innovATE

Innovation for Agricultural Training and Education

Virginia Tech — Invent the Future

USAID FROM THE AMERICAN PEOPLE

InnovATE Semi-annual Report

Year 1

Oct. 1, 2012 – March 30, 2013

FY 2013/ Q 1-2

USAID/BFS/ARP-Funded Project

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

PENNSTATE 1855

TUSKEGEE UNIVERSITY

UF UNIVERSITY of FLORIDA

The Foundation for The Gator Nation

Contents

List of Acronyms

- AIAEE - Association for International Agricultural and Extension Education
- 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
- E3 - USAID Bureau for Economic Growth, Education, and Environment
- EHELD - Excellence in Higher Education for Liberian Development
- ERA - Education and Research in Agriculture
- HICD - Human Institution and Capacity Building
- 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

This semi-annual report provides a summary of progress towards completion of the innovATE project activities during the period October 1, 2012 through March 30, 2013 - the first six months. We will benefit from suggestions and input to be included in subsequent reports. At this juncture we have made very few comments on the effectiveness of the activities we have conducted or constraints faced. As we gain experience during our second half-year, there will be lessons learned to share. The format for this report follows the outline of initial activities. This report also includes an Appendix with outputs produced during the first six months.

General project administration

Start-up activities as outlined in the initial work plan that were completed during this period included the following:

Mobilized project management team - In early October we mobilized our 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 all partners participated in weekly conference calls.

Hired additional project staff as needed – The University of Florida and Tuskegee University each hired a graduate assistant appointed to work on the activities under the innovATE grant. Virginia Tech hired innovATE program/communications assistant Drew Knapp during the second quarter.

Conducted a consultative meeting with Agreement Officer Representative (AOR) and Bureau for Food Security (BFS) staff members – On October 10th we 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.

During and soon after this meeting, it became evident that it might be best to change the name of the project so that would be better accepted and represent more closely the goals of the

project. After some discussion "MAETs" became "innovATE". The "ATE" is the acronym for agricultural training and education – the theme of the project.

Hosted VT Consortium Kickoff Meeting - On October 29 and 30, 2012 we 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. We included presentations from all partners, and about each of the major strategies for implementing innovATE. Representatives from Virginia Tech, the University of Florida, Tuskegee University and Penn State gave presentations. (See the appendix for the agenda, list of attendees, presentations, and meeting notes.) The meeting gave us a sound footing from which we could start planning and implementing project activities.

Submitted 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 project 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. (See the appendix for a copy of the draft work plan.)

Consortium sub-awards established – We 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 we were able to get the sub-awards in place in a timely fashion. Sub-awards were finalized and innovATE project accounts were established for all partners in the first quarter.

Established Program Advisory Committee (PAC) – It seemed best to wait to set up a program advisory committee (PAC) until after we developed a better sense of the role(s) for such a group, a better understanding for the scope of the AET sector, and we had a chance to identify key AET stakeholders that might be helpful to us. Late in the reporting period we are in the process of developing a list of persons who would be suitable. We solicited suggestions of potential membership from our partners via emails and conference calls. We also sought suggestions from AET professional associations and related programs including NACTA, MEAS, ANAFE, and AIAEE, which serve the AET sector, to discuss the makeup and governing of such a committee.

Refined project indicators and data requirements/ Performance Management Plan (**PMP) linked to FTF (Feed the Future) and Foreign Assistance Frameworks** – We drafted a list of appropriate indicators during this period. We have used as our sources the existing indicators – from the Department of State and from the Feed the Future Program-as well as custom indicators for those activities that do not match the existing indicators. Later in the period we learned from our USAID colleagues that these lists had changed. With USAID's input we have

begun the process of refining the indicators and data requirements to better suit the unique nature of the project. During this period we circulated and submitted two drafts of the project PMP document. (See the appendix for a copy of the draft list of the initial PMP indicators.)

Performance management plan (PMP) submitted – An initial PMP was drafted and submitted as part of the application process during the latter part of this reporting period. (See the appendix for a copy of the first draft.) The comments received have been discussed and are being incorporated into draft #2 of the PMP.

The LEARN component

LEARN, the first project component, facilitates innovation and collaboration through communities of practice and AET knowledge management, and contributes to the body of practical scholarship. The LEARN component focuses on AET system analysis and pilot projects - documenting lessons learned and good practices. During the first half of Year 1, our activities and tasks that relate to the LEARN component included the activities listed below.

Activity 1. Gather information and create knowledge

List of innovATE key research focus areas – We prepared a list of key topics for AET capacity building early in this reporting period. The list was based on the research conducted before and during 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 stakeholders 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 planning of the AET symposium. This list can be found in the appendix.

Conduct desktop case studies – For the most part this is a joint consortium activity and after the initial discussion and selection of topics the partners have each been assigned topics for case study research and analysis. We as partners discussed progress towards completing cases studies (good practice work) on a weekly basis. We are in the initial stages of several studies to support our work (such as the country studies and the cross-cutting studies). The University of Florida has initiated a desktop country case study for Honduras. Penn State initiated studies of AET systems and good practices in Nepal and Cambodia. During the first quarter Penn state also conducted a focus group discussion with Bangladeshi students at Penn State on the AET system in Bangladesh that will contribute to a future case study and selection of key AET topics.

Field case study development – During the first quarter, Penn State and the 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.

Cross-cutting analyses – Cross-cutting study topics were developed by all partners during the second quarter. The University of Florida team decided to examine the gender pipeline in AET systems (the students as they move through the system from primary to secondary to higher education, etc.). Virginia Tech chose to look at gender in curriculum and other forms of development. Tuskegee took the lead on another of the three key topics picked for this year: building AET capacity in post-conflict countries. Virginia Tech will assist this topic. Penn State took the lead on the third cross-cutting study focused on training and work-force development (TVET).

Activity 2. Make knowledge accessible (joint consortium activity)

Compile and contribute an online AET annotated bibliography - We have started the process of collecting resources that will build the AET knowledge base. Some of this information is being collected by student researchers. Additional information is being compiled through the cross-cutting and country study work by graduate students and faculty. All partners contributed to the initial collection of annotated citations. To date over 200 research and project papers have been identified.

Contribute to the organizing, implementation and reporting on the symposium - Early in the project plan we decided to treat the symposium as a retreat or focus group, so that we would have the benefit of the invitees' experience to determine the key issues constraining AET capacity development. In February, we put together a planning committee with representatives from all members of the consortium and conducted weekly planning conference calls thereafter. During both quarter 1 and quarter 2 all partners participated in regular weekly innovATE symposium planning calls. The partners also helped set up and participated in the InnovATE symposium planning committee, choosing venue and dates for the symposium.

In preparation for the development of the AET learning agenda we determined key researchable focus areas and priority areas of AET development. To start the process of selecting key areas to focus on in AET capacity development, we spent the first quarter canvasing specialists. We contacted colleagues at agriculture education and training associations including MEAS, NACTA, and AIAEE. We are analyzing focus areas generated through previous studies by our colleagues– the innovATE partners. We chose to study gender

equity and AET in post-conflict environments, in part, in order to adhere to our proposal. Our review of recent literature identified these as top priority topics warranting further study and capacity development attention. For instance, these priorities were confirmed by a Weidemann Associates, Inc. report authored by Charles McGuire. Our list of topics can be found in the appendix. The resulting list formed the basis for our Year 1 research agenda and the topics for the AET symposium.

Outreach communications to critical priority countries – Originally, high priority Feed the Future (FtF) countries were to be the focus of this project. During this reporting period we have realized there is great need outside this short (20 country) list. Initial contact has been 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. One of our communication tools, the Program Summary, was written specifically for communicating with USAID Mission personnel.

Developed Marking and Branding Strategy – 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 marking and branding strategy and innovATE logo can be found in the appendix.

Developed innovATE website – InnovATE began the development of a website in early October. A study was made of the top 10 NGO websites and their correlating features. A one-page website was rolled out in late February to establish a basic web presence. Since then the website has been continually developed and expanded. A draft website layout is attached in the appendix.

Develop outreach communications describing the innovATE program –During the second quarter, the following outreach documents were developed. We developed a set of short outreach publications designed to inform others about innovATE. These are the first in a series of planned outreach documents.

- The innovATE Fact Sheet – Early on we discovered that there was need to educate many types of stakeholders about the project. Rather than publish a brochure that we could not easily change as the project evolved, we decided to develop short “marketing”

pieces that could be tailored to target audiences. The first Project Factsheet is focused on key project goals and is designed to inform a wide range of AET stakeholders who do not work for USAID (i.e., ministries, schools, NGOs) and the general public. It does not include information on funding as those outside USAID will for the most part not be funding project activities.

- The innovATE Program Summary – The second project educational piece is focused on USAID personnel, especially those in USAID Missions. The information is tailored to their needs and includes information on potential funding mechanisms (Leader with Associate). It is short, and describes briefly a few of the possible ways that the innovATE program can help the mission meet its strategic goals. During the second quarter we began sending a Program Summary to USAID personnel that had expressed interest in innovATE.

- The innovATE Project Flow Chart – After we were three months into implementation we realized there was a need for materials describing the steps in project assistance. The flow chart is designed to demonstrate the steps innovATE may be involved in from initial contact, through scoping and other assessments to project design.

- The innovATE Talking Points – To help those traveling who may be asked to describe innovATE we developed these short, one-page summaries of the project that can help us focus our message - one for meetings with USAID personnel, the other for meetings with outside organizations (i.e., NGOs, government offices, and other stakeholders).

All partners assisted with the development of innovATE talking points and informational brochures. All these documents after review and incorporation of comments from USAID were posted on the innovATE website so that our collaborators can download them. All of these documents can be found in the appendix of this report.

In addition to the development of the above outreach communications pieces, innovATE also published a press release through Virginia Tech on October 18, 2012 and November 15, 2012 which described the project. These documents can also be found in the appendix.

InnovATE also wrote a news article on a meeting held between members of InnovATE and Father Joseph Philippe, founder of the University of Fondwa (UNIF) in Fondwa, Haiti. This article can be found in the Appendix.

During the first and second quarters our staff have addressed faculty departments, met with administrators, and made contact with colleagues off campus to help bring the story of

innovATE to future collaborators and supporters. In addition, during our travels for other work we have visited missions to inform staff about innovATE.

Activity 3. Build AET assessment capacity

Build AET systems tools – Early in the second quarter the first assessment (scoping) was planned for early in the next reporting period at the request of the Mission in Armenia. A draft statement of work (SOW) was submitted to USAID in the second quarter by Virginia Tech (see appendix). A draft statement of work for a scoping assessment in Rwanda was developed and submitted to USAID in January 2013 (see appendix).

All partners also participated in the development of InnovATE scoping assessment tools during the second quarter. See the appendix to view the draft Scoping Visits Methodology which was created during the first quarter. An illustrative budget for the scoping visit to Armenia was also designed in the second quarter. This document is located in the appendix.

We have assembled background information and assessment tools in preparation for conducting system assessments. The following tools were created in the first quarter:

- Labor Market Survey Tool – We have crafted a set of guidelines that help will direct assessment of the AET labor market. These and the other tools under development will be refined and made available through our web site and other means. (see copy in appendix)

- Landscape Analysis Tool – Our assessment tools will be tested later in the first year as we get more involved in work as directed by the missions. This tool will be further tested and refined. (see copy in appendix)

Activity 4. Foster AET communities of practice

Support FTF 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.

Participate in agricultural educator association meetings – University of Tuskegee and University of Florida participated in the 125th APLU meeting in Denver, Colorado, November 11-12, 2012.

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 the first quarter Keith Moore and Kurt Richter met with APLU and HED in Washington, DC. This was followed up by another meeting with APLU and USAID in January attended by Larry Vaughan, Drew Knapp, Kurt Richter, Tom Hammett, and Keith Moore of Virginia Tech, and Sandra Russo of University of Florida. InnovATE also continued to reach out to MEAS and other USAID projects, and to the leadership of NACTA and other AET professional organizations.

Assist in the development of the AET Community of Practice – We are defining and seeking examples of communities of practice. We conducted research on different types of communities of practice to see what features we should adopt for the AET community of practice. During the second quarter we developed a working relationship with the Department of Agricultural and Extension Education (AEE) and will seek their help in developing the community of practice. This research is ongoing. InnovATE developed a list of proposed activities for AEE in March. This document is in the appendix.

The Design Component

The second component focuses on technical support and design — mainstreaming effective approaches to quality and relevant AET. The DESIGN component will assist host countries in designing strategic plans and appropriately scaled AET interventions. These activities are at the invitation of local missions and their funding. DESIGN activities during this period have begun but are fairly limited in scope. We have highlighted some of this reporting period's activities here:

Activity 1. Build project design capacity

There were no activities for us to report at this time.

Activity 2. Support AET systems analysis

There were no activities for us to report at this time.

Activity 3. Support project design

Strategic planning – At the request of the Mission we have scheduled a scoping trip to Armenia for early in the next reporting period. This activity will include design of a program to assist in planning for sustainability of the Agro-business Teaching Center (ATC) at the National Agrarian University of Armenia. All partners participated in the design of a pilot scoping assessment for Armenia with Virginia Tech.

During the second quarter Penn State participated in an UF-led consortium to develop an Expression of Interest for USDA-FAS to manage a vocational agriculture education project in Haiti. However, innovATE was not invited to submit a full proposal.

Activity 4. Support administrative and student services (joint consortium activity)

There were no activities for us to report at this time.

The TRAIN Component

The third and final component of the project (TRAIN) will help USAID and its in-country development partners to use the assessment and design tools developed by innovATE. For instance we can measure innovATE's success through students' educational outcomes and local ownership of adaptive processes. The TRAIN component focuses on direct investment in human development through the activities and tasks below.

Activity 1. Raise awareness of innovATE for USAID personnel

Develop an introductory AET training for USAID agriculture and education officers –There are no activities to report at this time.

Provide input for development of one-hour AET presentation (six-ten minute modules) -To start the process of selecting key areas to focus on in AET capacity development, we spent the quarter canvasing specialists. InnovATE also identified an appropriate partner, the Department of Agricultural and Extension Education at Virginia Tech, to develop of these modules. During the second quarter a SOW was drafted for the development of the modules.

Cross-cutting subject workshops – There are no activities to report at this time.

Organize AET symposium – During the second quarter we organized and implemented weekly planning conference calls to plan the upcoming symposium. All partners were represented during these calls.

Activity 2. Provide a database of AET training opportunities

One of the major contributions innovATE will make to AET capacity building will be the formation of a database of AET training opportunities. As each partner has AET training experience (both long-term and short-term) this is an important joint consortium activity. We anticipate that this database will evolve as we learn more about on-the-ground training needs of USAID missions and AET stakeholders. A key question yet to be answered is how this training database will continue (be maintained) after the project is completed.

Design database to catalog AET related training programs – The intention was to develop a web portal where USAID personnel and others could go to find training programs that matched their development activity needs. Early in this reporting period we considered hiring an outside vendor to design and build the AET training opportunities database. We interviewed two vendors, and determined that they did not have much experience in this area. This was found to be costly, especially when we needed to more fully develop the needs of the AET sector. The database needs to be kept current as new training programs are offered and others discontinued. Keeping the database simple, easy to access, maintain and update is a key need. During the next reporting period the activity will be further refined and we will continue the search for an appropriate vendor for this activity.

Database brought online – Potential vendors were interviewed during this period.

Catalog training opportunities – We are in the process of gathering training opportunities in a spread sheet format.

Search strategy determined – There is no progress to report at this time.

Data quality assessment and strategy revision – There is no progress to report at this time.

Regional training opportunities identified and submitted - We have identified 50 training opportunities during the first and second quarter. This and additional AET training information will be added to the database once it is operational.

Activity 3. Provide short-courses

A key demand-driven service provided by the project will be focused on short-term AET training.

General online training module made available online – InnovATE has identified an appropriate partner, the Department of Agricultural and Extension Education at Virginia Tech,

to develop these modules. During the second quarter a SOW was drafted for the development of the modules.

Introduction to instructional technologies – There are no activities to report at this time.

Activity 4. Technical assistance to support AET (capacity) development

There are no activities to report at this time.

Appendix

The Appendix presented here includes outputs prepared during the first 6 months of the project.

InnovATE Kickoff Meeting Agenda

innovATE

TEAM
KICKOFF
MEETING

Innovation for Agricultural Training and Education

Monday, October 29, 2012

the Cascades Room | the Inn at Virginia Tech

8:30 – 9:00 a.m.	Continental breakfast outside the Cascades Room
9:00 – 9:20	Introductions and meeting objectives — Mike Bertelsen, OIRED
Welcome — Jerry Niles, Vice President for Outreach and International Affairs	
9:20 – 9:35	innovATE perspective from USAID — Clara Cohen, USAID
9:35 – 9:55	innovATE overview — Tom Hammett, Director of innovATE
9:55 – 10:10	**Break**
10:10 – 11:00	Perspective from university partners Penn
State University — Tom Gill Tuskegee University — Ntam Baharanyi	
University of Florida — Sandra Russo	
11:00 – 12:00 p.m.	Discussion of key issues
•	How would you measure success?
•	What are some tools and best practices to develop training and education systems that you have found successful?
•	Tell us about your experience with building capacity at an international institution — challenges, successes, strategies, etc.
12:00 – 1:00	**Lunch at Preston's**
1:30 – 4:30	**Strategies for implementing innovATE**
Global Learning Event — Kurt Richter, OIRED Development of web portal — Amado Ohland, OIRED Case studies and scoping trips — Keith Moore, OIRED	

Gender in innovATE — Maria Elisa Christie, OIRED innovATE communications — Kellsey Lequick, OIRED

4:30 – 5:15 p.m. Response from USAID — Clara Cohen

Please join us for a dinner reception from 6 – 9 p.m. at the University Club (100 Otey Street). A shuttle will leave from the Inn at 6pm.

Tuesday, October 30, 2012

Room A | the International Affairs Office | 526 Prices Fork Road

8 – 8:30 a.m. Catered breakfast

8:30 – 8:35 Overview of day's objectives — Tom Hammett

8:35 – 12 p.m. **Work plan development**

Project indicators and M&E — Keith Moore

Financial and administrative processes — Zara Shortt Planning the first scoping visit — Keith Moore Planning the Global Learning Event — Kurt Richter Strategies for associate awards — Clara Cohen

12 – 1 **Lunch**

1 – Continued work plan discussions

Thank you for joining us in Blacksburg! Have a safe trip home, and we look forward to working with you throughout the innovATE project.

innovATE TEAM KICKOFF MEETING

Innovation for Agricultural Training and Education

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InnovATE Team Kickoff Meeting

Monday October 29

Introduction and Meeting Objectives (Mike Bertelsen, OIRED)

Brief Introductions around the room of meeting participants, partners, and observers.
Innovate to overcome the issues raised by hurricane Sandy

Welcome (Jerry Niles, Vice President for Outreach and International Affairs)

Uniquely qualified to run education and outreach components of project
Pleased to welcome university partners, Virginia Tech collaborators & participants
Celebration of the Morril Act Legislation- Land Grant universities
Gift of the Morill Act keeps on giving, InnovATE will continue that tradition and strive to build capacity across the world
Complex problems need large amounts of collaboration
Collaboration is key!!
Developing capacity in developing countries – is a challenge on multiple levels. Need collaboration to meet & overcome these challanges
Need extensive discussions of how collaboration will occur- statements about success are tethered to discussions about collaboration.
Enriching collaboration is key
Need mutual goals & values to develop a collaborative atmosphere – need to find likeminded, willing, and engaged partners
Need a willingness to learn from partners – cognitive respect
Willingness to make adjustments based on feedback from partners – cognitive flexibility.
In a collaboration you need to have a willingness to let your own ideas and be open to others ideas – others ideas may change the way you think & illustrate a new/alternative way to approach a issue
Collaboration – best individual thoughts come out of the collaborative collective
Ability to be responsive to others – partners needs drive collaboration NOT AGENTS
Respond to the needs of partners
Willingness to stay the course – collaborations take time to form, build trust, maintain the excitement.
Collaborations are for the long-haul.

