

Introduction

Our Mission:

InnovATE works 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.



The Transition to Complex Adaptive Systems

In the early 20th century, Quantum theory taught us that (instead of being the objective observers of the universe) we are participants along with the objects of our observation.

It is only now that the implications for the applied sciences are becoming apparent.

**What knowledge & skills are necessary
for adaptive management?**

Changes in the underlying Paradigm

from

- National Agricultural Research Systems (NARS)
- Agricultural Knowledge and Information Systems (AKIS)

to

- **Agricultural Innovation Systems (AIS)**

(Annor-Frempong and Jones, 2014)

Entrepreneurs, value chains, innovation platforms and brokers, public-private partnerships, organizational culture

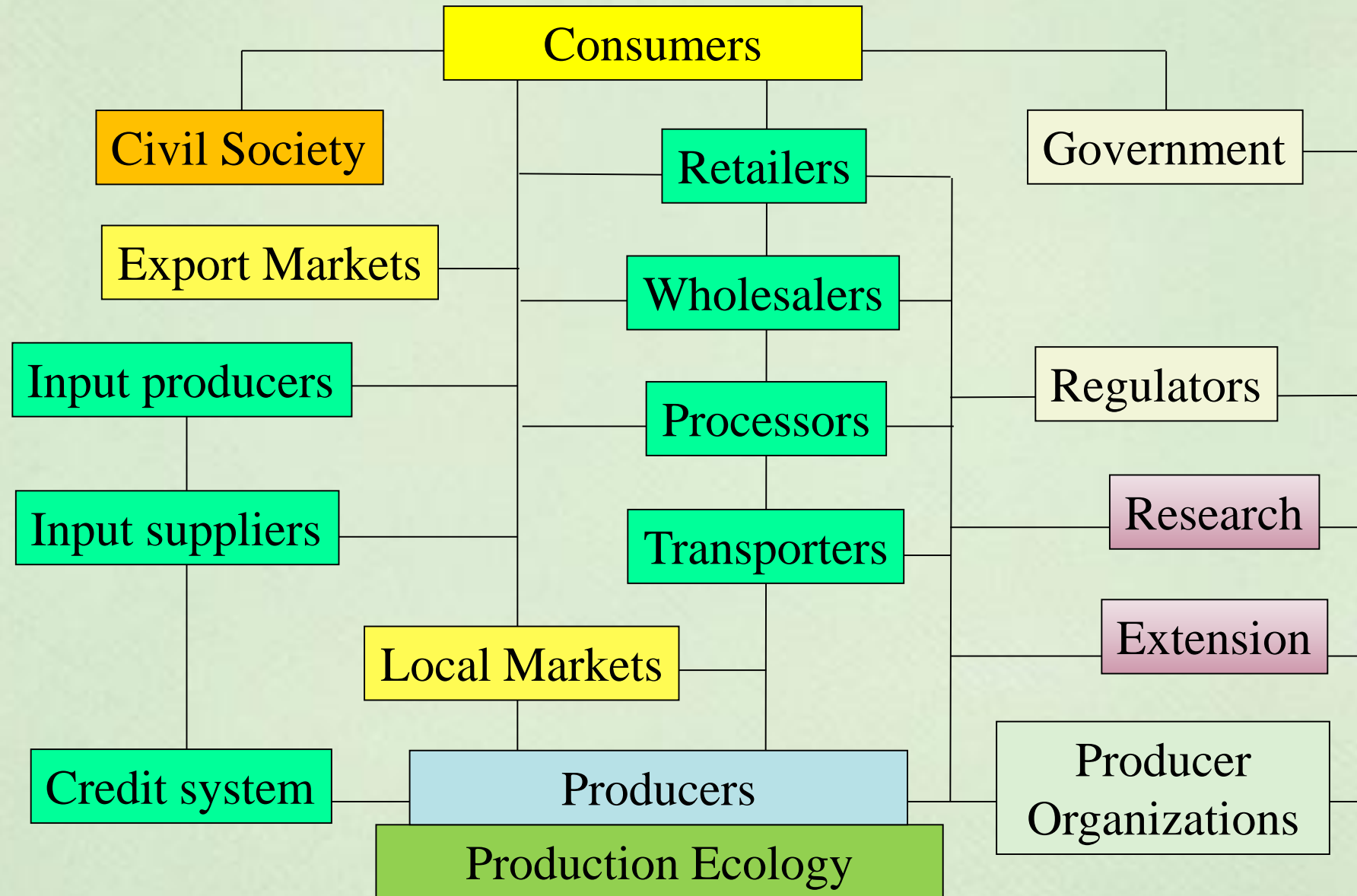
A shift from research to learning

Fostering Technical Change in Agriculture

- How does adaptive management change agricultural education and training?
- What is the role of learning in the process of innovation?
 - Is learning a matter of information transfer resulting in adoption of innovations?
 - Or, is learning a matter of developing capacities for on-going adaptation?
- Whose capacities should be developed?
- Where, in fact, does innovation occur?



