

innovATE

Innovation for Agricultural Training and Education



Year 2 Work Plan Oct. 1, 2013 – Sept. 30, 2014

USAID/BFS/ARP-Funded Project
Award Number: AID-OAA-L-12-00002



**Contacts for the Management Entity of the Innovation for Agricultural Training and Education
(innovATE) Project**

Dr. Michael Bertelsen
Executive Director
Office of International Research, Education, and Development (OIRE)
Telephone: +1 (540) 231-6338
bertel@vt.edu

Dr. Tom Hammett
Director, innovATE
Telephone: +1 (540) 231-2716
Fax: +1 (540) 231-2439
himal@vt.edu

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List of Acronyms

- AIAEE - Association for International Agricultural and Extension Education
- AERI – Agricultural Economics Research Institute
- ANAFE - The African Network for Agriculture, Agroforestry and Natural Resources Education
- AOR - USAID Agreement Officer Representative
- APLU - Association of Public and Land-grant Universities
- AET - agricultural education and training
- BEHEARD – Borlaug Higher Education Agricultural Research and Development Program
- BFS - Bureau for Food Security
- CAMES - Conseil africain et malgache pour l'enseignement supérieur
- CoP - Community of Practice
- DRC – The Democratic Republic of Congo
- E3 - USAID Bureau for Economic Growth, Education, and Environment
- EHEDL - Excellence in Higher Education for Liberian Development
- ERA - Education and Research in Agriculture
- GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit
- iAGRI - Innovative Agricultural Research Initiative
- ICT - Information and Communications Technology
- innovATE - Innovation for Agricultural Training and Education
- MEAS - Modernizing Extension Advisory Service
- MSU – Michigan State University
- NACTA - North American Colleges and Teachers of Agriculture
- OIRED - Office of International Research, Education, and Development
- PAC - Program Advisory Council
- Penn State or PSU - Pennsylvania State University
- PMP - Performance Monitoring Plan
- RUFORUM - Regional Universities Forum for Capacity Building in Agriculture
- SOW - Statement of Work
- TU - Tuskegee University
- UF - the University of Florida
- USAID - United States Agency for International Development
- VT - Virginia Tech

Glossary of terms

- **AET assessment report** – An AET assessment report is a report of an assessment conducted at the request of a USAID mission. These reports identify gaps in the human and institutional capacity of in-country AET systems.
- **Assessment** – Assessments are on the ground activities that examine specific AET institutions and systems, which apply assessment tools and other methods that adapt good practices to provide project design guidance.
- **Case study** – InnovATE case studies examine a particular AET system, model, or technique and offer an analysis of the subject in question. These studies often highlight AET innovations in good practices.
- **Fact sheet** – A fact sheet is a two-page document which is used to educate and inform stakeholders on various AET-related subjects. InnovATE creates country fact sheets which highlight major findings in country reports. The program also creates factsheets which offer guidance and recommendations for good practices on specific topics (i.e. mentoring, financial administration).
- **Country study** – Country studies are studies conducted on the AET system in a particular country, at times with particular attention paid to an AET institution or program. Country studies are based partially on USAID mission interest, partially on the presence of interesting AET activities or problems, and on providing a geographical balance. Most of the initial work on country studies will be done through desktop review of available literature and communication with experts. The remainder of the information is sometimes amassed through data collection visits. Lessons learned in one country can often be applied in other countries.
- **Cross-cutting study** – Cross-cutting studies examine how agricultural education and training intersects with other development issues which are important to AET capacity building.
- **Data collection trip** – Data collection trips are trips used to gather data on AET systems and best practices which involve conducting initial visits to AET institutions and preliminary interviews with AET stakeholders. The trips supplement country studies and student focus-groups. These data collection trips also allow the team to document successful models of AET institutions.
- **Scoping trip** – InnovATE will serve USAID interests by responding within its resources to requests by missions and bureaus to undertake scoping trips. Scoping trips are used to gather information about the AET system in a particular country, at times with particular attention paid to an AET institution or program. During scoping trips, innovATE team members utilize innovATE scoping tools.

Introduction

The goal of the Innovation for Agricultural Training and Education (innovATE) project is to develop the human and institutional capacity needed to promote the innovation necessary to achieve sustainable food security, reduce poverty, conserve natural resources, and address related development problems. We will define and disseminate strategies and approaches in support of agricultural education and training (AET) reform and investment. InnovATE will focus on all levels of education: youth, workforce development programs, primary and secondary educational systems, vocational/technical levels, and the university and post-graduate level.

This is the work plan for the second year of the innovATE project. This introduction is followed by a short overview of Year 2 activities. Next, the activities for each of the project's three components during Year 2 are described.

Overview of Year 2 Activities

The work plan for Year 2 was prepared with input from collaborating faculty and staff of Virginia Tech (VT), the innovATE consortium partners: Pennsylvania State University (PSU); Tuskegee University (TU); the University of Florida (UF); and the USAID Agreement Officer Representative (AOR) and colleagues in the Bureau for Food Security (BFS). As work throughout the year progresses, lessons learned will be incorporated into the project implementation strategy. Program adjustments and re-orientations will be managed through subsequent annual work plans approved through the AOR in USAID/BFS.

The **LEARN**, **DESIGN** and **TRAIN** component activities are part of a demand-driven, student-centered methodology. Each is described in brief in this overview. During the second year, there will be activities in all three components. 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. Activities, tasks, and milestones for each component will be presented in the appendix. In practice, one activity may overlap with an activity in another component.

Criteria for choosing topics for scholarly contribution

Each year innovATE chooses topics for scholarly contribution to understanding AET capacity building in developing countries. In Year 1 these topics were: 1) gender issues in AET capacity building; 2) vocational AET for youth workforce development; and 3) AET in post-conflict environments. The selection of topics for studies during Year 2 was made using the following inputs:

- *Priorities emerging from recommendations by participants in the September 2013 AET Symposium.* InnovATE's network of AET practitioners and development professionals was expanded through the symposium held at George Mason University in Fairfax, Virginia. The 147 participants were selected to be representative of a cross-section of the AET community. Forty-five international participants represented 25 countries. A survey solicited suggestions for future project report topics, excluding the topics of the current symposium. It also solicited ideas for priority development of tools that should be a focus of project investment (See "Supplemental

Documents” in the Appendix for a summary). Six of the seven topics given the highest priority were selected for investigation in Year 2. These topics have been validated for importance through focus groups, online surveys, and discussions with partners and their collaborators.

- *Interest expressed by USAID missions.* In Year 1 InnovATE responded to interest by eight USAID country missions and received inquiries from two more missions between the September 2013 symposium and the submission of the work plan. Interest expressed by USAID missions guided the selection of countries for background reports and case studies.
- *Follow-on inquiry of topics undertaken in Year 1.* Some report topics from Year 1 deserved additional treatment to generate new information for topics already treated in Year 1. (e.g., AET in the emerging post-conflict environment of Mali or AET issues for women in the Middle East, Africa, and Asia).

The report topics for the LEARN component in Year 3 will be informed by recommendations of the Program Advisory Council which will meet in the second quarter of Year 2, as well as in the discussions that unfold through innovATE’s AET community of practice after it is launched late in the second quarter of Year 2. An open competition to fund proposals for case studies and cross-cutting reports will be issued in the third quarter, with winners selected for carrying out work starting in October 2014. This RFA will also help identify and validate key issues.

Research Priorities

During Year 1 we surveyed AET literature, canvassed our partners and their colleagues, and contacted international AET-related professional organizations to determine and verify key AET priority research areas (i.e. AET e-consultation we conducted in Year 1, Weidemann Associates reports). Based on the evaluation of these suggestions and prioritizations made by participants of the innovATE AET symposium¹ in September 2013, attendees of the Uganda Post-conflict workshop, and the respondents to an electronic survey, innovATE will focus on the following priority areas in Year 2:

Selected topics for studies

Case studies and good practices for teaching ranked as the first priority among symposium participants. *Country studies* ranked fourth. Three reports on course/curriculum content are planned, as well as ten country and case studies.

