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Innovation for Agricultural Training and Education

Annual Report Year 3

October 1, 2014 – September 30, 2015

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For more information about the InnovATE project and other publications visit our website at <http://www.oired.vt.edu/innovate>. Contact us at innovateprogram@vt.edu or call 540-231-1875.

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InnovATE Mission

The Innovation for Agricultural Training and Education (InnovATE) project is part of the Feed the Future Initiative supported by U.S. Government assistance, with the mission to achieve sustainable food security, reduce poverty, promote rural innovation and stimulate employment by building human and institutional capacity. The program focuses on all aspects of agricultural training and education including: youth, gender, and workforce development, at the primary, vocational/technical, university and post-graduate levels.

InnovATE Objectives

InnovATE defines and disseminates good practice strategies, approaches, and investments for establishing efficient, effective and financially sustainable agricultural education and training institutions and systems. InnovATE will support country programs for agricultural education and training reform and investment.



All pictures courtesy of
InnovATE and OIRED
Cover Photos: Nepal

Sunset in Hetauda, Nepal taken in April after the Transformative Teaching Workshop hosted by InnovATE.

Executive Summary

During the third year of the project, InnovATE published and disseminated seven technical notes and good practice papers and completed eleven studies on cross-cutting thematic issues and country background of AET systems. At the end of Year 3, there were 237 registered users to the InnovATE Community of Practice, with over 12,000 views to the training opportunities database housed there and over 180 trainings identified. The InnovATE website had 13,770 visits and 8,764 visitors with a 36.2% return visitor rate.

InnovATE conducted two scoping trips resulting in assessment reports of national AET systems and institutions. Scoping activity in Honduras studied current and future demand for AET for rural youth in the North Atlantic coastal region of Honduras, with a particular attention to the Garífuna communities. Results of the assessment indicated that there are major gaps in the relevance and quality of both basic and higher education in Honduras. In particular, there are issues of quality and access for students from the Garífuna communities in the north coast. There are also significant mismatches between the supply of graduates from the secondary and tertiary education systems versus the demands of the labor market.

InnovATE also completed scoping activities in Tajikistan to investigate how to make formal agricultural education and training more relevant to Tajik agriculture. A key finding of the study showed that students in the AET system do not have adequate skills training as employers are demanding interdisciplinary skills and the ability to link technical training to real-world problem-solving. Graduates' training is highly technical and the emphasis on specialization limits their ability to work in the diversified agricultural and market systems that are emerging in Tajikistan. Demand for investment designs from USAID missions was low in Year 3, and no new consultancies were requested.

InnovATE trained 135 individuals through training workshops in the United States, Nepal, and Malawi. It held an international symposium on *US-Africa Higher Education Partnerships: Strategies and Practices for Success* at the University of Florida.

Two online training modules were published on the InnovATE website. The gender in AET module was finalized and InnovATE developed and launched an module on the challenges, opportunities, and best practices for Agricultural Technical and Vocational Education and Training (ATVET). Over 200 users have accessed these training modules with 471 total views in the past year.

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List of Acronyms

- AAAE – American Association for Agricultural Education
- AET - agricultural education and training
- AFU – Agriculture and Forestry University (Nepal)
- AIAEE - Association for International Agricultural and Extension Education
- AIARD – Association for International Agricultural and Rural Development
- AIS – agricultural innovation system
- AOR - USAID Agreement Officer’s Representative
- APLU – Association of Public and Land-grant Universities
- BIFAD – Board for International Food and Agricultural Development
- BFS - Bureau for Food Security
- COMET - Connecting the Mekong through Education and Training
- CoP - Community of Practice
- DRC – The Democratic Republic of Congo
- E3 - USAID Bureau for Economic Growth, Education, and Environment
- ESEE- European Seminar on Extension and Education
- ERA - Education and Research in Agriculture (USAID/Senegal)
- FTF – Feed the Future
- HICD- Human and Institutional Capacity Development
- ICT – Information and Communications Technology
- InnovATE - Innovation for Agricultural Training and Education Project
- IOF – Institute of Forestry
- KNUST – Kwame Nkrumah University of Science and Technology
- ME – Management Entity
- MEAS – Modernizing Extension and Advisory Services
- NCSU – North Carolina State University
- OIRED - Office of International Research, Education, and Development
- PAC - Program Advisory Council
- Penn State or PSU – The Pennsylvania State University
- SOW - Statement of Work
- SUA – Sokoine University of Agriculture
- TAP – Tropical Agricultural Platform
- TU - Tuskegee University
- TVET – Technical and Vocational Education and Training
- UF - University of Florida
- UJNK – *Université Julius Nyerere de Kankan/ Julius Nyerere University of Kankan*
- USAID - United States Agency for International Development
- VT - Virginia Tech

Introduction

The InnovATE project:

- Bridges the gap between the supply of trained agricultural professionals and the market's demand for skilled employees, while addressing the employment needs of youth and women;
- Builds human and institutional capacity for effective agricultural education and training at all levels; and
- Contributes to the agricultural education and training (AET) knowledge base and disseminate good practice to inform effective programs and institutions.

This annual report provides a summary of Innovation for Agricultural Training and Education (InnovATE) project activities from October 1, 2014 through September 30, 2015 - InnovATE's third year of implementation. The InnovATE team is a consortium of Virginia Tech (VT), The Pennsylvania State University (PSU), Tuskegee University (TU) and the University of Florida (UF). The FY15 work plan and this annual report share the same organization. These documents are organized according to InnovATE's three components: **LEARN**, **DESIGN**, and **TRAIN**. During this reporting period, InnovATE implemented activities in all three components. Note that products mentioned throughout this report are hyperlinked and available on the InnovATE website at <http://www.oired.vt.edu/innovate/>.

Under the **LEARN** component, InnovATE published and disseminated seven technical notes and good practice papers and completed eleven studies on cross-cutting thematic issues and country background of AET systems. At the end of Year 3, there were 237 registered users to the InnovATE Community of Practice, with over 12,000 views to the training opportunities database housed there and over 180 trainings identified.

Under the **DESIGN** component, InnovATE responds to USAID mission requests for AET project design services. InnovATE conducted two scoping trips resulting in assessment reports of national AET systems and institutions. These assessments included thirteen AET institutions undergoing capacity development and identified eleven linkages established between private sector enterprises and agricultural education institutions or programs in Honduras and Tajikistan. InnovATE designed a survey instrument for USAID mission staff to characterize their experiences, challenges and successes encountered with evaluation and assessment of AET projects. InnovATE also responded to requests from host country institutions for technical support and training in Nepal and Malawi.

Under the project's **TRAIN** component, InnovATE conducted three training workshops and hosted an international symposium at the University of Florida on US-Africa Higher Education Partnerships: Strategies and Practices for Success. Through these events, InnovATE trained 135 individuals, including policy makers, AET institution faculty and administration, field technicians, NGO staff and USAID mission and bureau officers. InnovATE also continued the development of training modules designed to provide basic AET information and completed and published a module on Agricultural Technical and Vocational Education and Training (ATVET). Over 200 users have accessed these training modules with 471 total views in the past year.