InnovATE perspective from USAID (Clara Cohen, USAID)

Capacity Development, Feed the Future, and the InnovATE Program
Context of the perspectives of USAID
Feed the Future Background
Role of Capacity Development in Feed the Future

Changing policy contexts
Capacity development approach
Expectations for the InnovATE project
Provided a brief summary of the Feed the Future Program
Focused on Agricultural led GDP growth & Food Security
Reliance on country led investment plans –USAID missions & host country
Partnerships with multiple stakeholders
Rigorous impact assessment tools to hold program accountable
Focused effort – do not want to be spread to thin
New Alliance for Food Security and Nutrion – 2012 G8 Launch

Capacity Development in Feed the Future

Needed for effective performance across the agricultural sector
Address opportunities and challenges in agriculture
Sustainable – building to the point when aid is no longer needed
50s, 60s, 70s –focus on human development
90s-increassing reliance on private sector institutions
2000s-resurgance in building capacity in agriculture higher education
Higher Education Solutions Network?
Funding for Ag educations is resurging
All USAID programs have to think about capacity building in implementation
Developing professionally trained people to staff the needed positions across the agricultural sector
Capacity development at multiple scales
Individual
Organizational
Enabling environment
Ag Innovation System
How are we targeting our capacity development
What stakeholders are involved, How do those stakeholders interact
How do the systems, spheres of influence interact.
Nodes key change levers for enacting change
InnovATE is classified on the Education lever

Education-Tertiary, and higher education – TEAM Africa
Extension:
Agribusiness/Entrepreneurs: Developing Leaders, Africa Lead
Policy and Data:
Research: different fellowship programs targeting agricultural researchers, Strengthening Ag. Research capacity

Borlau 21st Century Leadership Program

Emphasized this program, targeting researcher capacity
Offered a brief overview of current fellowship and educational development programs

Ran through quickly what they see InnovATE addressing and promoting
Noted several USAID-Funded efforts that might be potential partners for InnovATE. These programs could be willing partners to share information, resources, and ideas.
Mechanisms for associate awards under InnovATE
Targeting institutions of interest
USAID Missions identify capacity development needs, access capacity development services from central programs.
Listed a range of possible activities InnovATE could address under associate wards.

Gary Alex – Modernizing Extension Project – MEAS Progam

Unfortunate- should have started this program 2 years ago (would have coincided with the bulk of Feed the Future funding) – Was a need to get back to working with Ag. Education/Training Institutions.
What issues have framed the MAETS/InnovATE adventure
Is a critical need for education and training – these aspects are often neglected in funding
Difficult to build capacity in agricultural education institutions
60s-80s mixed results in building capacity – several institutions not supportive of a country's agricultural needs
Purpose – Supporting training and education (1) How to do it better, more efficiently, and more sustainably. (2) Inform practitioners of the needs and potential of Ag. Training and education.
Need for an Application Debrief
Approach - Be demand driven (hard to define and hard to implement) – not a CRSP – find out what the clients want. Not simply a university project – need to address broader Ag. Education and training needs (agribusiness development). We are not replicating the US Land Grant Model. Some of the Land Grant principles are transferable.
Project has a large agenda but a lean budget
Open-ended agenda – what will be prioritized? & what choices will be made?
Collaboration IS EXTREMLEY IMPORTANT – disseminating the document of good practices, incorporate the USAID foreign service staff (so the take into account the education and training components).
Reaching out Beyond the Established Partners
Program has a Global Scale – Feed the Future Countries a priority – draw lessons from across the globe, influencing practioners across the globe.
Geographic Specialization a Strength of InnovATE partners
Consortium will be the go to place for ideas, information, and assistance for developing the agricultural training and education programs
Meeting/overcoming the operational challenges
Safe Pesticide and Use Action Plan
How do you promote demand
Extension program did not harness USAID Bureau of Security staff
Positioned very well to promote and receive associate awards
Promoting good practices and investments in helping the client to do a better job
Do not want to market to strongly
Open to any advice or council from USAID
Reach out to MEAS – utilize their experience in designing our own programs/mechanisms

InnovATE Overview (Tom Hammett, Director of InnovATE)

Sharing the InnovATE vision and receiving valuable input
InnovATE-making sure the next generation of agriculture professionals receive the training the need
Will spark change in training and education programs
Build capacity and infrastructure
Empowering people
How do we feed 9 billion people – need an adequately trained workforce – identifying the breakdowns in current systems- updating curriculum.
Will focus on leadership development – training professionals and strengthening institutions

Will work with multiple partners and stakeholders
InnovATE will combine experience to address current pressing agricultural issues/needs
Needs have changed – teaching practices have not
Where-
Focused on feed the future countries
Partners focusing in areas of their expertise
Wes Africa – VT
Tuskegee – Southern Africa
Penn State – Southeast Asia
Florida – LAC & Caribbean
Case studies will expose the gaps – strategic develop programs to address these gaps
Web portal – one stop shop for information for anyone how needs agricultural education and training resources, reservoir of best practices

Input

How Would you Measure Project Success

What are some tools and best Practices

Tell us About your relevant experience

Perspective from University Partners

Penn State University – Tom Gill

Introduction to the Penn State Team & what Penn State will bring to the table
Dr. Gill, Ms. Gilber, Dr. Rajotte Dr. Radhakrishna, Dr. Bates, and Dr. Foster.
A lot of experience around the world – specifically in Asia.
A balanced team of technical practitioners and social scientists, interdisciplinary research team.
Feels that they have the right team to move forward.
Ongoing and recent research experience in multiple countries across Asia.
Boyle's (1981) Framework for Educational Programing
Institutional Programming
Focuses on development of individual's skills & Knowledge.
(Individual Scale)
Language expertise, additional faculty w/AET and /or Asia experience
Expect to draw heavily on undergraduate and graduate students – International and American students
INTAD & INTAG – Undergraduates & Graduates –
Ag Ed & Extension experience – restructured the college recently – liking ag economics with Ag. Education & Training
Private Sector Linkages
Expect to draw upon established governmental, NGO, and Higher education partners
Primary, secondary, and tertiary agricultural education

Focus Group – Try and uncover what the current status is of Ag education and Training programs in the region
Advisory Groups – drawing from additional ideas and expertise from faculty and private sector partners
Start some of the initial correspondence with potential host country partners
Exploring the linkage with 4-H international.
Development of standardization of protocols and needs assessment (developing a structure)
Initial Scoping trip Jan/Feb 2013 – countries still TBD
Setting the framework/procedures for host-country partners

Tuskegee University – Ntam Baharanyi

People – Conrad, Parkash, Henry, Youssouf, Ntam, etc. (commitment goes beyond professional interest)
Taking TU to the World and taking the World to TU
Organic resiliency
Expansive in country networks already in place
Background/experience with AET development (Senegal, Tanzania, India, Zambia, & Malawi)
Gender-specific Extension Activities
Making graduates more industry ready.

University of Florida – Sandra Russo

Learn, Design, Train
Higher Education for Development Curriculum Awards/Grants
Lot of constraints to curriculum development-more than just bringing new content. (How are we going to scale up?)
Currently working in: Haiti, Malawi, Brazil, Mozambique, Tanzania, & Iraq.
Learn
Design
2 educational assessment units
experience with preforming accreditation reviews
graduate program in higher education administration
Train
On-line course delivery
Professional development programs – training leaders and entrepreneurs
Several faculty involved in gender and development

Discussion of Key issues

How Would you Measure Project Success
Keith – Control/responsible for core project. How will measure the success of the core project?
Penn State – Number of associate awards as a measure of success. How many other parties buy into the program – What are the motivations for the missions to buy into InnovATE?
Clara – Gage interest of technical officers of USAID missions (critical) Develop an approach to help them. Draw upon established relationships with USAID mission contacts.

Larry – Number and Quality of case studies will be important in measuring early success. Strategic trainings key. Missions that have been trained as a measure of success /how to design projects & value of subject.
Number of hits on the web portal
Kurt- Start up: number of associate awards. Longer term- how are the missions using the tools are they developing newer and better AET programs. Think about success at the different phases of the project.
Clara – Survey-Are student needs being satisfied-are you satisfying the demand for professional capacity. Number of institutions strengthened. Organizational Capacity assessment tool.
Mike B. – Case studies crucial. Getting local stakeholders to buy in. Have to communicate the student focus to the missions and local stakeholders.

What are some tools and best Practices
Penn State – Creating demand/ building career path capacity. Working with potential hirers – what do they want in an employee/what skillsets are they looking for. What are the needs of the stakeholders (NGOs, country governments, private sector)
Bill – Geospatial technologies what are the possibilities? (GPS mapping field experience), mapping& management of farms. Toolsets that might be of use of people in the field. Emphasis on field/hands-on experience.
Virginia Tech- Experiential learning – students and practicums – gauging needs in curricula and needs from stakeholders.
Pavli – Role of technical schools? What people have to power to make curriculum changes/engaging them in educational changes & funding. Associate degree level programs. Importance of involving stakeholders that have power.
Sandra – Every country will be different in their institutional structures. Who is controlling agricultural educational policy and the national level. Do not want to drown out the needs of the host-country.
Kurt & Rick – Defining/selecting appropriate tools, from a plethora toolsets, to meet the needs of the local context. Best mix of tools to help US AID to be efficient in supporting ATE in their regions.
Keith – Different levels of tools. Diagnostic tools need to be addressing the structure that supports the policy framework of AET.
Understanding the different/competing visions of AET at different levels of government.
Tuskegee – Implementing curriculum changes – understanding the institutional landscape! – this landscape is institution dependent.
Tlou – Coordinating different development programs into a systematic way (so they are no longer competing entities). To help the country to develop a systematic plan for developing themselves. Can we move above competing interests/politics?
Keith – Bringing together key policy makers & institutional leaders as an indicator of success.
Rick & Penn State – Constellation of stakeholders as an indicator
Mike B - Agendas be country driven. Bringing together multiple collaborators
Clara – What strategic plans are already in place? Problem of competition? InnovATE leadership role in bringing together partners at the country level.

Tell us About your relevant experience

Clara – Need to mine experience from Senegal and Liberia from previous USAID programs. Look at models from the health sector**.**

Virginia Tech – Technology focus, how much to various stakeholders share? Importance of integration. Participatory platform.

Tlou – Pedagogy of training youngsters – train the trainer model – synthesizing the research and technical interests – creating a foci of leadership. Re-emphasized the importance of sharing and integrating knowledge and innovation.

Virginia Tech – Culture & distance. Need a core of people that are discipline specific and culture specific. Facilitate opportunities for those individuals to be mentors.

Strategies for implementing InnovATE

Global Learning Event (Kurt Richter, OIRED)

What are we going do?, who are we going to invite?, what are we going to get out of it?
Building a working network and defining what is a good practice.
Building AET capacity around the developing world
Transformation – making changes to something that is firmly established.
Working within the structures of each host country – building upon what is already there – thus we need to understand what is already happening.
Global learning summit/event – 6 months out
Bringing the best AET minds together – to investigate the contexts and players involved.
Reemphasized the importance of collaboration – tap into other organizations information.
Need a mix of educators, policy makers, stakeholders, and private industry.
Organize the event so that we can get the most out of it.
Who are we going to invite? and How are we going to structure the event?
Day or two day event (people are busy)
Keith: Should have some preliminary case studies at the time of the global learning summit/event
We have budget constraints
Virginia Tech: Bring together some major foundations and/or corporations that have a stake in the program
Penn State: Make it a stakeholder event. Fostering stakeholder involvement (multinationals, corporations, & foundations)
Russo: Is there another big event during Washington at that time?
Keith: Need to host a competitive event?
Could we link with others?
Penn State: Make it a little more worthwhile for global stakeholders to come to this even. Need a structured network time. Facilitate networking into the program, to promote facilitated discussions.
Is there a group we have to have at the table?

World Bank-Ag. Education units
Congressional staffers that work on policy issues
Beltway bandits
Who would be a keynote speaker?
Hillary?
Rajiv Shah
BIFAD
Keith: Probably will need more than a day and a half.
Mike B: The VT Northern VA Campus might not be large enough
Susan S: Think about timing of event – will it conflict with classes at the VT Northern VA Campus
Penn State: 6 months we will only have an outlinnish view of what we have done. More conversations about what we should do?, How do we alter the framework to meet coals better.
Tuskegee: Online forum – to get input on what should be prioritized at the meeting.
Penn State: Linking the online forum to the web portal. Linking the web portal and the global learning event to the online forum. Tap into social media, fully exploit this (Amy might have some insight into this), Facebook & Twitter?
Keith: Forums may be a pain but you get a lot of depth of thought.
Need USAID's full support to achieve the full potential of the global learning event/summit.
Penn State: Will we invite other universities to this?
Buzzword is synergy – no need to be exclusive in attendance for this event.
Hope we have to move the venue (garner enough support).
D.C. best venue – best visibility – get better participation
Larry: Going to have to be a real sell job to get USAID people out of the office building.
Keith: Looking for the experts, where ever the come from
Mike B: Form a partner sub-committee to work on planning the global learning event
Potential of having it at the Virginia Tech Boston campus

Development of Web Portal (Amado Ohland, OIRED)

A website alone will not solve all of our problems
Website needs a clear vision
Need to market the website effectively
What pieces do we need in the web portal?
Database of documents, database of training events.
Rating classes/trainings (Amazon)
Creating a one stop shop
Linking the pillars of the web portal
Working with vendors to make it a reality
How would visitors search for documents in the database?
Cataloging documents into a defined taxonomy
Good practice – strategic concept
Best practice – tactical – what has been done to produce a good practice
Training database
Country level training and education systems catalogue
Web portal issues
Moderation structure

Data entry/data maintenance
Sustainability of the portal
Need a clear vision at the beginning of what the portal will be at the end.
Tuskegee – What do we want out of the portal – Who is the user community? – How will this make AET education accessible?

Amado – Have a subscriber user community – drip campaign. Could build an entire distance learning portal – could design the tech- to allow for the distance courses to be disseminated. Need the technical expertise to design those courses. What will we do to vet the profiles on the data portal. Need for different levels of users.

Larry – Why is the portal important? Mission personnel are a targeted user community.

Penn State: Why is the portal better than google? Portal serves as a filter. Who will be able to access or edit portal content? Who ultimately makes the decision on what is approved?

Amado – Will be a collaborative effort amongst the partners to determine what is appropriate.

Virginia Tech: Community rating on multiple elements (community development key) Who is rating the course? Meaningful ratings will indicate the value of the training/development programs. Do the experts think the training is useful.

Mike B. – Will need a protocol for screening and evaluating the material that will be on the portal.

Clara – MEAS has a similar model, which could help us. APLU is also looking at the literature as well. Where could the materials find a home after the program has ended?

Peter – Portal needs to be a proof of concept/ will inspire future work to make it work multi-linguistically. Portal will be huge if we can get it working

Penn State: Need to make sure the portal is visibility. Quality control comes from branding the project.

Keith – What can we do realistically on a budget of 50k

Peter – Make something functional/useful in a year and a half. See if others are willing to fund it to build further on it.

Tuskegee – What is the role of user generated content?

Amado – Give the general public a means of recommending potential training courses to the project staff.

Peter – Trick graduate students to get you the ideas to get you to the endpoint/ could help in getting ideas of the ground.

Sandra Russo – Do we need the ATE catalog? Several other sources host this kind of information. What makes it unique/different?

Amado – Who are the site visitors and what would they want to find?

Keith – Team Africa meeting?

Clara – Team Africa wants to hold a meeting with African university chancellors. Could be a potential focus group/see what the might want to see in the web portal.

Case Studies and scoping trips (Keith Moore, OIRED)

Synthesizing this morning's conversation
This is a core component of InnovATE
How do we motivate our private sector stakeholders?
Adventures in collaboration – to build innovation systems
Gave some basic definitions
Preliminary analysis – desk-top analyses
Case studies are about systems
Looking at collaborators at secondary and post secondary institutions in agriculture education and training institutions
Target programs – any kind of short or long-term certification programs
Case Studies should be structured in terms of supply and demand for human capital.
Institutional self assessments
Labor-Market studies
Defined supply and demand in terms of human capital
Stakeholders need to be incorporated/involved in data collection and analysis
NGOs
Ministries
Agriculture Higher Education
Private Sector
Goal is to diagnose the gap between supply and demand (shape what does it look like)
Output: recommendations for USAID missions (associate awards) – what to do to address the gap in human capital
Scoping visits
Preliminary case study data
Build relationships with host-country partners – expanding relationships- building trust
Two phases:
Pilot scoping visit – developing a single consistent methodology- a core frame work/consistent pattern.
Each team will initiate their own case study for their region
GAP analysis
What do locals say is the problem – focus on local/national understandings – good place to start to get a sense of what they are saying about the problem.
Direct our questions across the agriculture sector.
What country do we use as our pilot?
What countries will serve as the regional case studies
Virginia Tech: Scouting needs to identify the overall infrastructure of the country.
Penn State: How much are we expected to address physical resource needs related to agricultural training and education.
Keith: Figure out the gap then further explore the issues/constraints

Larry: What are current graduate students career aspirations? What careers do they feel they are headed to?
Tom: Recent graduates will have a good understanding of where the gaps are?
Keith: Identifying mission and negotiating with missions over what the key issue is.
Sandra Russo: Need to be tightly aligned with the USAID mission/ag officers.
Mike B. – structured vs. open-ended interviews
Keith: Not going to get all of the details in the initial scoping visit; however, the institutional characterization will get at more fine tune attributes.
Sandra Russo: Where are the institutions getting their funding?, what are they spending it on?
Penn State – Do the pilot in place where it would be completely fresh or should we go somewhere we have established relationships.
Clara – Case studies/scoping visits need to be based on demands from missions. (Demand from missions might be an issue/might get too many requests) Need to send out a global invite (have a draft and ready to go). Need a more firm commitment from each country.
Interested Missions
Burma
Uganda
Bangladesh
Mozambique

Feed the Future Countries
Bangladesh
Cambodia
Ethiopia
Ghana
Guatemala
Haiti
Honduras
Kenya
Liberia
Malawi
Mali
Mozambique
Nepal
Nicaragua

Rwanda
Senegal
Tajikistan
Tanzania
Uganda
Zambia

Keith: Where do we go first? Case studies have to be in a target country. Have to be strategic with the core resources. Need to address the system as the whole so as to make changes that are effective.

Gender & InnovATE (Maria Elisa Christie, OIRED)

Integrating gender into the objectives of InnovATE
Penn State: Approach a mission by using InnovATE's emphasis on women empowerment and development to help sell InnovATE. InnovATE might be the best way for a mission to address women and gender issues. Build on the current report indicators proposed by recent USAID reports
Clara: AWARD's leadership training is available to men and women and is key in influencing women's career success. AWARD has been doing some institutional case studies, what is an impact of the critical mass of AWARD fellowships at certain institutions. Emphasis needs to be on supporting women institutionally.
Tuskegee – 70s women's participation at India's land grant universities was paltry, see more than 50% women now. Transformation was connected to other cultural aspects.
Value Chain – what are the graduates doing with their degrees.
Larry: Importance of pre-university education. How do we approach secondary education and gender. Gender stereotypes regarding what disciplines are acceptable for men/ acceptable for women.

InnovATE and Communications (Kellsey Lequick, OIRED)

Communication with USAID
Maintain open lines of communications with Clara
Need to utilize current/established connections with USAID mission representatives
What voice should we use in communicating with USAID missions?
Keith – Need to be invited, what can we do to help them?,
Sandra Russo – Need materials to leave with USAID mission representatives (brochure, pamphlet) If you leave something more than your card they might actually look it
Mike B - Importance of getting invitations from the USAID missions – need some sort of invite.
Keith – We are there to offer services to the USAID missions so that they can better serve the agricultural research and training programs in their countries
Mike B- We have to be INVITED

Penn State – Need to utilize all communication methods/channels to reach them. Need a clear value statement - sell the specific problem that they have. Need to use your time wisely in your communications. Need a multi-part attack.
Penn State – GOAL IS TO GET ASSOCIATE AWARDS
Larry – Don't have to be bashful about this project
Mike B – Need for specialize our messages to interested USAID missions/ need for a personalized message.
Keith – Need to get our case studies started – stepping stones to associative awards.
Mike B – Need to get our foot in the door and let the team charm the USAID mission facility.
Value of social media outlets Twitter & Facebook.
Developing a marketing and branding plan
Building an identity for the InnovATE project
Logo
Get the agriculture back into the logo
AET vs ATE – how are we going to deal with this issue
Keith – we have to say agriculture training and education, because the emphasis needs to be on the training because that is where the bulk of the human resource focus needs to be (distinguishes with all the other AETs)
Larry – How does our communication plan tie into developing communities of practice?
We will need individuals to take the initiative
Peter – Has contacts that might be helpful in that issue.

