teaching and Innovation in Agricultural Sciences*, Leo Onek, University of Juba, South Sudan
- *Post Conflict Agricultural Development in Ethiopia: General Overview*, Jemal Yousuf Hassen, Haramaya University, Ethiopia

- *Building Capacity of the Post Conflict Countries: Ruforum Experience and Current Thrusts*, Sylvia Chinime-Mkandawire, RUFORUM, Uganda
- *Liberia - country case study*, Mardea Varkpeh, EHED, Liberia
- *Building agricultural capacity in post-conflict countries - Day 2*, Tom Hammett, Virginia Tech

Additionally, innovATE staff member, Keith Moore of Virginia Tech, represented innovATE at Africa Science Week in July 2013. Moore was invited by the African Network for Agriculture, Agroforestry, and Natural Resources Education (ANAFE) to speak on post-secondary education for agribusiness curriculum development.

In order to build partnerships in Asia, innovATE developed an MOU with the Agriculture and Forestry University of Nepal. In addition to this, Chandary Keo of East-West Seeds International Ltd. in Cambodia was sponsored in part by Virginia Tech and Penn State to speak at the innovATE Symposium. Dr. Keo was also hosted by Penn State for two days prior to the symposium in order to discuss an upcoming scoping visit to Cambodia. Penn State University has also identified a potential regional conference in Thailand in October 2015, at which an innovATE training workshop and/or regional symposium could be held.

Due to schedule constraints an agricultural educator association meeting in Latin America was not attended during Year 1. A meeting in Lima, Peru has been identified by University of Florida as a potential meeting to attend next year. In addition to this, innovATE sponsored, in part, the participation of Maria Marta Ramos, the Director of the Desarrollo of Grupo Educativo Del Valle in Guatemala and Carlos Alfredo Gomez Bravo Dean of the Facultad Zootecnia, Department of Agricultural Economics at Universidad Nacional Agraria La Molina in Peru at the innovATE symposium.

## DESIGN: Technical support and design — mainstreaming effective approaches to quality and relevant AET

Year 1 **DESIGN** activities and tasks focused primarily on tool development and supporting project design through strategic planning.

### Activity 1. Build project design capacity

InnovATE responded to USAID mission requests for AET project design services. Over the course of the year, innovATE communicated with eight USAID missions to help them plan AET project design tasks. Six statements of work were drafted, including SOWs for Rwanda, Congo (DRC), Armenia, Uganda, Jordan, and Cambodia.

During Year 1 innovATE developed the below tools for conducting assessments of agricultural training and education organizations and stakeholders. Many of these tools were field tested in the Armenia scoping visit and Cambodia data collection visit. These tools were all made available on the innovATE website.

### Supply Analysis Tools

- [General Interview Session Guidelines](#)
- [Stakeholder Interview Data Sheet](#)
- [Dean's Interview Questions](#)

### Demand Analysis Tools

- [General Scoping Methodology](#)
- [Institutional Scoping Tool](#)

### Landscape Analysis Tool

- [Landscape Tool](#)

### Focus Group Tools

- [Student Focus Group Questions](#)
- [Faculty Focus Group Questions](#)

### Gender Tools

- [Gender Focus Group Questions for Students](#)
- [Gender Focus Group Questions for Faculty and Staff](#)
- [Gender Focus Group Consent Form Example](#)

### Financial Management Tools

- A Pre-award survey was completed and will be tested in Year 2.

## Activity 2. Support AET Systems Analysis

No requests were received from USAID Missions in FY2013.

## Activity 3. Support Project Design

**Strategic Planning - As requested by USAID missions, one project design plan completed** – During the first quarter Penn State and University of Florida developed protocol for country specific student focus groups and secured IRB approval. During the second quarter Penn State shared focus group questions with other innovATE consortium partners for conducting similar focus groups with international students at their institutions. During the first quarter Florida initiated background research on Honduras, Virginia Tech began background research on Armenia, Penn State initiated background research in Nepal and Cambodia, and Tuskegee University began determining countries of interest in Africa.

During the first and second quarters all partners provided initial feedback on draft scoping and assessment documents including the development of scoping assessment tools and designing a pilot scoping assessment for Armenia. In the third quarter the pilot-scoping assessment to Armenia was



completed. This activity included the design of a program to assist in planning for sustainability of the Agro-business Teaching Center (ATC) at the National Agrarian University of Armenia. Additionally, all partners assisted with the development of a report and follow-up proposal to the USAID Mission in Armenia.

During the second quarter, University of Florida developed an Expression of Interest for USDA-FAS to manage a vocational agriculture education project in Haiti with Penn State. InnovATE was not invited to submit a full proposal.

During the third quarter Penn State utilized findings from the Cambodia country assessment and data collection trip to prepare initial list of possible options to explore further on a Cambodia innovATE scoping visit. Penn State continued communication with Cambodia USAID mission about follow-up scoping visit in Fall/Winter 2013-14 to Cambodia during the fourth quarter. Additionally, Tuskegee participated in outreach to USAID Missions and AET stakeholders from Mozambique, Haiti, Kenya, Senegal, etc., on pre-scoping and assessment potential.

#### **Activity 4. Support Administrative and Student Services**

No requests were received from USAID Missions in FY2013.

#### **Activity 5. Support Curriculum Design**

No activities to report. Activity will begin in Year 2 of LOP.

## **TRAIN: Direct investment in Human Development**

Tasks for the **TRAIN** component are closely tied to the assessment and design tools developed in the **LEARN** and **DESIGN** components.

#### **Activity 1. Teaching USAID personnel, members of the AET community**

##### **Introductory AET training for USAID agriculture and education officers (ten-minute online modules) -**

Currently there are 4 ten-minute AET training modules undergoing development. During the innovATE symposium, a preview of the “Land Grant” training module was given to symposium participants. Participants gave feedback and helped further refine the module. The following four video training modules are being developed:

1. Land Grant Model and its implications for AET in international development
2. Women and AET
3. AET and Youth Development
4. AET and Post Conflict-Countries

During the second quarter, Virginia Tech’s Department of Agricultural and Extension Education was identified as the appropriate partner to develop these training modules. Training for videographers was completed in July. Recording of the main interviews began in July and went through the end of the fiscal

year. Additional interviews are still being conducted. A collection of high definition photos and additional high definition video content for transitions and to support viewer interest is ongoing. Additional video content was recorded at the innovATE Symposium in September. Editing of the videos has commenced and we are working with the editor to supply them with the following additional needed information and resources:

- a. Clarification of names and titles of commentators
- b. Edited transcripts of interviews
- c. High definition logos and identifiers
- d. Names of organizations and individuals that should be given credit in the videos

All of these videos are 70% complete. Additionally, three annotated bibliographies and white papers to go with the themes of a) women and AET; b) youth development and AET; and c) AET in post-conflict countries are in development.

**Cross-cutting sessions in association with the symposium; increasing knowledge of good practices** - At the innovATE symposium Virginia Tech, Penn State, and University of Florida gave presentations on their assigned cross-cutting studies. These studies were made available on the innovATE website and are listed below. In addition to presenting these studies in presentations, Penn State and Tuskegee University also submitted posters on their cross-cutting topics for the symposiums' poster session. All sessions were videotaped and the sound for these video sessions is undergoing editing.

- *Preliminary Study: Gender, Higher Education and AET*, written by: Laura Zselezsky, Emily Van Houweling, Maria Elisa Christie, Virginia Tech
- *Lost in the Educational Roadmap: Gender Roadblocks from Primary School through Agricultural Vocational Training*, written by: Rebecca J. Williams, Sandra L. Russo, Nicola J. Kernaghan, University of Florida
- *The Role of Agricultural Technical and Vocational Education and Training in Developing Countries: A Review of Literature and Recommendations for Action*, written by: Kristal Jones, A.B.D, Rural Sociology, Pennsylvania State University

## Activity 2. Provide a database of AET training opportunities

**Design and start training opportunities database Initial design parameters completed** - The database will be operational by the end of October/beginning of November 2013. As of now, you can view a draft online version of the database at <http://innovate.oired.vt.edu/>.

During the fourth quarter our contractor, Josh Spencer secured the domain '[innovate.oired.vt.edu](http://innovate.oired.vt.edu/)' and setup a webserver to house the website. To increase security, he setup a separate server to hold the database. After creating a schema/design from the existing training data he designed and created the SQL Database. All tables and foreign key relationships were established and tested successfully. He used a VT template for the website and created all basic pages. He also developed input pages for each aspect of the trainings and tested them.

Josh then developed a search query that will take any user input and search all trainings for that input. The query looks at the individual keywords and training titles and will return any results that have the user's input. He is also in the process of creating additional search mechanisms where users can search for trainings based on location, institution, language and/or individual contacts. These are the fields that can be added to/updated from the input pages.

After the initial testing, Josh allowed the innovATE research assistants to populate all other data to the database through the input pages. This is how the 'live' system will also function when new trainings need to be added. He also executed the search query and refined it to avoid false. The beta version of the system was brought online during the testing phases as that is the only true way to ensure it is working properly.

**Catalog training opportunities** - Three student researchers were hired at Virginia Tech to contribute part of their time to compiling short-term training opportunities for the AET training database. A total of 154 short-term training programs have been identified and included in the development of the training database. Our contactor, Josh Spencer, and director, Tom Hammett, held initial meeting on 8/12/13 with the innovATE research assistants. We reviewed the already collected training data and discussed what functionality was desired with the Online Training Database. Basic categories within each Training were already established by students and the amount of detail gathered was sufficient to start the database design. We elaborated on defining keywords for each training and discussed how the search feature would work in relation to said keywords.

### Activity 3. Provide short-courses

**Online training** - No activities to report. Activity will begin in Year 2 of LOP.

### Activity 4. Technical assistance to support AET development

**Customized in-person training for specific AET development activities** - No activities to report. Activity will begin in Year 2 of LOP.

## Appendix

NACTA Presentation.....	23
PMP .....	46
Year 1 Work Plan.....	77
Key Research Focus Topics.....	97
Marking and Branding Strategy .....	98
Communications Plan .....	101
A. Target Audience: Agricultural Education and/or Training Institutions.....	102
B. Target Audience: Local Stakeholders.....	103
C. Target Audience: USAID and International Donors .....	104
D. Target Audience: Partner Institutions.....	105
E. Target Audience: The Scientific and Development Community .....	105
F. Target Audience: Private sector organizations .....	106
Communications Wrap-Up – September 2013.....	108
innovATE Logo.....	113
Email Campaign – Registration Announcement .....	114
Email Campaign – Final Call for Registration .....	115
Email Campaign - Poster .....	116
Survey Monkey Results.....	117

# Learning from the Best: NACTA Engagement in the International Arena

Workshop conducted by  
Dr. Tom Hammett, Director, Innovate Program,  
Virginia Tech  
and  
Dr. Kurt Richter, Associate Director, OIRED, Virginia  
Tech

June 28, 2013 – NACTA 2013 Annual Meeting



# Our goals for this workshop

- Introduce innovATE's programs to the NACTA membership;
- Engage participants in identifying key ATE challenges and good practices; and
- Develop an action plan for NACTA membership to be involved in ATE capacity development



# innovATE

Innovation for Agricultural Training and Education



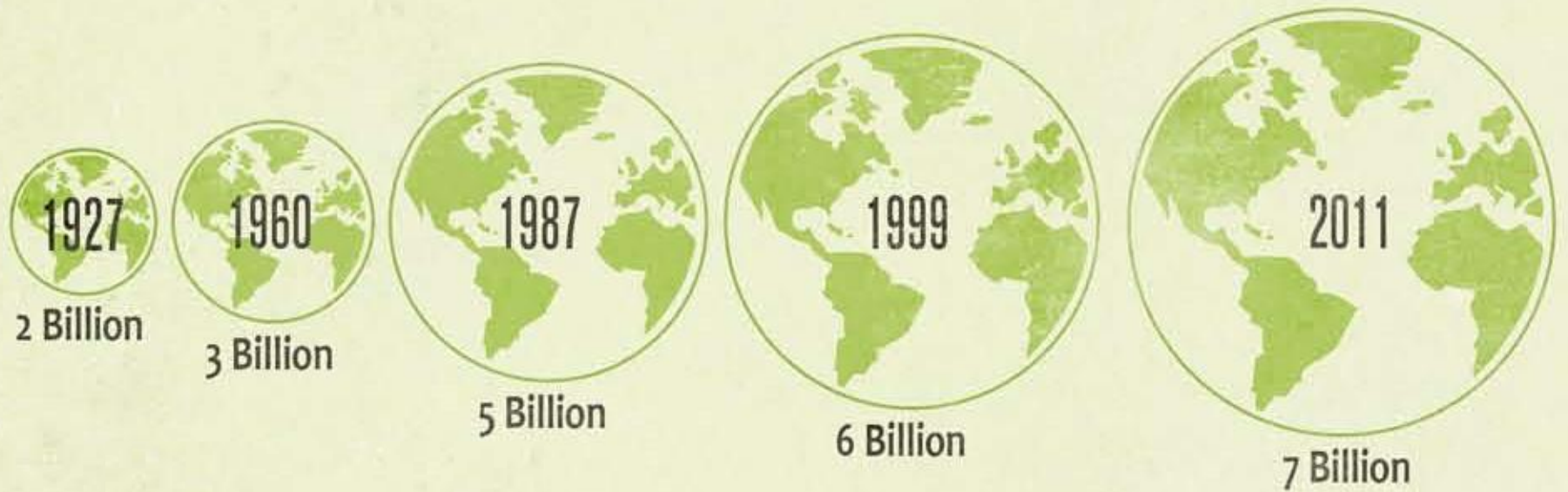
**USAID**  
FROM THE AMERICAN PEOPLE

 **VirginiaTech**  
*Invent the Future*

**UF** UNIVERSITY of  
**FLORIDA**  
*The Foundation for The Gator Nation*

  
**TUSKEGEE**  
UNIVERSITY  
1881

**PENNSTATE**  

# Why InnovATE?

Population is expanding and food production must rise.

Global food production must increase 70% by 2050 to meet our needs.

