



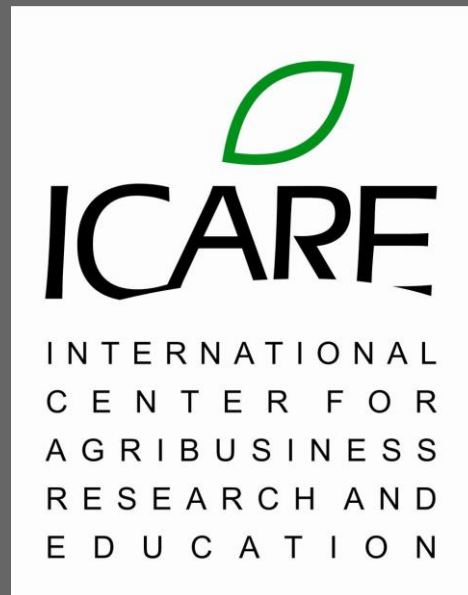
**USAID**  
FROM THE AMERICAN PEOPLE

**ARMENIA**

## Quarter 3 Report

January – March 2015

# Innovation for Agricultural Training And Education in Armenia (InnovATE/Armenia)



## Management Entity Contacts:

**Angela M. Neilan, Program Manager**

**InnovATE/Armenia**

[aneilan@vt.edu](mailto:aneilan@vt.edu)

**Keith M. Moore, Interim Program Director**

**Innovation for Agricultural Training and Education (InnovATE)**

**Interim Executive Director**

**Office of International Research, Education and Development (OIREd)**

[keithm@vt.edu](mailto:keithm@vt.edu)

**Virginia Polytechnic Institute and State University (Virginia Tech)**

**526 Prices Fork Road (0378)**

**Blacksburg, VA 24061 USA**

**Country code (1) 540-231-6338**

This report was produced for review by the United States Agency for International Development. It was prepared by InnovATE/Armenia Project implemented by Virginia Polytechnic Institute and State University (Virginia Tech) and its USAID/InnovATE partners. This project was made possible by the support through the United States Agency for International Development Mission in Armenia in response to USAID/Armenia RFA-111-14-000001 through USAID Cooperative Agreement No. AID-OAA-L-12-00002.



**USAID**  
FROM THE AMERICAN PEOPLE

**innovATE**  
Innovation for Agricultural Training and Education



**VirginiaTech**  
*Invent the Future*



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

## Table of Contents

<b>Activity 1:</b> Design and Implement an ICARE/ATC Comprehensive Business Plan .....	1
<b>Activity 2.</b> Increase the Capacity of ICARE/ATC to Increase Revenue and Decrease Costs .....	2
<b>Activity 3.</b> Increase Linkages between ATC and the Armenian Agricultural System .....	4
<b>Activity 4.</b> Redefine ICARE/ATC .....	6
<b>Annex A1:</b> ICARE Situation Analysis.....	10
<b>Annex A2:</b> Qualitative Data from Internal Interviews.....	17
<b>Annex B:</b> Strategic Plan .....	20
<b>Annex C1:</b> ICARE Asset Inventory .....	33
<b>Annex C2:</b> Statement of Financial Position .....	34
<b>Annex D1:</b> ICARE Functional Organization Chart .....	35
<b>Annex D2:</b> Programmatic Organization Chart.....	36
<b>Annex E:</b> Draft Development Plan and Flowchart of Actions.....	37
<b>Annex F:</b> ATC Alumni in the United States .....	45
<b>Annex G:</b> ICARE Internal Policies and Procedures Manual.....	46
<b>Annex H:</b> Conflict of Interest Policy.....	48
<b>Annex I:</b> ICARE Research Projects Annual Summary 2014.....	52
<b>Annex J:</b> Virginia Tech Conference on Higher Education Pedagogy Presentation.....	54
<b>Annex K:</b> Collaboration Opportunity for Consortium University Partners.....	56

**InnovATE-Armenia-Q3 Report from Virginia Tech/ICARE/ATC to USAID  
For period January-March 2015**

Targeted Result – activity and task/subtask	Narrative Update on status indicators and activities - bulleted list of actions	Project Milestones Tasks Completed, Outputs and Results
<b>Activity 1: Design and Implement an ICARE/ATC Comprehensive Business Plan</b>		
1.1 Incorporate Strategic, Marketing and Financial Plans into Fully Functioning Business Plan	<ul style="list-style-type: none"> <li>• Situation analysis for all the components of ICARE has been completed, including their achievements and comparative analysis with similar programs.</li> <li>• ICARE team is currently working on the draft of 2015-2020 strategic plan for its ATC (education), career development, research, and financial sustainability areas. The ATC part of the Strategic Plan is completed.</li> <li>• Action plan is being developed based on the Strategic plan and will be included in the business plan.</li> <li>• Business Planning Workshop – Denise Hudson, Financial and Program Coordinator, InnovATE, conducted training from the Virginia Tech University on budgeting for the ICARE research, development and accounting managers. Ms. Hudson, in particular, provided details on how to make a proper budget while writing a research proposal. Director of InnovATE/Armenia, Angela Neilan, InnovATE College of Natural Resources, Tom Hammett and</li> </ul>	<p>Annex A1: Situation Analysis Annex A2: Qualitative Data from Internal Interviews</p> <p>Annex B: Strategic Plan (ATC Component)</p>

	<p>Financial Director Jim Foreman also provided sections of the training.</p> <ul style="list-style-type: none"> <li>• The stakeholder validation meeting has been postponed until Business Plan is drafted and can be shared with the stakeholders.</li> <li>• The marketing/development plan is in process: promotional materials, such as ICARE, MAB, EVN videos are in production, the update of ICARE website, including platform for donations is in process.</li> <li>• Asset Analysis is completed.</li> <li>• A financial model including the main cost centers for ICARE has been started for the business plan.</li> </ul>	<p>Annex C1: ICARE Asset Inventory  Annex C2: Statement of Financial Position</p>
1.2. Revise Organization Chart and Job Descriptions	<ul style="list-style-type: none"> <li>• ICARE/ATC functional and programmatic organizational charts have been revised.</li> </ul>	<p>Annex D1 : Functional Organization Chart  Annex D2: Programmatic Organization Chart</p>
<b>Activity 2. Increase the Capacity of ICARE/ATC to Increase Revenue and Decrease Costs</b>		
2.1. Strengthen ICARE Office of Development	<ul style="list-style-type: none"> <li>• The Development Director and Director of InnovATE/Armenia conducted a workshop on ICARE Development Strategy for ICARE staff based on the training received by Development Director in Virginia, USA.</li> </ul>	<p>Annex E: Draft Development Plan and Flowchart of Actions</p>
2.2. Establish Endowment Fund	<ul style="list-style-type: none"> <li>• No action this quarter.</li> </ul>	

2.3. Establish and Expand ATC Alumni Network	<ul style="list-style-type: none"> <li>The searchable alumni database has been updated.</li> </ul>	Annex F: ATC Alumni in the USA
2.4. Increase Scholarship Fundraising	<ul style="list-style-type: none"> <li>Preparation of promotional materials is in its active phase: <ul style="list-style-type: none"> <li>Visibility on social media (Facebook) is maintained on daily basis.</li> <li>Booklet featuring the MAB program is updated.</li> <li>Preparation of new ICARE video is in process.</li> <li>Preparation of MAB video is in process.</li> <li>Preparation of ATC video is in process.</li> <li>Preparation of EVN video is in process.</li> <li>Overall update of the ICARE website is in process.</li> <li>Preparation of promotional materials for the undergraduate and graduate admissions</li> </ul> </li> </ul>	<p>ATC Facebook page  <a href="https://www.facebook.com/AgribusinessTeachingCenter">https://www.facebook.com/AgribusinessTeachingCenter</a>  MAB Booklet  <a href="http://www.oired.vt.edu/innovate/documents/Armenia/MAB%20Booklet.pdf">http://www.oired.vt.edu/innovate/documents/Armenia/MAB%20Booklet.pdf</a>  Current ATC Video (now being updated)  <a href="https://youtu.be/V9G6AR0yP2U">https://youtu.be/V9G6AR0yP2U</a>  Current ICARE website (now being updated)  <a href="http://www.ICARE.am">http://www.ICARE.am</a>  VT InnovATE website – new Armenia page  <a href="http://www.oired.vt.edu/innovate/armenia.php">http://www.oired.vt.edu/innovate/armenia.php</a>  ATC promotional materials  <a href="http://www.oired.vt.edu/innovate/documents/Armenia/UAB_Booklet.pdf">http://www.oired.vt.edu/innovate/documents/Armenia/UAB_Booklet.pdf</a>  <a href="http://www.oired.vt.edu/innovate/documents/Armenia/Leaflet%20MAB%20Admission.pdf">http://www.oired.vt.edu/innovate/documents/Armenia/Leaflet%20MAB%20Admission.pdf</a>  <a href="http://www.oired.vt.edu/innovate/documents/Armenia/EVN%20Admission%20Leaflet,%20April%2022version.pdf">http://www.oired.vt.edu/innovate/documents/Armenia/EVN%20Admission%20Leaflet,%20April%2022version.pdf</a></p>
2.5. Increase Capacity of ICARE to Receive and Manage External Funds	<ul style="list-style-type: none"> <li>ICARE internal policies and procedures (POP) manual sections have been compiled (Employment rules, Code of Conduct, and Compensation Sections).</li> <li>The OIRED financial coordinator has conducted budget and invoicing training and provided dual currency invoice template in excel.</li> <li>An analysis of ICARE indirect costs began last quarter. USAID authorization for overall 10% indirect costs has postponed the immediate need to establish an independent NICRA rate for ICARE.</li> </ul>	Annex G: ICARE internal policies and procedures

	<p>Proposals submitted will include the 10% indirect fees to generate income for ICARE until the NICRA can be determined.</p> <ul style="list-style-type: none"> <li>ICARE created and implemented an internal conflict of interest (COI) policy. COI policy presented to ICARE Board and approved at quarterly board meeting.</li> </ul>	Annex H: Approved COI Policy (Signed by ICARE Board)
<b>Activity 3. Increase Linkages between ATC and the Armenian Agricultural System</b>		
3.1. Strengthen ICARE Research and Outreach Development office	<ul style="list-style-type: none"> <li>Two students were involved in the RODC on-going activities during this period in the framework of the research project: "Agro Insurance in Armenia and Georgia".</li> </ul>	
3.2. Conduct Collaborative Research and Training	<ul style="list-style-type: none"> <li>Skype training conducted by VT staff on budget preparation for research proposals</li> <li>Completed a collaborative (with Business &amp; Finance Consulting GmbH, Switzerland) research project "Agro Insurance in Armenia and Georgia" with participation of an expert from the ArmHydroMeteorology Center of the Ministry of Emergency Situations. (\$22,500 USD)</li> <li>Joint proposal elaboration on Sustainable Agricultural Platform (SAPLA) within the scope of Eastern Partnership Territorial Cooperation (Deutsche Gesellschaft fur Internationale Zusammenarbeit (GIZ). Partners are "Third Nature" NGO, Gyumri Armenia and</li> </ul>	Annex I: ICARE Research Projects Annual Summary 2014

	<p>“Toleranti” Samtskhe-Javakheti, Georgia (\$250,000 USD)</p> <ul style="list-style-type: none"> <li>• ICARE submitted PEER proposal for water re-use in small fisheries of Ararat Valley. Collaborators from several universities and from the fish farming community participated in identifying the need and developing the program to explore closed and semi-closed fishery systems to improve water quality and conserve water quantity. (\$238,000 USD)</li> </ul>	
3.3. Mobilize Engagement of ANAU Faculty	<ul style="list-style-type: none"> <li>• A faculty member of the Plant Protection Department of ANAU, docent Gayane Avagyan, is involved at the EVN Wine Academy as a local expert for Viticulture and a graduate of ANAU Areg Khojoyan, PhD, is an expert for Enology.</li> <li>• InnovATE Armenia Director met with University communications expert at ANAU to explain potential opportunities to collaborate on water and fisheries grant and others</li> </ul>	
3.4. Increase Number of Long-Term Partnerships	<ul style="list-style-type: none"> <li>• Implemented trip to Moldova for the workshop with participation of research partners from 12 countries within the scope of the AGRICISTRADE project</li> <li>• Director of InnovATE/Armenia and InnovATE Coordinator presented at Virginia Conference on Higher Education Pedagogy Conference at Virginia Tech in Blacksburg, VA</li> </ul>	Annex J: Virginia Conference on Higher Education Pedagogy Presentation to promote increased awareness of InnovATE Armenia project and ICARE program



Activity 4. Redefine ICARE/ATC		
4.1. Maintain Quality Education Program for Workforce and Enterprise Development	<ul style="list-style-type: none"> <li>• Currently 51 undergraduate and 33 graduate students continue their education at the ATC. Two senior students (5 senior and 1 MAB students continue their 10 month study in European universities) successfully completed their six month exchange program in Minho University in Portugal through Erasmus Mundus program and returned to Armenia. Second year MAB students currently work on their thesis projects to be defended in May.</li> <li>• ATC hosted second year students from the ANAU Agribusiness and Marketing and Economics departments during the Open Doors Day organized at the ATC. The students learned about the ATC, its admission procedures, curriculum, learning environment, teaching methods, graduate employment indicators, and advantages of being an ATC student.</li> <li>• Orientation meetings, to introduce the MAB program, were organized with the fifth year students of ANAU Agribusiness and Marketing Department, as well as with the students of the Armenian State University of Economics (ASUE).</li> <li>• ATC hosted ANAU Base Lyceum students of the graduating class for a professional orientation. The students had a tour to ATC facilities and were introduced to the academic programs, technologies, student life, ATC career statistics, and career opportunities.</li> </ul>	