General PR work
Communication between partners
Reports
Workplans
Monitorings
Administrative and financial details
Monthly email – to update partners on InnovATE activities across the board

Tuesday October 30

Performance management plan -- Keith Moore

Learn | Design | Train

Clara: Worthwhile to think about the indicators as applicable to only the leader award, or also to the associate awards.

Can you hold the core award responsible for affecting policy change?

MKB: 5 stages to indicators. Leader project will probably not get to stage 3, but the associate awards will.

Keith: Scoping assessments take a look at the supply of human capital by the AETs and the employment needs of the agriculture sector. We're looking for gaps.

Larry: (to Clara) Thinking about the potential buy ins and associate awards, all missions have to provide their FtF indicators to Washington, and their efforts have to contribute to those indicators. How can we convince the missions that associate awards will contribute to these indicators?

Clara: This will support their obligation to work with USAID Forward. They'll also have to appreciate that education institutions are going to staff all producer organizations. They're required to increase the percentage of direct grants they provide. They need to do something on the pipeline side.

USAID Forward indicators we could use? OCA Tool. Looks at every facet of organization.

Next steps: performance management plan due by December. Today, actually. But December should be fine.

Finance in innovATE – Zara Shortt

Establishing the subaward contract. In progress.

Post-award documents: budget, budget narrative, cost share budget, statement of work

^ detail provided about each

Search for culturally-sensitive logos

http://www.mvula.co.za/
http://www.gatesfoundation.org/Pages/home.aspx
http://www.aet-africa.org/
http://www.meas-extension.org/
http://www.fordfoundation.org/
http://www.worldbank.org/
http://www.fao.org/index_en.htm
http://www.huairou.org/women-and-habitat-network-latin-america

http://theglobaljournal.net/article/view/585/
http://www.pih.org/
http://www.oxfam.org/
http://www.cabi.org
http://www.care.org/
http://www.brac.net/
http://www.mercycorps.org/

Scoping Visits – Keith Moore

MKB: During scoping visits, find sub who would do the needs assessments/case studies/labor market survey.

Ed: important to establish good relationships with Missions and connections well before we go there. By the time we go, we should have a good idea of what they want. We should have an agenda already agreed upon. (At least for the first several days. The agenda should evolve as you're there.)

Keith: What is it on paper or electronically that we can send?
This will need to be developed.

Larry: Criteria for helping us choose. If there is already a high probability of getting a buy in from certain Missions, Missions with a high interest but that may not have the resources themselves to make the investment right now.

Clara: We really need to think about some selection criteria to ID the case study countries. Mission demand and resources to devote to this. Other opportunities. Ask missions to submit one-page statement from the missions describing how this project could benefit them.

What about a country with many players vs. a country that only has one key player, or one heavy weight and other newer institutions?

Do you want to look at a post-conflict situation?
Geographic representation across Africa and other regions?

Tom Gill: Personal opinion, choose FTF country. Clearly aligns that we're looking at FTF. Extend towards strategic partner countries — South Africa, Brazil, India. Would it raise flags at USAID to do the initial scoping visit/case study in a non-FTF country?

Keith: In taking that first pilot country, we should probably target Africa, within the context of Africa.

MKB: We want to go where there is possibility of long-term funding for an associate award. But a new country, like Burma, would be fascinating. It's a new country, a post-conflict environment. Clara, do you think Burma would be a FTF country shortly?

Clara: That's the rumor I've heard. South Sudan is also in that category. The obstacle of working within these countries is that they don't yet have missions set up.

If a non-FTF country came with resources for associate awards, I would also consider that.

Keith: 2 issues on the table. What would be our pilot country?

Larry: Can we ask for a simple expression of interest from the Missions? An "Are you interested?" and then a phone call with the director or a PI to get a better sense of their needs, interest, and resources.

Clara: I think that's a great idea to follow up with a phone call. Whatever you can to make it easier for them is good.

Larry: I'd like to see us do at least one case study in a post-conflict country. I'd be willing to make a pitch for either Guatemala or Cambodia for that. They have ag officers who seem to be quite engaged.

Clara: I just talked with Kimberly Lucas, the ag officer for Cambodia. They have a program called Harvest which includes a lot of focus on training and institutions.

Larry: Just got back from there. Bill Bradley is a real advocate of this kind of work. He's going to be there through 2017. The Harvest project has tied up all their FTF funding for the next 2 years, but they will start planning next year. It's a post-conflict country where all education was completely destroyed, so it would make for a very interesting case study.

Tom Gill: General logistics: Ed Rajotte is going to Bangladesh, India, and Nepal in early February for IPM work. Ricky will be out for MEAS work early February as well. If we wanted to do one of our case studies during that period, it would make sense to overlap.

Ed: look at this as a strategy where we have countries lined up with different strategies. We're not going to have countries with available funds right away. Keep people aware of what we're doing, keep track of what stage they are in.

Tom G: Also need to respond to Mission interest and desire. Right now, Bangladesh and Cambodia are both interested, and we have to choose one of the other. How do we handle this? Will their priorities shift during that time?

Keith: This conversation will be more fruitful when we have a list from Clara of interested Missions and can follow up with a phone call. Then we can make plans to do case studies back-to-back or use mixed teams.

Prakash: List would also include how much FTF allocation they have, and if AET is on the top of their priorities.

Keith: Mission interest and invitation would be indicative of that.

Sandra: Clara, are you talking to anyone in the Middle East? Such as Jordan and Tunisia?

Clara: thinking more like DRC or Nigeria.

Larry: We could do more scoping trips opportunistically (Ed and Rick's trip) if we could separate some of these items.

Ricky: Is there a push to make Burma a FTF country? What kind of funds will land there in a year or two? Will ag be a priority in that funding?

Clara: This is speculative, but #s I've heard for FY13 are around 3 – 4 million range. Administrator is heading out there in a couple weeks to launch signature program that includes ag, health.

MKB: I think we should talk about buy ins as well, as they may be very important in the short-term.

Prakash: I'm involved with the trilateral program with Cornell, and I know that recently Cornell was in Malawi. There's already some relationship or project talks with Cornell. Something like this may already be underway here. Something similar is also happening in Kenya--OSU.

Clara: I was thinking about those countries because innovATE is much broader than just universities. It includes the whole range of institutions—technical and vocational. It may be worthwhile to go back to places like Tanzania.

Keith: We've covered this pretty well, and we can't move forward until we hear who's volunteering. Maybe we should move forward to the next.

Tom H: Let's move on…

Global Learning Event – Kurt Richter

Kurt Richter (head), Larry Vaughan, Prakash from TU, Tom Gill from Penn State, ___ from UF

Scoping visit contact – Keith Moore

Keith Moore (head), Ntam from TU, Ed Rajotte from Penn State, ____ from UF

Web portal – Kurt Richter

Kurt Richter (head), Prakash from TU, Melanie Gilbert from Penn State, Becky Williams from UF

IDDL – Kurt Richter

Institute for Distributed and Distance Learning

The "Distributed" is very valuable in this case.

Clara: culture of distance learning at USAID: much available. Some instructor-led courses, some self-led.

Prakash: Glad to hear about the certificate you offer. Could someone not from VT, like myself, enroll?

Peter: because of the way it is structured, it would be most appropriate for Virginia Tech faculty, but we have stripped this of some of the Virginia Tech-specific elements so that we can offer it to a wider audience, at a distance. I would be willing to open it up to other people as long as they understand that we have just opened this node.

Prakash: There is not a lot of very specific online course that integrates all these elements—downloadable ppts—and combine that with online interaction with the students. My concern is the relevance of this in our project because all of our students will be in areas where connectivity will be a problem.

Peter: This may be a good way to train your mentors, or your connections.

MKB: When we try to program these activities internationally, one of the big problems is the cost difference between institutions. We'd like to see a marginal cost model adopted by Tech, rather than the average cost. I'm interested in your experience with this problem and with other universities. It can be a deal killer if we have to pay out-of-state tuition. There could be partnerships forming between institutions in the host countries and the partner universities.

Tom H: There's a need to train USAID Mission people, who are apparently used ot online learning. We're also training faculty, faculty leaders, and administrators. The distributed method sounds like it would be great for this.

Peter: The workshops that we do that add up to the certificate program are a few hundred dollars at the most. University of Malawi example: took classes at a distance, came to get the pieces they needed, and then returned to their university to teach.

MKB: What about the other universities as far as distance learning internationally?

Tom G: Penn State has "World Campus" that has wide reach. All content is vetted by World Campus. Easiest to do things that are certificate based and does not require enrollment.

Peter: Penn State World Campus is actually considered a separate campus. It allows them to control tuition rates, salaries, etc.

Sandra: UF goes for the expensive professional courses, targeting high income countries. Grad cert programs are targeted toward extension agents around the state. We had a pilot project with USAID trying to do those graduate programs in developing countries. Faculty didn't know how to mentor, students have poor connectivity. We don't seem to be doing much where this is the case.

Ntam: TU is not very developed in this area.

Larry: Twice you mentioned K-12. These are areas we'll be working in . Gap seen in ERA project, children have to make career choices at 13 – 14 years old, picking a university path or vocational path. Maybe this could be valuable for providing information for those children at that level, to see what careers in agriculture mean in that particular country.

Peter: That's really important, that you can select modules in that field and that you can learn what it means to study in those fields. Those single units can be integrated into other curricula.

Ricky: This is being incorporated as MEAS develops its modules—you can pick and choose and create a program for a specific area.

Debrief:

Logistics worked out well.
But we need to control the weather better.

Feedback from group was very favorable.

MKB: It was really good to have our partners here. I'm sorry that more UF people couldn't make it out. There was a lot of discussion, and it was worthwhile.

Kurt: We have a real tiger by the tail here. This project is going to be a challenge. There's a lot of pieces. I don't think we have a clear, defined goal from USAID. That's good and bad. It's going to be hard to get started. Our strengths are definitely our partners. The assessment tools and case studies are going to be strong. The web portal has the potential to be a mess. There's really not a need for another web portal in the world unless we have a clear idea of our clientele—who's going to use this portal, and for what purpose. Until we answer this, we're taking a shot in the dark.

Larry: Look at the terminology and proposal again. Like the ability to provide training opportunities for USAID personnel. And then a database for training people. Those don't have to be part of a portal, but they have to be created and delivered somehow. We may be able to piggyback on something, like the MEAS project website.

Kurt: These are great ideas. But who's the client? What's the need? Ideas, but nothing concrete.

Jerzy: it's a dynamic process. Development, feedback, improvement. It has to be open ended to respond to demand changes. We should march toward responsibilities and ownership.

MKB: Peter had a good idea for a focus group. We should get a group together to talk about how a portal would be useful to better understand that.

Keith: I wouldn't limit that group to USAID-washington people. We need feedback from people who are thinking in the Mission level. They're on different agendas all the time, even though personnel circulate.

Tom H: First initial contact in these 5 countries should include focus group meeting at the mission to talk about the web portal. We're talking about something for them. We need their input, their buy in, for the portal. We'll have five countries before the Global Learning Event. There's no need to develop a website when we don't know what format it is needed in. Let's build something that's useful. Let's not get into this too fast.

Kurt: can we use Agrilinks to conduct a survey among Mission personnel? (Melissa and Miriam have good contacts at Agrilinks.) We should take some time and make an effort to contact people in the field.

Tom: Scoping trips—chance to ground test with Mission staff?

MKB: We have to have some type of training database, course for Mission personnel? That is what we will need.

Larry: Those elements can be developed now.

Kurt: how are they going to use this? How will someone in a Mission use an ag training database?

Keith: I'm leery of a focus group, but if we can do that, it would be a huge benefit.

Larry: part of a potential database that we mentioned in the proposal. Short-term training opportunities, and ones with online access that are openly available.

Jerzy: webinars are popping up everywhere.

Larry: even if we capture only what is in our university partners.

MKB: we have to come up with a protocol that our students will follow. We can put that on our to-do list.

Keith: we've got our list that outlines what the contents will be. There are certain basic things about a training opportunity that's there, that we can catalog easily.

MKB: We've got to hire some students. They'll be more creative in finding a way to structure it.

Keith: That's where we should be talking to Rick Rudd. Give them the chance to get involved.

Kellsey: Consider students working with IDDL if that's an option.

Jerzy: I don't have a feel of Tuskegee's depth of operation.

Tom: TU is only 3,000 students.

Kurt: They're involved in lots of toher projects.

Keith: I've been in the field with NTam. He's perceptive. He understands what the issues are, and he has been useful in pulling together the next steps kind of plans.

Tom: keep Prakash in the conversation.

Larry: for a day and a half meeting, we covered a lot. But what we don't have is any progress in finalizing the workplan, which was one of our key objectives. What do we do next on that?

Keith: we got a lot of feedback around core. Hole around portal thing. We've sort of synthesized that we need to step back on that. On the rest, we've got a general consensus.

Larry: Involve one more time.

Keith: I've got notes for filling out these things. We need to go through the workplan, detail the tasks, resolve some issues about aligning these things with indicators, come up with more indicators, and circulate.

Larry: On tasks—let's look at training modules. In house? Partners? Resources?

MKB: Resources are mostly here for that.

Larry: Make sure that we're not just assigning stuff. One-on-one over phone, even.

Keith: We need to know the UF team.

Larry: Web portal discussions yesterday reflected our own differences of opinion within the office.

Kurt: Training modules. What do you have envisioned?

Larry: Focus groups helpful. First one—USAID's involvement in capacity building—a history. (Like Clara's presentation.)

Jerzy: Gary Alex warned against developing another land grant system.
MKB: the modules. John Thomas and USAID university. They have some kind of module.

Jerzy: the merit is in summarizing USAID ___. To promote collaboration.

Larry: We're supposed to deliver one hour of training. The second: an introduction to current AET projects, everything that AID is supported.

Keith: In doing this one, we'll have to show how we're distinctive.

Kellsey: can we talk about how we can connect with other projects too?

Keith: Yes, that's part of our distinction.

Larry: Maybe a module about developing communities of practice within the host country. How have people been successful doing that? Examples from ERA.

Keith: identifying the networks.

MKB: value of higher education or post-secondary education in ag.

Keith: Don't need.

Larry: but linking higher ed in ag to various sectors of employment. There might be surprising linkages that we can point out.

Kurt; maybe higher ed is not valuable in the vast majority of jobs

Keith: The AET in total – all the way from primary through university.

Larry: take all channels a student might go through in an educational system. Follow them.

MKB: break down in primary, secondary, and tertiary. There are USAID programs who have worked with the primary level. Get real world examples that USAID has supported elsewhere and discuss the impacts. Go through the systems one at a time.

Larry: that could be three modules. Use two countries as examples through 3 modules.

Jerzy: The concept alone that you can grow your plants in a school garden and incorporate it into the curriculum—maybe a school teacher module? I like this idea of Ghana because there is a very good urban horticulture program there.
Keith: Interesting discussion of video modules, but perhaps we're getting too detailed. We should develop these in another meeting.

MEC: Weak side of meeting is illustrated by the fact that it's not part of the conversation. Virginia Tech faculty weren't really integrated. They didn't know why they were there, they didn't know what to do in follow up.

Jerzy: The problem is they were mostly administrators. Maybe we could have a working group of faculty.

Tom: We're identifying the need as well as identifying their potential involvement in the project. For example, Peter staying in the meeting today. We wanted to see the involvement from across campus. It was too early for them to jump in.

MEC: For instance Bill Carstensen felt that he was not included what was going on. We want faculty from the beginning. Sense that OIRED hogs project and doesn't enjoy faculty.

Tom: Important thing is to follow up. I quizzed Bill at lunch—he has four faculty who could be involved right away.

Larry: follow up is key thing. It's how we can go right or wrong. But we shouldn't raise people's expectations and then dash them when we can't involve them. If we could keep engaged with them for the next month or two, explain the core project and opportunity, maybe establish core group or working group with wide membership to generate ideas.

Tom: this is a new OIRED—trying to get faculty involved from across campus. People did not want to work with OIRED, they don't want any part of it. So we get dept heads, associate deans at the table when we have more information and ways to involve them.

Maybe on scoping missions, we could involve one other person from Virginia Tech.

Jerzy: a lot of new faculty are being hired, and some of them already have international links. Capturing them when they are in the beginning stages of their employment is key.

Tom: some of the faculty knew what was going on, and was glad to be invited.

Keith: But we have to manage expectations. It takes a long time before the payoffs. It has to be a slow encouragement. A thank you for coming at the end of this week.

Jerzy: Interviewing for new horticulture faculty. Knows the capacity of some already. Capture them right on arrival.

Tom: Bob rattled off 3 or 4 faculty we could contact from CNRE.

Kurt: We really need to talk with Rick Rudd and ag extension. Maybe even grad students. They would at least benefit from this exposure.

MKB: Y1, we have a spot for a post doc, students, and consultants. There are opportunities, not just within Tech but more generally, to engage experts in different areas. Use for global learning event? Commission guest studies from an area? We have that flexibility.

Jerzy: meeting with ag extension grad students.

Tom: Coffee/tea, short seminar, and ask if they're interested.

Jerzy: We can go to them through a seminar series.

MKB: We have a Sudanese student.

Kellsey: money in budget for honorarium for the Global Learning Event

Keith: Can we use some of that honorarium $ for a written paper? Not just a presentation, but a written document? Something as an indicator.

Jerzy: good idea, has broader coverage.

Tom: mirrors question: Oh, is there a report about that? There should be something from it.

Keith: there's a lot written and already out there. We have to can the latest.

Jerzy: contact journal and have a special issue towards the end of the grant.

MKB: ag extension journal? The Journal of Ag Education and Extension. Opportunity for a session?

Tom: a lot of synergies came up. Peter Doolittle sitting next to me yesterday. Head of CIDER. Asked if I was involved in the next conference. Peter wanted us to be involved in that project.

Larry: that's what I'd like the Global Learning Event to become over the next 5 years.

Tom: this event is practically doubling in size every year—they had 1,000 participants last year, and they come from all over.

MKB: this is one reason IPM is so successful with associate awards.

Larry: our partners didn't necessarily leave with a to-do list.

Keith: I have marching orders! But I need to do homework first.

Larry: what if each institution submitted the workplan for the tasks they're going to do?

Keith: next year. This year we need to have an integrated program.

MKB: we want to edit the document that Clara proposed sending out to the Missions. We should personalize the invitations to those Missions that have already expressed interest. We also want to mention buy-ins as opposed to just associate awards. Buy ins are easier to do, they're smaller amounts, etc.

MEC: we need to choose criteria for selecting the focus countries, or at least find which ones we have to choose from.

Jerzy: in Liberia and west Africa, they're looking up to Ghana and Nigeria.

Keith: until we know who the real characters are, we can't make a final decision. Ghana seems probable right now.

MKB: and new countries are opening up right now.

TO DO:
Review email (distribute)
Sub groups – set up
Global Learning Event
Web portal
Scoping trips – Jerzy added
Thank yous – Tom
Make presentations available – Scholar—Keith—Kellsey to give presentations
Work plan – Keith getting group together to brainstorm through details
Web portal stuff – Kellsey will email, provide contact info for follow up
Group meeting in a week – Wednesday 11/7 at 9am, OIRED library

InnovATE Kickoff Meeting Presentations

Please select the following links to view the innovATE and innovATE Partner Kickoff meeting presentations:

General Session Presentations

Welcome and Meeting Objectives - This session gave participants an overview of innovATE and perspective from USAID

innovATE perspective from USAID — Clara Cohen, USAID

innovATE overview — Tom Hammett, Director of innovATE

Partner Presentations - This session gave participants the perspective of innovATE program partners.

