

# innovATE

Innovation for Agricultural Training and Education



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## Annual/Life-of-Project Work Plan

### Oct. 1, 2012 – Sept. 30, 2013

USAID/BFS/ARP-Funded Project

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## Introduction

The goal of the Innovation for Agricultural Training and Education (innovate ) project—formerly referred to as the Modernizing Agricultural Education and Training Systems (MAETS) Project—is to develop the human and institutional capacity needed to promote rural innovation necessary to achieve sustainable food security, reduce poverty, conserve natural resources, and address other rural problems. We will define and disseminate strategies and approaches in support of agriculture education and training (AET) reform and investment. Innovate will focus on all levels of education such as: youth, workforce development programs, primary and secondary educational systems, vocational/technical levels, and the university and post-graduate level.

This is the first year work plan for the Innovate project. This introduction is followed by a short overview of the Year 1 activities. Next, the activities for each of the project’s three components during Year 1 are described next. Each component’s section will also include a synopsis of the LOP for that component. We also have included a summary for the Performance Monitoring Plan (PMP). The full project PMP for Innovate will be submitted separately.

## Overview of Year 1 Activities

This is the work plan for Year 1 of the Innovate project. The Year 1 work plan activities and tasks are organized according to the three components: **LEARN**, **DESIGN**, and **TRAIN**. We sought guidance of and input from Innovate consortium partners: Virginia Tech (VT); Pennsylvania State University (Penn State); Tuskegee University (TU); the University of Florida (UF); and the USAID Agreement Officer Representative (AOR) in the Bureau for Food Security (BFS).

Innovate will work with USAID to select focus countries for activities during in Year 1. Tasks will be modified as required by the revealed needs of USAID missions and further guidance from the BFS. Due to the USAID mission- and bureau- driven nature of the program, the Year 1 work plan should be considered illustrative of the types of activities and tasks Innovate will undertake during the time period. During the first year, depending on the demand received, we had planned to do scoping or pre-scoping visits in up to four countries, and to prepare for additional work (such as assessments) according to the demand from USAID missions. More specific activities will be described in associate award documents once the list of initial intervention countries and programs are finalized. As work progresses, the lessons learned will be incorporated into project implementation. Program adjustments and re-orientations will be managed through subsequent annual work plans approved through the AOR in USAID/BFS.

The Management Entity (ME) team in the Office of International Research, Education and Development (OIRE) at Virginia Tech has been mobilized, and has hosted a “kick-off meeting”. The ME has been working with the Innovate consortium partners to establish protocols and finalize the performance monitoring plan with the AOR. The consortium will coordinate with existing USAID investments, including the MEAS project, MSU’s GCFSI, the APLU Knowledge Center, the Innovation Labs, and TEAM Africa, to garner lessons learned and seek points of leverage that help ensure greater impact from our resources.

The **LEARN**, **DESIGN** and **TRAIN** activities are part of a demand-driven, student-centered methodology. Each is described in brief in this overview and in more detail in later sections. During the first year, there will be activities in all three components, with the emphasis on **LEARN**. Effort will be allocated to information gathering/synthesis, networking with AET professionals and institutions, development of AET assessment tools, providing technical assistance to USAID missions, and offering associated training for USAID personnel and implementing partners tasked with AET reform.

In practice, one activity may overlap with an activity in another component. Activities, tasks, timing, and milestones for each component will be presented in tabular form at the end of each section. Activities identified in the RFA and proposal not addressed in Year 1 will be included in subsequent years. The PMP is summarized at the end of this report.

**LEARN:** This component consolidates information and lessons learned from past experiences that will guide the **DESIGN** and **TRAIN** project activities. To improve agriculture education and training systems we need to gather and make accessible current AET information and examine current issues that impact AET systems. Specifically, the **LEARN** component documents good practices and assessment tools to address specific problems at agricultural education and training (AET) institutions and countries. Studies of an initial group of cross-cutting themes such as strategies for gender equity, avenues to improve AET capacity in post conflict situations, and work-force development will help us gather input from the AET community about other key issues that need attention. The **LEARN** component will also document how private sector input has successfully shaped demand-driven AET transformation. The centerpiece of the **LEARN** activities will be an international AET symposium (global learning event) designed to share knowledge among AET specialists and launch Innovate's development of a global AET community of practice.

**DESIGN:** This component is based on information gathered through the **LEARN** component and is under direction from local USAID missions. The **DESIGN** component applies assessment tools and other methods that adapt good practices to provide project design guidance that addresses specific institutions and systems. This assures that AET investments will meet the needs of USAID missions and local AET partners. The end result in many cases will be to provide the basis for associate awards and procurement that will lead to systemic capacity development in agricultural education and training.

**TRAIN:** This component focuses on sharing **LEARN** and **DESIGN** experiences. In particular, good practices, analyses, and contextualized case studies will be made available when and where appropriate to USAID missions, national AET professionals, user groups and other interested parties through online training modules, a database of training activities, pedagogy workshops, and short courses. **TRAIN** activities assure that Innovate extends learning opportunities in the AET community of practice.