	<ul style="list-style-type: none"> <li>• ATC 2003 graduate Dr. Hayk Khachatryan, Assistant Professor and Horticulture Economics and Marketing Research Program Leader, Food and Resource Economics Department, University of Florida, conducted a seminar on Eye Tracking and Applications in Consumer Research, a latest technology in studying consumer preferences, for ATC undergraduate and graduate students. Hayk is the Chairman of the US Chapter of the ATC Alumni and Friends Association.</li> <li>• In the frame of the Agribusiness Case Studies course professional seminars were delivered for ATC senior students by industry professionals, including Agribusiness Project Management, Agricultural Finance and Credits, and Agribusiness Value Chain Management. Those seminars are followed by investigative visits to Arcolad chocolate producing company. Two more field visits will be organized in April to complete the course.</li> <li>• ATC junior students had several agribusiness field visits to MAP Brandy, Canned Food Company in Armavir Marz, Biga Armenian-Dutch Joint Venture producing ecologically clean mushrooms, tomatoes, and berries using the latest European standard technologies in Kotayq Marz, Zovet Kat, a dairy experimental farm of the Armenian National Agrarian University, and Nikola International olive processing company in Aramus village.</li> <li>• ICARE launched the second course of intermediate English with a native English-speaking teacher for the ANAU first and second year students aimed to improve the speaking and presentation skills of the students. The</li> </ul>	
--	--	--

	first course started in October 2014. Both courses will continue till mid-May.	
4.2 Explore Options for Double Degree Programs	<ul style="list-style-type: none"> <li>Preliminary discussions only-no action planned this quarter.</li> </ul>	
4.3. Establish ICARE/ATC Curriculum Advisory Committee	<ul style="list-style-type: none"> <li>Preliminary discussions only-no action planned this quarter.</li> </ul>	
4.4. Add Short Courses to ICARE/ATC Study Program	<p>All short trainings in ICARE so far have been conducted for free. They were part of promotional activities in efforts to have more MAB students.</p> <ul style="list-style-type: none"> <li>English language class of three months duration started in February 2015.</li> <li>ICARE organized a 2-day videoconference short course on “Application of Econometric Models Using STATA for Addressing Economic Questions” conducted by Texas A&amp;M University – Commerce. Twenty five students from different universities (Armenian State University of Economics, Yerevan State University, American University of Armenia, French University in Armenia, and Russian-Armenian Slavonic University) participated in the short course. The participants were introduced to the basics of STATA, learned how to estimate different econometric models to address economic issues related to demand and supply, equilibrium price determination, demand elasticity, basic forecasting, etc.</li> <li>The ANAU, Wine University in Suze la Rousse, France, and EVN Wine Academy, launched a five-day short course on "Description of the technological chain from grape to</li> </ul>	<p>20 participants</p> <p>25 participants</p> <p>30 participants</p>

	<p>wine". The training was conducted by an enology expert and professor of Suze la Rousse. The participants were practitioners from wine industry and undergraduate and graduate students of ANAU Food Technology Department, and EVN Wine Academy students. The training was organized within the Memorandum of Understanding signed between the RA Ministry of Agriculture, ANAU, the Armenian Industry Development Foundation and Suze La Rousse University.</p>	<p>Gender breakdown of total 55 registered participants in short courses is 35 female and 20 male</p>
<p>4.5. Leverage Short-Term Training Activities into Courses for Continuing Education</p>	<ul style="list-style-type: none"> <li>Initial request for InnovATE Consortium University faculty was circulated to Penn state University, University of Florida, Tuskegee University for development of Food Safety Management certificate courses. Although Soil Management was originally included, this specialty was eliminated after discussion about income generating potential for ICARE.</li> </ul>	<p>Annex K: Collaboration Opportunity Announcement</p>

## ICARE Situation Analysis

**Vision:** ICARE is committed to implementation of state-of-the-art educational programs, and research and development initiatives, which will help farmers, agribusiness firms, and private entrepreneurs to effectively contribute to Armenian agricultural and economic growth.

**Mission:** The mission of ICARE is to be an international center of excellence offering the highest-quality education programs so that its students can assume leadership roles in food, agribusiness and related industries.

**History overview:** Agribusiness Teaching Center was established in 2000 as a collaborative project between Armenian National Agrarian University (ANAU), Texas A&M University and US Department of Agriculture (USDA). A market study conducted within the framework of USDA Marketing Assistance Project (MAP) revealed that after the collapse of the Soviet Union there was a need for creating professionals in agribusiness to achieve sustainable entrepreneurial activities in the food and agriculture sector in Armenia. Texas A&M Agricultural Economics undergraduate curriculum was adapted to fit the needs of Armenia and was taught during the third and fourth years of the Bachelor program in the ANAU. The program aimed to prepare graduates for entry level managerial and marketing positions at all levels of the agro-food chain. The study language is English and the emphasis is placed on both principles and analysis in marketing, finance, management and strategy as applied to agricultural and food industry firms. To fully develop and implement this project ANAU curriculum was restructured, faculty was hired, educational support materials and technology were acquired, and facilities were renovated. In 2003 responding to the success of the program the Ministry of Education and Science approved establishment of the Agribusiness specialty within the ANAU curriculum. Later, in 2010 Master of Agribusiness program was established through the joined support of the US embassy and the Government of Armenia.

### The ICARE

The International Center for Agribusiness Research and Education (ICARE) Foundation is an Armenian non-governmental and non-commercial organization established in Yerevan, Armenia in April 2005 by Texas A&M University to administer the Agribusiness Teaching Center (ATC), as well as: the Career Development and Counseling Center, Research and Outreach Development Center, and the Center for Excellence in Teaching and Learning. In 2014 EVN wine academy was established as the fifth component of the ICARE Foundation.

**The Agribusiness Teaching Center (ATC).** The ATC provides agribusiness education to achieve sustainable entrepreneurial activities in the food and agriculture sector in Armenia and Georgia. It prepares agribusiness specialists armed with broad economic, marketing, and managerial skills, up-to-date communication abilities and a good knowledge of English. These skills make the ATC graduates competitive in the growing regional agribusiness sector. The curriculum is western-structured, based on the undergraduate agricultural economics and graduate (MAB) curriculum of Texas A&M University. Courses are taught in English by American and Armenian instructors.

*ATC Achievements:*

- ***ATC students are currently employed in 263 companies in Armenia and globally.***
- ***ATC students completed their on-the-job internships in 227 companies in Armenia and globally.***
- ***Over 20% of ATC graduates hold executive positions in leading businesses, public sector, NGOs, and universities in Armenia and globally.***
- ***Over 92% immediate job placement of ATC graduates within the first year after graduation***

<b>Undergraduate Agribusiness Program</b>	<b>Master of Agribusiness Program</b>
<ul style="list-style-type: none"> <li>- <i>371 students completed Undergraduate Agribusiness Program.</i></li> <li>- <i>ATC Undergraduate Program graduates receive salaries 1.8 times higher than the industry average).</i></li> <li>- <i>47 students from Republic of Georgia completed Undergraduate Agribusiness Program, with a complete employment among those who have been seeking for a job. The Georgian alumni are among the most knowledgeable young professionals in the Republic Georgia.</i></li> <li>- <i>188 students pursued graduate studies in other leading universities, including the MAB Program in ATC.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>49 students completed Master of Agribusiness (MAB) Program</i></li> <li>- <i>ATC Masters Program graduates receive salaries 2.3 times higher than the industry average</i></li> </ul>

**The Career Development and Counseling Center (CDCC).** The CDCC has been established to develop and implement a sustained mechanism that allows students and graduates of ATC and the Armenian National Agrarian University (ANAU) to effectively identify job opportunities and obtain employment. The main activities of the CDCC include development and periodic update of the database of students, graduates and business companies throughout Armenia; organization of seminars and workshops on resume and cover letter writing, interview techniques, labor rights, and leadership development skills; and other assistance as needed.

*CDCC Achievements*

- ***400 graduates from ATC and ANAU found employment through CDCC***
- ***Number of Career seminars and trainings as a result of which 1600 number students learned resume and cover letter writing techniques, skills to successfully go through interview process***
- ***Number of Job Fair conducted***
- ***Successful collaboration with over 150 companies resulted in strengthening the academia/industry network***

**The Research and Outreach Development Center (RODC).** The RODC solicits and conducts research on relevant agribusiness topics and promotes Armenian agribusinesses at national and international meetings. The RODC collaborates with US Embassy in Armenia, USAID, FAO, World Bank, Swiss National Science Foundation, World Vision, GIZ, KfW, EUROQUALITY SARL, EURICSE, IAMO, and many others. Overall RODC implemented projects with over 40 partner companies from 17 countries. The RODC also organizes field trips, study tours and student internships, plans regional and international seminars and conferences, and assists with summer schools, student exchange programs and student enrichment activities.

*RODC Achievements*

- **Over 40 partner companies**
- **20% annual average increase in research turnover**
- **20% of ATC student body are involved in RODC activities**
- **All MAB students are involved in research while writing their thesis projects**
- **Over 2000 individuals trained through RODC projects (farmers instructors, TOT, etc.)**

**Center for Executive Trainings (CET).** (Formerly called the Center for Excellence in Teaching and Learning) The CET has been established as a fee based service on the basis of the Higher Agricultural Education Reforms project (collaborative project between USDA Foreign Agricultural Service, Texas A&M and ICARE aimed at building the capacity of the ASAU to be able to meet the standards set forth by the Bologna Declaration). The CET provided training and materials to existing and future faculty of ANAU and regional universities to facilitate excellent teaching, improving student learning inside and outside the classroom. The CET provides short-term training to business executives from Armenian industry sector. These trainings are also open for ATC students and ICARE staff members. The CET also offers an opportunity to attend any of the ATC classes (if free sits available) as an independent listener.

*CET Achievements*

- **120 faculty members of ANAU trained**
- **50 faculty members from 4 Georgian universities trained**
- **95 persons trained through 4 short courses**

**The EVN Wine Academy** was established jointly with Semina Consulting in 2014 as the fifth component of the ICARE. The EVN Wine Academy offers short courses for wine enthusiasts, as well as a professional certificate program in Enology and Wine Business provided jointly by ICARE and Geisenheim University.

*EVN Wine Academy Achievements*

- **Memorandum of agreements are signed with European universities (Geisenheim University, University of Applied Sciences Wiener Neustadt, Heilbronn University, Suze la Rouse University) to develop wine education in Armenia**
- **60 people completed the short courses**
- **4 short courses are conducted**
- **17 are enrolled in Enology and Wine Business Program in 2014.**

### **InnovATE/Armenia Project**

Starting from 2014 the 5-year InnovATE/Armenia project was launched, implemented by a consortium of Virginia Tech, University of Florida, Pennsylvania State University and Tuskegee University in Alabama. The USAID-funded InnovATE/Armenia project will reinforce the ICARE human and institutional capacity in teaching, research, outreach, and program administration.

The main actions of the InnovATE/Armenia include:

- ✓ Design and implement an ICARE/ATC comprehensive business plan.
- ✓ Increase in the capacity of ICARE/ATC to increase revenue and decrease costs.
- ✓ Increase in linkages between ICARE/ATC and the Armenian agricultural system.
- ✓ Redefining ICARE/ATC to generate income and become sustainable

### **The Product and the Uniqueness of ICARE**

#### **Education Component**

The undergraduate and graduate programs offered by ATC are unique in Armenia and South Caucasus region and provide a mixture of:

- Innovative agribusiness education using modern curriculum, teaching methods and facilities,
- All courses are taught in English,
- an education program certified in collaboration with Texas A&M University,
- An outstanding graduate job placement record (over 90% during the first year after graduation).
- Limited class sizes assuring outstanding education quality.
- Outstanding faculty from top-notch universities.

#### *Similar Education Programs in Armenia*

American University in Armenia provides both undergraduate and graduate level business education. The closest program in AUA to that provided by ATC is the 4-year undergraduate degree in Business and a 2-year graduate degree in Business and Administration.

<b>Advantages-AUA</b>	<b>Disadvantages-AUA</b>
<ul style="list-style-type: none"><li>- A U.S. accredited university affiliated with University of California</li><li>- Recognized diploma</li><li>- A full 4-year Bachelor program</li><li>- A long-established MBA program well-recognized by employers</li></ul>	<ul style="list-style-type: none"><li>- The Bachelor's program is newly established (since 2013)</li><li>- Large student body with potentially negatively effects the education quality</li><li>- High annual tuition fees: Undergraduate: 1,500,000 vs. ATC Agribusiness 400,000.</li><li>- Graduate: MBA is 1,280,000 vs ATC Masters of Agribusiness 820,000)</li></ul>

The **British School of Business (BSB) Armenia** forms part of the global London School of Commerce (LSC) Group of Colleges. In association with Anglia Ruskin University (UK) and the Armenian State University of Economics the BSB offers an MBA program for Executives.



Advantages-BSB	Disadvantages-BSB
<ul style="list-style-type: none"> <li>- British Diploma Licensed by Ministry of Education of RA.</li> </ul>	<ul style="list-style-type: none"> <li>- A newly established program</li> <li>- High tuition annual fees (BSB is 1,380,000 vs. ATC MAB 820,000)</li> </ul>

**French University in Armenia** language higher educational institution in Armenia. The closest program in French University in Armenia to that provided by ATC is the 4-year undergraduate degree in Business and a 2-year graduate degree in Business and Economics.

Advantages-FUA	Disadvantages-FUA
<ul style="list-style-type: none"> <li>- French and Armenian diplomas</li> <li>- Competitive tuition fees (600,000 for Bachelor's degree vs. ATC UAB 400,000),</li> <li>- Foreign language admission test at choice of 3 language</li> </ul>	<ul style="list-style-type: none"> <li>- Absence of professional courses taught in English.</li> <li>- While MAB program provides strong quantitative subjects, the French university Finance program even does not offer graduate level education</li> </ul>

## Research Component

The major advantages of the RODC are the following factors:

- The agriculture-related activities are essential to ICARE. Consequently, the RODC has a wide range of expertise for implementing agribusiness research and consulting,
- Access to a wide network of consultants,
- Availability of ATC students who participate in research
- More than 40 partner institutions.

### *Similar organizations in Armenia providing research and consulting services*

There are a number of organizations in Armenia which implement research and consulting services related to agribusiness and food processing. Yet, very few of them have pure agriculture-related competencies compared to those of ICARE/RODC. This factor has an opportunity to contribute in building the ICARE/RODC brand among its local and especially the international partner organizations as an institution with outstanding expertise in fields of agribusiness education, rural development, and sophistication of agribusiness production systems. Limitation in the scope of activities may also act as a limiting factor for attracting additional funding for research and consulting.