# Program Purpose:

Strengthening training and education systems to improve the performance of the agricultural sector



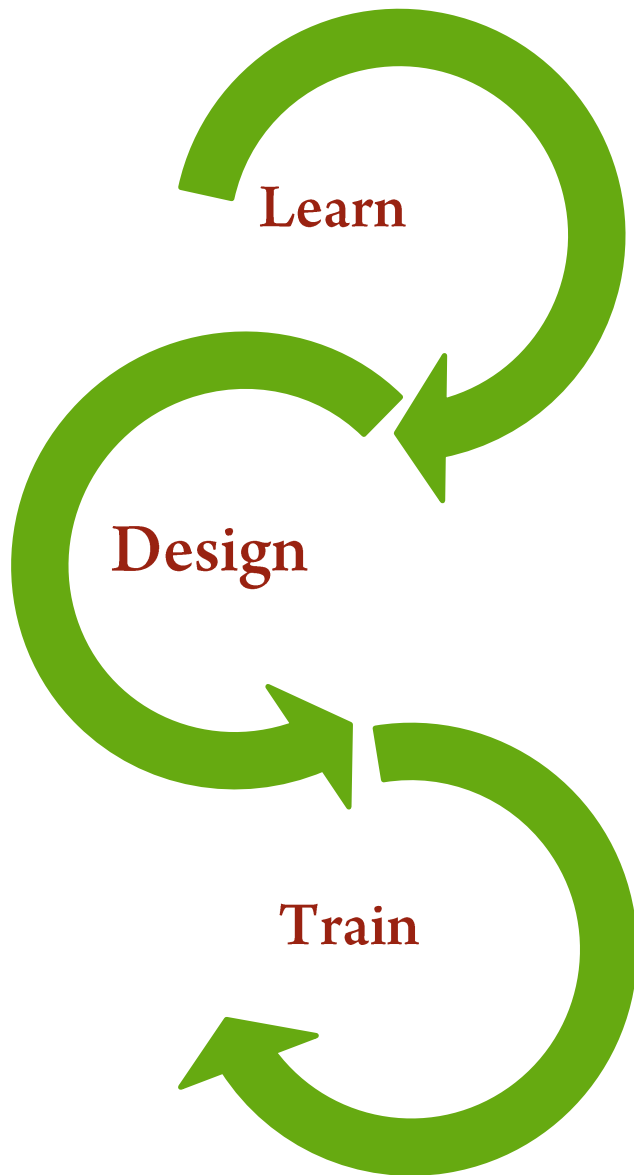


# Who is InnovATE?

The program is implemented by a consortium of US universities:

Virginia Tech is the lead with Tuskegee University, Penn State University, and University of Florida





The program has three integrated components—LEARN, DESIGN, and TRAIN—that aim to strengthen the full range of institutions that train and educate agricultural professionals in:

- Primary and secondary institutions
- Vocational and technical schools
- Youth
- Workforce Development
- Higher education

The LEARN component provides educators and practitioners with good practices and tools that promote agricultural training and education system development







The DESIGN component undertakes country scoping assessments that lead to program design recommendations to improve the effectiveness of agricultural training and education





The TRAIN  
component delivers  
learning materials and  
classroom workshops  
to foster skill  
expansion in  
agricultural training  
and education



## These components serve to advance:

- Curriculum development
- Faculty capacity
- Pedagogy and teaching excellence
- Gender balance and equity
- Administration and management
- Outreach
- Infrastructure (labs, libraries, bandwidth, maintenance, sustainability)
- Student services (recruitment, retention, mentoring)
- Educational policy





# Some key points...





Photo credit: Gates Foundation

InnovATE is improving the resilience of the agricultural workforce through strengthened capacity of agricultural education institutions





Photo credit: Gates Foundation

New professional skills are needed to take advantage of opportunities and to meet new challenges, given the rapid transformational changes in the agricultural sector



Photo credit: Gates Foundation

The integrated program approach centers on student-focused outcomes which meet labor market demand for professional skills





Photo credit: Gates Foundation

The ultimate goal is more effective performance of institutions by increasing the alignment of professional skills to employer demand

# Our goals for this session

- Introduce the innovATE's programs to the NACTA membership;
- Engage participants in identifying key ATE challenges and good practices; and
- Develop an action plan for NACTA membership to be involved in ATE capacity development



# The workshop will offer opportunities for NACTA members to:

- become involved with a new international ATE network,
- participate the upcoming global ATE symposium,
- join in scholarly ATE related research, and
- join the new ATE Community of Practice.

# Key Questions

- What are the key challenges to developing AET capacity?
- What are your existing international experience and linkages?
- What new international opportunities do you foresee?

# Our goals for this session

- Introduce the innovATE's programs to the NACTA membership;
- Engage participants in identifying key ATE challenges and good practices; and
- Develop an action plan for NACTA membership to be involved in ATE capacity development

# Steps

- Make sure today to give us your name and contact information (sign up sheet)
- Join the AET Community of Practice
- Attend the AET symposium in September
- Communicate with the innovATE partners (via email, Twitter, FaceBook, phone)



Photo credit: Gates Foundation

# Questions, Input, & Feedback?

# Thank you for your time and input!

## Funding

InnovATE is supported by a grant from USAID and managed by Virginia Tech's Office of International Research, Education, and Development (OIREd). This project was made possible by the United States Agency for International Development and the generous support of the American people through USAID Cooperative Agreement No. AID-OAA-L-12-00002

### Program Director

Tom Hammett  
Virginia Tech  
526 Prices Fork Road  
Blacksburg, VA 24061  
himal@vt.edu  
www.oired.vt.edu  
540-231-6338

### USAID Manager

Clara Cohen  
Office of Agricultural Research and Policy  
USAID Bureau of Food Security  
ccohen@usaid.gov  
www.feedthefuture.gov  
202-712-0119

innovATE

Innovation for Agricultural Training and Education

## PMP

### Background

The Performance Management Plan (PMP) is a companion document to the work plan. Some of the information provided here is summarized in the work plan. This document provides the framework for monitoring project activities and reporting information that is required to measure performance and impact. Performance indicators in this PMP fall under three categories; those feeding into the USAID/Department of State Foreign Assistance Framework; those reporting to Feed the Future (FtF) Monitoring and Evaluation Framework; and custom indicators specific to this project. It was necessary to develop custom indicators as many of the key project activities do not match existing FtF or Department of State indicators.

What follows is the revised Project Management Plan (PMP) for the Innovation for Agricultural Training and Education (innovATE) Project. This PMP has been a work in progress due in part to the fact that the Feed the Future indicators were revised in the midst of the PMP formation. It will be modified as the project evolves.

We first present a summary table which lists all the performance work plan indicators (pages 4-5). The same table was presented in the work plan. This table is followed by a PMP data sheet for each of the individual indicators in the same order presented in the summary table (pages 6 - 33).

## Summary Table for Performance Indicators

Indicators	Targets						
	Base-line	FY13	FY14	FY15	FY16	FY17	Total
USAID/Dept. of State Indicators							
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	0	1	4	9	5	5	24
Feed the Future Indicators							
Number of individuals who have received USG supported short term agricultural productivity or food security training (4.5.2-7)	0	60	115	165	215	240	795
Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7 –illustrative, from previous set of FtF indicators)	0	2	6	8	8	8	32
Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8) – illustrative, from previous set of FtF indicators)	0	0	4	10	20	20	54
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	0	2	3	4	2	11
Custom Indicators							
LEARN							
Number of users accessing project databases	0	0	500	1000	1500	2000	5000
Case studies completed (country/cross cutting assessments)	0	7	7	7	6	3	30
AET assessment tools developed	0	3	0	1	0	1	5
Technical notes and good practice papers disseminated	0	3	5	6	8	8	30
DESIGN							
AET system/program evaluations	0	1	2	3	3	3	12
AET reform and investment plans designed	0	1	4	4	5	4	18
Consultancies for AET development, linkages, and AET support services	0	2	4	6	6	4	22
Institutional linkages established	0	2	6	10	10	12	40
AET reform and investment plans implemented	0	0	1	3	4	4	12
AET institutions strengthened	0	0	3	7	10	10	30
TRAIN							
Training modules developed	0	2	3	3	3	3	14
Training workshops hosted	0	0	2	2	2	2	8
Short-term training supported for curriculum development	0	0	10	10	10	10	40



Indicators		Targets					
		FY13	FY14	FY15	FY16	FY17	Total
Number of training module users (Sum of custom indicators T2, T3, and T4: included in FtF 4.5.2.7 listed above)	0	60	115	165	215	240	795
Policy makers trained in AET	0	15	15	15	15	15	75
Development practitioners trained in AET	0	25	50	50	50	25	200
Development professionals trained	0	20	50	100	150	200	520
Regional/international symposia hosted	0	1	1	1	1	1	5
Academic papers published	0	0	1	3	5	4	13

## USAID/Dept. of State Indicator

<b>Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs</b>
Precise definition (s): This indicator measures the level of collaboration between US and host country institutions of higher education in the pursuit of solutions to development needs defined at the regional, national, and/or local levels within the host country. Collaboration on development needs would include research on critical agricultural production constraints, problems in/along the value chain, and quality control issues, as well as the preparation of curricula addressing the needs of these value chains. Collaborative research, outreach or instruction on any agricultural problem should be included.
Indicator Type: Output
Indicator Link to Impact: None
Unit of Measure: Number of collaborative partnerships formed
Disaggregated by: None
Justification/Management Utility: Collaboration and sharing of approaches and solutions creates a cultural of innovation and enriches the resilience of local institutions and producers.
<b>PLAN FOR DATA ACQUISITION</b>
Data Collection Method: Timing/Frequency of Data Acquisition: Annual Estimated Cost of Data Collection: Responsible Organizations/Individual(s): innovATE Management Entity (ME)
<b>DATA QUALITY ISSUES</b>
Data Collection Method: : Site visits, interviews Known Data Limitations and Significance (if any): None known Timing/Frequency of Data Acquisition: Annual Estimated Cost of Data Collection: None Responsible Organizations/Individual(s): innovATE ME
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>
Date of Initial Data Quality Assessment: December 2013 Known Data Limitations and Significance (if any): None Actions Taken or Planned to Address Data Limitations: N/A Date of Future Data Quality Assessments: TBD Procedure for Future Data Quality Assessments: Review of innovATE project reports
<b>OTHER NOTES</b>
Notes on Baseline Surveys: N/A Location of Data Storage: innovATE ME

PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	1		
FY 2014	4		
FY 2015	9		
FY 2016	5		
FY 2017	5		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			

## Feed the Future Indicators

4.5.2-7 Number of individuals who have received USG supported short term agricultural sector productivity or food security training
Precise definition (s): Number of institutions/organizations undergoing capacity / competency assessment in one or more of the six areas of institutional/organizational competency: governance (e.g., board, mission/goal/ constituency, leadership, legal status); management practices (e.g., organizational structure, information management, administration procedures, personnel, planning, program development, program reporting); human resources (e.g., human resources development, staff roles, work organization, diversity issues, supervisory practices, salary and benefits); financial resources (e.g., accounting, budgeting, financial/inventory controls, financial reporting); service delivery (e.g., sectorial expertise, constituency, impact assessment); external relations (e.g., constituency relations, collaboration, public relations, local resources, media). In this instance, this particularly concerns those elements most pertinent to the conduct of higher education, training, research and outreach. Include any institution receiving USG assistance.
Indicator Type: Output
Indicator Link to Impact: None
Unit of Measure: Number
Disaggregated by: None
Justification/Management Utility: This indicator replaces custom indicator T1 which is a compilation of three custom indicators: T2, T3, and T4. This Measures enhanced human capacity for increased agriculture productivity, improved food security, policy formulation, and/or implementation, which is key to transformational development.
PLAN FOR DATA ACQUISITION
Data Collection Method: review of program documents Timing/Frequency of Data Acquisition: Annually Estimated Cost of Data Collection: none Responsible Organizations/Individual(s): innovATE Management Entity (ME) Responsible Individual(s) USAID: Clara Cohen, BFS, INNOVATE AOR
DATA QUALITY ISSUES
Data Collection Method: : Site visits, interviews Known Data Limitations and Significance (if any): None known Timing/Frequency of Data Acquisition: Annual Estimated Cost of Data Collection: None Responsible Organizations/Individual(s): innovATE ME
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING
Date of Initial Data Quality Assessment: December 2013 Actions Taken or Planned to Address Data Limitations: N/A Date of Future Data Quality Assessments: TBD Procedure for Future Data Quality Assessments: Review of innovATE project reports
OTHER NOTES
Notes on Baseline Surveys: N/A Location of Data Storage: innovATE ME Other notes: None

PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	60		
FY 2014	115		
FY 2015	165		
FY 2016	215		
FY 2017	240		
THIS SHEET LAST UPDATED ON: July 15, 2013			

#### 4.5.1-7 Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance

Precise definition (s): Number of institutions/organizations undergoing capacity / competency assessment in one or more of the six areas of institutional/organizational competency: governance (e.g., board, mission/goal/ constituency, leadership, legal status); management practices (e.g., organizational structure, information management, administration procedures, personnel, planning, program development, program reporting); human resources (e.g., human resources development, staff roles, work organization, diversity issues, supervisory practices, salary and benefits); financial resources (e.g., accounting, budgeting, financial/inventory controls, financial reporting); service delivery (e.g., sectorial expertise, constituency, impact assessment); external relations (e.g., constituency relations, collaboration, public relations, local resources, media). In this instance, this particularly concerns those elements most pertinent to the conduct of higher education, training, research and outreach. Include any institution receiving USG assistance.

Indicator Type: Output

Indicator Link to Impact: None

Unit of Measure: Number

Disaggregated by: None

Justification/Management Utility: There are 5 stages of institutional/organizational capacity strengthening associated with FtF Indicator 4.5.1-8. This indicator measures the first of five stages of institutional/organizational capacity strengthening in agriculture: the assessment phase. This indicator is easily aggregated upward from all operating units.

#### PLAN FOR DATA ACQUISITION

Data Collection Method: Site visits, interviews

Timing/Frequency of Data Acquisition: Annually

Estimated Cost of Data Collection: none

Responsible Organizations/Individual(s): innovATE Management Entity (ME)

Responsible Individual(s) USAID: Clara Cohen, BFS, INNOVATE AOR

#### DATA QUALITY ISSUES

Data Collection Method: : Site visits, interviews

Known Data Limitations and Significance (if any): None known

Timing/Frequency of Data Acquisition: Annual

Estimated Cost of Data Collection: None

Responsible Organizations/Individual(s): innovATE ME

#### PLAN FOR DATA ANALYSIS, REVIEW & REPORTING

Date of Initial Data Quality Assessment: December 2013

Actions Taken or Planned to Address Data Limitations: N/A

Date of Future Data Quality Assessments: TBD

Procedure for Future Data Quality Assessments: Review of innovATE project reports

#### OTHER NOTES

Notes on Baseline Surveys: N/A

Location of Data Storage: innovATE ME

Other notes: None

PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	4		
FY 2014	10		
FY 2015	20		
FY 2016	20		
FY 2017	10		
THIS SHEET LAST UPDATED ON: July 15, 2013			

#### 4.5.1-8 Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance

Precise definition (s): Number of institutions/organizations undertaking capacity / competency strengthening in one or more of the six areas of institutional/organizational competency: governance (e.g., board, mission/goal/ constituency, leadership, legal status); management practices (e.g., organizational structure, information management, administration procedures, personnel, planning, program development, program reporting); human resources (e.g., human resources development, staff roles, work organization, diversity issues, supervisory practices, salary and benefits); financial resources (e.g., accounting, budgeting, financial/inventory controls, financial reporting); service delivery (e.g., sectorial expertise, constituency, impact assessment); external relations (e.g., constituency relations, collaboration, public relations, local resources, media). Include any institution receiving USG assistance.

Indicator Type: Output

Indicator Link to Impact: None

Unit of Measure: Number

Disaggregated by: None

Justification/Management Utility: There are 5 stages of institutional/organizational capacity strengthening: 1) undergoing capacity/competency assessments, 2) institution/organization assessments presented for consultation, 3) undertaking capacity/competency strengthening, 4) making significant improvements, 5) mature/viable. This indicator measures the third of five stages of institutional/organizational capacity strengthening in agriculture. This indicator is easily aggregated upward from all operating units.