An agricultural innovation system



Shifting Locus of Labor Demand

Food value chain

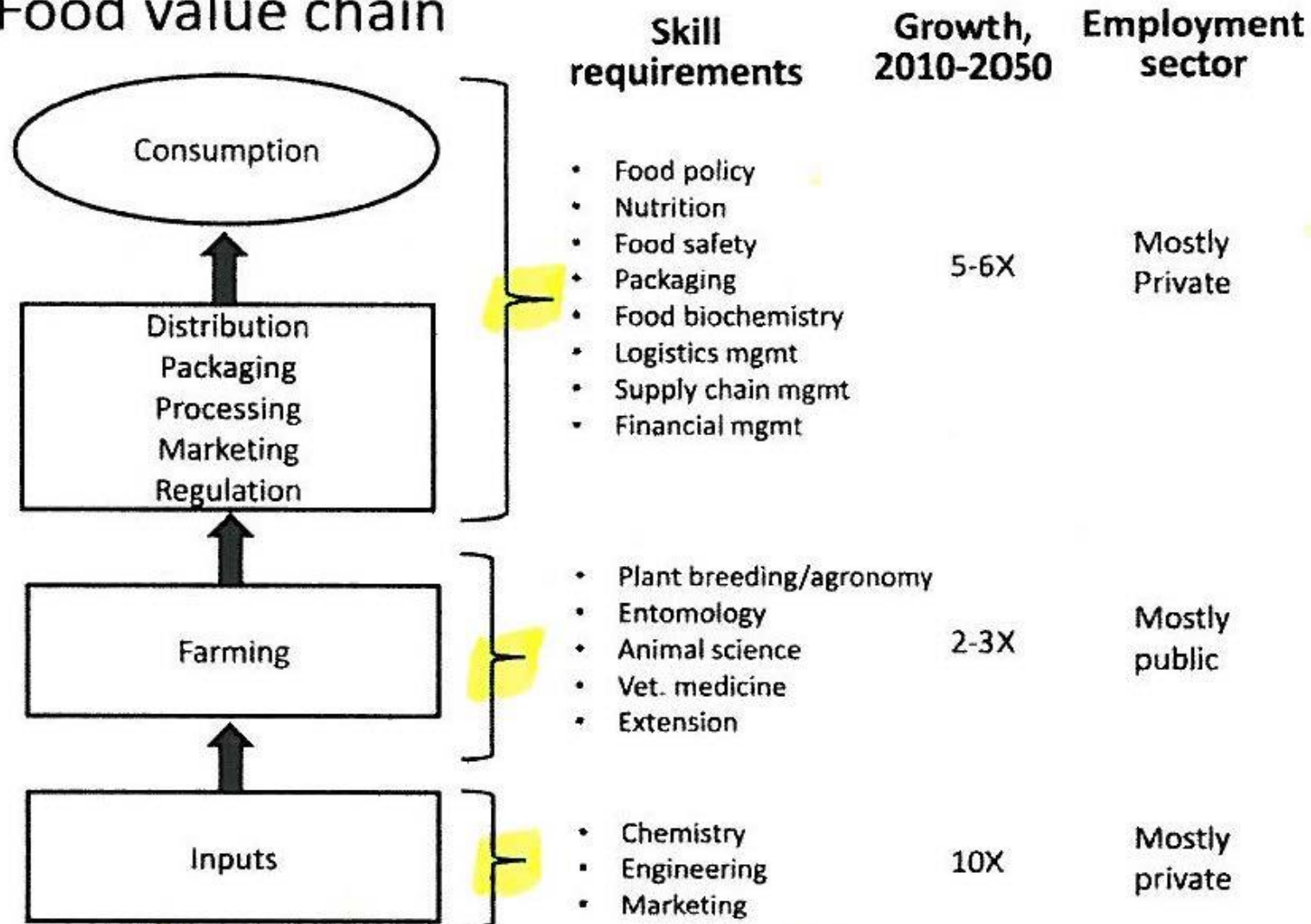


Figure 3.5. The shifting locus of labour demand (Tschirley and Démbele, 2011).

The Educational Challenge

Instructional quality is characterized by:

- Professor reading from the notes he took as a student
- Science is taught as the memorization of facts
- A lack of syllabi and their use
- A lack of coherence between learning objectives, pedagogical practices, and student assessment

Although experiential learning is valued and emphasized by faculty and administrators, the tradition of memorization is profoundly engrained.

Underfunding agricultural education leads to **low morale and rent-seeking behaviors** of talented faculty members.

There is a lack of **incentives for quality** (student-oriented) **teaching** suggesting that even minimal rewards may help to re-focus efforts.

Who is our audience?

We are trying to change institutional cultures that are held in place by distorted incentive systems.

i.e., the prioritization of research over learning

Annor-Frempong and Jones tell us that the implementing organs at the continental level in Africa are in place and working.

National public sector reform is the order of the day.

Who is our audience?

Should we focus on ministries of education?

Should we focus on private sector schools and training institutes?

Is the donor community the a key target for our messages?

How does one assess capacity development for agricultural innovation systems?

How does one target changes in organizational culture?

How can we measure changes in organizational culture?

Training Activities

Workshops, Symposia, Conferences

innovATE VirginiaTech **PENNSTATE** **TUSKEGEE UNIVERSITY** **UF UNIVERSITY of FLORIDA**
 Innovation for Agricultural Training and Education *Invent the Future* *The Foundation for The Gator Nation*

DID YOU KNOW?

- 1 in 8 people in the world are chronically hungry.
- 1 in 3 people in the world work in agriculture.
- The world will need to feed 9 billion people by 2028.
- 70%** That is how much global agricultural production must increase to feed everyone.

How can we increase agricultural production?

InnovATE is a USAID-funded project that works with USAID missions and agricultural education and training institutions in developing countries. These partnerships are used to strengthen institutions through:

Strengthening and improving:

- curriculum
- teaching
- administration
- finance
- infrastructure

This leads to better education and training for:

- professors
- teachers/trainers
- agricultural workers
- agricultural students

This in turn means that better trained agricultural workers are being produced, and businesses can find qualified employees.

Overall, these partnerships produce:

- a STRONGER agricultural sector
- Sustainable relevant educational systems
- increased agricultural production & increased food security & reduced poverty

What does InnovATE do?

- The program's integrated learning, designing, and training components aim to strengthen the full range of institutions that train agricultural professionals.
- InnovATE takes a whole-system approach, working with all kinds of institutional primary and secondary institutions, vocational schools, technical colleges, and universities.
- The program works in areas such as curriculum and faculty development, gender balance and equity, administration, management, outreach, infrastructure, student services, and educational policy reform.

How does innovATE Learn, Design & Train?

- Learn:** InnovATE carries out analytical work to provide development practitioners with tools, recommendations on good practices, gives guidance on investments, and hosts a global online community of practice to facilitate capacity building.
- Design:** InnovATE carries out assessments, designs projects, and makes policy recommendations to improve the effectiveness of agricultural education and training. These assessments, projects, and recommendations are tailored to fit the needs of the particular institution and agricultural sector being addressed by the program.
- Train:** InnovATE provides training materials, conducts training and hosts workshops and symposia.

InnovATE provides thought leadership in agricultural education and training capacity development... including helping USAID and other partners improve the funding and design of work with agricultural education and training systems.