## Career Placement Component

The CDCC currently does not offer income generating services. However, it has a potential, based on its expertise and community, to provide fee-based services including fee-based announcements (on [www.caeers.am](http://www.caeers.am) website), trainings, and industry analytics. The website may include features such as tools for CV building, etc.

### *Similar organizations in Armenia providing career-related services*

One group of competitors includes web portals for announcement services such as [www.careercenter.am](http://www.careercenter.am), [www.hr.am](http://www.hr.am), etc. There are also some job placement agencies which provide job placement services, as well as similar career centers in other universities.

### **Training Component**

The ICARE/CET has a number of advantages which, when correctly positioned and promoted, can act as income generating services. The main advantages are:

- Expertise of local and international trainers,
- Availability of teaching materials easily adapted to client needs,
- Available facilities (comfortable classrooms and videoconferencing facility) and convenient location

#### *Similar organizations in Armenia providing business training services*

There are a number of small companies in Armenia which offer fee-based executive trainings and seminars. However, the mentioned companies do not offer in-depth courses on specific subjects. This opens an opportunity for CET to position itself as a high-level quantitative-oriented executive training provider. Among the organizations which offer services in their nature and structure close to those offered by CET are AUA, IAB center, BSC, and AMA (Armenian Marketing Association).

### **Wine Education Component**

The initiative to establish EVN Wine Academy is market driven and is based on research study conducted by ICARE of the Armenian wine industry, recent wine production patterns, and demand trends. The study revealed that education programs offered by ANAU and Agricultural Colleges in Armenia are not relevant to the industry needs.

The major factors which differentiate the services provided by Yerevan (EVN) Wine Academy are:

- Expertise of international lecturers,
- A joint certificate by an internationally recognized university in its oenology program (Geisenheim University)
- Hands-on learning and internship opportunities in wineries,
- Teaching in English,
- Offering short-term courses for wine enthusiasts,
- Developed partnerships with Armenian wine industry, consumer community, local and international donors, and universities.
- Student oenology lab integrated into education component (pending)

#### *Similar organizations in Armenia providing wine education*

The organizations involved in wine education in Armenia are ANAU and Agricultural Colleges (there are 4 that provide wine education). The main advantage of these programs is the fact of proving a diploma, while the Yerevan (EVN) Wine Academy provides a certificate. However, these institutions lack proving quality education which limits the job placement opportunities.

## **Customers of ICARE Services**

### **Education Component**

The main customer pool of the ATC's undergraduate program is the Agribusiness and Marketing specialty of the ANAU. However, ATC is open for the other specialties of the ANAU and the practice has proven that most of ATC applicants apply to the ANAU with the aim to continue their studies at the ATC. Considering this fact we can view all high school students as a potential target for the ATC undergraduate program. In reaching the potential students the ATC currently

organizes orientation sessions only for ANAU students. However, in order to enlarge the pool and increase the quality of potential applicants, ATC can conduct orientation sessions at high-schools and connect with schools administrations to implement trips to the ATC facility (this model was practiced effectively a few years ago when World Vision sponsored study-trip of high-school students from Lori marz to ATC as part of their visit to Yerevan). Within promo tools can also be used English movie-watching and discussion at the ATC, and cultural exchange. International organizations can be requested to support this initiative. The source of students for ATC graduate program is not limited to those from ATC undergraduate or ANAU undergraduate programs. Moreover, the ATC strongly encourages admission of external students from and out of Armenia to the graduate program. Promotion of the MAB program however needs to be strengthened by presentations in other universities, open door events, improved promo materials, etc.

### **Research Component**

The customers of the Research Component have mainly been the donor organizations that were implementing projects in agribusiness industry. In recent years, the international consulting companies (grantees) outsourced part of the consulting activities to ICARE. This partnership mechanism works successfully since these organizations partner with ICARE for implementing other projects. ICARE also has a long partnership history with the Armenian Government that highly appreciates and values the capacity and expertise of ICARE. This contributes to the increased number of the governmental projects to be outsourced to ICARE. Among the donor organizations and the government ICARE has the reputation of being very transparent organization with big pool of experienced personnel able to successfully handle any type of projects. However, ICARE has the potential to start implementation of fee based consulting work.

### **Career Placement Component**

The customers of the CDCC Component are the students and alumni of ANAU and ATC, as well as other people interested in CDCC services, and employers. CDCC has the potential to provide fee based services, such as implementing career oriented research, posting job announcements, organizing trainings in resume writing, interview techniques, etc.

### **Training Component**

The customers of the Training Component are the students, the alumni, the faculty, and industry professionals who are eager to improve their professional capacities and skills. It needs to be mentioned that those trainings did not generate profits but they certainly contribute to the increased awareness of ATC and the public reputation among potential applicants for the MAB program.

### **Wine Education Component**

The customers of the Wine education Component are mainly the wine industry employees interested in their career development to become professionals and get knowledge in wine chemistry, technologies, oenology, as well as wine enthusiasts who would like to get in depth information on recognizing and evaluating different types of wine originating from across the world. The program can generate profit from its 18 month oenology program in terms of tuition fees. The professional program, as well as well-established contacts with the existing wineries will contribute to increased willingness by employers to pay for their employee's education.

### **Qualitative Data from Internal Interviews**

In the beginning of the InnovATE Armenia project, all staff were interviewed and asked to assess the ATC from their own personal perspectives. The following action research questions were asked of each staff member: “What is going well at ATC?” “What is not going well at ATC?” And finally “What would you recommend be done differently at ATC?” These three questions are often used to assess situations in organizations and to discover what the staff believe.

On the positive side, staff made comments about the students, the teaching faculty, the ATC organization and the ANAU Agricultural University.

Positive comments about the students included: (answers to “What is going well?”)

- Diverse student body
- Students have confidence but are not arrogant
- Strong students mentor weaker students for benefit of all
- Different attitudes and beliefs respected
- Students get good high paying jobs-2-3 times the starting salary of ANAU students
- Student job placement is 97% within first three months after graduation
- Power is not an issue-students work together without regard to gender or status
- Students know how to learn independently-they are active learners
- Students take responsibility for their own learning and do their own work
- Great network of students and teachers
- Loyal to ATC
- Students know how to apply their knowledge
- Students have a good relationship with each other and with teachers and ATC staff
- High level of English language skills

Positive comments about the teachers and ATC staff included: (answers to “What is going well?”)

- Good advisors to students
- Have good and open communication with students
- Work as a team
- Facilitate the students’ learning
- Diverse range of backgrounds and education
- Approachable and encouraging
- Young and energetic instructors
- Linked closely with industry and agribusinesses
- Involve students in research

Positive comments about the ATC: (answers to “What is going well?”)

- Strong reputation within agricultural organizations

## Annex A2 to Q3 Report: Qualitative Data from Internal Interviews

- Only institution of its kind
- Provides useful and relevant education
- Conducts small projects with good impacts
- Positive community image
- Offers refresher courses for adult professionals in business and industry
- Internal capacity and solid foundation from USDA have built strength and commitment
- Bologna process has provided improvements
- On line courses offered
- Wine academy is innovative and popular
- Good case study class
- Positive learning environment
- Stays current with text books and topics of interest
- A quality brand-parents, students and teachers are proud to be a part
- Parents what sons and daughters to go to ATC
- Ahead in many ways which results in speedy and high level job placements
- Combines research, education and JOBS!
- Provides good customer service
- 20% of students are involved in research
- Represented at international seminars and conferences
- TAMU sponsorship and certificate program
- Models collaboration which is a new concept
- Good case study of Alex Shenayan
- Enrolls and encourages female students

Positive comments about the ANAU: (answers to “What is going well?”)

- High level of support from Rector
- Provides 8 scholarships for student tuition

Good Quote!

“ATC shakes the inert students and makes them active and responsible for their own learning!”

Suggested Changes are combined: (answers to “What is not going well (and should be changed)?” and “What do you recommend be done differently?”)

- Students don’t want to go into agribusiness because salaries are low-prefer banks and finance institutions which do not necessarily strengthen the agricultural sector
- Need to speak and write English more outside of classes-students can’t write good reports in English
- Need more electives
- Too many hidden and unwritten rules

## Annex A2 to Q3 Report: Qualitative Data from Internal Interviews

- Need clearer division of roles which would keep all staff on common goals
- Need improved formal communication on regular basis such as weekly staff meetings, weekly reports, internal memos
- Need to sell the intellectual capacity of our staff-more research and outreach
- Expand to on-line consulting
- ATC is based on individual charisma and commitment which needs to be institutionalized
- Need to delegate more
- Must get donations-can reach Armenian businesses through churches
- One-fifth of all government consulting contracts go to individual and not to organization
- Staff need to grow in their positions-expand responsibilities and offer new challenges
- Need to be strict about the concept and the actions related to cheating-honor code
- High mobility of instructors who are part time
- ANAU-first two years are viewed as a waste of time by students who are waiting to study at ATC in Junior and Senior years
- Very limited understanding of internships on part of agribusiness and industry-interns should be paid not pay for internships
- Issue with male students joining army after BSc-they lose their English language skills and can't compete for entry to MAB and female students getting married immediately after graduation without continuing for MAB
- Need to showcase and advertise ATC more to get higher recognition in the community
- Focus on mid-career executives and offer evening and weekend classes for fee
- MAB is expensive-find scholarships and fellowships for good students
- Need to manage the open slots for enrollment better
- Need to offer food safety and technology courses which are in demand
- Need template for course syllabi and require syllabi be submitted by first week of class

# STRATEGY PAPER

**2015 - 2020**



## HISTORIC OVERVIEW

---

### 2000

- The Agribusiness Teaching Center (ATC) was established in 2000 as a collaborative effort between Armenian Agricultural Academy (now the Armenian National Agrarian University, ANAU) and the Texas A&M University by financial and technical support from USDA. The ATC was established to run Undergraduate Agribusiness (UAB) program. Eleven professors from the U.S. universities joined the ATC to incorporate and to teach a Western-structured curriculum during the first years of ATC. The first two students from the Georgian State Agricultural University, Republic of Georgia were awarded USDA MAP scholarships and were enrolled in the ATC in fall 2001.

### 2001

- The first two students from the Georgian State Agricultural University, Republic of Georgia were awarded USDA MAP scholarships and enrolled in the ATC.

### 2002

- The first ATC class of 28 students graduated and received a State Diploma of Economics from the Armenian Agricultural Academy (now ANAU) and the Certificate of Texas A&M University.

### 2003

- The ATC was officially granted the status of a Department of the Armenian Agricultural Academy (now ANAU).

### 2004

- The Career Placement and Counseling Center (now Career Development and Counseling Center, CDCC) was established to develop and implement a sustained mechanism to allow students and graduates of ATC and the Armenian State Agrarian University (now ANAU) to effectively identify job opportunities and obtain employment.

### 2005

- The International Center for Agribusiness Research and Education (ICARE) Foundation was established by Texas A&M University as a collaborative effort between Armenian State Agrarian University (now ANAU), Texas A&M University and the U.S. Department of Agriculture Foreign Agricultural Service (USDA FAS) to run the Agribusiness Teaching Center as well as the other three components: the Career Development and Counseling Center; the Research and Outreach Development Center; and the Center of Excellence in Teaching



and Learning.

## **2006**

- The ATC expanded to the fifth floor facilities, adding new faculty and staff offices, a new computer lab and a conference room.
- The ATC website was launched to facilitate communication with the stakeholders.

## **2007**

- The ICARE jointly with the Swiss College of Agriculture organized a workshop to introduce the RISE (Response Inducing Sustainability Evaluation) methodology which proved to be an effective tool in measuring the sustainability of Armenian farms and providing recommendations in poverty mitigation, training activities and rural development.
- For the first time 4 students from European universities studies at the ATC for a semester in the framework of Erasmus Mundus program.

## **2008**

- The ICARE hosted an international seminar on “Pathways to Rural Economic Development in Transition Countries: The Role of Agricultural Cooperatives”. The seminar was organized jointly with the International Cooperative Alliance (ICA) Research Committee and attended by representatives of 11 countries.

## **2009**

- The ATC Alumni and Friends Association U.S. Chapter (ATCAFAUS) was established. The objectives of the association are: 1) to promote the connections between the ATC alumni and students, and the ATC affiliates and, 2) to help make the ICARE/ATC stronger by advocating it in the United States. ATCAFAUS provides annual scholarships for the best ATC students.

## **2010**

- The Master of Agribusiness (MAB) program was launched at the ATC. The MAB is a professional degree program focused on the agribusiness sector with an emphasis on combining economic, business analysis and quantitative methods for managerial decision-making.

## **2011**

- The Academic Program Review of the ATC was conducted by professors from the U.S. and Australia. The team members from Texas A&M University, University of Queensland, Australia, Michigan State University, University of Florida, reported that the ATC had a unique and extraordinary agribusiness education program that served the needs of many stakeholders in Armenia with an internationally competitive academic program.

## **2012**

- The videoconferencing classroom was established as a contribution from Viva-Cell MTS, an Armenian telecommunication company.
- Mono-crystal solar panels were set up on the roof of the ICARE building to provide ICARE with autonomous energy supply. The solar panels were donated by Judith Saryan and Victor Zarougian from Boston, Massachusetts.
- The first MAB class of 14 students graduated and received a Masters Degree in Economics from the ANAU and a Graduate Certificate from the Texas A&M University.

## **2013**

- The ATC was awarded as the best ANAU Department at the 7th Annual ANAU Golden Ear Award.

