

innovATE

Innovation for Agricultural Training and Education

 VirginiaTech
Invent the Future



InnovATE Semi-annual Report Year 2

Oct. 1, 2013 – March 31, 2014

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The Foundation for The Gator Nation

InnovATE Semi-annual Report – Year 2

October 1, 2013 - March 31, 2014
FY2014/Q 1-2

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Please note that items throughout this report are linked to the innovATE website at <http://www.oired.vt.edu/innovate/>.

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List of Acronyms

- AIAEE - Association for International Agricultural and Extension Education
- AIARD - Association for International Agriculture and Rural Development
- ANAFE - The African Network for Agriculture, Agroforestry and Natural Resources Education
- AOR - USAID Agreement Officer Representative
- APLU - Association of Public and Land-grant Universities
- AET - agricultural education and training
- BFS - Bureau for Food Security
- CoP - Community of Practice
- E3 - USAID Bureau for Economic Growth, Education, and Environment
- EHED - 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
- 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
- Q1 - Quarter 1
- Q2 - Quarter 2
- 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

Glossary of terms

- **AET assessment report** – An AET assessment report is a report of an assessment conducted during a scoping trip at the request of a USAID mission. These reports identify gaps in the human and institutional capacity of in-country AET systems.
- **Case study** – InnovATE case studies examine a particular AET system, model, or technique and offer an analysis of the subject in question. These studies often highlight AET innovations in good practices.
- **Fact sheet** – A fact sheet is a two-page document which is used to educate and inform stakeholders on various AET-related subjects. InnovATE creates country fact sheets which highlight major findings in country reports. The program also creates factsheets which offer guidance and recommendations for good practices on specific topics (i.e. mentoring, financial administration).
- **Background study** – Studies conducted on the AET system in a particular country, at times with particular attention paid to an AET institution or program. Background studies are based partially on USAID mission interest, partially on the presence of interesting AET activities or problems, and on providing a geographical balance. Most of the initial work on background studies will be done through desktop review of available literature and communication with experts. The remainder of the information is sometimes amassed through data collection visits. Lessons learned in one country can often be applied in other countries.
- **Cross-cutting study** – Cross-cutting studies examine how agricultural education and training intersects with other development issues which are important to AET capacity building.
- **Data collection trip** – Data collection trips are trips conducted to gather data on AET systems and best practices which involve conducting initial visits to AET institutions and preliminary interviews with AET stakeholders. The trips supplement background studies, student focus-groups, and other activities conducted on-campus in the U.S. These data collection trips also allow the team to document successful models of AET institutions.
- **Scoping trip** – InnovATE will serve USAID interests by responding within its resources to requests by missions and bureaus to undertake scoping trips. Scoping trips are used to gather information about the AET system in a particular country, at times with particular attention paid to an AET institution or program. During scoping trips, innovATE team members utilize innovATE scoping tools.

Executive Summary

This semi-annual report provides a summary of progress towards completion of the innovATE project activities during the period October 1, 2013 through March 31, 2014 - the first six months of innovATE's second year of implementation. To improve transparency between the FY14 work plan and this semi-annual report, these two reports share the same organization. Innovate reporting documents are organized according to innovATE's three components: **LEARN**, **DESIGN**, and **TRAIN**. The innovATE team is a consortium of Virginia Tech (VT), Penn State University (PSU), Tuskegee University (TU) and the University of Florida (UF). During this reporting period, innovATE implemented activities in all three components. Please note that outputs mentioned throughout this report are available on the innovATE website at <http://www.oired.vt.edu/innovate/> or can be found in the Appendix.

InnovATE made substantial progress during the first half of the second year. Under the LEARN component, innovATE contributed to the better understanding of AET practices by completing a variety of AET information gathering and knowledge creation activities. Background studies were initiated on Armenia, Indonesia, Mozambique, Nicaragua, and Jordan. Three fact sheets - on Armenia, Nepal and Honduras - were completed and published on the innovATE website. One assessment report on Uganda was completed and two more assessment reports on Jordan and Cambodia were drafted. Three cross-cutting studies, one on Muslim women in AET, one based on information collected from student focus-groups, and one on curriculum reform models, were initiated. One cross-cutting study on AET in post-conflict environments is undergoing final revisions. Additionally two data collection trips, one to Mali and one to Nepal, and a gender research trip in Mozambique were conducted.

Communications accomplishments include the revision of innovATE's Supply and Demand Handout which illustrates innovATE's goal of bridging the gap between the supply of trained agricultural professionals and the market's demand for skilled employees; Innovate Program Summary which describes innovATE's focus and use of leader award funding; the Program Fact Sheet which simplifies innovATE's goals and areas of work into succinct bullet points; and the Program Flow Chart which lays out connections between all InnovATE activities. The Program Summary and Supply and Demand handouts were translated and published in French and Spanish.

Innovate expanded its presence on several social media platforms. The program increased its number of followers on Facebook and Twitter by 81% during Q1 and Q2. InnovATE website traffic was also up with a 72% increase in unique visitors to the site. In addition to this, the innovATE team developed and refined its online community of practice (CoP). We are poised to officially launch the community early in Q3. Community features include a discussion page, resource page, Spanish and French discussion pages, a blog, job opening listings, and a space to house upcoming training events.

Under the DESIGN component, innovATE responded to USAID mission requests for AET project design services. Over the course of Q1 and Q2, innovATE communicated with seven USAID missions to help them plan AET project design tasks. Five statements of work were drafted for Uganda, Jordan, Cambodia, Nicaragua, and the Democratic Republic of Congo. Four scoping trips were taken during Q1 and Q2: Jordan (November 1 – 18, 2014), Uganda (November 25-29, 2013), Cambodia (January 13-24, 2014), and Nicaragua (March 20-April 9, 2014).

The project also continued to work with USAID missions by providing technical assistance for project design. In Q1, a curriculum development exercise was initiated in Senegal. Plans were initiated with Université Assane Seck de Ziguinchor to conduct an exercise of curriculum reform to serve as a model for the region of Ziguinchor. In Q1 and Q2 innovATE continued to work with the International Center for Agribusiness Research and Education (ICARE) and USAID-Armenia to develop a proposal for innovATE to work in Armenia. During Q2 a technical and financial proposal was submitted by innovATE to USAID-Armenia. The project anticipates beginning work in Armenia in Q3.

Under the project's TRAIN component Virginia Tech and Penn State began work on creating a fact sheet on student career and academic mentoring. In Q1 and Q2 Virginia Tech continued the development of training modules for USAID designed to provide basic AET information. In Q2, planning began for InnovATE to conduct a regional workshop on gender/agriculture/nutrition in Senegal in partnership with Education and Research in Agriculture (ERA) to be conducted in Q3. In Q2 the program also contributed a case study based on information collected during the Jordan scoping mission to the USAID "Workforce Development for Youth Employment Program Design Concepts and Tools Course" in Bangkok, Thailand.

Innovate also continued work on developing a database of agricultural training opportunities. During Q2 the training database was integrated into a training events page on the CoP website. The page allows all visitors to view training events and registered users to add their own training events. To date information on 210 trainings have been collected and are being added to the training events page in the CoP.

Overall, the Design and Train activities have started to take shape and increase their impact during Year 2 as the project compiles and makes available the information and good practices gathered in Year 1 under innovATE's Learn component. The project anticipates building on the progress during the first half of Year 2 and a productive Q3 and Q4. This progress is in part the result of adjustments that have been made in budgets and staff during the first half of the year to match the resources needed for an increasing workload. Please contact innovATE program coordinator Johanna Cricenti at johanna5@vt.edu with any questions or concerns you may have regarding this report.

I. LEARN: AET system analysis and pilot projects—documenting lessons learned and good practices

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 2, our activities and tasks that relate to the LEARN component included the activities listed below.

ACTIVITY 1: Gathering information and creating AET knowledge

Review and summarize literature about AET topics to include in an online AET bibliography

The innovATE consortium continued to review literature about AET topics to include in an online AET bibliography. Partners submitted background documents and bibliographies on research conducted during Q1 and Q2 of Year 2 to innovATE's Scholar website. Submissions have been organized by country and topic. Literature on the following countries and topics were submitted:

- AET in the Democratic Republic of Congo
- AET in Indonesia
- AET in Jordan
- AET in Mali
- AET in Mozambique
- AET in Nicaragua
- AET practices in post-conflict environments
- AET in Rwanda

The innovATE team began the process for including this bibliography in the newly developed innovATE community of practice.

Complete data collection trips for case studies

The innovATE team undertook data collection trips in various countries throughout Q1 and Q2 of Year 2 in order to gather data on AET systems by conducting initial visits to AET institutions and preliminary interviews with AET stakeholders. The trips supplemented background studies, student focus-groups, and other activities held in partners' campuses. These data collection trips allowed the team to document successful projects, interventions, and models of AET institutions.

During Q1 Penn State conducted a data collection trip to Nepal, November 30-December 4, 2013. This was facilitated on-the-ground in Nepal by recent PSU graduate student Mr. Sulav Paudel. The team coming from PSU consisted of Dr. Rama Radhakrishna, and two of Dr. Radhakrishna's graduate students, Mr. Anil Chaudhary and Mr. Roshan Nayak. A full report of the data collection trip was initiated in Q2 and will be reviewed by innovATE and shared with USAID and other stakeholders in Q3.

Tuskegee University gathered pre-scoping trip data on eastern DRC AET during Q1. Dr. Ntam Baharanyi gathered preliminary data from institutions in eastern DRC including Université Catholique de Bukavu, Université Evangélique en Afrique de Bukavu, and Université Catholique de Graben de Butembo. During Q2, Tuskegee University completed a data collection trip for a case study of post-conflict AET in Mali. The team consisted of Ntam Baharanyi and Youssouf Diabate. The team gathered data on AET by visiting stakeholders in Bamako and Katibougou, Mali. A full report of the data collection trip has been completed, is available on the [innovATE website](#). Additionally, a case study and concept note based on the data collection have been drafted and are under review and will be published in Q3.

Conduct gender research exercises

InnovATE conducted gender/AET research exercises in Mozambique during Q2. Dr. Emily Van Houweling of Virginia Tech visited UniZambeze, UniLurio and Eduardo Mondlane Universities during March 10- 21, 2014. The objective of the research was to identify constraints and opportunities for increasing women's participation in AET in Mozambique. Specifically, the research focused on the constraints and opportunities faced by female students and faculty members in agriculture education and vocational training. The researchers conducted involved interviews with male and female students, faculty members, and practitioners in institutions of higher education. A full report of the data collection trip was initiated in Q2 and will be reviewed by innovATE and shared with USAID and other stakeholders in Q3. Both Tuskegee University and University of Florida contributed to the planning for the gender research exercises.