Keep in touch!
 website: www.oired.vt.edu/innovate/
 Email: innovateprogram@vt.edu
 Twitter: @InnovATE
 Facebook: innovATE

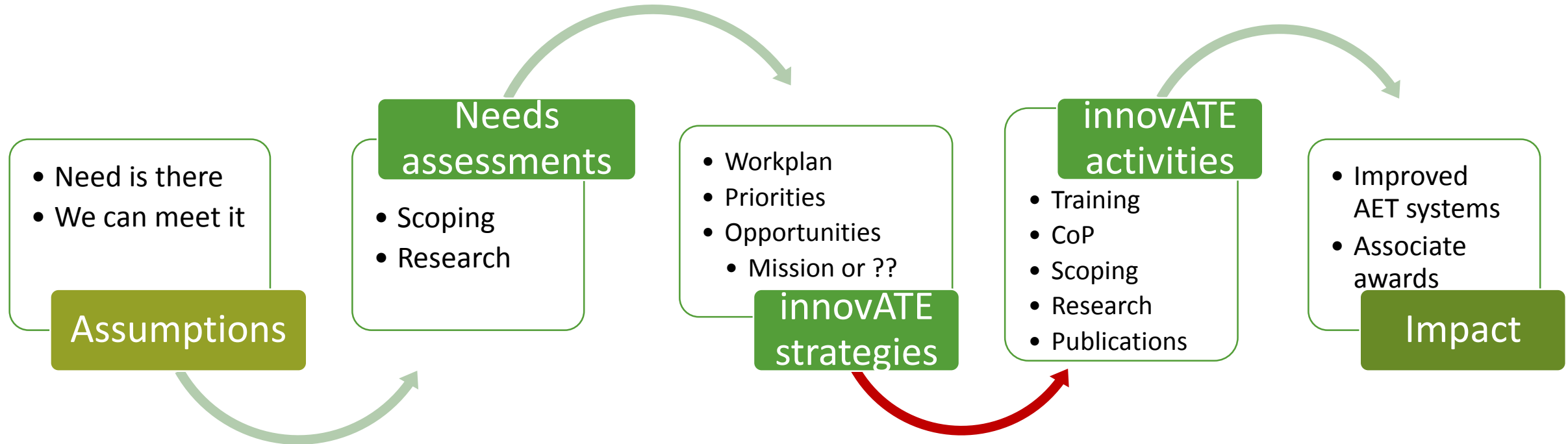
Contact: Tom Hammett, Director (540)231-2716 hmm1@vt.edu

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USAID FROM THE AMERICAN PEOPLE

innovATE Theory of Change



Community of Practice

Discuss Connect Collaborate

Join us in collaborating to improve the productivity of the agricultural workforce at all levels, through education and training.

Register today!

Ways to Connect

Features of the InnovATE Community

- Participate in discussions 'Under the Mango Tree'
- Share and access resources
- Browse opportunities in the training database

Maximizing our use of the COP

- Improved search results
- What are people really looking at on the site?
- Posting quick updates on scoping trips
- Connecting a good practice paper to a line of discussion
- Posting something about each of the thematic studies
- What could we share from this meeting on the COP?

Research Activities

Call for Concept Notes, Thematic Studies,
Academic Papers

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Innovation for Agricultural Training and Education



InnovATE is a USAID funded Feed the Future initiative. To learn more visit our [website](#).

Questions? [Email us](#).



Call for Concept Notes: *Contemporary Challenges in Agricultural Education and Training*

Do you have new, innovative ideas about how to improve agriculture education in developing countries? We want to hear from you!

InnovATE is funding 10 awards to support research on creative approaches to the complex challenges of agricultural education institutions. Of the 10, three will receive additional funding to support continued research.

[Click to view announcement](#)



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RFA Program: Contemporary Challenges in AET

- Call for Concept Notes released at the end of Year 2
- 23 submissions, 9 awarded
- New guidelines developed to focus proposals:
 - Literature review (description of core problem, literature review, state of the art academic theory, next steps, example of application, 20-30 pages)
 - Thematic brief (2-5 pages)
- \$ 7,000 phase 1, potential phase 2 (\$40,000)
- Grant period: April 1-Sept 30th

Investigators	Title	Institution
Hassen et al.	Assessing Pathways that link AET and Extension to Enhance the Quality of Learning	Haramaya University, Ethiopia
Suvedi and Ghimire	How Competent Are the Agricultural Extension Agents and Extension Educators in Nepal	Michigan State University
Mukembo	Project-based Learning: A Way to Equip Youth with Valuable Life Skills while Linking Secondary Agricultural Education to Communities for Improved Livelihoods	Oklahoma State University
Brennan and Eissler	Review of Research and Practice for Youth Engagement in Agricultural Education and Training Systems	The Pennsylvania State University
Haan and Policar	Effectiveness of AICAT towards Rural Workforce Development, Entrepreneurship, and Youth Citizenship, Employment, and Leadership	Tiffin University and Arava International Training Center
Baker and Lawver	Developing the Capacity of Middle-Level Tertiary Education Systems: Entrepreneurship Education, Community-Based Agricultural Extension, Workforce Development, and Institutional Leadership and Change Management	Texas Tech University
Heinert and Roberts	Engaging Rural Youth in Entrepreneurship through Extracurricular and Co-curricular Systems	University of Florida
Vreyens	Modernizing Moroccan Vocational Technical Schools to Develop a 21st Century Credentialed Work Force	University of Minnesota
Friedel and Spindler	The Effect of Problem-Solving Style on Institutional Capacity to Manage Change	Virginia Tech/SUNY

Thematic Studies	Partner	Status
1. AET capacity development and environmental conservation/natural resources management linkages	VT	Henry Quesada (Nicaragua study) Year 4
2. Demand driven participatory curriculum development in Senegal	TU/VT	Henry Findlay, Ntam Baharanyi, Lila Karki, Yousoff Diabate Developing as handbook Revised draft Q3
3. Post-conflict AET challenges in Mali	TU/VT	Revisit dialogue with USAID Mali Economic Growth Unit
4. Student perspectives on AET in country of origin	UF/PSU	Becky Williams and Kristal Jones Journal Publication – not thematic study?
5. AET assessment indicators	UF	Jessica Childers Ready for review Q3 or Q4

Thematic Studies cont.	Partner	Status
6. Muslim women and AET	UF	Nargiza Ludgate Circulated for review Ready to publish in Q3?
7. Professional development for AET educators	UF	Kumudu Perera Ready for review Q3 or Q4
8. AET curriculum development and reform to support workforce development and employers' needs	UF	Tiffany Freer Ready for review Q3
9. Gender issues and methods for encouraging girls in higher education	VT	Emily Van Houweling Ready for review Q4
10. How education and training programs can support rural workforce development and regional security initiatives in Central America	UF	Becky Williams Ready for review Q3
11. Accountability and quality assurance in African agricultural education and training	VT	Keith Moore Moved to year 4