## **2014**

- The EVN Wine Academy was established jointly by ICARE and Semina Consulting. The EVN Wine Academy offers a two-year Certificate Program in Enology and Wine Business in partnership with Geisenheim University (Germany) for prospective and practicing wine entrepreneurs, students to empower them with the latest knowledge in global wine industry. The EVN Wine Academy also offers short trainings for wine enthusiasts.
- The Armenia – USA Partnership in Agriculture workshop highlighted the 20 years of success. The ICARE/ATC, as an internationally competitive agribusiness education and research center, was mentioned among the most successful and steady results of the USA - Armenia cooperation.
- A Memorandum of Understanding was signed between the Armenian National Agrarian University, Virginia Tech and ICARE on promotion of academic, personnel, and cultural exchange between these institutions in framework of USAID-supported InnovATE/Armenia project. The five-year (2015-2019) cooperation includes empowering ICARE as a model agribusiness education and research center

## **Agribusiness Teaching Center**

**The Agribusiness Teaching Center (ATC).** The ATC provides agribusiness education to achieve sustainable entrepreneurial activities in the food and agriculture sector in Armenia and Georgia. It prepares agribusiness specialists armed with broad economic, marketing, and managerial skills, up-to-date communication abilities and a good knowledge of English. These skills make the ATC graduates competitive in the growing regional agribusiness sector. The curriculum is western-structured, based on the undergraduate agricultural economics and graduate (MAB) curriculum of Texas A&M University. Courses are taught in English by American and Armenian instructors.

*ATC Achievements:*

- ***ATC students are currently employed in 263 companies in Armenia and globally.***
- ***ATC students completed their on-the-job internships in 227 companies in Armenia and globally.***
- ***Over 20% of ATC graduates hold executive positions in leading businesses, public sector, NGOs, and universities in Armenia and globally.***
- ***Over 92% immediate job placement of ATC graduates within the first year after graduation***

Undergraduate Agribusiness Program	Master of Agribusiness Program
<ul style="list-style-type: none"> <li>- <i>371 students completed Undergraduate Agribusiness Program.</i></li> <li>- <i>ATC Undergraduate Program graduates receive salaries 1.8 times higher than the industry average).</i></li> <li>- <i>47 students from Republic of Georgia completed Undergraduate Agribusiness Program, with a complete employment among those who have been seeking for a job. The Georgian alumni are among the most knowledgeable young professionals in the Republic Georgia.</i></li> <li>- <i>188 students pursued graduate studies in other leading universities, including the MAB Program in ATC.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>49 students completed Master of Agribusiness (MAB) Program</i></li> <li>- <i>ATC Master's Program graduates receive salaries 2.3 times higher than the industry average</i></li> </ul>

One of the functional tools to accelerate the development of ATC is encouraging ***admission of external (non ANAU) students***. So far students from Armenia and Georgia have been studying in the ATC undergraduate program as full time students, while students coming from other countries study for one or two semesters or spend their internships. Currently, only Armenians study in the MAB program. Admission of students to both UAB and MAB programs from other countries (Georgia, India, Iran, USA, and EU) will ensure the diversity of the student body with all the multicultural exposure and promotion of communication in English beyond the class hours. International students will support the mandate of ICARE as an international education and research institution. Moreover, availability of international students will translate into higher tuition fees. The Armenian Diaspora will be a special target to engage potential ATC students. . Yet

international student admissions is associated with challenges related to that fact that both UAB and MAB programs provide diplomas of the ANAU, which does not have international accreditation. Possible development of UAB and/or MAB programs into dual degree programs with double diploma will increase their competitiveness on the education market.

ICARE will intensively send information/promo materials to the target universities and embassies of different countries operating in Armenia, invite international students for orientation visits, as well as organize Country Day events, in particular, in cooperation with national minority groups and organizations active in Armenia.

Engaging more students from the European Erasmus Mundus exchange program and working closely with other Armenian universities implementing Erasmus+ program will expose ATC teaching materials, teaching methods, course descriptions and the unique synthesis of Armenian-flavored international education to a larger academic community outside the region. As of 2015, 16 students from European universities studied in ATC undergraduate and graduate programs for a period between 6 to 10 months in the framework of Erasmus Mundus program. The credits from the ATC have always been freely transferred to the host universities, which makes the ATC one of the very few in Armenia which can participate in such student exchange programs.

In the overall context of funding prospects, it is time to expect an essential contribution from the ATC alumni now working in different countries. The modest yet decent effort of the ATC Alumni & Friends Association US Chapter in providing financial support to ATC students on a competitive basis indicated the possibility of turning this into a more significant assistance. Important part of this initiative will be activating the ATC Georgian alumni to initiate scholarships for the Georgian students studying at ATC.

By and large, we cannot boast of ensuring enough promotion of external admissions in ATC undergraduate program from Armenian universities other than the ANAU. Increasing the selection pool of applicants will develop a higher quality ATC student body. Therefore, it is in the plans to launch an intense awareness campaign about the high quality, Western based education at very competitive tuition fees offered by ATC. This includes series of actions that have been conducted and will be intensified significantly. New initiatives include: presentations in other universities using PPT, booklets, videos; Open Doors, Career Fairs, social media visibility, and promotional billboards on subway walls.

Education in ATC can be further promoted by increasing the number of auditing students who do not need/are not interested in receiving diploma from ANAU but will pay fees for classes. One of the ways to do so is to include information on auditing opportunities in all related

promo materials. Promotion of fee-based services, including the auditing courses and English preparation courses, seem a reasonable approach to be adopted to contribute to further sustainability purposes.

To achieve and maintain the constant high quality of education, the ATC needs to improve theoretical and practical training via quality assurance procedures and development of undergraduate elective courses based on industry needs. Undergraduate and graduate curricula, as well as textbook and course content will further be coordinated with Texas A&M University. Teaching methods, peer-reviewing of classes, student evaluations and feedback, encouraging the teaching staff to participate in trainings are other fields to be coordinating with Texas A&M University.

The relevant ICARE research (the results of which have been disseminated to academia and industry stakeholders) has clearly shown, among many other important upshots, the need for professional orientation of students to match their skills to specific industry needs. In this sense, maintaining the creative learning environment will help students themselves to be flexible enough to develop their own curricula. More industry research will allow matching the curricula and/or training materials to the latest development in the industry.

One of the effective ‘classical’ funding opportunities is to organize student/staff/alumni socializing events according to a previously developed annual timetable. The improved networking and communication between the students, faculty, staff, alumni, and friends will increase loyalty and strengthen bonds of the ATC community, otherwise known as ATC Family.

Any education program can be considered as complete and meeting the requirements of modern education if it has a strong internship component. Again, the ATC internship program is known to be as a strong one, with a significant number of students ultimately being offered professional jobs by their respective internship companies. However, improving the internship culture also among the Armenian agribusinesses will give more on-the-job experience to students and motivate both businesses and students to consider internship as a real work. ICARE will, in particular through orientation sessions, encourage current and potential partner companies to pay interns. The ATC Internship Guidelines will be revised accordingly.

Involving more international faculty to teach in undergraduate program will bring more innovative knowledge and skills to ATC. Maintaining the faculty diversity will support the mandate of ICARE as an international education and research institution. This can be achieved, among others, by promoting former ATC faculty and/or alumni to teach online courses through the ATC videoconference facility and organizing international expert exchange through international organizations such as SES, PUM, etc. Further improvement of

internal learning environment depends also on increased technological sophistication of education process, including expansion and development of the ATC library.

As an agribusiness education institution with a strong research component, ATC will provide more engagement of students in ICARE research activities. Currently, around 20% of ATC student body is involved in data collection, processing, analysis and reporting processes within different, assessment surveys, baseline and socioeconomic impact studies authored by the Research and Outreach Development Center (RODC) of ICARE. Development of capacity of students will provide temporary external labor substitution in addition to preparing them as future professionals. MAB students are involved in research to complete their theses within the framework of their curriculum.

Assessment of possibility to develop the undergraduate program into a full 4-year Bachelors program has to be conducted. If realized, this will potentially increase the pool of quality local and international applicants, as well as position ICARE/ATC as a full Bachelors' degree providing education institution.

Establishment of a parallel MAB class will contribute to revenue-generation by ICARE. Additionally, achieving internationally recognized accreditation with a dual diploma for MAB, and partnering with a European or an American university will allow attracting more local and international students, while increased tuition fees will contribute to sustainability of ICARE.

Agribusiness Teaching Center						
Targeted Result (no.)	Task Description	Year of completion	Task Leaders	Internal Deliverables	Target Results	Funding Sources
<b>Goal 1: Provide internationally competitive undergraduate-level agribusiness education</b>						
	Promote external student admissions from abroad.	Ongoing	Development Director	<ul style="list-style-type: none"> <li>- Sending information to embassies</li> <li>- Sending information to universities</li> <li>- Preparation of video materials, CD</li> <li>- Inviting international students for orientation visit</li> <li>- Facilitate engagement of more Erasmus students.</li> <li>- Activating Georgian alumni for funding Georgian students</li> </ul>	<ul style="list-style-type: none"> <li>- 2-6 international students every year</li> </ul>	<ul style="list-style-type: none"> <li>- Erasmus+ (EU),</li> <li>- Georgian Alumni (private donor),</li> <li>- Student Mobility Fellowships (ICARE)</li> <li>- Tuition fees (private)</li> </ul>
	Promote external student admissions from other universities in Armenia	Ongoing	Development Director	<ul style="list-style-type: none"> <li>- organize presentations in other universities</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Tuition fees (private)</li> </ul>
	Facilitate increase in number of fee paying, non-matriculating auditing students.	Ongoing	Development Director	<ul style="list-style-type: none"> <li>- Sending information to universities</li> <li>- Preparation of video materials, CD</li> </ul>	<ul style="list-style-type: none"> <li>- 1-2 students every year</li> </ul>	<ul style="list-style-type: none"> <li>- Tuition fees (private)</li> </ul>

Annex B to Q3 Report: ATC Component to Strategic Plan

	Implement quality assurance procedures	Ongoing	Academic Director	<b>Talk to Rafael on procedures such as in MAB</b>	Student evaluation average grade increase by 10%	<ul style="list-style-type: none"> <li>- Endowment fund</li> <li>- Tuition fees</li> <li>- Donor funding</li> </ul>
	Conducting research to assess industry needs towards agribusiness education curriculum.	Every 5 years	Research and Outreach Director	<ul style="list-style-type: none"> <li>- Research completed</li> </ul>	<ul style="list-style-type: none"> <li>- Research completed</li> <li>- Elective courses identified</li> </ul>	<ul style="list-style-type: none"> <li>- Endowment fund</li> </ul>
	Promote admission from ANAU Agribusiness and Marketing students	Ongoing	Development Director	<ul style="list-style-type: none"> <li>- announcement of undergraduate Open Door event</li> </ul>	<ul style="list-style-type: none"> <li>- Number of applications increase by 10%</li> </ul>	<ul style="list-style-type: none"> <li>- Endowment fund</li> <li>- Tuition fees</li> </ul>
	Assess the possibility of providing a full length undergraduate program		ICARE/ATC Director	<ul style="list-style-type: none"> <li>- Feasibility study conducted</li> </ul>	<ul style="list-style-type: none"> <li>- Full 4 year undergraduate program established</li> </ul>	<ul style="list-style-type: none"> <li>- Donor-funded</li> <li>- Endowment fund</li> </ul>
	Organize student-staff-alumni socializing events and develop annual timetable.	Ongoing	Career Center Director	<ul style="list-style-type: none"> <li>- Timetable prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable prepared</li> <li>- Events organized</li> </ul>	<ul style="list-style-type: none"> <li>- Donations and fees by alumni, students, staff</li> <li>- Endowment fund</li> </ul>
	Development of annual admission timetable	March 10/15	Academic Director	<ul style="list-style-type: none"> <li>- Timetable prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Endowment fund</li> <li>- Tuition fees</li> </ul>
	Strengthen undergraduate internship program.	March 10/15 (timetable)	Career Center Director	<ul style="list-style-type: none"> <li>- Orientation session for employers to promote them to pay to interns</li> <li>- Orientation session for students</li> <li>- Annual internship</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in number of paid internships by 20%</li> </ul>	<ul style="list-style-type: none"> <li>- Employers' funding</li> <li>- Endowment fund</li> <li>- Donor funding</li> </ul>



Annex B to Q3 Report: ATC Component to Strategic Plan

				<ul style="list-style-type: none"> <li>- enrollment timetable</li> <li>- Revise undergraduate Internship Guidelines</li> </ul>		
	Promote international faculty to teach at undergraduate program	Ongoing	Development Director and Academic Director	<ul style="list-style-type: none"> <li>- ATC former faculty/alumni teaching online</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in number of international faculty by 10%</li> </ul>	<ul style="list-style-type: none"> <li>- Donor funding</li> <li>- Participation in expert-funding projects</li> </ul>
	Improvement of internal learning environment and increase technological sophistication of educational process	March 1/16	Academic Director	<ul style="list-style-type: none"> <li>- Updating computer lab</li> <li>- Establishment of a library</li> <li>- Train ATC UAB faculty to use Moodle</li> </ul>	<ul style="list-style-type: none"> <li>- Computer lab updated</li> <li>- Library established.</li> <li>- Moodle is used in UAB program.</li> </ul>	<ul style="list-style-type: none"> <li>- Donor funding</li> </ul>
	Engage undergraduate students in ICARE research activities	Ongoing (include materials July1/15)	Research and Outreach Director	<ul style="list-style-type: none"> <li>- Include information in Orientation Session materials</li> </ul>	<ul style="list-style-type: none"> <li>- At least 10% of students involved in research</li> </ul>	<ul style="list-style-type: none"> <li>- Fee based services/ Research</li> </ul>
<b>Goal 2: Provide internationally competitive graduate level agribusiness education (MAB)</b>						
	Promote external student admissions from other universities in Armenia	Ongoing	Development Director	<ul style="list-style-type: none"> <li>- Conduct presentations in other universities</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- 2-6 international students every year</li> </ul>	<ul style="list-style-type: none"> <li>- Tuition fees (private)</li> </ul>
	Promote external student admissions from abroad (Georgia, Iran, India, Europe, etc.)	Ongoing	ICARE/ATC Director and Development Director	<ul style="list-style-type: none"> <li>- Sending information to embassies</li> <li>- Sending information to universities</li> <li>- Preparation of video materials, CD</li> <li>- Inviting international students for orientation</li> </ul>	<ul style="list-style-type: none"> <li>- 1-2 students every year</li> </ul>	<ul style="list-style-type: none"> <li>- Erasmus+ (EU),</li> <li>- Georgian Alumni (private donor),</li> <li>- Student Mobility Fellowships (ICARE)</li> <li>- Tuition fees (private)</li> </ul>