Conduct regional activities to gather AET information

In order to complete the work plan activity of issuing an RFA that will include an open solicitation for AET topics, innovATE created a RFA work group dedicated to this activity during Q2. The RFA work group, which is a sub-group of the innovATE research committee, will create an RFA to solicit proposals for case studies/cross-cutting studies on AET topics. RFA work group members include:

- Kurt Richter, Virginia Tech
- Emily Van Houweling, Virginia Tech
- Sandra Russo, University of Florida
- Edwin Rajotte, Penn State University
- Conrad Bonsi, Tuskegee University

Complete background studies of AET systems and good practices

In Q1 and Q2 innovATE continued to develop background studies of AET systems and good practices. Background studies are studies conducted on the AET system in a particular country, at times with particular attention paid to an AET institution or program. These studies are based partially on USAID mission interest, partially on the presence of interesting AET activities or problems, and on providing geographical balance. Most of the initial work on background studies is done through a desktop review of available literature and communication with experts. InnovATE completed/initiated the following background studies in Q1 and Q2:

Background Studies and Fact Sheets Completed/Initiated	Partner responsible
- VT completed a draft background study of AET systems and good practices in Armenia in Q1. The study is awaiting final review. - VT produced a fact sheet on AET systems and good practices in Armenia in Q1 and published it on the innovATE website.	VT
UF and TU initiated a background study on Mozambique in January, 2014. Graduate students, Hans Goetz, Md. Mutaleb, and Ashi Agbogun were appointed to assist with this study. A preliminary report is anticipated during Quarter 3.	UF, TU
Graduate student Becky Williams of UF completed a draft background study on Nicaragua during Quarter 2. This report will be finalized in Quarter 4, following the scoping trip to Nicaragua in March/April, 2014.	UF
A background study of the AET system in Jordan was initiated in Q1 and is under revision. The study should be finalized in Quarter 3.	UF
A background study of the AET system in Indonesia was initiated in Q2 and is under revision. The study should be finalized in Quarter 3.	VT, PSU
UF and VT produced a fact sheet on AET systems and good practices in Honduras in Q1 and published it on the innovATE website.	UF, VT
PSU and VT produced a fact sheet on AET systems and good practices in Nepal in Q1 and published it on the innovATE website.	PSU, VT

Complete case studies

In Q2 Tuskegee University completed a draft version of its case study on post-conflict AET in Mali. The focus of the study is on the ability of AET institutions to function in a post-conflict situation in Mali. These institutions face challenges such as disruption of the academic calendar, teaching and financial flows; change in the composition of student body; prospects of hiring and securing resources; the importance of the gender issue and the regional (North) factor. Northern Mali has been subject to previous rebellions and is a source of continuous national and international concerns. The draft case study assesses the impact of the 2011-2013 crisis on the agricultural education and training system in Mali. This study was submitted to partners for review in Q2 and will be published in Q3.

Complete cross-cutting studies

InnovATE continued to develop cross-cutting studies in Q1 and Q2 of Year 2. Cross-cutting studies examine how agricultural education and training intersects with other development issues which are important to AET capacity building. The following cross-cutting studies were completed/initiated by innovATE in Q1 and Q2:

Cross-cutting Studies Completed/Initiated	Partner responsible
TU, UF, and VT completed a draft cross-cutting study of key AET practices in post-conflict environments. The report, submitted by graduate student Austen Moore (UF) and reviewed by Dr. Ntam Baharanyi (TU) is undergoing final edits. The report will be finalized in Q3 and shared with stakeholders via the innovATE website.	TU, UF, VT
UF and PSU initiated a paper based on information gathered during focus-groups with AET students from FTF countries. Information collected from focus groups with students from Honduras, Haiti, Bangladesh, and Nepal are being used in the development of this paper. The report will be finalized in Q4 and shared with stakeholders via the innovATE website.	UF, PSU
PSU initiated a cross-cutting study on curriculum reform models. So far they have started by looking at examples in the Collaborative Research Support Programs.	PSU
UF initiated a cross-cutting study on Muslim women in AET. Nargiza Ludgate has been identified as the lead author for this report, which will be completed in Quarter 4 and shared with stakeholders via the innovATE website.	UF

Complete AET assessment reports

InnovATE developed assessment reports during Q1 and Q2 of Year 2. Assessment reports are reports of on the ground activities during scoping trips that examine specific AET institutions and systems, which apply assessment tools and other methods that adapt good practices to provide project design guidance. These reports identify gaps in the human and institutional capacity of in-country AET systems. InnovATE completed/initiated the following assessment reports during Q1 and Q2 of Year 2:

AET Assessment Reports Completed/Initiated	Partner responsible
VT completed an AET assessment report for Uganda based on a scoping trip in Q1. The report has been submitted to USAID Uganda for their review. This report is available on the innovATE website.	VT
UF completed a draft AET assessment report for Jordan based on a scoping trip in Q1. The report has been submitted to USAID Jordan for their review. The report will be finalized in Q3 and shared with stakeholders via the innovATE website.	UF
PSU initiated a draft AET assessment report for Cambodia based on a scoping trip in Q2. The report has been submitted to USAID Cambodia for their review. The report will be finalized in Q3 and shared with stakeholders via the innovATE website.	PSU

Develop linkages with and synthesize experience of other AET organizations; expand network of US collaborators

During the first half of Year 2, the innovATE program developed linkages and conducted outreach activities, expanded the program's network of U.S. collaborators, and presented the results of work. The following activities were undertaken by innovATE during Q1 and Q2 of Year 2 in order to complete the above tasks:

- Representatives of Penn State University presented at two conferences in Asia, which focused on agricultural development, education and training:
 - Dr. Rick Bates presented at the ECHO-Asia Biannual Conference in Chiang Mai, Thailand, October 2-4, 2013.
 - Dr. Rama Radhakrishna presented at the Third International Conference on Extension Educational Strategies for Sustainable Agricultural Development – A Global Perspective in Bangalore, India, December 6-8, 2013.

- Dr. Grady Roberts and Dr. Amy Harder of the University of Florida presented a poster on innovATE at the Innovation of University Education in Agriculture and Natural Resources in Andean Countries Conference in Lima, Peru, October 15-14, 2013.
- Dr. Tom Hammett of Virginia Tech conducted a workshop to identify challenges to developing AET capacity at the Fourth International Conservation Agriculture Conference in Battambang, Cambodia, December 9-13, 2013. Documents from this workshop can be found in Appendix A.
- Dr. Khaled Hassouna and John Mitchell, innovATE research scholar, of Virginia Tech presented papers and hosted an information booth to recruit collaborators in the Middle East at the Global Forum for Innovations in Agriculture Expo, Abu Dhabi, United Arab Emirates, February 3-5, 2014.
- Dr. Tom Hammett, Johanna Cricenti, and Edin Simms presented a poster on innovATE at the Dean's Forum on Global Engagement, at Virginia Tech in Blacksburg, VA, March 25-27, 2014

The innovATE program also initiated planning for the following upcoming training events and meetings not listed earlier in this report:

- 2014 AIAEE Meeting – In Q2 planning was initiated for innovATE to present a professional development session at the annual conference of the Association for International Agricultural and Extension Education (AIAEE) in April 2014. This conference is being chaired by Dr. Grady Roberts of the University of Florida and will involve a presentation on the Community of Practice by Dr. Donna Westfall-Rudd of Virginia Tech and Dr. Nicola Kernaghan of the University of Florida. Dr. Rama Radhakrishna of Penn State will also be presenting on the findings from the data collection trip to Nepal under innovATE.
- 2014 AIARD Meeting – In Q2 Penn State University took the lead planning innovATE's role in the Association for International Agriculture and Rural Development (AIARD) meeting. InnovATE will be on a capacity building panel at the AIARD 50th annual meeting in Washington, D.C., June 1-3, 2014.
- 2014 IFAMA Meeting – In Q1 innovATE participated in a side-meeting with Team Africa and IFAMA leaders to discuss the upcoming IFAMA conference. In Q1 and Q2 Tom Hammett of Virginia Tech discussed the possibility of innovATE partnering with IFAMA for their upcoming 2014 meeting with Don Vondrisk. Vondrisk proposed partnering with innovATE on the 2015 meeting as much of the IFAMA agenda has already been finalized.

- 2014 NACTA – In Q2 Virginia Tech submitted two abstracts, one on a case study of work completed in Jordan and one on a case study of work completed in Armenia, on behalf of Dr. Tom Hammett and Dr. Kurt Richter.
- 2014 RUFORUM Meeting – In Q2, Dr. Emily Van Houweling of Virginia Tech was identified as the lead for a potential side workshop at the RUFORUM meeting. In Q2 Van Houweling, along with Sandra Russo of the University of Florida, began creating a concept note to submit to meeting organizers early in Q3.
- 2014 Workforce Development Training – In Q2 Virginia Tech initiated planning calls with USAID to co-host a workforce development training for USAID Mission staff in early FY 2015. Dr. Kurt Richter and Johanna Cricenti of Virginia Tech have been identified as the lead for innovATE on this meeting. They have begun initial planning with USAID and FHI360, a USAID contractor.
- 2015 innovATE/MEAS/Innovation Lab Meeting – In Q2 innovATE initiated planning calls with Andrea Bohn of MEAS to discuss potentially co-hosting a meeting focused on workforce development.

In addition to the above meetings, Dr. Rick Bates of Penn State University engaged in a series of meetings and discussions with East-West Seed in Myanmar and Cambodia to discuss potential cooperative efforts to meet private sector workforce development needs. He also met with NGO's ECHO Asia (Thailand), International Cooperation Cambodia (Cambodia), and Lilypad Co., Inc. (Myanmar) to discuss and develop a strategic framework for AET capacity building.

Develop and/or refine analytical tools (supply, demand, landscape, ICT, assessment planning)

In Q2 a working group for innovATE's gender tool development strategy was created. This group will be responsible for integrating gender questions into all current and future innovATE scoping tools. The team will also work on integrating gender throughout the entire innovATE program. The group consists of the following members:

- Emily Van Houweling, Virginia Tech
- Sandra Russo, University of Florida
- Eunice Bonsi, Tuskegee University
- Tom Gill, Penn State University

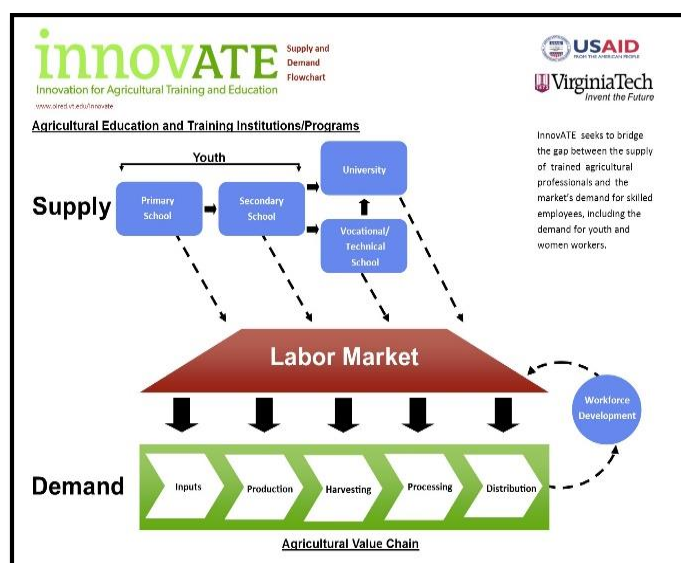
ACTIVITY 2: Making this information accessible to a global audience

As part of Activity 2, making AET knowledge accessible, innovATE refined outreach communications targeted towards USAID to share AET knowledge. The program also developed and expanded innovATE's presence in social media platforms, maintained innovATE's website as a knowledge sharing platform, developed an innovATE poster, and translated innovATE handouts into French and/or Spanish. These activities are discussed in more detail below.