LEARN

AET system analysis and pilot projects

ACTIVITY 1: Gathering information and creating AET knowledge

Synthesize literature about AET topics to include in an online AET bibliography

The InnovATE consortium continued to review literature about AET topics to include in an [online AET bibliography](#). Literature on the following countries and topics were submitted:

- Burma
- Liberia
- AET Evaluation and Assessment
- AET Professional Development for Educators
- Climate-Smart Agriculture
- Information and Communication Technology (ICT)
- Modernizing AET Curriculum
- Youth Violence in Central America



TVET lecturers participating in InnovATE/AFU Transformative Teaching Workshop in Hetuda, Nepal

Conduct gender research exercises

Emily Van Houweling of Virginia Tech presented research findings from the first two years of the project at the InnovATE Symposium on US-Africa Higher Education Partnerships at the University of Florida in Q2 and at the AIAEE/ESEE conference at Wageningen University, the Netherlands in Q3.

The research measured gendered perceptions of agriculture, students' motivations and decision-making processes related to: 1) the different disciplinary tracks they pursue and 2) the challenges boys and girls face completing secondary school and entering higher education through interviews with male and female students, faculty members, and practitioners in institutions of higher education.

Gender research planned for Year 3 to be conducted by Rebecca Williams of UF in Honduras has been postponed until Year 4.

Complete background studies/fact sheets of AET systems and good practices

InnovATE completed a study of the AET system in Mozambique. A key finding was that the quality and quantity of AET opportunities produce an inadequate supply of qualified professionals in agriculture unable to meet demand. According to the results of the national labor market survey, skills gaps are present at every level. Thus, the government must focus on massively increasing the supply and quality of skilled Mozambican workers. At the same time, the AET system must respond to the evolving needs of the labor market to make the workforce more competitive. The full study is available on the InnovATE website:

- [Mozambique](#)

Fact sheets are a synopsis of background studies. Fact sheets completed in Year 3 include:

- [Mozambique Factsheet](#)
- [Tajikistan Factsheet](#)

Complete thematic studies

Thematic studies focus on a cross-cutting theme, private sector based investment opportunity or emerging educational innovation. These studies examine how agricultural education and training intersects with other development issues which are important to creating sustainable agricultural innovation systems (AIS). The following thematic studies were completed by InnovATE in Year 3:

- [Degree training and curriculum development to support HICD: Good practices from USAID Collaborative Research Support Programs and Feed the Future Innovation Labs](#)

This report analyzes lessons learned from decades of Collaborative Research Support Programs activities and identifies how these lessons might be transferable to the current Feed the Future Innovation Labs for Collaborative Research. This study focuses on contemporary means to support and facilitate long-term degree training for women and developing country nationals, and AET curriculum development innovations for institutional capacity development, as well as the connections between these approaches. Partnerships between ILs and projects focused on AET can leverage the expertise of each project, and help create linkages between individuals and institutions.

- [Muslim Women in Agricultural Education and the Labor Force](#)

The most frequent source of employment for women across the Muslim world is agriculture, however, there are critical barriers that keep Muslim women in informal, unpaid positions and out of schools. This study explores women's access to education from primary school through tertiary education, including vocational training, in Muslim majority countries, and the impact this has on their participation in the agricultural labor market.



Students discussing their perceptions of agricultural education during focus group interviews in Mozambique. The roadblocks preventing girls from entering the field of agriculture are creating a growing problem for food security and agricultural production, particularly in low and middle income countries. Analyses of AET institutions have found that women “are underrepresented as students, instructors, extension agents, and researchers.”

- [Mainstreaming Gender in AET: Overcoming challenges through policies and practices](#)

Increasing the number of women in university agricultural programs as students, faculty, and high level administrators will improve the representation of women in important policy debates and decision-making processes in agriculture. However, we must move beyond mere numerical balance among men and women to a more complex concept of equality in which young men and women have equal access to quality schooling and opportunities, feel safe and supported in the school environment, and the curricula and teaching methodologies are not gender-biased. Gender mainstreaming is an approach that can work to address all of these areas as part of an integrated program. This study examines the challenges faced by women in agricultural higher education, with a particular focus on the student experience, and offers policy recommendations and good practices for accomplishing gender mainstreaming in AET.

- [Modernizing the Agricultural Education and Training Curriculum](#)

The AET system has been characterized by a lack of integration across educational institutions with government ministries, NGOs, and private sector. At the vocational level, programs have been critiqued for an overly narrow and production-oriented focus that is misaligned to the range of current agricultural occupations and overlooks agricultural systems as a part of rural development. Appraisals at the undergraduate level demonstrated heavy theoretical and academic emphasis that is discordant with employer needs. Curricula and pedagogical updates are necessary for AET systems to produce graduates with the knowledge, skills, and attitudes that enable sustainable food security, improve livelihoods, and facilitate natural resource conservation.

Thematic studies are distilled into concise thematic briefs to make research analysis and lessons learned accessible to a wide audience. The following thematic brief was completed in Year 3:

- [Gender roadblocks from primary school through agricultural vocational training](#)

There are many gendered roadblocks preventing both male and female students from accessing education from primary school through secondary and vocational school. Removing the barriers to access in primary and secondary school must be addressed if qualified students are to participate and excel in agricultural education at vocational and higher education institutions.

Complete good practice papers

A good practice is a strategic action that moves the country food system towards system-wide AIS viability. The objective of the good practice papers is to tap into the knowledge of AET practitioners, distill their ideas, and publish them in an accessible format available to a wide audience. Each paper provides an example from the field as a success story in the international context. The following good practice papers were completed in Year 3:

- [Leveraging field experiments to reinforce student learning in Senegal](#)
- [Mentoring New Faculty Members](#)
- [Project-based learning for student engagement](#)
- [Strengthening university capacity for education in agribusiness management](#)

Develop tools for the AET toolkit

A set of interview questions for USAID mission staff were developed to characterize their experiences, challenges and successes encountered with evaluation and assessment of AET projects. To-date, researchers have conducted interviews with mission staff from Senegal, Egypt, Guinea, Cambodia and Tanzania and with the implementer of the Connecting the Mekong through Education and Training (COMET) project. A report on these interviews will be prepared during Year 4. The AET assessment and evaluation sub-committee held regular conference calls during Q3 and Q4. The sub-committee contributed to the development of the thematic paper on AET assessment indicators. A thematic study on new directions for AET Evaluation is also underway.