Topics for Peer-Reviewed Publications	Partner	Status
1. Gender pipeline	UF	Becky Williams Ready for review Q3 or Q4
2. Muslim women and AET	UF	Nargiza Ludgate Circulated for review, ready to publish in Q3?
3. Student perspectives on AET in their countries of origin	PSU/UF	Becky Williams and Kristal Jones Ready to submit Q4
4. Cambodia AET analysis	PSU	?
5. Good practices for addressing community participatory curriculum development issues in secondary and higher education agricultural programs in francophone Africa	TU	?
6. Gender in agricultural technical and vocational education and training programs and institutions	VT	Emily van Houweling Move to year 4
7. Good practices for addressing gender issues in higher education agricultural programs	VT	Emily Van Houweling Ready to review Q4
8. Accountability and quality assurance in African agricultural education and training	VT	Keith Moore Moved to Year 4

Thematic Studies

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
L2. Studies completed (background/thematic studies)	6/7	7/7	2/7	6	3	15/30

Published	<ul style="list-style-type: none"> • Gender, Higher Ed & AET • Gender Roadmap • Role of ATVET • Post-Conflict Challenges in SSA • Curriculum Development to support HICD 	5
In revision	<ul style="list-style-type: none"> • Muslim Women in AET • Demand driven participatory curriculum development in Senegal • Student perspectives on AET in country of origin 	3
In development	<ul style="list-style-type: none"> • AET assessment indicators • Professional development for AET educators • AET curriculum development to support workforce development and employers' needs • AET to support rural workforce development and regional security in Central America 	4
Upcoming	<ul style="list-style-type: none"> • AET capacity development and conservation/natural resource linkages • Post-conflict AET challenges in Mali • Gender issues and methods for encouraging girls in higher education 	3

Academic Papers

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
T9. Academic papers published	0/0	0/1	3	5	4	0/13

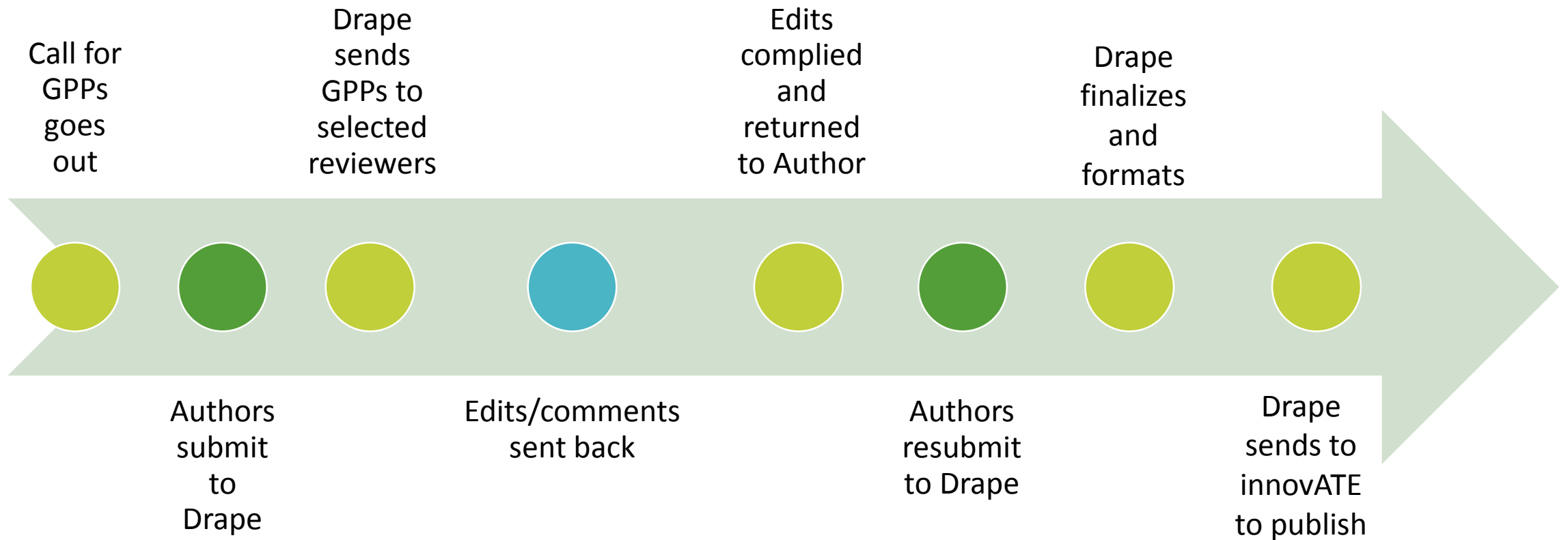
Published	None	0
In revision	<ul style="list-style-type: none"> • Student perspectives on AET in country of origin 	1
Submitted	<ul style="list-style-type: none"> • InnovATE and African capacity development 	1
In development	<ul style="list-style-type: none"> • Gender pipeline • Muslim Women in AET 	2
Upcoming	<ul style="list-style-type: none"> • Cambodia AET analysis • Good practices for addressing community participatory curriculum development-CPCD issues in secondary and higher education agricultural programs in francophone Africa • Good practices for addressing gender issues in higher education agricultural programs • Accountability and quality assurance in African agricultural education and training 	4

Good Practices & Training Modules

The Process and Progress



Process for GPP production



Good Practice Papers

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
L4. Technical notes and good practice papers disseminated	2/3	10/5	3/6	8	8	15/30

Published	<ul style="list-style-type: none"> • Elements of Reasoning • Using Communities of Practice in AET • Agricultural and Youth Development • Information and Communication Technology in AET 					4
In revision	<ul style="list-style-type: none"> • Senegal: Undergraduate Research • Cooperative learning • Mentoring to develop new faculty • Mentoring to guide by example • Community agricultural training centers for youth development • Cultural competence in evaluation • Creating school gardens • Assessing learning using Bloom's Taxonomy • Community water harvesting • Career gap stratification • Leadership in agriculture-creating partnerships • Community supported agriculture • System of rice intensification • Agriculturally based student projects 					14
Upcoming	Call for Good Practice Papers, May 15, 2015					

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Innovation for Agricultural Training and Education



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VirginiaTech
Invent the Future