Gender. USAID’s Gender Equality and Female Empowerment policy outlines the high importance placed on gender issues. Gender is a cross-cutting theme of the InnovATE project, which will be supported during its entire five-year period of performance. Issues of particular interest to the InnovATE consortium are equity in educational opportunities, improving recruitment and retention of female students and faculty members, and supporting safe environments for female students. Gender equity ranked second among symposium participants.

¹ Priority ranking from the innovATE feedback survey include priorities for tool development, studies to be completed, and focal themes for subsequent meetings unless otherwise noted.

Partnerships. Cooperation with the private sector is an important component to maintaining the relevancy of an AET institution’s curriculum for graduates seeking new jobs. Few AET institutions in developing countries have strong relationships with the private sector. The development of public/private partnerships was the third most critical topic for future project focus among symposium participants. InnovATE will produce a report documenting successful models of public/private partnerships in AET. Partnership development ranked second in importance by symposium participants.

Selected priorities for tool development

Improving teaching methods, such as how to identify curriculum needs, how to add course content on a particular topic, or identifying good practices dominated suggestions of symposium participants, ranking as the most important area for tool development. Tools for institutional assessment were completed in Year 1, but curriculum design tools have not yet been developed by the project. The ME decided that this area would be best treated by the wide international network of expertise accessible through the online community of practice. The community of practice itself ranked as the second highest priority for tool development.

Distance learning and information and communications technologies (ICT) was ranked as the third most important area for innovATE to undertake tool development. In consideration of this high level of interest, ICT was selected as the topic for a report on course development tools. Tools for gender training and curriculum integration ranked fourth. Production of a gender training module and a regional workshop for gender integration in agriculture/nutrition curricula are described in the TRAIN component of the work plan.

InnovATE will remain responsive to additional priorities as they emerge during Year 2. We anticipate that the community of practice will be an additional method to set priorities for future work. Results of the surveys given during the priority setting process can be reviewed in the Appendix under “Supplemental Documents.”

LEARN: This component consolidates information and lessons learned from past experiences that will guide the **DESIGN** and **TRAIN** project activities. To improve agricultural education and training systems, we need to gather and make current AET information accessible and examine current issues that impact AET systems. The **LEARN** component documents good practices and assessment tools to address specific problems at AET institutions and countries.

In Year 2, innovATE will continue to develop studies of AET systems of countries in which USAID operates. We will undertake country studies, cross-cutting studies, case studies, and AET assessment reports on AET capacity building, focusing on the aforementioned priority areas in which innovATE’s scholarship can make important contributions (see Tables 1-4). These studies will map the AET system in each country and look at existing and/or past AET capacity development interventions if there are models which warrant analysis.

Table 1

Country Studies to be Undertaken	Justification
Country study on Mozambique	<ul style="list-style-type: none"> Mozambique is one of only two post-conflict FTF countries in southern Africa and was in the original proposal.
Country study on Burma	<ul style="list-style-type: none"> Burma was chosen because of mission interest.
Country study on Indonesia	<ul style="list-style-type: none"> Indonesia was chosen because of mission interest.
Country study on Jordan	<ul style="list-style-type: none"> Jordan was chosen because of mission interest.
Country study on Nicaragua	<ul style="list-style-type: none"> Nicaragua was chosen because of mission interest.
Country study on Armenia	<ul style="list-style-type: none"> Armenia was chosen to follow up on work done in the scoping assessment. Study research began in FY13, will be completed in FY14
Country study on the Democratic Republic of Congo (DRC)	<ul style="list-style-type: none"> DRC was chosen because of mission interest.
Complete data collection trip report on Nepal based on a data collection trip - Nepal, a FTF country, was chosen for a data collection study as a follow-on to previous work. InnovATE received a request from a partner, the Agriculture and Forestry University, to look at ways to form a new land-grant university.	<ul style="list-style-type: none"> Nepal was chosen because of interest shown by the Agriculture and Forestry University in Nepal

InnovATE will develop the following AET assessment reports listed in Table 2 during Year 2. AET assessment reports are based on information gathered during scoping trips and are submitted to USAID missions.

Table 2

AET Assessment Reports to be Undertaken	Justification
AET assessment report on Cambodia based on scoping trip.	<ul style="list-style-type: none"> Cambodia was chosen because of mission interest.
AET assessment report on Uganda based on scoping trip.	<ul style="list-style-type: none"> Uganda was chosen because of mission interest.
AET assessment report on Jordan based on scoping trip.	<ul style="list-style-type: none"> Jordan was chosen because of mission interest.
AET assessment report on Indonesia based on scoping trip.	<ul style="list-style-type: none"> Indonesia was chosen because of mission interest.
AET assessment report on Nicaragua based on scoping trip.	<ul style="list-style-type: none"> Nicaragua was chosen because of mission interest.
Additional AET assessment report as requested by USAID missions	<ul style="list-style-type: none"> TBD reports will be developed based on mission interest.

InnovATE will develop the following cross-cutting studies listed in Table 3 below during Year 2. Cross-cutting studies are studies that show how agricultural education and training intersects with other development issues which are important to AET capacity building.

Table 3

Cross-cutting Studies to be Undertaken	Justification
Report on curriculum reform models from/used by the innovation labs and other AET capacity building programs. This report will gather information which could help guide innovATE's future analytical work on models for curriculum development.	<ul style="list-style-type: none"> Report will be used to aid future analytical work on models of curriculum development
Study to identify the links between AET capacity development with environmental conservation and natural resources management (i.e. water, biomaterials, or bioenergy)	<ul style="list-style-type: none"> Innovations in agriculture and technology were ranked as the highest research area priority at the Uganda post-conflict meeting.
Study on the use of ICT in AET and sensitizing teachers to ICT teaching methods.	<ul style="list-style-type: none"> ICT was ranked as the third highest priority for tool development at the AET symposium The results of this study will be used in the development of a tool for assessing the appropriateness of implementing ICT training methods.
Study on Muslim women in AET. The report will contribute to the gender theme that was identified as a key topic in the symposium survey. It will also draw on information gathered in Jordan and will serve as background for future studies in Africa and SE Asia, where there are large Muslim populations.	<ul style="list-style-type: none"> Gender was ranked as the second highest priority overall (for tool development, studies to be completed, and focal themes for subsequent meetings) in the innovATE symposium feedback survey. Gender was ranked as the second highest area of interest in the symposium preregistration survey.
Paper on country focus-groups on AET with students – during Year 1 we conducted focus groups (2 each in Honduras, Bangladesh & Nepal) and will work these into a paper (perhaps supplementing with Africa and LAC Asia focus groups).	<ul style="list-style-type: none"> This emerged as a potential paper at the symposium and would offer the opportunity to publish data gathered in relation to 6 FTF countries on AET, across three regions (Africa, Asia and Central America and the Caribbean)
Finish study on Sub-Sahara AET in post-conflict environments. This study was approved in the FY13 work plan, work began on in FY13.	<ul style="list-style-type: none"> Study began in FY13, to be completed in FY14

InnovATE will undertake the following case studies during Year 2:

Table 4

Case Studies to be Undertaken	Justification
<p>Study on post-conflict AET challenges in Mali - VT will partner with TU on a case/topical study on post-conflict AET challenges due to the impact of the 2012 political/military crisis on AET in Mali. This case study will document the consequences on AET in Mali's secondary, vocational, and higher education system of the disruption and displacement cause by the March 2012 <i>coup d'état</i> that precipitated a loss of government control in the northern two-thirds of the country until government control was re-established in February 2013 and national democratic governance was restored in September 2013. The study will include interviews in Mali with students, teachers, NGO personnel, agroindustry representatives and personnel from agricultural institutions. The study will be conducted in the second quarter.</p>	<ul style="list-style-type: none"> Mali is the most recent African country to emerge from conflict.
<p>Study on developing public/private partnerships - innovATE will facilitate and document the training process for demand-driven curriculum development in an agroforestry program in Senegal. The case study and documentary will highlight methods for forming public/private partnerships and facilitating cooperation between multiple local institutions in responding to a national priority and strengthening a local AET institution.</p>	<ul style="list-style-type: none"> Public/private partnerships were ranked as the third highest priority overall (for tool development, studies to be completed, and focal themes for subsequent meetings) in the innovATE symposium feedback survey. This study enables us to examine a model of demand-driven curriculum development. We would like to document this for broader training purposes. The demand for this report was driven by the innovATE consortium.

