

InnovATE Team Kickoff Meeting

Monday October 29, 2013

Introduction and Meeting Objectives (Mike Bertelsen, OIRED)

- **Brief** Introductions around the room of meeting participants, partners, and observers.
- Innovate to overcome the issues raised by hurricane Sandy

Welcome (Jerry Niles, Vice President for Outreach and International Affairs)

- Uniquely qualified to run education and outreach components of project
- Pleased to welcome university partners, Virginia Tech collaborators & participants
- Celebration of the Morrill Act Legislation- Land Grant universities
- Gift of the Morrill Act keeps on giving, InnovATE will continue that tradition and strive to build capacity across the world
- Complex problems need large amounts of collaboration
- Collaboration is key!!
- Developing capacity in developing countries – is a challenge on multiple levels. Need collaboration to meet & overcome these challenges
- Need extensive discussions of how collaboration will occur- statements about success are tethered to discussions about collaboration.
- Enriching collaboration is key
- Need mutual goals & values to develop a collaborative atmosphere – need to find likeminded, willing, and engaged partners
- Need a willingness to learn from partners – cognitive respect
- Willingness to make adjustments based on feedback from partners – cognitive flexibility.
- In a collaboration you need to have a willingness to let your own ideas and be open to others ideas – others ideas may change the way you think & illustrate a new/alternative way to approach a issue
- Collaboration – best individual thoughts come out of the collaborative collective
- Ability to be responsive to others – partners needs drive collaboration NOT AGENTS
- Respond to the needs of partners
- Willingness to stay the course – collaborations take time to form, build trust, maintain the excitement. Collaborations are for the long-haul.

InnovATE perspective from USAID (Clara Cohen, USAID)

- Capacity Development, Feed the Future, and the InnovATE Program
- Context of the perspectives of USAID
- Feed the Future Background
- Role of Capacity Development in Feed the Future

- Changing policy contexts
- Capacity development approach
- Expectations for the InnovATE project
- Provided a brief summary of the Feed the Future Program
- Focused on Agricultural led GDP growth & Food Security
- Reliance on country led investment plans –USAID missions & host country
- Partnerships with multiple stakeholders
- Rigorous impact assessment tools to hold program accountable
- Focused effort – do not want to be spread to thin
- New Alliance for Food Security and Nutrition – 2012 G8 Launch
- **Capacity Development in Feed the Future**
 - Needed for effective performance across the agricultural sector
 - Address opportunities and challenges in agriculture
 - Sustainable – building to the point when aid is no longer needed
 - 50s, 60s, 70s –focus on human development
 - 90s-increasing reliance on private sector institutions
 - 2000s-resurgence in building capacity in agriculture higher education
 - Higher Education Solutions Network?
 - Funding for Ag educations is resurging
- All USAID programs have to think about capacity building in implementation
- Developing professionally trained people to staff the needed positions across the agricultural sector
- Capacity development at multiple scales
 - Individual
 - Organizational
 - Enabling environment
- Ag Innovation System
 - How are we targeting our capacity development
 - What stakeholders are involved, How do those stakeholders interact
 - How do the systems, spheres of influence interact.
 - Nodes key change levers for enacting change
 - InnovATE is classified on the Education lever
 - **Education**-Tertiary, and higher education – TEAM Africa
 - **Extension:**
 - **Agribusiness/Entrepreneurs:** Developing Leaders, Africa Lead
 - **Policy and Data:**
 - **Research:** different fellowship programs targeting agricultural researchers, Strengthening Ag. Research capacity
 - **Borlau 21st Century Leadership Program**
 - Emphasized this program, targeting researcher capacity
 - Offered a brief overview of current fellowship and educational development programs
- Ran through quickly what they see InnovATE addressing and promoting

- Noted several USAID-Funded efforts that might be potential partners for InnovATE. These programs could be willing partners to share information, resources, and ideas.
- Mechanisms for associate awards under InnovATE
- Targeting institutions of interest
- USAID Missions identify capacity development needs, access capacity development services from central programs.
- Listed a range of possible activities InnovATE could address under associate awards.