By the end of Year 1, the project will: 1) increase awareness of Innovate's purpose and programs; 2) raise the profile of AET capacity building as a development sub-discipline; 3) provide fundamental training for USAID and other key stakeholders; 4) assemble and generate scholarship on AET reform for use by practitioners; and 5) host an international forum for an AET community of practice. Table 1 lists the Innovate startup and management activities.

Table 1: Start-up and Management Tasks

TASK	START	FINISH	MILESTONES
<b>Start-up Tasks</b>			
Project management team mobilized	10/3/12	12/15/12	VT ME team gathered. Start-up assignments given by OIRED director
Consultative meeting of ME with AOR and BFS staff	10/12/12	1/25/13	Incorporation of feedback for submission of Year 1 work plan.
	1/15/13	2/15/13	Country selection criteria refined
Innovate Consortium Meeting	10/1/12	10/31/12	Meeting held
Refine project indicators and data requirements with USAID		3/7/13	Performance indicators a) drafted,
		6/30/13	b) finalized
Work plan submission		1/20/13	Work plan for Year 1 submitted
Work plan approval by USAID		6/30/13	Work plan approved
Innovate sub-awards establishment	11/8/12	12/12/12	All sub-awards established
Establish Program Advisory Committee (PAC)	11/30/12	06/30/13	PAC established
PMP Linked to FTF and Foreign Assistance Frameworks	10/4/12	3/22/13	PMP Linked to FTF and Foreign Assistance Frameworks
Performance management plan submission		3/27/13	PMP submitted
Performance management plan approved		6/30/13	PMP approved
Initial “kick-off” partners meeting	9/30/12	10/30/12	Meeting conducted with all partners and USAID representatives participating

<b>Management Tasks</b>			
<b>Activity 1. Reporting to USAID</b>			
Year 1 work plan	12/1/13	12/29/12	Drafted and discussed with partners
	1/20/13	1/30/13	Draft submitted to USAID
		6/30/13	Work plan approved by USAID
Quarterly financial reports	10/1/12	1/15/13	Report submitted
	1/1/13	4/15/13	Report submitted
	4/1/13	7/15/13	Report submitted
	7/1/13	10/15/13	Report submitted
Semi-annual report	4/1/13	6/30/13	Report submitted
Annual report	10/1/13	10/31/13	Report submitted
<b>Activity 2. Networking with AET practitioners, USAID Missions, associations</b>			
Establish contacts with key AET practitioners, USAID missions  Identify key AET players	11/30/12	9/30/13	AET related conferences held  Conference calls conducted with key AET players
Establish and maintain contacts with USAID missions to inform them about Innovate and identify candidates for initial assessments	10/30/12	9/30/13	USAID missions contacted to introduce Innovate (including conference calls)
Building awareness of Innovate	12/15/12	1/15/13	Short information program sheets developed
	12/15/12	2/1/13	Web presence for Innovate established
<b>Activity 3. Maintaining contact with BFS and USAID/Washington</b>			
Post-award conference	9/30/12	10/30/12	Post-award meetings conducted at BFS at USAID offices in Washington, DC
Maintain contact with BFS and USAID/Washington	10/30/12	Ongoing  Ongoing	Regular weekly conference calls conducted with USAID AOR and partners  In-person visits to BFS/USAID in Washington conducted

## Overview of Years 2-5 activities

In the second and third years, effort dedicated to project design and AET innovation will increase according to USAID mission demand. Innovate will help USAID staff, AET institution administrators, and ministerial personnel develop strategic plans, draft policy, and design AET interventions that link educational outcomes to workforce development and innovation in the agriculture sector. Innovate will offer online and in-country training and mentoring on how to incorporate adaptive change process to AET evolution. Content-specific assistance will be undertaken primarily as buy-ins to the leader award or associate awards. Innovate will host annual open symposia on AET capacity building. Project design activities, along with good practices and analytical work, will increase in the later years of the project.

In Years 4 and 5, we expect that the majority of effort will shift to implementing country-specific projects. The earliest projects designed through Innovate support will be well established. Innovate will support impact assessments on these AET investments as requested and supported by USAID. The training modules for AET system and institutional assessments will be updated in consideration of the newest case studies. At the close of the project, Innovate will host an international symposium on AET adaptive processes. This symposium will analyze and showcase five years of progress in AET capacity development and resulting new standards of good practice.

## LEARN: AET system analysis and pilot projects —documenting lessons learned and good practice

Innovate seeks to provide a leadership role in generating practical policy scholarship for USAID and AET reformers in host countries. Innovate will seek to help a broad range of agricultural development practitioners and AET specialists to understand and embrace renewed investments in efficient and sustainable AET institutions. The stakeholders include those working with youth or workforce development, training centers, and primary, secondary, and higher education institutions. The target audiences for Innovate will include US AET institutions, international donors, NGOs, and private sector organizations (e.g., consulting companies working in AET, agriculture enterprises). Year 1 **LEARN** related activities are listed in Table 2.