Stakeholder meeting with representatives from the Chamber of Commerce and Industry in Tela, Honduras conducted by Janelle Larson, PSU, Lori Unruh-Snyder, NCSU and John Ignosh, VT

Implement InnovATE RFA Program

InnovATE issued a Call for Concept Notes at the end of Year 2 to accept applications for discussion papers that address *Contemporary Challenges in Agricultural Education and Training*. InnovATE is tasked with compiling the best ideas on how to build the capacity of AET institutions and programs and disseminating them to AET practitioners around the world. These concept papers define the state of the art in the theory and practice of AET, in selected focus domains and explore promising strategies and practices for strengthening AET systems and institutions. The completed literature reviews finalized in Year 3 are:

- Baker, M., “Developing the Capacity of Middle-Level Tertiary Education in Preparing and Nurturing Young Entrepreneurs in Sub-Saharan Africa,” Texas Tech University
- Eissler, S. and Brennan, M., “Review of Research and Practice for Youth Engagement in Agricultural Education and Training Systems,” The Pennsylvania State University
- Heinert, S. and Roberts T.G., “Engaging Rural Youth in Entrepreneurship through Extracurricular and Co-curricular Systems,” University of Florida
- Mukembo, S. and Edwards, M.C. “Project-based Learning: Equipping Youth with Agriprenurship and Other Valuable Life Skills by Linking Secondary Agricultural Education to Communities for Improved Livelihoods,” Oklahoma State University
- Suvedi, M. and Ghimire, R. “How Competent Are Agricultural Extension Agents and Extension Educators In Nepal?,” Michigan State University
- Vreyens, J. and Anderas, C., “Modernizing Vocational Technical Schools to Develop a 21st Century Credentialed Work Force,” University of Minnesota Extension

Connect and collaborate with AET practitioners around the world

During Year 3, the InnovATE program continued to develop linkages and conduct outreach activities, expand the program's network of U.S. collaborators, present the results of our work, and synthesize the experience of other AET organizations at conferences and meetings. Further detail on networking and collaboration is detailed under Activity 12. Presentations and full trip reports are available on the InnovATE website and linked in the entries below:

- [Agricultural Extension and Food Security in Africa, Extension Africa Conference](#), Ohio State University, Columbus, Ohio October 20-21, 2014

Tom Gill (PSU) and Tom Hammett (VT) gave a [presentation](#) on the paper submitted with Kristal Jones (PSU) on “The role of innovATE in complementing agricultural extension capacity building efforts for food security in sub-Saharan Africa”.

- [Feeding the World in 2050: How Human and Institutional Capacity Development \(HICD\) Can Support Agricultural Innovation Systems.](#), AgExchange Webinar, November 17-19, 2014

This three day event brought together key stakeholders to share experiences and input on how HICD can contribute to a high performing agricultural innovation system to feed the world by 2050. Featuring authors and contributors from three integral reports, commissioned by the Board for International Food and Agricultural Development (BIFAD), the Bureau for Food Security (BFS), and the Africa Bureau, the panel summarized key information and defined important terms to frame the AgExchange discussion. Tom Hammett served as a facilitator for discussion focused on tools and resources to measure institutional transformation.

- [International Conference on Climate Change Innovation and Resilience for Sustainable Livelihood](#), Kathmandu, Nepal January 12-14, 2015

Tom Hammett represented InnovATE at the conference and gave a presentation highlighting the importance of building climate change curricula into agricultural education and training programs for technicians and farmers. He engaged in discussions and presentations on topics relevant both to rural families navigating climate change adaptation, and to populations in growing cities around the world.

- [7th Annual Conference on Higher Education Pedagogy](#), Virginia Tech, Blacksburg, VA February 4-6, 2015

Keith Moore (VT), and Johanna Cricenti (VT) presented a [poster](#), a [research session](#) on scoping assessments and Angela Neilan and Johanna Cricenti facilitated a [conversation session](#) on strategies for internationalization of teaching and learning with the case of Armenia for InnovATE.

- [African Higher Education Summit, “Revitalizing Higher Education for Africa’s Future.”](#) Trust Africa, Dakar, Senegal March 10-12, 2015

Lila Karki (TU) attended the three day event seeking to build a movement of like-minded institutions to transform the African higher education sector. The possible interventions discussed in the Summit on how to improve the quality of teaching were: 1) by encouraging inquiry driven pedagogical approaches and independent learning, 2) early introduction of students to research, 3) the use of technology, and 4) balancing enrollment growth with existing institutional capacities. A recommendation was proposed for all African countries to have an education sector review that links the different pipelines such as Vocational Training and Education (VTE) and Primary and Secondary Education in terms of quality and relevance within the next five years. The summit ended with a bold declaration advocating for attainment of 100% terminal degrees for faculty within higher education institutions (HEIs) by 2063, with at least 54% of them being women. A [trip report](#) is posted on the website.

- [Tropical Agriculture Platform \(TAP\), Workshop of the Capacity Development Expert Group](#), Montpellier, France March 19-20, 2015

A group of invited experts was sequestered for a two-day workshop to set up a TAP framework for assessing the needs for and develop ways to meet needs for agriculture innovations systems capacity development. This group represented a cross section of donors, CGIAR institutions, and key implementing agriculture development agencies from over 20 countries

with 15 outside experts including Paul McNamara with the MEAS project and Tom Hammet from InnovATE. A full summary and [trip report](#) is available on the InnovATE website.

- Association for International Agricultural Extension Education (AIAEE) Annual Conference “[Competence and Excellence in Extension and Education](#).” Wageningen University, The Netherlands, April 27-May 1, 2015
InnovATE supported travel for Seth Heinert of the University of Florida for research on his funded literature review. At the conference he learned of several initiatives focused on youth entrepreneurship in agriculture such as YouWin in Nigeria, a youth enterprise with innovation platform and the focus on entrepreneurship through 4-H in Jamaica. Several other InnovATE faculty and graduate students participated in the conference – further detail follows in the TRAIN section of this report under Activity 7.

- American Association for Agricultural Education (AAAE) 2015 National Conference, “[A Texas Frame of Mind: Sharing Agricultural Education Research and Innovation](#).” San Antonio, TX, May 18-22, 2015
InnovATE supported travel for Stephen Mukembo of Oklahoma State University for research on his funded literature review. He attended paper sessions and special interest groups’ meeting and the extension caucus where a number of professionals in agricultural development shared their works and research which was related to the InnovATE concept note. Key takeaways from the conference and caucus were to 1) invite colleagues across specializations and beyond the discipline to engage in joint research to holistically address complex issues such as food security and climate change and 2) explicitly address public value in the research design, implications, and/or recommendations when developing and when disseminating Extension and outreach scholarship.

- Association for International Agriculture and Rural Development (AIARD) Annual Conference “[Fostering Innovation in International Agriculture and Rural Development](#).” Washington, D.C., May 31- June 2, 2015
InnovATE supported travel for Sarah Eissler of Penn State for research on her funded literature review. Sarah also attended as a selected member of the Future Leaders Forum and had the opportunity to learn from academics, researchers and practitioners from governmental agencies and international development organizations for insight, feedback and recommendations for references and additional bodies of literatures to consult and was able to receive additional feedback and guidance regarding who is doing what in terms of engaging youth in AET. Sarah also was awarded the Future Leaders Forum Scholarship for 2015.