Call for InnovATE Good Practice Papers

Submissions will be accepted up to May 15, 2015

Training Modules

Phase 1

Table of
Contents

Phase 3

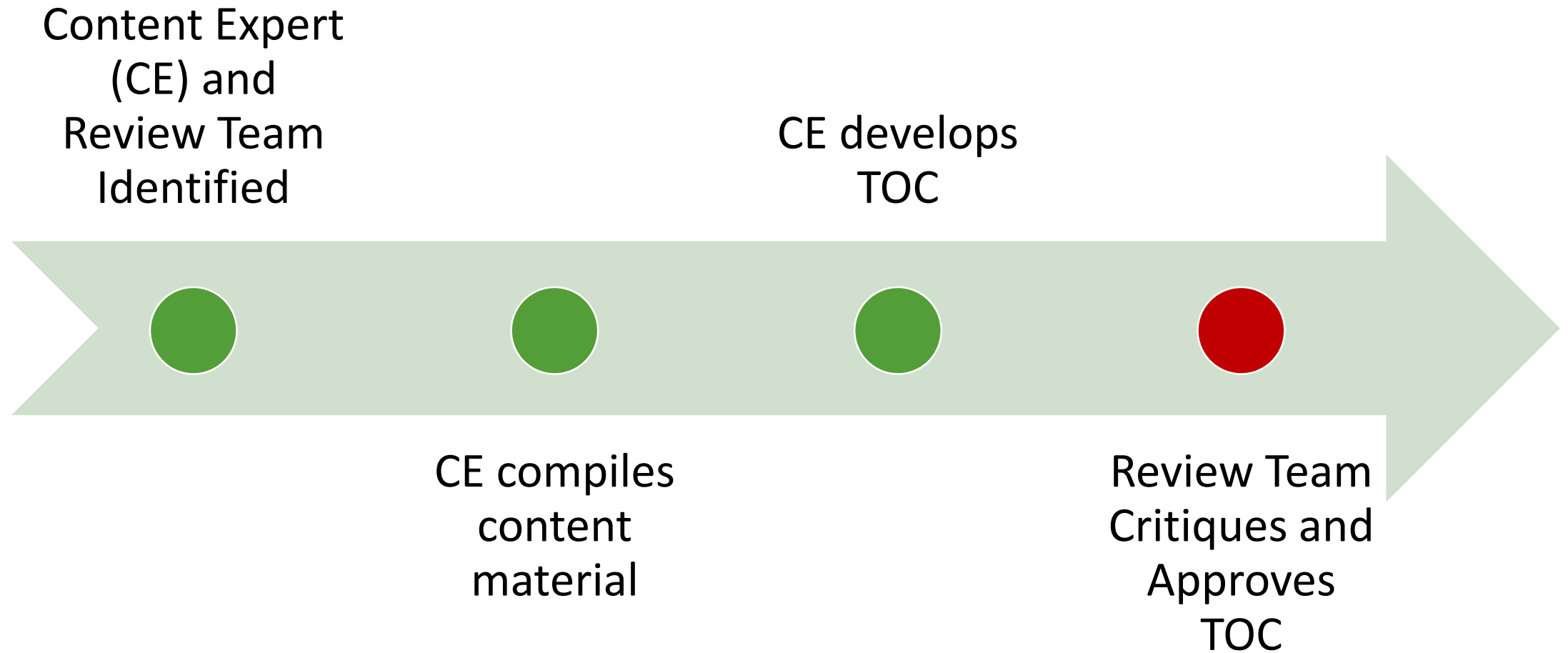
Training
Module



Phase 2

Storyboard

Phase 1: Create TOC



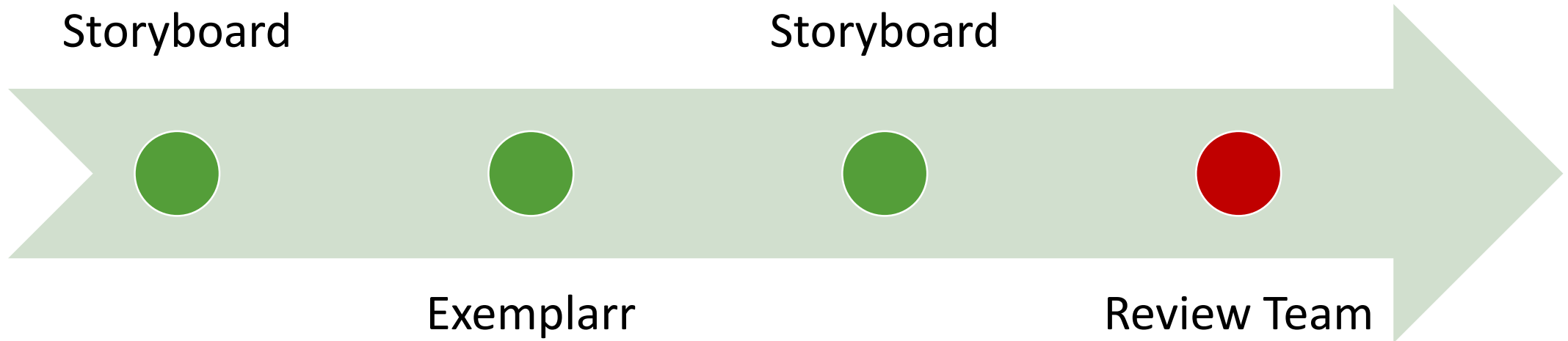
Phase 2: Create Storyboard

CE Drafts
Storyboard

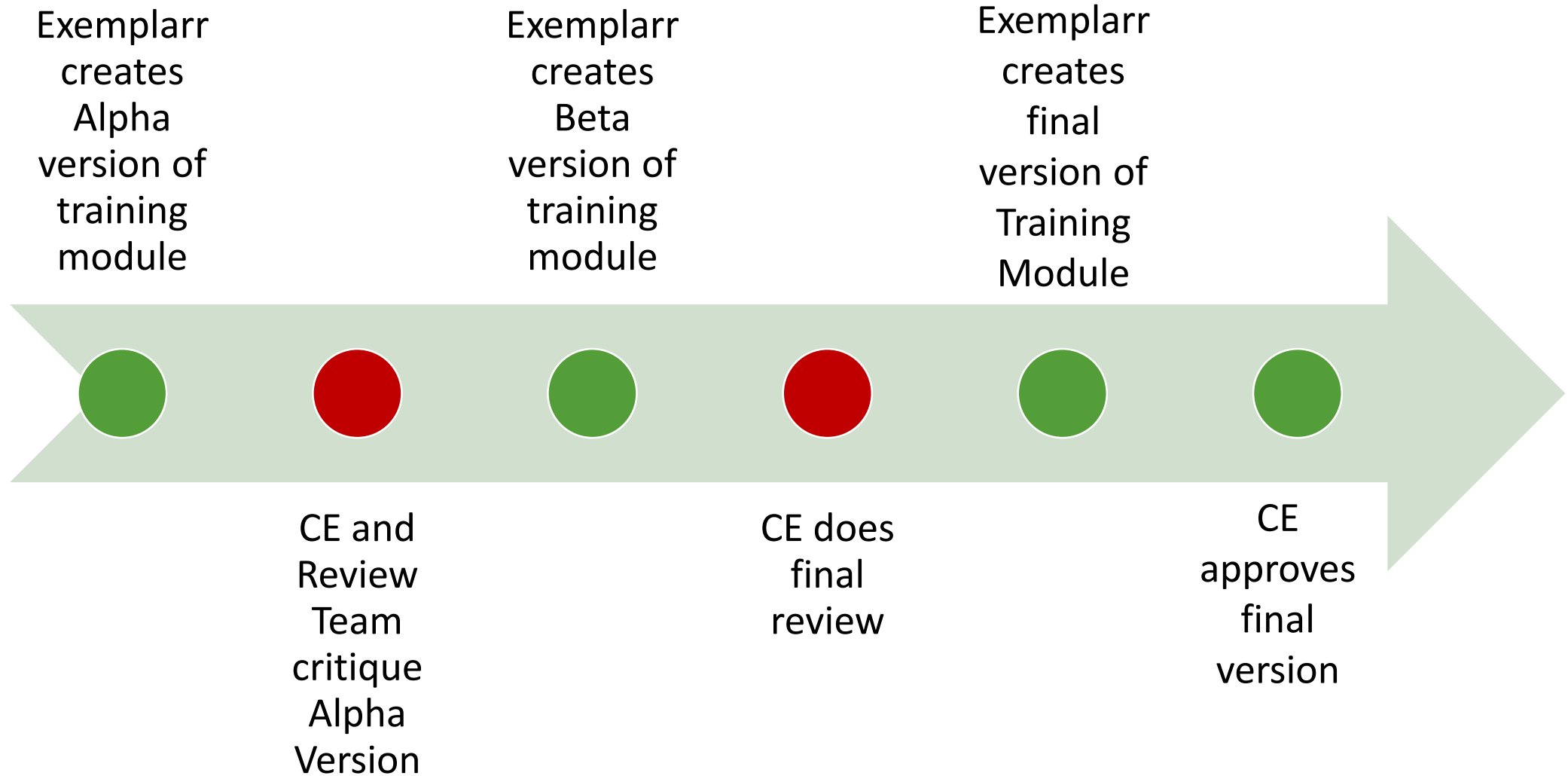
CE Makes
Final