#### PLAN FOR DATA ACQUISITION

Data Collection Method: site visits, interviews, symposium attendance

Timing/Frequency of Data Acquisition: Annually

Estimated Cost of Data Collection: N/A

Responsible Organizations/Individual(s): innovATE Management Entity (ME)

#### DATA QUALITY ISSUES

Data Collection Method: : Site visits, interviews

Known Data Limitations and Significance (if any): None known

Timing/Frequency of Data Acquisition: Annual

Estimated Cost of Data Collection: None

Responsible Organizations/Individual(s): innovATE ME

#### PLAN FOR DATA ANALYSIS, REVIEW & REPORTING

Date of Initial Data Quality Assessment: December 2013

Known Data Limitations and Significance (if any): None

Actions Taken or Planned to Address Data Limitations: N/A

Date of Future Data Quality Assessments: TBD

Procedure for Future Data Quality Assessments: Review of InnovATE project reports

#### OTHER NOTES

Notes on Baseline Surveys: N/A

Location of Data Storage: innovATE ME

Other notes: None



PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	4		
FY 2015	10		
FY 2016	20		
FY 2017	20		
THIS SHEET LAST UPDATED ON: July 15, 2013			

<b>4.5.2-12 Number of public-private partnerships formed as a result of FTF assistance</b>			
Precise definition (s): Institutional or other types of agreements to work together on AET capacity development programs of mutual interest. These agreements will last beyond the project lifetime. Examples include initiating an agreement between a private corporation and AET system stakeholder.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: number of agreements			
Disaggregated by: type of institution or program, private entity			
Justification/Management Utility: The targets measure innovATE's direct contribution to AET capacity.			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Reporting by innovATE Project.			
Timing/Frequency of Data Acquisition: Annually			
Estimated Cost of Data Collection: Minimal. Within program budget estimates			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Data Collection Method: : Site visits, interviews			
Known Data Limitations and Significance (if any): None known			
Timing/Frequency of Data Acquisition: Annual			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Date of Initial Data Quality Assessment: December 2013			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review of innovATE project reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage innovATE ME			
Other notes: None			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	2		
FY 2015	3		
FY 2016	4		
FY 2017	2		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			

## Custom Indicators: LEARN

<b>L1. Number of users accessing project databases</b>			
Precise definition (s): The primary database being developed by the project is a source for finding-short-term agricultural training for professionals and implementers. The indicator counts the number of unique visitors to the database per year. The database will be open to anyone, but is primarily designed for USAID personnel and implementing partners doing capacity building in agriculture.			
Indicator Type: Output			
Indicator Link to Impact: The number of database users should be proportional to matching training opportunities to need.			
Unit of Measure: Geographic distribution of data base users			
Disaggregated by: Type of training: i.e., seminar (1-2 hours); workshops (one to five days) or longer courses			
Justification/Management Utility: The indicator directly measures use of the training database.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: diagnostic metrics software associated with the web site hosting the database.			
Timing/Frequency of Data Acquisition: Annually			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE Management Entity (ME)			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: September 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: none			
Procedure for Future Data Quality Assessments: none			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: The number of unique visitors is unambiguously reported by the metrics software.			
Presentation of data: Table			
Review of Data: None needed			
Reporting of Data: Annual report			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
Other notes: None.			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	500		
FY 2015	1000		
FY 2016	1500		
FY2017	2000		
THIS SHEET LAST UPDATED ON APRIL 10, 2013			

<b>L2. Case studies completed</b>			
Precise definition (s): Two types of case studies will be prepared: country assessment studies and cross-cutting studies. The initial work on country studies will be done through desktop review of available literature and communication with AET practitioners and development professionals, with research trips in-country to meet stakeholders and collect data not available by other means. Cross-cutting studies will examine topics across discipline and geographic boundaries. Completed reports will be publicly available.			
Indicator Type: Output			
Indicator Link to Impact: Case studies increase AET knowledge. The activity serves two objectives of the Learn component: 1) gathering AET documentation and analysis of good practices; and 2) making this information available to a global audience.			
Unit of Measure: Number of reports			
Disaggregated by: N/A			
Justification/Management Utility: The targets measure innovATE's direct contribution to AET scholarship.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Submission of case study reports			
Timing/Frequency of Data Acquisition: as completed			
Estimated Cost of Data Collection: Data collection costs nothing. Production of each report requires a moderate investment of resources.			
Responsible Organizations/Individual(s): innovATE Management Entity( ME)			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: None			
Procedure for Future Data Quality Assessments: None			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required			
Presentation of data: Table			
Review of Data: None needed			
Reporting of Data: Annual report			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	7		
FY 2014	7		
FY 2015	7		
FY 2016	6		
FY2017	3		
THIS SHEET LAST UPDATED ON APRIL 10, 2013			

L3. AET assessment tools developed			
Precise definition (s): Assessment tools are procedural documents developed to characterize national AET system (e.g. policy landscape, institutional membership, functional roles, history, educational outcomes) or individual AET institutions within a system (e.g. human resources, financial resources, mission, student services, cultures of adaptation or tradition, etc.). Assessments help identify constraints and gaps.			
Indicator Type: Output			
Indicator Link to Impact: Assessment tool development corresponds to the Learn objective of documenting good practices. Assessment tools establish an analytical base for the identification and justification of AET investments through the Design component.			
Unit of Measure: Number of tool templates/documents			
Disaggregated by: N/A			
Justification/Management Utility: The targets measure direct contribution to AET capacity evaluation.			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Assessment tools will continue to be modified for each assessment carried out. Completion of a tool is noted by the production of a template document addressing a unique topic. These assessments often include survey instruments.			
Timing/Frequency of Data Acquisition: As completed			
Estimated Cost of Data Collection: None.			
Responsible Organizations/Individual(s): innovATE Management Entity (ME)			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: None			
Procedure for Future Data Quality Assessments: None			
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING			
Data Analysis: No analysis required			
Presentation of data: Table			
Review of Data: None needed			
Reporting of Data: Annual report			
OTHER NOTES			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME.			
Other notes: None			
PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	3		
FY 2014	0		
FY 2015	1		
FY 2016	0		
FY 2017	1		
THIS SHEET LAST UPDATED ON APRIL 10, 2013			

<b>L4. Technical notes and good practice papers disseminated</b>			
Precise definition (s): Publications will be important contribution to the development of AET capacity. They will help define AET good practices, country ATE systems and their gaps, and provide the basis for future research and AET capacity building.			
Indicator Type: Output			
Indicator Link to Impact: These publications will help promote AET capacity development, and provide an information base for developing AET systems at all levels.			
Unit of Measure: Number of publications			
Disaggregated by: Type of paper (i.e. short publications ( factsheets), longer AET paper)			
Justification/Management Utility: This indicator measures innovATE's contribution to AET scholarship. This indicator is easily aggregated.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project.			
Timing/Frequency of Data Acquisition: Annually			
Estimated Cost of Data Collection: Minimal			
Responsible Organizations/Individual(s): innovATE Management Entity			
Responsible Individual(s) innovATE Management Entity			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: none			
Procedure for Future Data Quality Assessments: Review INNOVATE project reports submitted and INNOVATE website, <a href="http://www.oired.vt.edu/innovate">www.oired.vt.edu/innovate</a>			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: completion, and dissemination of publications			
Presentation of data: Annual reports.			
Review of Data: Internal INNOVATE technical quality checks, Project Advisory Committee			
Reporting of Data: Annual reports, other updates			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE Management Entity.			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	3		
FY 2014	5		
FY 2015	6		
FY 2016	8		
FY 2017	8		
THIS SHEET LAST UPDATED ON APRIL 10, 2013			

## Custom Indicators: DESIGN

<b>D1. AET system/program evaluations</b>			
Precise definition (s): The number of completed AET programs evaluated at the request of USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: Number			
Disaggregated by: N/A			
Justification/Management Utility: Highlight the number of AET programs evaluated			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Report Documentation			
Timing/Frequency of Data Acquisition: As evaluations are requested and completed			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE Management Entity (ME)			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: TBD			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required			
Presentation of data: Tabular format			
Review of Data:			
Reporting of Data: Semi-annual and Annual			
<b>OTHER NOTES</b>			
Baseline Data Source: Innovate ME			
Baseline Year: FY 2013			
Baseline Value: 0			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	1		
FY 2014	2		
FY 2015	3		
FY 2016	3		
FY 2017	3		
THIS SHEET LAST UPDATED ON: July 15, 2013			

<b>D2. AET reform and investment plans designed</b>			
Precise definition (s): The number of country or institutional specific investment plans created as a result of AET program evaluations carried out at the request of USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: Number			
Disaggregated by: N/A			
Justification/Management Utility: The targets measure the number of interventions designed by Innovate			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Report Documentation			
Timing/Frequency of Data Acquisition: As reform and investment plans are requested and completed			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review of InnovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required			
Presentation of data: Tabular format			
Review of Data:			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Baseline Data Source: Innovate ME			
Baseline Year: FY 2013			
Baseline Value: 0			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	1		
FY 2014	4		
FY 2015	4		
FY 2016	5		
FY 2017	4		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			



<b>D3. Consultancies for curriculum development, linkages, and AET support services</b>			
Precise definition (s): The number of consultancies carried out based on Innovate designed AET reforms that address issues around curriculum development, private-public linkages and AET support services at the request of USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: Number			
Disaggregated by: N/A			
Justification/Management Utility: The targets measure the number of consultancies carried out by Innovate to develop AET institutions.			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Report Documentation			
Timing/Frequency of Data Acquisition: As consultancies are requested and completed			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review of innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required			
Presentation of data: Tabular format			
Review of Data:			
Reporting of Data: Semi-annual and Annual Reports			
<b>OTHER NOTES</b>			
Baseline Data Source: innovATE ME			
Baseline Year: FY 2013			
Baseline Value: 0			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	2		
FY 2014	4		
FY 2015	6		
FY 2016	6		
FY 2017	4		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			

<b>D4. Institutional linkages established</b>			
Precise definition (s): The number of public-private linkages established between AET institutions and private enterprises.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: Number			
Disaggregated by: N/A			
Justification/Management Utility: Measures the number of public-private linkages established through the innovATE Project.			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Report Documentation			
Timing/Frequency of Data Acquisition: As public-private linkages are established			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE Management Entity			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review of innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required			
Presentation of data: Tabular format			
Review of Data:			
Reporting of Data: Annual reports and other updates			
<b>OTHER NOTES</b>			
Baseline Data Source: innovATE ME			
Baseline Year: FY 2013			
Baseline Value: 0			
Location of Data Storage: innovATE Management Entity			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	2		
FY 2014	6		
FY 2015	10		
FY 2016	10		
FY 2017	12		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			

<b>D5. AET reform and investment plans implemented</b>			
Precise definition (s): The number of innovate designed AET reform and investment plans that are requested and funded by USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: Number			
Disaggregated by: N/A			
Justification/Management Utility: Measures the number of Innovate designed AET plans implemented.			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Report Documentation			
Timing/Frequency of Data Acquisition: As AET reform plans are requested and implemented.			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE Management Entity			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review of innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required			
Presentation of data: Tabular format			
Review of Data:			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Baseline Data Source: innovATE Management Entity			
Baseline Year: FY 2013			
Baseline Value: 0			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	1		
FY 2015	3		
FY 2016	4		
FY 2017	4		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			

<b>D6. AET institutions strengthened</b>			
Precise definition (s): The number of AET institutions strengthened through an Innovate designed reform or investment plan that received funding from USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact:			
Unit of Measure: Number			
Disaggregated by: N/A			
Justification/Management Utility: Measures the number AET institutions strengthened through innovATE project designed interventions.			
<b>PLAN FOR DATA ACQUISITION</b>			
Data Collection Method: Report Documentation Timing/Frequency of Data Acquisition: As requested and AET institutions participate in implemented projects. Estimated Cost of Data Collection: None Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013 Known Data Limitations and Significance (if any): None known Actions Taken or Planned to Address Data Limitations: N/A Date of Future Data Quality Assessments: TBD Procedure for Future Data Quality Assessments: Review of innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: No analysis required Presentation of data: Tabular format Review of Data: Reporting of Data: Annual Reports			
<b>OTHER NOTES</b>			
Baseline Data Source: Innovate ME Baseline Year: FY 2013 Baseline Value: 0 Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	3		
FY 2015	7		
FY 2016	10		
FY 2017	10		
THIS SHEET LAST UPDATED ON: APRIL 4, 2013			

## Custom Indicators: TRAIN

T1. Training modules developed			
Precise definition (s): Number of training modules developed to introduce new approaches and strategies for more efficient, effective, and sustainable ATE systems and to promote investment in such systems. Modules covering a single topic may be of various formats including on-line training sessions, seminars, overviews and workshops.			
Indicator Type: Output			
Indicator Link to Impact: Development of modules with appropriate content is an essential first step in broad training and promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of training modules			
Disaggregated by: none			
Justification/Management Utility: The indicator allows for monitoring progress in a crucial first step in promoting extensive retraining of ATE professionals, policymakers, and stakeholders.			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: innovATE Project reports. Completion is confirmed by submission of training documentation and materials for each module.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING			
Data Analysis: listing and analysis of modules			
Presentation of data: tabular			
Review of Data: Data will be reviewed through site visits and activity reports			
Reporting of Data: Annual reports			
OTHER NOTES			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	2		
FY 2014	3		
FY 2015	3		
FY 2016	3		
FY 2017	3		
THIS SHEET LAST UPDATED ON July 15, 2013			

<b>T2. Training workshops hosted</b>			
Precise definition (s): Number of training workshops hosted on cross-cutting subject sessions in association with the Global Learning Event (AET symposium) at the request of USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact: Development of modules with appropriate content is an essential first step in broad training and promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of workshops			
Disaggregated by: none			
Justification/Management Utility: The indicator allows for monitoring progress in a crucial first step in promoting extensive retraining of ATE professionals, policymakers, and stakeholders.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project. Completion is confirmed by submission of workshop reports.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: listing and analysis of workshops			
Presentation of data: tabular			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: Virginia Tech innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	2		
FY 2015	2		
FY 2016	2		
FY 2017	2		
<b>THIS SHEET LAST UPDATED ON July 15, 2013</b>			

<b>T3. Short-term training supported for curriculum development</b>			
Precise definition (s): Number of short-term training units on curriculum development and pedagogy at the request of USAID Missions or Bureaus.			
Indicator Type: Output			
Indicator Link to Impact: Development of units with appropriate content is an essential first step in broad training and promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of units			
Disaggregated by: none			
Justification/Management Utility: The indicator allows for monitoring progress in a crucial first step in promoting extensive retraining of ATE professionals.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project. Completion is confirmed by submission of curriculum development reports.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: listing and analysis of units			
Presentation of data: tabular			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	10		
FY 2015	10		
FY 2016	10		
FY 2017	10		
<b>THIS SHEET LAST UPDATED ON July 15, 2013</b>			

T4. Number of training module users			
Precise definition (s): Number of training module users who have completed participation in training modules. Participants include ATE professionals and other stakeholders.			
Indicator Type: Output			
Indicator Link to Impact: The training of ATE users is an essential first step in the promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of users			
Disaggregated by: sex			
Justification/Management Utility: The indicator allows for monitoring progress in a crucial first step in promoting extensive retraining of ATE professionals, policymakers, and stakeholders.			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Reporting by innovATE Project. Completion is confirmed by submission of training documentation and materials for each module.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
PLAN FOR DATA ANALYSIS, REVIEW & REPORTING			
Data Analysis: totaling numbers of participants from each module			
Presentation of data: tabular			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
OTHER NOTES			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
PERFORMANCE INDICATOR VALUES			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	200		
FY 2015	400		
FY 2016	1000		
FY 2017	1000		
THIS SHEET LAST UPDATED ON July 15, 2013			



<b>T5. Policy makers trained in AET</b>			
Precise definition (s): Number of policy makers who have completed participation in training modules and workshops as requested.			
Indicator Type: Output			
Indicator Link to Impact: Training of policy makers in ATE is an essential first step in the promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of policy makers			
Disaggregated by: sex			
Justification/Management Utility: The indicator allows for monitoring progress in a crucial first step in promoting extensive retraining of ATE policymakers.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project. Completion is confirmed by submission of training documentation and materials for each module or workshop.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: totaling numbers of participants from each module			
Presentation of data: tabular			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	15		
FY 2014	15		
FY 2015	15		
FY 2016	15		
FY 2017	15		
<b>THIS SHEET LAST UPDATED ON July 15, 2013</b>			