Innovate will document the AET landscape in select countries and cross-cutting topics and make available good practices for AET assessment and analysis. Issues that need to be addressed include: How do the separate elements of an AET system function? How do they integrate to build an Agricultural Innovation System (AIS)? Where are opportunities to promote adaptive and transformational changes to meet country-level future food security goals?

**LEARN** activities will be structured under three themes: gathering AET information and creating knowledge (Activity 1); making this information accessible to a global audience (Activity 2); and creating opportunities for information exchange and synthesis through a community of practice (Activity 3). Innovate will emphasize the development of a learning agenda for AET capacity development,

aggregating and synthesizing knowledge on AET capacity development. Innovate will review information resources to assure it meets quality standards before dissemination. The project will also create new knowledge to improve decision-making. In the first year, individuals from the consortium institutions will collect and analyze AET systems of several countries (e.g. Cambodia, Honduras, Rwanda, and Mozambique) through country assessment studies. Thematic cross-cutting desktop studies (e.g. gender equity, post-conflict AET) will be produced and tied to the topics of the symposium.

In addition, Innovate will identify and learn from key AET stakeholder organizations such as USAID-funded AET-related programs (e.g. Innovation Labs, EHELD, ERA, iAGRI, TEAM Africa, Higher Education Solutions Network, AERI, and US-Africa Higher Education Partnerships) as well as non-USAID funded programs (such as APLU, CAMES, Partnership for Higher Education in Africa, RUFORUM, ANAFE). Donor agencies in addition to USAID (e.g., USDA, World Bank, GIZ) will be brought into the dialogue. We will network with and garner lessons learned where appropriate from other USAID programs such as the MEAS project, and USAID youth, workforce development and economic growth programs.

Realizing that good information is needed to make effective investments we will seek input from groups active in AET. Hence, it will be vital to continually seek outside thinking about AET and strategies to improve capacity through a variety of venues. By establishing a program advisory committee (PAC) of key AET specialists we will gather additional input for the project and continue to add to our AET network. We will structure the PAC so that its size and membership are conducive to assisting us to bring in direction and current ideas relevant to our programs. To that end we will solicit suggestions from key stakeholders to direct PAC membership, and use teleconferences and e-consultations, and other ICT means to communicate with the PAC members. The PAC membership will be selected by the partners to include a mix of AET development practitioners (e.g., AET project implementers, consultants), donor and program representatives with investments in AET and overseas AET colleagues (university administrators and faculty, education specialists, etc.). The PAC membership will be a good source of key AET capacity issue identification and priority setting.

We will build an active AET community of practice among USAID, AET reformers in host-countries, educational institutions at all levels, and AET professionals in international and regional organizations. Innovate will respond to this community and foster communication and engagement and provide a forum for agriculture educators. We will cooperate with existing AET reform organizations in Africa and Asia and Latin America. We will work with a motivated sub-group of educators to beta test assessment tools. In Year 1, the symposium will be the biggest single event in our developing the AET community of practice. A cross-cutting study on building communities of practice will be presented at the symposium as a foundation from which to launch community of practice activities in Year 2.

The symposium will increase awareness of Innovate's food security mission. Key individuals and scholars will be invited and supported to present their insights and experiences with AET reform. We will engage other stakeholders during the global AET symposium through digital technologies. The proceedings from the symposium will be made available through on-line venues.

Innovate will aggregate and synthesize knowledge as a platform for understanding and planning AET development. Two types of case studies will be prepared: country studies and cross-cutting studies. Country assessment studies will be based partially on USAID mission interest, partially on the presence of interesting AET activities or problems, and partially on a geographical balance. Most of the initial work on country studies will be done through desktop review of available literature and communication with experts. In-country travel will be undertaken to collect data not available and to meet with key stakeholders. With core funding, Innovate can produce four country assessments during Year 1. The second type of case study, the cross-cutting studies, will examine key AET topics across geographic boundaries. In Year 1 and for subsequent years, cross-cutting studies will serve as the organizational structure for symposia hosted by Innovate. The Year 1 symposium will report on and engage AET practitioners in: gender equity in AET systems and AET capacity building projects; incorporating gender subject matter in the AET curriculum; AET capacity building in post-conflict countries; and AET workforce development flow, from secondary schools into agricultural vocational training and higher education. Where necessary, outside specialists may be commissioned to conduct research on selected topics.

The series of case studies (e.g., cross-cutting studies, country assessments) will be initiated during Year 1. Topics for the initial year will be selected from those outlined in the proposal and verified through consultations among the partners and with specialists outside the consortium. As a starting point, these topics will include post-conflict issues, gender equity, and work-force development. The list of possible topics and studies we conduct will be enlarged through direct consultation (meetings, conferences, e-discussion groups) and solicitation (canvassing specialists). Since it is important to build a cohesive collection of studies that can be replicated, to begin with a limited number of topics will be selected for study. We know that several others are worthy of study and they will be added as we gain momentum. These studies will identify gaps in AET systems, and point to good practices. These studies also will form the basis for publications (fact sheets, etc.) and web-based information, and further engage the team with the AET community.