Changes to
Storyboard

Exemplarr
adds
Developer
Notes and
Questions

Review Team
Critiques and
Approves
Storyboard



Phase 3: Training Module Finalization

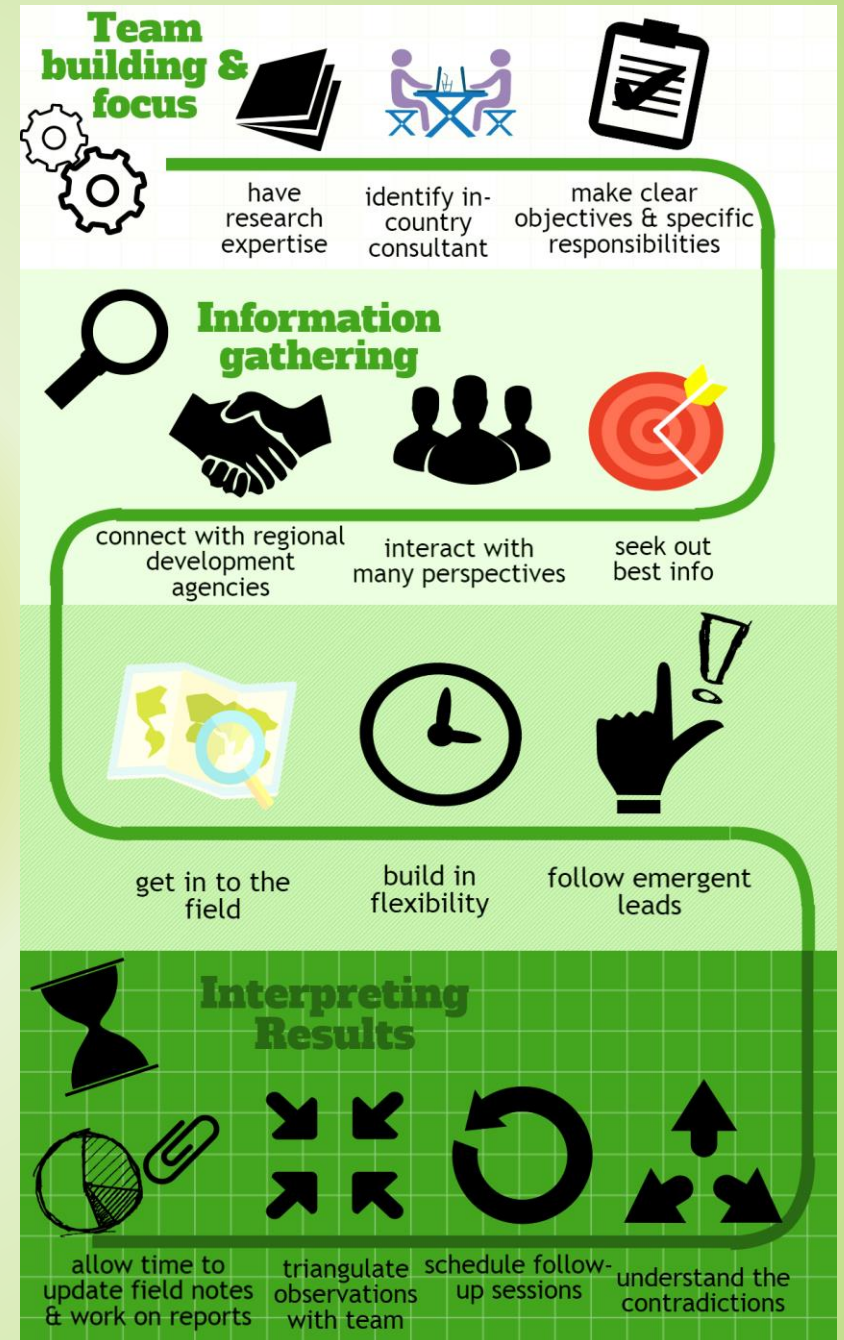


Training Modules

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
T3. Training modules developed	0/2	1/3	3	3	3	1/14
T4. Number of training module users	0/0	0/200	128/200	300	300	128/1000