Develop/update generic outreach communications to USAID to share AET knowledge

In Q1 and Q2 innovATE updated the following handouts:

- [Supply and Demand Handout](#) which illustrates innovATE's goal of bridging the gap between supply of trained agricultural professionals and the market's demand for skilled employees;
- [Program Summary](#) which describes for USAID Mission personnel innovATE's focus and use of leader award funding;
- [Program Fact Sheet](#), created for general stakeholders, which simplifies innovATE's goals and areas of work for into succinct bullet points; and the
- [Program Flow Chart](#) which depicts connections between all innovATE activities.



Develop and expand innovATE's presence in social media platforms

InnovATE has developed a strong social media strategy to increase program visibility and share relevant content with a larger audience. In Q1 and Q2 innovATE utilized Twitter, Facebook, Agrilinks and Flickr as social media outlets. InnovATE now has a [featured activities page](#) on the Agrilinks website. The innovATE page contains information about the scope and justification for the project, including the Supply and Demand handouts and a message about working with the project. The site also includes links to the website, Twitter and Facebook, and a library of resources including innovATE's cross-cutting studies, AET assessment reports, and country reports.

On [Twitter](#) the project had a total of 281 followers at the end of Q2, an 81% increase from the beginning of FY14. The project has 608 posts on Twitter so far this year. On [Facebook](#) the project has 123 likes, also an 81% increase since the beginning FY14. [InnovATE's Flickr account](#) is becoming an increasingly

valuable interface for innovATE partners to share photos from on-the-ground scoping activities. There is now an established innovATE Partner's Group to provide a space for sharing photos to support social media content and publications via the newsletter and website. Eight members are currently registered to the group.

Maintain innovATE website as knowledge sharing platform

The [innovATE website](#) has served as the main platform for sharing and distributing news stories. Electronic quarterly newsletters are aggregated from content that is housed on the innovATE website, allowing newsletter readers to click through to the website to continue reading. This feature has aided in the overall increase of website page visits, which rose by 69% since the start of FY14. Unique visitors to the site increased from 1,438 to 2,471 – a 72% increase during FY14 so far. For more detailed statistics about visitors to the website see the monthly communications wrap-ups included in Appendix B.

Develop AET posters/innovATE posters

During the second quarter, all partners contributed to the development of an innovATE poster. The poster was created to use at conferences and events to share information about the innovATE program in a visually appealing and accessible way. The poster was shared at the partner's meeting at Tuskegee University, and used by Virginia Tech at the Dean's Forum on Global Engagement, a University wide mini conference. The [poster](#), which is available on the innovATE website, was created using Piktochart and can be shared easily via PDF file to the partners.

Translate innovATE handouts into French and or Spanish

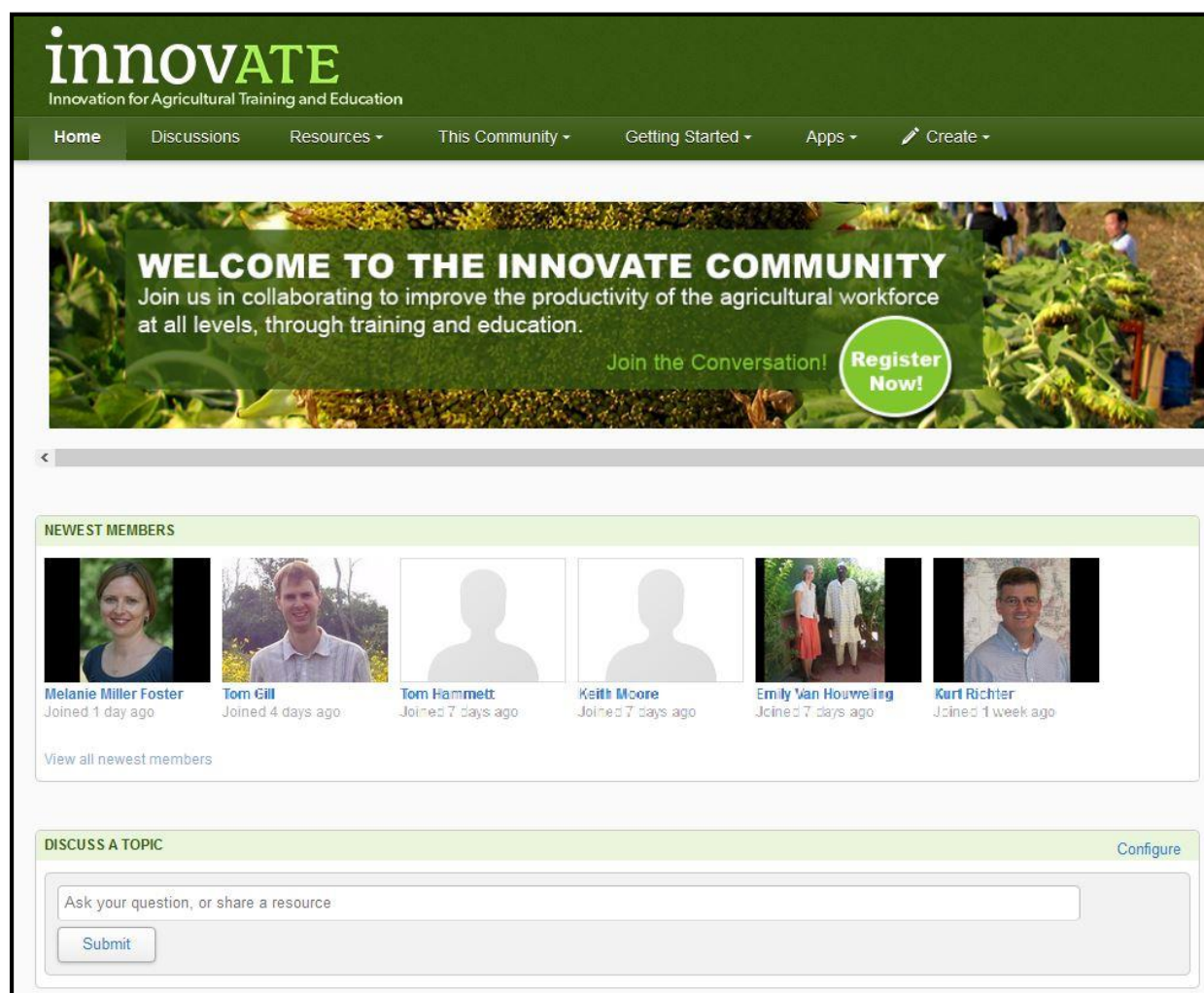
During Q2, Tuskegee University translated the following innovATE documents into French (courtesy of Dr. Suchet Loois): [Supply and Demand](#) handout and the [Program Summary](#) sheet. During Q2, Pennsylvania State University translated the following innovATE documents into Spanish (courtesy of Dr. Claudia Rojas and Dr. Nicole Webster): [Supply and Demand](#) handout and the [Program Summary](#) sheet. Virginia Tech formatted these documents and placed them on the website and the community of practice, so that users may access the information in their language. These translated documents will be useful during international networking opportunities and scoping activities. Additional materials will be translated in Q3.

Making AET knowledge accessible

During the second quarter, Dr. Melanie Miller-Foster at Pennsylvania State University re-designed and is co-teaching "AEE 400 Educational Programs in Agriculture for Developing Countries" a senior-level undergraduate class to build capacity of PSU students in agricultural education systems in developing countries.

ACTIVITY 3: Fostering the development of the AET community of practice

In Q1 and Q2 innovATE continued to develop a community of practice (CoP). The community of practice is an online knowledge sharing platform for the global AET community. The CoP has been designed to foster an active AET network among USAID, AET reformers in host-countries, educational institutions at all levels, and AET professionals in international and regional organizations. Virginia Tech has taken the lead on the creation and maintenance of this international CoP for AET stakeholders. Q1 and Q2 activities have included a review of AET literature, the identification of AET professionals, the creation of a pilot web presence, a field test, and the creation of a final web-based AET-CoP. Once established, the CoP will be a platform for educating and training AET stakeholders. See the below activities for more detail.



Pictured above is a screen shot of the innovATE community in its last phase of development.

Implement community of practice to gather and share AET training knowledge

During the first and second quarters, all partners participated in weekly conference calls on Mondays from 12pm to 1pm EST with the consulting group 7Summits and Virginia Tech. The calls allowed incremental development of the community to take place. This included visioning of audience, features, capabilities, preferences, scope, branding, layout and marketing. 7Summits aided the team in creating a web interface that is easy to use, visually appealing and will meet the needs of agricultural education and training professionals.

Develop interest and participation in AET community of practice

In Q2 the team initiated a special edition newsletter that highlighted the features of the AET community of practice, to be distributed to encourage registration and use of the site. The newsletter includes an [overview article](#) explaining the community of practice philosophy and how the community fits into the larger mission of innovATE and agricultural development. This article was based on an interview with Dr. Donna Westfall-Rudd, innovATE community of practice manager. The newsletter also included one [supporting article](#) highlighting the discussion space within the community and how it can be used, and a second [supporting article](#) highlighting the short-term training database, which has been integrated into the site. This newsletter will be part of the community of practice initial rollout and will be released to all innovATE contacts early in Q3.

The team developed a plan for a staged rollout of the innovATE community of practice. The first stage of the rollout targeted innovATE consortium partners for registration. The second phase was developed to engage the wider AET community. In order to gain maximum visibility, the special edition newsletter, a USAID press release, a Virginia Tech press release, expansive circulation over all known relevant listservs, and a customized social media campaign are being utilized.

In addition to the above effort, a professional development session at the annual conference of the Association for International Agricultural and Extension Education (AIAEE) has been scheduled for April 2014. This conference is being chaired by Dr. Grady Roberts (UF) and will involve a presentation on the new AET community of practice by Dr. Donna Westfall-Rudd (VT) and Dr. Nicola Kernaghan (UF).

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

The second project component focuses on technical support and design — mainstreaming effective approaches for high quality, relevant AET. The DESIGN component assists host countries in designing strategic plans and appropriately scaled AET interventions. These activities are at the invitation of local missions and utilize their funding. DESIGN activities conducted during Q1 and Q2 of Year 2 are listed below.