<b>T6. Development practitioners trained in AET</b>			
Precise definition (s): Number of development practitioners (such as ATE institution instructional staff, field technicians and other users of improved ATE content) who have completed participation in training modules and workshops; training provided as needed and requested			
Indicator Type: Output			
Indicator Link to Impact: The training of ATE development practitioners is an essential first step in the promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of development practitioners trained			
Disaggregated by: sex			
Justification/Management Utility: The indicator allows for monitoring progress in a crucial first step in promoting extensive retraining of ATE practitioners.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project. Completion is confirmed by submission of training documentation and materials for each module and workshop.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: totaling numbers of participants from each module			
Presentation of data: tabular			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	25		
FY 2014	50		
FY 2015	50		
FY 2016	50		
FY 2017	25		
THIS SHEET LAST UPDATED ON July 15, 2013			

<b>T7. Development professionals trained</b>			
Precise definition (s): Number of development professionals (such as NGO staff, USAID Mission staff, and others who provide assistance to the AET sector) who have completed participation in training modules and workshops; as requested			
Indicator Type: Output			
Indicator Link to Impact: Training of development practitioners is an essential first step in the promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of development professionals trained			
Disaggregated by: sex			
Justification/Management Utility: The targets allow for monitoring progress in a crucial first step in promoting extensive retraining of ATE professionals.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project. Completion is confirmed by submission of training documentation and materials for each module or workshop.			
Timing/Frequency of Data Acquisition: after event			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: totaling numbers of participants from each module			
Presentation of data: tabular			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	20		
FY 2014	50		
FY 2015	100		
FY 2016	150		
FY 2017	200		
THIS SHEET LAST UPDATED ON July 15, 2013			

<b>T8. Regional/international symposia hosted</b>			
Precise definition (s): Number of regional/international symposia hosted. These international symposia will be hosted to increase the awareness by and promote the retraining of ATE professionals, policymakers, and stakeholders.			
Indicator Type: Output			
Indicator Link to Impact: Symposia with appropriate content are an essential first step in broad training and promotion of awareness of the potential and need for sustainable and effective ATE systems.			
Unit of Measure: Number of symposia			
Disaggregated by: none			
Justification/Management Utility: The targets allow for monitoring progress in a crucial step in raising the awareness and promoting ATE.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project.			
Timing/Frequency of Data Acquisition: Annual			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: listing of symposia			
Presentation of data: narrative report			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	1		
FY 2014	1		
FY 2015	1		
FY 2016	1		
FY 2017	1		
<b>THIS SHEET LAST UPDATED ON APRIL 9, 2013</b>			

<b>T9. Academic papers published</b>			
Precise definition (s): Number of academic papers published in peer reviewed journals.			
Indicator Type: Output			
Indicator Link to Impact: Peer-reviewed articles with appropriate ATE content are essential in the promotion of sustainable and effective ATE systems.			
Unit of Measure: Number of articles			
Disaggregated by: none			
Justification/Management Utility: The indicator allows for monitoring progress in promoting retraining of ATE professionals, policymakers, and stakeholders.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
Data Collection Method: Reporting by innovATE Project.			
Timing/Frequency of Data Acquisition: Annual			
Estimated Cost of Data Collection: None			
Responsible Organizations/Individual(s): innovATE ME			
<b>DATA QUALITY ISSUES</b>			
Date of Initial Data Quality Assessment: December 2013			
Known Data Limitations and Significance (if any): None known			
Actions Taken or Planned to Address Data Limitations: N/A			
Date of Future Data Quality Assessments: TBD			
Procedure for Future Data Quality Assessments: Review innovATE project reports			
<b>PLAN FOR DATA ANALYSIS, REVIEW &amp; REPORTING</b>			
Data Analysis: number of journal articles			
Presentation of data: bibliographic reference			
Review of Data: Data will be reviewed through activity reports			
Reporting of Data: Annual reports			
<b>OTHER NOTES</b>			
Notes on Baseline Surveys: N/A			
Location of Data Storage: innovATE ME			
<b>PERFORMANCE INDICATOR VALUES</b>			
YEAR	TARGET	ACTUAL	NOTES
FY 2013	0		
FY 2014	1		
FY 2015	3		
FY 2016	5		
FY 2017	4		
THIS SHEET LAST UPDATED ON APRIL 9, 2013			

## Year 1 Work Plan

### Introduction

The goal of the Innovation for Agricultural Training and Education (innovate ) project—formerly referred to as the Modernizing Agricultural Education and Training Systems (MAETS) Project—is to develop the human and institutional capacity needed to promote rural innovation necessary to achieve sustainable food security, reduce poverty, conserve natural resources, and address other rural problems. We will define and disseminate strategies and approaches in support of agriculture education and training (AET) reform and investment. Innovate will focus on all levels of education such as: youth, workforce development programs, primary and secondary educational systems, vocational/technical levels, and the university and post-graduate level.

This is the first year work plan for the Innovate project. This introduction is followed by a short overview of the Year 1 activities. Next, the activities for each of the project’s three components during Year 1 are described next. Each component’s section will also include a synopsis of the LOP for that component. We also have included a summary for the Performance Monitoring Plan (PMP). The full project PMP for Innovate will be submitted separately.

The Management Entity (ME) team in the Office of International Research, Education and Development (OIRE) at Virginia Tech has been mobilized, and has hosted a “kick-off meeting”. The ME has been working with the Innovate consortium partners to establish protocols and finalize the performance monitoring plan with the AOR. The consortium will coordinate with existing USAID investments, including the MEAS project, MSU’s GCFSI, the APLU Knowledge Center, the Innovation Labs, and TEAM Africa, to garner lessons learned and seek points of leverage that help ensure greater impact from our resources.

The **LEARN**, **DESIGN** and **TRAIN** activities are part of a demand-driven, student-centered methodology. Each is described in brief in this overview and in more detail in later sections. During the first year, there will be activities in all three components, with the emphasis on **LEARN**. Effort will be allocated to information gathering/synthesis, networking with AET professionals and institutions, development of AET assessment tools, providing technical assistance to USAID missions, and offering associated training for USAID personnel and implementing partners tasked with AET reform.

**LEARN:** This component consolidates information and lessons learned from past experiences that will guide the **DESIGN** and **TRAIN** project activities. To improve agriculture education and training systems we need to gather and make accessible current AET information and examine current issues that impact AET systems. Specifically, the **LEARN** component documents good practices and assessment tools to address specific problems at agricultural education and training (AET) institutions and countries. Studies of an initial group of cross-cutting themes such as strategies for gender equity, avenues to improve AET capacity in post conflict situations, and work-force development will help us gather input from the AET community about other key issues that need attention. The **LEARN** component will also document how private sector input has successfully shaped demand-driven AET transformation. The centerpiece of the **LEARN** activities will be an international AET symposium (global learning event) designed to share knowledge among AET specialists and launch Innovate’s development of a global AET community of practice.

**DESIGN:** This component is based on information gathered through the **LEARN** component and is under direction from local USAID missions. The **DESIGN** component applies assessment tools and other methods that adapt good practices to provide project design guidance that addresses specific institutions and systems. This assures that AET investments will meet the needs of USAID missions and local AET partners. The end result in many cases will be to provide the basis for associate awards and procurement that will lead to systemic capacity development in agricultural education and training.

**TRAIN:** This component focuses on sharing **LEARN** and **DESIGN** experiences. In particular, good practices, analyses, and contextualized case studies will be made available when and where appropriate to USAID missions, national AET professionals, user groups and other interested parties through online training modules, a database of training activities, pedagogy workshops, and short courses. **TRAIN** activities assure that Innovate extends learning opportunities in the AET community of practice.

By the end of Year 1, the project will: 1) increase awareness of Innovate’s purpose and programs; 2) raise the profile of AET capacity building as a development sub-discipline; 3) provide fundamental training for USAID and other key stakeholders; 4) assemble and generate scholarship on AET reform for use by practitioners; and 5) host an international forum for an AET community of practice. Table 1 lists the Innovate startup and management activities.



Table 1: Start-up and Management Tasks

TASK	START	FINISH	MILESTONES
<b>Start-up Tasks</b>			
Project management team mobilized	10/3/12	12/15/12	VT ME team gathered. Start-up assignments given by OIRED director
Consultative meeting of ME with AOR and BFS staff	10/12/12	1/25/13	Incorporation of feedback for submission of Year 1 work plan.
	1/15/13	2/15/13	Country selection criteria refined
Innovate Consortium Meeting	10/1/12	10/31/12	Meeting held
Refine project indicators and data requirements with USAID		3/7/13	Performance indicators a) drafted,
		6/30/13	b) finalized
Work plan submission		1/20/13	Work plan for Year 1 submitted
Work plan approval by USAID		6/30/13	Work plan approved
Innovate sub-awards establishment	11/8/12	12/12/12	All sub-awards established
Establish Program Advisory Committee (PAC)	11/30/12	06/30/13	PAC established
PMP Linked to FTF and Foreign Assistance Frameworks	10/4/12	3/22/13	PMP Linked to FTF and Foreign Assistance Frameworks
Performance management plan submission		3/27/13	PMP submitted
Performance management plan approved		6/30/13	PMP approved
Initial “kick-off” partners meeting	9/30/12	10/30/12	Meeting conducted with all partners and USAID representatives participating

Management Tasks			
Activity 1. Reporting to USAID			
Year 1 work plan	12/1/13	12/29/12	Drafted and discussed with partners
	1/20/13	1/30/13	Draft submitted to USAID
		6/30/13	Work plan approved by USAID
Quarterly financial reports	10/1/12	1/15/13	Report submitted
	1/1/13	4/15/13	Report submitted
	4/1/13	7/15/13	Report submitted
	7/1/13	10/15/13	Report submitted
Semi-annual report	4/1/13	6/30/13	Report submitted
Annual report	10/1/13	10/31/13	Report submitted
Activity 2. Networking with AET practitioners, USAID Missions, associations			
Establish contacts with key AET practitioners, USAID missions	11/30/12	9/30/13	AET related conferences held
Identify key AET players			Conference calls conducted with key AET players
Establish and maintain contacts with USAID missions to inform them about Innovate and identify candidates for initial assessments	10/30/12	9/30/13	USAID missions contacted to introduce Innovate (including conference calls)
Building awareness of Innovate	12/15/12	1/15/13	Short information program sheets developed
	12/15/12	2/1/13	Web presence for Innovate established
Activity 3. Maintaining contact with BFS and USAID/Washington			
Post-award conference	9/30/12	10/30/12	Post-award meetings conducted at BFS at USAID offices in Washington, DC
Maintain contact with BFS and USAID/Washington	10/30/12	Ongoing Ongoing	Regular weekly conference calls conducted with USAID AOR and partners  In-person visits to BFS/USAID in Washington conducted

## Overview of Years 2-5 activities

In the second and third years, effort dedicated to project design and AET innovation will increase according to USAID mission demand. Innovate will help USAID staff, AET institution administrators, and ministerial personnel develop strategic plans, draft policy, and design AET interventions that link educational outcomes to workforce development and innovation in the agriculture sector. Innovate will offer online and in-country training and mentoring on how to incorporate adaptive change process to AET evolution. Content-specific assistance will be undertaken primarily as buy-ins to the leader award or associate awards. Innovate will host annual open symposia on AET capacity building. Project design activities, along with good practices and analytical work, will increase in the later years of the project.

In Years 4 and 5, we expect that the majority of effort will shift to implementing country-specific projects. The earliest projects designed through Innovate support will be well established. Innovate will support impact assessments on these AET investments as requested and supported by USAID. The training modules for AET system and institutional assessments will be updated in consideration of the newest case studies. At the close of the project, Innovate will host an international symposium on AET adaptive processes. This symposium will analyze and showcase five years of progress in AET capacity development and resulting new standards of good practice.

## LEARN: AET system analysis and pilot projects —documenting lessons learned and good practice

Innovate seeks to provide a leadership role in generating practical policy scholarship for USAID and AET reformers in host countries. Innovate will seek to help a broad range of agricultural development practitioners and AET specialists to understand and embrace renewed investments in efficient and sustainable AET institutions. The stakeholders include those working with youth or workforce development, training centers, and primary, secondary, and higher education institutions. The target audiences for Innovate will include US AET institutions, international donors, NGOs, and private sector organizations (e.g., consulting companies working in AET, agriculture enterprises). Year 1 **LEARN** related activities are listed in Table 2.

Innovate will document the AET landscape in select countries and cross-cutting topics and make available good practices for AET assessment and analysis. Issues that need to be addressed include: How do the separate elements of an AET system function? How do they integrate to build an Agricultural Innovation System (AIS)? Where are opportunities to promote adaptive and transformational changes to meet country-level future food security goals?

**LEARN** activities will be structured under three themes: gathering AET information and creating knowledge (Activity 1); making this information accessible to a global audience (Activity 2); and creating opportunities for information exchange and synthesis through a community of practice (Activity 3). Innovate will emphasize the development of a learning agenda for AET capacity development, aggregating and synthesizing knowledge on AET capacity development. Innovate will review information resources to assure it meets quality standards before dissemination. The project will also

create new knowledge to improve decision-making. In the first year, individuals from the consortium institutions will collect and analyze AET systems of several countries (e.g. Cambodia, Honduras, Rwanda, and Mozambique) through country assessment studies. Thematic cross-cutting desktop studies (e.g. gender equity, post-conflict AET) will be produced and tied to the topics of the symposium.

In addition, Innovate will identify and learn from key AET stakeholder organizations such as USAID-funded AET-related programs (e.g. Innovation Labs, EHED, ERA, iAGRI, TEAM Africa, Higher Education Solutions Network, AERI, and US-Africa Higher Education Partnerships) as well as non-USAID funded programs (such as APLU, CAMES, Partnership for Higher Education in Africa, RUFORUM, ANAFE). Donor agencies in addition to USAID (e.g., USDA, World Bank, GIZ) will be brought into the dialogue. We will network with and garner lessons learned where appropriate from other USAID programs such as the MEAS project, and USAID youth, workforce development and economic growth programs.

Realizing that good information is needed to make effective investments we will seek input from groups active in AET. Hence, it will be vital to continually seek outside thinking about AET and strategies to improve capacity through a variety of venues. By establishing a program advisory committee (PAC) of key AET specialists we will gather additional input for the project and continue to add to our AET network. We will structure the PAC so that its size and membership are conducive to assisting us to bring in direction and current ideas relevant to our programs. To that end we will solicit suggestions from key stakeholders to direct PAC membership, and use teleconferences and e-consultations, and other ICT means to communicate with the PAC members. The PAC membership will be selected by the partners to include a mix of AET development practitioners (e.g., AET project implementers, consultants), donor and program representatives with investments in AET and overseas AET colleagues (university administrators and faculty, education specialists, etc.). The PAC membership will be a good source of key AET capacity issue identification and priority setting.

We will build an active AET community of practice among USAID, AET reformers in host-countries, educational institutions at all levels, and AET professionals in international and regional organizations. Innovate will respond to this community and foster communication and engagement and provide a forum for agriculture educators. We will cooperate with existing AET reform organizations in Africa and Asia and Latin America. We will work with a motivated sub-group of educators to beta test assessment tools. In Year 1, the symposium will be the biggest single event in our developing the AET community of practice. A cross-cutting study on building communities of practice will be presented at the symposium as a foundation from which to launch community of practice activities in Year 2.

