InnovATE Partners Meeting

March 23 & 24, 2015
University of Florida, Gainesville
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.
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

Consumers
- Retailers
- Wholesalers
- Processors
- Transporters

Civil Society
- Export Markets
- Input producers
- Input suppliers
- Local Markets
- Credit system
- Producers

Government
- Regulators
- Research
- Extension
- Producer Organizations
Figure 3.5. The shifting locus of labour demand (Tsahirley 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.
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 Theory of Change

- Need is there
- We can meet it

Assumptions

- Scoping
- Research

Needs assessments

- Workplan
- Priorities
- Opportunities
- Mission or ??

innovATE strategies

- Training
- CoP
- Scoping
- Research
- Publications

innovATE activities

- Improved AET systems
- Associate awards

Impact
Community of Practice
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
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
<table>
<thead>
<tr>
<th>Investigators</th>
<th>Title</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Hassen et al.</td>
<td>Assessing Pathways that link AET and Extension to Enhance the Quality of Learning</td>
<td>Haramaya University, Ethiopia</td>
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<tr>
<td>Suvedi and Ghimire</td>
<td>How Competent Are the Agricultural Extension Agents and Extension Educators in Nepal</td>
<td>Michigan State University</td>
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<td>Mukembo</td>
<td>Project-based Learning: A Way to Equip Youth with Valuable Life Skills while Linking Secondary Agricultural Education to Communities for Improved Livelihoods</td>
<td>Oklahoma State University</td>
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<td>Brennan and Eissler</td>
<td>Review of Research and Practice for Youth Engagement in Agricultural Education and Training Systems</td>
<td>The Pennsylvania State University</td>
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<td>Haan and Policar</td>
<td>Effectiveness of AICAT towards Rural Workforce Development, Entrepreneurship, and Youth Citizenship, Employment, and Leadership</td>
<td>Tiffin University and Arava International Training Center</td>
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<td>Baker and Lawver</td>
<td>Developing the Capacity of Middle-Level Tertiary Education Systems: Entrepreneurship Education, Community-Based Agricultural Extension, Workforce Development, and Institutional Leadership and Change Management</td>
<td>Texas Tech University</td>
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<td>Heinert and Roberts</td>
<td>Engaging Rural Youth in Entrepreneurship through Extracurricular and Co-curricular Systems</td>
<td>University of Florida</td>
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<td>Vreyens</td>
<td>Modernizing Moroccan Vocational Technical Schools to Develop a 21st Century Credentialed Work Force</td>
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<td>Friedel and Spindler</td>
<td>The Effect of Problem-Solving Style on Institutional Capacity to Manage Change</td>
<td>Virginia Tech/SUNY</td>
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<td>Thematic Studies</td>
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<tr>
<td>1. AET capacity development and environmental conservation/natural resources management linkages</td>
<td>VT</td>
<td>Henry Quesada (Nicaragua study) Year 4</td>
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<td>2. Demand driven participatory curriculum development in Senegal</td>
<td>TU/VT</td>
<td>Henry Findlay, Ntam Baharanyi, Lila Karki, Yousoff Diabate Developing as handbook Revised draft Q3</td>
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<td>3. Post-conflict AET challenges in Mali</td>
<td>TU/VT</td>
<td>Revisit dialogue with USAID Mali Economic Growth Unit</td>
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<td>4. Student perspectives on AET in country of origin</td>
<td>UF/PSU</td>
<td>Becky Williams and Kristal Jones Journal Publication – not thematic study?</td>
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<td>5. AET assessment indicators</td>
<td>UF</td>
<td>Jessica Childers Ready for review Q3 or Q4</td>
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<td>Thematic Studies cont.</td>
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<td>6. Muslim women and AET</td>
<td>UF</td>
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<td></td>
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<td>Ready to publish in Q3?</td>
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<td>7. Professional development for AET educators</td>
<td>UF</td>
<td>Kumudu Perera</td>
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<td>8. AET curriculum development and reform to support workforce development and employers’ needs</td>
<td>UF</td>
<td>Tiffany Freer</td>
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<td>9. Gender issues and methods for encouraging girls in higher education</td>
<td>VT</td>
<td>Emily Van Houweling</td>
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<td></td>
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<td>10. How education and training programs can support rural workforce development and regional security initiatives in Central America</td>
<td>UF</td>
<td>Becky Williams</td>
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<tr>
<td>11. Accountability and quality assurance in African agricultural education and training</td>
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<td>Keith Moore</td>
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<td>Moved to year 4</td>
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<td>Topics for Peer-Reviewed Publications</td>
<td>Partner</td>
<td>Status</td>
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<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------------</td>
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</table>
| 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

