

Annual Partner's Meeting

Location: Mountain Lake Lodge, Pembroke, VA

Date: 6/6/16 & 6/7/16

Participants:

Clara Cohen
Johanna Cricenti
Van Crowder
Melanie Gilbert
George Glasson

Allison Homer
John Ignosh
Lila Karki
Shreya Mitra
Joseph Mukuni

Angela Neilan
Patty Neiner
Josiah Tlou
Larry Vaughan
Merrie Winfrey

Key Takeaways:

General Questions and Themes:

Capacity:

- Our capacity in consortium partners has diminished. How do we operate moving forward?
Suggestion of looking outside the consortium partners.
- For high-level participants, facilitators, we need to make use of the contacts we collectively have. We need to brainstorm what connections we have.

AET Indicators:

- Indicators are too general, too output-focused, and projects don't last long enough to use FTF indicators, to see long-term effects; few if any indicators of change are being used → largely because there are no usable baselines; there is no approved mechanism for tracking and reporting institutional change, and no mechanism for tracking private sector engagement
- We need better communication between projects to share effective methodologies, need to develop local capacity, need to provide greater input into project development, need to integrate long-term tracking into short-term projects, and AET indicators need to be developed and widely shared

Gender:

- What is InnovATE's role in advancing gender considerations in agricultural education?
Starting conversations? Influencing policies? Creating curriculums?
- What can InnovATE do to influence policies that make institutional environments better for girls?
- Gender and violence and agricultural education? Example: girls who migrate here from Latin America to avoid gang and sexual violence?

Curriculum and Pedagogy:

- Linking our rural education to education strategies in general.
 - There is a new education strategy in development now at USAID, so now is a good time to tie us in, through capacity- building relating to education - even if we're primarily rural education, we can use that connection.
- Splitting curriculum and pedagogy into two areas:
 - Curriculum: comparison of different approaches, institutional self-assessment tool, study of graduates, job demand studies
 - Pedagogy: experiential learning, cooperative learning - Not a lot of future for cooperative learning, more interest in systems approaches
- Solicit studies from partners on curriculum reform
- Discussion on Continuing Professional Education
 - Being developed through the Ministry of Education - once you have that system in place, you have the ability to introduce new course content.
- Ideas surrounding nutrition education
 - The majority of USAID Education is about nutrition education rather than AET. George and Josiah have proposed a mechanism to add elements to nutritional information, or to highlight new ag technology as a way to keep courses fresh and new. Clara: What is the product? Improved in-service education.

Rural Youth and Workforce Development

- It would be great to have InnovATE bring private entities to the table-could we seek out partnerships with industry for agriculture and establish a pilot project somewhere?
- How to connect InnovATE to labor markets?

Theme of Violence and Agricultural Education

- People must be dealing with it - millions of people are not farming because of violence, for example, but no one is writing about it. We could be cutting edge here, facilitating dialogue. There are agricultural projects and there are violence projects, but these two are not talking to each other. How should we go about this?

Suggestions for Communications

One Pager: Meta analysis/ key recommendations for all programs

- Requested by Clara: go through all blogs, thematic papers, etc – and come up with one page of “if you're doing AET programming, these are things you need to think about “ – for new foreign service officers at USAID

One Pager: 5-6 things to know for USAID Missions

- Requested by Clara: Helping USAID missions understand the the causal links between our work and USAID missions, and how they relate to what USAID is being graded on (child stunting)
- Start with the measurable indicator, and then describe how each of the areas we work on could help. We have a lot to say about AET and how it relates to Ag productivity, so we have ties to a few large indicators (child stunting, ag productivity, education).

FTF Newsletter/ Guide for Technical Leads of FTF Strategies

- Requested by Clara, send to those developing FTF strategies currently. Missions are working with the central bureau – so we have an opportunity to disseminate information to many missions at once – within next few weeks. (This may be the same as the aforementioned one).
- Bottom line – we need the results and information disseminated as widely as possible. We have done the studies, but now we need to spread the results – who should we share these with?
- We need to identify which information is most likely to be of use to the mission. Identify the champions, people like Peter Trenchard, and Bill Bradley, and have them spread information at places like the Mission Director’s Conference in Washington

Communication with new Foreign Service Officers

- Talk about importance of HICD, what Ag Ed is, illustrate connectivity with the sectors, integrate it with the new core course when new officers are first going through training - use InnovATE examples to get them excited about the idea. Contact Becky at USAID University– offer to her supplements to their training program, and she might take it.
 - AET Brownbag meeting
- They will receive the latest information and discuss how to develop from there. If we can have a handout we can give to USAID staff, they can give to new officers.