ACTIVITY 4: Build project design capacity for missions (conduct scoping trips)

In response to prior expressions of interest by the respective missions, innovATE conducted scoping trips in Year 2. These scoping visits provided opportunities to visit AET institutions, conduct interviews with AET stakeholders, supplement country assessments, and develop potential associate awards. The following scoping visits and related activities were conducted in Q1 and Q2:

Jordan

A team of university faculty and specialists from Virginia Tech, University of Florida (scoping trip lead), and University of California-Davis spent three weeks on a scoping trip in Jordan conducting an assessment from November 1 – 18, 2014. The team included Dr. Sandra Russo (team leader), Dr. Nicola Kernaghan, and Dr. Samira Daroub of the University of Florida; Dr. Tom Hammett and Dr. Khaled Hassouna of Virginia Tech; Dr. James Hill and Dr. Nicholas Madden of UC Davis; and Lindsey Parish of USAID. A desktop study was completed before the team arrived in country. A local firm, ECO Consult, was contracted to assist with the assessment activities and logistics. Survey questions were devised prior to arrival for the different types of institutions and stakeholders to be visited. Where possible, focus groups were used to provide in-depth information from a greater number of people.

The visit focused on one of the key components of USAID/Jordan's work in essential public services including sustainable agriculture and water management. The team sought information on AET in Jordan to: (1) conduct a situational analysis of the current agricultural education and training systems in Jordan, (2) identify employment demands, especially in extension and technology transfer in the agricultural sector, and (3) identify any skill gaps as perceived by both employers and educational institutions.

Uganda

During the week of 25-29 November 2013, the innovATE Scoping Team, which consisted of Dr. Keith M. Moore, Dr. Dan Taylor and Dr. James Anderson of Virginia Tech and Karen Ducca of USAID-Washington, facilitated dialogue and joint learning to determine the challenges and opportunities within the Department of Agribusiness and Natural Resource Economics (DANRE) programs. The purpose was to design a feasible strategy to up-grade and enhance DANRE graduate and undergraduate programs so

that they are more responsive to the needs of policy makers, agribusiness employers and entrepreneurs throughout the Ugandan agricultural sector.

This scoping visit focused on the critical issues affecting the supply and demand for agribusiness professionals, entrepreneurs, and policy analysts through interviews and data collection with a wide range of stakeholders. These stakeholders included USAID/Uganda, the FtF Commodity Production and Marketing Activity, DANRE, CAES, representatives from two ministries, the Economic Policy Research Center (EPRC), private sector entities from selected value chains (professional associations, financial institutions, farmer organizations, NGOs), and DANRE faculty and students. The scoping team relied on four key thematic questions to guide the investigation: What knowledge, skills and attitudes (KSAs) are expected of agribusiness professionals? Does the curriculum address this demand? Is the delivery of the content successful? Are there other opportunities/mechanisms for delivering the content/curriculum?

Cambodia

The scoping visit to Cambodia, which occurred January 13-24, 2014, was conducted by Dr. Ricky Bates of Penn State (scoping trip lead), Mr. Vincent Ricciardi (PSU), and Dr. John Dirkx, Dr. Ajit Srivastava, and Dr. Reitu Mabokela of the Global Center for Food Systems Innovation (GCFSI) at Michigan State University. Bill Bradley (USAID-Cambodia) and his team, along with Dr. Murari Suvedi (MSU), helped to facilitate the scoping. Susan Owens (USAID-BFS) joined the scoping team from Washington.

The scoping visit confirmed a significant opportunity to develop a joint innovATE-GCFSI-USAID Cambodia project, based upon Cambodia's AET capacity building needs and priorities. The USAID Cambodia mission has expressed interest in developing a pilot project around the theme of establishing a center of excellence in commercial horticulture at the Royal University of Agriculture in Phnom Penh. A concept note is being drafted regarding this potential pilot project and a scoping report is currently being finalized. The final report and concept note should be completed by early April 2014.

Nicaragua

At the request of USAID/Nicaragua, a team of specialists from the innovATE project conducted a scoping trip during late March 20-April 9, 2014. Team members included Dr. Nicole Webster of Penn State (scoping trip lead); Dr. Thomas Grady Roberts and Dr. Nicola Kernaghan of University of Florida; Dr. Tom Hammett and Dr. Henry Pineda Quesada of Virginia Tech; Dr. Raymon Shange of Tuskegee University; and Clara Cohen of USAID.

The innovATE scoping visit focused on assessing the current and future demand for vocational training for youth. The team took an asset-based approach using focus groups, interviews, and other means of gathering stakeholder input. In order to develop a comprehensive picture, innovATE engaged with staff and administrators from higher education institutions, vocational training facilities, NGOs, non-formal educational organizations, small and medium agribusiness employers, and various donor agencies.

ACTIVITY 5: Draft SOWs for mission-requested services

In order to support AET systems analysis, innovATE developed statements of work (SOWs) for scoping visits as requested by USAID missions. SOWs include a background and purpose statement, methodology and identified objectives, outputs and proposed structure for the proposal.

SOWs drafted upon mission request

In the first quarter University of Florida drafted a SOW for the mission in Jordan. Tuskegee University initiated a draft SOW for a scoping trip in the Democratic Republic of Congo which has since been suspended by the mission. Virginia Tech developed and submitted a SOW for a scoping trip to Uganda. In the second quarter Penn State University, in collaboration with University of Florida and Virginia Tech, drafted a SOW for Nicaragua. Penn State also drafted a SOW for its scoping trip to Cambodia.

ACTIVITY 6: Provide technical assistance to missions' project design

Model exercise of curriculum development in Senegal

During Q2, Tuskegee University began planning for the model exercise of curriculum development in Senegal. Plans were initiated with Université Assane Seck de Ziguinchor to conduct a model exercise of curriculum development for the region of Ziguinchor. Outputs from this case study will include a case study and documentary highlighting methods for forming public/private partnerships and facilitating cooperation between multiple local institutions.

Armenia

In Q1 and Q2 innovATE continued to work with the International Center for Agribusiness Research and Education (ICARE) and USAID-Armenia to develop a proposal for innovATE to work in Armenia. During Q2 and technical and financial proposal was submitted by innovATE to USAID-Armenia. These proposals are undergoing a review and revision process.

III. TRAIN: Direct investment in Human Development

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. The TRAIN component focuses on direct investment in human development through the activities and tasks below.

ACTIVITY 7: Give country-specific support for administrative and student services

Complete fact sheets on student career and academic mentoring.

In Q2, Virginia Tech and Penn State began work on creating a fact sheet on student career and academic mentoring. Dr. Nicole Webster of Penn State University was identified as the lead in developing the fact sheet. A basic outline of the fact sheet was developed. The fact sheet will give a general overview of what is student career and academic mentoring, why it is important, identifying challenges to mentoring, and developing a culture of mentoring at an institution.

ACTIVITY 8: Complete and disseminate USAID training modules

In order to effectively complete and disseminate USAID training, innovATE conducts in-country training and review processes.

Conduct regional gender/agriculture/nutrition workshop in Senegal

In Q2, planning began for innovATE to conduct a regional workshop on gender/agriculture/nutrition in Senegal in partnership with ERA. The objectives of the training are to: 1) identify types of agriculture/nutrition interventions where women are key determinants of success; 2) propose course content in secondary and higher education to educate students on gender issues in agriculture and the opportunities for increasing household food security through a linked agriculture/nutrition approach; 3) propose a mechanism and a process for developing portable gender/agriculture course content for non-social scientists; and 4) identify workshop participants who will help develop this course content in French through the community of practice and possible direct support for learning technologies from innovATE. Due to changes in ERA leadership this workshop will now take place June 17-18, 2014.

Complete training modules designed to provide basic information about the land grant mission, vocational training, the AET gender pipeline, youth workforce development and challenges in post-conflict countries

In Q1 and Q2, Virginia Tech continued the development of training modules for USAID designed to provide basic AET information. The steps to creating each training module include: the creation of a storyboard, identification of people to interview, writing of video content, video production, on-line training pilot, pilot test of training, refinement and finalization of training, and the launch of the training module on-line. The videos are currently in the production stage. Dr. Matthew Spindler, Assistant Professor in the Department of Agricultural and Extension Education at Virginia Tech is collaborating with educators at partner institutions in refining these videos.

Penn State University is collaborating with Dr. Spindler on several of the modules. Dr. Edwin Rajotte, Professor of Entomology and IPM Coordinator, is reviewing a draft video on the history and mission of the land grant. Kristal Jones, graduate student, is reviewing the vocational training in the AET pipeline video. Dr. Nicole Webster, Associate Professor of Agricultural and Extension Education, was identified to review the draft video on youth development to increase the supply of future agriculture professionals. Virginia Tech identified Dr. Larry Vaughan to review the draft video on AET challenges in post-conflict countries. Dr. Emily Van Houweling of Virginia Tech was identified as to review the draft video on gender issues in AET.

In addition to this, the program also contributed a case study based on information collected during the Jordan scoping mission to the USAID “Workforce Development for Youth Employment Program Design Concepts and Tools Course” in Bangkok, Thailand. The case study detailed workforce development in Jordan and highlighted information such as agricultural trends in Jordan and youth and female employment in Jordan. The case study can be viewed in Appendix C of this report.

ACTIVITY 9: Produce a database of agricultural training opportunities

Operationalize training database and test with stakeholders

During Q2 the training database was integrated into a [training events page](#) on the CoP website. The page allows any site visitor to view training events and registered users to add their own events. The group will concentrate on gathering training events and uploading them to keep content current. The initial roll out of the training database will occur simultaneously with the launch of the community of practice, as the two features are now integrated. Promotion of the community of practice will also highlight and encourage use of the training database.

Collect and catalog training opportunities

In Q1 and Q2 Virginia Tech continued to collect information on training programs for the training database. To date, information on 210 trainings have been collected and are being added to the training events page in the community of practice. Following site roll out, training events and activities will continue to be collected and catalogued, but the emphasis will be on encouraging users to upload information on their own events.

ACTIVITY 10: Publish and disseminate results of studies

During Q1 and Q2, innovATE published the following results of completed studies on its website:

AET Assessment Reports Published	Partner(s) responsible
In Q2 Virginia Tech published a country assessment report for Armenia on the innovATE website.	VT
In Q2 Virginia Tech published a country assessment report for Uganda on the innovATE website.	VT

Fact Sheets Published	Partner(s) responsible
UF and VT published a fact sheet on AET systems and good practices in Honduras on the innovATE website.	UF, VT
PSU and VT published a fact sheet on AET systems and good practices in Nepal on the innovATE website.	PSU,VT
VT published a fact sheet on AET systems and good practices in Armenia on the innovATE website.	VT

ADMINISTRATIVE TASKS

ACTIVITY 11: Reporting

Throughout Q1 and Q2 of Year 2 the innovATE team conducted administrative tasks such as preparing a semi-annual report, quarterly program reports, and quarterly financial reports. InnovATE also continued to network with AET practitioners, USAID missions and AET professional associations, maintain contact with BFS, USAID/Washington, E3, regional bureaus, and plan and conduct meetings of the Program Advisory Council (PAC).