The symposium will increase awareness of Innovate's food security mission. Key individuals and scholars will be invited and supported to present their insights and experiences with AET reform. We will engage other stakeholders during the global AET symposium through digital technologies. The proceedings from the symposium will be made available through on-line venues.

Innovate will aggregate and synthesize knowledge as a platform for understanding and planning AET development. Two types of case studies will be prepared: country studies and cross-cutting studies. Country assessment studies will be based partially on USAID mission interest, partially on the presence

of interesting AET activities or problems, and partially on a geographical balance. Most of the initial work on country studies will be done through desktop review of available literature and communication with experts. In-country travel will be undertaken to collect data not available and to meet with key stakeholders. With core funding, Innovate can produce four country assessments during Year 1. The second type of case study, the cross-cutting studies, will examine key AET topics across geographic boundaries. In Year 1 and for subsequent years, cross-cutting studies will serve as the organizational structure for symposia hosted by Innovate. The Year 1 symposium will report on and engage AET practitioners in: gender equity in AET systems and AET capacity building projects; incorporating gender subject matter in the AET curriculum; AET capacity building in post-conflict countries; and AET workforce development flow, from secondary schools into agricultural vocational training and higher education. Where necessary, outside specialists may be commissioned to conduct research on selected topics.

The series of case studies (e.g., cross-cutting studies, country assessments) will be initiated during Year 1. Topics for the initial year will be selected from those outlined in the proposal and verified through consultations among the partners and with specialists outside the consortium. As a starting point, these topics will include post-conflict issues, gender equity, and work-force development. The list of possible topics and studies we conduct will be enlarged through direct consultation (meetings, conferences, e-discussion groups) and solicitation (canvassing specialists). Since it is important to build a cohesive collection of studies that can be replicated, to begin with a limited number of topics will be selected for study. We know that several others are worthy of study and they will be added as we gain momentum. These studies will identify gaps in AET systems, and point to good practices. These studies also will form the basis for publications (fact sheets, etc.) and web-based information, and further engage the team with the AET community.

Our case study research methodology will combine desk-top research and in-country fact finding (e.g., at conferences, on-the-ground data collection visits). For instance attending the Gender GLEE held in Washington, DC will avail the research team access to over one-hundred stakeholders – many with a strong interest and experience in AET. In addition our participation and Innovate’s support for key participation of AET specialists in the post conflict conference to be held in Southern Sudan during the summer of 2013 will provide enormous synergies for our post conflict cross-cutting study team.

A series of country level studies will be also initiated during Year 1. The purpose of these studies is to identify AET experience, locate resources and develop our AET network, select good practices, and determine capacity gaps at the country level. These will initially be focused on countries with the highest level of interest in accessing the Innovate program. Initial contacts with USAID missions will drive the selection of these countries. A benefit of these studies is to build background information for pre-scoping and scoping activities and support associate award and buy in investments. Scholarly AET information is lacking, hence our team will start with a small group of selected focus topics and countries. These will form the basis for the involvement of outside researchers.

Table 2 contains a list of illustrative Year 1 activities planned under the Learn component.

## Table 2: Year 1 LEARN activities and tasks



ACTIVITY/TASK	MILESTONES	START	FINISH
Activity 1. Gather information and create knowledge			
Compile an online resources for AET bibliography	Student researcher hired	2/1/13	5/31/13
	Database structure finalized	11/1/12	7/1/13
	500 citations compiled		9/30/13
Country assessment studies	3 country assessment studies completed	11/15/12	8/30/13
Cross-cutting analyses	3 cross-cutting studies completed: (e.g., identify gaps in AET capacity and good practices)	12/01/12	8/15/13
	Gender in agriculture and AET systems, AET post-conflict study and workforce development		8/31/13
	Initial studies completed and results presented at the AET symposium		9/15/13
Collect/synthesize experiences of other organizations	Reports and papers collated and shared	7/1/13	9/15/13
Activity 2. Make knowledge accessible			
Create a community of practice to gather and share AET training knowledge	Design parameters defined	11/1/12	6/30/13
	Gather participants		6/15/13
	User survey to assess usefulness completed		8/31/13
	AET community of practice study		9/15/13
Organize a global database for AET institutions and capabilities	Training database operational and accessible	4/15/13	8/15/13

Outreach communications to USAID FtF countries	Interest gathered from USAID missions	12/7/12	12/14/12
	Contacts established (e.g., conference calls) with 3 USAID missions	1/15/13	03/21/13
	Contacts established with 3 additional USAID missions	2/15/13	6/15/13
Establish Innovate's presence in appropriate social media platforms	Social media presence established through appropriate format (e.g., Twitter)	1/30/13	3/15/13
Evaluate effectiveness of various social media as a means to foster an AET community of practice	Report on effectiveness of social media report compiled and circulated		8/1/13
Activity 3. Foster AET community of practice			
Hold AET global learning event	Program drafted; site selected	10/15/12	4/1/13
	e-consultation to gather input on AET topics and needs		5/8/13
	Announcement/ Invitations sent		4/15/13
	Event completed		9/18/13
	Proceedings published		10/30/13
Develop on-campus interest in AET	On-campus faculty group for AET	2/15/13	8/15/13
Collect AET experiences	Student from focus countries organized in focus groups to gather AET experiences	3/15/13	9/15/13
Support innovative leaders' participation in regional AET programs and agriculture educator associations	<u>Africa</u> : meetings with RUFORUM, Team Africa ANAFE; Attend Science week and FARA General Assembly;	1/1/13	8/27/13
	<u>Asia</u> : foster institutional involvement in APAEN from FTF countries; and		7/15/13
	<u>Latin America</u> : agricultural educator association attended		9/15/13
			9/15/13

## Years 2 – 5 LEARN Activities

Early in Year 2 a bibliography of literature on AET capacity development will be made available online. By the end of Year 2, the project will produce guidelines on good practices and adaptive change in AET systems. Early in the project, many of the resources available online from Innovate will be accessible from the project website. Agrilinks, USAID University and other longer-term platforms will also be used. As the project matures, its online resources will be increasingly shifted to external, perennial online entities.

In Year 2 we will strengthen this community of practice through facilitated dialogue via webinars and through e-consultations that we tested during year 1. In Year 3, Innovate will expand the AET community of practice by hosting moderated English, Spanish, and French forums for AET practitioners. We will cooperate with African and Asian regional reform organizations where they already exist and initiate an agriculture educators association in Latin America.

Throughout the project's duration, Innovate will expand the expertise of USAID personnel in key areas by employing assessment tools that help characterize AET systems, and assess agricultural workforce demand and supply. Field surveys and interview guidelines will be developed as needed to characterize both a national AET system (e.g. policy landscape, institutional membership, functional roles, history, educational outcomes) and individual AET institutions within a system (e.g. human resources, financial resources, mission, student services, cultures of adaptation or tradition, etc.). The project will develop tools that identify constraints and gaps and will synthesize lessons learned from prior AET system investments in developing and developed countries. Gaps in capacity, roles, and opportunities will be identified, such as: faculty quality, curriculum relevance, and student services. In later years, the emerging models of AET systems and their influence on agriculture innovation systems will help decision makers prioritize and guide impact assessment designs.

## DESIGN: Technical support and design — mainstreaming effective approaches to quality and relevant AET

Year 1 **DESIGN** activities and tasks are presented in **Table 3**. The project will develop tools that identify constraints and gaps and will synthesize lessons learned from prior AET system investments in developing countries and the United States. Following the Innovate program's demand-driven approach, gaps in capacity, roles, and opportunities will be identified. Models of AET system functions and their influence on agriculture innovation systems will help decision makers prioritize and guide investment decisions.

We will create tools for strategic planning and project design (Activity 1). We will carry out scoping studies at mission request to provide guidance on possible AET investments (Activity 2), and offer project design services including proposal and work plan preparation, establishment of monitoring and evaluation systems, and impact measurement (Activity 3). Technical assistance will be provided at the request of USAID missions. We can provide initial modules such as defining AET, establishing student

services, and building financial and administrative capacity to manage AET (Activity 4). We will rely on the expertise within and, as necessary, outside of the four Innovate member institutions.

Innovate will draw upon the experiences of partners and others who have completed or are currently engaged in long-term education capacity development projects. Innovate partners, according to their predominant geographic capabilities will lead technical support for assessment studies, project design, and implementation. The following list indicates potential Innovate involvement as dictated by demand and illustrates our geographic coverage:

- Latin America/Caribbean: Guatemala, Honduras, or Haiti (UF)
- West Africa: Senegal, Liberia, or Ghana (VT)
- East Africa: Ethiopia, Rwanda (TU)
- Southern Africa: Malawi, Mozambique, and Tanzania (TU)
- South/Southeast Asia: Bangladesh, Cambodia, and Nepal (PSU)
- Eastern Europe: Armenia (VT)

Demand and Supply Studies will identify skill sets that make AET graduates employable and will estimate future demands for them across the private and public sectors. These forecasts suggest the best student-focused educational outcomes for which curriculum adaptation, faculty and administrative capacity building should be targeted. The objective of a demand study is to quantify current and future human resource needs and to identify jobs and associated skill set requirements in the private and public sectors. It also provides the basis to build support for AET programs among employer groups. Demand studies will include a list of agriculture subsector contacts representing significant employment opportunities and potential representatives for AET institutions that introduce industry advisory mechanisms. Supply studies include analysis of: institutional mission, strategic plan, curriculum organization and content, faculty pedagogic skills, faculty/curriculum match-ups and subject weaknesses, infrastructure, governance and incentive systems, faculty continuing education opportunities, the use of practical training as well as media and distance-learning in teaching, and skill profiles of incoming students and outgoing graduates.

Analyses will use the demand and supply study, and the landscape analysis results to identify gaps in training and curriculum and to recommend changes an AET institution or system could make to provide the next generation of innovators in business and science. As we gain experience with different AET systems, these four instruments - AET system analysis, demand studies, supply studies, and gap analyses - will be refined and generalized, becoming freely accessible tools. Innovate will benefit from using demand and gap survey instruments tested in ongoing education and research programs. Much of these activities will be set up during Year 1, but the actual interventions may not occur until Year 2.

Project design work will be built within the framework of the Innovate Project's assessment and planning tools that will be made publicly available via the Innovate website. Based on demand and availability of support by a USAID Mission an in-country strategic planning exercise will be completed by the end of Year 1. Additional technical support for project planning will be provided by Innovate, primarily as supplemental tasks to the core work.

During project development, we will encourage inclusion of project components that support capacity in student services and administration. Technical support for administrative services will focus on professionalizing the procedures that will make AET institutions successful. One need that is emerging is to assist educational institutions to develop and improve financial and contract management. Parallel with project design work, professional staff from the Innovate partners (University of Florida, Penn State University and Tuskegee University) will provide technical support to AET financial and administrative management staff. In addition, a training module will be developed that will help AET institutions develop effective administrative and financial management systems. If invited, this could be the basis for a workshop for USAID and AET institutions (offered under the Train component).

Innovate will collaborate with regional programs and projects to support AET reform. In Africa, we will work with World Bank-supported RUFORUM, ANAFE, and the Association of African Universities as well as other regional organizations and programs such as TEAM Africa and CAMES. Recognizing the natural bias towards university education; we will pay special attention to ensure the adequate support of opportunities for workforce development, youth programs, as well as secondary and vocational education. Regional organizations and stakeholders will be consulted to determine the best ways to invest Innovate time and resources. US federal and state associations of agricultural educators from all levels are a venue for innovation and collaboration and will be linked with parallel organizations in the developing world. In South Asia, we will work with the Asia Pacific Association of Educators in Agriculture and the Environment (APAEN) to find areas for cooperation and support participation of secondary institutions. In Latin American countries, the project will encourage the development of an association of agricultural educators to bring together secondary, vocational, and higher education professionals to collaborate on project solutions. As these local communities of practice mature, their members will become increasingly important local resources for Innovate and other AET projects.

Innovate will design specific workforce demand and supply assessment tools in Year 1. These tools will characterize employable skill sets and estimate future labor demands across the private and public sector. The forecasts generated by these tools will guide Innovate AET intervention design. The objective of a workforce demand study is to quantify current and future human resource needs and to identify jobs and associated skill set requirements in the private and public sectors. Workforce demand studies will include a list of agriculture subsector contacts representing significant employment opportunities and potential representatives for AET institutions that introduce industry advisory mechanisms. Workforce supply studies evaluate education outcomes as measured by course offerings, program quality and the skills students have at graduation. Workforce supply studies include analysis of: institutional mission, strategic plan, curriculum, faculty expertise and subject weaknesses, human resources stability, faculty continuing education opportunities, the use of media and distance-learning in teaching, and skill profiles of incoming students and outgoing graduates.

In Year 1, we will carry out assessments with USAID and AET institutions leading in later years to project design, proposal preparation, and work plan preparation, and the establishment of monitoring and evaluation, and impact measurement systems. As country projects start in Years 2 and 3, we will shift

work from the design phase to implementation in collaboration with individual AET institutions. Table 3 contains an illustrative list of Year 1 activities planned for the Design component.

**Table 3: Year 1 DESIGN activities and tasks**



<b>Activity 4. Support administrative and student services</b>			
On-line module on student career and academic mentoring	Training module completed	5/1/13	9/30/13
On-line module on financial management	Training module completed	6/2/13	9/30/13
<b>Activity 5. Support curriculum design</b>			
On-line module on curriculum adaptation	Training module completed	8/1/13	9/30/13
Develop financial management tool	Pre-award survey (financial management and sustainability tool) complete and made available	2/15/13	8/15/13
Present AET tools	A tool kit completed and available; AET systems assessment template; assessment inventory for AET institutions	12/1/12	9/17/13
<b>Activity 2. Support AET systems analysis</b>			
Demand studies	Study completed in 1 focus country (as requested by USAID mission)	1/1/13	6/1/13
	Assessments in additional countries as requested by USAID missions, often involving mission buy-ins or associate awards		10/1/13
Supply studies	Study completed in 1 focus country (as requested by USAID mission)	6/1/13	9/30/13
	Assessments in additional countries as requested by USAID missions, often involving mission buy-ins or associate awards		10/1/13
Customized in-country assessments	As requested by USAID missions, often involving mission buy-ins or associate awards	12/1/12	TBD
<b>Activity 3. Support project design</b>			
Strategic planning	As requested by USAID missions, 1 project design plan completed	6/2/13	9/30/13

## Years 2 – 5 DESIGN activities

Requests from USAID missions and bureaus for Innovate programs will drive much of the level of effort and nature of activities in the design component in subsequent years of the project. Technical support for project planning will be provided by Innovate mostly as supplemental tasks to the core work. During project development, we will encourage inclusion of project components that support capacity in student services and administration. Student services in secondary education make life-changing differences with respect to student comprehension of educational opportunities and the consequences of educational choices. In higher education, student services provide links to potential employers. Technical support for administrative services will focus on professionalizing the procedures that will make projects successful. Most importantly, we intend to build financial and contract management training into the Innovate program. Parallel with project design work, professional staff from the Consortium will provide technical support to AET financial and administrative management staff.

As we gain experience with applying Innovate’s assessment tools to different AET systems, the use of demand studies, supply studies, and the subsequent gap analysis will be refined and generalized. By Year 5 these freely accessible tools should be robust.

Although dependent upon demand by USAID, Innovate expects one in-country strategic planning exercise will be completed by the end of Year 1. Four or more will be completed during Year 2.