Penn State University — Tom Gill

Tuskegee University — Ntam Baharanyi

University of Florida — Sandra Russo

Strategies for implementing innovATE - This session was used to discuss strategies for implementing innovATE.

Development of web portal — Amado Ohland, OIRED

Case studies and scoping studies — Keith Moore, OIRED

Gender in innovATE — Maria Elisa Christie, OIRED

Work plan Development Session - This session was used to discuss the development of the innovATE work plan.

Project indicators and M&E — Keith Moore

Financial and administrative processes — Zara Shortt

Planning the first scoping visit — Keith Moore

Notes

Monday, October 29, 2012 Notes

Tuesday, October 30, 2012 Notes

Draft List of PMP Indicators

Draft 3/2013

Summary of Performance Management Plan

The Performance Management Plan (PMP) is a separate companion document to 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 Innovate project. A summary of the performance indicators featured in the PMP are given in Table 6.

Table 6. Performance indicator summary from Performance Management Plan

Indicator	Target					
	FY13	FY14	FY15	FY16	FY17	Total
USAID/Dept. of State Indicators						
Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance	2	6	8	8	8	32
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	0	4	10	5	5	24
Feed the Future Indicators						
Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7)	4	10	20	20	10	64
Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8)	0	4	10	20	20	54
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	2	3	4	2	11
Custom Indicators						
LEARN						
Number of users accessing project databases	0	500	1000	2000	2000	5500
Case studies completed	7	2	3	3	2	17
AET assessment tools developed	3	0	1	0	1	5
Technical notes and good practice papers disseminated	0	1	1	2	2	6

DESIGN						
AET program evaluations	1	2	3	3	3	12
AET reform and investment plans designed	1	4	4	5	4	18
Consultancies for curriculum 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
TRAIN						
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, linkages, and AET support services	0	10	10	10	10	40
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	0	25	25	25	25	100
AET 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

InnovATE Performance Management Plan (PMP): Year 1

ACTIVITY/TASK	RESPONSIBLE	FINISH	OUTPUT/DELIVERABLE	PERFORMANCE INDICATOR
Learn Activity 1. Gather information and create knowledge				
Compile an online ATE annotated bibliography	VT ME	3/15/13 6/28/13 9/30/13	Database structure finalized 500 annotated citations 1000 annotated citations	Data base of best practices and analyses established (*innovATE* indicator).
Desktop case studies	VT ME and selected PIs from *innovATE* partners	5/31/13 9/30/13	3 desktop case studies completed 3 additional desktop studies completed	
Cross-cutting analyses: Gender in agriculture and ATE systems, ATE for marketable skills, post-conflict countries	VT ME and selected PIs from *innovATE* partners	8/30/13	Comparative gender analysis completed across 5 countries	
Collect and synthesize experiences of other organizations	VT ME and selected PIs from *innovATE* partners	8/15/13	Reports completed	
Commission studies for GLE	VT ME and selected PIs from *innovATE* partners	7/15/13	Studies completed	
Learn Activity 2. Make knowledge accessible				
Create and manage Websites	VT ME	1/31/13 4/15/13 8/31/13	Design parameters defined Pilot platform presented, illustrative content posted User survey completed Version 2 brought online	Internet presence established and functioning (*innovATE* indicator).

ACTIVITY/TASK	RESPONSIBLE	FINISH	OUTPUT/DELIVERABLE	PERFORMANCE INDICATOR
		10/24/13		
Manage beta tester working group	VT ME	5/30/13 7/31/13	Group formed 1st tool testing task completed	
Social Media Presence	VT ME	3/15/13 8/1/13	Establish innovATE presence in appropriate social media platforms Evaluate effectiveness of Social Media as a means to foster an ATE community of practice	
Outreach communications to Critical Priority Countries	VT ME	12/14/12 03/21/13	Contacts established in 3 countries Learning event invitations sent	
Learn Activity 3. Foster communities of practice				
Hold ATE Global Learning Event	VT ME	2/1/13 3/15/13 8/30/13 10/30/13	Program drafted Announcement. Invitations sent Event completed Proceedings published through KMS	Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (FtF Indicator: 4.5.1-8)
Support FTF participation in regional ATE programs and agriculture educator associations	UF/PSU/TU/VT	3/27/13 7/1/13 8/20/13	Africa: InnovATE cooperation meetings with RUFORUM and ANAFE staff Asia: institutional memberships in APAEN from FTF countries Latin America: agricultural educator association design workshop held	
Design Activity 1. Build project design capacity				
Demand analysis	UF/PSU/TU/VT	1/15/13 3/31/13	Guidelines produced	Guidelines for institutional

ACTIVITY/TASK	RESPONSIBLE	FINISH	OUTPUT/DELIVERABLE	PERFORMANCE INDICATOR
			Survey instrument made available	capacity building established (*innovATE* indicator).
Supply analysis	UF/PSU/TU/VT	1/15/13 3/31/13	Guidelines produced Survey instrument made available	
Gap analysis	UF/PSU/TU/VT	3/31/13	Guidelines produced	
Build ATE systems and institution tools	VT ME with UF/PSU/TU	9/30/13	A tool kit completed and available; ATE systems assessment template; assessment inventory for ATE institutions	
Monitoring and evaluation	VT ME	6/15/13	Guidelines on M&E principles	
Design Activity 2. Support ATE systems analysis				
Demand studies	UF/PSU/TU/VT	6/1/13 10/1/13	Study completed in 1st focus country Assessments in up to 4 additional countries	Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (USAID/State Indicator)
Supply studies	UF/PSU/TU/VT	9/30/13 10/1/13	Complete assessment in 1 focus country Assessments in up to 4 additional countries	
Gap analyses	UF/PSU/TU/VT	9/1/13 10/1/13	Complete analysis in 1 focus country Complete assessment in up to 4 additional countries	Number of institutions/organizations with capacity/competency assessments presented for consultation as a result of USG assistance (USAID/State Indicator)
Customized in-country assessments	UF/PSU/TU/VT	TBD	As requested by USAID missions, often involving mission buy-ins or associate awards	

ACTIVITY/TASK	RESPONSIBLE	FINISH	OUTPUT/DELIVERABLE	PERFORMANCE INDICATOR
Design Activity 3. Support project design				
Strategic planning	VT ME	9/30/13	1 system level plan completed	Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs (USAID/State Indicator)
Design Activity 4. Support administrative and student services				
Workshop on student career and academic mentoring		9/30/13	Training module completed	Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (FtF Indicator: 4.5.1-8)
Workshop on financial management		9/30/13	Training module completed	
Design Activity 5. Support curriculum design				
Curriculum adaptation		9/30/13	Training module completed	Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (FtF Indicator: 4.5.1-8)
Course revision		9/30/13	Training module completed	
Train Activity 1. Raise awareness of *innovATE* for USAID personnel				
Introductory ATE training for USAID agriculture and education officers (6	VT ME	8/30/13	One-hour ATE presentation available	Number of module users

ACTIVITY/TASK	RESPONSIBLE	FINISH	OUTPUT/DELIVERABLE	PERFORMANCE INDICATOR
ten-minute online modules)				(*innovATE* indicator).
Cross-cutting subject workshops (in association with GLE)	VT ME	9/30/13	3 workshops held; online video-based training posted	
Train Activity 2. Provide a database of ATE training opportunities				
Design database	VT ME	3/15/13 5/15/13 8/15/13 9/30/13	Initial design parameters completed In-house testing completed Revised design tested Database prototype brought online	Number of users accessing database (*innovATE* indicator).
Catalog training opportunities	VT ME	3/15/13 4/3/13 7/1/13 9/30/13	Search strategy determined Data quality assessment and strategy revised; categories established 300 training opportunities logged in 20 categories 500 training opportunities logged	
Train Activity 3. Provide short-courses on curriculum adaptation				
Online training	UF/PSU/TU/VT	9/30/13 9/30/13	General training module available online Introduction to instructional technologies	Number of module users (*innovATE* indicator).
In-country training	UF/PSU/TU/VT	TBD Year 1	On-demand/completed as requested by USAID	Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (FtF Indicator: 4.5.1-8)

ACTIVITY/TASK	RESPONSIBLE	FINISH	OUTPUT/DELIVERABLE	PERFORMANCE INDICATOR
Train Activity 4. Technical assistance for curriculum development and course modification (per buy-ins and associate awards)				
Customized in-person training for specific ATE development activities	UF/PSU/TU/VT	TBD Year 2 (ongoing)	As requested by USAID missions; provided by buy-ins or associate awards	TBD

WORK PLAN FOR YEAR ONE

Overview of Year 1 Activities

This is the work plan for Year 1 of the *innovATE* project - formerly referred to as the MAETS Project. The work plan activities and tasks for Year 1 are organized according to the three components presented in the MAETS RFA: LEARN, DESIGN, and TRAIN. It is submitted with the guidance of 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).

InnovATE will work with USAID to select focus countries during in Year 1. Tasks will be modified as required by the revealed needs of USAID missions and further guidance from the BFS. Due to the USAID mission- and bureau- driven nature of the program, the Year 1 work plan should be considered more illustrative of the types of activities and tasks *innovATE* will undertake during the time period. During the first year, depending on the demand received, we expect to do scoping visits in four countries, and to prepare for additional work (such as assessments) according to demand from missions in other countries. More specific activities will be described in associate award documents once the list of initial intervention countries and programs is finalized. As work progresses, the lessons learned will be incorporated into project implementation. Program adjustments and re-orientations will be managed through subsequent annual work plans approved through the AOR in USAID/BFS.

The Management Entity (ME) team in the Office of International Research, Education and Development (OIRED) at Virginia Tech has been mobilized, and has hosted a "kick-off meeting" in Blacksburg. It has been working with *innovATE* consortium partners to establish protocols and finalize the performance monitoring plan with the AOR.

The LEARN, DESIGN and TRAIN activities are part of a demand driven, student-centered methodology. Each are 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 associated training for USAID personnel tasked with AET reform. In practice, an activity may overlap with more than one category. Start-up activities are shown in Table 1.

LEARN: This component consolidates information and lessons learned from past experiences that will guide the DESIGN and TRAIN project activities. Specifically, the LEARN component documents best practices and assessment tools to address specific problems at agricultural education and training (AET) institutions and countries. Lessons from cross-cutting themes will also be documented in the LEARN component to assure these important themes are properly taken into consideration. The LEARN component also documents how private sector input has

successfully shaped demand-driven AET transformation. The centerpiece of the **LEARN** activities will be an international conference (formerly known as the GLE and listed later in this document as the AET 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 the best possible assessment tools to address a specific problem. The **DESIGN** component adapts the best practices to address specific institutions and systems. The end result of the **DESIGN** component will be customized assessments and project design guidance for AET investment that meet the needs of USAID missions and local AET partners.

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 the, online training modules, a database of training activities, pedagogy, and short courses. **TRAIN** activities assure that *innovATE* extends learning opportunities in the AET community of practice.

By the end of Year 1, *innovATE* will:

1) increase awareness of its purpose and programs, and of AET capacity development opportunities;
2) provide fundamental AET modules for USAID and other key stakeholders;
3) assemble and generate scholarship on AET reform for use by practitioners;
4) create an international forum for an AET community of practice; and
5) complete scoping assignments and design work in service of USAID missions.

Table 1. Start-up tasks

TASK	START	FINISH	PERFORMANCE INDICATOR
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 1/15/13	1/25/13 2/15/13	Incorporation of feedback for submission of Year 1 work plan. 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 6/25/13	Performance indicators a) drafted, b) finalized
Work plan submission		1/20/13	Work plan for Year 1 submitted
Work plan approval by USAID		02/22/13	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	04/30/13	PAC established
PMP Linked to FTF and Foreign Assistance Frameworks	10/4/12	4/20/13	PMP Linked to FTF and Foreign Assistance Frameworks
Performance management plan submission		5/15/13	PMP submitted
Performance management plan approved		6/15/13	PMP approved

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 influence 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, other 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.

There are several key questions that need to be addressed. 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? *InnovATE* will document the AET landscape in select countries and cross-cutting topics and make available good practices for AET assessment and analysis.

LEARN activities will be structured under three themes: gathering AET documentation and analysis of good practices (Activity 1); making this information available to a global audience through the *innovATE* website (Activity 2); and creating information exchange and synthesis opportunities culminating in the GLE (Activity 3). *InnovATE* will aggregate and synthesize knowledge on AET capacity development. InnovATE reviewers will identify information resources and enter them into a database. 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, Guatemala, Rwanda, and Mozambique) through desktop studies. Thematic cross-cutting desktop studies (e.g. gender equity, post-conflict AET) will be produced and tied to the topics of the GLE.

In addition, innovATE will identify and learn from key AET stakeholder organizations such as USAID-funded AET related programs (e.g. EHELD, iAGRI, Team Africa, Higher Education Solutions Network, AERI, and ANAFE) as well as non-USAID funded programs (such as APLU, CAMES, Partnership for Higher education in Africa, RUFORUM). Donor agencies in addition to USAID (e.g. USDA, World Bank) will be brought into the dialogue. We will network with and garner lessons learned where appropriate from other USAID programs such as MAES, youth, workforce development and economic growth. By establishing a program advisory committee of key AET specialists to help gather input for the project we will continue to add to our AET network.

We will build an active AET community of practice among USAID, AET reformers in host-countries, academic 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 to inexpensively generate data for institutional gap analyses. In Year 1, the GLE will be the biggest single AET community-building event. A cross-cutting study on building communities of practice will be presented at the GLE as a foundation upon which to build during in Year 2.

The GLE 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 GLEGLOBAL LEARNING EVENT through digital technologies. The proceedings from the GLE will be made available through on-line venues. Some discussion has focused on hosting the GLE at the Virginia Tech facility in Roanoke. This would enable us to take advantage of on-campus training opportunities in AET technologies right after the GLE for a sub-set of the attendees.

Improving the understanding of AET good practices throughout an international community of AET practitioners and policymakers is critical to *innovATE. InnovATE* will utilize a diverse set of key informant conversations, workshops, and the GLE, as well as electronic information sharing tools to foster AET dialogue. In the first year *innovATE* will test and foster a network that will provide access to AET-specific studies, white papers, online resources and modules, printable training materials, and AET event information. *InnovATE* will test how best to utilize a traditional symposium and focus groups, electronic forums and social media to build and sustain a community of practice.

Table 2. Year 1 LEARN activities and tasks

ACTIVITY/TASK	START	FINISH	PERFORMANCE INDICATOR
Activity 1. Gather information and create knowledge			
Compile an online resources for AET bibliography	2/1/13 11/1/12	4/15/13 3/15/13 6/30/13 9/30/13	Student research team assembled Database structure finalized 500 citations compiled 1000 citations compiled
Desktop country studies	11/15/12	5/31/13 8/30/13	3 desktop country studies completed 3 desktop country studies completed
Cross-cutting analyses	12/01/12	7/15/13	3 cross-cutting studies completed: (e.g., Gender in agriculture and AET systems, AET post-conflict study and communities of practice study)
Collect and synthesize experiences of other organizations	1/1/13	8/15/13	Reports and papers collated and shared
Commission studies for GLE	2/28/13	7/15/13	Studies completed
Activity 2. Make knowledge accessible			
Create and manage on-line "go-to place" to share AET knowledge	11/1/12	1/30/30 4/15/13 8/31/13 10/24/13	Design parameters defined Pilot platform presented, illustrative content posted User survey completed Updated version brought online
Outreach communications to USAID FtF countries	12/7/12 1/15/13 2/15/13	12/14/12 03/21/13 5/15/13	Interest gathered from USAID missions Contacts established (e.g., conference calls) with 3 USAID countries Contacts established with 3 additional USAID countries Learning event invitations sent
Manage beta tester working group	4/30/13	5/30/13 7/31/13	Group formed 1st tool testing task completed
Establish innovATE presence in appropriate social media platforms Evaluate effectiveness of social media as a means to foster an AET community of practice	1/30/13	3/15/13 8/1/13	Social media presence established through appropriate format (e.g., Twitter) Report on effectiveness of social media report compiled and circulated
Activity 3. Foster AET community of practice			
Hold AET global learning event	10/15/12	2/1/13 3/15/13 8/30/13 10/30/13	Program drafted Announcement. Invitations sent Event completed Proceedings published
Develop on-campus interest in AET Collect AET experiences	2/15/13 3/15/13	4/15/13 5/15/13	On-campus faculty group for AET Student from focus countries organized in focus groups to gather AET experiences
Support innovate leaders' participation in regional AET programs and agriculture educator associations	1/1/13	3/27/13 7/1/13 8/20/13	Africa: InnovATE cooperation meetings with RUFORUM, Team Africa ANAFE staff Asia: foster institutional involvement in APAEN from FTF countries Latin America: agricultural educator association attended

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 *innovATE*'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). These scoping visits will be the result of consultations with the request of USAID missions and be supported in part by the requesting USAID mission co-financing. We will 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 *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.

Gap 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 *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.

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. Where possible regional organizations and stakeholders will be consulted as to where to best 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.

Table 3. Year 1 DESIGN activities and tasks

ACTIVITY/TASK	START	FINISH	PERFORMANCE INDICATOR
Activity 1. Build project design capacity			
Develop demand analysis tool	10/15/12	1/15/13 3/31/13	Guidelines produced Demand study tool made available
Develop supply analysis tool	10/15/12	1/15/13 3/31/13	Guidelines produced Survey study tool made available
Develop landscape analysis tool	10/15/12	3/31/13	Landscape tool made available
Develop financial management tool	2/15/13	6/15/13	Pre-award survey complete; financial management and sustainability tool made available
Present AET tools	12/1/12	9/17/13	A tool kit completed and available; AET systems assessment template; assessment inventory for AET institutions
Activity 2. Support AET systems analysis			
Demand studies	1/1/13	6/1/13 10/1/13	Study completed in 1 focus country (as requested by USAID mission) Assessments in additional countries as requested by USAID missions, often involving mission buy-ins or associate awards
Supply studies	6/1/13	9/30/13 10/1/13	Study completed in 1 focus country (as requested by USAID mission) Assessments in additional countries as requested by USAID missions, often involving mission buy-ins or associate awards
Customized in-country assessments	12/1/12	TBD	As requested by USAID missions, often involving mission buy-ins or associate awards
Activity 3. Support project design			
Strategic planning	6/2/13	9/30/13	As requested by USAID missions, 1 project design plan completed
Activity 4. Support administrative and student services			
On-line module on student career and academic mentoring	5/1/13	9/30/13	Training module completed
On-line module on financial management	6/2/13	9/30/13	Training module completed
Activity 5. Support curriculum design			
On-line module on curriculum adaptation	8/1/13	9/30/13	Training module completed

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* is 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.

We will raise awareness of *innovATE* for 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 curriculum adaptation will be provided on-line and in-country as appropriate (Activity 3). 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 that will be available through the *innovATE* web site. The number and types of items will grow throughout the project dependent on demand recieved. 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. *InnovATE* 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 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 topic 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.

These target illustrative topics will be introduced at the GLE. 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 global learning event 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 could include: 1) linking AET systems to marketable skills sets; 2) gender considerations and gender equity in agricultural education; and 3) practical learning technologies for AET in developing countries. These workshops will be points of departure for 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 is a core element of AET capacity development. However, relatively little specific information can be presented on the curriculum development process because curriculum needs are local-stakeholder driven. *InnovATE* has the ability to help AET institutions develop course work in any agricultural specialty. 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 and French outlying principals of curriculum

development. This would tie our better understanding of the skills needed determined by the innovATE assessment tools which are linked from a better understanding of skill needs by the employers.

What follows in Table 4 is a list of TRAIN activities planned for Year 1. Also included is Table 5 that lists general activities and tasks to be completed during Year 1.