Gary Alex – Modernizing Extension Project – MEAS Program

- Unfortunate- should have started this program 2 years ago (would have coincided with the bulk of Feed the Future funding) – Was a need to get back to working with Ag. Education/Training Institutions.
- What issues have framed the MAETS/InnovATE adventure
- Is a critical need for education and training – these aspects are often neglected in funding
- Difficult to build capacity in agricultural education institutions
- 60s-80s mixed results in building capacity – several institutions not supportive of a country’s agricultural needs
- **Purpose** – Supporting training and education (1) How to do it better, more efficiently, and more sustainably. (2) Inform practitioners of the needs and potential of Ag. Training and education.
- **Need for an Application Debrief**
- **Approach** - Be demand driven (hard to define and hard to implement) – not a CRSP – find out what the clients want. Not simply a university project – need to address broader Ag. Education and training needs (agribusiness development). We are not replicating the US Land Grant Model. Some of the Land Grant principles are transferable.
- Project has a large agenda but a lean budget
- Open-ended agenda – what will be prioritized? & what choices will be made?
- **Collaboration IS EXTREMELY IMPORTANT** – disseminating the document of good practices, incorporate the USAID foreign service staff (so the take into account the education and training components).
- **Reaching out Beyond the Established Partners**
- **Program has a Global Scale** – Feed the Future Countries a priority – draw lessons from across the globe, influencing practitioners across the globe.
- **Geographic Specialization a Strength of InnovATE partners**
- Consortium will be the go to place for ideas, information, and assistance for developing the agricultural training and education programs
- **Meeting/overcoming the operational challenges**
- Safe Pesticide and Use Action Plan
- How do you promote demand
- Extension program did not harness USAID Bureau of Security staff

- Positioned very well to promote and receive associate awards
- Promoting good practices and investments in helping the client to do a better job
- Do not want to market to strongly
- Open to any advice or council from USAID
- Reach out to MEAS – utilize their experience in designing our own programs/mechanisms

InnovATE Overview (Tom Hammett, Director of InnovATE)

- Sharing the InnovATE vision and receiving valuable input
- InnovATE-making sure the next generation of agriculture professionals receive the training the need
- Will spark change in training and education programs
- Build capacity and infrastructure
- Empowering people
- How do we feed 9 billion people – need an adequately trained workforce – identifying the breakdowns in current systems- updating curriculum.
- Will focus on leadership development – training professionals and strengthening institutions
- Will work with multiple partners and stakeholders
- InnovATE will combine experience to address current pressing agricultural issues/needs
 - Needs have changed – teaching practices have not
- Where-
 - Focused on feed the future countries
 - Partners focusing in areas of their expertise
 - Wes Africa – VT
 - Tuskegee – Southern Africa
 - Penn State – Southeast Asia
 - Florida – LAC & Caribbean
- Case studies will expose the gaps – strategic develop programs to address these gaps
- Web portal – one stop shop for information for anyone how needs agricultural education and training resources, reservoir of best practices
- **Input**
 - **How Would you Measure Project Success**
 - **What are some tools and best Practices**
 - **Tell us About your relevant experience**

Perspective from University Partners

Penn State University – Tom Gill

- Introduction to the Penn State Team & what Penn State will bring to the table
- Dr. Gill, Ms. Gilber, Dr. Rajotte Dr. Radhakrishna, Dr. Bates, and Dr. Foster.
- A lot of experience around the world – specifically in Asia.
- A balanced team of technical practitioners and social scientists, interdisciplinary research team.
- Feels that they have the right team to move forward.
- Ongoing and recent research experience in multiple countries across Asia.
- Boyle's (1981) Framework for Educational Programing
 - Institutional Programming
 - Focuses on development of individual's skills & Knowledge.
 - (Individual Scale)
- **Language expertise**, additional faculty w/AET and /or Asia experience
- Expect to draw heavily on undergraduate and graduate students – International and American students
- INTAD & INTAG – Undergraduates & Graduates –
- Ag Ed & Extension experience – restructured the college recently – liking ag economics with Ag. Education & Training
- Private Sector Linkages
- Expect to draw upon established governmental, NGO, and Higher education partners
- Primary, secondary, and tertiary agricultural education
- Focus Group – Try and uncover what the current status is of Ag education and Training programs in the region
- Advisory Groups – drawing from additional ideas and expertise from faculty and private sector partners
- Start some of the initial correspondence with potential host country partners
- Exploring the linkage with 4-H international.
- Development of standardization of protocols and needs assessment (developing a structure)
- Initial Scoping trip Jan/Feb 2013 – countries still TBD
- Setting the framework/procedures for host-country partners