Finalized and published	<ul style="list-style-type: none"> Gender 	1
In revision	<ul style="list-style-type: none"> ATVET 	1
In development	<ul style="list-style-type: none"> Teaching strategies and course design Agriculture Research and Extension Post-conflict 	3
Upcoming	<ul style="list-style-type: none"> Self-assessment Youth Commercial horticulture Community Participatory Curriculum Gender II 	
LoP Progress	1 of 8	12.5%

Scoping Activities



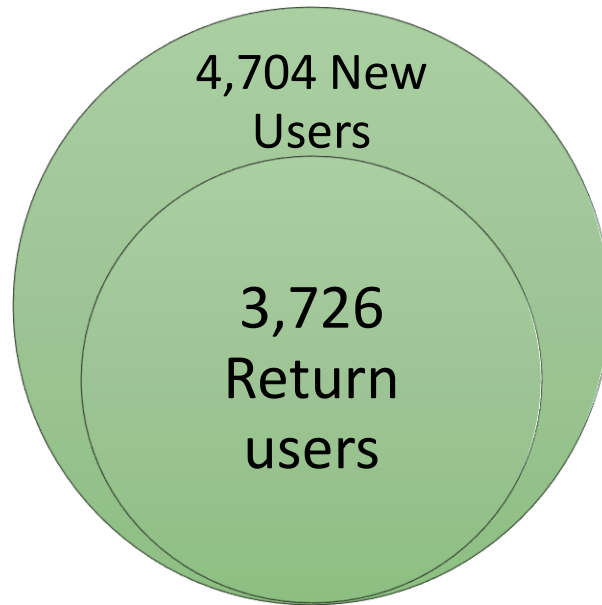
Summary



Communications

Project Website:

21,522 total page views



365 likes
17% increase in 2015



854 tweets
471 followers
6% increase in 2015

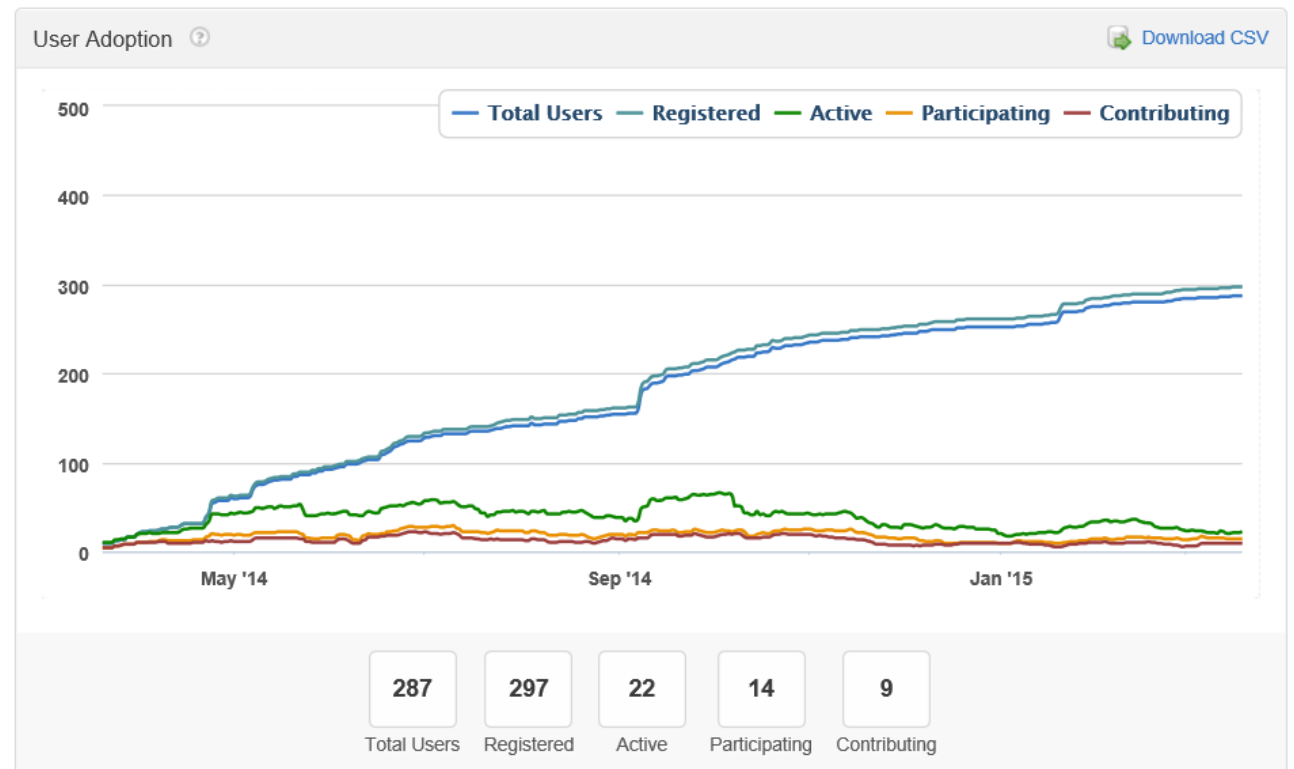
Most popular pages	Unique page views
Events	2,034
About InnovATE	1,803
Publications	1,593
Tools	770
News	741
Training Module: 203 page views (Nov 14 –Jan 15)	

Community of Practice

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
L1. Number of users accessing project databases	0/0	382/500	462/500	500	500	462/2000

CoP Registered Users:
287

Training Database Views:
9,627



InnovATE Tools

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
L3. AET assessment tools developed	9/3	3/0	1	0	1	12/5