An AET toolkit that includes methodological tools and standard protocols for innovATE activities has been developed and posted on our website. Based on feedback from innovATE's AET symposium attendees, the program will develop a tool for sensitizing teachers to ICT teaching methods and an assessment planning tool.

There has been demand expressed by AET institutions in South Sudan, Uganda, and Senegal for a tool for to assess the appropriateness of ICT teaching methods. Also, the USAID Mission in Uganda has expressed interest in the development of this tool. ICT was ranked as the fourth highest priority overall in the innovATE symposium feedback survey. ICT was ranked as the fifth highest research area priority at the Uganda post-conflict meeting.

An assessment planning tool will be developed based on our ongoing work in collaboration with the ERA project in Senegal. The development of such a tool was ranked as the fourth highest priority overall for tool development at the innovATE symposium.

DESIGN: This component is based on information gathered through the **LEARN** component. Its scope is to be responsive to 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 or other procurement that will lead to systemic capacity development improvements in agricultural training and education.

Through its core activities, innovATE will serve USAID interests by responding as possible within its resources to requests by missions and bureaus to undertake scoping trips and conduct AET assessments to guide decision making in AET project design. InnovATE will accept co-financing and in-kind support as available. We anticipate that the project will undertake scoping trips during Year 2 in the countries below.

Table 5

Scoping Trips to be Undertaken	Justification
Cambodia	Request of the USAID mission
Democratic Republic of Congo	In discussion; as requested by the USAID mission
Jordan	Request of the USAID mission
Indonesia	Anticipated request of the USAID mission
Uganda	Request of the USAID mission
Nicaragua	Anticipated request of the USAID mission
Burma (Myanmar)	In discussion with USAID Washington and the mission

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/international 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 through the AET community of practice.

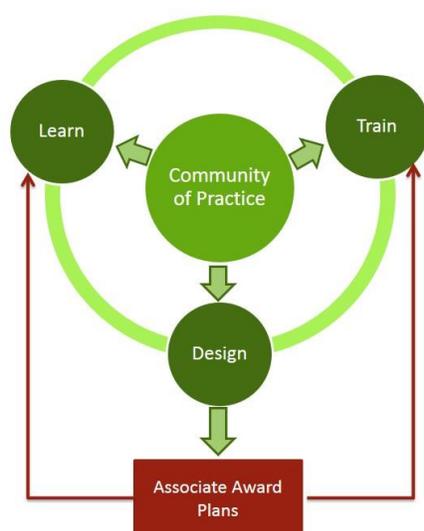
Table 6

Training to be Developed/Undertaken	Justification
AET training fact sheets and/or modules for USAID personnel on female recruitment and retention, financial management, and youth mentoring.	<ul style="list-style-type: none"> • Gender was ranked as the second highest priority overall at innovATE’s AET symposium • Institutional strengthening ranked as the fourteenth highest priority overall at innovATE’s AET symposium • Youth development ranked as the sixth highest priority overall at innovATE’s AET symposium
Complete training modules designed to provide basic information about the land grant mission, vocational training, the AET gender pipeline, youth workforce development and challenges in post-conflict countries	<ul style="list-style-type: none"> • Approved in FY13 work plan.
AET training module focused on developing modern teaching strategies for adult learners and pedagogy in their classrooms	<ul style="list-style-type: none"> • Teaching/training was ranked as the top priority overall in the innovATE symposium feedback survey. • Teaching/training was ranked as the highest area of interest in the symposium preregistration survey.
The database of short-term training opportunities will be put online and expanded	<ul style="list-style-type: none"> • Continuation of task approved in FY2013 work plan, and began in Year 1.
Regional AET workshop in Africa – possible theme of training/teaching, good practices, and/or partnerships	<ul style="list-style-type: none"> • This event will enlarge the community of AET practitioners and satisfy demand created by the September symposium.
With the ERA project, innovATE will conduct a regional workshop on gender/agriculture/nutrition in Senegal. The objectives would be to: 1) identify types of agriculture/nutrition interventions where women are key determinants of success; 2) propose course content in secondary and higher education to educate students on gender issues in agriculture and the opportunities for increasing household food security through a linked agriculture/nutrition approach; 3) propose a mechanism and a process for developing portable gender/agriculture course content for non-social scientists; and 4) identify workshop participants who will help develop this course content in French through the community of practice and possible direct support for learning technologies from innovATE.	<ul style="list-style-type: none"> • There are enormous synergies to be gained from working in Senegal. • Nutrition was ranked as the eleventh highest priority overall (for tool development, studies to be completed, and focal themes for subsequent meetings) in the innovATE symposium feedback survey. • Gender was ranked as the second highest priority overall (for tool development, studies to be completed, and focal themes for subsequent meetings) in the innovATE symposium feedback survey. • Gender was ranked as the second highest priority in the symposium preregistration survey.

COMMUNITY OF PRACTICE: A community of practice is composed of groups of people who share a concern or passion for something they do and wish to learn how to improve while they interact regularly.² InnovATE is developing an AET community of practice for agricultural professionals and other stakeholders to develop an active network and knowledge sharing platform. It will be based on interactions and the exchange of ideas in AET. Along with sharing interactions and ideas, community members will:

- Develop shared resources
- Develop shared ways of addressing recurring challenges
- Create new ideas and new resources

These new ideas and resources will influence the innovATE learn, design and train agenda – making the different components of innovATE responsive to agricultural education and training stakeholder’s needs.



By the end of Year 2 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 tools for AET capacity building training for USAID and other key stakeholders; 4) operationalize an online database for short-term AET training opportunities; and 5) continue to expand and refine the AET community of practice.

Table 1, located in the Appendix, contains a list of indicators and targets for the LOP and Year 2 along with accomplishments from Year 1.

² Wenger-Trayner, 2013

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

InnovATE seeks to provide AET intellectual leadership 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).

InnovATE will document the AET landscape in select countries and cross-cutting topics and document good practices and make them available for AET assessment and analysis. Issues that need to be addressed include: analysis of elements of AET systems; ways to integrate gender in AET curriculum; and opportunities to promote adaptive and transformational changes to meet country-level future food security goals. A key component of this work is to identify emerging issues and explore innovative models of AET capacity development.

LEARN activities during Year 2 will be structured under three themes: gathering information and creating AET knowledge (Activity 1); making this information accessible to a global audience (Activity 2); and fostering the development of the AET community of practice (Activity 3).

ACTIVITY 1: Gathering information and creating AET knowledge

Review and summarize literature about AET topics to include in online AET bibliography

As part of Activity 1, creating AET knowledge, innovATE will continue to review literature about AET topics to include in an online AET bibliography. Partners will submit bibliographies in relation to country assessments during Year 2. Submissions will be organized by key topic. The group will explore different options for sharing this information outside of the consortium.

InnovATE will conduct country or program case studies and cross-cutting (i.e. ICT, gender) studies. Country studies will be based partially on USAID mission interest, partially on the presence of interesting AET activities or problems, and to provide a geographical balance in our work. Most of the initial work on country studies will be done through desktop review of available literature and communication with experts. Partners will also conduct preliminary data collection trips to countries of special interest in Year 2. These efforts will provide an opportunity to conduct initial visits to AET institutions and preliminary interviews with AET stakeholders. These will also supplement the country studies and student focus-groups conducted during Year 1. We will continue holding focus groups with students from a specific country when we are conducting country assessments.