Prepare semi-annual report

All partners contributed to the development of the FY14 semi-annual report. Quarterly program reports submitted by all partners in Q1 and Q2 were used to develop the semi-annual report. In addition to this, partners responded to questions on the report via email in Q2.

Prepare quarterly financial reports

All partners submitted quarterly financial reports to the ME in Q1 and Q2.

ACTIVITY 12: Networking with AET practitioners, USAID Missions and AET Associations

In Q1 and Q2 innovATE continued to network with AET practitioners, USAID Missions, and AET associations in order to expand its activities throughout the globe. Below are highlights of these networking activities organized by country.

Cambodia

In Q1 and Q2 Penn State University coordinated with USAID-Cambodia about a scoping visit to follow on from a background study (finalized in August 2013) and data collection visit (conducted in June). As part of this coordination, PSU spent time reaching out and collaborating with the newly established Global Center on Food Systems Innovation (GCFSI) at Michigan State University, who were also planning a scoping visit to look at workforce development in Cambodia and the potential for establishing a center of excellence at the Royal University of Agriculture in Phnom Penh. A joint scoping visit to Cambodia between innovATE and GCFSI was conducted in January 2014. The scoping report will be completed during Q3.

Nepal

Penn State coordinated with USAID-Nepal about a data collection visit to follow on from a country assessment in AET conducted in summer 2013. PSU graduate Sulav Paudel, having returned to Nepal in

September 2013 followed up with USAID-Nepal and other stakeholders to arrange a data collection visit. A report is being finalized following the data collection visit team to Nepal in December 2013 by the PSU innovate team. Discussions will continue with the mission and other stakeholders about any further role innovATE might take. USAID Director Rajiv Shah visited Nepal mission in March 2014. He was hosted by IDE (Sulav Paudel's employer/IPM IL Nepal coordinator) to visit field sites in Nepalgunj and elsewhere.

Indonesia

At the request of the USAID-mission in Jakarta, innovATE has engaged over email and conference calls to discuss a team coming to Indonesia for a scoping visit focused on workforce development. The current status is for a 4-6 person team (multiple consortium partners plus Clare Ignatowski from USAID-Washington) to visit Indonesia in May or June 2014. The focus regions are the island of Java and the Maluku Islands in Eastern Indonesia. Margaret Sancho (Director, Office of Education) is the point person in the USAID-Indonesia mission. It is anticipated that a scoping visit will be held during Q3.

Nicaragua

All partners worked at the request of USAID-Nicaragua mission to develop a scoping trip for Nicaragua. Dr. Nicole Webster (PSU) was the scoping team lead. The scoping visit occurred March 23-April 9, 2014. The focus of the scoping visit was workforce and youth development in the Atlantic coast region. Results of the visit will be reported in Q3.

Jordan

University of Florida took the lead in facilitating contact between USAID-Jordan and innovATE. At the request of the USAID-mission in Jordan, innovATE engaged over email and conference calls to discuss a team coming to Jordan for a scoping visit. University of Florida worked with USAID-Jordan to arrange a buy-in to partially finance the visit and to establish contacts with local institutions in Jordan prior to the scoping visit.

Kenya

Penn State and Tuskegee University made contact with Embu University College, Kenya, who have requested innovATE involvement for capacity building. Following Embu officials' visit to USAID-Kenya (late August) to request innovATE involvement, USAID feedback indicated that they did not intend to follow up further with Embu at this time. Further engagement with USAID-Kenya about the potential role of innovATE could potentially come from discussions between USAID-BFS and USAID-Kenya.

Armenia

All partners have continued to stay in contact with Virginia Tech about possible involvement in the Associate Award with the ATC in Armenia. Virginia Tech had continued to work with USAID-Armenia and the ATC to refine the technical and financial proposals submitted in Q1. The team anticipates the start-up of activities in Armenia will occur in Q3.

Additional Networking Activities

During Q1 and Q2 of Year 2 innovATE continued to seek partners and opportunities for synergies in the program. Parties that innovATE met with or discussed activities or goals held in common include:

- InnovATE met via conference call with Megatrend Team 3 of the GCFSI a USAID project based at Michigan State University to discuss the scoping mission in Cambodia and other avenues of collaboration. These conversations grew out of initial meetings held at the innovATE organized and hosted international AET symposium in FY2013.
- The program held conference calls with MEAS to plan MEAS/innovATE joint symposium
- Team members held discussions with MEAS to discuss a request from their project in Tajikistan to conduct a country-wide assessment of AET.
- Ms. Shanti Thompson, Vice President, Training, Legacy International visited the innovATE program office at Virginia tech to discuss joint training programs in post conflict areas. She was invited to present Legacy's programs in more detail in a seminar early in Q3.
- Dr. Alice Muchugi, Unit Manager, World Agroforestry Center, Nairobi, Kenya visited Virginia Tech during Q2. Program members met with her to discuss training needs for agricultural researchers, and potential joint programs in East Africa. Alice expressed that there is a special need to train secondary school teachers.
- During Q2 we conducted two conference calls with the leadership of IFAMA to discuss our potential participation in the IFAMA annual meeting – this year to be held in South Africa. We will be represented, but hosting a side session on AET will not work out. It was decided to postpone this collaboration until FY15.
- After a visit to our offices late in Year 1, innovATE partners held discussions with the Director of Feed the Future “Partnering for Innovation” program about sharing our community of practice and working together on the ground in countries, especially where private sector partners can be active members of our work.
- InnovATE hosted a conference call with consultants from McKinsey and Company to learn more about collaborating with them in AET programs.
- During the fourth international conference on Conservation Agriculture in South-East Asia (CA-SEA 4) held in Cambodia during Q1, several important contacts were made on behalf of innovATE. Dr. Tom Hammett of Virginia Tech spent the day in the field visiting farmers with Dr. Waded Cruzado, President, Montana State University-Bozeman & BIFAD board member, and Dr. Mark Varner, of APLU headquarters in Washington, DC. He also was able to spend a full day in the field with Bill Bradley and Sambath Sak, USAID Senior Agricultural Economist from the USAID Cambodia Mission visiting filed trial sites for the SANREM Project.
- In Q1 and Q2 innovATE also cultivated a relationship with VT faculty member Dr. Megan O'Rourke. Dr. O'Rourke has extensive experience working with USAID in Cambodia and is a valuable contact for the program.

- Dr. Tom Hammett of Virginia Tech also led a focus group to identify obstacles and solutions: setting priorities for HCID in conservation agriculture in SE Asia - the goal being to expand the adoption of conservation agriculture in the region. Among the participants were: Jean-Claude Legoupil, Director of CIRAD Research Unit on Conservation Agriculture and Systems Engineering, Ms. Sieng Emtotim, Rector of the University of Battambang (UBB), Cambodia, and Dr. Visalsok Touch, Cambodia's Under Secretary of State, Ministry of Education, Youth, and Sport.
- Networking continued with Hille Frey, Africa Region, Human Development, World Bank. Hille requested innovATE participate in an important three way collaboration on how to incorporate accreditation in higher education in Africa. Dr. Tom Hammett participated in conference calls with Hille Frey, Africa Region, Human Development, World Bank, and Arjen Wals and Olivier Bello, of Wageningen University in the Netherlands. The innovATE team hopes that this collaboration will lead to joint assessments and other collaborative efforts in the region, and help us develop good practices for application in other regions. Hille will move on to become the project manager of the German government supported Agricultural Technical and Vocational Education and Training (ATVET) project in Africa, and which will be another good contact as innovATE's TVET portfolio develops.

ACTIVITY 13: Maintaining contact with BFS and USAID/Washington

All partners participated in program management calls every Friday at 8:30am Eastern Time with BFS and USAID Washington.

ACTIVITY 14: Plan and conduct two meetings of the Program Advisory Council (PAC)

The innovATE team planned and conducted its first PAC meeting during the Partners Meeting at Tuskegee University in Tuskegee, AL, February 25-27, 2014. PAC members Andrea Bohn of MEAS, Deborah Rubin of Cultural Practices LLC, and Donna Westfall-Rudd of Virginia Tech were able to attend in person. Remaining PAC members joined the group on a conference call during the last day of the meeting. During the conference call the group introduced themselves and discussed PAC roles and expectations, and discussed future PAC conference calls.

Generate priorities for future AET interventions/studies

The PAC was created, in part, to help innovATE generate priorities for future AET interventions in studies. In order to compliment this group innovATE has created a Research Committee which consists of the following members:

- Kurt Richter, Virginia Tech (lead)
- Emily Van Houweling, Virginia Tech
- Rick Rudd, Virginia Tech
- Sandra Russo, University of Florida
- Grady Roberts, University of Florida
- Ed Rajotte, Penn State
- Nicole Webster, Penn State
- Conrad Bonsi, Tuskegee University
- Henry Findlay, Tuskegee University

The research committee will work with PAC members to involve priority generating activities such as the creation of the RFA.

Develop PAC membership so it is a cross-section of AET stakeholders

Virginia Tech worked with USAID-Washington and all partners to solicit ideas for potential PAC members in Q1. Virginia Tech took the lead in contacting and confirming PAC members in Q1 and Q2. The innovATE PAC members consist of the following persons:

- Andrea B. Bohn, Manager, Modernizing Extension and Advisory Services (MEAS)
- Karen Buchanan, Deputy Director, Centre for Development Innovation, Wageningen UR
- Charles Maguire, Consultant, Senior Institutional Development Specialist (Retired), Rural Development Department, World Bank
- William Noble, Senior Director Food Security and Livelihoods, Save the Children USA
- Deborah Rubin, Ph.D., Director, Cultural Practice LLC
- Glen C. Shinn, Ph.D., Professor Emeritus & Borlaug Senior Scientist, Department of Agricultural Leadership, Education, and Communications, Texas A&M University
- Donna M. Westfall-Rudd, Ph.D., Assistant Professor, Department of Agricultural & Extension Education

Prior to the meeting in Tuskegee PAC members were mailed a binder with information on the innovATE project such as the project's PMP, current work plan, handouts, and more.

ACTIVITY 15: Partners meeting

In Q1 and Q2 all partners participated in providing feedback for the agenda and scope of the innovATE team meeting which occurred February 25-27, 2014 at Tuskegee University. Tuskegee University provided a platform for USAID to share AET and Feed the Future knowledge and updates at Tuskegee University on February 26, 2014. The campus wide seminar held in TU's Henderson auditorium was delivered by Clara Cohen of USAID. Seminar attendees included innovATE personnel, TU's faculty, staff and students.

In addition to hosting the innovATE team meeting, Tuskegee University also hosted two workshops for Tuskegee University faculty on conducting scoping trips. The scoping workshops were held February 27, 2014 at Tuskegee University's Kellogg conference Center. TU students and faculty members from various faculty and departments attended. The workshops, led by Dr. Ntam Baharanyi with support from other partners, gave an overview of innovATE and discussed AET scoping trips – what they are, the methodology behind them, how to conduct one, examples of scoping tools, and the roles of scoping trip team members.

The [agenda](#), [attendee list](#), and [presentations](#) for the partners' meeting can be found on the innovATE website.