## TRAIN: Direct investment in Human Development

Tasks for the **TRAIN** component are closely tied to the assessment and design tools developed in the **LEARN** and **DESIGN** components. Training needs will vary depending on the stage of institutional development at targeted AET institutions and systems. Innovate will develop two types of training—training for intervention at the scale of entire AET systems, and training for intervention within individual AET institutions or educational levels (e.g., secondary, university). The project will service both. In-country training will be provided with core funding in consultation with USAID.

Innovate will raise awareness of key AET issues by USAID personnel, AET specialists, and other stakeholders through on-line modules (Activity 1). A database of globally available AET training opportunities from around the world will be established (Activity 2). Short courses on-line and in-country (Activity 3) as well as customized curriculum development and course modification will be provided on demand through buy-ins and associate awards (Activity 4). See Table 4 for a list of activities and expected completion dates.

During Year 1 we will begin developing a series of online training modules and downloadable training documents (e.g., fact sheets focused on key AET issues and skills) that will be available through the Innovate web site. The number and types of items will grow throughout the project dependent on demand received. A database of training opportunities will be established through an appropriate venue. To maintain its long-term usefulness and minimize outdated information, it will be designed so

that course dates, recurrences, descriptions, cost, and duration can be updated. We will add to and update the database throughout the life of the project.

To ensure broad access by Innovate partners and the AET community of practice, the project will post its training resources online through the Innovate website. In-country training will be carried out in partner countries and regionally when there is the opportunity (e.g. TEAM Africa, RUFORUM, ANAFE, or CAMES organized events). When there is a broad need for training that can be best provided in the U.S. or a third country, Innovate will propose short-term participant training with supplemental support for groups of faculty, administrators, and professionals.

In Year 1, the project will produce a module on AET systems. USAID personnel will have access to this module on line. The topics for the initial module (and subsequent modules) may include:

- 1) identifying key AET system characteristics and levers of change;
- 2) rapidly assessing of AET institution capabilities and weaknesses;
- 3) linking AET systems to private sector employment opportunities;
- 4) working within complex AET policy environments;
- 5) building effective host-country teams; and
- 6) aligning AET capacity development with FTF performance indicators.

Additional target illustrative topics will be introduced at the symposium. Soon after the first module is made available, we will begin developing follow-up modules to explore each of these six topics in greater depth, including ongoing case study analyses and project design work of the project. Preliminary segments of the on-line modules will be critiqued by the project's beta test working group before the first three training modules are released.

Associated with the AET symposium to be held during 2013, the project will hold three break-out workshops on cross-cutting subjects of general interest to AET reformers. These workshop topics will include: 1) workforce development (linking AET systems to marketable skills sets); 2) gender considerations and gender equity in agricultural education; and 3) post conflict environments. These workshops will be points of departure for identifying key AET topics for further development, subsequent training resource development, and be an important element of building an AET community of practice.

We will utilize our experience with agricultural training and education programs in USAID partner countries under Innovate. In countries where AET projects have not yet been designed, the early training needs will be largely for AET systems assessment and analysis. Innovate will send personnel to carry out in-country training on AET systems assessment combined with collaborative rapid assessment with the local team according to additional needs and supplemental funding.

Improving curricula and revising courses at the institutional level will be among the core elements of AET capacity development. However, relatively little specific information can be presented here on the curriculum development process because curriculum needs are local-stakeholder driven. We expect that demand for course-specific training will start after the first generation of Innovate-assisted project designs have been completed. For instance, what if an AET institution wished to modify its curriculum? If

this was requested, Year 1 efforts on curriculum adaptation might include the development of an online module in English outlining principles of curriculum development. We will have a better understanding of the AET skills needed as the work on in-country scoping, desk-top research, or case studies begins.

To increase AET institutional capacity on-the-ground, it is important to have access to sources of information on AET training that are appropriate and current. Access to training to upgrade technical, administrative, and teaching skills will be critical to AET capacity building. The partners will all contribute information that will be compiled in a global database and accessible by stakeholders.

In Year 1, Innovate will produce a database of agricultural training opportunities to better match the supply and demand of agricultural training. The database will be enlarged and updated each subsequent year. Innovate intends to house the database with another entity by the end of the project. To maintain its long-term usefulness and minimize outdated information, it will be designed so that training providers may update information such as course dates, recurrences, descriptions, cost, and duration.

In Year 1, the project will produce a modular online training course about AET system orientation. USAID personnel will have access to six short online modules that cover: 1) identifying key AET system characteristics and levers for change; 2) rapidly assessing of AET institution capabilities and weaknesses; 3) linking AET systems to private sector employment opportunities; 4) working with complex AET policy environments; 5) building effective host-country teams; and 6) aligning AET capacity development with FTF performance indicators. These illustrative topics will be introduced at the global learning event. In Years 2 and 3, Innovate will develop follow-on training to further explore each these and other topics. What follows in Table 4 is an illustrative list of TRAIN activities planned for Year 1.

**Table 4: Year 1 TRAIN activities and tasks**

ACTIVITY/TASK	MILESTONES	START	FINISH
<b>Activity 1. Teaching USAID personnel, members of the AET community</b>			
Introductory AET training for USAID agriculture and education officers (6 ten-minute online modules)	One-hour AET presentation made available for USAID University or other appropriate venue	1/1/13	8/31/13
Cross-cutting sessions in association with the symposium; increasing knowledge of good practices	3 sessions held at the AET Symposium; online video-based training posted	3/27/13	9/30/13
<b>Activity 2. Provide a database of AET training opportunities</b>			
Design and start training opportunities database	Initial design parameters completed	11/1/12	3/15/13
	Hire student researchers		5/15/13
	In-house testing completed		8/15/13

	Revised design tested		9/01/13
	Database prototype brought online		9/30/13
Catalog training opportunities	Search strategy determined	2/15/13	3/15/13
	Data quality assessment and strategy revised; categories established		7/1/13
	100 training opportunities logged		7/1/13
	500 training opportunities logged		(ongoing)
<b>Activity 3. Provide short-courses</b>			
Online training	General AET module available online	6/1/13	8/30/13
	Introduction to instructional technologies		8/30/13
<b>Activity 4. Technical assistance to support AET development</b>			
Customized in-person training for specific AET development activities	As requested by USAID missions; provided by buy-ins or associate awards	TBD Year 1	TBD Year 2

## Years 2-5 TRAIN activities

In Year 2, Innovate will develop a one-day course on AET capacity development for in-person training at missions if sufficient demand for such a course is determined in Year 1. This in-person course will be delivered with core funds in up to six countries. It will build on the modular training described above and engage local USAID personnel and host-country counterparts in exercises that advance strategic planning and project design in the host country.

Throughout the project period, in-country training for AET practitioners will be carried out in target countries and regionally when there is the opportunity (e.g. RUFORUM or ANAFE events). When there is a broad need for training that can be best provided in the U.S. or a third country, the Consortium will organize short-term participant training if supplemental is available. For example, short-term individual and group training in the U.S. or a third country may be used to build faculty teaching capacity and train personnel in administrative services.

Training needs will fall into two categories — training for intervention at the scale of entire AET systems and training for intervention within individual AET institutions or educational strands (e.g. secondary, vocational, university). Training materials on assessment and project design work at the level of individual institutions will be created with core funding in Years 2 and 3. Providing training and technical support for institutional assessments and project design work will be supported primarily through buy-

ins and associate awards. Because much of current AET reform is focused on higher education, we will assist vocational and secondary schools to do institutional assessment and design AET strengthening projects.

Improving curricula and revising courses at the institutional level is an important part AET capacity development. Curriculum revision, under Innovate, will be stakeholder driven, so specific activities cannot be predicted over the five years of the project. Demand for course-specific training will start after the first generation of Innovate-assisted project design tasks has been completed. We expect most of this work to occur in Years 4 and 5.

## Summary of Performance Management Plan

The Performance Management Plan (PMP) is a separate companion document to the work plan. It provides the framework for monitoring project activities and reporting information that is required to measure performance and impact. Performance indicators fall under three categories; those feeding into the USAID/Department of State Foreign Assistance Framework; those reporting to Feed the Future Monitoring and Evaluation Framework; and custom indicators specific to the project. A summary of the performance indicators featured in the PMP are given in Table 5.

**Table 5: Performance indicator summary from Performance Management Plan**

Indicators	Targets					
	FY13	FY14	FY15	FY16	FY17	Total
<b>USAID/Dept. of State Indicators</b>						
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	1	4	9	5	5	24
<b>Feed the Future Indicators</b>						
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	2	3	4	2	11
Number of individuals who have received USG supported short-term agricultural sector productivity or food security training (4.5.2-7)	60	115	165	215	240	795
<b>Custom Indicators</b>						
<i>LEARN</i>						



Number of users accessing project databases	0	500	1000	1500	2000	5000
Case studies completed (country/cross cutting assessments)	6	7	7	7	3	30
AET assessment tools developed	3	0	1	0	1	5
Technical notes and good practice papers disseminated	3	5	6	8	8	30
<i>DESIGN</i>						
AET system/program evaluations	1	2	3	3	3	12
AET reform and investment plans designed	1	4	4	5	4	18
Consultancies for AET development, linkages, and AET support services	2	4	6	6	4	22
Institutional linkages established	2	6	10	10	12	40
AET reform and investment plans implemented	0	1	3	4	4	12
AET institutions strengthened	0	3	7	10	10	30
<i>TRAIN</i>						
Training modules developed	2	3	3	3	3	14
Training workshops hosted	0	2	2	2	2	8
Short-term training supported for curriculum development	0	10	10	10	10	40

Indicators	Targets					
	FY13	FY14	FY15	FY16	FY17	Total
Number of training module users	0	200	400	1000	1000	2600
Policy makers trained in AET	15	15	15	15	15	75
Development practitioners trained in AET	25	50	50	50	25	200
Development professionals trained	20	50	100	150	200	520
Regional/international symposia hosted	1	1	1	1	1	5
Academic papers published	0	1	3	5	4	13

## Key Research Focus Topics

### Special Studies (Desk Studies) to frame principal AET issues and emerging best practices (Initial Learning Agenda) - circulated 11-6-12

Special Study Topic Area	Specific Issues that could be Addressed	Priority?
<b>Gender</b>	Integrating gender into any of the study topic areas listed Effective female recruitment/retention programs	
<b>Vocational/Technical Training</b>	Building effective linkages to the private sector Linking vocational training and university education programs University outreach training programs	
<b>Primary/Secondary Education</b>	Incorporating agricultural and nutrition training through extra-curricular strategies Improving pedagogy by incorporating experiential learning through agriculture models Use of social media	
<b>Value Chain (Agribusiness)</b>	Integrating value chain education Cereals High value horticulture Regional value chains	
<b>Post Conflict</b>	Role of higher education in post-conflict countries Strategies to restart agriculture	
<b>Environment/Global Warming</b>	Strategies to sensitize students to role of agriculture/NRM and their future Emerging needs and undergrad/grad academic programs	
<b>Nutrition/Agriculture</b>	Strategies to connect nutrition and agricultural training Post-harvest nutrition enrichment education strategies	
<b>Governance/Administration</b>	Effective faculty/student policy and involvement in public education institutions Strategies to improve fiscal and grant oversight and control	
<b>Education Policy Transformation</b>	Transforming public education systems Entrepreneurship and innovation for linking institutions in AET systems	

## Marking and Branding Strategy

### Marking and Branding Strategy for the Innovation for Agricultural Training and Education project — innovATE —

October 2012

The Innovation for Agricultural Training and Education project is funded by the U.S. Agency for International Development, and as such, follows standard branding procedures set forth by USAID.

#### Branding Strategy

##### Positioning

**a. Name of program:**

Innovation for Agriculture Training and Education — innovATE  
Cooperative Agreement Leader Award No. AID-OAA-L-12-00002

**b. USAID Identity:**

All materials developed as a result of this activity will contain the following attribution statement:

This project was made possible by the United States Agency for International Development and the generous support of the American people through USAID Cooperative Agreement No. AID-OAA-L-12-00002

All publications developed through this project, with the exception of research articles published in academic journals, will also display the approved USAID identity graphic and conform to other requirements of the USAID Graphic Standards Manual.

**c. Program logo:**

All publications and products developed through this project, with the exception of research articles published in academic journals, will display currently approved USAID graphics. Additional logos that may be used include the logos for Virginia Tech, Pennsylvania State University, Tuskegee University, the University of Florida, and the innovATE project:



**USAID**  
FROM THE AMERICAN PEOPLE



**VirginiaTech**  
*Invent the Future*

## **2. Program Communications and Publicity**

### **a. Audience:**

The primary audience is the general public, particularly youth (male and female) who may start to see agriculture as a career choice. The secondary audiences are USAID personnel, foreign government officials, policymakers, agricultural educators, researchers, other development practitioners.

### **b. Communications materials used to explain or market the program to beneficiaries:**

Brochures, booklets, posters, manuals, guides, success stories, videos, audio clips for radio, websites, as well as training materials and workshop manuals.

### **c. Main program message:**

innovATE communicates to those involved in agricultural education at all levels including policymakers that by using best practices in agricultural education, they will not only be improving their own country's food security, economic well-being and health, but also the health and sustainability of the environment. To foreign government and USAID representatives, innovATE communicates that the program is sustainably developing local capacity in agriculture through education.

### **d. Host country citizen awareness and participation:**

innovATE will assist local counterparts in publicizing the program within their agency or to the local broadcast or print media. Pieces that the program management unit create will be repurposed for local use (e.g., press releases will be redone to create success stories, brochures, and radio news items). All collaborators will be informed of USAID requirements in branding, and branding requirements will be included in all subcontracts.

## **3. Acknowledgements**

**a. Host country government ministry involvement:** There will be a range of host country government ministries that will be involved. Ministry participation will be acknowledged.

**b. Logos or identities of other groups that may be used on program materials:** These include the logos of local ministries or organizations as well as other U.S. universities with which innovATE collaborates, in addition to the logo of any other donor organization that may provide co-funding for program activities. Contributions by other organizations will be acknowledged and their logos/identity retained on the training materials that they developed. If newly developed training materials need to include logos of other organizations, they will be used in accordance with USAID marking requirements.

## **Marking Plan**

1. All printed material and reports will have the USAID logo printed on them along with those of Virginia Tech and participating U.S. universities and local organizations.
2. Laboratory equipment, field equipment, computers, projectors, cameras, vehicles, and other appropriate items will be marked with a suitable USAID logo, usually adhesive labels.
3. When logos other than the USAID are displayed alongside the USAID logo, the USAID logo will be of a size and prominence equivalent to that of the other logos.
4. The USAID logo will be prominently displayed for maximum visibility.
5. The support of USAID will be mentioned in media releases and in radio and television programs.

## Marking under USAID-funded Assistance Instruments

Virginia Polytechnic Institute and State University shall ensure that all programs, projects, activities, public communications, and commodities USAID partially or fully funds will be marked with the USAID standard graphic identity.

## Communications Plan

### Over-arching message

The USAID-funded Innovation for Agricultural Training and Education (innovATE) project collaborates with agricultural training and education programs around the world to help countries meet the need to feed their own people.

### Situation Analysis

InnovATE collaborates with agricultural training and education programs around the world to help countries achieve sustainable food security, reduce poverty, conserve natural resources, and address other rural problems. The program does this by collaborating with local agricultural training and education programs to build their capacity to teach students through improving curriculum, developing new training programs, and improving infrastructure. The program focuses on all aspect of agricultural training and education: youth, workforce development programs, primary and secondary educational systems, vocational/technical levels, and university and post-graduate levels. The program also includes gender studies as an integral part of the project. These features have a significant impact on the program's communications.