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<td>2/7</td>
<td>6</td>
<td>3</td>
<td>15/30</td>
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### Published
- Gender, Higher Ed & AET
- Gender Roadmap
- Role of ATVET
- Post-Conflict Challenges in SSA
- Curriculum Development to support HICD

### In revision
- Muslim Women in AET
- Demand driven participatory curriculum development in Senegal
- Student perspectives on AET in country of origin

### In development
- 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

### Upcoming
- AET capacity development and conservation/natural resource linkages
- Post-conflict AET challenges in Mali
- Gender issues and methods for encouraging girls in higher education
### Academic Papers

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<th>FY17</th>
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<td>T9. Academic papers published</td>
<td>0/0</td>
<td>0/1</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>0/13</td>
</tr>
</tbody>
</table>

| Published                      | None |       |      |      |      | 0     |
| In revision                    |      |       |      |      |      | 1     |
| Student perspectives on AET in country of origin |      |       |      |      |      | 1     |

| Submitted                      |      |       |      |      |      | 1     |
| InnovATE and African capacity development |      |       |      |      |      | 1     |

| In development                |      |       |      |      |      | 2     |
| Gender pipeline               |      |       |      |      |      | 2     |
| Muslim Women in AET          |      |       |      |      |      | 2     |

| Upcoming                      |      |       |      |      |      | 4     |
| Cambodia AET analysis        |      |       |      |      |      | 4     |
| Good practices for addressing community participatory curriculum development-CPCD issues in secondary and higher education agricultural programs in francophone Africa |      |       |      |      |      | 4     |
| Good practices for addressing gender issues in higher education agricultural programs |      |       |      |      |      | 4     |
| Accountability and quality assurance in African agricultural education and training |      |       |      |      |      | 4     |
Good Practices & Training Modules

The Process and Progress
Process for GPP production

1. Call for GPPs goes out
2. Drape sends GPPs to selected reviewers
3. Edits/comments sent back
4. Edits complied and returned to Author
5. Authors resubmit to Drape
6. Drape finalizes and formats
7. Drape sends to innovATE to publish
## Good Practice Papers

<table>
<thead>
<tr>
<th>Selected Performance Indicators</th>
<th>FY13</th>
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<th>FY15</th>
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<th>FY17</th>
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<tr>
<td>L4. Technical notes and good practice papers disseminated</td>
<td>2/3</td>
<td>10/5</td>
<td>3/6</td>
<td>8</td>
<td>8</td>
<td>15/30</td>
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### Published
- Elements of Reasoning
- Using Communities of Practice in AET
- Agricultural and Youth Development
- Information and Communication Technology in AET

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### In revision
- 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

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### Upcoming
Call for Good Practice Papers, May 15, 2015
Call for InnovATE Good Practice Papers

Submissions will be accepted up to May 15, 2015
Training Modules

Phase 1
Table of Contents

Phase 2
Storyboard

Phase 3
Training Module
Phase 1: Create TOC

Content Expert (CE) and Review Team Identified

CE compiles content material

CE develops TOC

Review Team Critiques and Approves TOC
Phase 2: Create Storyboard

- CE Drafts Storyboard
- Exemplarr adds Developer Notes and Questions
- CE Makes Final Changes to Storyboard
- Review Team Critiques and Approves Storyboard
Phase 3: Training Module Finalization

Exemplarr creates Alpha version of training module

Exemplarr creates Beta version of training module

Exemplarr creates final version of Training Module

CE and Review Team critique Alpha Version

CE does final review

CE approves final version
Training Modules

<table>
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<th>Selected Performance Indicators</th>
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<th>FY15</th>
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<th>Total</th>
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<td>T3. Training modules developed</td>
<td>0/2</td>
<td>1/3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1/14</td>
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<tr>
<td>T4. Number of training module users</td>
<td>0/0</td>
<td>0/200</td>
<td>128/200</td>
<td>300</td>
<td>300</td>
<td>128/1000</td>
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</table>