Our case study research methodology will combine desk-top research and in-country fact finding (e.g., at conferences, on-the-ground data collection visits). For instance attending the Gender GLEE held in Washington, DC will avail the research team access to over one-hundred stakeholders – many with a strong interest and experience in AET. In addition our participation and Innovate’s support for key participation of AET specialists in the post conflict conference to be held in Southern Sudan during the summer of 2013 will provide enormous synergies for our post conflict cross-cutting study team.

A series of country level studies will be also initiated during Year 1. The purpose of these studies is to identify AET experience, locate resources and develop our AET network, select good practices, and determine capacity gaps at the country level. These will initially be focused on countries with the highest level of interest in accessing the Innovate program. Initial contacts with USAID missions will drive the selection of these countries. A benefit of these studies is to build background information for pre-scoping and scoping activities and support associate award and buy in investments. Scholarly AET information is lacking, hence our team will start with a small group of selected focus topics and countries. These will form the basis for the involvement of outside researchers.

Table 2 contains a list of illustrative Year 1 activities planned under the Learn component.

**Table 2: Year 1 LEARN activities and tasks**

ACTIVITY/TASK	MILESTONES	START	FINISH
<b>Activity 1. Gather information and create knowledge</b>			
Compile an online resources for AET bibliography	Student researcher hired	2/1/13	5/31/13
	Database structure finalized	11/1/12	7/1/13
	500 citations compiled		9/30/13
Country assessment studies	3 country assessment studies completed	11/15/12	8/30/13
Cross-cutting analyses	3 cross-cutting studies completed: (e.g., identify gaps in AET capacity and good practices)	12/01/12	8/15/13
	Gender in agriculture and AET systems, AET post-conflict study and workforce development		8/31/13
	Initial studies completed and results presented at the AET symposium		9/15/13
Collect/synthesize experiences of other organizations	Reports and papers collated and shared	7/1/13	9/15/13
<b>Activity 2. Make knowledge accessible</b>			
Create a community of practice to gather and share AET training knowledge	Design parameters defined	11/1/12	6/30/13
	Gather participants		6/15/13
	User survey to assess usefulness completed		8/31/13
	AET community of practice study		9/15/13
Organize a global database for AET institutions and capabilities	Training database operational and accessible	4/15/13	8/15/13

Outreach communications to USAID FtF countries	Interest gathered from USAID missions	12/7/12	12/14/12
	Contacts established (e.g., conference calls) with 3 USAID missions	1/15/13	03/21/13
	Contacts established with 3 additional USAID missions	2/15/13	6/15/13
Establish Innovate's presence in appropriate social media platforms	Social media presence established through appropriate format (e.g., Twitter)	1/30/13	3/15/13
Evaluate effectiveness of various social media as a means to foster an AET community of practice	Report on effectiveness of social media report compiled and circulated		8/1/13
<b>Activity 3. Foster AET community of practice</b>			
Hold AET global learning event	Program drafted; site selected	10/15/12	4/1/13
	e-consultation to gather input on AET topics and needs		5/8/13
	Announcement/ Invitations sent		4/15/13
	Event completed		9/18/13
	Proceedings published		10/30/13
Develop on-campus interest in AET	On-campus faculty group for AET	2/15/13	8/15/13
Collect AET experiences	Student from focus countries organized in focus groups to gather AET experiences	3/15/13	9/15/13
Support innovative leaders' participation in regional AET programs and agriculture educator associations	<u>Africa</u> : meetings with RUFORUM, Team Africa ANAFE; Attend Science week and FARA General Assembly;	1/1/13	8/27/13
	<u>Asia</u> : foster institutional involvement in APAEN from FTF countries; and		7/15/13
	<u>Latin America</u> : agricultural educator association attended		9/15/13
			9/15/13

## Years 2 – 5 LEARN Activities

Early in Year 2 a bibliography of literature on AET capacity development will be made available online. By the end of Year 2, the project will produce guidelines on good practices and adaptive change in AET systems. Early in the project, many of the resources available online from Innovate will be accessible from the project website. Agrilinks, USAID University and other longer-term platforms will also be used. As the project matures, its online resources will be increasingly shifted to external, perennial online entities.

In Year 2 we will strengthen this community of practice through facilitated dialogue via webinars and through e-consultations that we tested during year 1. In Year 3, Innovate will expand the AET community of practice by hosting moderated English, Spanish, and French forums for AET practitioners. We will cooperate with African and Asian regional reform organizations where they already exist and initiate an agriculture educators association in Latin America.