Tuskegee University – Ntam Baharanyi

- **People** – Conrad, Parkash, Henry, Youssouf, Ntam, etc. (commitment goes beyond professional interest)
- Taking TU to the World and taking the World to TU
- Organic resiliency
- Expansive in country networks already in place

- Background/experience with AET development (Senegal, Tanzania, India, Zambia, & Malawi)
- Gender-specific Extension Activities
- Making graduates more industry ready.

University of Florida – Sandra Russo

- **Learn, Design, Train**
- Higher Education for Development Curriculum Awards/Grants
- Lot of constraints to curriculum development-more than just bringing new content. (How are we going to scale up?)
- Currently working in: Haiti, Malawi, Brazil, Mozambique, Tanzania, & Iraq.
- **Learn**
- **Design**
 - 2 educational assessment units
 - experience with performing accreditation reviews
 - graduate program in higher education administration
- **Train**
 - On-line course delivery
 - Professional development programs – training leaders and entrepreneurs
 - Several faculty involved in gender and development

Discussion of Key issues

- **How Would you Measure Project Success**
 - **Keith** – Control/responsible for core project. How will measure the success of the core project?
 - **Penn State** – Number of associate awards as a measure of success. How many other parties buy into the program – What are the motivations for the missions to buy into InnovATE?
 - **Clara** – Gauge interest of technical officers of USAID missions (critical) Develop an approach to help them. Draw upon established relationships with USAID mission contacts.
 - **Larry** – Number and Quality of case studies will be important in measuring early success. Strategic trainings key. Missions that have been trained as a measure of success /how to design projects & value of subject.
 - Number of hits on the web portal
 - **Kurt**- Start up: number of associate awards. Longer term- how are the missions using the tools are they developing newer and better AET programs. Think about success at the different phases of the project.
 - **Clara** – Survey-Are student needs being satisfied-are you satisfying the demand for professional capacity. Number of institutions strengthened. Organizational Capacity assessment tool.

- **Mike B.** – Case studies crucial. Getting local stakeholders to buy in. Have to communicate the student focus to the missions and local stakeholders.
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- **What are some tools and best Practices**
 - **Penn State** – Creating demand/ building career path capacity. Working with potential hirers – what do they want in an employee/what skillsets are they looking for. What are the needs of the stakeholders (NGOs, country governments, private sector)
 - **Bill** – Geospatial technologies what are the possibilities? (GPS mapping field experience), mapping& management of farms. Toolsets that might be of use of people in the field. Emphasis on field/hands-on experience.
 - **Virginia Tech**- Experiential learning – students and practicums – gauging needs in curricula and needs from stakeholders.
 - **Pavli** – Role of technical schools? What people have to power to make curriculum changes/engaging them in educational changes & funding. Associate degree level programs. Importance of involving stakeholders that have power.
 - **Sandra** – Every country will be different in their institutional structures. Who is controlling agricultural educational policy and the national level. Do not want to drown out the needs of the host-country.
 - **Kurt & Rick** – Defining/selecting appropriate tools, from a plethora toolsets, to meet the needs of the local context. Best mix of tools to help US AID to be efficient in supporting ATE in their regions.
 - **Keith** – Different levels of tools. Diagnostic tools need to be addressing the structure that supports the policy framework of AET.
 - Understanding the different/competing visions of AET at different levels of government.
 - **Tuskegee** – Implementing curriculum changes – understanding the institutional landscape! – this landscape is institution dependent.
 - **Tlou** – Coordinating different development programs into a systematic way (so they are no longer competing entities). To help the country to develop a systematic plan for developing themselves. Can we move above competing interests/politics?
 - **Keith** – Bringing together key policy makers & institutional leaders as an indicator of success.
 - **Rick & Penn State** – Constellation of stakeholders as an indicator
 - **Mike B** - Agendas be country driven. Bringing together multiple collaborators

- **Clara** – What strategic plans are already in place? Problem of competition? InnovATE leadership role in bringing together partners at the country level.