- Modernizing Extension and Advisory Services (MEAS) Symposium “[Strengthening Extension and Advisory Services for Lasting Impacts](#).” Washington D.C., June 3-5, 2015
This symposium focused on key questions for the agricultural development of: How can we best strengthen extension systems in developing countries in order to reduce poverty and increase food security? What are the lessons from the MEAS experience and the experience of partners around the world? How can we sustain impacts to result in improved services for small-holder farmers, especially women farmers? Keith Moore presented a paper on “Confronting the Challenge of Agricultural Education and Training” for InnovATE.

- Rural Sociological Society (RSS) 78th Annual Meeting “[Knowing Rural](#).” Madison, WI, August 6-9, 2015
Keith M. Moore participated on the Educational Programs and Interventions in Rural Settings panel. He gave a [presentation](#) titled “Quality Assurance in African Agricultural Education and Training”.

- Association for Public Land Grant Universities’ (APLU) Workshop “[Institutional Performance Improvement in Practice: A Deep Dive into the HICD Methodology](#).” Washington, D.C., September 24-25, 2015
The workshop provided an overview of USAID’s human and institutional capacity development (HICD) framework and its basis in human performance technology. Keith Moore and Johanna Cricenti received practical advice on how to incorporate the framework into international projects and worked through an HICD case study in a team focused activity. A round-table discussion provided an opportunity to share experiences and explore possibilities for collaboration between universities and other development partners.

ACTIVITY 2: Making AET information accessible to a global audience



A banner at the entrance to UNA - the National Agricultural University in Catacamas Honduras reads "if you throw garbage in the world, it is like throwing the world in the garbage". The university celebrated its 60th anniversary in 2014.

Through Activity 2, making AET knowledge accessible, InnovATE develops outreach communications targeted towards the donor and development community to share AET knowledge. The team has maintained and expanded InnovATE's presence in social media platforms to engage with stakeholders directly for sharing news and resources.

The [InnovATE website](#) continued to serve as the knowledge sharing platform for the program. The team published a quarterly electronic newsletter to highlight AET activities and events and to disseminate publications and resources housed on the site. By the end of Year 3, the InnovATE website had 13,770 visits and 8,764 visitors with a 36.2% return visitor rate.

InnovATE has developed a strong social media strategy to increase program visibility. InnovATE now has a [featured activities page](#) on the Agrilinks website. On [Twitter](#), the project's followers increased from 380 at the end of FY14 to 572 in FY15. Our [Facebook](#) project's "likes" increased from 160 in FY14 to 469 in FY15.

In Year 3, InnovATE updated the following handouts:

- [InnovATE USAID Program Summary](#)
- [InnovATE Program Overview](#)

InnovATE translated the following document into Russian (courtesy of Nargiza Ludgate)

- [InnovATE Supply and Demand Handout – Russian](#)

At Penn State, InnovATE faculty members have used InnovATE papers, the gender e-learning module and faculty experiences in teaching AEE 400: Global Agricultural Education, a course focused on formal and non-formal agriculture education programs around the world. InnovATE methods and approaches are also utilized in undergraduate research projects in Costa Rica and Belize and in a USDA-FAS funded IPM training for potato producers in Guatemala to fit the high school classroom setting.

At Tuskegee University, a parallel social media campaign has been developed to disseminate AET messages linked to the TU website and engaging Twitter and Facebook. InnovATE faculty members are also creating posters and have submitted papers for presentation at the Professional Agricultural Workers Conference (PAWC)/Farmers' Conference/Youth Summit that will be held on December 6-8, 2015 at TU.

Throughout the year InnovATE released quarterly newsletters to its listserv with over 900 members. The news articles kept readers informed on current InnovATE activities and highlighted AET professionals and their concerns in interview pieces. The news articles are available on the [InnovATE website](#).

- [Quarter 4 FY15](#)
- [Quarter 3 FY15](#)
- [Quarter 2 FY15](#)
- [Quarter 1 FY15](#)



Participants at InnovATE/ERA Gender, Agriculture and Nutrition Symposium in Mbour, Senegal in 2014. The InnovATE CoP has a francophone discussion board and multiple topic groups established in Year 3 by Senegalese participants for resource sharing and networking. InnovATE intends to maintain a discussion forum for AET practitioners as the CoP transitions from the current platform in Year 4.

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

A primary goal for the project is to facilitate communication and engagement and provide a forum for agriculture educators. InnovATE has created an AET Community of Practice (CoP) to link USAID staff, AET practitioners in host-countries and AET professionals in international and regional organizations. The objective of the CoP was to engage a group of people who share a passion and exchange ideas and expertise. InnovATE resources and activities are shared on the CoP as often as possible.

We developed the AET Community of Practice using the online Jive platform, which allows users to access resources, participate in discussions, share and view training events and read articles. As of the end of Year 3, the online CoP had 237 registered users. The CoP houses over 500 document and discussion topics and has an active French language area as well as capability for discussion and posting in Spanish. Resources and groups were added for “HICD” and “Good Practices” to be highlighted on the CoP and for continued networking for participants coming out of InnovATE workshops.

Additional content was expected to be generated by non-InnovATE users and project partners. It was further expected that hosting the community online would allow people from all over the world to interact more often than would otherwise be possible. However, the efforts in building the platform and populating discussions and resources have not resulted in the level of interest that was expected. Assessment of the strengths and weaknesses of this approach, including discussions with stakeholders concluded that limited interest, return on investment, and limited potential for improvement of this platform could not justify continuing to support the tool.

In Year 4, InnovATE will transition efforts from recruitment of membership on the InnovATE Community supported by the Jive platform to other existing web networks such as Agrilinks and relevant listservs. In Year 4 we will transition off of the current CoP platform and begin implementing our Agrilinks strategy. In order to ensure a smooth transition of the web-based discussions and resources, the InnovATE website will move to WordPress and expand user participation opportunities.

DESIGN

Technical support and project design

ACTIVITY 4: Prepare statements of work for mission-requested services

When called upon, InnovATE designs statements of work (SOW) that are responsive to the interests of USAID missions. There were no SOWs requested from InnovATE in Year 3. SOWs developed in Year 2 were implemented in Honduras and Tajikistan.