Complete data collection trips for case studies

The innovATE team will undertake data collection trips in various countries throughout Year 2 in order to gather data on AET systems by conducting initial visits to AET institutions and preliminary interviews with AET stakeholders. The trips will supplement country studies and student focus-groups. These data collection trips will also allow the team to document successful projects, interventions, and models of AET institutions.

Penn State will conduct a data collection trip to Nepal (first/second quarter). Tuskegee University will conduct a data collection trips to Mozambique (with UF, second/third quarter).

More details about the data collection trips to be conducted during Year 2 are listed below:

- **Nepal** – Nepal, a FTF country, was chosen for a data collection trip as a follow-on to previous work. InnovATE received a request from a partner in Nepal, the Agriculture and Forestry University, to examine ways to form a new land-grant university.
- **Mozambique** – Mozambique was chosen for a data collection trip because it is a post-conflict FTF country and our activities will be synergistic with our partners’ work there under another USAID funded program. It is also important for fostering our continuing dialogue with our partners in South Sudan. Additionally, our partners suggested we work in the country and there are synergies to work with other projects in the area. Hence, during Year 1, Mozambique was included in the literature review of the post-conflict AET environment in Sub-Saharan Africa. Initial findings show an interesting analysis that looks at post-secondary AET system with regard to its individual and collective innovative capabilities, organizational cultures, behaviors and incentives, and innovation networks and linkages. Innovation takes on a role beyond strengthening human capacity. In Year 2, we seek to (1) finalize the paper on state of AET in Mozambique and (2) conduct a data collection trip to assess a post-conflict AET environment from the system approach.

Conduct gender research exercises

InnovATE will conduct gender/AET research activities. The objective of the research will be to identify constraints and opportunities for increasing women’s participation in AET in select countries. In Mozambique and Nicaragua gender research will focus on the constraints and opportunities faced by female students and faculty members in agriculture education and vocational training. The research will follow a similar methodology to the gender research already conducted in Bangladesh and Cambodia and involve interviews with male and female students, faculty members, and possibly practitioners in institutions of higher education. One product of the studies is a list of recommendations and good practices for addressing gender issues within AET institutions.

Conduct regional activities to gather AET information

The program will explore partnering with RUFORUM to conduct regional activities, including conducting a regional comparative research study in Africa to identify good practices and help direct further study and investment in capacity building.

InnovATE will issue an RFA that will include an open solicitation for AET topics. Both programs will be designed to help build capacity to conduct such work and to help confirm existing or identify new priority AET issues that warrant further study and investment. We will include key AET capacity-building issues such as:

- Ways of attracting students and better prepared/qualified students to agriculture,
- Meeting needs for agricultural vocational - technical training,
- Impacts, processes, and shortcomings of past investments in AET in key countries (possibly India, Brazil, Nigeria),
- Financial sustainability and financing models (e.g., public-private financing), or
- Good practices in curriculum reform.

The program will also plan and conduct a regional AET symposium by partnering with the International Food and Agribusiness Management Association (IFAMA) meeting in South Africa during the third quarter. This will increase our exchanges with the private sector.

Complete country studies of AET systems and good practices

For Year 2, the program will complete country studies for Mozambique (TU/UF), Burma (PSU), Indonesia (PSU), Nicaragua (UF), Jordan (UF), DRC (TU), and Armenia (VT). PSU will also complete a data collection trip report based on the collection of new data from a trip to Nepal.

Complete AET assessment reports

The program will complete AET assessment reports for assessments conducted in Uganda (VT), Indonesia (VT, PSU), Nicaragua (UF), Cambodia (PSU), and Jordan (UF). The project will complete additional assessment reports based on mission requests.

Complete cross-cutting studies

InnovATE will complete cross-cutting studies on the following topics: Muslim women in AET (UF), key AET practices in post-conflict environments (TU, VT, UF), identifying the links between AET capacity development with environmental conservation and natural resources management (i.e. water, biomaterials, or bioenergy) (VT), ICT (VT), post-conflict AET challenges in Mali (VT, TU), and a report on curriculum reform models (PSU). These topic choices were reaffirmed by symposium feedback. Other topics may be added if and when determined as appropriate.

University of Florida will produce a cross-cutting study on Muslim women in AET during quarter 2 and quarter 3, which will both support and draw upon the country assessment and scoping assessment studies for Jordan.

Penn State will conduct a cross-cutting study on curriculum reform models from/used by the innovation labs and other AET capacity building programs. This report will gather information which could help guide innovATE's future analytical work on models for curriculum development.

Tuskegee University (TU) in collaboration with UF and VT will complete the cross-cutting study on assessment of key AET practices in post-conflict environments (first/second quarter). This report will assess factors that lead to good AET practices in selected Sub-Saharan African countries. VT will also complete cross-cutting study on the use of ICT in AET and how best to sensitize teachers to use ICT teaching methods. VT will also complete a study on identifying the links between AET capacity development with environmental conservation and natural resources management (i.e. water, biomaterials, or bioenergy).

Complete case studies

VT will partner with TU on a case/topical study on post-conflict AET challenges due to the impact of the 2012 political/military crisis on AET in Mali. Mali is the most recent African country to emerge from conflict. This case study will document the consequences on AET in Mali's secondary, vocational, and higher education system of the disruption and displacement caused by the March 2012 *coup d'état* that precipitated a loss of government control in the northern two-thirds of the country until government control was re-established in February 2013 and national democratic governance was restored in September 2013. The study will include interviews in Mali with students, teachers, NGO personnel, agroindustry representatives and personnel from agricultural institutions. The study will take place in the second quarter.

InnovATE will also complete a case study on developing public/private partnerships. The program will facilitate and document the training process for demand-driven curriculum development in an agroforestry program in Senegal. The case study and documentary will highlight methods for forming public/private partnerships and facilitating cooperation between multiple local institutions in responding to a national priority and strengthening a local AET institution.

InnovATE will also seek to partner on a topical study with Land O'Lakes or other suitable organizations on vocational curriculum development or with APLU on creating an effective curriculum development processes in higher education. The program also plans to discuss partnering with MSU, MEAS, or BEHEARD to complete a topical study.

Develop linkages with and synthesize experience of other AET organizations; expand network of US collaborators

During Year 2, the innovATE program will develop linkages and conduct outreach activities, expand the program's network of U.S. collaborators, present the results of our work, and synthesize the experience of other AET organizations at conferences and meetings. To support this work, innovATE has been invited to conduct the following activities during Year 2:

- Present at the Innovation of University Education in Agriculture and Natural Resources in Andean Countries conference at the Universidad Nacional Agraria La Molina, Lima Peru (UF leads)
- Present papers, posters, and conduct professional development workshop at the Association for International Agricultural and Extension Education (AAIEE), 2013 Annual Conference, Miami, FL (UF leads)
- Present papers and organize workshop at the North American Colleges and Teachers of Agriculture (NACTA), Montana State University (VT leads)
- Present poster on innovATE at the Dean's Forum on Global Engagement, Virginia Tech (VT leads)
- Present papers and host an information booth to recruit collaborators in the Middle East at the Global Forum for Innovations in Agriculture Expo, Abu Dabi (VT leads)
- Present at the ECHO Asia Agriculture Conference in Thailand (PSU leads)
- Participate in the 3rd International Conference on Extension Educational Strategies for Sustainable Agricultural Development in India (PSU leads)
- Present at side workshop at the Fourth International Conservation Agriculture Conference in Southeast Asia in Cambodia (VT leads)
- Attend RUFORUM's Biannual meeting in Mozambique and host a side meeting with RUFORUM (VT leads)

Others conferences may be attended as appropriate during January-September 2014. Attendance at and participation in these meetings will offer consortium members networking opportunities, aid the selection of key AET capacity-building topics, and are a cost-effective way to meet stakeholders and build collaboration with AET specialists in the region.