- **Tell us About your relevant experience**
 - **Clara** – Need to mine experience from Senegal and Liberia from previous USAID programs. Look at models from the health sector.
 - **Virginia Tech** – Technology focus, how much to various stakeholders share? Importance of integration. Participatory platform.
 - **Tlou** – Pedagogy of training youngsters – train the trainer model – synthesizing the research and technical interests – creating a foci of leadership. Re-emphasized the importance of sharing and integrating knowledge and innovation.
 - **Virginia Tech** – Culture & distance. Need a core of people that are discipline specific and culture specific. Facilitate opportunities for those individuals to be mentors.

Strategies for implementing InnovATE

Global Learning Event (Kurt Richter, OIRED)

- What are we going to do?, who are we going to invite?, what are we going to get out of it?
- Building a working network and defining what is a good practice.
- Building AET capacity around the developing world
- Transformation – making changes to something that is firmly established.
- Working within the structures of each host country – building upon what is already there – thus we need to understand what is already happening.
- Global learning summit/event – 6 months out
 - Bringing the best AET minds together – to investigate the contexts and players involved.
 - Reemphasized the importance of collaboration – tap into other organizations information.
 - Need a mix of educators, policy makers, stakeholders, and private industry.
 - Organize the event so that we can get the most out of it.
 - Who are we going to invite? and How are we going to structure the event?
 - Day or two day event (people are busy)
 - **Keith:** Should have some preliminary case studies at the time of the global learning summit/event

- We have budget constraints
- **Virginia Tech:** Bring together some major foundations and/or corporations that have a stake in the program
- **Penn State:** Make it a stakeholder event. Fostering stakeholder involvement (multinationals, corporations, & foundations)
- **Russo:** Is there another big event during Washington at that time?
- **Keith:** Need to host a competitive event?
- Could we link with others?
- **Penn State:** Make it a little more worthwhile for global stakeholders to come to this even. Need a structured network time. Facilitate networking into the program, to promote facilitated discussions.
- Is there a group we have to have at the table?
 - World Bank-Ag. Education units
 - Congressional staffers that work on policy issues
 - Beltway bandits
- Who would be a keynote speaker?
 - Hillary?
 - Rajiv Shah
 - BIFAD
- **Keith:** Probably will need more than a day and a half.
- **Mike B:** The VT Northern VA Campus might not be large enough
- **Susan S:** Think about timing of event – will it conflict with classes at the VT Northern VA Campus
- **Penn State:** 6 months we will only have an outlinish view of what we have done. More conversations about what we should do?, How do we alter the framework to meet coals better.
- **Tuskegee:** Online forum – to get input on what should be prioritized at the meeting.
- **Penn State:** Linking the online forum to the web portal. Linking the web portal and the global learning event to the online forum. Tap into social media, fully exploit this (Amy might have some insight into this), Facebook & Twitter?
- **Keith:** Forums may be a pain but you get a lot of depth of thought.
- Need USAID's full support to achieve the full potential of the global learning event/summit.
- **Penn State:** Will we invite other universities to this?
- Buzzword is synergy – no need to be exclusive in attendance for this event.
- Hope we have to move the venue (garner enough support).
- D.C. best venue – best visibility – get better participation
- **Larry:** Going to have to be a real sell job to get USAID people out of the office building.
- **Keith:** Looking for the experts, where ever the come from
- **Mike B:** Form a partner sub-committee to work on planning the global learning event
- Potential of having it at the Virginia Tech Boston campus

Development of Web Portal (Amado Ohland, OIRED)

- A website alone will not solve all of our problems
- Website needs a clear vision
- Need to market the website effectively
- What pieces do we need in the web portal?
- Database of documents, database of training events.
- Rating classes/trainings (Amazon)
- Creating a one stop shop
- Linking the pillars of the web portal
- Working with vendors to make it a reality
- How would visitors search for documents in the database?
 - Cataloging documents into a defined taxonomy
 - Good practice – strategic concept
 - Best practice – tactical – what has been done to produce a good practice
- Training database
 - Country level training and education systems catalogue
- Web portal issues
 - Moderation structure
 - Data entry/data maintenance
 - Sustainability of the portal
- Need a clear vision at the beginning of what the portal will be at the end.