Throughout the project's duration, Innovate will expand the expertise of USAID personnel in key areas by employing assessment tools that help characterize AET systems, and assess agricultural workforce demand and supply. Field surveys and interview guidelines will be developed as needed to characterize both a national AET system (e.g. policy landscape, institutional membership, functional roles, history, educational outcomes) and individual AET institutions within a system (e.g. human resources, financial resources, mission, student services, cultures of adaptation or tradition, etc.). The project will develop tools that identify constraints and gaps and will synthesize lessons learned from prior AET system investments in developing and developed countries. Gaps in capacity, roles, and opportunities will be identified, such as: faculty quality, curriculum relevance, and student services. In later years, the emerging models of AET systems and their influence on agriculture innovation systems will help decision makers prioritize and guide impact assessment designs.

## DESIGN: Technical support and design — mainstreaming effective approaches to quality and relevant AET

Year 1 **DESIGN** activities and tasks are presented in **Table 3**. The project will develop tools that identify constraints and gaps and will synthesize lessons learned from prior AET system investments in developing countries and the United States. Following the Innovate program's demand-driven approach, gaps in capacity, roles, and opportunities will be identified. Models of AET system functions and their influence on agriculture innovation systems will help decision makers prioritize and guide investment decisions.

We will create tools for strategic planning and project design (Activity 1). We will carry out scoping studies at mission request to provide guidance on possible AET investments (Activity 2), and offer project design services including proposal and work plan preparation, establishment of monitoring and evaluation systems, and impact measurement (Activity 3). Technical assistance will be provided at the

request of USAID missions. We can provide initial modules such as defining AET, establishing student services, and building financial and administrative capacity to manage AET (Activity 4). We will rely on the expertise within and, as necessary, outside of the four Innovate member institutions.

Innovate will draw upon the experiences of partners and others who have completed or are currently engaged in long-term education capacity development projects. Innovate partners, according to their predominant geographic capabilities will lead technical support for assessment studies, project design, and implementation. The following list indicates potential Innovate involvement as dictated by demand and illustrates our geographic coverage:

- Latin America/Caribbean: Guatemala, Honduras, or Haiti (UF)
- West Africa: Senegal, Liberia, or Ghana (VT)
- East Africa: Ethiopia, Rwanda (TU)
- Southern Africa: Malawi, Mozambique, and Tanzania (TU)
- South/Southeast Asia: Bangladesh, Cambodia, and Nepal (PSU)
- Eastern Europe: Armenia (VT)

Demand and Supply Studies will identify skill sets that make AET graduates employable and will estimate future demands for them across the private and public sectors. These forecasts suggest the best student-focused educational outcomes for which curriculum adaptation, faculty and administrative capacity building should be targeted. The objective of a demand study is to quantify current and future human resource needs and to identify jobs and associated skill set requirements in the private and public sectors. It also provides the basis to build support for AET programs among employer groups. Demand studies will include a list of agriculture subsector contacts representing significant employment opportunities and potential representatives for AET institutions that introduce industry advisory mechanisms. Supply studies include analysis of: institutional mission, strategic plan, curriculum organization and content, faculty pedagogic skills, faculty/curriculum match-ups and subject weaknesses, infrastructure, governance and incentive systems, faculty continuing education opportunities, the use of practical training as well as media and distance-learning in teaching, and skill profiles of incoming students and outgoing graduates.

Analyses will use the demand and supply study, and the landscape analysis results to identify gaps in training and curriculum and to recommend changes an AET institution or system could make to provide the next generation of innovators in business and science. As we gain experience with different AET systems, these four instruments - AET system analysis, demand studies, supply studies, and gap analyses - will be refined and generalized, becoming freely accessible tools. Innovate will benefit from using demand and gap survey instruments tested in ongoing education and research programs. Much of these activities will be set up during Year 1, but the actual interventions may not occur until Year 2.

Project design work will be built within the framework of the Innovate Project's assessment and planning tools that will be made publicly available via the Innovate website. Based on demand and availability of support by a USAID Mission an in-country strategic planning exercise will be completed by the end of Year 1. Additional technical support for project planning will be provided by Innovate, primarily as supplemental tasks to the core work.

During project development, we will encourage inclusion of project components that support capacity in student services and administration. Technical support for administrative services will focus on professionalizing the procedures that will make AET institutions successful. One need that is emerging is to assist educational institutions to develop and improve financial and contract management. Parallel with project design work, professional staff from the Innovate partners (University of Florida, Penn State University and Tuskegee University) will provide technical support to AET financial and administrative management staff. In addition, a training module will be developed that will help AET institutions develop effective administrative and financial management systems. If invited, this could be the basis for a workshop for USAID and AET institutions (offered under the Train component).