Develop additional tools for the AET toolkit

An AET toolkit that includes methodological tools and standard protocols for innovATE activities has been developed. Based on feedback from the innovATE symposium attendees, the program will develop a tool for assessing the appropriateness of implementing ICT training methods and an assessment planning tool.

There is a demand-driven need expressed by AET institutions in South Sudan and Senegal for a tool on ICT teaching methods. Also the USAID Mission in Uganda has expressed interest in the development of this tool. ICT was ranked as the fourth highest priority overall in the innovATE symposium feedback survey. ICT was ranked as the fifth highest research area priority at the Uganda post-conflict meeting.

An assessment planning tool will be developed based on ongoing work in Senegal. The development of this type of tool was ranked as the fourth highest priority overall for tool development in the innovATE symposium feedback survey.

ACTIVITY 2: Making this information accessible to a global audience

As part of Activity 2, making AET knowledge accessible, innovATE will develop outreach communications targeted towards USAID to share AET knowledge. The program will also develop and expand innovATE's presence in social media platforms, maintain innovATE's website as a knowledge sharing platform, develop AET posters/innovATE posters, and translate innovATE handouts into French and/or Spanish.

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

We will foster 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. In order to foster the AET community of practice, innovATE will organize the community of practice so that it gathers and shares AET training knowledge. InnovATE will also develop global interest and participation in the AET community of practice.

Virginia Tech will take the lead on the creation and maintenance of an international community of practice for AET stakeholders. Year 2 activities will include a review of AET literature, the identification of AET professionals, the creation of a pilot web presence, a field test, and the creation of a final web-based AET-CoP.

Once established, the community of practice will be used to facilitate the ongoing AET priority setting process and disseminate findings. Also, the CoP will be used to gather and analyze information on existing AET programs through regular contact with AET practitioners via discussion boards and surveys.

Table 2, located in the Appendix, contains a list of Year 2 activities planned under the Learn component.

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

Year 2 **DESIGN** activities and tasks will include the development of tools that identify constraints and gaps in developing countries and the United States. Using innovATE assessment tools, gaps in capacity and opportunities will be identified to help missions make programming decisions and design projects.

InnovATE will inform project design capacity for missions by conducting scoping assessments at mission request (Activity 4), drafting SOWs for mission-requested services supported by core innovATE funding (Activity 5), and providing technical assistance to missions project design (Activity 6). The program will offer project design services including proposal and work plan preparation, establishment of monitoring and evaluation systems, and impact measurement.

ACTIVITY 4: Build project design capacity for missions

In response to prior expressions of interest by the respective missions, innovATE anticipates conducting scoping trips in the following countries in Year 2:

- Uganda (VT)
- Democratic Republic of Congo (TU, VT) (as requested by USAID missions)
- Indonesia (VT, PSU)
- Cambodia (PSU)
- Jordan (UF, VT)
- Burma (Myanmar) (PSU)
- Nicaragua (UF)

These scoping visits will provide opportunities to visit AET institutions, conduct interviews with AET stakeholders, supplement country assessments, and develop potential associate awards.

ACTIVITY 5: Draft SOWs for mission-requested services

In order to support AET systems analysis, innovATE will develop draft SOWs for scoping visits as requested by USAID missions.

ACTIVITY 6: Provide technical assistance to missions project design

At the request of the Senegal Ministry of Higher Education, innovATE will facilitate and document the training process for demand-driven curriculum development in an agroforestry program at a university in Senegal. This task will serve as an example for adjusting curriculum development to private sector needs and economic development constraints. The objective is to develop a plan for modifying and adding course offerings and improving the relevancy of the AET teaching agenda of the University of Ziguinchor's agroforestry program for local and national fruit producers.

InnovATE will seek to demonstrate how an institution can cooperatively design curriculum components to better align its teaching focus with the priorities of local growers and other private stakeholders. The process will be documented and videotaped to produce a video case study that will be made available through the InnovATE website. The University of Ziguinchor and five local institutions (e.g. Bignona agricultural high school, local agricultural research service station, nearby national forestry training center, extension service) will work together. The expected output is a plan for a series of training modules that can be combined into courses for credit through the university or segregated into certificate programs for short-term continuing education for extension agents and grower association representatives. In the first quarter VT will conduct a stakeholder meeting and curriculum assessment. In the second quarter VT will produce a program design report.

Table 3, located in the Appendix, contains a list of Year 2 activities planned under the Design component.

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. Year 2 focuses on the development of online modules for assessment and project design. In-country training may be provided with core funding in consultation with and at the request of USAID mission's.

InnovATE will give country-specific support for administrative and student services (Activity 7). The program will complete and disseminate USAID training modules (Activity 8). InnovATE will add to the collection of training modules (Activity 9), and publish and disseminate results of country, cross-cutting, and case studies (Activity 10).

To ensure broad access by innovATE partners and members of the AET community of practice, the project will post its training resources online through the innovATE website and through the AET community of practice platform once it is operational.

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

InnovATE will give country-specific support for training to develop the capacity of administrative and student services by completing fact sheets on female recruitment and retention and financial management. The program will also develop a fact sheet on student career and academic mentoring. These fact sheets may be further developed into training modules.

Another possible project would be the development of a training program for faculty in agriculture at a to be named international university. An AET training module for international faculty members working in agriculture focused on modern teaching strategies for adult learners and pedagogy in their classrooms would be developed. A particular focus would be on teaching students to think critically and creatively as they face unique problems in agriculture in their country. Faculty would receive training in curriculum development, course delivery, and evaluating student achievement.

InnovATE will develop a list of good indicators for AET HICD programs. One of the key FTF indicators for institutional capacity was dropped from the list of standard indicators, and it is a challenge for AET capacity development programs to tell the story about institutional capacity building. InnovATE will work with partners to develop indicators which track developments at the institutional level. For example, innovATE may develop indicators that would describe changes in pedagogic practices (especially the existence and use of syllabi) and indicators that would measure a more student-oriented approach and the increased emphasis on soft skills.

ACTIVITY 8: Complete and disseminate USAID training modules

To effectively complete and disseminate USAID training, during Year 2 innovATE will conduct in-country training and review processes. The program will also develop training on institutional self-assessments.

Virginia Tech will continue the development of training modules for USAID designed to provide basic information such as the areas of the history of the land grant, vocational training in the AET pipeline,

gender issues in AET, youth development to increase the supply of future agriculture professionals, and AET challenges in post-conflict countries. The steps to creating each training module will include: the creation of a storyboard, identification of people to interview, writing of video content, video production, on-line training pilot, pilot test of training, refinement and finalization of training, and the launch of the training module on-line.

With the ERA project, InnovATE will conduct a regional workshop on gender/agriculture/nutrition in Senegal. The objectives would be to: 1) identify types of agriculture/nutrition interventions where women are key determinants of success; 2) propose course content in secondary and higher education to educate students on gender issues in agriculture and the opportunities for increasing household food security through a linked agriculture/nutrition approach; 3) propose a mechanism and a process for developing portable gender/agriculture course content for non-social scientists; and 4) identify workshop participants who will help develop this course content in French through the community of practice and possible direct support for learning technologies from innovATE.

Virginia Tech will prepare a video module covering the process of revising the institution’s curriculum. Directed at educational administrators and USAID mission personnel interested in AET, it will be made available online through the project website and community of practice portal.

Table 7

USAID Training Modules to be Developed	Justification
Virginia Tech will continue the development of training modules for USAID designed to provide basic information on the land grant mission, vocational training, the AET gender pipeline, youth workforce development and challenges in post-conflict countries	<ul style="list-style-type: none"> • Approved in FY13 work plan.
With the support of and in collaboration with the ERA project, innovATE will conduct a regional workshop on gender/agriculture/nutrition in Senegal and prepare a video module covering the process of revising an institution’s curriculum	<ul style="list-style-type: none"> • There are enormous synergies to take advantage of in working with ERA in Senegal. • Nutrition was the eleventh highest priority overall (for tool development, studies to be completed, and focal themes for subsequent meetings) in the innovATE symposium survey. • Gender was ranked as the second highest priority overall (for tool development, studies to be completed, and focal themes for subsequent meetings) in the innovATE symposium survey. • Gender was the second highest area of interest in the symposium preregistration survey.