Budgeting

University of Florida worked on a Year 2 budget with VT to request additional funds to support increased workload by the UF team as well as re-budgeting previously requested funds for activities in Haiti. Included in this budget are allocations of funds to support additional personnel: 1) hiring Nargiza Ludgate (20% LOE), a PhD student in the School of Natural Resources and Environment, during the summer semester to conduct a desktop study of Muslim women in AET 2) additional full-time graduate assistant (20hrs a week) for two full academic years as well as a student assistant (20 hours a week) per semester (as needed) to assist with various innovATE background and cross-cutting studies and the collection of AET information for countries of interest included in the Year 2 work plan; additional international travel for the UF team to participate in scoping assessment trips to countries such as Nicaragua, Indonesia, and Mozambique; and additional domestic travel for the UF team to attend the Tuskegee hosted innovATE partners' meeting and AIAEE conference in Miami.

Penn State University worked on a year 2 re-budget with VT to request additional funds to reflect increased workload by PSU team. Included in this re-budget are allocation of funds for the hiring of Dr. Claudia Rojas (post-doc from Chile) on graduate student wages to work a) with Nicole Webster and UF on preparing Nicaragua country assessment and translating some innovATE materials into Spanish, and b) with Tom Gill on initial background research for the cross-cutting study on curriculum reform models. Penn State also initiated discussions with Kristal Jones (about to graduate with PhD in Rural Sociology from PSU) on a potential 1-year post-doc position with innovATE, starting in May 2014. Kristal would

work on country assessments, background literature reviews and cross-cutting studies, and other activities as necessary. The position would be full-time for one year.

Virginia Tech also made adjustments to its budget to account for an increasing work load. Denise Hudson was brought on as program and financial coordinator. Johanna Cricenti was hired on as a program coordinator. Also, Laina Schneider was brought on full-time as a program and research assistant.

Upcoming Partners' Work Plan Meeting

To continue to foster the proactive team building started in Year 1, the program will engage all the partners to tap into their strengths. At the Partners' Meeting in February it was decided it would be most efficient to meet in person to develop a work plan for Year 3. In Q2 Penn State agreed to host an executive team meeting in Q3 for this purpose. Reservations for room blocks and meeting space at the Atherton Hotel, State College, PA have been made. A tentative meeting schedule will be drafted early in Q3.

APPENDICES

Appendix A: Results from Conservation Agriculture in Southeast Asia Workshop

AET Priority Setting Workshop

Agriculture Education and Training (AET) Priority Setting Workshop
Organized and conducted by the innovATE Program
at the 4th Annual Conservation Agriculture Workshop in Southeast Asia Conference
December 10, 2013 – University of Battambang

The following are the results from the workshop session “Obstacles and solutions: setting priorities for HCID in AET in SE Asia”. From the total of over 100 participants who attended the conference, 45 participated in this workshop representing a wide range of AET stakeholders including representatives from academic institutions, students, development agencies, and private sector from around the region.

The workshop was organized and facilitated by Dr. Tom Hammett, Director of innovATE, with assistance from Dr. Jennifer Himmelstein, Assistant Director of the SNAREM Innovation Lab. The workshop was held in a large conference room. The objectives for the workshop were introduced and each participant was assigned to one of 4 small working groups. Each group was given a question and asked to reflect on it for 15-20 minutes. Each group used a prepared worksheet to list their answers to each question before reporting back to the full (large) group. The process was repeated for each of questions.

The workshop’s objectives were to:

1. Examine challenges related to human and institutional capacity development (HCID) in conservation agriculture in SE Asia;
2. Build a strategy to strengthen HCID capacity in the region’s agriculture sector; and
3. Generate consensus on future direction for future AET related HCID initiatives

The workshop’s outputs included:

1. Prioritized list of challenges facing development of agriculture education and training (AET) capacity building in the region
2. Key to ways to increase adoption of conservation agriculture
3. Strategies to build the network of AET professionals

Note: All workshop participants were briefed and given handouts that described the innovATE program. The session also included an introduction to the forthcoming AET Community of Practice (CoP) organized by innovATE. All of the participants were invited to join the CoP.

For more information contact:

Tom Hammett, innovATE Director – email: himal@vt.edu

Question number 1: What are the challenges to building agriculture education and training (AET) capacity as they relate to adoption of conservation agriculture (CA)?

The highest priority input collected (answers most frequently given):

1. Urban expansion impact on agricultural lands, population migration from rural to urban region, not enough land for planting—expansion of cities (4 of the six groups ranked this area in their top 5 challenges)
2. Gender equality in decision-making (women) (4)
3. Little or no confidence in the benefits of agriculture (education), lack of interest of students in agricultural curriculum (4)
4. Need ways to expand knowledge outside of agricultural sector to the whole population, difficult to change traditions/taboos/culture (4)
5. Lack of network experts, support for specialist network, social networking farm experts (academia or technicians) to farmers (4)
6. Poor/lack of extension services and resources at local government offices; lack of demonstration plots/learning sites, several levels of education/knowledge, low capacity to link theory with practices (4)
7. Not enough water (shortages for agriculture) i.e., climate change (3)
8. Lack of government support (financially, policy); poor enabling environment for agriculture education - Governance policy issues; Cambodia, Thailand including: Teacher salaries, priorities; (3)
9. Little or lacking knowledge of and information on CA—stepwise system; (2)
10. Small village credit/bank for students (students pay back with service); lack of subsidy for students (2)
11. Capacity of farmers to accept/implement new technologies or research from training; identify the best training tools for the appropriate population (2)

Other input (answers) given by the groups in response to Question 1:

1. Knowledge transfer for sustainability
2. Facilities for students-teacher interaction
3. Lack of capital—farmers are forced to work off farm; funding issues (2)
4. Marketing technology and marketing of product; access to the villages or farming communities are difficult (2)
5. Soil fertility—not healthy soil (3)
6. Response to natural disasters - floods due to climate change, tsunami due to earthquakes (2)

7. Dependency on the private sector
8. Funding by international donors/organizations is not oriented to agricultural development –oriented to data collection information
9. Contrasting priorities between local, national, and international actors
10. Media and access to information are poor
11. Lack of model farmer specializing on CA limited knowledge of success stories of CA with smallholder farmers
12. Effort of climate change in agriculture in SE agro-ecosystems
13. Land tenure ship and gender issues
14. Income of the farmer from CA
15. Behaviors of the farmers (local culture)

Question number 2: What are key investments that will increase agricultural education and training capacity in order to promote conservation agriculture (CA)?

The top ranked answers most related to AET were as follows:

1. Training agricultural technical/professional staff (mid-high –professionals, at all levels); develop specific program for student related CA (4)
2. Establishment of research; put more research and results and alternative for farmers; add research experts; research that is integrated and participatory (3)
3. Information system—technology and database; ICT; online tours/visits and demonstrations (3)
4. Creating multimedia curriculum that can reach different populations; that provides a consistent message for farmers; projects that make it simple to disseminate to local people (3)
5. Invest in training for unemployed youth; human resources development to young people (farmers and students) (2)
6. Agricultural infrastructure; strengthen management of agricultural institutions – put the right man on the right job (2)
7. Other input (answers) given by the groups in response to Question 2:
8. (Training for) farmers need financial support (credit); village credit bank (u-loans) (2)
9. Set up pilot projects; (and then) invest in large CA projects (2)
10. Marketing empowerment for CA farmers (1)
11. Efficient research and extension services especially in local extension services (have capacity knowledge resources)
12. Exchange knowledge and experience from farmer to farmer

13. New technology/demonstration center; long-term, on-farm demonstration sites to work directly with farmers; science-based location specific CA (2)
14. Land use legalization
15. Support local champions (men/women) to create networks
16. Support government to enact policies in CA; enabling policies
17. Investments on developing wisdoms/ investments that would promote CA
18. Investment in long-term period for monitoring
19. Collect success stories—institutional memory and agricultural library
20. Mapping of CA opportunity areas
21. Early warning systems

Question Number 3: What are the best strategies to build the network of AET professionals?

The highest priority input collected (answers most frequently given):

1. Social media and network such as Facebook, Line, Weibo (social network in China), Twitter, YouTube; establish virtual ICT network online (3)
2. Determine priorities of who should be part of the network, deciding on the scope; prioritize network outcomes (3)
3. Encourage value ownership and credits of contents in network through inclusive outcomes; promote cultural and motive for the stockholders to exchange within the network; exchange of effective and proven CA technology (3)
4. Create local national and international groups in CA; area based training that support the group interest; broad and inclusive membership to CA network in Southeast Asia and Pacific (2)
5. Make inventory and connect to existing networks (ex: CANSAN, CASEA, CA and the AET Community of Practice) (1)
6. Engage young people; develop the specifics for the professional and techniques between student and farmers (2)
7. Other input pertinent to AET capacity building collected during the workshop included:
8. Workshops for target groups: training the trainers
9. Include Local/National/Global/Regional/ AET centers
10. Educational field trips/ field adaptations
11. Joint research collaboration
12. Create curriculum in CA, at BS, MS, PhD, and Post-Doc levels (to raise awareness about the subject and the network)
13. Strategic pilot of project and building the network from strategic pilot
14. Support facilities (computers, etc.)
15. Inventory of universities with CA programs—alumni networks
16. Subscribers to newsletters and publications about AET or CA
17. Identify leaders in AET or CA

SWOT Exercise

“How best to promote Conservation Agriculture in Southeast Asia” Results of the Workshop Led by Tom Hammett, Innovate Program Director Monday, December 10, 2013, Battambang, Cambodia

The 4th Annual Conservation Agriculture Workshop in Southeast Asia Conference was organized by the Sustainable Agriculture and Natural Resources Management (SANREM) Innovation Lab was held at University of Battambang (UBB), Cambodia December 10-15, 2013. On the first day of the conference a workshop using SWOT (strengths, weaknesses, opportunities, and threats) analysis was conducted to identify how best to promote conservation agriculture (CA) in Southeast Asia. The participants were invited to lunch and participate in the SWOT analysis workshop (strengths, weaknesses, opportunities, and threats to expanding conservation agriculture in the region), included the President of Montana State University, the rectors and the Deans of Agriculture of UBB and the Royal University of Agriculture in Cambodia, SANREM project managers, and other high level officials (see full list of attendees below). Tom Hammett was invited by the conference organizers to conduct the workshop. What follows is a summary of the key points given by the invitees during the SWOT analysis. It will form the basis for building a strategy to extend the adoption of CA technologies and building AET capacity throughout the region.