# Annex B to Q3 Report: ATC Component to Strategic Plan

	Implement quality assurance procedures		Academic Director	Discuss procedures such as in MAB with Rafael	Student evaluation average grade increase by 10%	<ul style="list-style-type: none"> <li>- Endowment fund</li> <li>- Tuition fees</li> <li>- Donor funding</li> </ul>
	Conducting research to assess industry needs towards agribusiness education curriculum.	Every 5 years	Research and Outreach Director	<ul style="list-style-type: none"> <li>- Research completed</li> </ul>	<ul style="list-style-type: none"> <li>- Research completed</li> <li>- Elective courses identified</li> </ul>	<ul style="list-style-type: none"> <li>- Endowment fund</li> </ul>
	Organize student-staff-alumni socializing events and develop annual timetable.	April 1/15 (timetable)	Career Center Director	<ul style="list-style-type: none"> <li>- Timetable prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable prepared</li> <li>- Events organized</li> </ul>	<ul style="list-style-type: none"> <li>- Donations and fees by alumni, students, staff</li> <li>- Endowment fund</li> </ul>
	Development of annual admission timetable	Feb 10/15	Academic Director	<ul style="list-style-type: none"> <li>- Timetable is prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Endowment fund</li> <li>- Tuition fees</li> </ul>
	Strengthen graduate internship program.	March 10/15 (timetable)	Career Center Director	<ul style="list-style-type: none"> <li>- Orientation session for employers to encourage them to pay interns</li> <li>- Orientation session for students</li> <li>- Annual internship enrollment timetable</li> <li>- Revise MAB Internship Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in number of paid internships by 20%</li> </ul>	<ul style="list-style-type: none"> <li>- Employers' funding</li> <li>- Endowment fund</li> <li>- Donor funding</li> </ul>
	Engage international faculty to teach at graduate program.	Ongoing	Development Director and Academic Director		Increase in number of international faculty by 10%	<ul style="list-style-type: none"> <li>- Donor funding</li> <li>- Participation in expert-funding projects</li> </ul>

Annex B to Q3 Report: ATC Component to Strategic Plan

	Assess the possibility to run a parallel class to MAB program		ICARE/ATC Director		One parallel class added	<ul style="list-style-type: none"> <li>- Tuition fees</li> <li>- Endowment fund</li> </ul>
	Engage graduate students in ICARE research activities	Ongoing (include materials July1/15)	Research and Outreach Director	- Include information in Orientation Session materials	- At least 10% of students involved in research	- Fee based services/ Research
<b>Goal 3: Achieve internationally recognized accreditation for some of the ATC academic programs</b>						
	Partner with a European or American university to provide a dual degree for the MAB program.	2020	ICARE/ATC Director	- Providing dual degree	- Dual degree program established	- Endowment fund
	Conduct self-study based on the new European standards and criteria.		Research and Outreach Director	-	-	-
	International accreditation of the MAB program.  Submit educational programs for local (ANQA) accreditation now that ANAU has received 4-year accreditation	2020	ICARE/ATC Director	- Accreditation received	- Accreditation received	- Endowment fund

ICARE Asset Inventory			
Group	Beginning Book Value	Depreciation	Book Value
Machines	30,987,702.41	18,356,604.63	12,631,097.78
Computers	18,642,019.11	17,824,812.25	817,206.86
Cars	26,765,670.00	26,765,670.00	0.00
Equipment and Furniture	37,531,119.05	34,833,322.03	2,697,797.02
	<b>113,926,510.57</b>	<b>97,780,408.91</b>	<b>16,146,101.66</b>

**Machines**

Solar Panels	11,116,416	2,879,910	8,236,506
Projector, 3	1,036,632	869,430	167,202
Air conditioners, 20	9,734,886	9,411,373	323,513
Other	9,099,768	5,195,891	3,903,876

**Computers**

Printers, 16	1,675,894	1,608,107	67,788
Computers, 26	6,559,737	6,559,737	0
Monitors, 31	3,466,595	3,466,595	0
Notebooks, 4	1,580,542	831,123	749,419
Digital Projector, 2	1,074,720	1,074,720	0
Scanners, 3	186,685	186,685	0
Others, cables, CD Roms, switch, UPS	4,097,846	4,097,846	0

**Cars**

FORD Explorer	8,590,670	8,590,670	0
Nissan Armada	18,175,000	18,175,000	0

**Equipment and Furniture**

CD Player, 10	361,710	361,710	0
Mobile phones, 2	146,000	146,000	0
Phones, 12	380,870	380,870	0
Oil heater	219,372	219,372	0
Vacuum cleaner, 3	142,800	142,800	0
Furniture	36,280,367	33,582,570	2,697,797

## Statement of financial position

In thousand drams		As of December 31, 2014	As of December 31, 2013
	Note		
<b>Assets</b>			
<i>Non-current assets</i>			
Property and equipment	4	15,676	19,459
Intangible assets		148	66
		<u>15,824</u>	<u>19,525</u>
<i>Current assets</i>			
Inventories	5	12,696	10,432
Trade and other receivables	6	5,650	11,935
Current financial investments	7	98,124	-
Cash and bank balances	8	184,543	239,128
		<u>301,013</u>	<u>261,495</u>
<b>Total assets</b>		<u>316,837</u>	<u>281,020</u>
<b>Liabilities</b>			
<i>Non-current liabilities</i>			
Grants related to assets	9	11,294	13,974
		<u>11,294</u>	<u>13,974</u>
<i>Current liabilities</i>			
Grants related to income	9	293,409	265,050
Trade and other payables	10	12,134	1,996
		<u>305,543</u>	<u>267,046</u>
<b>Total liabilities</b>		<u>316,837</u>	<u>281,020</u>

The financial statements were approved on March 18, 2015 by:

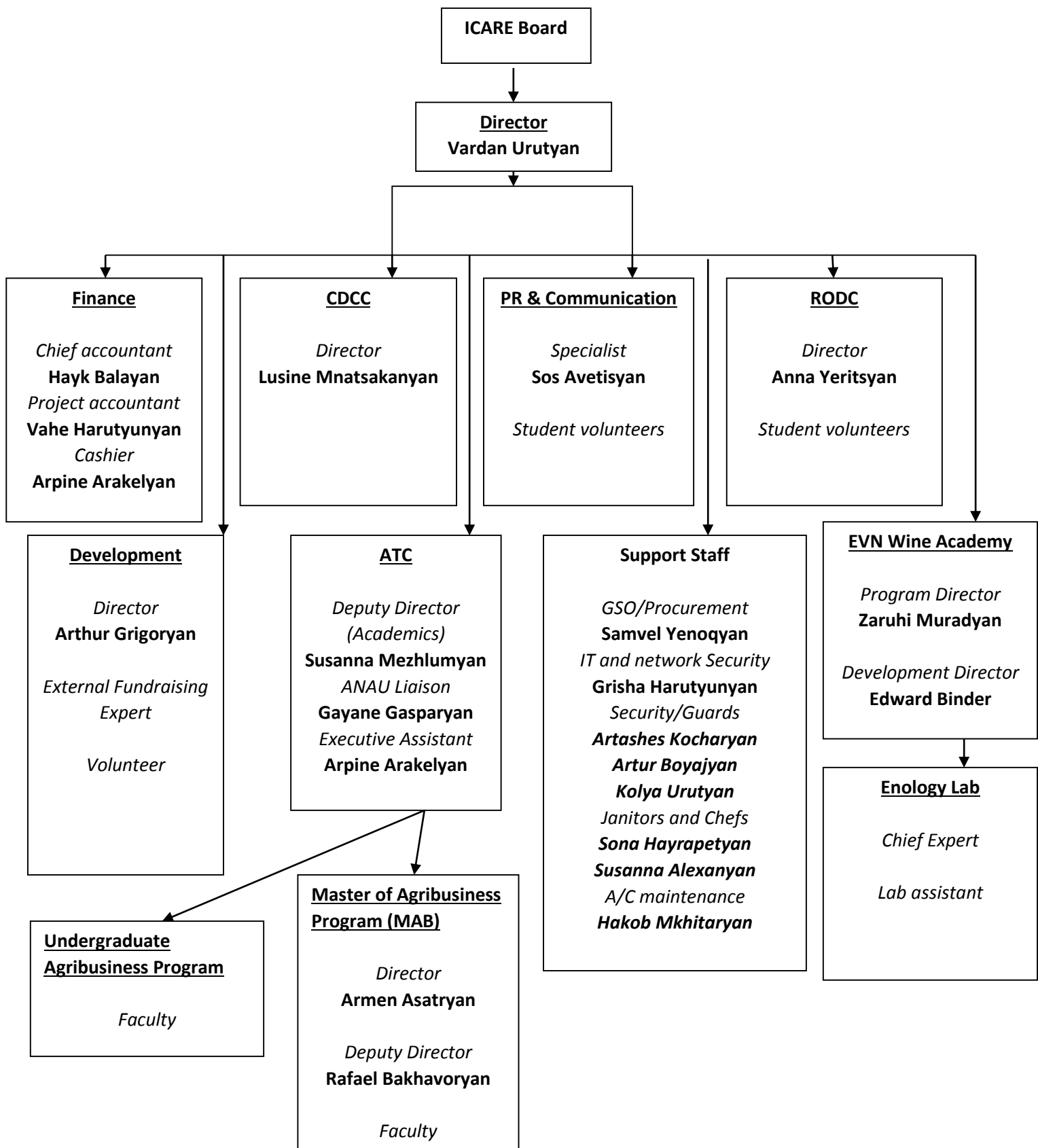
Vardan Urutyan  
General Director

Hayk Balanyan  
Chief Accountant

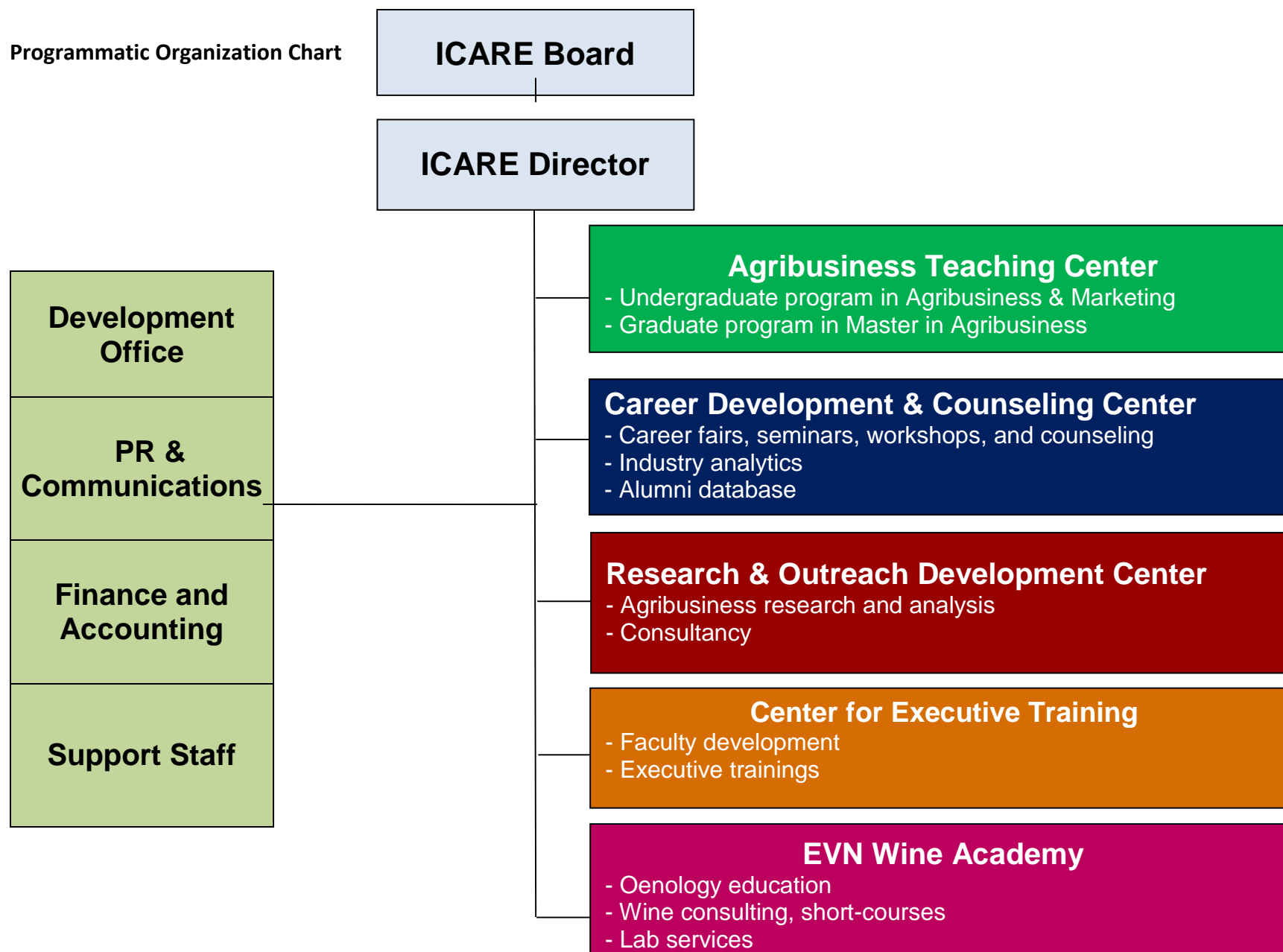


The statement of financial position is to be read in conjunction with the notes to and forming part of the financial statements set out on pages 8 to 18.

ICARE Functional Org-chart (internal use)



Programmatic Organization Chart



## **International Center for Agribusiness Research and Education (ICARE)**



### **Roadmap**

*For actions of the*

**Development Office**

**Yerevan – April, 2015**



In its mission to improve implementation efficiency of ICARE activities, as well as contribute to the process of leading the institution towards financial and operational sustainability, the Development Office elaborated a roadmap of actions. In the center of this roadmap is the financial sustainability of the ICARE, considering reducing funding from the existing main donor organization.