Table 4. Year 1 TRAIN activities and tasks

ACTIVITY/TASK	START	FINISH	PERFORMANCE INDICATOR
Activity 1. Raise awareness of *innovATE* for USAID personnel, AET professionals			
Introductory AET training for USAID agriculture and education officers (6 ten-minute online modules)	1/1/13	8/31/13	One-hour AET presentation made available for USAID University or other appropriate venue
Cross-cutting subject sessions in association with the global learning event	3/27/13	9/30/13	3 sessions held at the GLE; online video-based training posted
Activity 2. Provide a database of AET training opportunities			
Design and start training opportunities database	11/1/12	3/15/13 5/15/13 8/15/13 9/30/13 9/30/13	Initial design parameters completed Hire student researchers In-house testing completed Revised design tested Database prototype brought online
Catalog training opportunities	2/15/13	3/15/13 4/1/13 4/1/13 9/30/13	Search strategy determined Data quality assessment and strategy revised; categories established 300 training opportunities logged in 20 categories 500 training opportunities logged
Activity 3. Provide short-courses			
Online training	6/1/13	8/30/13 8/30/13	General AET module available online Introduction to instructional technologies
Activity 4. Technical assistance to support AET development			
Customized in-person training for specific AET development activities	TBD Year 1	TBD Year 2 (ongoing)	As requested by USAID missions; provided by buy-ins or associate awards

Table 5. Year 1 General activities and tasks

ACTIVITY/TASK	START	FINISH	PERFORMANCE INDICATOR
Activity 1. *InnovATE* reporting to USAID			
Year 1 work plan	12/1/13 1/20/13	12/29/12 1/30/13 2/15/13	Drafted and discussed with partners Draft submitted to USAID Work plan approved by USAID
Quarterly financial reports	10/1/12 1/1/13 4/1/13 7/1/13	1/15/13 4/15/13 7/15/13 10/15/13	Report submitted Report submitted Report submitted Report submitted
Semi-annual report	4/1/13	4/30/13	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 Identify key AET players	11/30/12	10/1/13	Number of AET related conferences Number of conference calls conducted
Establish and maintain contacts with USAID missions to inform them about *innovATE* and identify candidates for initial assessments	10/30/12	10/1/13	Number of contacts with all USAID missions to introduce *innovate (including conference calls)*
Building awareness of *innovATE*	12/15/12 12/15/12	1/15/13 2/1/13	Short information sheets developed Web presence for *innovATE* established
Activity 3. Maintaining contact with BFS and USAID/Washington			
Post-award conference	9/30/12	10/30/12	Conduct post-award meetings at BFS at USAID offices in Washington, DC
Maintain contact with BFS	10/30/12	9/30/13	Conduct regular conference calls with USAID AOR and partners; and visit BFS/USAID in Washington
Activity 4.			
Initial "kick-off" partners meeting	9/30/12	10/30/12	Meeting conducted with all partners and USAID representatives participating

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Introduction

The goal of the Innovate project - formerly referred to as the 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. While community members use AET (agricultural education and training), we will use "ATE" (agricultural training and education) which we feel is synonymous with AET. Innovate will focus on all levels of education such as: youth, workforce development programs and primary and secondary educational systems.

This is the 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.

Overview of Year 1 Activities

This is the work plan for Year 1 of the Innovate project. The Year 1 work plan activities and tasks are organized according to the three components: LEARN, DESIGN, and TRAIN. We sought guidance of 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).

Innovate will work with USAID to select focus countries for activities during in Year 1. Tasks will be modified as required by the revealed needs of USAID missions and further guidance from the BFS. Due to the USAID mission- and bureau- driven nature of the program, the Year 1 work plan should be considered illustrative of the types of activities and tasks Innovate will undertake during the time period. During the first year, depending on the demand received, we expect to do scoping visits in four countries, and to prepare for additional work (such as assessments) according to the demand from USAID missions. More specific activities will be described in associate award documents once the list of initial intervention countries and programs are finalized. As work progresses, the lessons learned will be incorporated into project implementation. Program adjustments and re-orientations will be managed through subsequent annual work plans approved through the AOR in USAID/BFS.

The Management Entity (ME) team in the Office of International Research, Education and Development (OIRED) 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, 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 are 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 tasked with AET reform.

In practice, one activity may overlap with more than one in another component.. Activities, tasks, timing, and milestones for each component will be presented in tabular form at the end of each section. Activities identified in the RFA and proposal not addressed in Year 1 will be included in subsequent years. The PMP will be summarized in this report, and the full set indicators will be included in the PMP.

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 best practices and assessment tools to address specific problems at agricultural education and training (AET) institutions and countries. Lessons from cross-cutting themes such as strategies for gender equity, avenues to improve AET capacity in post conflict situations, and work-force development will be documented in the LEARN component to assure these issues are properly taken into consideration. The LEARN component also documents 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 best 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 systematic 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

Start-up Tasks			
Project management team mobilized	10/3/12	12/15/12 assignments given by OIRED	VT ME team gathered. Start-up 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,
		6/25/13	b) finalized
Work plan submission		1/20/13	Work plan for Year 1 submitted
Work plan approval by USAID		03/22/13	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	04/30/13	PAC established
PMP Linked to FTF and Foreign Assistance Frameworks	10/4/12	3-22/13 Frameworks	PMP Linked to FTF and Foreign Assistance
Performance management plan submission		3/27/13	PMP submitted
Performance management plan approved		TBD	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 Work
		3/25/13	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	4/30/13	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 Identify key AET players	11/30/12	10/1/13	Number of AET related conferences Number of conference calls conducted
Establish and maintain contacts with USAID missions to inform them about Innovate and identify candidates for initial assessments	10/30/12	10/1/13	Number of contacts with all USAID missions to introduce Innovate (including conference calls)
Building awareness of Innovate	12/15/12	1/15/13	Short information 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	Conduct post-award meetings at BFS at USAID offices in Washington, DC
Maintain contact with BFS and USAID/Washington	10/30/12	Ongoing	Conduct regular weekly conference calls with USAID AOR and partners;
		Ongoing	In-person visits to BFS/USAID in Washington

Overview of Years 2-5 activities

In the second and third years, the emphasis will increasingly shift toward project design and AET innovation according to USAID mission requests. 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 task orders from buy-ins or implementation of associate awards. Innovate will host annual open symposia on AET capacity building.

In Years 4 and 5, we expect that the majority of effort will shift to implementing country-specific projects. The earliest projects designed though 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 aggregate and synthesize 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, Guatemala, Rwanda, and Mozambique) through desktop 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. EHELD, iAGRI, TEAM Africa, Higher Education Solutions Network, AERI, and ANAFE) as well as non-USAID funded programs (such as APLU, CAMES, Partnership for Higher education in Africa, RUFORUM). Donor agencies in addition to USAID (e.g. USDA, World Bank, GTZ) 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 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.).

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 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 may be undertaken if warranted to satisfy data needs. With core funding, Innovate will produce five to six country case studies during Years 1 and 2. The second type of case study is the cross-cutting studies. Cross-cutting studies will examine 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 treat: 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.

A series of case studies (e.g., cross-cutting studies, country studies) 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.

Our case study research methodology will combine desk-top research and in-country fact finding (e.g., at conferences, on- the ground data collection). For instance attending the upcoming Gender Glee to be 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 and 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 activities in preparation for associate award and buy in investments. Scholarly AET information is lacking, hence our team will start the program and form the basis from which the involvement of invited researchers will emerge.

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 research team assembled	2/1/13	4/15/13
	Database structure finalized	11/1/12	3/15/13
	500 citations compiled		6/30/13
	1000 citations compiled		9/30/13
Desktop country studies	3 desktop country studies completed	11/15/12	5/31/13
	3 desktop country studies completed		8/30/13
Cross-cutting analyses	3 cross-cutting studies completed: (e.g.,	12/01/12	7/15/13
	Gender in agriculture and AET systems,		
	AET post-conflict study and workforce development		
	communities of practice study)		
Collect and synthesize experiences of other organizations	Reports and papers collated and shared	1/1/13	8/15/13
Commission studies for symposium	Studies completed	2/28/13	7/15/13
Activity 2. Make knowledge accessible			
Create and manage on-line "go-to place" to share AET knowledge	Design parameters defined	11/1/12	6/30/13
	Pilot platform presented, illustrative content posted		4/15/13
	User survey completed		8/31/13
	Updated version brought online		10/24/13

Organize a global database for AET institutions and capabilities	Database operational and accessible	4/15/13	7/15/13
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	5/15/13
Manage beta tester working group	Group formed	4/30/13	5/30/13
	1st tool testing task completed		7/31/13
Establish innovATE 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 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	10/15/12	2/1/13
	Announcement. Invitations sent		3/15/13
	Event completed		8/30/13
	Proceedings published		10/30/13
Develop on-campus interest in AET	On-campus faculty group for AET	2/15/13	4/15/13
Collect AET experiences	Student from focus countries organized in focus groups to gather AET experiences	3/15/13	5/15/13
Support innovate leaders' participation in regional AET programs and agriculture educator associations	Africa: InnovATE cooperation meetings with RUFORUM, Team Africa ANAFE staff	1/1/13	3/27/13
	Asia: foster institutional involvement in APAEN from FTF countries		7/1/13
	Latin America: agricultural educator association attended		8/20/13

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 e-consultations. In Year 3, Innovate will expand the AET community of practice by hosting moderated English, Spanish, and French for a 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. Assessment tools will be developed 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). These scoping visits will be the result of

consultations with the request of USAID missions and be supported in part by the requesting USAID mission co-financing. We will 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 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 process 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. lists Year 1 DESIGN activities and tasks

Table 3: Year 1 DESIGN activities and tasks.

ACTIVITY/TASK	MILESTONES	START	FINISH
Activity 1. Build project design capacity			
Develop demand analysis tool	Guidelines produced	10/15/12	1/15/13
	Demand study tool made available		3/31/13
Develop supply analysis tool	Guidelines produced	10/15/12	1/15/13
	Survey study tool made available		3/31/13
Develop landscape analysis tool	Landscape tool made available	10/15/12	3/31/13
Develop financial management tool	Pre-award survey complete; financial management and sustainability tool made available	2/15/13	6/15/13
Present AET tools	A tool kit completed and available; AET systems assessment template; assessment inventory for AET institutions	12/1/12	9/17/13
Activity 2. Support AET systems analysis			
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
Activity 3. Support project design			
Strategic planning	As requested by USAID missions, 1 project design plan completed	6/2/13	9/30/13

Activity 4. Support administrative and student services			
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
Activity 5. Support curriculum design			
On-line module on curriculum adaptation	Training module completed	8/1/13	9/30/13

Year 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 is 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.

We will raise awareness of Innovate for 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 curriculum adaptation will be provided on-line and in-country as appropriate (Activity 3). 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 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 global learning event 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 could

include: 1) linking AET systems to marketable skills sets; 2) gender considerations and gender equity in agricultural education; and 3) practical learning technologies (e.g., where appropriate ICT for AET in developing countries. These workshops will be points of departure for 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 outlying principals 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 to 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
Activity 1. Raise awareness of innovATE for USAID personnel, AET professionals			
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 subject sessions in association with the global learning event	3 sessions held at the SYMPOSIUM; online video-based training posted	3/27/13	9/30/13
Activity 2. Provide a database of AET training opportunities			
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		9/30/13
	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		4/1/13
	300 training opportunities logged in 20 categories		4/1/13
	500 training opportunities logged		9/30/13
Activity 3. Provide short-courses			
Online training	General AET module available online	6/1/13	8/30/13
	Introduction to instructional technologies		8/30/13

Activity 4. Technical assistance to support AET development			
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 (ongoing)

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 make substantial investments in institutional training for vocational and secondary schools.

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 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

Indicator	Target					
	FY13	FY14	FY15	FY16	FY17	Total
USAID/Dept. of State Indicators						
Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance	2	6	8	8	8	32
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	0	4	10	5	5	24
Feed the Future Indicators						
Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7)	4	10	20	20	10	64
Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (FtF Indicator: 4.5.1-8)	0	4	10	20	20	54
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	2	3	4	2	11
Custom Indicators						
LEARN						
Number of users accessing project databases	0	500	1000	2000	2000	5500
Case studies completed	7	2	3	3	2	17
AET assessment tools developed	3	0	1	0	1	5
Technical notes & good practice papers disseminated	0	1	1	2	2	6
DESIGN						
AET program evaluations	1	2	3	3	3	12
AET reform and investment plans designed	1	4	4	5	4	18
Consultancies for curriculum 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
TRAIN						
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

Indicator	Target					
	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 AET Research Areas

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

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:

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.

innovATE Logo

innovATE Draft Website Layout

innovATE **Website Layout (draft 2)**

It's been established that we want certain documents to be made available to the community (document repositories, training databases, institution and individual profiles). We need to build a section for each of these into the framework so design isn't an issue later.

For the visitor, what represents success? (FTVWRS): Meaningful content on a regular basis that shows progress towards the stated goals of the project. This will mostly consist of occasional report summaries, keeping our partners updated and in the loop, giving our partners the availability of forms, as well as recognition on the project.

Frame: Toolbar layout using 'smart' drop down menus under these tentative titles:

FOR THE PUBLIC:

About us:
History: general info on OIRED and Virginia Tech capabilities, reflective of the 'Virginia Tech Capabilities' section in the initial proposal

With a current development portfolio of over $98 million, we work in more than 20 countries around the globe managing projects in sustainable agriculture, natural resource management, integrated pest management, capacity building in higher education, microenterprise development, and much more. As the lead university on innovATE, Virginia Tech will bring to bear our full complement of research, education, and outreach programs to Feed the Future priority areas. The National Science Foundation consistently ranks our College of Agriculture and Life Sciences among the top 10 agricultural research institutions in the country. Our College of Natural Resources and Environment is similarly placed among the best in the nation. Faculty members affiliated with this project are heavily engaged internationally and are ready to provide their expertise.

OIRED and VT's agricultural development experience and strength has been most prevalent in East and West Africa. In West Africa, our involvement extends back into the 1980s with our work in farming systems research and extension. This led to involvement in another project in East Africa, a program established to develop and implement approaches to integrated pest management. In 2002, Virginia Tech led a consortium for the five-year, mission-supported Amhara Agricultural Research, Extension and Watershed Management project in Ethiopia. Along with these projects, Virginia Tech also has two current major projects directly relevant to innovATE.

Education and Research in Agriculture (ERA) in Senegal:

Closely mirrors innovATE's systemic AET goals
Building capacity and inter-institutional collaboration to achieve Feed the Future goals
Tested demand and supply survey instruments available for modification and use in innovATE
Significant project learning from this large AET experiment will provide our consortium tames with important guidance as we Learn, Design, and Train

Rebuilding Higher Education in Agriculture (RHEA) in South Sudan:

Comprehensive capacity-building approach
Directed towards two higher education institutions—University of Juba and Catholic University of South Sudan.
Provide needs-based, short-term practical training as well as long-term, degree training programs

Virginia Tech believes that these projects, along with innovATE, have the ability to vastly strengthen international institutions and help to train future farmers, scientists, teachers, and leaders.

Partner pages: the 'history' pages for our partners
University of Florida

The University of Florida's International Center (www.ufic.ufl.edu) will serve as the coordinating entity for innovATE, drawing upon faculty experience in the Colleges of Agriculture and Life Sciences, Liberal Arts and Sciences, and Education. Drs. Sandra Russo and Kathy Colverson, both of whom have extensive international development experience, will lead the teams of faculty conducting the diagnostic work and manage the overall program.

The target regions for UF's work will be the Caribbean (Haiti) and Latin America (Honduras). The University of Florida has the oldest Center for Latin American Studies in the U.S. (www.latam.ufl.edu) which continues to be active in research, teaching, and outreach in Latin American, Caribbean, and Latino Studies at the University of Florida. The school has already established a strong presence in both Haiti and Honduras, with multiple cases of cross-disciplinary activities. In Haiti, UF contributes to various USAID funded projects:

Watershed Initiative for the National Natural Environmental Resources project in order to outreach to farmers through capacity building and direct inputs.

Work with a local NGO in the Leogane region to identify and research health issues related to water and sanitation.
Interdisciplinary working groups that involve faculty and graduate students sharing information, resources, and collaborating on grants around geographic areas.

The University of Florida also has a long history of collaborative work in Honduras:

Work with the Pan American Agricultural University (Zamorano) with the goal of educating and training leaders in sustainable agriculture, agroindustry, and natural resources for the entire Latin American and Caribbean region, combining a rigorous academic program with practical application
Decades-long partnership with Zamorano students who are accepted at UF for graduate work. Faculty research and extension exchanges and training routinely take place.
UF faculty and graduates have long held senior administrative and faculty positions at Zamorano.

The University of Florida also has multiple relationships with NGOs and USAID throughout the region, including a request from USAID/Brazil to expand its current USAID tripartite collaboration with UF, Brazil, and Mozambique to include Honduras and Haiti.

Penn State

Penn State's College of Agricultural Sciences offered the nation's first baccalaureate degree in 1861. Today, the college is recognized worldwide as a premier institution for agricultural and food systems research, teaching, and extension programs. Its first international agreement dates back to 1907, when the college started working with a school in southern China. That school evolved into South china Agricultural University, now a leading institution in China. During the past ten years, Penn State has received more than $32 million for international research, teaching, and extension programs, including several major grants. The Office of International Programs has been instrumental in providing seed funds, administrative guidance, and logistical support for these programs. Following are a few highlights of past and recent work in Asia:

Work in India dates back to the 1970s. A partnership with Maharashtra Agricultural University led the U.S. effort to lay the foundation of an agricultural education and research system in India. Engagements have expanded to include numerous institutions—Gujarat Agricultural University, Punjab Agricultural University, Tamil Nadu Agricultural University, and the University of Jammu.
Work in Bangladesh dates back to 1997 as part of USAID's Integrated Pest Management (IPM) CRSP, led by Virginia Tech. Under Penn State regional leadership, this program has promoted research, communication, and education for behavioral change, institutional capacity building, policy and institutional reform, and the development of sustainable, resource-based local enterprises. More than a third of farmers in Bangladesh have adopted IPM practices, leading to a more than 70% increase in yield and income in some regions.
Work began recently in the Horticulture CRSP in Southeast Asia with a capacity building program on seed systems in Thailand and Cambodia to expand the capacity of rural farmers to connect with market opportunities throughout Cambodia, Laos, Myanmar, Thailand, and Vietnam.

These projects demonstrate the level of experience and engagement in international agriculture that Penn State brings to this project. They also hope to provide the interest of student programs, such as the undergraduate International Agriculture minor and the new dual-title graduate degree program in International Agriculture and Development, which offers the unique ability of improving education both nationally and internationally as a cohesive unit.

Tuskegee

Tuskegee University (TU) supports international engagement through the University's teaching, research, and outreach education faculty in their seven colleges. International involvement in Africa dates back to the early 1900s, when a team of research scientists visited Togo with the specific purpose of improving cotton seeds and assessing opportunities for further mechanization of smallholders' agricultural practices. Since then, Tuskegee University has had a continuous presence in sub-Saharan Africa.

Tuskegee University has demonstrated its capability to work in Africa through its successful long-term work in Tanzania with Sokoine University of Agriculture's institutional development. What began as a way to help SUA increase institutional capacity with the immediate goal of enabling the institution to integrate teaching, research, and extension, soon evolved into more. Graduate-level training programs were developed and the Institute of Continuing Education and the Faculties of Agriculture, Forestry and Veterinary Medicine were strengthened. Competitive grant programs were also developed and resources were proved for SUA faculty to conduct outreach activities and applied research in agricultural and community development. TU's faculty and students were actively engaged in the linkage program, an investment that led to a great deal of mutual benefit from the institutional exchanges.

TU more recently became involved in several international program activities with reported impacts. These include:

Enabling Biotechnology for African Agriculture: Biotechnology/Biosafety Training & Communication (Ghana, Nigeria, Tanzania, Mali, Burkina Faso, Chad, Benin, Kenya, Cameroon, South Africa, Ivory Coast, Uganda)
Strengthening Sanitary/Phytosanitary Capacity and Infrastructure in Sub-Saharan Africa through Risk Assessment Training (Nigeria, Ghana, Ivory Coast, Mali, Senegal, Ethiopia, Kenya, Tanzania, Uganda, Botswana, Malawi, Namibia, Zambia, Swaziland)
Enhancing Health and Nutritional Status of Families Through the Use of Indigenous Green Leafy Vegetables (Mali, Ghana)
Improving Income Generation of Pastoral Women (Mali)
Sustainable Natural Resource and Environmental Management (Burkina Faso)
West African cotton Improvement Project (Benin, Burkina Faso, Mali, Chad)
Institutional Capacity Building (Tanzania)

Tuskegee has established an ongoing connection to agricultural education and training in both Africa and India. Faculty expertise is currently engaged in developing case studies and summarizing best practices in

curriculum gap analysis and mapping to determine appropriate response to labor market-driven demand for new skill sets and experiences for graduates of AET institutions in sub-Sahara Africa.