Tuskegee – What do we want out of the portal – Who is the user community? – How will this make AET education accessible?

Amado – Have a subscriber user community – drip campaign. Could build an entire distance learning portal – could design the tech- to allow for the distance courses to be disseminated. Need the technical expertise to design those courses. What will we do to vet the profiles on the data portal. Need for different levels of users.

Larry – Why is the portal important? Mission personnel are a targeted user community.

Penn State: Why is the portal better than google? Portal serves as a filter. Who will be able to access or edit portal content? Who ultimately makes the decision on what is approved?

Amado – Will be a collaborative effort amongst the partners to determine what is appropriate.

Virginia Tech: Community rating on multiple elements (community development key) Who is rating the course? Meaningful ratings will indicate the value of the training/development programs. Do the experts think the training is useful.

Mike B. – Will need a protocol for screening and evaluating the material that will be on the portal.

Clara – MEAS has a similar model, which could help us. APLU is also looking at the literature as well. Where could the materials find a home after the program has ended?

Peter – Portal needs to be a proof of concept/ will inspire future work to make it work multi-linguistically. Portal will be huge if we can get it working

Penn State: Need to make sure the portal is visibility. Quality control comes from branding the project.

Keith – What can we do realistically on a budget of 50k

Peter – Make something functional/useful in a year and a half. See if others are willing to fund it to build further on it.

Tuskegee – What is the role of user generated content?

Amado – Give the general public a means of recommending potential training courses to the project staff.

Peter – Trick graduate students to get you the ideas to get you to the endpoint/ could help in getting ideas of the ground.

Sandra Russo – Do we need the ATE catalog? Several other sources host this kind of information. What makes it unique/different?

Amado – Who are the site visitors and what would they want to find?

Keith – Team Africa meeting?

Clara – Team Africa wants to hold a meeting with African university chancellors. Could be a potential focus group/see what they might want to see in the web portal.

Case Studies and scoping trips (Keith Moore, OIRED)

- Synthesizing this morning's conversation
- This is a core component of InnovATE
- How do we motivate our private sector stakeholders?
- Adventures in collaboration – to build innovation systems
- Gave some basic definitions
 - Preliminary analysis – desk-top analyses
- Case studies are about systems
- Looking at collaborators at secondary and post secondary institutions in agriculture education and training institutions
- Target programs – any kind of short or long-term certification programs
- Case Studies should be structured in terms of supply and demand for human capital.
 - Institutional self assessments
 - Labor-Market studies
 - Defined supply and demand in terms of human capital
- Stakeholders need to be incorporated/involved in data collection and analysis
 - NGOs
 - Ministries
 - Agriculture Higher Education
 - Private Sector

- Goal is to diagnose the gap between supply and demand (shape what does it look like)
- Output: recommendations for USAID missions (associate awards) – what to do to address the gap in human capital
- Scoping visits
 - Preliminary case study data
 - Build relationships with host-country partners – expanding relationships- building trust
- Two phases:
 - Pilot scoping visit – developing a single consistent methodology- a core frame work/consistent pattern.
 - Each team will initiate their own case study for their region
- GAP analysis
- What do locals say is the problem – focus on local/national understandings – good place to start to get a sense of what they are saying about the problem.
- Direct our questions across the agriculture sector.
- What country do we use as our pilot?
- What countries will serve as the regional case studies
- **Virginia Tech:** Scouting needs to identify the overall infrastructure of the country.
- **Penn State:** How much are we expected to address physical resource needs related to agricultural training and education.
- **Keith:** Figure out the gap then further explore the issues/constraints
- **Larry:** What are current graduate students career aspirations? What careers do they feel they are headed to?
- **Tom:** Recent graduates will have a good understanding of where the gaps are?
- **Keith:** Identifying mission and negotiating with missions over what the key issue is.
- **Sandra Russo:** Need to be tightly aligned with the USAID mission/ag officers.
- **Mike B.** – structured vs. open-ended interviews
- **Keith:** Not going to get all of the details in the initial scoping visit; however, the institutional characterization will get at more fine tune attributes.
- **Sandra Russo:** Where are the institutions getting their funding?, what are they spending it on?
- **Penn State** – Do the pilot in place where it would be completely fresh or should we go somewhere we have established relationships.
- **Clara** – Case studies/scoping visits need to be based on demands from missions. (Demand from missions might be an issue/might get too many requests) Need to send out a global invite (have a draft and ready to go). Need a more firm commitment from each country.
- **Interested Missions**
 - **Burma**
 - **Uganda**
 - **Bangladesh**