Professor Saidali Gulov, Dean of Agribusiness Faculty, demonstrating his pilot research with fruit and citrus trees on Tajik Agrarian University campus with the InnovATE team Khurshed Kholboye, interpreter, Karen Duca, USAID BFS, Kristal Jones, PSU and Nargiza Ludgate, UF,

ACTIVITY 5: Build project design capacity for missions

Scoping visits and AET assessment reports

InnovATE conducts scoping visits to evaluate AET institutions and systems at the request of USAID missions. In Year 3, InnovATE completed scoping activities in Honduras studying current and future demand for AET for rural youth in the North Atlantic coastal region of Honduras, with a particular attention to the Garífuna communities. The assessment was conducted from November 1 – 17, 2014. Results of the assessment indicated that there are major gaps in the relevance and quality of both basic and higher education in Honduras. In particular, there are issues of quality and access for students from the Garífuna communities in the north coast. There are also significant mismatches between the supply of graduates from the secondary and tertiary education systems versus the demands of the labor market. A set of recommendations for both the formal and non-formal education sector, the Garífuna community and policy reform are presented in the assessment report:

- [Honduras AET Assessment](#)

InnovATE also completed scoping activities in Tajikistan to investigate how to make formal agricultural education and training more relevant to Tajik agriculture. The scoping was conducted from February 6 – 28, 2015. A key finding of the study showed that the current generation of students in the AET system does not have adequate skills training as employers are demanding both diverse and interdisciplinary skills and the ability to link technical training to real-world problem-solving. Graduates' training is highly technical and the emphasis on specialization limits their ability to work in the diversified agricultural and market systems that are emerging in Tajikistan. A full assessment report and translations in Russian and Tajik were submitted to the mission:

- [Tajikistan AET Assessment in English](#)
- [Tajikistan AET Assessment in Russian](#)
- [Tajikistan AET Assessment in Tajik](#)

ACTIVITY 6: Provide technical assistance for missions' project design

InnovATE responds to requests of USAID missions for technical assistance to support AET systems and institutions. Follow-up calls were conducted in Year 3 with USAID missions in Nicaragua and Cambodia and communication has been maintained with the Honduras and Tajikistan missions to receive feedback on assessment reports and keep dialogue open to future strategies.



Production workers at Chiquita Brands La Lima, Honduras

TRAIN

Direct Investment in Human Development

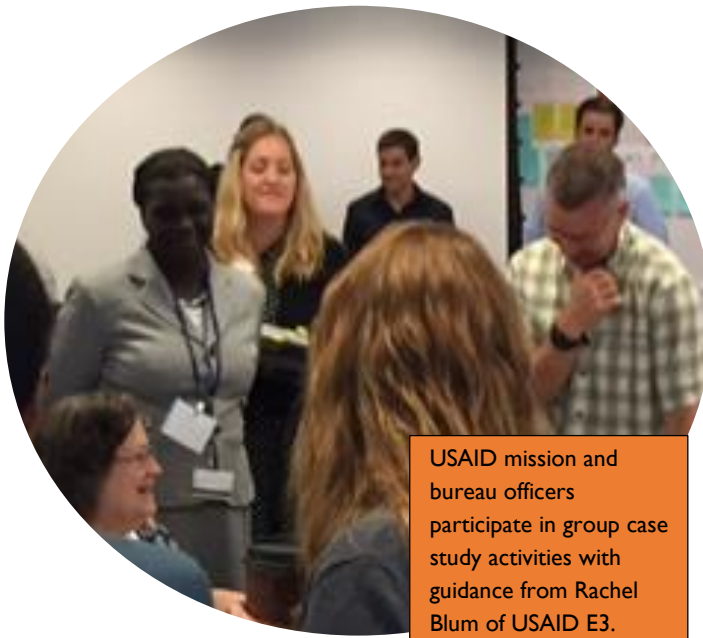
ACTIVITY 7: Give country-specific support for administrative and student services

During Year 3, workshops were conducted in selected countries on particular AET topics and themes to address specific challenges and circumstances at the request of host country institutions or USAID missions or bureaus.

- Employment and Workforce Development Programming for Rural and Food-Based Economies

Kurt Richter and Sandra Russo, in collaboration with Lara Goldmark, John Lindsay and Alec Hansen on the Workforce Connections team at FHI360, presented a training for USAID mission and bureau officers

focused on opportunities and challenges inherent to rapidly transforming food and agriculture sectors. Training participants broke into teams to tackle case studies focused on real world development challenges. Based on these case studies, teams worked through exercises to analyze theories of change and ultimately develop a final project appraisal document. Invited speakers from Winrock International, RTI International and EARTH University presented on promising practices and successful experiential education models from past USAID funded projects. The training was held on October 1-3, 2014 at the USAID Washington Training Center in Crystal City, VA.



USAID mission and bureau officers participate in group case study activities with guidance from Rachel Blum of USAID E3.

- **Symposium on US-Africa Higher Education Partnerships**

InnovATE hosted the symposium *US-Africa Higher Education Partnerships: Strategies and Practices for Success* on March 24-25, 2015 at the University of Florida in Gainesville. On Day 1, keynote speakers started the sessions speaking on donor investment in African higher education and the challenges of human and institutional capacity development. On Day 2, panels including both domestic and international faculty presented on preparing successful students and faculty members, featuring a presentation about strategies and good practices for gender equity. A third panel of international faculty members currently studying in the U.S., moderated in a talk show style, discussed the challenges of returning home, and strategies for ensuring re-entry success. The last panel discussion focused on successful institutions highlighting experiences in Senegal and South Sudan. The symposium wrapped-up with a break-out exercise to capture AET good practices identified from each panel introducing and utilizing the web-based Community of Practice as a platform to house and develop the ideas generated. The [symposium report](#) and [presentations](#) are available on the InnovATE website.

- **Nepal Transformative Teaching Workshop**

Tom Hammett, Professor of Sustainable Biomaterials at Virginia Tech, in partnership with Joe Ritter of Principia College, and Mike Rechlin of the Future Generations Graduate School conducted a workshop in Hetuda, Nepal on April 9-12, 2015. InnovATE and the Agriculture and Forestry University (AFU) teamed up to organize and conduct the training with support from Winrock's Farmer-to-Farmer Program, and iDE Nepal. Agriculture and natural resource faculty members from several institutions across Nepal gathered to learn transformative teaching skills and identify the current issues impacting Nepal's agriculture and natural resource sectors. The group, totaling forty-three participants, also gave input on the educational needs for commercialization of agriculture, and structural changes to support the formation of a proposed teaching and learning center in Nepal. Further detail and recommendations are available in the [trip report](#) posted on the InnovATE website.



Nepalese faculty participate in hands-on learning activities

- **Association for International Agricultural Extension Education Conference**

InnovATE Faculty served on the steering committee, organized and participated in panel discussions and presented posters and papers at the Association for International Agricultural Extension Education (AIAEE) Conference at Wageningen University, The Netherlands, from April 27-May 1. The conference was held in a joint session with the European Seminar on Extension and Education (ESEE). The AIAEE conference provided an opportunity for faculty members and graduate researchers to collect the latest insights on AET topics through engagement with the leading scholars in the field. A [report](#) and links to [presentations](#) are available on the InnovATE website.



Pavli Mykerezi and Tom Hammett, VT with the InnovATE poster on *Lessons Learned from Conducting Scoping Assessments in International Development* with M'Randa Sandlin from the University of Hawaii.