Innovate will collaborate with regional programs and projects to support AET reform. In Africa, we will work with World Bank-supported RUFORUM, ANAFE, and the Association of African Universities as well as other regional organizations and programs such as TEAM Africa and CAMES. Recognizing the natural bias towards university education; we will pay special attention to ensure the adequate support of opportunities for workforce development, youth programs, as well as secondary and vocational education. Regional organizations and stakeholders will be consulted to determine the best ways to invest Innovate time and resources. US federal and state associations of agricultural educators from all levels are a venue for innovation and collaboration and will be linked with parallel organizations in the developing world. In South Asia, we will work with the Asia Pacific Association of Educators in Agriculture and the Environment (APAEN) to find areas for cooperation and support participation of secondary institutions. In Latin American countries, the project will encourage the development of an association of agricultural educators to bring together secondary, vocational, and higher education professionals to collaborate on project solutions. As these local communities of practice mature, their members will become increasingly important local resources for Innovate and other AET projects.

Innovate will design specific workforce demand and supply assessment tools in Year 1. These tools will characterize employable skill sets and estimate future labor demands across the private and public sector. The forecasts generated by these tools will guide Innovate AET intervention design. The objective of a workforce demand study is to quantify current and future human resource needs and to identify jobs and associated skill set requirements in the private and public sectors. Workforce demand studies will include a list of agriculture subsector contacts representing significant employment opportunities and potential representatives for AET institutions that introduce industry advisory mechanisms. Workforce supply studies evaluate education outcomes as measured by course offerings, program quality and the skills students have at graduation. Workforce supply studies include analysis of: institutional mission, strategic plan, curriculum, faculty expertise and subject weaknesses, human resources stability, faculty continuing education opportunities, the use of media and distance-learning in teaching, and skill profiles of incoming students and outgoing graduates.

In Year 1, we will carry out assessments with USAID and AET institutions leading in later years to project design, proposal preparation, and work plan preparation, and the establishment of monitoring and evaluation, and impact measurement systems. As country projects start in Years 2 and 3, we will shift work from the design phase to implementation in collaboration with individual AET institutions. Table 3 contains an illustrative list of Year 1 activities planned for the Design component.

Table 3: Year 1 DESIGN activities and tasks

ACTIVITY/TASK	MILESTONES	START	FINISH
<b>Activity 1. Build project design capacity</b>			
Develop demand analysis tool	Guidelines produced	10/15/12	1/15/13
	Demand study tool made available		7/31/13
Develop supply analysis tool	Guidelines produced	10/15/12	1/15/13
	Survey study tool made available		7/31/13
Develop landscape analysis tool	Landscape tool made available	10/15/12	7/31/13
Develop financial management tool	Pre-award survey (financial management and sustainability tool) complete and made available	2/15/13	8/15/13
Present AET tools	A tool kit completed and available; AET systems assessment template; assessment inventory for AET institutions	12/1/12	9/17/13
<b>Activity 2. Support AET systems analysis</b>			
Demand studies	Study completed in 1 focus country (as requested by USAID mission)	1/1/13	6/1/13
	Assessments in additional countries as requested by USAID missions, often involving mission buy-ins or associate awards		10/1/13
Supply studies	Study completed in 1 focus country (as requested by USAID mission)	6/1/13	9/30/13
	Assessments in additional countries as requested by USAID missions, often involving mission buy-ins or associate awards		10/1/13
Customized in-country assessments	As requested by USAID missions, often involving mission buy-ins or associate awards	12/1/12	TBD
<b>Activity 3. Support project design</b>			
Strategic planning	As requested by USAID missions, 1 project design plan completed	6/2/13	9/30/13

<b>Activity 4. Support administrative and student services</b>			
On-line module on student career and academic mentoring	Training module completed	5/1/13	9/30/13
On-line module on financial management	Training module completed	6/2/13	9/30/13
<b>Activity 5. Support curriculum design</b>			
On-line module on curriculum adaptation	Training module completed	8/1/13	9/30/13

## Years 2 – 5 DESIGN activities

Requests from USAID missions and bureaus for Innovate programs will drive much of the level of effort and nature of activities in the design component in subsequent years of the project. Technical support for project planning will be provided by Innovate mostly as supplemental tasks to the core work. During project development, we will encourage inclusion of project components that support capacity in student services and administration. Student services in secondary education make life-changing differences with respect to student comprehension of educational opportunities and the consequences of educational choices. In higher education, student services provide links to potential employers. Technical support for administrative services will focus on professionalizing the procedures that will make projects successful. Most importantly, we intend to build financial and contract management training into the Innovate program. Parallel with project design work, professional staff from the Consortium will provide technical support to AET financial and administrative management staff.

As we gain experience with applying Innovate’s assessment tools to different AET systems, the use of demand studies, supply studies, and the subsequent gap analysis will be refined and generalized. By Year 5 these freely accessible tools should be robust.

Although dependent upon demand by USAID, Innovate expects one in-country strategic planning exercise will be completed by the end of Year 1. Four or more will be completed during Year 2.

## TRAIN: Direct investment in Human Development

Tasks for the **TRAIN** component are closely tied to the assessment and design tools developed in the **LEARN** and **DESIGN** components. Training needs will vary depending on the stage of institutional development at targeted AET institutions and systems. Innovate will develop two types of training—training for intervention at the scale of entire AET systems, and training for intervention within individual AET institutions or educational levels (e.g., secondary, university). The project will service both. In-country training will be provided with core funding in consultation with USAID.