Gender:

- Training on gender, violence, and agricultural education
 - Make sure to explicitly title this training in a way that makes it clear to USAID missions what the connections are, how this is related to USAID indicators
 - Communication with USAID WASH about Good Practice Paper - Ensuring Education for the Girl Child: Menstruation Hygiene Management done by Undergraduate Student of the Year for VT - she’s now building a toilet for a secondary school in Senegal. Could we assist with this, using the WASH connection? Merrie to put something together.

- Agrilinks
 - Photo essay contest about women working in AET?
 - Ask Ag educators to keep a log as they teach agriculture, ask them for a teaching tip or course management tip, then go to project implementers
 - Gender in agricultural courses, give examples that are gender relevant, collect anecdotes, teach by topics and give examples, audio and photo essay
 - For high-level participants, facilitators, we need to make use of the contacts we collectively have. We need to brainstorm what connections we have.

Curriculum and Pedagogy:

- Comparison or cheat sheet of curriculum approaches
- Institutional self assessment tool as part of curriculum revision
- Communications on tracer studies of graduates and job demand studies (need to bring in FHI360 or World Bank)
- Briefing papers/ advancing proposal of place-based pedagogy, using example of Malawi
- Place-based STEM versus other pedagogical methods - pros and cons. Are there methods of teaching STEM that can be approached for Ag?
- Agrilinks:
 - 5 things to do on a small budget for experiential learning
 - Systems thinking tools should be developed, and featured on Agrilinks
 - We can identify good teachers among ourselves and provide international platform to them. We can develop an “educator’s corner” and the columnist will change every month.
 - Modules on systems approach

Suggested Workshops, Meetings, and Symposia:

Innovation Lab Council Annual Meeting Sept 13th-14th

- Clara suggests we could speak about tools, discuss the Livestock Innovation Lab, examples of success. Larry stated that for Innovation Lab, most are professors, so the curriculum and pedagogy angle could be our way in rather than the gender angle. Sandra suggests that we could link agriculture to STEM curriculum. There are resources for STEM, so we should link to STEM resources rather than agriculture resources on their own.
- Within the context of Innovation Lab, the Livestock Innovation Lab is the only one with HICD - what is our link to livestock? Our intent is to use these tools to look for gaps in curriculum and gaps with partnerships. Livestock lab has 1) nutrition 2) gender and 3) HICD. InnovATE could talk about spreading HICD to other innovation labs, because they might be asked to do the same thing soon.

Making Cents Global Youth Economic Opportunities -September 28-30

- Patty and Ruth (PSU). Launch gender ag careers modules.

RUFORUM Side Session - October 17-21st

- 4-H Topic - who to invite? Sponsor 4H people from Africa to go.
- Think about products, outcomes
- Contact Kathleen Jamison, Bintha Guisse
- Have papers ready ahead of time

Positive Youth Development Convening

- Possibly within RUFORUM
- Hosted outside the US: Senegal, Tanzania, Malawi, Ghana

INGENAES- January 23-25th

- In Zambia
- Are we just sending Emily and that's all, or do we want more from this event?
- Test driving of gender trainings?

Symposium in DC - January? March?

- Need to examine costs.
- Number of people: 200?
- Located in DC to enable USAID to attend. We could have a session on HICD performance indicators, not to provide recommendations, but to have the right people in the room.
- Tracks: AET Indicators, Policy, Private Sector Partnerships, Sustainability/ Scalability, Organizational Experiments (not large enough to be own track but could be sub-track)

Suggested Projects and Studies:

FADCANIC/ Earth University

- Generally supported idea that we should use John and Henry's project as the core focus project of InnovATE's Year 5
- Reasons: it incorporates all of our areas, came from InnovATE scoping trips, we have data (case study), found a need, found someone to fulfill that need who is interested, and we have enthusiastic faculty members who are willing to do what needs to be done. Industry partners are already located, and we're already working with Earth University – not coming out of the blue
- This would be regional; FADCANIC is just the pilot. The idea is that people would come in from all Central America to have a certificate program

Survey of Students from Rural Areas in Universities

- Suggested by Sandra. Those from rural areas have no intention of going back to rural areas; programs like the FADCANIC project could be key to addressing that issue, because if you develop jobs in rural areas, you keep people there.

Studies on Curriculum Reform

- Can we solicit studies from partners on curriculum reform? Clara: this is an unmet need by missions that the project hasn't been able to deliver upon. What is recommended practice, what are some case studies? Put together list of models and alternatives for curriculum development/ curriculum reform/ advantages and disadvantages of each.

Study on Distance Education?

- A study about whether distance learning initiatives are worth the funding - if USAID was looking to fund a distance AET project, is that worth the funding? Larry felt that InnovATE doesn't have the expertise, but suggested that we ask Noba, George, or Josiah.

Study on Indicators

- Do we need a paper besides the FTF indicator study about indicators? Yes, having useful FTF indicators is something we knew was lacking, and there's a need and an interest by missions - a study is a good start