- **Malawi Place-Based STEM Education Workshop**

On September 28-30, 2015, in Lilongwe, Malawi, InnovATE led a workshop in partnership with Lilongwe University of Agriculture and Natural Resources (LUANAR) on place-based science, technology, engineering and mathematics (STEM) education for university professors, administrators, and ministry officials. Virginia Tech's George Glasson, Josiah Tlou, and Johanna Cricenti as well as Amy Nagy of USAID/BFS led the workshop. The workshop promoted the development of a STEM Education Certificate for secondary school agriculture and science teachers. Place-based STEM education provides a way for teachers and communities to prepare children to become participants in local problem-solving. The [trip report](#) is available on the InnovATE website.



Josiah Tlou, VT discusses utilization of Open Distance Learning for accessibility of STEM education training in Malawi.

ACTIVITY 8: Complete and disseminate USAID training modules

Two online training modules were published on the InnovATE website. In Q1, the gender in AET module was finalized and in Q3 InnovATE developed and launched an module on the challenges, opportunities, and best practices for Agricultural Technical and Vocational Education and Training (ATVET).



Improving women's status increases food security and reduces poverty. Women's contributions to agriculture, especially, are given little attention and women remain underrepresented in schools around the world. InnovATE developed the [Gender in Agriculture, Education and Training](#) e-learning module to inform practitioners about the challenges women face in accessing agricultural programs and good practices for increasing women's participation.

With the percentages of unemployed youth spiking in many developing countries, training young people with the right skills for available jobs is of increasing importance. ATVET has a role to play in the delivery of relevant skills to populations living in agricultural economies. This [Agricultural Technical and Vocational Education and Training](#) e-learning module presents topics including ATVET curriculum development, training needs for agricultural value chains, examples of ATVET programming and good practices to support economic growth.

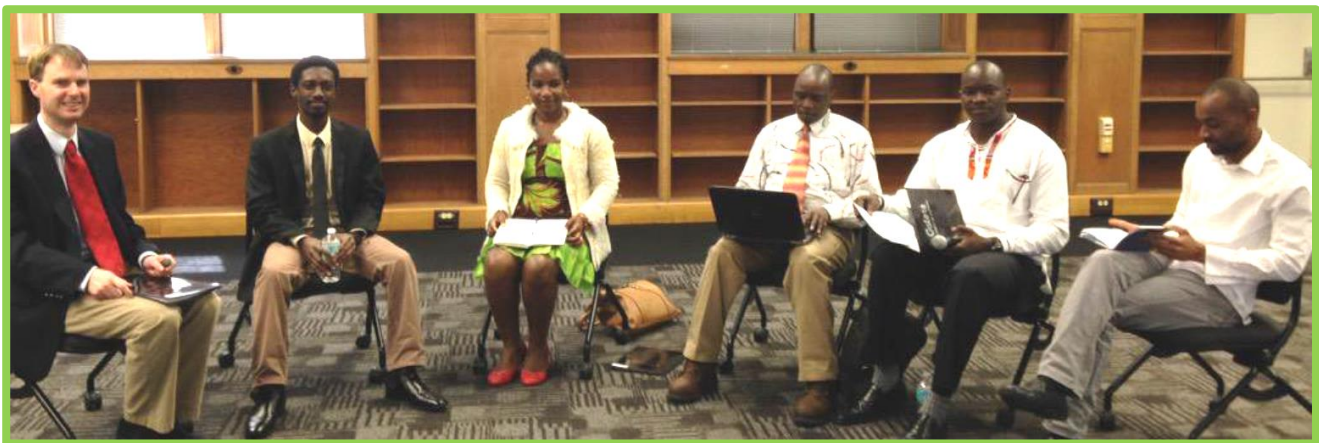
ACTIVITY 9: Produce a database of agricultural training opportunities

During Year 3, InnovATE continued to add short-term agricultural training opportunities to the training database housed on the Community of Practice (CoP). The database is expanded and updated on a weekly basis and is open for public use to learn about agricultural training, workshops and courses around the world. The database generated over 12,000 page views in Year 3 with over 180 entries posted. In Year 4, the database will be accessed directly from the InnovATE website.

ACTIVITY 10: Publish and disseminate results of studies

InnovATE publishes and disseminates fact sheets, papers, reports, technical notes and case studies for use in capacity building activities through our website and CoP. Additionally, InnovATE adds to AET scholarship through peer-reviewed journal publications and articles. Papers drawing from thematic and background research are important products that InnovATE adds to the scholarly literature. In Year 3, InnovATE submitted the following articles to journals for publication:

- Jones, K., Williams R., Gill, T. “If you study, the last thing you want to be is working under the sun’: An analysis of perceptions of agricultural education and occupations in four countries.” Submitted to The Journal of Agriculture and Human Values.
- Gill, T. Hammett, A.L, Jones K. “InnovATE and African Capacity Development.” Submitted to a special issue of the Journal of Development and Communication Studies.
- Rudd, R., Drape, T.A., Lopez, M., Radford, D., Richter, K. “Challenges to Higher Education Institutions in Africa.” Submitted to The Journal of International Agricultural and Extension Education.
- Drape, T.A., Lopez, M., Radford, D., Rudd, R. “Information and Communication Technology (ICT) Integration in Sub-Saharan Africa: A Review of the Literature.” Submitted to The Journal of International Agricultural and Extension Education.
- Gill, T., Bates, R., Ricciardi, V., James, D. Capacity development in agricultural education and training in Cambodia: a capital assets analysis. Submitted to The Journal of Agricultural Education and Extension.



Tom Gill, PSU (left), moderates a panel of African faculty pursuing doctoral degrees in the U.S. discussing challenges to re-entry in their home institutions and strategies for success. Panelist from left were: Nana Baah Pepra-Ameyaw, KNUST, Ghana; Matrona Kabyemela, Women’s University of Tanzania; Martin Sebit, University of Juba, South Sudan; Abou Traore, UJNK, Guinea; Ramadhani Majubwa, SUA, Tanzania.

Administrative Tasks

During Year 3, the InnovATE team prepared a semi-annual report, an annual report, and quarterly financial reports. InnovATE networked with AET practitioners, USAID missions and AET professional associations, maintained contact with BFS, USAID/Washington, E3, regional bureaus, and conducted two meetings with the Program Advisory Council (PAC). We held an annual partners' meeting as a mid-point assessment of progress in the second quarter.



Ending poverty and hunger requires investments in long term, local human and institutional capacity development for agricultural education and training. AET curricula must be responsive to value chain workforce needs. Identifying local resources for training opportunities, like this vegetable greenhouse overlooking the Vakhsh River, is important for updating curricula that are value-chain focused with learner-centered pedagogy.

ACTIVITY II: Reporting

Prepare semi-annual and annual reports

All partners contributed to the development of the FY15 semi-annual and annual report. Quarterly program reports and partner responses to inquiries were used to develop both reports.

Prepare quarterly financial reports

All partners submitted quarterly financial reports to the ME in Q1—Q4.