Innovate will raise awareness of key AET issues by USAID personnel, AET specialists, and other stakeholders through on-line modules (Activity 1). A database of globally available AET training opportunities from around the world will be established (Activity 2). Short courses on-line and in-country (Activity 3) as well as customized curriculum development and course modification will be provided on demand through buy-ins and associate awards (Activity 4). See Table 4 for a list of activities and expected completion dates.

During Year 1 we will begin developing a series of online training modules and downloadable training documents (e.g., fact sheets focused on key AET issues and skills) that will be available through the Innovate web site. The number and types of items will grow throughout the project dependent on demand received. A database of training opportunities will be established through an appropriate venue. To maintain its long-term usefulness and minimize outdated information, it will be designed so that course dates, recurrences, descriptions, cost, and duration can be updated. We will add to and update the database throughout the life of the project.

To ensure broad access by Innovate partners and the AET community of practice, the project will post its training resources online through the Innovate website. In-country training will be carried out in partner countries and regionally when there is the opportunity (e.g. TEAM Africa, RUFORUM, ANAFE, or CAMES organized events). When there is a broad need for training that can be best provided in the U.S. or a third country, Innovate will propose short-term participant training with supplemental support for groups of faculty, administrators, and professionals.

In Year 1, the project will produce a module on AET systems. USAID personnel will have access to this module on line. The topics for the initial module (and subsequent modules) may include:

- 1) identifying key AET system characteristics and levers of change;
- 2) rapidly assessing of AET institution capabilities and weaknesses;
- 3) linking AET systems to private sector employment opportunities;
- 4) working within complex AET policy environments;
- 5) building effective host-country teams; and
- 6) aligning AET capacity development with FTF performance indicators.

Additional target illustrative topics will be introduced at the symposium. Soon after the first module is made available, we will begin developing follow-up modules to explore each of these six topics in greater depth, including ongoing case study analyses and project design work of the project. Preliminary

segments of the on-line modules will be critiqued by the project's beta test working group before the first three training modules are released.

Associated with the AET symposium to be held during 2013, the project will hold three break-out workshops on cross-cutting subjects of general interest to AET reformers. These workshop topics will include: 1) workforce development (linking AET systems to marketable skills sets); 2) gender considerations and gender equity in agricultural education; and 3) post conflict environments. These workshops will be points of departure for identifying key AET topics for further development, subsequent training resource development, and be an important element of building an AET community of practice.

We will utilize our experience with agricultural training and education programs in USAID partner countries under Innovate. In countries where AET projects have not yet been designed, the early training needs will be largely for AET systems assessment and analysis. Innovate will send personnel to carry out in-country training on AET systems assessment combined with collaborative rapid assessment with the local team according to additional needs and supplemental funding.

Improving curricula and revising courses at the institutional level will be among the core elements of AET capacity development. However, relatively little specific information can be presented here on the curriculum development process because curriculum needs are local-stakeholder driven. We expect that demand for course-specific training will start after the first generation of Innovate-assisted project designs have been completed. For instance, what if an AET institution wished to modify its curriculum? If this was requested, Year 1 efforts on curriculum adaptation might include the development of an online module in English outlining principles of curriculum development. We will have a better understanding of the AET skills needed as the work on in-country scoping, desk-top research, or case studies begins.

To increase AET institutional capacity on-the-ground, it is important to have access to sources of information on AET training that are appropriate and current. Access to training to upgrade technical, administrative, and teaching skills will be critical to AET capacity building. The partners will all contribute information that will be compiled in a global database and accessible by stakeholders.

In Year 1, Innovate will produce a database of agricultural training opportunities to better match the supply and demand of agricultural training. The database will be enlarged and updated each subsequent year. Innovate intends to house the database with another entity by the end of the project. To maintain its long-term usefulness and minimize outdated information, it will be designed so that training providers may update information such as course dates, recurrences, descriptions, cost, and duration.

In Year 1, the project will produce a modular online training course about AET system orientation. USAID personnel will have access to six short online modules that cover: 1) identifying key AET system characteristics and levers for change; 2) rapidly assessing of AET institution capabilities and weaknesses; 3) linking AET systems to private sector employment opportunities; 4) working with complex AET policy environments; 5) building effective host-country teams; and 6) aligning AET capacity development with FTF performance indicators. These illustrative topics will be introduced at the global learning event. In

Years 2 and 3, Innovate will to develop follow-on training to further explore each these and other topics  
What follows in Table 4 is an illustrative list of TRAIN activities planned for Year 1.