The flagship of the ICARE is its education component carried out by the Agribusiness Teaching Center (ATC). Yet, in addition to the undergraduate and graduate programs offered by the ATC, the newly established EVN Wine Academy, which offers a 2-year certificate program in Enology and Wine Business, promises to become an exceptionally successful education program.

### **Why Agribusiness?**

About 1/3 (to be checked) of population in Armenia directly or indirectly is involved in agribusiness and about 1/3 of GDP is formed due to agribusiness. Thus, agribusiness sector is the most impacting in the country. Export orientation of a number of agribusinesses is rapidly increasing. (further expand this part with a few more stat. numbers)

### **Agribusiness vs. Farming**

Although agribusiness sector covers farming activities as well, the ATC does not teach farming techniques and does not produce agronomists. The ATC prepares young professionals apt in modern marketing, finance, and management, with strong entrepreneurial mindset, communication skills and excellent knowledge of English. The agribusiness education primarily focuses on providing a value-add to agricultural products through processing, packaging, delivery, export, etc. The ATC graduates know how to add the most value to some of the most homogenous agricultural commodities.

### **Why Education?**

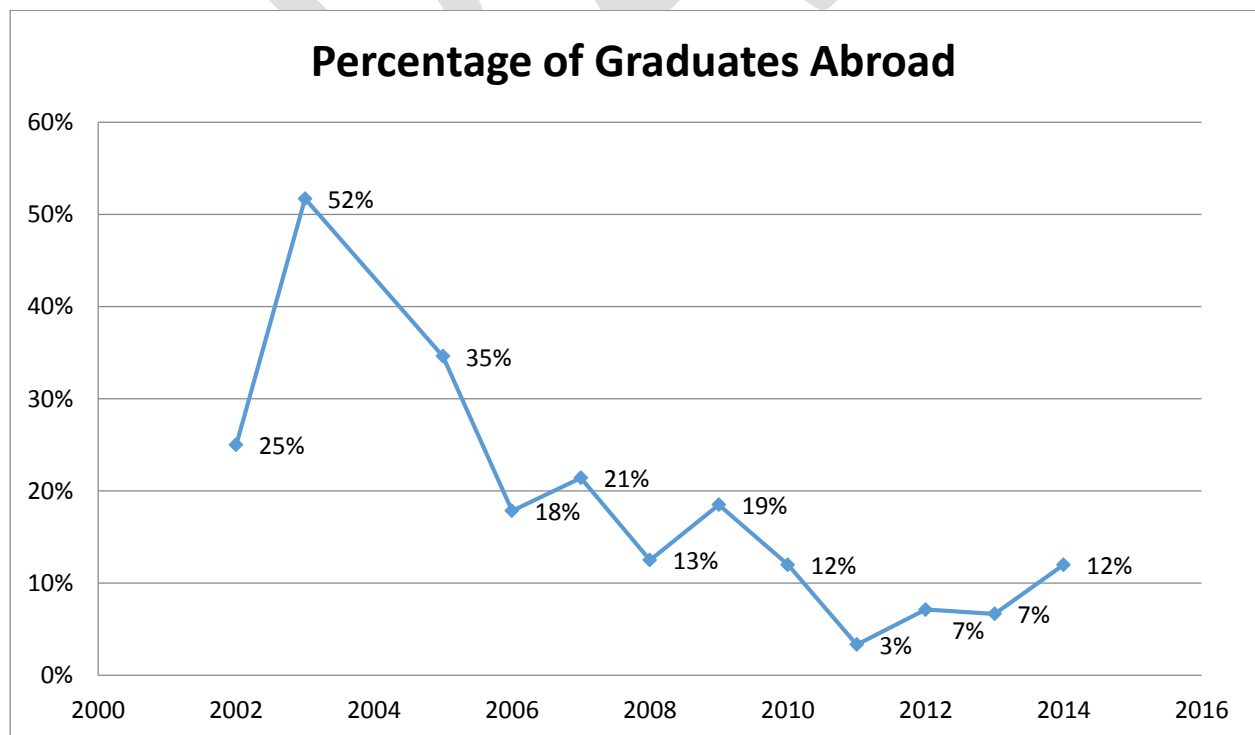
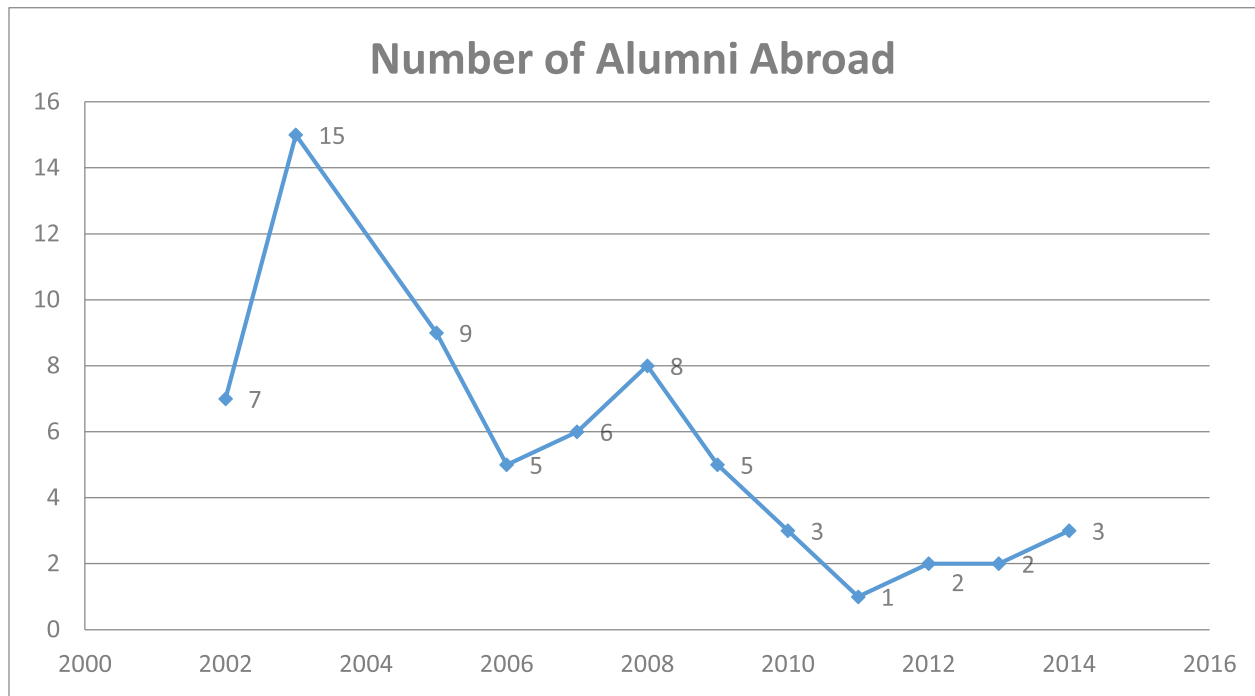
On a country scale, quality education is the single most important investment which is the basis of sophistication of business enterprises and putting them on a pathway towards continuous innovation. (add here numbers from the ranking of managerial talent potential in Arm.)

This agribusiness education is a strategic investment in development of Armenia. This investment does NOT depend on variability of tax regime in the country, factors related to unfair competition or possible corruption. Investment in education is a true pledge for future development of Armenia which will provide results regardless of any conditions (stress here in a nice way the fact that many investors in Armenia claim oligarchs is an obstacle, unhappy with corruption, etc but with education there are no risks related to oligarchs.).

### **Does ATC Contribute to “Brain-Leak” from Armenia?**

The graph below shows the current number of ATC graduates living, working or studying abroad per class. Over the first years of operations a number of ATC graduates strived to leave Armenia and find study and work opportunities abroad. Although many of them have been leaving Armenia

as getting admitted to universities worldwide, one of the reasons for choosing that opportunity was lack of employment opportunities in Armenia where the ATC graduates will feel rewarded for their education.



Over the last years the situation had changed substantially and only very few graduates from each class leave Armenia, although work and study opportunities are probably easier now. This figures show that the ICARE truly contributes to education of highly qualified professionals whose skills and talents are used within Armenia.

The ICARE and its Agribusiness Teaching Center are of strategic importance for Armenia, because of the reasons listed yet not limited below\*:

- *ATC students are currently employed in 263 companies in Armenia and globally.*
- *ATC students completed their on-the-job internships in 227 companies in Armenia and globally.*
- *Over 20% of ATC graduates hold executive positions in leading businesses, public sector, NGOs, and universities in Armenia and globally.*
- *Over 92% immediate job placement of ATC graduates within the first year after graduation.*

\*figures provided as of January 2015

### Targeting Potential Donors

The two main funding sources now required for ICARE are:

Scholarship funds – under this category in a broader sense are all the funds which will be spent during the fiscal year or remaining which will be transferred to cover the expenditures of the following year.

Endowment Fund – under this category are the funds which will be endowed either in Armenia or the US according to donor preferences following consultations with the donors' financial advisors. Over the past months the ICARE team was searching for the most optimal ways of allocating the potential endowment funds. There are a number of options both in Armenia and the US. Currently, it is also possible to channel those funds to an endowment account via Texas A&M system. However, the Development Office suggests leaving the opportunities for a donor open and whenever a potential endowment funds are on the horizon, consulting the donor and the financial advisors to see the donor preferences.

The Development Office (DO) conducted a brief study on how the endowment funding was built by universities of what DO abstractly categorizes as a “troubled country with big Diaspora”. Cases in universities in Israel and Greece may be applicable to Armenia as well. Both these countries are suffering from donor fatigue. In most of the cases studies, the endowment funding is formed based on a **key donation** of more than 50%. The rest of the endowment fund is built by substantially smaller than key donation yet still large donations. The concept of a “**key donation**” or “**initial key donation**” is considered also applicable to ICARE. Acquiring a key donation strategy assumes concentrating efforts of a **very limited** number of prospective donors who are capable to donate. Intensive cultivation process of these identified prospective donors is necessary. The DO defines this strategy as a **SuccessShot**, while the DO defines the strategy of more massive fundraising campaigns are a **BigNet**.

### Is ICARE a Transparent Institution?

Elaborate on this, stressing out the Texas A&M, USDA, USAID, external Board, etc

### **SuccessShot vs BigNet**

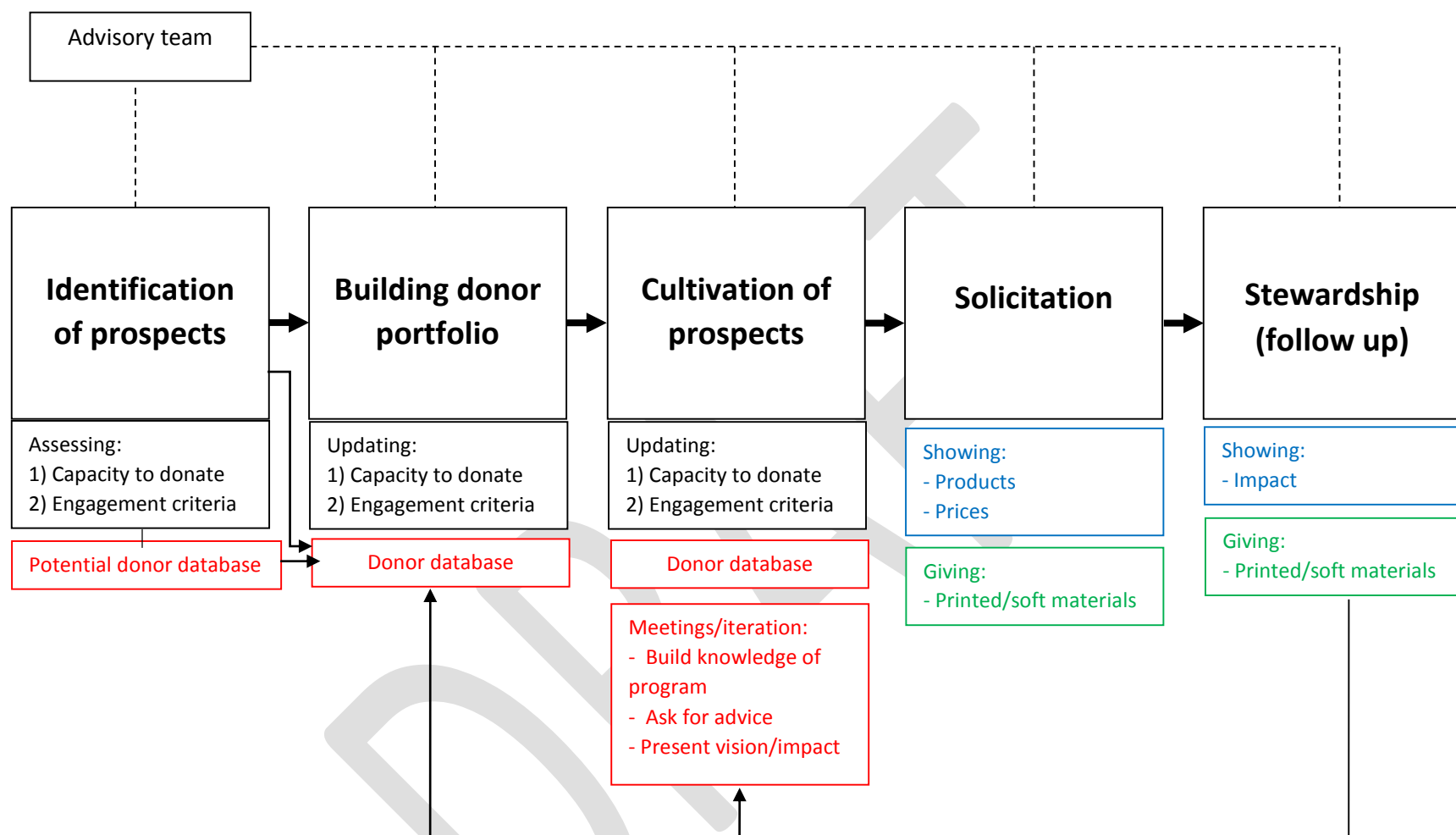
In SuccessShot strategy it is important to identify specific donors based on their capacity to donate (method for this described later on). Here mostly one-to-one contacts work and here donor gives a donation to a person rather than an institution. In this case the role of engaging the ICARE Director, Development Director and possibly an external fundraiser is of key importance. The speaking and pitching skills of the above mentioned personnel have to be sharpened. Excellent understanding of ICARE products and the “**donation menu**” has to be agreed on. The DO considers that the SuccessShot strategy for ICARE has to focus on donations above 100.000. Success of the SuccessShot strategy is achieved through key appointments and personal meetings with prospective donors. This method is less cost-intensive as it requires less promotional efforts and is more based on human factor.