ACTIVITY 9: Produce a database of agricultural training opportunities

In Year 1, the consortium began gathering information on worldwide training programs related to building AET capacity. During Year 2, innovATE will continue to add to an e-database of short-term agricultural training opportunities. The database will be enlarged and updated.

ACTIVITY 10: Publish and disseminate results of case studies

The program will publish and disseminate results of case studies and develop materials (e.g. factsheets and white papers) for use in capacity building activities. During Year 2, innovATE will publish the following papers in tables 8 -12 below.

Table 8

Country Studies to be Published	Partner responsible
Country study report on Mozambique	TU (in partnership with UF)
Country study report on Burma	PSU
Country study report on Indonesia	PSU
Country study report on Jordan	UF
Country study report on Nicaragua	UF
Country study report on Armenia	VT
Country study report on DRC	TU
Complete data collection trip report on Nepal based on a data collection trip - Nepal, a FTF country, was chosen for a data collection study as a follow-on to previous work. InnovATE received a request from a partner, the Agriculture and Forestry University, to mentor and assist in the formation of a new land-grant university from the ground up.	PSU

InnovATE will publish the below AET assessment reports in Table 9.

Table 9

AET Assessment Reports to be Undertaken	Partner responsible
AET assessment report on Cambodia based on scoping trip.	PSU
AET assessment report on Uganda based on scoping trip.	VT
AET assessment report on Jordan based on scoping trip.	UF
AET assessment report on Indonesia based on scoping trip.	VT, PSU
AET assessment report on Nicaragua based on scoping trip.	UF
Additional AET assessment reports as requested by USAID missions	TBD

InnovATE will publish the below fact sheets in Table 10.

Table 10

Fact Sheets to be Published	Partner responsible
Country fact sheet on Nepal	PSU
Country fact sheet on Indonesia	PSU
Country fact sheet on Burma	PSU
Country fact sheet on Honduras	UF
Country fact sheet on Nicaragua	UF
Country fact sheet on Armenia	VT
Country fact sheet on Jordan	UF
Country fact sheet on DRC	TU
Fact sheet on female recruitment and retention	VT
Fact sheet on financial management	VT
Fact sheet on student career and academic mentoring.	PSU, VT
List of recommendations and good practices for addressing gender issues	VT

InnovATE will publish the following cross-cutting studies listed in Table 11 below during Year 2. Cross-cutting studies are studies which show how agricultural education and training intersects with other development issues such as gender or teaching methods.

Table 11

Cross-cutting Studies to be Undertaken	Partner responsible
Cross-cutting report on curriculum reform models from/used by the innovation labs and other AET capacity building programs. This report will gather information which could help guide innovATE's future analytical work on models for curriculum development.	PSU
Cross-cutting study to identify the links between AET capacity development with environmental conservation and natural resources management (i.e. water, biomaterials, or bioenergy)	VT
Cross-cutting study on the use of ICT in AET and sensitizing teachers to ICT teaching methods.	VT
Cross-cutting study on Muslim women in AET. The Muslim Women in AET cross-cutting study will address several needs – it will address the gender issue that was identified as a key topic in the symposium survey. It will also draw on information gathered in Jordan and will serve as background for future studies in Africa and SE Asia, where there are large Muslim populations.	UF
Paper on country focus-groups on AET with students – during Year 1 we conducted focus groups (2 each in Honduras, Bangladesh & Nepal) and will work these into a paper (perhaps supplementing with Africa and LAC Asia focus groups).	UF and PSU
Cross-cutting study on Sub-Sahara AET in Post-Conflict Environments. This study was approved in the FY13 work plan and work began on the paper in FY13.	TU (in partnership with UF and VT)

InnovATE will undertake the following case studies during Year 2:

Table 12

Case Studies to be Undertaken	Partner responsible
<p>Study on post-conflict AET challenges in Mali - VT will partner with TU on a case/topical study on post-conflict AET challenges due to the impact of the 2012 political/military crisis on AET in Mali. This case study will document the consequences on AET in Mali's secondary, vocational, and higher education system of the disruption and displacement cause by the March 2012 a <i>coup d'état</i> that precipitated a loss of government control in the northern two-thirds of the country until government control was re-established in February 2013 and national democratic governance was restored in September 2013. The study will include interviews in Mali with students, teachers, NGO personnel, agroindustry representatives and personnel from agricultural institutions.</p>	<p>VT, TU</p>
<p>Study on developing public/private partnerships - InnovATE will facilitate and document the training process for demand-driven curriculum development in an agroforestry program in Senegal. The case study and documentary will highlight methods for forming public/private partnerships and facilitating cooperation between multiple local institutions in responding to a national priority and strengthening a local AET institution.</p>	<p>VT, TU</p>

Table 4, located in the Appendix, contains a list of Year 2 activities planned under the Train component.

Administrative Tasks

ACTIVITIES 11-15: Administrative tasks

Throughout Year 2 the innovATE team will conduct administrative tasks such as preparing a semi-annual report, an annual report, and quarterly financial reports. InnovATE will network with AET practitioners, USAID missions and AET professional associations, maintain contact with BFS, USAID/Washington, E3, regional bureaus, and plan and conduct two meetings of the Program Advisory Council (PAC). The PAC will be used to help generate priorities for future AET interventions/studies. An innovATE partners meeting will be hosted by Tuskegee and held in the second quarter.

As the administrative, financial, and communication responsibilities of the innovATE management entity expand throughout Year 2 and beyond due to accelerating core and associate award activities, additional staffing needs will become acute. We anticipate recruiting an associate director (at least part time) during the second quarter of Year 2. Additional staff requirements will include increased staff time dedicated to administration/communications, the Community of Practice, the short-term training database and finance. Also, local consulting agencies will be hired on an as needed basis following the procurement procedures of VT. While we anticipate some core budget line changes to meet these needs, we expect the majority of these budgetary needs will be met by associate awards.

Table 5, located in the Appendix, contains a list of Year 2 activities planned under administrative tasks.

Appendix

Table 1: innovATE Indicators - Year 1 and Year 2

Indicators							
	FY13 Target	FY13 Actual	FY14 Target	FY14 Actual	LOP Target	LOP Actual	Comments
USAID/Dept. of State Indicators							
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	1	1	4		24		InnovATE formed a MOU with the Agriculture and Forestry University in Nepal.
Feed the Future Indicators							
Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0	0	2		11		
Number of individuals who have received USG supported short-term agricultural sector productivity or food security training (4.5.2-7)	60	123	115		795		Attendees include participants from the innovATE workshop "Building agricultural capacity in post-conflict countries: case studies from South Sudan and Sub-Saharan Africa" and the innovATE symposium "Building Capacity for Agricultural Training and Education in Developing Countries."

Custom Indicators						
LEARN						
Number of users accessing project databases	0	0	500		5000	
Case studies completed (country/cross cutting assessments)	6	6	7		30	3 cross-cutting studies and 3 country assessments
AET assessment tools developed	3	9	0		5	The innovATE program produced 9 assessment tools for agricultural education and training, including general interview session guidelines, a stakeholder interview data sheet, dean's interview questions, a general scoping methodology, an institutional scoping tool, a landscape tool, student and faculty focus group questions, and gender focus group questions, for practitioners to use in assessing skill gaps in agricultural education and training
Technical notes and good practice papers disseminated	3	2	5		30	1 Country Fact Sheet on Cambodia and 1 summary of good practices, recommendations, and priority setting for AET in post-conflict countries. An additional two fact sheets, for Nepal and Honduras, were 60% completed at the end of FY13
DESIGN						
AET system/program evaluations	1	1	2		12	The program conducted an in-country assessment of the ATC in Armenia to identify skill gaps the agricultural sector, these initial assessments results were shared with USAID missions and paved the way for future collaboration between ATC and innovATE.
AET reform and investment plans designed	1	1	4		18	InnovATE submitted a report on AET reform and investment plans for the AgriBusiness Teaching Center (ATC) to missions based on their in-country assessment.
Consultancies for AET development, linkages, and AET support services	2	2	4		22	InnovATE formed 2 partnerships, one in the form of a MOU, with the Agriculture and Forestry University in Nepal as a result of FTF assistance and another with the ATC in Armenia, laying the groundwork for future innovATE activities.