**Finalized and published**
- Gender

**In revision**
- ATVET

**In development**
- Teaching strategies and course design
- Agriculture Research and Extension
- Post-conflict

**Upcoming**
- Self-assessment
- Youth
- Commercial horticulture
- Community Participatory Curriculum
- Gender II

**LoP Progress**
- 1 of 8
- 12.5%
Scoping Activities
Communications

Project Website:
21,522 total page views

<table>
<thead>
<tr>
<th>Most popular pages</th>
<th>Unique page views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>2,034</td>
</tr>
<tr>
<td>About InnovATE</td>
<td>1,803</td>
</tr>
<tr>
<td>Publications</td>
<td>1,593</td>
</tr>
<tr>
<td>Tools</td>
<td>770</td>
</tr>
<tr>
<td>News</td>
<td>741</td>
</tr>
<tr>
<td>Training Module</td>
<td>203 page views</td>
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</table>

4,704 New Users
3,726 Return users

365 likes
17% increase in 2015

854 tweets
471 followers
6% increase in 2015
## Community of Practice

<table>
<thead>
<tr>
<th>Selected Performance Indicators</th>
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<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total</th>
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<tbody>
<tr>
<td>L1. Number of users accessing project databases</td>
<td>0/0</td>
<td>382/500</td>
<td>462/500</td>
<td>500</td>
<td>500</td>
<td>462/2000</td>
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CoP Registered Users: 287

Training Database Views: 9,627
InnovATE Tools

### Selected Performance Indicators

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<th>Indicator</th>
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<td>3/0</td>
<td>1</td>
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### Published

- 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

### Upcoming

- Thematic Study, Survey to Missions, Handbooks

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Upcoming Thematic Study, Survey to Missions, Handbooks
## Country Studies & Technical Notes

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### Background Studies

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<td>• Armenia</td>
</tr>
<tr>
<td>• Cambodia</td>
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<tr>
<td>• DRC</td>
</tr>
<tr>
<td>• Honduras</td>
</tr>
<tr>
<td>• Honduras Garifuna</td>
</tr>
<tr>
<td>• Jordan</td>
</tr>
<tr>
<td>• Mozambique</td>
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<tr>
<td>• Nepal</td>
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<tr>
<td>• Nicaragua</td>
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<td>• Tajikistan</td>
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### Factsheets

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### Thematic Brief

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<th>Thematic Brief</th>
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<tr>
<td>7 Gender Pipeline</td>
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### In revision

| Mali |

### Upcoming

| ? |

InnovATE Activity by Country

- Washington D.C. - Symposium on ATE Capacity Building; Rural Economies and Workforce Development Training
- Nicaragua - High risk Youth and Workforce
- Senegal - Gender & Nutrition Workshop; Curriculum Assessment
- Mali - Post Conflict AET Challenges
- Armenia - Sustainability of agribusiness center
- Tajikistan - AET Curriculum Modernization
- Jordan - Water Saving Agriculture
- Cambodia - Horticulture Center of Excellence
- South Sudan/Uganda - Faculty training
- Uganda - Agribusiness program and policy strengthening
- Mozambique - Good Practices for Gender in Agriculture

- Workshop, Training, Research
- Scoping Trip
- Honduras - Marginalized Populations
## Scoping Activities

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<td>6</td>
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<td>9/22</td>
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<td>D2. AET system program evaluations</td>
<td>1/1</td>
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<td>5</td>
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<td>8/18</td>
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<td>D3. AET reform and investment plans designed</td>
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<td>1/12</td>
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<td>10</td>
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<td>D5. AET reform and investment plans implemented</td>
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## Training Activities

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<td>2</td>
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<td>10</td>
<td>10</td>
<td>10</td>
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<td>1</td>
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### Completed
- 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

### Upcoming
- Nepal Teaching & Learning Excellence
- Cambodia?
- Jordan?

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