The DO finds that the BigNet strategy is more successful when bigger “noise” about the institution is created. This method is more cost-intensive as requires more promotional efforts, yet it assumes some personal contacting as well in form of appointments, presentations, speeches, etc. At the lowest and most resource-intensive levels of the BigNet strategy are crowdfunding campaigns. The BigNet strategy can more be focused on raising scholarship funds. It is achieved though personal meetings, dinners, alumni donations, website donations, etc. The BigNet strategy can be carried out by all ICARE staff members coordinated by the Development Director. The Development Director can be involved in both SuccessShot and BigNet type of donations, while the ICARE Director and the possible external fundraiser can only be involved in SuccessShot strategy.

### **Donor Engagement Process**

To provide a structure to the process of engaging donors, the DO together with the InnovATE colleagues elaborated a flowchart of steps. The main phases for the fundraising process for either SuccessShot or BigNet strategies are identified as:

1. Identification of Prospects
2. Building Donor Portfolio
3. Cultivation Process
4. Solicitation
5. Stewardship (follow-up)



### **Identification of Prospects**

At this stage prospective donors are identified based on information screened from personal contacts of DO and ICARE staff, faculty and other stakeholders, as well as “desk search” of donors including their media appearances, web search etc is implemented. Based on this primary screening a primary donor database is developed and being continuously updated. At this stage capacity of each prospect to donate will be assessed based on “**donating index**”. The donating index is a derivative of average scores from two parameters: capacity to donate and engagement level. **Elaborate more on scoring mechanism and what each of these means.**

### **Building Donor Portfolio**

During this stage further information will be collected about specific prospects based on the parameters related to their capacity to donate and engagement levels. This phase describes enrichment of the previous stage and collection of individual “folders” on each prospective donor.

### **Cultivation Process**

This is the most critical phase in the entire donor engagement process. Here the donor database is being further enriched however the main focus is on approaching prospective donors and building their knowledge and trust towards the ICARE and its activities. The main parts of the message sent to the donor needs to contain the following information

- 1) How outstanding our program is. This is achieved through background referrals by someone who knows the prospect and promotional materials.
- 2) How trustworthy and dedicated is the person representing the ICARE. This is achieved through background referrals by someone who knows the prospect as well as through person-to-person talks at networking meetings, dinners, etc.
- 3) How ICARE is linked with personal interests of the prospect. This is achieved by sending background messages related for example to importance of ICARE for Armenia, or anything that can touch that person.

### **Solicitation**

This is a stage of actually delivering the “message of need” to a prospect and presenting him/her the “**menu and pricelist**” (described later on) of all opportunities and their costs offered by ICARE. The format of this meeting may vary depending on situation. If in US, it might be beneficial to have a contact point/alumni/board member participating at the meeting, or they can facilitate a person-to-person meeting between the ICARE contact point and the prospect. Key sentences describing the ICARE product are to be well-understood and handled by the ICARE contact person **(elaborate on these pitches).**

### **Stewardship**

Informing the donor how the funds are being spend is a key aspect of accountability and an opportunity for further donations. Sharing with media releases featuring the results and achievements of ICARE due to a particular donation, sharing success stories and sending letters of gratitude.

**Contribution Opportunities Provided by ICARE** (product menu and price list, elaborate on this)

DRAFT

## Annex F to Q3 Report: ATC Alumni in the United States

	Full Name	Gender	Address	Country	Email	Home phone	Mobile phone	Other
	<b>2002</b>							
1	Anahit Sargsyan	0		USA	<a href="mailto:sarganahit@yahoo.com">sarganahit@yahoo.com</a>			
2	Armen Gasparyan	1	Firmament ave,	USA	<a href="mailto:armenhay@yahoo.com">armenhay@yahoo.com</a>		8184421419	Belava LLC, pos. inventory control manager
3	Natali Nazaryan	0		USA	<a href="mailto:nnazaryan@gmail.com">nnazaryan@gmail.com</a>			
4	Stella Khocharyan	0		USA	<a href="mailto:skocharyan@gmail.com">skocharyan@gmail.com</a>			
5	Vahan Papyan	1		USA	<a href="mailto:Vpapyan@yahoo.com">Vpapyan@yahoo.com</a>			
	<b>2003</b>							
6	Alexan Shanoyan	1		USA	<a href="mailto:ashanoyan@gmail.com">ashanoyan@gmail.com</a>			
7	Anush Khojoyan	0		USA	<a href="mailto:anushikhh@yahoo.com">anushikhh@yahoo.com</a> , <a href="mailto:anush.khojoyan@gmail.com">anush.khojoyan@gmail.com</a>			
8	Armen Tsaturyan	1		USA	<a href="mailto:armen20ts@neotamu.edu">armen20ts@neotamu.edu</a> , <a href="mailto:armentsaturyan@yahoo.com">armentsaturyan@yahoo.com</a>			
9	Armenak Markosyan	1		USA	<a href="mailto:armenak001@yahoo.com">armenak001@yahoo.com</a>			
10	Hayk Khachatryan	1		USA	<a href="mailto:hayk@ufl.edu">hayk@ufl.edu</a>		5093395339	
11	Karen Gabrielyan	1		USA				
12	Tatevik Zohrabyan	0		USA	<a href="mailto:tzohrabyan@yahoo.com">tzohrabyan@yahoo.com</a>			
13	Vardan Mkrtchyan	1		USA	<a href="mailto:vardan7@yahoo.com">vardan7@yahoo.com</a>		5129394480	
	<b>2005</b>							
14	Gayane Matevosyan	0		USA	<a href="mailto:matevosyang@gmail.com">matevosyang@gmail.com</a>			
15	Gnel Gabrielyan	1	Hulbert Hall 323	USA	<a href="mailto:gnel4@rambler.ru">gnel4@rambler.ru</a>	5097157015	5097157015	
16	Lusine Ghazaryan	0		USA	<a href="mailto:ghlousine@yahoo.com">ghlousine@yahoo.com</a>			
17	Sofya Babayan	0		USA				
18	Vardan Vardanyan	1		USA	<a href="mailto:vardanv@gmail.com">vardanv@gmail.com</a> , <a href="mailto:vardan.vardanyan@yahoo.com">vardan.vardanyan@yahoo.com</a>			
	<b>2006</b>							
19	Hayk Ghazaryan	1		USA	<a href="mailto:ghazhayk2001@yahoo.com">ghazhayk2001@yahoo.com</a>			
20	Sona Hayrapetyan	0		USA	<a href="mailto:sonahayrapetyan@yahoo.com">sonahayrapetyan@yahoo.com</a>			
	<b>2007</b>							
21	Olga Kudoyan	0		USA	<a href="mailto:o_kudoyan@yahoo.com">o_kudoyan@yahoo.com</a> , <a href="mailto:violetik2004@yahoo.com">violetik2004@yahoo.com</a>			
22	Aleksandre Maisashvili	1		USA	<a href="mailto:aleksandre_m@yahoo.com">aleksandre_m@yahoo.com</a>			
	<b>2008</b>							
23	Armine Harutyunyan	0	352 Milford street, # c, Glendale, CA, 91203	USA	<a href="mailto:arminatc@yahoo.com">arminatc@yahoo.com</a>	818-396-0239	818-660-8531	
24	Syuzanna Vanetsyan	0		USA	<a href="mailto:suzy8787@mail.ru">suzy8787@mail.ru</a>			
	<b>2010</b>							
25	Tatevik Avetisyan	0		USA	<a href="mailto:tatevav@gmail.com">tatevav@gmail.com</a> , <a href="mailto:tates90@mail.ru">tates90@mail.ru</a>			
	<b>2013</b>							
26	Armen Ghazaryan	1		USA	<a href="mailto:melarmmel@gmail.com">melarmmel@gmail.com</a>			



## **ICARE INTERNAL DISCIPLINARY RULES**

### **1. GENERAL PROVISIONS**

#### **1.1 Goal and core concepts**

- 1.1.1 The Internal Disciplinary Rules (hereafter referred to as Rules) of the International Center for Agribusiness Research and Education Foundation (Hereafter referred to as Foundation) have been approved by the Board of Trustees of the Foundation and completely meets the current RA legislation and the Bylaws of the Foundation.
- 1.1.2 These Rules can be changed and/or amended in case of change in the legislation or in the strategy of the Foundation, upon the decision of the Board of Trustees of the Foundation.
- 1.1.3 The rules are aimed to clarify the employment and conduct rules as well as the work ethics of the Foundation.
- 1.1.4 The Rules are mandatory for all employees of the Foundation, and the Director of the Foundation is directly responsible for the implementation of the Rules.

### **2. EMPLOYMENT RULES:**

- 2.1 Procedure for employee selection
- 2.2 Hiring friends and colleagues of employees
- 2.3 Description and work duties
- 2.4 Violations of employment discipline and disciplinary penalties
- 2.5 Termination of employment contract on employee's initiative
- 2.6 Warning
- 2.7 Reprimand
- 2.8 Personal cases
- 2.9 Change in employment contract
- 2.10 Termination of employment contract on Foundation's initiative
- 2.11 Appeal
- 2.12 Working hours
- 2.13 Business trips
- 2.14 Calculation of working time
- 2.15 Payments and taxes
- 2.16 Salary and its increase
- 2.17 Monetary awards
- 2.18 Professional development
- 2.19 Attendance
- 2.20 Holidays and remembrance days
- 2.21 Annual leave
- 2.22 Procedure for providing annual leaves
- 2.23 Pregnancy and maternity leave
- 2.24 Leave provided for care of children under the age of 3
- 2.25 Missing work due to health problems

- 2.26 Missing work due to death of a relative
- 2.27 Disability due to professional disease or occupational injury
- 2.28 Unpaid leave

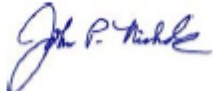
### 3. CODE OF CONDUCT AND WORK ETHICS

- 3.1 Work Ethics Policy
- 3.2 Confidentiality
- 3.3 Policy against discrimination and harassment at workplace
- 3.4 Restriction on use of drugs, psychotropic and other substances and alcoholic beverages
- 3.5 The right for ownership of the results of work
- 3.6 Use of electronic communication means and other services
- 3.7 Foundation's office equipment and devices
- 3.8 Dress code
- 3.9 Loss of theft of property
- 3.10 Code of Conduct

**APPROVED BY DECISION OF January 30, 2015 Minutes # 24 OF THE  
BOARD OF TRUSTEES OF THE "INTERNATIONAL CENTER FOR AGRIBUSINESS  
RESEARCH AND EDUCATION" FOUNDATION**

**CHAIRMAN OF THE BOARD OF TRUSTEES:**

**JOHN NICHOLS**

A handwritten signature in blue ink, appearing to read "John P. Nichols", is written below the printed name.

**CONFLICT OF INTEREST POLICY**

**OF THE**

**"INTERNATIONAL CENTER FOR AGRIBUSINESS RESEARCH  
AND EDUCATION" FOUNDATION**

## ICARE Conflict of Interest Policy

Implementation Date \_\_\_\_\_

**Purpose** - Elimination or careful management of disclosed potential conflicts of interest provides assurance to USAID that possible personal gain has not influenced the selection of a subaward under the USAID financed agreement. In addition, a conflict of interest policy can protect the organization from entering into an agreement that benefits the private interests of one of its directors, employees, or other representatives.

### Definitions Pertaining to Personal Conflict of Interest (PCOI)

A *personal conflict of interest (PCOI)* is a situation in which an officer, employee, or representative of the Host Country has a financial interest, personal activity, or relationship that could impair the employee's ability to act impartially when performing under the award. In essence, a conflict of interest may occur when an individual's private interests influence his or her professional obligations such that an independent observer might reasonably question whether the individual's actions or decisions are determined by considerations of personal gain, financial or otherwise. A personal conflict of interest is assessed based on the factual context of the situation; it is not based on any implied judgment about the character or intent of the individual.

*Immediate Family* is defined as the spouse, parents, siblings, or children of the director, employee, or representative of the recipient.

*\*Subaward* means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient to an eligible subrecipient or by a subrecipient to a lower tier subrecipient. The term includes financial assistance when provided by any legal instrument, even if the agreement is called a contract, but does not include the procurement of goods and services.

*\*Subrecipient* means the legal entity to which a subaward is made and which is accountable to the Host Country for the use of the funds provided.

*\*Definitions from 22 CFR (Code of Federal Regulations) Part 226 – Administration of Assistance Awards to U.S. Non-Governmental Organizations Subpart A General 226.2 Definitions*

**Policy**—As conflicts of interest can potentially lead to such negative outcomes as employee personal gain, erosion of public confidence, and a damaged reputation with donors, the International Center for Agribusiness Research and Education (ICARE) has developed this conflict of interest policy to protect the organization's interests.

Employees, officers, or other representatives of ICARE shall not use their position with ICARE for personal gain or presenting the appearance of a personal conflict of interest.

An employee, officer, or representative of ICARE, or any member of his or her immediate family cannot receive a subaward or have a financial or other interest in the entity selected for the subaward without disclosing the conflict and following ICARE's written policies for mitigating such conflict (see below).

Officers, employees, and representatives of the recipient must neither solicit nor accept gratuities, favors, or anything of monetary value from subrecipients or prospective subrecipients.