Institutional linkages established	2	2	6		40	InnovATE formed 2 institutional linkages, one in the form of a MOU, with the Agriculture and Forestry University in Nepal as a result of FTF assistance and another with the ATC in Armenia, laying the groundwork for future innovATE activities.
AET reform and investment plans implemented	0	0	1		12	
AET institutions strengthened	0	0	3		30	
TRAIN						
Training modules developed	2	0	3		14	We have 4 training modules which are 70% complete. These modules are: 1. Land Grant Model and its implications for AET in international development 2. Women and AET 3. AET and Youth Development 4. Vocational training in the AET pipeline
Training workshops hosted	0	2	2		8	We hosted one workshop "Building agricultural capacity in post-conflict countries: case studies from South Sudan and Sub-Saharan Africa" in Kampala, Uganda August 20-21, 2013 and the innovATE symposium "Building Capacity for Agricultural Training and Education in Developing Countries" in Fairfax, VA September 18-20, 2013.
Short-term training supported for curriculum development	0	0	10		40	
Number of training module users	0	0	200		2600	

Policy makers trained in AET	15	15	15		75	Attendees include participants from the innovATE workshop "Building agricultural capacity in post-conflict countries: case studies from South Sudan and Sub-Saharan Africa" and the innovATE symposium "Building Capacity for Agricultural Training and Education in Developing Countries."
Development practitioners trained in AET	25	58	50		200	Attendees include participants from the innovATE workshop "Building agricultural capacity in post-conflict countries: case studies from South Sudan and Sub-Saharan Africa" and the innovATE symposium "Building Capacity for Agricultural Training and Education in Developing Countries."
Development professionals trained	20	50	50		520	Attendees include participants from the innovATE workshop "Building agricultural capacity in post-conflict countries: case studies from South Sudan and Sub-Saharan Africa" and the innovATE symposium "Building Capacity for Agricultural Training and Education in Developing Countries."
Regional/international symposia hosted	1	1	1		5	We hosted the symposium "Building Capacity for Agricultural Training and Education in Developing Countries" in Fairfax, VA September 18-20, 2013.
Academic papers published	0	0	1		13	

Table 2: Year 2 LEARN activities and tasks

Components, Activities and sub-activities	Dates of Implementation				Partner Institution Responsible
LEARN - CORE FUNDING					
Activity 1: Gather information and create AET knowledge	Q1	Q2	Q3	Q4	
Task 1.1 Review literature about AET topics to include in online AET bibliography. Organize the submissions by key topic. Explore options for sharing this information.					all partners
Task 1.2 Complete data collection on AET systems and good practices					all partners
Task 1.2.1 Data collection trip to Nepal					PSU
Task 1.2.2 Data collection trip to Mozambique					TU, VT, UF
Task 1.3 Conduct gender research exercises					VT
Task 1.3.1 Conduct gender research exercises in Nicaragua					VT
Task 1.3.2 Conduct gender research exercises in Mozambique					VT
Task 1.4 Conduct regional activities to gather AET information					all partners
Task 1.4.1 Explore partnering with RUFORUM to conduct regional activities including a regional comparative research study in Africa					VT
Task 1.4.2 Issue a RFA to solicit proposals for case studies/cross-cutting studies on AET topics					VT
Task 1.4.3 Conduct and plan regional symposium at the International Food and Agribusiness Management Association in South Africa					VT, TU
Task 1.5 Complete country studies and AET assessment reports of AET systems and good practices					all partners
Task 1.5.1 Complete country study of AET systems and good practices in Mozambique					TU,UF
Task 1.5.2 Complete country study of AET systems and good practices in Nicaragua, produce fact sheet					UF

Task 1.5.3 Complete country study of AET systems and good practices in Jordan, produce fact sheet					UF
Task 1.5.4 Complete country study of AET systems and good practices in Burma or country TBD, produce fact sheet					PSU
Task 1.5.5 Complete country study of AET systems and good practices in Armenia, produce fact sheet					VT
Task 1.5.6 Complete country study of AET systems and good practices in Indonesia, produce fact sheet					PSU
Task 1.5.7 Complete country study of AET systems and good practices in Democratic Republic of Congo, produce fact sheet					TU
Task 1.5.8 Complete data collection trip report based on trip to Nepal					PSU
Task 1.6 Complete AET assessment reports					All partners
Task 1.6.1 Complete paper on AET assessment in Cambodia based on scoping trip.					PSU
Task 1.6.2 Complete paper on AET assessment in Uganda based on scoping trip.					VT
Task 1.6.3 Complete paper on AET assessment in Indonesia based on scoping trip.					VT, PSU
Task 1.6.4 Complete paper on AET assessment in Nicaragua based on scoping trip.					UF
Task 1.6.5 Complete paper on AET assessment in Jordan based on scoping trip.					UF
Task 1.6.6 Complete paper on AET assessments in countries TBD by mission request					All partners

Task 1.7 Complete cross-cutting and case studies					all partners
Task 1.7.1 Complete cross-cutting study on Muslim women in AET					UF
Task 1.7.2 Complete cross-cutting study of key AET practices in post-conflict environments					TU,VT,UF
Task 1.7.3 Complete cross-cutting study on curriculum reform models from/used by the innovation labs and other AET projects					PSU
Task 1.7.4 Complete cross-cutting study Cross-cutting study to identify the links between AET capacity development with environmental conservation and natural resources management (i.e. water, biomaterials, or bioenergy)					VT
Task 1.7.5 Complete cross-cutting study on ICT					VT
Task 1.7.6 Complete case study on post-conflict AET challenges in Mali					VT, TU
Task 1.7.7 Discuss cooperation for completing topical study with APLU, Land O' Lakes, MSU, BEHEARD, and MEAS in Year 3					VT, TU
Task 1.8 Develop linkages with and synthesize experience of other AET organizations; expand network of US collaborators					all partners
Task 1.8.1 Participate and present at the Innovation of University Education in Agriculture and Natural Resources in Andean Countries conference, the Universidad Nacional Agraria La Molina, Lima Peru					UF
Task 1.8.2 Present papers, posters and conduct professional development workshop at the Association for International Agricultural and Extension Education (AAIEE), 2013 Annual Conference, Miami, FL					UF
Task 1.8.3 Present papers and organize workshop on international AET at the North American Colleges and Teachers of Agriculture (NACTA) held at Montana State University					VT
Task 1.8.4 Present poster on innovATE at the Dean's Forum on Global Engagement, Virginia Tech					VT

Task 1.8.5 Present papers and host an information booth to recruit collaborators in the Middle East at the Global Forum for Innovations in Agriculture Expo, Abu Dabi (VT leads)					VT
Task 1.8.6 Present at the ECHO Asia Agriculture Conference, Thailand					PSU
Task 1.8.7 Participate in the 3 rd International Conference on Extension Educational Strategies for Sustainable Agricultural Development, India					PSU
Task 1.8.8 Present at side workshop in the Fourth International Conservation Agriculture Conference in Southeast Asia, Cambodia					VT
Task 1.8.9 Attend RUFORUM’s Biannual meeting in Mozambique and a side meeting with RUFORUM					VT
Task 1.9 Develop additional tools for AET toolkit					
Task 1.9.1 Develop and/or refine analytical tools (supply, demand, landscape, ICT, assessment planning)					VT with all partners
Activity 2: Make ATE knowledge accessible (Outreach)	Q1	Q2	Q3	Q4	
Task 2.1 Develop/update generic outreach communications to USAID to share AET knowledge					VT
Task 2.2 Develop and expand innovATE's presence in social media platforms					VT
Task 2.3 Maintain innovATE website as knowledge sharing platform					VT
Task 2.4 Develop AET posters/innovATE posters					VT
Task 2.5 Translate innovATE handouts into French and or Spanish					all partners
Activity 3: Foster development of AET community of practice	Q1	Q2	Q3	Q4	
Task 3.1 Implement community of practice to gather and share AET training knowledge					VT, with other partners
Task 3.2 Develop interest and participation in AET community of practice					VT, with other partners
Task 3.3 Facilitate AET priority setting process					VT, with other partners