ACTIVITY 12: Networking with AET practitioners, USAID missions and AET associations

During Year 3, InnovATE continued to seek partners and opportunities for synergies with programs to expand our activities throughout the globe. Listed below are key presenters engaged, meetings held and contacts made through activities and events that InnovATE participated in during Year 3.

- The “Employment and Workforce Development Programming for Rural and Food-Based Economies”- The training for 25 USAID officers in Crystal City, VA, included partners at FHI360. Lara Goldmark and John Lindsay of Workforce Connections provided leadership with support from Alec Hansen, Economic Competitiveness Group and Kristin Brady, Youth Coordinator. The training was facilitated by Rachel Blum, USAID Senior Advisor for Youth Workforce Development, E3. Instructional design was informed by Stacy Cummings, USAID Education Field Technical Advisor with further contribution and support provided by Clare Ignatowski, Senior Advisor for Workforce Development and Youth in USAID’s EGAT/ Office of Education and Shana Gillette, USAID Advisor, HICD/BIFAD, USAID BFS. Key presenters at the training were Erin Hughes, Senior Program Officer at Winrock International, Julie Lustumbo, Senior Economic Development Specialist from RTI International, and Daniel Sherrard, Provost, EARTH University, Costa Rica.
- Honduras – During the scoping visit to Honduras, the InnovATE assessment team conducted interviews and focus groups with more than 50 stakeholder groups representing the formal and non-formal education sectors, community and Garífuna organizations, NGOs, government agencies and private-sector employers. Mission contacts were Scott Hedlund and Kelly Flowers in the USAID/Honduras Democracy and Governance Office.



Tajik women in Isfara, Soghd Region, working in the dry apricot sorting and packing factory. The packaged apricots are destined for the Russian market.

- Climate Change Innovation and Resilience for Sustainable Livelihoods, Kathmandu, Nepal/ Hetuda Workshop - Tom Hammett met with USAID/Nepal mission officers Danielle Kneuppel, Amy Prevatt and Navin Hada in the Food Security Program. He also met with partners at the Agriculture Forestry University (AFU), Asia Network for Sustainable Agriculture and Bioresources (ANSAB), Development Technology Services (DEVTEC), and the Institute of Forestry (IOF) to develop strategies for AET capacity development. Sulav Paudel of IDE Nepal provided in-country coordination of meetings with Mercy Corps, Winrock Farmer-to-Farmer and other NGOs.

- Tajikistan - The InnovATE assessment team conducted field visits, with support from and in consultation with USAID and implementing partners. Meetings were held with USAID Farmer Advisory Services and the World Bank. The team visited with faculty and administration at multiple higher education and vocational institutions and met with regional, district and national level governmental representatives. Over the three week scoping visit, the team held more than two dozen meetings with stakeholders that serve farmers, producer groups, water user associations and NGOs. Mission contacts were Steve Welker, Aviva Kutnick, and Mukhiddin Nurmatov.
- Tropical Agriculture Platform (TAP), Workshop of the Capacity Development Expert Group, Montpellier, France - Tom Hammett was invited to represent the TAP partner from North America (USAID) as a member of the Capacity Development Expert Group in a workshop to make TAP operational. This group represented a cross section of donors, CGIAR institutions, and key implementing agriculture development agencies from over 20 countries. About 30 specialists were in attendance representing FAO, key funders in the UK, the CDAIS program and about 15 outside experts.
- Symposium on US-Africa Higher Education Partnerships: Strategies and Practices for Success— The UF team planned, coordinated and facilitated the two-day symposium. Key UF faculty included Leonardo Villalon, Allen Wysocki, Walter Bowen, Brijesh Thapa and Renata Serra. InnovATE hosted international faculty members, Serigne Ndiaye and Mamadou Cisse from the Université Cheik Anta Diop de Dakar, Senegal and Francis Zotor from the University of Health and Allied Sciences, Ghana as panelists. Gretchen Neisler of Michigan State University attended as an invited panelist. Clara Cohen of USAID/BFS gave an opening presentation and introduced Carl Larsen, of the World Bank and Marilyn Crane, of HED as keynote speakers for the symposium.
- Agrilinks – InnovATE engaged with a team at the Feed the Future: Knowledge-Driven Agricultural Development (KDAD) project to develop a strategy for using the Agrilinks platform to better reach the development and donor community and disseminate AET information. Laura Ostenso, Fred Smith, Charles Turner and Jerod Myers are the Knowledge Management and Technical Specialists we are working with.
- APLU Summer Meeting and HICD Deep Dive – InnovATE used these events to engage with partners from land grant institutions nationwide and to further the dialogue of the importance of long-term agricultural HICD. InnovATE faculty and staff connected with meeting organizers Anne-Clare Hervy and Samantha Alvis of APLU along with many prominent faculty and development practitioners in the field.
- STEM Education Workshop Malawi – James Sitima, Lecturer in the Department of Agricultural Education at LUANAR served as the local coordinator for the workshop. Ndalapa Mhango, Open Distance Learning Specialist, Evelyn Lemani, Gender Specialist and Daniel Chinkuntha, Agricultural Expert each delivered presentations. After the workshop the InnovATE team met with Mrs. Chikondano Mussa, Director of Secondary School Education and Mrs. Lonely Magreta, Principal Secretary at the Ministry of Education. The team also debriefed Phillip Kaonda, University Registrar and Prof. Emmanuel Kaunda, Deputy Vice Chancellor of LUANAR.

ACTIVITY 13: Maintaining contact with BFS and USAID/Washington

Partners participated in regular bi-weekly InnovATE consortium conference calls with BFS and USAID Washington. These calls were adjusted to a monthly basis in March. InnovATE director, Keith M. Moore had weekly teleconferences with USAID AOR Clara Cohen.

ACTIVITY 14: Hold two meetings of the Program Advisory Council (PAC)

InnovATE utilizes expertise and guidance of the PAC membership to help generate priorities for future AET interventions or studies. On March 2, 2015, the management entity convened a call with the PAC to review progress to date and discuss focus for the remaining life of the project. A following teleconference in July reviewed the draft Year 4 Work Plan.

The current PAC membership includes:

- Andrea B. Bohn, Manager, Modernizing Extension and Advisory Services (MEAS)
- Karen Buchanan, Deputy Director, Centre for Development Innovation, Wageningen UR
- Charles Maguire, Consultant, Senior Institutional Development Specialist (Retired), Rural Development Department, World Bank
- Deborah Rubin, Director, Cultural Practice LLC
- Glen C. Shinn, Professor Emeritus & Borlaug Senior Scientist, Department of Agricultural Leadership, Education, and Communications, Texas A&M University
- Donna M. Westfall-Rudd, Associate Professor, Department of Agricultural, Leadership, and Community Education, Virginia Tech



Skills gaps in agriculture exist because of weaknesses in the education and training pipeline from primary school to university as well as in non-formal training. Producing a diversified, high-quality workforce requires strengthening the educational pipeline. TVET institutions such as the Governor's School Mwapusukeni in Katanga, DRC are key to sustainable economic growth and local development.