Strengths thus far of practicing Conservation Agriculture (CA):

- Previous CA experiences (across stakeholders) is valuable
- Natural resources (biodiversity)
- About 5-10% of reserve land can be cultivated; this available land could drive decisions to adopt CA
- Tradition of communal farming helps with marketing, good prices
- Land availability
- Governing policies
- Farmers understand more about chemical use, soil erosion in upland areas, and have more environmental knowledge
- Women decision making is increasing (high)
- Support from the university
- Improving technology from research

Weaknesses that slow or hinder the adoption of CA practices:

- Lack of adequate, technology, machinery and knowledge of/for CA
- Extension service is not well developed
- Benefits of CA are not obvious in the first years since its introduction
- Marketing of CA to other farmers has been occasional , and ineffective
- Farmers don't have the resources to invest in restoration or adapt to something new
- Credit plans are not adapted to small holder farmers (risk coverage to trigger change)
- Lack of local expertise in CA
- Collective arrangements are needed for rice - grazing and adapted to upland and lowland situations

Opportunities for increasing adoption of CA:

- Land grant universities
- ICT would help to increase adoption and improve CA results
- Government needs to see the priority of CA
- Look at successful models (regions) with economic social benefits (and apply elsewhere)
- Regional markets
- Cambodia's role in providing a hub and help to solving problems in this region
- Students/staff have desire to support CA youth in rural areas
- CA support by donors
- Private sector involvement (with network to support)

Threats to adoption of CA practices:

- Land issues (ownership, titles, etc.)
- Disasters (such as floods)
- Migration increases pressure on the land
- Climate change
- Young people's attitudes; moving away from agriculture
- Training for farmers (so that farmers new to CA can adopt CA)
- Short-term mentality; projects (such as CA) need to be long-term
- Need to invest in soil capital; "upgrading" structure to efficiently encourage CA adoption
- Water pollution and use
- Scale of CA production is limited
- Use of dangerous chemicals in agriculture
- Clearing forests (in Western Cambodia) and the number of hectares cleared

Participants in the workshop included:

- Dr. Waded Cruzada, President, Montana State University and BIFAD Board member
- Dr. Mark Varner, APLU, Washington, DC
- Ms. Siengem Totim, Rector, University of Battambang
- Dr. Visalsok Touch, Undersecretary of Ministry of Education, Youth and Sports
- Mr. Sambath Sak, Ag Economist, Office of Food Security and Environment, USAID Cambodia
- Mr. Teffera Betru, Ag Officer, Office of Food Security and Environment, USAID Cambodia
- Mr. Moffat Ngugi, Program Analyst Climate Change/Agriculture, Bureau of Food Security, USAID, Washington
- Dr. Jennifer Himmelstein, Assistant Director, SANREM Innovation Lab, Virginia Tech
- Dr. Adrian Ares, Director, SANREM Innovation Lab, Virginia Tech
- Dr. Manuel Reyes, Conference Chair, Lead PI the SANREM Innovation Lab project in Southeast Asia, and Professor at North Carolina A&T State University
- Mr. Rada Kong, Cambodian Coordinator, SANREM Innovation Lab and Conservation Agriculture Service Center, Ministry of Agriculture and Forestry (MAFF)
- Dr. Tom Hammett, Director of innovATE, Virginia Tech and facilitator of this workshop

Appendix B: Summary of Communications Efforts

Each month we summarize all aspects of our communications efforts (website, newsletters, online communication, social media, etc.) conducted on behalf of innovATE in a Communication Wrap-up. What follows is an example of a monthly summary and is indicative of the reports we have filed during the other months in this reporting period.



November Communications Wrap-up

By Edin Simms

What's happening now?

Twitter

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

Facebook

- **72** likes

Paper.li

http://paper.li/Innov_ATE/1376942992

No updates to report.

Flickr

<http://www.flickr.com/photos/100654009@N03/>

No updates to report.

Event Promotion

No updates to report.

Website

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



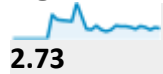
Unique Visitors – Total number of people who visited the site for the month



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



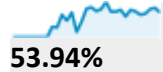
Pages / Visit – Average number of pages viewed per visit for the month



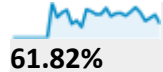
Avg. Visit Duration – Average amount of time spent on site per visit for the month



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



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



There have been 2,905 visits and 1,689 unique visitors since the website was created.

Top 10 Country - monthly	Visits
United States	288
Jordan	15
Nepal	9
South Sudan	7
Ethiopia	6
United Kingdom	6
Egypt	5
Canada	4
India	4
Philippines	4

Page – Number of views of each page - monthly	Page Views
/innovate/events.php	73
/innovate/	370
/innovate/about.php	144
/innovate/project-papers.php	92
/innovate/news.php	97
/innovate/tools.php	55
/innovate/interventions.php	41
/innovate/2013-innovate-symposium.php	25
/innovate/2013-Post-conflict-workshop-Uganda	8
/innovate/news-Africa-Science-Week	29
/innovate/news-speakers-innovate-symposium	21
/innovate/2012-innovate-kickoff-meting.php	8
/innovate/news-post-conflict-workshop-Uganda	8
/innovate/joseph-Philippe-visits-Virginia-tech	8
/innovate/news-interview-SK-DeDatta	50

In the Works

Poster

We are in the process of creating an innovATE poster. I have received comments back from the first draft and have been creating a second draft to share with partners.

Newsletter

<http://us7.campaign-archive1.com/?u=fe79f8ea59e41c558cee17d0f&id=0538ff514f>

The Q1 newsletter campaign was a success. The campaign – which was distributed to 933 people, had an open rate of 21.1% (industry average 18%) and a click rate of 5.8 (industry average 2.7%).

With the help of Laina, Foster, and Wangui I am working on the Q2 newsletter. Upcoming news articles include:

- An Article on Tom's presentation at the Conservation Agriculture Conference in Cambodia
- An article on the scoping visit to Jordan
- An article on the Scoping visit to Uganda
- An article on the Scoping visit to Cambodia

- A year 1 in review article
- An article spotlighting Tom and Khaled's participating in the Global Forum for Innovations in Agriculture article
- An article spotlighting Dr. Maria-Elisa Christie

The article on the DRC scoping visit has been postponed until the trip is rescheduled.

Blog

My second blog post was posted on November 5th. My next blog post is in February.

Mailing List

We now have 945 contacts on the innovATE mailing list. I have begun working on developing an internal contacts database for the program to use.

InnovATE Directory

I have drafted an innovATE directory with staff contact information with the help of Wangui. I plan to share this draft with innovATE partners in early December and add it to the innovATE site as soon as I receive approval.

Internal Reports

We are working on what we hope are the final revisions to our Year 2 work plan.

Where are we going?

Our short-term training database will be live soon. Our contractor is working on giving the database the same visual identity as the innovATE website. We need to discuss our strategy for promoting this database and how to meet our goal of 500 users by the end of 2014.

Appendix C: Jordan Case Study

This case study was prepared based on the innovATE scoping visit report for Jordan and the innovATE AET country study for Jordan. It was presented at the USAID “Workforce Development for Youth Employment: Program Design Concepts and Tools”, held February 12-14, 2014 at the Asia Regional Training Center, in Bangkok.

USAID Education Overview Course: *Designing Workforce Development Programs for Goal 2*

Case study: Workforce Development in Jordan

PART I

You are an Education Officer who has just arrived in Jordan for a two year post. The Workforce Development team is about to release an RFA (Workforce Development and Enterprise Support Project) targeting tourism; artisan products; construction, plumbing, electrical, and related services; business and professional services; transportation services; and energy sectors. However, they have not included agriculture in the RFA. The Mission Director wants to see the silos in the mission broken down and has asked you to look at how to improve vocational training in agriculture in Jordan, whether through the Workforce Development Program or the Water, Resources and Energy Program. She does not want to have parallel programs established. She wants you to assess the current and future demand for agricultural technical and vocational training (TVET) for at-risk youth and women, to examine the existing TVET programs in agriculture and rural businesses, and provide recommendations for potential programs to address gaps between employment supply and demand, especially along the export fruit and vegetable value chains.

As much as youth have negative attitudes about working in certain industries (the ones targeted by the new RFA), they are even more negative about working in agriculture. In Jordan, working in agriculture means that one is a farmer and has to live in rural areas. There is limited understanding of job opportunities in agriculture and the current education and TVET system does little to dispel the poor image of agriculture. Families would rather hire guest workers than have their sons or daughters become farmers. Interestingly enough, because of the educational system, students who are on the higher education, academic track but do poorly on the national exam find themselves studying agriculture in the universities. Few of these students find jobs in agriculture, for many reasons. The higher education curriculum does not prepare them for the jobs that are available, private sector producers don't think the graduates have the necessary practical skills, and the GOJ has had a hiring freeze since 2006. The majority of students studying agriculture are female; they are even less likely to find a job but their families believe that the nutrition courses prepare them to be good wives. Despite high education enrollment rates, Jordan has one of the lowest female economic participation rates across the MENA region at 15% compared to 69% for men.

Background on youth and female employment in Jordan

Jordan	Actual
Total population	6.30 million
Population growth rate, average annual %, 2010-2015	1.9
- Urban population growth rate, average annual %, 2010-2015	2.2
- Rural population growth rate, average annual %, 2010-2015	0.5
Youth population 15-24, %	19.9
- Male	10.2
- Female	9.6
GDP annual growth rate, %	2.8 (2013)
GDP – share of agriculture, %	3.1
Annual increase in employment, %	1.2 (2010)
National unemployment rate, %	14 (2013)
Youth unemployment 15-24, total %	29.9
- Male	26.2
- Female	46.8 (2011)
Urban unemployment rate, %	13 (2011)
Rural unemployment rate, %	18 (2011)
Labor inactivity among youth, 15-24	88,007 (2009)
- Male	59,836
- Female	28,171
Total # of working age youth, 15-24	326,240 (2009)
- Male	205,045
- Female	33,188
Agricultural labor or employment, %	2.7
- Male, %	2 (2012)
- Female, %	1 (2012)

Agriculture trends in Jordan

Jordan is one of the world's water poorest countries. Even with irrigation, agricultural production cannot meet domestic demand. Although agriculture in Jordan officially is 3-4% of the GDP, many estimate the figure is closer to 10%. Almost all of the unskilled and semi-skilled jobs are held by young, male 'guest workers', i.e., Egyptians, Palestinians, and recently, Syrians. Thus the labor data for agricultural employment is skewed low because few of these workers are officially employed. Nevertheless, a wide array of occupations along the numerous value chains, especially for export fruit and vegetable production, are being filled by guest workers or expatriate advisors because of the skills gap among Jordanian youth, both in the vocational education track or university graduates.

Government of Jordan priorities

Youth employment and human capacity development are high priorities for the GOJ. Economic growth in Jordan has been stagnant while the population continues to climb, increasing the number of unemployed youth annually. The influx of Syrian refugees willing to take even the worst jobs for minimal wages has exacerbated the employment issue. A National Employment Strategy was released

in 2012. The Ministry of Labor, through its E-VET (Employment-Vocational and Educational Training) unit, is currently working in 22 sectors, including agriculture, to address the high rates of unemployment, the mismatch between labor supply and demand, and to expand significantly vocational education and training. This is the first time that the MOL has looked at the agricultural sector to define the types of jobs, trainings, and certifications that would be required. . The GOJ, and the E-TVET effort are meant to create training opportunities and jobs for Jordanians. For the most part, the approximately 60 community colleges and over 190 applied vocational schools in Jordan are poorly resourced and not training for current opportunities nor with the best methods of instruction.