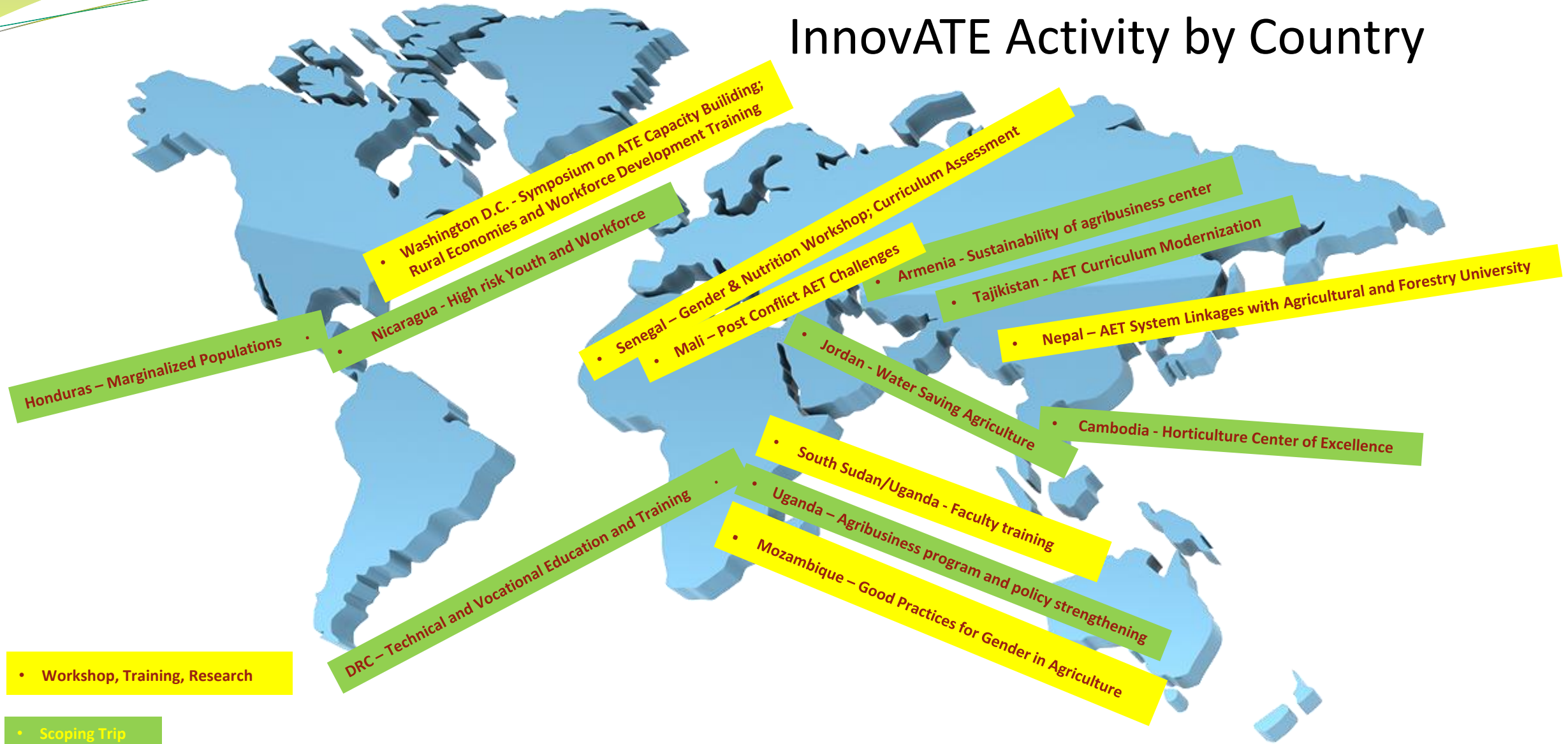
<p>Published</p>	<ul style="list-style-type: none"> • General Interview Session Guidelines • Stakeholder Interview Data Sheet • Dean's Interview Questions • General Scoping Methodology • Institutional Scoping Tool • Landscape Tool • Student Focus Group Questions • Faculty Focus Group Questions • Gender Focus Group Questions for Students • Gender Focus Group Questions for Faculty and Staff • Gender Focus Group Consent Form Example • Gender Scoping Questions 	<p>12</p>
<p>Upcoming</p>	<p>Thematic Study, Survey to Missions, Handbooks</p>	

Country Studies & Technical Notes

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
L2. Studies completed (background/thematic studies)	6/7	7/7	2/7	6	3	15/30
L4. Technical notes and good practice papers disseminated	2/3	10/5	3/6	8	8	15/30

	Background Studies		Factsheets		Thematic Brief		
Published	<ul style="list-style-type: none"> Armenia Cambodia DRC Honduras Honduras Garifuna 	<ul style="list-style-type: none"> Jordan Mozambique Nepal Nicaragua Tajikistan 	10	Armenia Cambodia DRC Honduras Jordan Nepal Nicaragua Tajikistan	7	Gender Pipeline	1
In revision	<ul style="list-style-type: none"> Mali 						
Upcoming	?						

InnovATE Activity by Country



• Workshop, Training, Research

• Scoping Trip

Scoping Activities

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
D1. Consultancies for AET development linkages and AET support services	2/2	7/4	6	6	4	9/22
D2. AET system program evaluations	1/1	5/4	2/4	5	4	8/18
D3. AET reform and investment plans designed	1/1	0/2	3	3	3	1/12
D4. Institutional linkages established	2/2	4/6	10	10	12	6/40
D5. AET reform and investment plans implemented	0/0	1/1	3	4	4	1/12
D6. AET institutions strengthened	0/0	1/4	6	6	4	1/20

Training Activities

Selected Performance Indicators	FY13	FY14	FY15	FY16	FY17	Total
T1. Training workshops hosted	1*/0	2/2	1/2	2	2	3/8
T2. Short term training supported for curriculum development	0/0	1/10	10	10	10	1/40
T8. Regional/international symposia hosted	1/1	1/1	1	1	1	2/5

Completed	<ul style="list-style-type: none"> • Employment and Workforce Development Programming for Rural and Food-based Economies, USAID Crystal City • 4th Biennial RUFORUM Meeting, Maputo Mozambique • Community Participatory Curriculum Development, University of Ziguinchor, Senegal • Gender, Agriculture and Nutrition Symposium, Mbour, Senegal • 4th Annual Conservation Agriculture Workshop in SE Asia, Battambang, Cambodia • Symposium on Capacity Building in Agricultural Education and Training in Developing Countries, Fairfax, VA • Agricultural capacity-building in post-conflict countries, Kampala, Uganda 	7
Upcoming	<ul style="list-style-type: none"> • UF US-Africa Higher Education Partnerships: Strategies and Practices for Success • Nepal Teaching & Learning Excellence • Cambodia? • Jordan? 	4