USAID

The United States Agency for International Development was created to bring together several existing foreign assistance organizations and programs. Until the existence of the USAID, there had never been one single, unified agency charged with foreign economic development. On November 3, 1961, USAID was born out of the Foreign Assistance Act of 1961 and with it a spirit of progress and innovation. USAID's culture continues to serve as a reflection of core American values—qualities that are rooted in our belief for doing the right thing.

U.S. foreign policy has the two-fold purpose of furthering America's interests while improving lives in the developing world. USAID carries out U.S. foreign policy by promoting broad-scale and fostering good will and free societies abroad.

USAID works in over 100 countries to:

Promote broadly shared economic prosperity
Strengthen democracy and good goverance
Protect human rights
Improve global health
Advance food security and agriculture
Improve environmental sustainability
Further education
Help societies prevent and recover from conflict
Provide humanitarian assistance in the wake of natural and man-made disasters

The support of USAID on this project means working side-by-side in a critical role in our nation's effort to stabilize developing countries and to act as beneficiaries of peace and prosperity to those in need of aid.

Feed the Future

Feed the future is a presidential initiative by the United States to end global hunger and promote food security in developing areas across the world. The program supports country-driven approaches to address the root causes of hunger and poverty while forging long-term solutions to chronic food insecurity and malnutrition. Through Feed the Future, the U.S. government is renewing its commitment to agriculture and economic growth and focusing on harnessing the power of the private sector and research to transform agricultural development.

Feed the Future represents a $3.5 billion pledge to work with other countries, development partners, and other stakeholders, to tackle global food security problems. This collective effort hopes to advance global

stability and prosperity by improving the need that families and individuals have for a reliable source of quality food and sufficient resources to purchase it.

Enormous progress has been made in reducing global poverty, but there is still much work to be done. The world's population is projected to increase by more than 9 billion by 2050. This growth requires up to a 70% increase in agricultural production. Meeting this need and ending chronic hunger is a global responsibility.

Feed the Future commits to work in partnership as stated in the Rome Principles:

Invest in country-owned plans that support results-based programs and partnerships, so that assistance is tailored to the needs of individual countries through consultative processes and plans that are developed and led by country governments
Strengthen strategic coordination to mobilize and align the resources of the diverse partners and stakeholders — including the private sector and civil society – that are needed to achieve our common objectives
Ensure a comprehensive approach that accelerates inclusive agricultural-led growth and improves nutrition, while also bridging humanitarian relief and sustainable development efforts
Leverage the benefits of multilateral institutions so that priorities and approaches are aligned, investments are coordinated, and financial and technical assistance gaps are filled
Deliver on sustained and accountable commitments, phasing-in investments responsibly to ensure returns, using benchmarks and targets to measure progress toward shared goals, and holding ourselves and other stakeholders publicly accountable for achieving results.

Feed the Future draws upon resources and expertise of agencies across the U.S. Government. The collaborative effort has been successful thus far helping many countries transform their own agriculture sectors to sustainably grow enough food to feed their people.

Management team profiles
Contact Us: Address/phone/email of OIRED and leading team members
News:
Latest news
News archive
What We Do:
Thesis Page for project: What is the project?
Putting food on the table is a challenge for millions of people around the world every day. Surprisingly, according to experts, inadequate instruction in agricultural techniques is behind most of the deficit. The innovATE program aims to train the next generation of agricultural professionals, helping developing countries feed themselves. This program will help schools in the developing world improve their curriculum, strengthen administrative capacity, and build their infrastructure using three basic components:

Learn

innovATE has a leadership role in generating practical policy scholarship for USAID and AET reformers in host countries. This program will expand the expertise of USAID personnel in key areas by developing useful assessment tools and analyses. Case studies of private sector feedback will be used to link proposed good practices to ensure relevant skills are taught. We will also perform cross-cutting assessments, including gender and gender equity, to assure these important themes are properly considered. The LEARN process consists of aggregating and synthesizing knowledge from these and past experiences in order to create a platform for understanding and planning AET development that will guide the DESIGN and TRAIN project activities. The project will also create new knowledge to improve decision making in the future.

A publicly accessible, online AET knowledge base will be the hub for continued dialogue within the community on:

Practice
Case studies
White papers
Online training modules
Printable documents for offline training
Event information
Database access

We want to foster an active community between USAID, AET reformers in host-country, U.S. academic institutions at all levels, and among AET professionals in international and regional organizations. The goal is to create a "one-stop shop" for AET development information: lessons learned, good practice, and documentation of best practices and assessment tools to address specific problems in ATE institutions and countries.

Design

innovATE will create accelerated and wide-spread agricultural sector growth, better performance of internal markets, and increased overall human resource capacity. By doing so, we hope to reinvigorate the languishing agricultural production and overall national economic growth of the Feed the Future target countries, eliminating food security as their critical challenge. The DESIGN component of this project aims to define and disseminate good practice strategies, approaches, and investments for establishing efficient, effective, and financially sustainable agricultural education and training institutions and systems.

In doing so, innovATE will:

Carry out assessments in selected Feed the Future countries
Establish monitoring and evaluation systems and impact measurement
Provide initial workshops on establishing student services

Build financial and administrative capacity to manage ATE
Help revise curricula and improve specific courses

Through solid technical support and design, innovATE looks to mainstream effective approaches to quality and relevant AET. We will rely on the expertise of the four Consortium member institutions and as necessary from outside the Consortium. Subjects with broad interest may include climate change, global warming, biotechnology, marketing, and risk management. The four Consortium members have many talented academic and professional staff ready to service these needs and help introduce the selected countries to appropriate learning technologies.

Train

innovATE is designed to create a culture of adaptive change in AET systems that is STUDENT-FOCUSED. The unit of human capital is the individual. Education remains one of the biggest public investments in developing countries. In all but one Feed the Future country, the majority of the population lives and learns in rural areas. Rural education is—for these people—both a means to improve an individual's career prospects and an engine for rural and economic growth. All serious policy of economic development takes into account the impact human capital investment has on the economy. For this reason, innovATE takes a student-focused approach to agricultural education and training (AET) capacity development. Our goal is to stimulate AET interventions that help to produce competent and employable agricultural professionals at all levels of educational institution.

In Year 1, the project will produce a modular ATE system orientation. The project will hold three break-out workshops on cross-cutting subjects of general interest to ATE reformers. These include:

Linking ATE systems to marketable skill sets
Gender considerations and gender equity in agricultural education
Practical learning technologies for ATE in developing countries.

These workshops will act as points of departure for subsequent training resource development.

Lack of an adequately trained workforce is one of the biggest constraints to achieving food security in developing countries. innovATE hopes to work with both institutions and partners to determine the needs of the agriculture sector that are not being met by the AET systems currently in place. By helping these institutions update their curricula, strengthen administrative capacity, and build their infrastructure, the program aims to help these developing countries transform their local food production into a stable and industrious agricultural sector.

Announcements
Media Gallery
Video stories
Photo gallery
Official Reports
Annual report summaries

Trip report summaries

FOR PROFESSIONALS

Knowledgebase (this is a term used on the SANREM site, not one that we have to use):
Databases
Training
Studies
Reports
Research Themes:
Gender Equity

In developing countries, the challenge of survival often magnifies gender issues. Geographer and gender expert Maria Elisa Christie leads the Women and Gender in International Development program at Virginia Tech. Christie works to ensure that all OIRED projects are gender-sensitive and have a positive impact on the most disadvantaged beneficiaries, many of whom are women. The program conducts worldwide gender workshops to educate researchers, growers, extension agents, and representatives from local institutions about gender issues in developing countries. Christie will provide gender expertise for the innovATE project.

Virginia Tech has adopted the Gender Dimensions Framework (GDF) for project implementation. This framework, developed to guide USAID staff and partners as they promote equitable opportunities in agricultural value chains, takes into account four dimensions:

Access to and control over key assets
Beliefs and perceptions
Practices and participation
Legal frameworks

These dimensions provide a consistent set of indicators for gender baselines and later performance monitoring. The dimensions of power crosscut all dimensions.

The implications of our work on gender equity are figured prominently in all OIRED projects, the goal being to broaden awareness on a number of social, cultural, and economic circumstances in an effort to help alleviate existing inequalities. Accomplishing this goal means a larger population to work with in our mission to create a well-educated and skilled agricultural workforce in the developing world. Ultimately this means a more enabling operating environment—an essential part of realizing and sustaining improved food security, economic well-being, human health, and the environment.

Primary & Secondary schools
Publications
Research Activities

Learn phase
Design phase
Train phase
Links
Program websites
Former and ongoing similar projects

FOR PROJECT PARTNERS

Resources
Reporting Instructions
Forms and Documents
Meeting minutes
USAID information
Meetings
Announcements for Project Partners
Meeting summaries

innovATE Outreach Documents

innovATE Fact Sheet

innovATE Program Fact Sheet

Innovation for Agricultural Training and Education

www.oired.vt.edu/Projects/innovate

USAID FROM THE AMERICAN PEOPLE

VirginiaTech Invent the Future

Educating the next generation of agricultural professionals

InnovATE:

Modernizes agricultural education systems, addressing:

- Climate change
- Resource scarcity
- Malnutrition
- Gender Equity

Helps schools:

- Improve curricula
- Strengthen administrative capacity
- Build infrastructure

Partnering Institutions:

- Penn State University
- Tuskegee University
- University of Florida

Lack of an adequately trained workforce is one of the biggest constraints to achieving food security. Innovation for Agricultural Training and Education (InnovATE) will work with institutions and partners to determine the needs of the agriculture sector that are not being met by the agricultural education and training systems. We will help these institutions make their curricula more current, relevant and comprehensive to transform local food production.

InnovATE helps schools in the developing world improve their curricula, strengthen administrative capacity, and build their infrastructure. It is funded by the U.S. Agency for International Development and is part of the U.S. government's **Feed the Future** initiative. The latter is a presidential initiative to tackle global "food insecurity," the complex of factors that cause hunger on a large scale.

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FEED THE FUTURE The U.S. Government's Global Hunger and Food Security Initiative

TUSKEGEE UNIVERSITY 1881

UF UNIVERSITY of FLORIDA The Foundation for The Gator Nation

PENNSTATE

The commitment of the U.S. government to agricultural educational reform is indicated by the scale of potential additional funding for InnovATE. Up to $66 million in additional funds may be awarded to the program through associate awards by USAID missions and bureaus around the world.

Feed the Future supports countries in developing their own agriculture sectors in order to generate opportunities for economic growth and trade, which can support increased incomes and help reduce hunger and malnutrition. InnovATE is also facilitating productive long-term collaboration between U.S. universities and developing country institutions, in response to requests for assistance from countries and USAID missions

"We are committed to improving educational systems around the globe. Ultimately, we're empowering countries to grow the food they need to feed their own people."

Tom Hammett, InnovATE director
Professor, College of Natural Resources and Environment at Virginia Tech.

innovATE:
Will work throughout:

- Primary
- Secondary
- Vocational Schools
- Technical Schools
- Universities

To strengthen and modernize:

- Curriculum
- Pedagogy
- Finance
- Administration

In order to:

- Create sustainable, productive university programs
- Impact food security

Funding

InnovATE is supported by a grant from USAID and managed by Virginia Tech's Office of International Research, Education, and Development (OIRED).

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innovATE
Innovation for Agricultural Training and Education

innovATE Program Summary

Innovation for Agricultural Training and Education

www.oired.vt.edu/Projects/innovate

USAID FROM THE AMERICAN PEOPLE

VirginiaTech Invent the Future

Innovation for Agricultural Training and Education—innovATE—is a new Leader With Associates agreement supporting agricultural education and training capacity development. Implemented by a consortium of US universities led by Virginia Tech, innovATE will stimulate innovation and entrepreneurship in the agricultural sector throughout the developing world, contributing to sustainable food security and poverty reduction. The program is a five-year $6.2 million leader award, with a combined ceiling (leader and associate awards) of $72 million.

InnovATE Approach:

The program's integrated learning, designing, and training components aim to strengthen the full range of institutions that train agricultural professionals—from primary and secondary institutions to vocational schools, technical college, and universities—in such areas as curriculum development, faculty development, pedagogy reform, gender balance and equity, administration and management, outreach, infrastructure, student services, and educational policy reform.

The leader award funding will:

- Carry out analytical work to provide development practitioners with recommendations on good practice and tools to facilitate agricultural education and training system development, including a web-based portal and a Global Learning and Exchange Event planned for summer of 2013;
- Provide training materials, training, and workshops on agricultural education and training system development;
- Provide country assessments and program design and reform recommendations to improve the effectiveness of agricultural education and training.

A student focus and gender equity and access considerations are central to the approach. Country assessments will include gap analysis of both supply and demand for skills at different levels to assist in targeting future investments.

over

FEED THE FUTURE The U.S. Government's Global Hunger and Food Security Initiative

TUSKEGEE UNIVERSITY 1881

UF UNIVERSITY of FLORIDA The Foundation for The Gator Nation

PENNSTATE 1855

Associate awards might support a range of possible investments, including:

- Establishment of long-term collaborative relationships between US and developing country institutions to effectively address human and institutional capacity needs;
- Two to three-year projects to build technical and administrative capacity of local AET institutions to directly implement contracts or grants Design and development of programs suited to direct contracting with local AET institutions;
- Development of institutional capacity for graduate-level training, vocational/technical training, or basic agricultural education and training in post-conflict situations;
- Establishment or comprehensive reform of agricultural universities or vocational/technical training programs;
- Establishment of new programs or departments for specific disciplinary training (e.g., nutrition, biotechnology, agribusiness, etc.);
- Establishment of student services—academic mentoring, career services, retention programs, alumni relations;
- Establishment of in-service training capacity to complement the work of agricultural sector institutions critical to food security and sound environmental management.

The program is designed to be responsive to Mission needs, with various options available for accessing innovATE support. Such assistance can support FTF strategy implementation and local institutional capacity development in line with USAID Forward local procurement strategies.

Options for Mission Access to InnovATE Services:

- Core Program Support: Core program resources target definition and dissemination of good practice for improving agricultural education and training systems. Missions may draw on project analytical work and training materials. Limited centrally funded support is available for country scoping assessments, training, case studies, and other activities.
- Buy-ins to the Leader Award: Country Missions may buy-in to the Leader Award for in-depth assessments of needs/capabilities, training, design work, evaluations, or pilot projects. For such buy-ins, Missions develop scopes of work in conjunction with InnovATE. Core project funding may be available to co-finance some such activities.
- Associate Awards: Missions may fund Associate Awards for technical assistance, training, and implementation of activities for capacity building, reform and development of agricultural education and training systems. Associate Awards are procured and managed by Missions.

Funding

InnovATE is supported by a grant from USAID and managed by Virginia Tech's Office of International Research, Education, and Development (OIRED).

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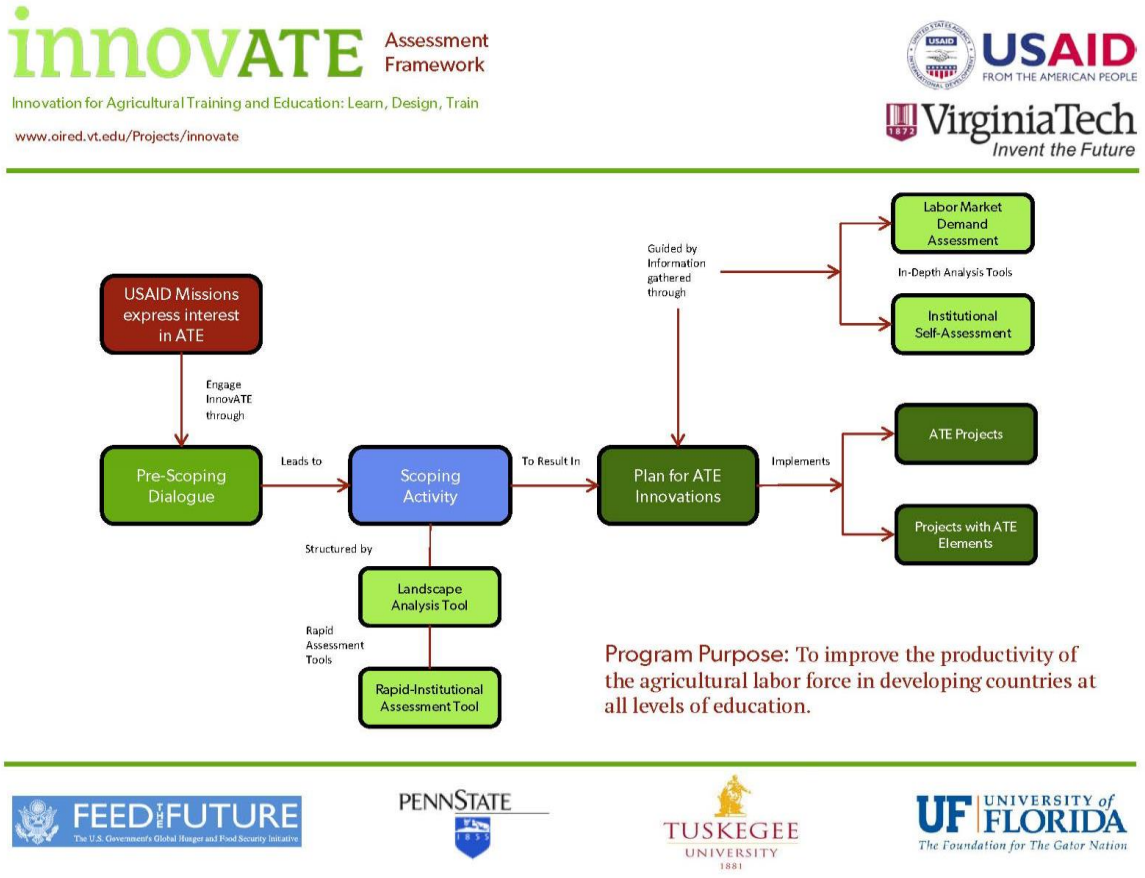
innovATE
Innovation for Agricultural Training and Education

innovATE Project Flowchart



innovATE Talking Points

Innovation for Agricultural Training and Education: Learn, Design, Train

www.oired.vt.edu/Projects/innovate

InnovATE is:

- A consortium of US land grand Universities with vast experience in international agriculture
  - Consortium includes: Virginia Tech, Penn State University, Tuskegee University, and the University of Florida
- Positioned to capture best practices and innovation in agriculture training and education systems world wide
- Ready to conduct assessments, training, and strategic plans to ensure change and improvement in producing a well-educated and skilled agricultural workforce
- Equipped to provide individual training, organizational development, and a more enabling operating environment

Targeted Audience:

- A broad array of stakeholders involved in the targeted countries' agricultural education systems, including educators, students, administrators, policymakers, private sector affiliates, NGO's, USAID representatives, and other donors

Outcomes:

- Institutional self-assessments
- Labor market demand assessments
- Plans for ATE change
- Associate awards to implement plans for ATE change
- Improved effectiveness of agricultural education and training systems through capacity development

Impact:

- Nations provided with best use of knowledge for agricultural and food system development
- Tangible improvements in food security, economic well-being, human health, and the environment

February 11, 2013

Mechanisms for USAID:

- **The program is a five-year $6.2 million leader award, with a combined ceiling (leader and associate awards) of $72 million.**
- **Leadership award funding will:**
    - Carry out analytical work to provide development practitioners with recommendations on good practice and tools to facilitate agricultural education and training system development
    - Provide training materials and workshops on agricultural education
    - Provide country assessments and program design and reform recommendations to improve the effectiveness of agricultural education and training
- **Associate awards might support establishing a range of possible investments, including:**
    - Long-term collaborative relationships between US and developing country institutions to effectively address human and institutional capacity needs
    - Institutional capacity for graduate-level training, vocational/technical training, or basic agricultural education and training in post-conflict situations
    - Comprehensive reform of agricultural universities or vocational/technical training programs
    - New programs or departments for specific disciplinary training (e.g., nutrition, biotechnology, agribusiness, etc.)
    - Student services—academic mentoring, career services, retention programs, alumni relations
    - In-service training capacity to complement the work of agricultural sector institutions critical to food security and sound environmental management.
- **Options for Mission Access to InnovATE Services:**
    - Core Program Support: Core program resources target definition and dissemination of good practice for improving agricultural education and training systems. Missions may draw on project analytical work and training materials. Limited centrally funded support is available for country scoping assessments, training, case studies, and other activities.
    - Buy-ins to the Leader Award: Country Missions may buy-in to the Leader Award for in-depth assessments of needs/capabilities, training, design work, evaluations, or pilot projects. For such buy-ins, Missions develop scopes of work in conjunction with InnovATE. Core project funding may be available to co-finance some such activities.
    - Associate Awards: Missions may fund Associate Awards for technical assistance, training, and implementation of activities for capacity building, reform and development of agricultural education and training systems. Associate Awards are procured and managed by Missions.