US Government Priorities

The USAID Mission has completed its CDCS (2013-2017) with the first development objectives (DO) being: DO1: Broad-based, inclusive economic development accelerated. Intermediate result (IR#2) is: Workforce development and opportunities for vulnerable groups increased, especially for the poor, women, and youth

Indicators:

- Workforce development program more accurately reflect the labor needs of agricultural industries in Jordan
- Percentage increase in the number of Jordanians employed in agricultural, vocational jobs typically dominated by imported labor

The Mission in Jordan has not been supportive of agriculture in the past but the increasingly desperate water situation in the country and lack of food security has meant the Mission will focus some of its resources on water saving agriculture through its third DO: Essential services to the public improved which includes a family planning IR, an education IR and an IR on accountable, sustainable management of water resources.

In all of the DOs, youth employment and participation is highlighted as important for Jordan's economic future as well as social and political stability.

PART II

Based on further discussions with the Workforce Development team as well as with the Water Resources and Energy (WRE) and gender teams, you and your colleagues will go ahead with designing a youth workforce development program targeting youth in the non-academic secondary education tracks, i.e., in the vocational secondary education track (grades 11-12) and the applied secondary vocational training track (2-3 years of training). The former is delivered by the community and technical colleges while the latter is delivered by a wide array of training schools. The development focus will be on agriculture, especially water saving agriculture. The development hypothesis behind this program is that when the technical programs improve their capacity to train students to meet agricultural employer demands, their students are much more likely to find jobs. The two indicators for this project will be “percentage of graduates from USG supported vocational training programs reporting themselves as employed” and “the number of new agricultural training programs offered,” disaggregated by sex.

Youth priorities

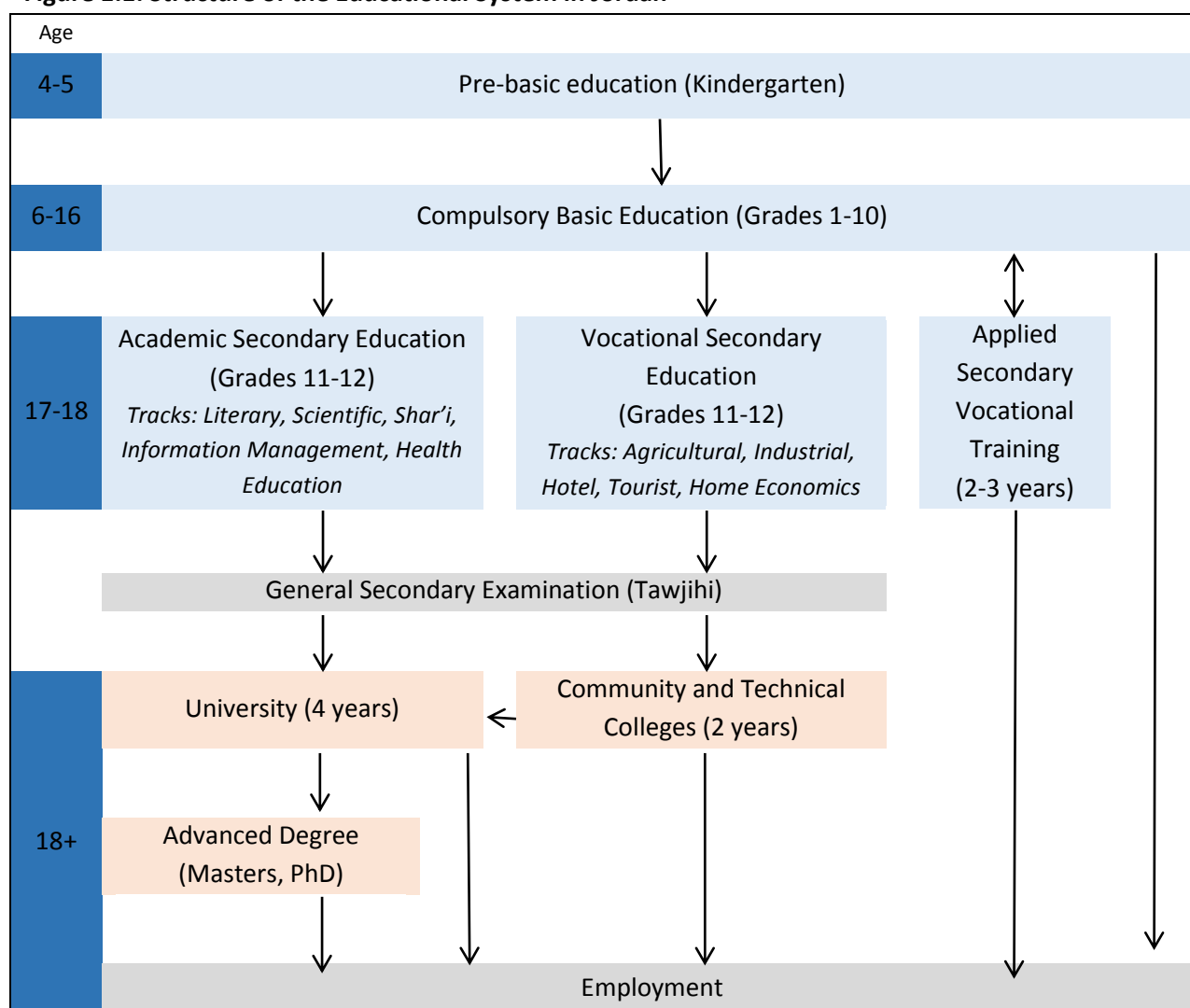
Most youth would like to find reliable, secure jobs and hope for government employment which is a long shot for those who do not attend university. University access is limited largely by scoring on a national test; once a student does not achieve a high enough score, s/he either drops out of school or goes off onto a vocational program. Many youth reject the vocational track because it is deemed unworthy by their families and head off to larger cities in hopes of finding “something”. The family pressures to find work and help support the family is high, for both males and females, yet again; the low value placed on vocational training is an impediment in that students will not willingly take those paths. Additionally, even most rural youth want to live and work in the “city” and will take very poor jobs just to be in the city.

Young people say they do not know about the job opportunities and it is true that there is little career counseling in the K-12 system (although USAID is just ending a project on career counseling). Young people rely on their families for career advice or connections, even if these do not align with their interests. Even university graduates have a difficult time finding jobs, especially so in agriculture because they do not get any practical training and do not have skills desired by employers.

Capacity of workforce development services

Jordan has two agricultural high schools, 33 community colleges, and numerous technical schools. In addition, six universities (four public and two private) offer agriculture and natural resources curricula. The community colleges are overseen by Al Baqaa University; the others are overseen by either the Ministry of Education or Labor. In some cases, there is an attempt to work with the private sector on the types of skills that are needed. As noted earlier, the Ministry of Labor is studying 22 sectors now, working with multiple stakeholders to determine the types of job skills needed. The agricultural high schools and some of the community colleges would be good targets for capacity building to enable them to offer new courses on the types of jobs available in the fruits and vegetables value chains. If a certification program were developed, as proposed by the Ministry of Labor, then the incentives for both the public and private workforce development training centers to improve their programs would be there.

Figure 1.1: Structure of the Educational System in Jordan



Adapted from: MOE, 2004; WB, 2005a; UNESCO, 2011

The government also has a Vocational Training Center which makes sure that curriculum and teachers meet certain standards. A recent effort funded by USAID with the VTC on tourism did highlight ways to make tourism jobs interesting to youth and acceptable to parents with the result that all students in the tourism training programs are employed at salaries bettering those of recent university graduates. Some of their approaches included partnering with hotel chains for student placement, holding meetings with parents to discuss the types of jobs available, taking parents and youth to the hotels to see the conditions, especially for safety of the female students, and job guarantees. In fact, the program has been so successful that some university graduates are enrolling in it to get jobs.

Nevertheless, the quality of vocational agricultural teachers remains low and the engagement of the private sector is not routinely practiced, especially with agricultural producers. Across the entire agricultural education and training system, there is a huge disconnect between what is taught to students and what skills are needed. Repeatedly, agricultural producers note that they cannot find Jordanians with the skills they need for the jobs they have.

One issue of note in Jordan is the low level of innovation despite the high number of scientists, due in large part to the limited investments in R&D. Only a few households (80/1000) have a computer at home while 1090/1000 people have cell phones. Thus the capacity to use distance learning of any form is highly limited and often disdained as being not quite legitimate.

Private sector demand

The private sector, in addition to finding young people are inadequately trained, note that there is a poor work ethic among young people. The agricultural producers rely, instead, on expatriate workers even to the extent of hiring high level technical expertise from abroad.

The Jordan Valley is a rich resource for fruits and vegetables for domestic, regional and international markets. Faced with real labor shortages along entire value chains, producers are frustrated, constantly shifting production to adjust to problems they face. Jordan is known for its tomatoes, cucumbers, citrus, and dates, all of which could be exported. For example, a lack of well-qualified packers at the greenhouse level and inspectors at the airports means that high value crops such as lettuce are often thrown away and never reach the markets. Pesticides are applied inappropriately and unsafely. Farmers do not know which inputs to use because of the dearth of extension services. Irrigation is poorly managed at all levels and water wasted. National and international NGOs want to hire staff with agricultural knowledge to work with the farming communities, community based organizations and the water user associations but cannot find qualified people who want to work in rural areas. Below is a small sample of the types of jobs that are available and which routinely are not filled by Jordanians.

Table 2: Job profiles in the fruit and vegetable value chain

Position	Formal education requirement	Skill level required
EXPORT PRODUCTION		
Harvest worker	No formal education required	L
Tractor/truck operator	License/certification	L-M
Pesticide handler	Technical education	M-H
Irrigation technician	Technical education/BSc	M-H
Quality control	Technical education/BSc	M-H
PACKING AND COLD STORAGE		
Packing worker	No formal education required	L
Labelers	Literacy and numeracy skills	L-M
Transport driver	Literacy and numeracy skills	M
Managers (line/shift)	Technical education	M-H
Inspector	Technical education	M-H
Packing manager	BSc	H
Quality assurance manager	BSc/MSc	H
PROCESSING		
Line workers	Literacy and numeracy skills	L-M
Mechanics & machinery maintenance	Technical education	M-H
Production supervisor	BSc	H
KEY: L Low, no formal education; experience L-M Low-Medium, literacy and numeracy skills; experience M Medium, technical education, certification M-H Medium-High, technical education/undergraduate degree H University degree and higher		

Source: Adapted from Table 10, Duke CGGC, 2011, p. 54.

Employers prefer to hire young people with skills but many are willing to provide on-the-job training if a student evidences willingness to work at their businesses. Among the jobs noted above, women are found most often in greenhouse work, packing houses, and marketing. Women are preferred for packing house and inspection work. Women rarely have the opportunity to become supervisors although there are cases where a young woman from a specific rural locale, who can live with her family, can obtain management positions, especially with a university degree.