**Disclosure** – In connection with any actual or possible conflict of interest, all officers, employees, and representatives of ICARE must disclose the existence of any conflicts of interest and be given the opportunity to

disclose all material facts. In an effort to aid such disclosure, each officer, employee, and representative of ICARE shall complete a conflict of interest questionnaire on an annual basis. Copies of completed questionnaires should remain on file for audit purposes in a secured location determined by the Board.

**Mitigation of Conflicts** – The ICARE Board of Directors will review conflict of interest questionnaires for potential conflicts. Should a potential conflict be identified, the Board shall call the member, employee, or representative forward, and the person will be provided an opportunity to present material facts and disclosures. The member, employee, or representative will then leave the Board meeting to allow the Board to decide whether or not a conflict exists.

If the Board has reason to believe that an individual has failed to disclose actual or potential conflicts of interest, it will inform the member, employee, or representative of ICARE and allow him or her to explain the alleged failure to disclose. If the Board still has reason to believe a conflict of interest exists after the alleged conflict is explained, it will take corrective action.

In the case of a transaction or agreement in which a potential conflict exists, the Board will exercise due diligence and determine whether ICARE can obtain with reasonable effort a more advantageous transaction or arrangement from a person or entity that would not produce a conflict of interest. If an alternate transaction or arrangement is not possible, the Board will take a vote to decide if the transaction or agreement is in the best interest of ICARE, for its own benefit, and fair and reasonable.

### Conflict of Interest Questionnaire

The following questionnaire must be completed annually by all officers, employees, and representatives of ICARE. Answers to this questionnaire should relate to relationships that occurred from January 1, 2015, to December 31, 2015. Once you have completed this questionnaire, please sign and date in the space provided and return it to:

Contact Name \_\_\_\_\_

Contact Address \_\_\_\_\_

Contact Email \_\_\_\_\_

1. Are you an officer of an organization that conducts business or has a relationship with ICARE?  
Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, please define. \_\_\_\_\_

3. Do you have a family relationship with anyone who has a noted relationship with ICARE? Family connections include an individual's spouse, parent, child, grandparent, grandchild, great-grandchild, and sibling. The spouses of any children, grandchildren, great-grandchildren, and siblings are considered family relationships as well.

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please define. \_\_\_\_\_

4. Have you participated, directly or indirectly, in any employment agreement, compensation relationship, or any other arrangement/investment opportunity with a third-party vendor doing business with ICARE that has resulted or could result in personal benefit to you?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please define. \_\_\_\_\_

5. Have you received, directly or indirectly, any salary payments, loans, or gifts of any kind or any free service, discounts, or other fees from any person/organization engaged in any transaction with ICARE?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please define. \_\_\_\_\_

6. Do you share ownership of a business that does business with ICARE? Ownership means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please define. \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

**Research and other projects conducted by ICARE in 2014 (AMD)**

	Received	Spent	Remaining	Notes
Swiss Development Cooperation Office in Armenia	10,997,994	10,997,994	0	Invited international expert/lawyer to work on the new law on Agricultural cooperatives. Conducted public hearings, workshops.
UNDP Armenia	4,109,600	4,109,600	0	Training on climate change and mitigation activities for rural communities in Tavush and Vayots Dzor. Hired experts to conduct the training session. Organized coffee breaks, prepared training packages, etc.
SBFIC Germany	8,997,825	8,997,825	0	One expert working on financial literacy. SBFIC is our partner and ICARE supported their expert keeping her on ICARE's payroll for a year.
CISTRAD Project - EU	15,787,734	11,406,095	4,381,639	Researchers' salaries and travel to conferences. Before InnovATE, Anna's salary was paid from this project. Now there are other contracted researchers doing the work. ICARE's contribution is 50% (in kind or cash).
CARD	3,920,000	0	3,920,000	Grant for video clips, will be fully spent by May 2015. Outsourced to professional video clip producers.
GIZ	5,386,000	0	5,386,000	Down payment for Wine Academy - supporting project manager's salary (Zara Muradyan), local lecturers, classes, books, etc. No overhead allowed by GIZ. Fully budgeted for Wine Academy. Started in January 2015.
GIZ	6,643,000	6,643,000	0	Wine Baseline study. Surveys, interviews, trips to wineries. 2 experts were hired. Wine Academy.
GIZ	6,712,320	0	6,712,320	Down payment for Wine Lab - in process. All equipment money. ICARE should come up with cost-share money for lab renovation and furnishing.
Embassy of France	876,289	0	876,289	Support Embassy during one mission in April 2015. Students will work in the field with their experts and get paid.
Individual donations	458,913	0	458,913	Donate to ICARE - online platform

**Research and other projects conducted by ICARE in 2013 (AMD)**

	Received	Spent	Remaining	Notes
CARD	6,754,000	6,754,000	0	Baseline study for the Farm and Vet Center of CARD in Sarnakunk village. Students and faculty were involved as researchers.
Pragma Corporation, EDMC project (USAID project - stopped in 2014)	6,408,000	6,408,000	0	Training for loan officers on agro technological topics. Hired several trainers on agro topics.
SBFIC Germany	8,872,000	8,872,000	0	Trained 1000 farmers on financial literacy.
FAO	14,143,000	14,143,000	0	Value chain studies, MIS development, software development. Experts and software company outsourced.





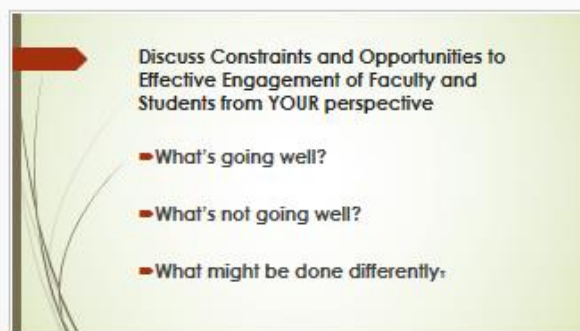
1



2



3



4



5



6



7



8

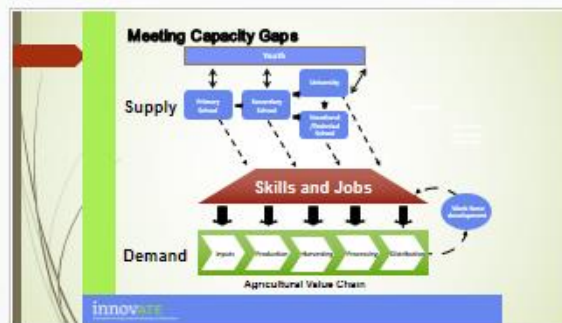


9

### The Challenge

- **INSTITUTIONAL CAPACITY:** Public institutions with agricultural programming are often weak leading to "overproduction of underqualified students" (curricula, infrastructure, administrative capacity, policies)
- **HUMAN CAPACITY:** Agricultural sectors in developing and emerging economies, including public and private institutions, need skilled faculty and staff (appropriate skillsets, degree programs, research and extension training)

10



11

White Wall of Progress! innovATE Countries

12

### Engaging Faculty, Staff and Students with - Diverse Experience and Education

- Do faculty need "people skills" in addition to credentials?
- How do we find the right person for the assignment?
- What issues arise when we include student interns?
- Language skills—are they needed?
- How do we include women faculty, students, farmers, processors?

13

### SOME LESSONS LEARNED

- Systems approach needed for a "pipeline" that includes recruiting, retention, academic counseling and career mentoring career, and connections with alumni
- Important to address gender and disaggregate data
- Workforce development through soft skills is equally important as technical skill building

14

### How can you connect to innovATE?

AET Community of Practice  
[www.innovate-community.oired.vt.edu](http://www.innovate-community.oired.vt.edu)

- Online network of agricultural development professionals
- Collaborative discussion spaces for AET and agriculture
- Gender increasingly addressed
- Global training events database
- French and Spanish discussion pages
- Discussion space for extension?

15

### For More Information

Visit the InnovATE website at:  
[www.oired.vt.edu/innovate](http://www.oired.vt.edu/innovate)

16

Thank you to our sponsors and University partners.

innovATE is supported by a grant from USAID and managed by Virginia Tech's Office of International Research, Education, and Development (OIRE). The project was made possible by the United States Agency for International Development and the generous support of the American people through USAID Cooperative Agreement No. 300-000013-000002.

17

**Collaboration Opportunity for Consortium University Partners**  
**To address the InnovATE/Armenia goal for specialty course development**

Compiled by Angela Neilan, InnovATE/Armenia Director  
(For more information, please contact [aneilan@vt.edu](mailto:aneilan@vt.edu))

InnovATE/Armenia contributes to the USAID/Armenia objective of promoting economic growth by assisting the development of a workforce trained to increase the competitiveness of Armenia's agriculture sector. The main objective of this activity is to assist International Center for Agricultural Research and Education/Agribusiness Teaching Center (ICARE/ATC) in building its human, financial and institutional capacities to become sustainable as a modern center of excellence for teaching, outreach and research for Armenia and the region and to facilitate development of the Armenian agricultural sector. The InnovATE project will facilitate innovation, support knowledge management based on best practices, and build institutional and human capacity. It will engage existing expertise of ICARE while also drawing on experience of the Armenian agribusiness sector and the consortium of U.S. land grant universities implementing USAID/Bureau of Food Security's InnovATE project led by Virginia Tech. These consortium universities include Penn State, Tuskegee and University of Florida.

One of the InnovATE Armenia Program's goals is to support the addition of two new curriculum specialties, Food Production Management, and Soil Management. These would be incorporated into the Agribusiness Curriculum at the ICARE/ATC could be taught in a few elective courses. Successful completion of such a course sequence is expected to lead to a certificate awarded by a US University.

Current specialties at ICARE/ATC include Marketing, Accounting and Finance. Graduates are in high demand by investment firms, banks and other financial organizations in Armenia – but many leave the country for further study or leave to work in other countries. Based on the original scoping assessment for the InnovATE Armenia Program, two additional specialty areas were identified as important and implementable within the ICARE/ATC. To bring new agricultural management specialties into the ATC curriculum, key leaders in public and private sectors and educators agreed upon development of Food Production Management and Soil Management specializations. These courses will not be disciplinary specializations rather they are science-based courses designed for non-specialists. Their primary objective will be to improve the capacity of agribusiness graduates to manage technological innovations for improved profitability. These two specialties are designed to address opportunities and challenges throughout the food production value chain. Soil Management specialty will include identifying and managing inputs (seeds, fertilizers, chemicals, etc.) for the sustainable and profitable production of staple and value added crops in Armenia. The Food Production specialty will include safety, post-harvest processing, packaging, marketing, and other issues down the value chain.

A team of faculty specialists from the consortium partner universities (and if needed from other universities) will be identified to further define the situation, context and needs for each of these two specialties. Formal names of each specialty will be determined by the team. These specialty teams will collaborate with and draw on other expertise within and outside the InnovATE Consortium, as well as the InnovATE Armenia Program Manager, the ATC Director and staff, and the relevant ANAU faculty and administration.

**Specialty Needs Assessment and Course Development Scope of Work:**

InnovATE Scoping protocols will be followed to assess and further refine specialty needs and to design action plans for course development and delivery. Tasks are detailed below.

1. Each specialty team will begin the dialog via on line discussion and skype conversations prior to in country assessment.
2. The second step, rapid assessment of key AET factors relevant to new specialties, will be addressed by both teams working together. The teams will visit with ATC and ANAU faculty and administration to analyze the overall situation, guidelines and context of higher education at ANAU and within Armenia as related to each specialty.

## Annex K to Q3 Report: Collaboration Opportunity Announcement

### 3. Issues to consider include:

- a. Current state of education system within ANAU as relates to the new specialties such as courses currently offered, length of semesters, number of face to face teaching hours, expected student follow up per teaching hour, current teaching methods, materials and textbooks, training of faculty
- b. Potential research areas in each specialty for future involvement of faculty and graduate students.
- c. Relevant ANAU faculty who could collaborate/teach, current courses and syllabi, textbooks and laboratory facilities
- d. Structure of one course within the context of Armenian higher education and ANAU procedures
- e. Current teaching methods and faculty capacity in each specialty
- f. Current, past and prospective students' interest in each specialty
- g. Student exposure to each specialty area prior to their entrance into the ATC from ANAU (in their junior year)
- h. Identification and ranking of existing courses and on-line certifications offered by universities and professional associations
- i. Identification of course modules that may be re-packaged for short-term private sector training

4. Based on this in-depth analysis, each team (Food Production Management and Soil Management) will develop three to four new and innovative courses in their specialty. Each specialty will be offered as an elective course sequence with certification from US University upon completion of all required specialty courses

### **Expected Output:**

At the end of the visit to Armenia, each specialty team will submit a draft Scope of Work (SOW) including preliminary course outlines and sequence as the basis for a sub-award of up to \$25,000 to complete the design and implement the new courses for two years, at which time the courses will be evaluated using participatory research methodology, revised and incorporated into the curriculum permanently with a plan for formal US university certification.

The initial scoping mission will be funded through the InnovATE Management Entity, Virginia Tech. Work will be done in both the US and in Armenia. Travel will be required to Armenia. Funds are available to cover travel costs (transportation, per diem, etc.). Sub-award will then be made for the implementation of each specialty area.

### **Proposed Schedule and Information:**

Consortium University Partners are requested to nominate one faculty member for each specialty. These nominations are needed by **March 15**. Please send CV's to Angela Neilan, InnovATE/Armenia Director, at [aneilan@vt.edu](mailto:aneilan@vt.edu) with cc: to Johanna Cricenti, InnovATE Program Coordinator, at [johanna5@vt.edu](mailto:johanna5@vt.edu).

Proposed leadership for each team includes:

Dr. Tom Thompson, Department Head, Crop and Soil Environmental Sciences and  
Dr. Joe Marcy, Department Head, Food Science and Technology

InnovATE/Armenia Director and team leaders will make the final decision about specialty team composition assuring consortium partner representation.

Specialty teams should meet on-line or by SKYPE to develop initial plans by March 31.

Team leaders will meet the ATC Director, Dr. Vardan Urutyan, who will be in US in early May, at VT and convene a meeting via teleconference for specialty teams to develop final targeted scoping plans.

Travel to Armenia (10 working days) is tentatively planned for the first two weeks of June. Teams will be working during the period ATC Graduation June 5, 2015.