### Stakeholders

#### Partners

- USAID
- The Penn State University
- University of Florida
- Tuskegee University

#### Potential Collaborators

- The academic and scientific community
- Agricultural education and/or training institutions
- Agriculture processing and production industry
- Local stakeholders (i.e. teachers, administrators, farmers, extension agents, agricultural workers)
- Government institutions (i.e., education, agriculture or economic development agencies)
- Other development projects/organizations (i.e. MEAS, RHEA) supported by USAID and other agencies

### Key Audiences

- Agricultural education and/or training institutions
- Local stakeholders



- USAID and other international donors
- NGOs
- The scientific and development community
- Private sector

## Goals

- Present innovATE as an effective, well-managed project in order to garner additional support through associate awards
- Develop a sustainable, interactive community of practice for agricultural education and training stakeholders which will outlive the innovATE program
- Disseminate agricultural education and training knowledge

## Objectives

- Develop and maintain an innovative and professional website which addresses the needs of agricultural education and training stakeholders
- Establish and expand innovATE presence in social media platforms
- Develop innovATE outreach materials (i.e. newsletter, success stories)

## Overall key messages

- InnovATE helps people in developing countries feed themselves by building effective agricultural training and education systems.
- InnovATE determines and plans key agricultural training and education development activities to meet the needs of countries facing food insecurity.
- InnovATE is an effective, well-managed project.
- InnovATE is active at all levels of agriculture training and education.
- Gender studies are an integral component of innovATE's work.
- InnovATE collaborates with education and training institutions around the world.

## How InnovATE reaches its target audiences: specific tactics

### A. Target Audience: Agricultural Education and/or Training Institutions

#### Key Messages:

- We have the knowledge and tools to help improve your agricultural education and/or training program.
- We want to be your partner and collaborator, not dictate your activities.

#### Current Tactics:

- InnovATE website used to disseminate general project information
- InnovATE staff and partner presence at international agricultural education and training events

- Social media platforms used to share agricultural training and education knowledge
- Creation and distribution of country studies – This research and the resulting documents are designed to help guide and identify ways to improve agricultural training and education capacity in the highlighted country. Information gathered and lessons learned in these assessments can also be applied to other countries.
- Creation and distribution of cross-cutting reports – Cross-cutting studies examine key topics in agriculture education and training across geographic boundaries. The purpose of these studies is to identify agricultural training and education experiences, locate resources, develop the agricultural training and education network, select good practices and determine capacity gaps at the country level.
- Creation of innovATE video series to highlight the project's work
- Maintaining professional and effective website
- Development of innovATE poster for professional events

**Ideas for the Future:**

- Distribution of innovATE newsletter to stakeholders highlighting innovATE efforts and successes
- InnovATE success stories focused project interventions on website

**B. Target Audience: Local Stakeholders**

**Key Messages:**

- We have the knowledge and tools to help improve your ability to increase agricultural training and education capacity.
- We will appreciate your ideas for improving your part of the local agricultural sector.
- Your personal experiences matter to us and are an important part of shaping our understanding of your community's needs.

**Current Tactics:**

- InnovATE website used to disseminate general project information
- Social media platforms used to share agricultural training and education knowledge
- Creation of innovATE video series to highlight the project's work
- Maintaining professional-grade website

**Ideas for the Future:**

- Testimonial/Success story videos
- Distribution of innovATE newsletter to stakeholders highlighting innovATE work and successes
- Creation of additional handouts targeted towards local stakeholders
- Creation of handouts showing how gender is integrated into innovATE work/importance of integrating gender into work

## C. Target Audience: USAID and International Donors

### Key Messages:

- We have the knowledge and tools to assist USAID missions and bureaus on agricultural education and training projects.
- We would like your participation in our annual meetings and regional workshops.
- We seek opportunities to work with USAID missions to improve agricultural education and training institutions in developing countries.

### Current Tactics:

- Creation of video highlighting success of innovATE symposium
- InnovATE website used to disseminate general project information
- InnovATE staff and partner presence at international agricultural education and training events
- Social media platforms used to share agricultural training and education knowledge
- Creation of innovATE video to series highlight the project's work
- Maintaining professional-grade website
- Creation of handout designed specifically for USAID missions
- Posting of event notices on Agrilinks and through other USAID communications media and partnering with Agrilinks in online seminars and via guest blog posts
- Development of innovATE poster for professional events
- Creation and distribution of country studies - This research and the resulting documents are designed to help guide and identify ways to improve agricultural training and education capacity in the country. Information gathered and lessons learned in these assessments can also be applied to other countries.
- Creation and distribution of cross-cutting reports – Cross-cutting studies examine key topics in agricultural training and education across geographic boundaries. The purpose of these studies is to identify agricultural training and education experiences, locate resources, develop the agricultural training and education network, select good practices and determine capacity gaps at the country level.
- An agricultural training and education community of practice is being developed as a platform for sharing ideas and information between agricultural training and education professionals.

### Ideas for the Future:

- Distribution of innovATE newsletter to USAID highlighting innovATE work and successes
- Creation of additional handouts targeted towards USAID audience
- Creation of handouts showing how gender is integrated into innovATE work/importance of integrating gender into work

## D. Target Audience: Partner Institutions

### Key Messages:

- InnovATE is an effective, well-managed program.
- Your contribution to the project has valuable and wide-ranging impacts.
- Your ideas and participation are valued.

### Current Tactics:

- Creation of video highlighting success of innovATE symposium
- InnovATE website used to disseminate general project information
- Maintaining professional grade website
- Weekly phone calls to share information

### Ideas for the Future:

- Distribution of innovATE newsletter to stakeholders highlighting innovATE work and successes
- InnovATE success stories on website once project interventions begin

## E. Target Audience: The Scientific and Development Community

### Key Messages:

- InnovATE is an effective, well-managed program.
- We would like contributions from well-informed agricultural training and education professionals/experts.
- We can offer you a platform to engage with your colleagues in an effective and engaging manner on agricultural training and education issues through the innovATE community of practice.

### Current Tactics:

- An agricultural training and education community of practice is being developed as a platform for sharing ideas and information between agricultural training and education professionals.
- Creation of a video highlighting the success of the innovATE symposium
- InnovATE website used to disseminate general project information
- InnovATE staff and partner presence at international agricultural education and training events
- Social media platforms used to share agricultural training and education knowledge
- Creation of innovATE video series highlighting the project's work
- Maintaining professional grade website
- Creation of handout designed specifically for USAID missions
- Posting of event notices on Agrilinks and through other USAID communications media

- Development of innovATE poster for professional events
- Creation and distribution of country agricultural training and education case studies - This research and the resulting documents are designed to help guide and identify ways to improve agricultural training and education capacity in the highlighted country. Information gathered and lessons learned in these assessments can also be applied to other countries.
- Creation and distribution of cross-cutting reports – Cross-cutting studies examine key topics in agriculture training and education across geographic boundaries. The purpose of these studies is to identify agricultural training and education experiences, locate resources, develop the agricultural training and education network, select good practices and determine capacity gaps at the country level.

**Ideas for the Future:**

- Communications announcements highlighting the community of practice
- Webinar showing users how the community of practice works

**F. Target Audience: Private sector organizations**

**Key Messages:**

- Linking with private sector entities to help them obtain adequate trained workforce
- Working with innovATE can make your business more profitable.
- Incorporating gender concerns into your training curriculum is crucial to its success.

**Current Tactics:**

- Development of gender training modules
- Use of supply and demand handout to illustrate role innovATE plays in agricultural sector

**Ideas for the Future:**

- Create handouts/presentations geared specifically towards industry
- InnovATE success stories on website once project interventions begin
- Develop presentations geared towards private sector organizations

## Issues and Solutions

A useful communications plan includes strategies to mitigate misunderstandings of one's brand. We have identified potential misperceptions about innovATE and listed solutions on how to combat them.

**Issue:** *You only work with higher education programs.* (Perceptions by potential collaborators, local stakeholders)

**Solution:** Factsheets focus on the variety of services offered by innovATE. Articles showcasing our work in primary, secondary, short-term, and ongoing training programs along with higher education programs.

**Issue:** *I don't understand how innovATE selects and funds its projects.* (Perceptions by potential collaborators)

**Solution:** InnovATE has created a flowchart handout detailing the process by which projects are selected and funded.

**Issue:** *Agricultural work isn't attractive or modern.* (Perceptions by local stakeholders - youth)

**Solution:** InnovATE will create outreach communications showing how important agricultural work is to communities highlighting new and innovative technologies used.

## Communications Wrap-Up – September 2013



### September Communications Wrap-up

Edin Simms

#### What's happening now?

##### Twitter

- **338** TWEETS (since the creation of the account)
- **142** FOLLOWERS (how many followers we now have)

##### Facebook

- **59** likes

##### Paper.li

We now have a weekly innovATE newspaper published each week through paper.li. This paper, the “innovATE Observer” is an aggregation of outside news stories on food security and agricultural training and education. In the future it will also hold innovATE news stories. You can view the paper at <http://paper.li/InnovATE/1376942992>.

##### Flickr

We now have a flicker account at <http://www.flickr.com/photos/100654009@N03/>. Some of our better symposium photos have been posted there.

##### Event Promotion

#### Symposium on agricultural Training and Education in Developing Countries

The innovATE symposium was a big success. We had 150 attendees representing 25 countries and over 45 international guests.



- **Symposium Press Release**

A press release promoting the innovATE symposium was released through Virginia Tech in mid-September. The release can be found at <http://www.vtnews.vt.edu/articles/2013/09/091313-oired-innovatesymposium.html>

- **Survey Monkey attendee list confirmation survey**

- So far we have 53 responders confirming their e-mail may be added to the innovATE attendee list.

- **Continuing Education Symposium Feedback Survey**

- The innovATE team customized a feedback survey to be distributed to all symposium attendees through continuing education. Updates on results will be given ASAP.

## Website

Visits – The total number of visits to the site for the month



Unique Visitors – Total number of people who visited the site for the month



Page views – Total number of views of all the site pages for the month



Pages / Visit – Average number of pages viewed per visit for the month



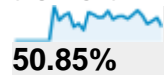
Avg. Visit Duration – Average amount of time spent on site per visit for the month



Bounce Rate – Percent of persons who clicked on the site but didn't interact (click through) it for the month



% New Visits – Percent of first time visits to the site for the month



There have been 2,008 visits and 1,164 unique visitors since the website was created.

Top 10 Country	Visits
United States	572
Senegal	8
Guatemala	7
India	6
Armenia	5
Ethiopia	5
Pakistan	5
Nigeria	4
United Kingdom	3
Kenya	3

Page	Page Views
/innovate/events.php	407
/innovate/	618
/innovate/about.php	187
/innovate/project-papers.php	105
/innovate/news.php	61
/innovate/tools.php	71
/innovate/interventions.php	58
/innovate/2013-innovate-symposium.php	4
/innovate/joseph-philippe-visits-virginia-tech.php	6

## In the Works

### Poster

We are in the process of creating an innovATE poster. I have sent out the first draft for comment. I hope to have the final draft complete by the end of October.

### Newsletter

I hope to release an electronic version of the innovATE newsletter by October 15th and make a print addition available for the next addition. We currently have a sign up option for the newsletter on our Facebook page. I am working with Amado to get a sign up box also added to our website.

### Blog

Miriam put me on the schedule to blog for OIRED. My first posting will be October 18<sup>th</sup>.

### Mailing List

Laina is working on adding more contacts to our mailing list. We are nearing the 900 contacts mark. I hope to develop an internal contacts database for the program to use by early November.

### InnovATE Directory

I would like to add an innovATE directory to the innovATE website by the end of October. This would be a list of innovATE staff and partner contact information.

## Where are we going?

We need to have a team meeting about the purpose and audience for the website and its different sections. What should the content be? What do we want to encourage people to look at? What do we want them to do while they are there? I think we all have answers to these questions. I just want to make sure I am on the same page so we can make it happen.

Additionally, our AOR Clara Cohen gave us the following comments suggesting that we needed to revisit some of our key communications messages:

“The most important issue is one I raised last April about the fact sheet, talking points, and other communication materials about the project, which all seem to interpret the objectives of the program too narrowly. I often get the sense that we at USAID seem to have a broader interpretation and understanding of what the project should seek to accomplish than the consortium partners do. The poster (and the other materials) tend to present the program narrowly as helping to improve AET programs directly. Yes, one component of the project does help to strengthen AET capacity through its design and implementation work in response to USAID mission requests; however, the more important objective that needs to be effectively communicated in the top-line and in the side-bars is that **the program provides thought leadership in the area of AET capacity development area and is helping USAID and other development partners improve funding and design of work with AET systems.** This is very much related to the general priority setting process to establish a learning agenda for AET capacity development that we have discussed frequently in the context of symposium planning and hoped that innovATE could facilitate. Please do take the time now to take a fresh look at all communication materials with this nuance in mind.”

innovATE Logo

innovATE

## Email Campaign – Registration Announcement

# innovATE

## Register Now! 18-20 September 2013

Innovation for Agricultural Training and Education (InnovATE) is hosting its first international symposium on capacity-building in agricultural education and training in developing countries **SEPTEMBER 18-20, 2013** at the Mason Inn Conference Center in Fairfax, VA near Washington, DC.

The event will explore successful agricultural education and training interventions and identify strategies to meet capacity-building challenges. This year's focus topics are: gender issues and gender curriculum in agricultural education, implementing interventions in post-conflict environments, and rural youth workforce development.

"The symposium will be a forum to highlight priority agricultural education issues in developing countries and will help us build a community of practice by bringing together agricultural training leaders and innovators from around the world," said Tom Hammett, director of USAID funded InnovATE.

Practitioners and development professionals working in agricultural education and training in primary and secondary education, youth workforce development, vocational education, and higher education are invited to contribute to leadership groups and produce strategy documents which will influence AET discourse.

Please visit our [website](#) for registration and event information!



[f Friend on Facebook](#)  
[t Follow on Twitter](#)  
[✉ Forward to a Friend](#)



### Questions?

Questions and inquiries can be directed to Edin Simms at [esimms@vt.edu](mailto:esimms@vt.edu)

### Keep in touch!

Please visit the [InnovATE website](#) to find out more about the program!



## Email Campaign – Final Call for Registration

# innovATE

**Our Ag Training and Edu symposium is at 90% capacity!**

**Have you reserved your spot?**

**18-20 September - Fairfax, VA**

Innovation for Agricultural Training and Education (InnovATE) is hosting its first international symposium on capacity-building in agricultural education and training in developing countries **SEPTEMBER 18-20, 2013** at the Mason Inn Conference Center in Fairfax, VA near Washington, DC.

Spots are filling up quickly! Hotel reservations must be made **by August 23rd** in order to receive the innovATE discounted rate.

Visit the [innovATE website](#) for information on registering for the event and reserving your hotel room!

 [Friend on Facebook](#)

 [Follow on Twitter](#)

 [Forward to a Friend](#)



### Questions?

Direct questions and inquiries to Edin Simms at [esimms@vt.edu](mailto:esimms@vt.edu)

### Keep in touch!

Sign up to receive the innovATE [newsletter](#).

[follow on Twitter](#) | [friend on Facebook](#) | [forward to a friend](#)

Copyright © 2013 Innovation for Agricultural Training and Education (innovATE). All rights reserved.

You are receiving this e-mail because you are either directly affiliated with innovATE or you attended an innovATE event or one of our partner's events.

*MailChimp*



## Email Campaign - Poster

# innovATE

**We want to learn  
more about your work  
in ag education &  
training!**

**Call for posters -  
InnovATE symposium**

**18-20 September, 2013**

**Mason Inn, Fairfax, Virginia, USA**

Innovation for Agricultural Training and Education (innovATE) is hosting its first international symposium on capacity-building in agricultural education and training in developing countries.