- **Mozambique**

Feed the Future Countries
Bangladesh
Cambodia
Ethiopia
Ghana
Guatemala
Haiti
Honduras
Kenya
Liberia
Malawi
Mali
Mozambique
Nepal
Nicaragua
Rwanda
Senegal
Tajikistan
Tanzania
Uganda
Zambia

- **Keith:** Where do we go first? Case studies have to be in a target country. Have to be strategic with the core resources. Need to address the system as the whole so as to make changes that are effective.

Gender & InnovATE (Maria Elisa Christie, OIRED)

- Integrating gender into the objectives of InnovATE
- **Penn State:** Approach a mission by using InnovATE's emphasis on women empowerment and development to help sell InnovATE. InnovATE might be the best way for a mission to address women and gender issues. Build on the current report indicators proposed by recent USAID reports
- **Clara:** AWARD's leadership training is available to men and women and is key in influencing women's career success. AWARD has been doing some institutional case studies, what is an impact of the critical mass of AWARD fellowships at certain institutions. Emphasis needs to be on supporting women institutionally.
- **Tuskegee** – 70s women's participation at India's land grant universities was paltry, see more than 50% women now. Transformation was connected to other cultural aspects.
- Value Chain – what are the graduates doing with their degrees.

- **Larry:** Importance of pre-university education. How do we approach secondary education and gender. Gender stereotypes regarding what disciplines are acceptable for men/ acceptable for women.

InnovATE and Communications (Kellsey Lequick, OIRED)

- Communication with USAID
 - Maintain open lines of communications with Clara
 - Need to utilize current/established connections with USAID mission representatives
 - What voice should we use in communicating with USAID missions?
 - **Keith** – Need to be invited, what can we do to help them?,
 - **Sandra Russo** – Need materials to leave with USAID mission representatives (brochure, pamphlet) If you leave something more than your card they might actually look it
 - **Mike B** - Importance of getting invitations from the USAID missions – need some sort of invite.
 - **Keith** – We are there to offer services to the USAID missions so that they can better serve the agricultural research and training programs in their countries
 - **Mike B**- We have to be INVITED
 - **Penn State** – Need to utilize all communication methods/channels to reach them. Need a clear value statement - sell the specific problem that they have. Need to use your time wisely in your communications. Need a multi-part attack.
 - **Penn State** – **GOAL IS TO GET ASSOCIATE AWARDS**
 - **Larry** – Don't have to be bashful about this project
 - **Mike B** – Need for specialize our messages to interested USAID missions/ need for a personalized message.
 - **Keith** – Need to get our case studies started – stepping stones to associative awards.
 - **Mike B** – Need to get our foot in the door and let the team charm the USAID mission facility.
 - Value of social media outlets Twitter & Facebook.
 - Developing a marketing and branding plan
 - Building an identity for the InnovATE project
- **Logo**
 - Get the agriculture back into the logo
 - AET vs ATE – how are we going to deal with this issue
 - Keith – we have to say agriculture training and education, because the emphasis needs to be on the training because that is where the bulk of

the human resource focus needs to be (distinguishes with all the other AETs)

- **Larry** – How does our communication plan tie into developing communities of practice?
- We will need individuals to take the initiative
- **Peter** – Has contacts that might be helpful in that issue.

- General PR work
- Communication between partners
 - Reports
 - Workplans
 - Monitorings
 - Administrative and financial details
 - Monthly email – to update partners on InnovATE activities across the board