February 11, 2013

Funding
InnovATE is supported by a grant from USAID and managed by Virginia Tech's Office of International Research, Education, and Development (OIRED).

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innovATE
Innovation for Agricultural Training and Education

Virginia Tech receives grant to improve agricultural training and education throughout the developing world

BLACKSBURG, Va., Oct. 18, 2012 — The Office of International Research, Education, and Development at Virginia Tech has received $6.2 million in federal funding to improve food security in the developing world. Virginia Tech will lead the U.S. Agency for International Development-funded project, partnering with Pennsylvania State University, Tuskegee University, and the University of Florida to strengthen the capacity of institutions responsible for educating the next generation of agricultural professionals.

The project, called innovATE — Innovation in Agricultural Training and Education, is part of the U.S. government's Feed the Future initiative to tackle global food insecurity. This Presidential Initiative draws upon the resources and expertise of agencies across the U.S. government, universities, private sector, and non-government organization community to assist countries in sustainably growing enough food to feed their people.

A well-educated and skilled workforce is essential to developing a productive agricultural sector. To establish such a workforce, the four U.S. universities will work throughout the developing world with a full range of agricultural training and education institutions — from universities and technical schools to secondary and even primary schools — to transform areas such as curriculum, pedagogy, finance, and administration.

"innovATE will combine the considerable strengths and unique regional experiences of our consortium partners with those of Virginia Tech," says Mike Bertelsen, interim executive director of the Virginia Tech office. "In partnership with the U.S. Agency for International Development, this team will promote transformational change in agricultural training and education systems in countries that desperately need such change to adequately address their future needs."

Multidisciplinary teams from the universities will work together to address critical issues related to agricultural education in the 21st century, including climate change, drought, resource scarcity, and malnutrition. Since women are major food producers, preparers, and marketers in many regions of the world, gender equity considerations will be extremely important.

The innovATE team will identify key areas for improvement and growth in developing countries' agricultural sectors. Through associate awards and buy-ins from USAID bureaus and missions around the world, the Virginia Tech-led consortium has the opportunity to implement its suggestions. The project may garner additional support of up to $66 million this way.

Tom Hammett, professor in the Virginia Tech College of Natural Resources and Environment, will serve as director of the new program.

“We are committed to improving educational systems around the globe,” says Hammett. “We are eager to build on our recent experiences in assisting educational institutions in Liberia, Nepal, Senegal, and South Sudan.”

innovATE Press Release November

BLACKSBURG, Va., Nov. 15, 2012 – Putting food on the table is a challenge for millions of people around the world every day. Surprisingly, according to experts, inadequate instruction in agricultural techniques is behind much of the deficit. Virginia Tech has just received $6.2 million in federal funding to address this knowledge gap and modernize agricultural education systems. The program will train the next generation of agricultural professionals, helping developing countries feed themselves.

This venture, called innovATE (Innovation in Agricultural Training and Education), will help schools in the developing world improve their curriculum, strengthen administrative capacity, and build their infrastructure. It is funded by the U.S. Agency for International Development[2], and is part of the U.S. government's Feed the Future initiative[3]. The latter is a presidential initiative to tackle global "food insecurity" — a term used to talk about the complex of factors that cause hunger on a large scale.

Virginia Tech will lead the program, coordinating efforts by Pennsylvania State University, Tuskegee University, and the University of Florida.

"A well-educated and skilled workforce is essential to developing a productive agricultural sector," according to Mike Bertelsen, interim executive director of Virginia Tech's Office of International Research, Education, and Development[4], the unit responsible for managing the program.

To establish such a workforce, the four U.S. universities will work throughout the developing world with agricultural training and education institutions — from universities and technical schools to secondary and primary schools — to strengthen and modernize areas such as curriculum, pedagogy, finance, and administration.

Teams from the partnering universities will work together to address critical issues related to agricultural education in the 21st century, including climate change, drought, resource scarcity, and malnutrition. Since women are major food producers, preparers, and marketers in many regions of the world, the program will incorporate gender equity analyses and training sessions.

The commitment of the U.S. government to the Feed the Future initiative and educational reform is indicated by the scale of potential additional funding for innovATE. Up to $66 million in additional funds may be awarded to the program through associated awards by USAID missions and bureaus around the world.

News Article

Father Joseph Philippe of Haiti Visits InnovATE at Virginia Tech

"A goat with many owners never gets fed." So says Father Joseph Philippe, a Haitian priest who visited Blacksburg this week to sign a memorandum of understanding with Virginia Tech, taking advantage of the occasion to speak with students about service learning opportunities in Haiti.

Father Joseph has dedicated his life to helping the poor of Haiti help themselves. He is the founder of the University of Fondwa (UNIF) in Fondwa, Haiti; the Association of Peasants of Fondwa (APF); and co-founder of FONKOZE-HAITI, an organization self-labeled the "alternative bank for the organized poor." A Haitian priest, Father Joseph studied at the Chicago Theological Union and the Centre Lebret in Paris. UNIF has degree programs in vet science, agriculture, and business.

Members of InnovATE met with Father Joseph during his visit here to discuss prospects for collaboration in Haiti. InnovATE is a USAID-funded program, established in October, 2012 to strengthen training and education systems to improve the performance of the agricultural sector in developing countries.

The InnovATE program works at all levels of education—primary and secondary, vocational and technical schools, and university programs—to advance curriculum development, faculty capacity, pedagogy, gender balance and equity, administration and management, outreach, infrastructure, student services, and educational policy. Hence our meetings were designed to organize programs in collaboration with Fandwa

Virginia Tech leads the program, coordinating efforts by Pennsylvania State University, Tuskegee University, and the University of Florida.

Father Joseph explained that Haiti needs help rebuilding itself, rather than simply filling in noticeable gaps when issues arise. He was skeptical of responding to specific problems without forming a good foundation of work. "We need to keep

resources in the local communities," he said. "And the main resource of our communities is the high school graduate."

Haiti seems primed for collaboration with a project like InnovATE. Nearly 66% of all Haitians work in the agricultural sector, which consists mostly of small-scale subsistence farming. Yet this activity only accounts for 30% of the nation's GDP and there are problems with supplying enough food throughout the country. The country has experienced little formal job creation over the past decade, losing 80% of its college graduates to emigration.

InnovATE is excited about the possibility work with Father Joseph in gathering resources for the University of Fondwa so that Haiti's most valuable resource—the high school graduate—can develop into a workforce that returns home to support the local communities of the country.

Father Joseph closed the meeting on a positive note: "As a Haitian, I may be hungry today, but I do not want to be tomorrow. I think this partnership is a step in the right direction."

Members of InnovATE are scheduled to travel to Armenia this month to conduct a pre-scoping study of the country's agricultural training and education systems.

For more information on the program, please visit our website [www.oired.vt.edu/innovate] and follow us on twitter @Innov_ATE

Terms of Reference

to the USAID Mission in Armenia Submitted by

The Virginia Tech InnovATE Project Management Entity

for

Scoping Visit to Explore Opportunities for Developing

The ATC Strategic Plan for Sustainability

InnovATE will facilitate the dialog and joint learning necessary for generating a practical strategy to sustain and build from the significant successes of the Agribusiness Teaching Center (ATC). To accomplish this, *innovATE* will engage with USAID and other AET stakeholders conversant with agricultural training and education in Armenia. Together we will design a plan to place ATC on a sustainable foundation that is responsive to the needs of employers and the future of the agricultural sector. Specifically, *innovATE* will help define the 'next steps' for the ATC in the context of Armenia's agricultural sector and the region while identifying interventions that USAID and other stakeholders can use to support it.

The ATC has already demonstrated its capacity to produce market-valued human resources (Litzenberg et al. 2011). Consequently, the guiding question for the *innovATE* assessment of ATC is: What is now the role for the ATC in building the competitiveness of Armenia's agricultural sector, how could it be modified to be more responsive to the sector's needs, and how will it be supported in the future? Sub-questions include: What are the broader managerial, technical, and vocational strengths and weaknesses of the agricultural sector? Is the educational policy environment ready to meet the needs of the agricultural sector? How can the International Center for Agribusiness Research and Education (ICARE) build the private sector constituencies that will support continued funding and professional improvement of the ATC?

This scoping visit will focus on understanding the current and future demand for human resources in the agricultural sector through interviews and data collection with a wide range of stakeholders. While certain to include USAID, ATC and its partner Centers within ICARE, and the Armenian State Agricultural University (ASAU); it also may include: Center for Agribusiness and Rural Development Foundation (CARD), selected value chain actors, micro, small and medium enterprise (MSME) and agribusiness employers, ministry of agriculture, research and extension institutions, farmer organizations, and NGOs.

The scoping team will obtain information on the ATC and its clientele with the dual objectives to: (1) better understand policy makers' visions for the agricultural sector, and (2) identify avenues of support for ATC among agricultural sector employers. As an overview exercise and potential prelude to more in-depth design phase or other activities, the scoping team will identify data sources, strategic plans, stakeholders, key informants, and lead actors to describe overall system strengths, weaknesses, opportunities and threats.

Methodology

Prior to the scoping visit preliminary desktop research will be done to compile background information, collect data to frame the scoping visit and further refine the field data collection priorities. The *innovATE* scoping team visiting Armenia will include one specialist from each of the four *innovATE* partners and the Program Director. During the first week of the scoping team will gather additional information about the ATC, its environment, and how it may be sustained, and will standardize the *innovATE* methodologies. After the first week, two *innovATE* Virginia Tech team members will remain in Armenia to conduct additional and follow-up interviews and data collection, compile and draft the team's report and recommendations, and present the preliminary findings to the ATC and the USAID mission. The methodology for addressing the agricultural education/jobs interface will involve meeting with a wide range of stakeholders. To ensure both data quality and scope of analysis, a set of rapid assessment tools involving semi-structured interviews, focus groups, and value chain mapping will be employed. Sample design will be critical to establishing a valid, sector-wide planning framework to be conducted later. Review techniques and analysis will involve four components:

An overview of the enabling environment;
Characterization of ATC within the Armenian agricultural training and education institutions with special emphasis on planning for the long-term sustainability of the ATC
Characterization of agricultural sector employment structure; and
An analysis diagnosing the needs for human capital in the agricultural sector that brings the previous two together.

Review of the four components will take place simultaneously when visiting various stakeholders and key informants, including: ICARE and its Centers (ATC, CDCC, RODC, and CETL), student organizations, value-chain actors (producers, processers and shippers), MSME and agribusiness employers, farm and community-based organizations, NGOs (such as CARD), and Ministry of Agriculture representatives, as well as ASAU (Armenian State Agricultural University), American University of Armenia, National Academy of Sciences, Yerevan Institute of National Economy. Some key actors may be the subject of return visits as we focus in on critical information. Once an overview of the landscape has been completed, the following three questions will drive the rest of the scoping team's mission:

Which agricultural value chains have the greatest potential for growth and what are their primary constraints?
What human resources are needed to increase productivity and profits in those agricultural sectors?
What are the expected sources for trained human resources?

To answer these questions we propose the following outputs:

Overview of the ATE environment

The ATE enabling environment will be characterized through the identification of key ATE system actors (policy makers, private sector stakeholders, ATE administrators, etc.) and mapping out their roles and relationships. The landscape will be captured by focusing on the policy framework, funding mechanisms, and an ATE system map. This overview will provide a roadmap for *innovATE's* work and ensure innovATE clients will understand how individual ATE institutions fit into the larger ATE system.

Institutional (supply) characterization:

Much of the preparatory work required for completing an institutional characterization has been accomplished with the recent ATC program review. This will need to be verified and because of likely complementarities and synergy, additional information is needed on the other agricultural sciences housed at ASAU. Institutional characterization involves obtaining: an institution's mission statement; documentation of the curriculum; faculty qualifications and responsibilities; students and student services; infrastructure, resources and external support; and administration and governance procedures. Although it will not be possible to collect all of the necessary documentation in the short period of this scoping visit, the key data can be collected from interviews, institutional catalogs and brochures, and additional data bases should be identified by partners, USAID missions, key local informants, and other stakeholders.

Agricultural sector (demand) characterization:

Characterizing the professional needs of agricultural sector involves both focusing on the full range of potential employers as well as key value chains and weak links. The aspect of critical interest is a description of the employment structure along each targeted value chain (horticulture, fruits and nuts, milk, etc.) from farm input supply through production, packaging and transformation, quality assurance, transportation, wholesale and retail, and other regulatory and supporting services. Quantitative data to document agricultural employment may be obtained from agencies such as, the ministries of agriculture and labor, or World Bank and other organizations, as well as interviews and special studies.

Diagnosis of needs for trained human capital:

Finally, valuable interpretive data will be collected through discussions with key informants and other agricultural sector stakeholders (student organizations, producers, processers and shippers), MSME and agribusiness employers, farm and community-based organizations, NGOs (such as CARD), and Ministry of Agriculture representatives, as well as ICARE and its Centers (ATC, CDCC, RODC, and CETL), ASAU and other educational institutions (the agricultural colleges, American University of Armenia, National Academy of Sciences, Yerevan Institute of National Economy). Following the demand-driven perspective, we expect the stakeholder discussions to focus on graduate employability, productivity and expansion of the agricultural sector, and the human capital needs of private sector firms, NGOs, and government.

Outputs:

At the end of this scoping visit, the *InnovATE* team proposes to:

Facilitate a discussion of sustainability options, including a SWOT analysis for ATC;
Draft a ATE landscape scoping report that:
analyzes the sector's supply and demand for agricultural professionals, and
defines an action plan to place ATC on a sustainable foundation;
Identify strategies making the ATC self-sustainable; and
Provide an action plan for design and implementation activities to be covered under an associate award which we will discuss with USAID/BFS and USAID/Armenia.

Illustrative Budget for Scoping Visit to Armenia

Illustrative Budget
(estimated)
Innovate Scoping Visit to
Aremenia
During April 2013

Keith Moore and A. L. (Tom) Hammett for 3 weeks each			$ 12,600.00
Salary: $1600/person/week			
Fringe Benefits at 31%: $500/person/week			
One representative from each innovATE partner for 1 week each			$ 6,300.00
Salary: $1600/person/week for 3 representatives			
Fringe Benefits at 31%: $500/person/week for 3 representatives			
International Travel (5 persons; 73 days total)			$ 26,520.00
US/Armenia roundtrip: $1,800/person	(estimate)	9000	
Per Diem, Yerevan: $240/person/day		17520	
Domestic Travel (estimated)			$ 3,000.00
Taxi's, and car and driver rental	(estimate)		
Contractual Services			
Communications (internet and telephone charges - $150)		150	$ 3,750.00
Translation Services (15 days @ $100/day)	(estimate)	1500	
Local consultant (15 days @ $150/day)	(estimate)	2250	
Total Direct Costs			$ 52,170.00
Indirect Costs (at 26% off-campus rate)			$ 13,564.20
Estimated total			$ 65,734.20

Draft SOW for Scoping Work in Rwanda

Draft Terms of Reference
Submitted for comments to the USAID Mission in Rwanda by The Virginia Tech
InnovATE Project Management Entity for
Scoping Activity for Analysis of Rwandan Agricultural Education
25 January 2013

InnovATE operates within the USAID's Bureau for Food Security (BFS) framework to provide USAID missions with guidance on capacity development investments in agricultural training and education (ATE). InnovATE can carry out assessments of agricultural education systems in a target country, provide intervention recommendations, and – in the case of associate awards- design and implement ATE projects.

InnovATE will provide technical support for USAID/Rwanda's planning of future capacity building investments in agricultural teaching at the vocational and university level. In response to USAID/Rwanda's interest in receiving recommendations regarding possible additional investments in rural workforce development, innovATE proposes the following tasks and outputs.

Task 1. Carry out a pre-scoping trip in February 2013. One team member will travel to Kigali to participate in the de-briefing of USAID/Rwanda on the Akazi Kanoze sustainability/cost- effectiveness study. This team member will also meet with members of the education program and FtF agriculture program outside of the AK evaluation for a dialogue on complementarity and boundaries between rural educational investments being considered by the education program
and agricultural capacity building that may be included in the Mission's FtF program.

- Output 1. Oral de-briefing of Mission personnel with preliminary observations regarding potential direction and orientation of future ATE investments.
- Output 2. Guidance report for the scoping team. The report will: 1) describe potential linkages between past investments in AK to future investments in rural workforce training and 2) suggest institutional contacts for undertaking landscape analysis during the scoping trip.

Task 2. Carry out scoping trip in April or May 2103. InnovATE will field of a three-person scoping team from Virginia Tech and Tuskegee University for up to three weeks to conduct a rapid assessment of the ATE system in Rwanda with emphasis on vocational and higher education.

The scoping activity will focus on better understanding the current and future demand for skilled rural youth in the agricultural sector. Data collection will be through interviews with a diverse stakeholders including USAID personnel in the education and agriculture programs, implementing partners of value chain and agribusiness projects funded by various donors, micro- small- and medium- enterprises (MSME) among other agribusiness employers, vocational and higher education institutions, students of these institutions, research and extension institutions (as potential employers), farmer organizations, and NGOs. Stakeholder input will include that of the
Workforce Development Authority. As an overview exercise and potential prelude to a more in-depth design phase, the team will identify data sources, strategic plans, stakeholders, key informants, and lead actors to describe overall system strengths, weaknesses, opportunities and threats.

InnovATE's landscape analysis tool will be the primary instrument for gathering data and organizing information. A description of the innovATE landscape analysis tool is provided at the end of this document. The landscape analysis tool will ensure both data quality and sufficient breadth of data. It involves semi-structured interviews, focus groups, and value chain mapping. Sample design will be critical to establishing a valid, sector-wide planning framework. Data collection and analysis will include four components:

1. an overview of the enabling environment;
2. characterization of agricultural education within the Rwandan agricultural training and education institutions;
3. characterization of agricultural sector employment structure; and
4. a gap analysis diagnosing the current human resource needs and the human capital being developed by Rwanda's ATE system.

Data collection for the four components will take place simultaneously when visiting the stakeholders and key informants.

• Output 1. Seeping report. The report will be submitted to USAID/Rwanda within 30 days of the end of the seeping trip. The report will comprise two sections.

Section One will explore project design options for rural youth training in agriculture. It will consider both vocational education in rural regions and creation of higher education opportunities for rural youth. The report will: 1) provide an overview of the ATE system in Rwanda based on the rapid landscape assessment; 2) describe several project options
for investing in ATE at the vocational and higher education level developed from a set of possible desired outcomes. These options will include recommendations for a scenario in which the Akazi Kanoze model is used. The Akazi Kanoze scenario will include evidence- based recommendations for how to better adapt the model, which was originally conceived for urban youth workforce development to agriculture. The AK scenario will address opportunities and modalities for strengthening linkages between AK and existing agricultural training institutes. Recommendations will be made in the context of the Mission's agriculture programming and its Feed the Future strategy.

Section 2 will provide an overview of the current state of the agricultural curriculum at different levels and an overview of private and public sector employment opportunities.