You are invited to contribute to the symposium by bringing a poster showcasing your organization's work and accomplishments in agricultural education and training in developing countries.

Visit our [website](#) for more information.



 [Friend on Facebook](#)

 [Follow on Twitter](#)

 [Forward to a Friend](#)

## Questions?

Direct questions and inquiries  
to Edin Simms at  
[esimms@vt.edu](mailto:esimms@vt.edu)

## Keep in touch!

Sign up to receive the  
innovATE [newsletter](#).

[follow on Twitter](#) | [friend on Facebook](#) | [forward to a friend](#)

## Survey Monkey Results

### **Symposium Pre-registration Survey Monkey Results**

#### **1.) What area of Agriculture and education interests you the most?**

51 people responded to this question. However, many had multiple areas of interest listed. For more details see appendix.

1. Education – 16
2. Gender Equity – 10
3. Youth Development – 7
4. Agribusiness – 7
5. Nutrition – 5
6. Extension – 5
7. Livestock/Crop Research – 4
8. Post-Conflict – 2
9. Food Security – 1
10. Other - 7

#### **2.) What best describes your area of Work in AET?**

51 people responded to this question.

#### **3.) What are your expectations for attending a symposium on AET? For example: networking with colleagues in similar programs, learning new technology, gaining access to assistance for your work, etc.**

51 people responded to this question. However, many had multiple areas of interest listed. For more details see appendix.

1. Networking – 33
2. Learn about new Technology – 8
3. Sharing Knowledge/Learning – 28
4. Shape AET - 6
5. Meet Potential Donors - 1

#### **4.) Country Listed by Respondent**

44 people responded to this question.

1. USA – 35
2. Sri Lanka – 1
3. Pakistan - 1
4. Zambia – 1
5. Uganda - 2
6. Ghana – 1
7. Ethiopia – 1
8. Armenia – 1
9. Costa Rica – 1

### 5.) State Listed by U.S. Respondent

38 people responded to this question.

1. VA – 5
2. AL – 6
3. DC - 19
4. PA – 1
5. MI- 2
6. CA– 2
7. MA– 2
8. IA - 1

<b>Private sector</b>	<b>15.69%</b> <b>8 responses</b>
<b>Youth training</b>	<b>7.84%</b> <b>4 responses</b>
<b>Government</b>	<b>31.37%</b> <b>16 responses</b>
<b>NGOs</b>	<b>21.57%</b> <b>11 responses</b>
<b>College or University</b>	<b>43.14%</b> <b>22 responses</b>
<b>Primary or Secondary educational institution</b>	<b>3.92%</b> <b>2 responses</b>
<b>Technical or Vocational educational institution</b>	<b>9.80%</b> <b>5 responses</b>
<b>Multi-lateral organization</b>	<b>9.80%</b> <b>5 responses</b>
<b>Educational association or network</b>	<b>3.92%</b> <b>2 responses</b>

---

**Total Respondents: 51**

**Appendix**

• **Question 1**

<b>Area of Interest</b>	<b># of responses</b>	<b>Survey Comments</b>
<b>Extension</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Extension and links to nutrition</li> <li>• Extension and higher education</li> <li>• I'm fascinated by agricultural extension and on-the-ground training of smallholder famers (less than 2 hectares)</li> <li>• Agricultural extensions</li> <li>• My interests are very broad: International Development, Extension, Use of ICT, Crops - Problem identification - Practical Production and Postharvest practices</li> </ul>
<b>Gender Equity</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• General interest in learning more about the ag sector and gender</li> <li>• Gender equity Capacity building</li> <li>• Gender and youth development</li> <li>• The role of women in agriculture, what is the missing link.</li> <li>• Gender equity</li> <li>• How to reach persons at the low end of the value chain (vulnerable groups, i.e., women, youth, disabled, etc.)</li> <li>• Ensuring women are reached, improving quality of training and education</li> <li>• Gender in Agriculture Value Chains, Food security and Nutrition</li> <li>• education of female farmers in developing countries training of female extension educators best practices of female extension educators incorporating adult education principles into extension tailoring agricultural education so that it is more learner-centric</li> <li>• Initiatives that train new ag research scientists, improving capacity for data, statistics and policy analysis and implementation, private sector support and entrepreneurship development - especially geared towards empowerment of women</li> </ul>
<b>Youth Development</b>	<b>7</b>	<ul style="list-style-type: none"> <li>• Gender and youth development</li> <li>• Building youth organizations similar to FFA that provide real business experience in connection with classroom teaching.</li> <li>• youth training programs related to Horticulture internships and other 'hands-on' approaches to training</li> <li>• How to reach persons at the low end of the value chain (vulnerable groups, i.e., women, youth, disabled, etc.)</li> <li>• Youth workforce development</li> <li>• Nutrition, Gender equality and women's empowerment Also competency-based curricula, performance reviews and workforce planning</li> <li>•</li> </ul>
<b>Post-Conflict</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Post-Conflict Best practices</li> <li>• Innovations or best practices in bridging the curriculum gap between the supply and private sector demand for training; sustainable funding; post conflict dilemmas</li> </ul>
<b>Nutrition</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Extension and links to nutrition</li> <li>• Nutrition, Gender equality and women's empowerment Also competency-based curricula, performance reviews and workforce planning</li> <li>• Gender in Agriculture Value Chains, Food security and Nutrition</li> <li>• Agriculture integration with Nutrition</li> </ul>

<b>Education</b>	<b>16</b>	<ul style="list-style-type: none"> <li>Higher education</li> <li>Extension and higher education</li> <li>Innovations or best practices in bridging the curriculum gap between the supply and private sector demand for training; sustainable funding; post conflict dilemmas</li> <li>Preparing agricultural educators to teach and train in formal and informal contexts. I am also interested in how agriculture, social justice, and STEM intersect.</li> <li>I am working as the Vice Chancellor of the University of Agriculture at Faisalabad-Pakistan (UAF) which is the premier public sector university offering interdisciplinary programs of teaching, research, and outreach essential to agriculture and rural development.</li> <li>education of female farmers in developing countries training of female extension educators best practices of female extension educators incorporating adult education principles into extension tailoring agricultural education so that it is more learner-centric</li> <li>AET financing, vocational education, education of individuals outside the formal education system, potential for ICT in education, quality assurance in AET systems, public, private, and public-private models in AET, best practice in AET strengthening.</li> <li>Post-Secondary Education</li> <li>Curriculum development different ways of instruction--e.g. case studies, hands-on use of technology in instruction</li> <li>Graduate quality and fitness for labor market Engagement of tertiary agricultural education and training institutes in strengthening capacities of national agricultural innovation systems and technical innovations Student enrollment and improvement of facilities (lecturers, technicians, teaching and research equipment, ... ) at tertiary agricultural education and training institutes Making tertiary agricultural education and training institutes more responsive to national development needs Pedagogical paradigms for effective course delivery</li> <li>youth workforce development</li> <li>Higher education in agriculture/sustainability</li> <li>Tertiary education Technology-aided education</li> <li>Plant Sciences and Agr. Education</li> <li>Initiatives that train new ag research scientists, improving capacity for data, statistics and policy analysis and implementation, private sector support and entrepreneurship development - especially geared towards empowerment of women</li> <li>HE institutional capacity building in Africa role of online learning</li> </ul>
<b>Food Security</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Gender in Agriculture Value Chains, Food security and Nutrition</li> </ul>
<b>Livestock/ Crop Research</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Livestock Research and Extension, Animal Nutrition, Agroforestry</li> <li>Crop and animal husbandry</li> <li>Animal Sciences including nutrition, silvopasture</li> <li>Agricultural commodity marketing</li> </ul>
<b>Agribusiness</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Agronomy, agribusiness</li> <li>Sustainable models that have private sector investment and involvement\coordination.</li> <li>irrigation, agronomy, marketing</li> <li>Transition subsistence farming to commercial approaches. Linking to value chains. ICT for Ag.</li> <li>Skills, competencies and entrepreneurial development. Private sector engagement. Educational transformation and innovative technology and solutions.</li> <li>strengthening linkages with the private sector and understanding international ag labor markets</li> </ul>
<b>Other</b>	<b>7</b>	<ul style="list-style-type: none"> <li>Rural development, small holder agriculture and value chains</li> <li>Coordinated efforts.</li> <li>Ability of AET Systems to adapt to sector and external changes</li> <li>measuring improvements in capacity</li> <li>hands on ag transformation</li> <li>institutional sustainability</li> <li>Post-graduate opportunities in-country for USAID-funded fellows returning home.</li> </ul>

• **Question 3**

Expectations	# of responses	Survey Comments
<b>Networking</b>	<b>33</b>	<ul style="list-style-type: none"> <li>Finding potential collaborators and forging relationships with them. Learning more about how to build and enact substantive international projects.</li> <li>new technology and research - linkages to nutrition networking</li> <li>To build professional networking with colleagues in similar programs from across the globe</li> <li>learning, networking with colleagues</li> <li>Networking, expanding my knowledge of AET</li> <li>Networking with Colleagues</li> <li>Networking and learning about new approaches</li> <li>Networking with colleagues in similar programs</li> <li>Networking and learning new technology being used in developing countries</li> <li>Acquiring new knowledge on the role of agriculture in development and learning new ways of how to implement transformative agricultural programs. Networking and learning from colleagues on what has worked what is not working and what can we do (evidence based learning).</li> <li>Networking</li> <li>Gaining new insights on how to better support improvements in Africa's AET, networking and broadening perceptions on emerging views on AET.</li> <li>Networking with colleagues in similar programs</li> <li>Networking and learning about best practices in ATE</li> <li>Networking, assistance and establishing collaboration, knowledge acquisition</li> <li>new technology and research - linkages to nutrition networking</li> <li>Networking! I think time for coffee breaks and chats with participants is VITAL</li> <li>networking hearing about recent research having an opportunity to brainstorm on topics with colleagues facilitated discussions</li> <li>Networking with colleagues working on similar issues, learning more about gender-based challenges in AET and programs/organizations that are working to address these</li> <li>networking with others and learning new technologies</li> <li>Network influence process</li> <li>Learning about new technologies for agriculture, networking</li> <li>Networking and connecting with experts, in-country professionals</li> <li>networking and marketing our program</li> <li>Networking with experts in similar areas of interest</li> <li>Sharing interesting AET models from different geographic contexts. Priority setting in AET areas for further study. Networking with the AET community.</li> <li>Networking and gaining access to assistance for work</li> <li>networking with colleagues in similar programs</li> <li>networking, hearing new ideas</li> <li>New technologies, understanding what are effective strategies and what are not, networking</li> <li>Networking</li> <li>Networking New models for higher agricultural education</li> <li></li> </ul>
<b>Learn about New technology</b>	<b>8</b>	<ul style="list-style-type: none"> <li>new technology and research - linkages to nutrition networking</li> <li>Learn of innovative ways (including use of traditional and new tools) to more effectively help people learn and access information to help them better implement their agricultural activities</li> <li>networking with others and learning new technologies</li> <li>Learning about new technologies for agriculture, networking</li> <li>learning about new technologies and opportunities for increasing overall knowledge and maximizing extension potential</li> <li>Learning about innovative initiatives, approaches and best practices</li> <li>New technologies, understanding what are effective strategies and what are not, networking</li> <li>Learning about new and/or best practices Networking</li> </ul>
<b>Sharing Knowledge/</b>	<b>28</b>	<ul style="list-style-type: none"> <li>learning from others, i.e., gleaning best practices and lessons learned</li> <li>learning, networking with colleagues</li> <li>Discussing assistance that builds on real experience.</li> <li>Networking, expanding my knowledge of AET</li> </ul>

<b>Learning</b>		<ul style="list-style-type: none"> <li>• Learning more about current issues and opportunities.</li> <li>• Networking and learning about new approaches</li> <li>• cross-fertilization and sharing information about what works in youth AET; special considerations; approaches &amp; tools; innovations</li> <li>• With the generous help and guidelines from USAID and the Higher Education Commission of Pakistan, a center for Advanced Studies in Agriculture/Food Security (CAS-Ag) is being initiated at UAF to improve management systems, curricular relevance, instructional methodology, outreach partnership with stakeholders and capacity development. Participation in the first InnovATE symposium on improving capacity in agriculture education and training (AET) will help us align our campus-wide strategies particularly in the domain of newly started USAID/HEC funded CAS-Ag program and search relevant US partners.</li> <li>• To share best practices of gender equity &amp; female empowerment. Learn from other experts and contribute towards building of a critical mass of gender advocates and practitioners</li> <li>• I hope to share experience with other participants and also to learn from them what is interesting that has worked to boost the economic incomes of the poor rural women, youth, orphans and vulnerable children. I hope to learn good practices that are replicable in my country and in particular our organization. I also hope that there could be an opportunity to meet new potential donors for our women and youth income generating activities.</li> <li>• Acquiring new knowledge on the role of agriculture in development and learning new ways of how to implement transformative agricultural programs. Networking and learning from colleagues on what has worked what is not working and what can we do (evidence based learning).</li> <li>• Gaining new insights on how to better support improvements in Africa's AET, networking and broadening perceptions on emerging views on AET.</li> <li>• Networking and learning about best practices in ATE</li> <li>• Networking, assistance and establishing collaboration, knowledge acquisition</li> <li>• Learn of innovative ways (including use of traditional and new tools) to more effectively help people learn and access information to help them better implement their agricultural activities</li> <li>• networking hearing about recent research having an opportunity to brainstorm on topics with colleagues facilitated discussions</li> <li>• Networking with colleagues working on similar issues, learning more about gender-based challenges in AET and programs/organizations that are working to address these</li> <li>• learning about best practices in agricultural capacity building and ways to measure it</li> <li>• helping to make information on gender and AET more accessible to groups and organization working in development</li> <li>• Learning about successes in strengthening training institutes that do training of extension workers, agri-business managers and technicians, etc.</li> <li>• Sharing interesting AET models from different geographic contexts. Priority setting in AET areas for further study. Networking with the AET community.</li> <li>• learning about new technologies and opportunities for increasing overall knowledge and maximizing extension potential</li> <li>• learn more about opportunities for collaboration to better integrate nutrition into agriculture programming</li> <li>• learning of successful models for AET strengthening</li> <li>• Advancing understanding about which approaches in ATE are most appropriate for different youth populations and different points along the food value chain</li> <li>• New technologies, understanding what are effective strategies and what are not, networking</li> <li>• Networking New models for higher agricultural education</li> <li>• Learning about new and/or best practices Networking</li> </ul>
<b>Shape AET</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Participant involvement/input should be an important component. This could relate to the development of ATE priorities, strategies and/or innovations. Let's try to steer clear of a typical 'endless stream of PowerPoints' approach.</li> <li>• Strengthening a global community of practice that will advocate for a stronger and relevant AET</li> <li>• Gaining new insights on how to better support improvements in Africa's AET, networking and broadening perceptions on emerging views on AET.</li> <li>• Network influence process</li> <li>• Sharing interesting AET models from different geographic contexts. Priority setting in AET areas for further study. Networking with the AET community.</li> <li>• Helping form research and outreach curricula for develop settings</li> </ul>
<b>Meet Potential Donors</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• I hope to share experience with other participants and also to learn from them what is interesting that has worked to boost the economic incomes of the poor rural women, youth, orphans and vulnerable children. I hope to learn good practices that are replicable in my country and in particular our organization. I also hope that there could be an opportunity to meet new potential donors for our women and youth income generating activities.</li> </ul>