**Table 4: Year 1 TRAIN activities and tasks**

ACTIVITY/TASK	MILESTONES	START	FINISH
<b>Activity 1. Teaching USAID personnel, members of the AET community</b>			
Introductory AET training for USAID agriculture and education officers (6 ten-minute online modules)	One-hour AET presentation made available for USAID University or other appropriate venue	1/1/13	8/31/13
Cross-cutting sessions in association with the symposium; increasing knowledge of good practices	3 sessions held at the AET Symposium; online video-based training posted	3/27/13	9/30/13
<b>Activity 2. Provide a database of AET training opportunities</b>			
Design and start training opportunities database	Initial design parameters completed	11/1/12	3/15/13
	Hire student researchers		5/15/13
	In-house testing completed		8/15/13
	Revised design tested		9/01/13
	Database prototype brought online		9/30/13
Catalog training opportunities	Search strategy determined	2/15/13	3/15/13
	Data quality assessment and strategy revised; categories established		7/1/13
	100 training opportunities logged		7/1/13
	500 training opportunities logged		(ongoing)
<b>Activity 3. Provide short-courses</b>			
Online training	General AET module available online	6/1/13	8/30/13
	Introduction to instructional technologies		8/30/13
<b>Activity 4. Technical assistance to support AET development</b>			
Customized in-person training for specific AET development activities	As requested by USAID missions; provided by buy-ins or associate awards	TBD Year 1	TBD Year 2

## Years 2-5 TRAIN activities

In Year 2, Innovate will develop a one-day course on AET capacity development for in-person training at missions if sufficient demand for such a course is determined in Year 1. This in-person course will be delivered with core funds in up to six countries. It will build on the modular training described above and engage local USAID personnel and host-country counterparts in exercises that advance strategic planning and project design in the host country.

Throughout the project period, in-country training for AET practitioners will be carried out in target countries and regionally when there is the opportunity (e.g. RUFORUM or ANAFE events). When there is a broad need for training that can be best provided in the U.S. or a third country, the Consortium will organize short-term participant training if supplemental is available. For example, short-term individual and group training in the U.S. or a third country may be used to build faculty teaching capacity and train personnel in administrative services.

Training needs will fall into two categories — training for intervention at the scale of entire AET systems and training for intervention within individual AET institutions or educational strands (e.g. secondary, vocational, university). Training materials on assessment and project design work at the level of individual institutions will be created with core funding in Years 2 and 3. Providing training and technical support for institutional assessments and project design work will be supported primarily through buy-ins and associate awards. Because much of current AET reform is focused on higher education, we will assist vocational and secondary schools to do institutional assessment and design AET strengthening projects.

Improving curricula and revising courses at the institutional level is an important part AET capacity development. Curriculum revision, under Innovate, will be stakeholder driven, so specific activities cannot be predicted over the five years of the project. Demand for course-specific training will start after the first generation of Innovate-assisted project design tasks has been completed. We expect most of this work to occur in Years 4 and 5.

## Summary of Performance Management Plan

The Performance Management Plan (PMP) is a separate companion document to the work plan. It provides the framework for monitoring project activities and reporting information that is required to measure performance and impact. Performance indicators fall under three categories; those feeding into the USAID/Department of State Foreign Assistance Framework; those reporting to Feed the Future Monitoring and Evaluation Framework; and custom indicators specific to the project. A summary of the performance indicators featured in the PMP are given in Table 5.

## Table 5: Performance indicator summary from Performance Management Plan

Indicators	Targets					Total
	FY13	FY14	FY15	FY16	FY17	
<b>USAID/Dept. of State Indicators</b>						
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	1	4	9	5	5	24
<b>Feed the Future Indicators</b>						
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	2	3	4	2	11
Number of individuals who have received USG supported short-term agricultural sector productivity or food security training (4.5.2-7)	60	115	165	215	240	795
<b>Custom Indicators</b>						
<i>LEARN</i>						
Number of users accessing project databases	0	500	1000	1500	2000	5000
Case studies completed (country/cross cutting assessments)	6	7	7	7	3	30
AET assessment tools developed	3	0	1	0	1	5
Technical notes and good practice papers disseminated	3	5	6	8	8	30
<i>DESIGN</i>						
AET system/program evaluations	1	2	3	3	3	12
AET reform and investment plans designed	1	4	4	5	4	18
Consultancies for AET development, linkages, and AET support services	2	4	6	6	4	22
Institutional linkages established	2	6	10	10	12	40
AET reform and investment plans implemented	0	1	3	4	4	12
AET institutions strengthened	0	3	7	10	10	30
<i>TRAIN</i>						
Training modules developed	2	3	3	3	3	14
Training workshops hosted	0	2	2	2	2	8
Short-term training supported for curriculum development	0	10	10	10	10	40

Year 1/Life-of-Project Work Plan

Indicators	Targets					
	FY13	FY14	FY15	FY16	FY17	Total
Number of training module users	0	200	400	1000	1000	2600
Policy makers trained in AET	15	15	15	15	15	75
Development practitioners trained in AET	25	50	50	50	25	200
Development professionals trained	20	50	100	150	200	520
Regional/international symposia hosted	1	1	1	1	1	5
Academic papers published	0	1	3	5	4	13