Illustrative Budget

Personnel	
Vaughan. 1 week pre-scoping, 3 weeks scoping, 2 week report preparation. $1269/week.	$ 7614
Fringe benefits 31%	$ 2360
Barharanvna. 3 weeks scoping. 2 week report preparation $1852/week	$ 9260
Fringe benefits 31%	$ 2873
Moore. 3 weeks scoping, 2 week report preparation $1600/week	$ 8000
Fringe benefits 31%	$ 2480
Travel	
4 round trip tickets to Kigali at $2383	$ 9 532
Per diem 42 days in Kigali at State Dept. hotel rate ($171/day)	$ 7,161
Per diem 27 days outside Kigali at State Dep. hotel rate ($111)	$ 2 997
Local transportation (rental car with driver for excursions (18 days, $150/day + fuel), local taxis in Kigali)	$ 3,100
Telecommunications	$ 150
Sub-total	**$55,527**

Overhead (26%)	$14,437
Total	**$69,964**

innovATE Landscape Analysis

An initial product of *innovATE* scoping teams will be an overview of the policy and institutional landscape in which ATE operates. Through systematic gathering of selected information, this Landscape Analysis enables the *innovATE* team and its clients to quickly understand ATE system components and their interaction. The methodology structures this landscape perspective by arranging ATE system components and characteristics within three thematic keystones: the Policy Framework, Funding

Mechanisms and an ATE System Map and Gazetteer.

Each of the three keystones is defined below and arranged according its components and core characteristics. Data collection is conducted through informal interviews organized around a set of leading questions and review of existing documentation. It is unlikely that all landscape assessments will produce the same quality of information for each of the three keystones in a short scoping visit. Nevertheless, these guidelines focus *innovATE* scoping teams on the critical information describing ATE landscapes and allowing them to better contextualize subsequent institutional analyses and labor market studies. It also allows them to quickly identify data sources for follow-up assessment
and design studies.

Expected Results from the Landscape Analysis

The *innovATE* Landscape Analysis provides an overview of ATE system organization and functioning leading to insights concerning the pathways for improving services to the agricultural sector. This contextualizing of the ATE system helps to better target subsequent scoping and assessment tools. In particular, it will help the *innovATE* labor market survey by identifying key actors to be sampled. The ATE System Map and Gazetteer will identify the key actors across the ATE system and ensure an inclusive and balanced sampling of ATE system. Additional questions will be added to labor market survey based on the initial findings of the Landscape Analysis. The questions will be adapted by the researcher based on findings from the field.

Policy Framework:

Definition: This keystone will describe the governance system for ATE institutions. This includes employment policies, oversight and accountability mechanisms, facilitation and constraints of institutional and system change, and the accreditation system. The policy framework will paint the institutional landscape in which the ATE organizations function.

Potential questions and topics to be covered:

- Who can grant permission for the establishment of an ATE institution?
- Who has the right to run an ATE institution?
- What are the relationships between ATE institutions and the private sector?
- Are there regional, trade policy or other issues that shape ATE functioning?
- What types of governance structures are allowed for ATE institutions?
- What is the school accreditation process?
- What does it take to make curriculum change?
- Who has the authority to recruit and dismiss faculty?
- How is gender equity accounted for at the system and institution levels?
- How is student education and training financed? Who pays? How?
- How do employment rules and regulations (tenure process, government worker scales, etc.) affect administration?

Funding Mechanisms:

Definition: This keystone will capture how ATE programming is financed. This will include sources of financing, resource flows, and major expenditures. It is expected that key informants can provide information on ATE funding mechanisms without providing a complete budget for ATE institutions. For the landscape analysis it is important to understand the funding pathways, how the funding is divided amongst the relative demands for funding and the key decisions makers in the funding and allocation decision process.

Potential questions and topics to be covered are:

- What are the justifications used by organizations or individuals that motivate funding for ATE?
- Which institutions or individuals are most critical to the funding process?
- What are the major sources of funding (national budgetary allocations, ATE

institution tuition, fees and other income generating activities, and other grants, loans and donor funds)?

- What are the relative proportions of funding allocated to different purposes (line items such as facilities and maintenance, faculty salaries, supporting staff salaries, laboratories and other equipment, supplies, etc.)?

- Does an ATE institution have budgetary authority to decide how its budget is allocated?

ATE System Map and Gazetteer:

Definition: The ATE System Map will document the ATE organizations at the different levels (primary, secondary, technical/vocational, tertiary and professional), regulatory institutions, ministry oversight mechanisms and support organizations. While the Gazetteer will document the relationships between ATE actors represented in the System Map, the flows of information, resources, and students between them, and characteristics of the individual ATE institutions.

Potential questions and topics to be covered:

Two forms of documentation are the expected output of this keystone: an ATE system map; and a gazetteer describing the characteristics of each ATE actor identified on the map. The system map will identify major institutional actors and present the interconnections between them as in a network map or organizational flow chart. The role of each actor/organization will be described in narrative fashion, listing its functions (regulatory/oversight/employment of graduates/priority training domains/etc.), and purview (regional or sector specific). For the ATE institutions identified, each will be documented in tabular form utilizing the following indicators:

- Number of students by gender and level
- Number and gender of instructors
- Types of training programs offered
- Other services provided by the institution

innovATE Scoping Visits Methodology

Introduction

The purpose for scoping visits is to link a USAID mission's potential investment in ATE reform with the supply and demand for skilled agricultural employees associated with those investments. These investments are likely to target the country's critical value chains and the ATEs that will most likely supply them with an appropriately trained work force. Scoping visits provide an opportunity for USAID missions to quickly take action to improve ATE performance or consider the preliminary information provided to support full-fledged case studies with institutional assessments and labor market studies designed to inform more substantial ATE interventions.

The overall design of the scoping visits and subsequent case studies is structured in terms of the supply and demand for human capital in a country's agricultural sector or designated sub-sector. On the supply side, scoping visits will determine the annual training output of men and women according to degree level and specialty qualifications. In order to estimate demand, we will document current employment and size of the agricultural labor market by degree level and specialty qualifications. Semi-structured interviews with key informants will provide a preliminary assessment of the gaps between sector needs and their fulfillment as well as reasons for these failures.

Data collection during the scoping visit will involve ATE institutions, agribusinesses, ministries of agriculture/education/labor, research and extension institutions, farmer organizations, and NGOs. In-country interviews, document collection, and analysis should be completed within a three-week visit by the innovATE scoping team. Although the full diagnosis of human capital building needs will require a case study for the particular ATE institutions and targeted value chain, each scoping visit report will include a set of preliminary recommendations upon which a case study may be built.

Format and contents of a scoping visit

The scoping visits will be conducted in two phases. InnovATE will conduct a pilot scoping visit to build a consistent methodology and collaborative learning across continents led by three members of the Management Entity (ME). Each partner institution (Penn State, Tuskegee, and University of Florida) will contribute two team members for the pilot scoping visit before initiating a scoping visit in their target region. Specific scoping visit objectives will be informed by USAID mission guidance and a focus group exercise will be conducted with mission personnel to determine critical ATE information needs and methods of delivery.

The scoping visit teams will obtain a breadth of information on ATE institutions and their clienteles with the dual objectives of coming to an understanding of policy makers' visions for the agricultural sector and building support among agricultural sector employers. As an overview exercise and potential prelude to more in-depth study, teams will identify data sources, strategic plans, stakeholders, key informants, and lead actors for follow-up assessment to describe overall system strengths and weaknesses. Specific data collection activities will involve three components: characterization of ATE institutions; characterization of agricultural sector employment structure; and diagnosis of needs for human capital in the sector.

Institutional characterization:

Institutional characterization involves obtaining: an institution's mission statement, documentation of their curriculum, faculty qualifications and responsibilities, and students enrolled and recently graduated, physical resources, and administration and governance procedures. The key data sources should be identified by partners, USAID missions, key local informants, and other stakeholders and collected from interviews, internet, catalogs, brochures, etc. (See attached institutional self-assessment files for the level of detail required when completing the case study.)

Agricultural sector characterization:

Characterizing the agricultural sector involves focusing on key sub-sectors or value chains. The aspect of critical interest is a description of the employment structure along each value chain from farm production, packaging and transformation, transportation, wholesale and retail, and supporting services. Quantitative data to document sector/sub-sector employment may be obtained from the ministries of agriculture, labor, or industrial statistics, via the internet, interviews, special studies, World Bank, etc. (See attached labor market survey to be conducted for the case study.)

Diagnosis of needs:

Finally, valuable interpretive data will be collected through informal, semi-structured interviews with key informants and other agricultural sector stakeholders (educational institutions, student organizations, private enterprises, farm and community-based organizations, NGOs, and government representatives). The methodology for addressing the education/jobs interface will involve open-ended interviews structured around learning what local people familiar with the productive agricultural sector say is the problem. Potential interview questions include:

1. Do ATE graduates have skills relevant for the job market?
2. What skills are you looking for in a new hire?
3. What type and how many employees does your business (farm, industry, office, service, government or NGO) need?
4. What problems do you have in finding appropriate employees?
5. Do you hire employees from short-term training programs?
6. What type of employees will be hired in the coming year? Within the next five years? (in the sector, your business, etc.)

7. What value chain components will expand/contract in the next five years? (in the sector, your business, etc.)
8. What needs to be done to improve the situation?

Tasks and Schedule for Initial Scoping Visit

<table>
<tr><th>Tasks</th><th>Details</th><th>Dates</th></tr>
<tr><td rowspan="2">Initiate relationships with collaborators (thru USAID/BFS and email exchanges with missions prior to initial visit)</td><td>Identify collaborators

• Contact USAID mission and FAS for list of potential collaborating institutions and agricultural sector actors
• Arrange for initial visit and schedule initial appointments</td><td>November –

December 2012</td></tr>
<tr><td>Contact them

• Send out preliminary message to set up individual meetings with key agricultural sector stakeholders (AET institutions/ enterprises/ministry/ NGOs/etc.)
• Schedule data collection visits</td><td>December 2012 –

January 2013</td></tr>
<tr><td>Enroll collaborators in the process

1. Meet with USAID and FAS (enroll and collect data using the interview protocol; team to divide into small teams)</td><td rowspan="2">Interview protocol

• Greeting
• Introduction to project and objectives
• Describe data to be collected (provide lists of info needed) and collect what is currently available in document form
• Conduct a structured discussion of supply and demand for human capital in the agricultural sector
• Establish date for follow up data collection and documentation</td><td>1-5 February 2013</td></tr>
<tr><td>Data collection with collaborators

2. Meet with AET institutional partners (follow protocol)
3. Meet with agricultural sector actors (follow protocol)</td><td>6-15 February 2013</td></tr>
<tr><td>Preliminary review of data</td><td>Arrange data into supply, demand, and gap analysis categories</td><td>16-17 February 2013</td></tr>
<tr><td>Conduct follow-up interviews with key informants and other stakeholders</td><td>Complete data collection

• Gather missing data
• Collect explanations for ATE/ agricultural sector problems</td><td>18-21 February 2013</td></tr>
<tr><td>Consolidate data</td><td>Analyze findings</td><td>22-25 February 2013</td></tr>
</table>

	• Organize according to supply and demand • draft institutional and labor market descriptions • Identify and recruit potential global learning event presenters	
Synthesize findings for official report	• A preliminary report: ✓ in anticipation of the institutional assessments and labor market surveys ✓ recommendations for ATE improvements • A presentation for the global learning event	26-28 February 2013

InnovATE Landscape Analysis

An initial product of *InnovATE* scoping teams will be an overview of the policy and institutional landscape in which ATE operates. Through systematic gathering of selected information, this Landscape Analysis enables the *innovATE* team and its clients to quickly understand ATE system components and their interaction. The methodology structures this landscape perspective by arranging ATE system components and characteristics within three thematic keystones: the Policy Framework, Funding Mechanisms and an ATE System Map and Gazetteer.

Each of the three keystones is defined below and arranged according its components and core characteristics. Data collection is conducted through informal interviews organized around a set of leading questions and review of existing documentation. It is unlikely that all landscape assessments will produce the same quality of information for each of the three keystones in a short scoping visit. Nevertheless, these guidelines focus *InnovATE* scoping teams on the critical information describing ATE landscapes and allowing them to better contextualize subsequent institutional analyses and labor market studies. It also allows them to quickly identify data sources for follow-up assessment and design studies.

Expected Results from the Landscape Analysis

The *innovATE* Landscape Analysis provides an overview of ATE system organization and functioning leading to insights concerning the pathways for improving services to the agricultural sector. This contextualizing of the ATE system helps to better target subsequent scoping and assessment tools. In particular, it will help the *InnovATE* labor market survey by identifying key actors to be sampled. The ATE System Map and Gazetteer will identify the key actors across the ATE system and ensure an inclusive and balanced sampling of ATE system. Additional questions will be added to labor market survey based on the initial findings of the Landscape Analysis. The questions will be adapted by the researcher based on findings from the field.

Policy Framework:

Definition: This keystone will describe the governance system for ATE institutions. This includes employment policies, oversight and accountability mechanisms, facilitation and

constraints of institutional and system change, and the accreditation system. The policy framework will paint the institutional landscape in which the ATE organizations function.

Potential questions and topics to be covered:

- Who can grant permission for the establishment of an ATE institution?
- Who has the right to run an ATE institution?
- What are the relationships between ATE institutions and the private sector?
- Are there regional, trade policy or other issues that shape ATE functioning?
- What types of governance structures are allowed for ATE institutions?
- What is the school accreditation process?
- What does it take to make curriculum change?
- Who has the authority to recruit and dismiss faculty?
- How gender equity is accounted for at the system and institution levels?
- How is student education and training financed? Who pays? How?
- How do employment rules and regulations (tenure process, government worker scales, etc.) affect administration?

Funding Mechanisms:

Definition: This keystone will capture how ATE programming is financed. This will include sources of financing, resource flows, and major expenditures. It is expected that key informants can provide information on ATE funding mechanisms without providing a complete budget for ATE institutions. For the landscape analysis it is important to understand the funding pathways, how the funding is divided amongst the relative demands for funding and the key decisions makers in the funding and allocation decision process.

Potential questions and topics to be covered are:

- What are the justifications used by organizations or individuals that motivate funding for ATE?
- Which institutions or individuals are most critical to the funding process?
- What are the major sources of funding (national budgetary allocations, ATE institution tuition, fees and other income generating activities, and other grants, loans and donor funds)?
- What are the relative proportions of funding allocated to different purposes (line items such as facilities and maintenance, faculty salaries, supporting staff salaries, laboratories and other equipment, supplies, etc.)?
- Does an ATE institution have budgetary authority to decide how its budget is allocated?

ATE System Map and Gazetteer:

Definition: The ATE System Map will document the ATE organizations at the different levels (primary, secondary, technical/vocational, tertiary and professional), regulatory institutions, ministry oversight mechanisms and support organizations. While the Gazetteer will document the relationships between ATE actors represented in the System Map, the flows of information, resources, and students between them, and characteristics of the individual ATE institutions.

Potential questions and topics to be covered:

Two forms of documentation are the expected output of this keystone: an ATE system map; and a gazetteer describing the characteristics of each ATE actor identified on the map. The system map will identify major institutional actors and present the interconnections between them as in a network map or organizational flow chart. The role of each actor/organization will be described in narrative fashion, listing its functions (regulatory/oversight/employment of graduates/priority training domains/etc.), and purview (regional or sector specific). For the ATE institutions identified, each will be documented in tabular form utilizing the following indicators:

- Number of students by gender and level
- Number and gender of instructors
- Types of training programs offered
- Other services provided by the institution

Draft Labor market survey tool

Labor market survey

Part I: Location of respondent in the labor market.

Organization: _____

Individual representing organization. Name: _____

Title: _____

Education:

Primary only
Secondary school (name: _____)
Technical school (name: _____)
University (name: _____)

Activities of organization (Primary activity code = 1; secondary activity code = 2):

Input supplier	Services	Production	Transformation	Packing	Transportation
Wholesale	Retail	Research	Extension	NGO	

Does your business (farm/organization/etc.) participate in an industry or agricultural sector organization? Yes/no.

Name (first): _____

Name (second): _____

Name (third): _____

As an individual who do you exchange information with about running or improving your business? Please name up to five individuals, listing their job title and organization, type of business relationship (if any), and contact info (cell).

Name	Title/organization	Type of business relationship, if any	Contact info (cell)

Part II: Current labor supply

Current Labor Situation (all employees over the last year)

	Description of type	Number of employees	Duration of employment (part, full, seasonal)	How do you find? (newspaper; market; word of mouth; family; radio/television; school/university; specify: _____)	Three most important characteristics sought (particular skill; earned degree; trustworthiness/ reliability; ability to learn on the job; etc.)		
					1	2	3
Day labor	Fruit pickers/ ditch diggers/ etc.						
Semi-skilled	Tractor driver/ sprayer/etc.						
Skilled/ artisanal	Brick layer/ irrigation technician/etc.						
Managerial	Decision maker within organization						
Professional	Advise or implement professional tasks within or across organizations						

Part III: Skills/knowledge/capacities sought in employees

	What do your employees need to be able to do?	What skills are required to do those activities?	What skills do your employees normally have when hired?	Typically, what do your new hires not know how to do that you wish that they already knew?
Day labor				
Semi-skilled				
Skilled/ artisanal				

Managerial				
Professional				

Part IV: Skills/knowledge/capacities sourced through external services

Creation of new knowledge, technological innovation, dissemination of knowledge and technologies, supporting services including spraying, plowing, packaging, marketing, finance, etc.

What types of services does your business currently used?	
What services do you currently need but do not have access to?	
What types of services will be needed in the future?	

Part V: Innovative capacity: the creation and dissemination of knowledge, ideas, and technology

	Who do your employees get information on new knowledge and technologies? (secondary schools; technical schools; universities; extension; NGOs; Min of Ag; other businesses; other employees; trade groups)	How is that information/knowledge/skill delivered? (short-term training; on-the-job training; radio/TV programs; degree/diploma training)
Day labor		
Semi-skilled		
Skilled/artisanal		
Managerial		
Professional		

Part VI: Future prospects

	Describe expected changes in the industry that will change demand for labor.	What types of new skills required?	How many new employees will be needed?
Day labor			
Semi-skilled			
Skilled/artisanal			
Managerial			
Professional			

InnovATE Program Activities for AEE

March 8, 2013

1. Creation of an international community of practice for AET professionals
    a. Review of AET literature
    b. Needs assessment of AET
    c. Identify AET professionals
    d. DELPHI study
    e. Create categories from DELPHI
    f. Create pilot web presence
    g. Field test Create final web based AET-COP

    COST, 6 month stipend for GRA, $12,154, one semester tuition, $5370, six weeks of salary for Dr. Westfall Rudd, $12,990 - ***TOTAL - $30,514***

2. Innovate program advisory board nominees from off - campus
    a. Dr. Jack Elliot, Professor and Department Head, Texas A&M
    b. Dr. Tracy Hoover, Associate Dean, Penn State University
    c. Dr. Grady Roberts, Professor, University of Florida

3. Innovate steering committee, on campus
    a. Dr. Sue Magliaro, School of Education
    b. Dr. Peter Dolittle, Director, UCET
    c. Dr. Brian Calhoun, Director of Community Viability, Virginia Cooperative Extension

4. On-line training for USAID personnel (Land Grant history, Defining AET, Curriculum change)
    a. Literature review Develop curriculum outline, storyboard...
    b. Identify video talent, people we want on the videos...
    c. Write video content
    d. Video production
    e. Develop an on line training pilot
    f. Pilot test the training
    g. Refine, and finalize the training
    h. Launch training

    COST - 6 month GRA stipend, $12,154, one semester tuition, $5,370, video production (three, 15-minute videos at a production cost of $250/minute) $11,250, one month summer salary for

Dr. Spindler, $8,334, ***TOTAL - $37,108***

5. Develop cross cutting studies to address key AET issues Fund a GRA for a graduate student with AET interest. I propose making a three year commitment and targeting a student for this assistantship.
    a. *Graduate Assistant*
        i. *12 month stipend,* ***$24,308 / year***
        ii. *Two semesters of tuition,* ***$10,740 / year***
    b. *Faculty buy-out*
        i. *One month of Dr. Rudd salary and benefits,* ***$20,100***

6. AET symposium
    a. Dr. Spindler, Dr. Westfall Rudd, and Dr. Rudd are all available to assist

7. Overseas scoping missions.
    a. We have much interest among students and faculty to assist with this.