ACTIVITY 15: Partners meeting

InnovATE held the Year 3 Annual Partners meeting on March 23-24, 2015 at the University of Florida. Objectives of the meeting were to take stock of the activities and progress of the project as a mid-point assessment and to set priorities and direction for the remaining life of project. Twenty-two members of the consortium participated in the meeting.

Organization and Personnel

In Q1, Tuskegee University recruited Lila Karki to work on thematic studies and background literature reviews. In Q2, Keith M. Moore assumed the directorship of InnovATE. In Q3, Deanna Behring became the InnovATE institutional lead from Penn State. In Q4, Virginia Tech hired Merrie Winfrey as the Multimedia Learning and Communications Specialist for the project.



Roadside produce stand on the route to Dowa from Lilongwe in Malawi

Summary Table of Performance Indicators

Indicators ¹		Actuals/Targets				
USAID/ Dept. of State Indicators		FY13	FY14	FY15	FY16	FY17
	Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	1/1	1/4	2/2	2	2
Feed the Future Indicators	FF1. Number of individuals who have received USG supported short term agricultural productivity or food security training (4.5.2-7) (T5 – T7)	123/60	166/115	135/165	215	240
	FF2. Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0/0	0/2	0/2	3	2
Custom Indicators based on FtF Needs	FF3. Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7) (D2)	2/2	20/6	13/8	8	8
	FF4. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8) (D6)	0/0	1/4	0/6	6	4
Custom Learn Indicators	L1. Number of registered users accessing project databases	0/0	215/100	237/150	200	200
	L2. Total number of times training database accessed		6218/5000	12324/10000	10000	10000
	L3. Studies completed (background/thematic studies)	6/7	7/7	11/7	6	3
	L4. Technical notes and good practice papers disseminated	2/3	10/5	7/6	8	8
	L5. Academic papers published	0/0	0/1	0/3	3	3
Custom Design Indicators	D1. Consultancies for AET development linkages and AET support services	2/2	7/4	2/6	2	2
	D2. AET system program evaluations	1/1	5/4	2/4	1	1
	D3. AET reform and investment plans designed	1/1	0/2	0/3	1	1
	D4. Institutional linkages established with private enterprises	2/2	4/6	0/10	10	12
	D5. AET reform and investment plans implemented	0/0	1/1	0/3	2	2
	D6. AET institutions strengthened	0/0	1/4	0/6	6	4
	D7. AET assessment tools developed	9/3	3/0	1/1	0	1
Custom Train Indicators	T1. Training workshops hosted	0/0	2/2	3/2	2	2
	T2. Short term training supported for curriculum development	0/0	1/10	0/10	0	0
	T3. Training modules developed	0/2	1/3	1/3	3	3
	T4. Number of training module users	0/0	0/200	215/100	100	100
	T5. Total number of training module views			471/200	200	200
	T6. Policy makers trained in AET	15/15	12/15	5/15	15	15
	T7. Development practitioners trained in AET	58/25	98/50	98/100	100	125
	T8. Development professionals trained in AET	50/20	56/50	32/50	100	100
	T9. Regional/international symposia hosted	1/1	1/1	1/1	0	1

¹ Grey row = indicator to be dropped Yellow rows = new indicators Green cells = targets adjusted

FY15 Performance Indicators Narrative

Indicators	Actual/Target	FY15 Notes
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	2/2	Nepal AFU; Malawi LUANAR
FF1. Number of individuals who have received USG supported short term agricultural productivity or food security training (4.5.2-7)	135/165	USAID DC Rural WFD -25 (16F 9M) UF Symposium US- Africa partnerships - 51 (24F 27M) Nepal Transformative Teaching – 43 (3F 40M) Malawi STEM Education – 16 (5F 11M)
FF2. Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0/2	No AA requested in FY15
FF3. Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7) (D2)	13/8	Honduras - 4, UNAH;UNA;ESNACIFOR;Zamorano Tajikistan – 9, Tajik Agrarian University; Technological University; Tajik Academy of Ag Sciences; Bokhtar; Vo/Tech Lyceum; Qurghonteppa; Dangara; Polytechnic Institute; Mastchoh
FF4. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8) (D6)	0/6	No AA requested in FY15
L1. Number of registered users accessing project databases	237/150	CoP
L2. Total number of times training database accessed	12324/ 10000	Total page views
L3. Studies completed (background/thematic studies)	11/7	Mozambique; Curriculum Dev't; Muslim Women; Gender; Modernizing Curricula; UF –Heinert; PSU-Eissler; MSU- Suedi; OKSU- Mukembo; UMN-Vreyens; TXTU - Baker
L4. Technical notes and good practice papers disseminated	7/6	Mozambique; Gender Brief; Tajikistan; Senegal; Agribusiness; Mentoring; PBL
L5. Academic papers published	0/3	Five submitted to journals for publication
D1. Consultancies for AET development linkages and AET support services	2/6	Nepal-AFU; Malawi-LUANAR
D2. AET system program evaluations	2/4	Honduras; Tajikistan
D3. AET reform and investment plans designed	0/3	No AA requested in FY15
D4. Institutional linkages established with private enterprises	0/10	Honduras -7, Cargill; Chiquita; Tela Railroad; Dole; Indura Resort;J aremar African Palm; Fishery Coop Tajikistan-4 Sarob; Agribusiness Association; Association of Dehkan Farms; Neksigol/Sugdagserv
D5. AET reform and investment plans implemented	0/3	No AA requested in FY15
D6. AET institutions strengthened	0/6	No AA requested in FY15
D7. AET assessment tools developed	1/1	Evaluation and assessment questions for missions
T1. Training workshops hosted	3/2	USAID/FHI 360; Nepal; Malawi
T2. Short term training supported for curriculum development	0/10	
T3. Training modules developed	1/3	ATVET
T4. Number of training module users	215/100	Interactions with the training module page
T5. Total number of training module views	471/200	Total FY15 views to the training modules page Data for FY16 and FY17 can be disaggregated by module
T6. Policy makers trained in AET	5/15	Host country policy makers
T7. Development practitioners trained in AET	98/100	AET institution instructional staff, field technicians, etc
T8. Development professionals trained in AET	32/50	NGO staff, USAID Mission staff, etc
T9. Regional/international symposia hosted	1/1	UF Symposium

During the annual partners meeting, at the mid-point in project implementation, the InnovATE team reviewed progress, successes and challenges. As a consequence of that review, InnovATE determined that some of its initial project assumptions were overly optimistic. Targets for certain performance indicators were adjusted downward based on the lower projections for acquiring associate awards. Demand for investment designs from USAID missions was low in Year 3, and no new consultancies were requested. Targets for database and module users were also adjusted down. InnovATE hired a Multimedia Learning and Communications Specialist to address the shortfall of training module products and to refocus our messages towards the development and donor community.



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The U.S. Government's Global Hunger & Food Security Initiative



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The Foundation for The Gator Nation