Table 3: Year 2 DESIGN activities and tasks

Components, Activities and sub-activities	Date of Completion				Partner Institution Responsible
	Q1	Q2	Q3	Q4	
DESIGN - CORE FUNDING					
Activity 4: Build project design capacity for missions	Q1	Q2	Q3	Q4	
Task 4.1 Conduct scoping trips or assessments					
Task 4.1.1 Conduct assessment in Uganda					VT
Task 4.1.2 Conduct scoping trip in Democratic Republic of Congo (DRC) (as requested by USAID missions)					TU, VT
Task 4.1.3 Conduct scoping trip in Burma (as requested by USAID missions)					PSU
Task 4.1.4 Conduct scoping trip in Cambodia					PSU
Task 4.1.5 Conduct assessment in Jordan					UF, VT
Task 4.1.6 Conduct scoping trip in Indonesia					VT, PSU
Task 4.1.7 Conduct scoping trip in Nicaragua					UF
Task 4.1.8 Conduct other scoping missions and/or assessments in countries TBD as requested by USAID Missions (including existing requests for Burma)					
Activity 5: Draft SOWs for mission-requested services	Q1	Q2	Q3	Q4	
Task 5.1 Develop draft SOW for future scoping visits in countries as requested by USAID missions					All partners

Activity 6: Provide technical assistance to missions' project design	Q1	Q2	Q3	Q4	
Task 6.1 Model exercise of curriculum development in Senegal	■	■			VT, TU
Task 6.1.1 Conduct stakeholder meeting and curriculum assessment in Senegal	■	■			VT, TU
Task 6.1.2 Program design report for Senegal		■			VT, TU

Table 4: Year 2 TRAIN activities and tasks

Components, Activities and sub-activities	Date of Completion				Partner Institution Responsible
TRAIN - CORE FUNDING					
Activity 7: Country-specific support for administrative and student services	Q1	Q2	Q3	Q4	
Task 7.1 Complete fact sheet on female recruitment and retention			■	■	VT
Task 7.2 Complete fact sheet on financial management			■	■	VT
Task 7.3 Complete fact sheets on student career and academic mentoring.		■	■		VT, PSU
Task 7.4 Develop training module for international faculty members working in agriculture – focus on modern teaching strategies for adult learners and pedagogy in their classrooms		■	■		VT
Task 7.5 Develop a list of indicators for AET HICD programs.			■	■	all partners
Activity 8: Complete and disseminate USAID training modules	Q1	Q2	Q3	Q4	
Task 8.1 Develop training on how to conduct institutional self-assessments			■	■	all partners
Task 8.2 Conduct regional gender/agriculture/nutrition workshop in Senegal		■			VT, TU
Task 8.3 Complete training modules designed to provide basic information about the land grant mission, vocational training, the AET gender pipeline, youth workforce development and challenges in post-conflict countries	■	■	■	■	VT
Task 8.4 Prepare a brief overview of the curriculum revision process for use as an online training module		■	■		VT

Activity 9: Develop training program database	Q1	Q2	Q3	Q4	
Task 9.1 Operationalize training database and test with stakeholders					VT with partners
Task 9.2 Collect and catalog training opportunities					all partners
Activity 10: Publish and disseminate results of case studies	Q1	Q2	Q3	Q4	
Task 10.1 Publish articles, briefing papers based on research					
Task 10.1.1 Publish paper on country focus-groups on AET with students					PSU, UF
Task 10.1.2 Publish paper on AET system in Cambodia					PSU
Task 10.1.3 Publish data collection trip report based on trip to Nepal					PSU
Task 10.1.4 Publish AET assessment paper based on assessment done in Uganda					VT
Task 10.1.5 Publish country study report on Indonesia					PSU
Task 10.1.6 Publish country study report on Armenia					VT
Task 10.1.7 Publish country study report on Burma or country TBD					PSU
Task 10.1.8 Publish country study report on Nicaragua					UF
Task 10.1.9 Publish country study report on Jordan					UF
Task 10.1.10 Publish country study report on Mozambique					TU, UF
Task 10.1.11 Publish country study report on Democratic Republic of Congo					TU
Task 10.1.12 Publish AET assessment report for Uganda					VT
Task 10.1.13 Publish AET assessment report for Indonesia					VT, PSU
Task 10.1.14 Publish AET assessment report for Nicaragua					UF
Task 10.1.15 Publish AET assessment report for Cambodia					PSU
Task 10.1.16 Publish AET assessment report for Jordan					UF
Task 10.1.17 Complete paper on AET assessments in countries TBD by mission request					all partners
Task 10.1.18 Publish fact sheet on Armenia					VT
Task 10.1.19 Publish fact sheet on Nicaragua					UF

Task 10.1.20 Publish fact sheet on Jordan					UF
Task 10.1.21 Publish fact sheet on Honduras					UF, VT
Task 10.1.22 Publish fact sheets on Burma or country TBD					PSU
Task 10.1.23 Publish fact sheets on Indonesia					PSU
Task 10.1.24 Publish fact sheets on Nepal					PSU, VT (will support Nepal fact sheet creation)
Task 10.1.25 Publish fact sheet on Democratic Republic of Congo					TU
Task 10.1.26 Publish joint paper on Sub-Sahara AET in post-conflict environments					TU, UF, VT
Task 10.1.27 Publish fact sheet on female recruitment and retention					VT
Task 10.1.28 Publish fact sheet on financial management					VT
Task 10.1.29 Publish fact sheet on student career and academic mentoring.					PSU, VT
Task 10.1.30 Publish a study on developing public/private partnerships - model exercise of community-driven curriculum development in Senegal					VT, TU
Task 10.1.31 Publish a study on post-conflict AET challenges in Mali					VT, TU
Task 10.1.32 Publish cross-cutting study on curriculum reform models from/used by the Innovation Labs and other capacity building programs					PSU
Task 10.1.33 Publish cross-cutting study on the links between AET capacity development with environmental conservation and natural resources management (i.e. water, biomaterials, or bioenergy)					VT
Task 10.1.34 Publish cross-cutting study on Muslim women in AET					UF
Task 10.1.35 Publish cross cutting study on ICT					VT
Task 10.1.36 Publish list of recommendations and good practices for addressing gender issues					VT

Table 5: Administrative Tasks

Components, Activities and sub-activities	Date of Completion				Partner Institution Responsible
	Q1	Q2	Q3	Q4	
Administrative Tasks					
Activity 11: Reporting					
Task 11.1 Prepare semi-annual report					all partners
Task 11.2 Prepare annual report					all partners
Task 11.3 Prepare quarterly financial reports					VT
Activity 12: Networking with AET practitioners, USAID Missions and AET Associations					VT with partners
Activity 13: Maintaining contact with BFS and USAID/Washington					VT with partners
Activity 14: Plan and conduct two meetings of the Program Advisory Council (PAC)					VT with partners
Task 14.1 Generate priorities for future AET interventions/studies					VT with partners
Task 14.2 Develop PAC membership so it is a cross-section of AET stakeholders					VT with partners
Activity 15: Partners meeting					TU with participation from all partners

Supplemental Documents

Symposium Pre-registration Survey Monkey Results

1.) What area of Agriculture and education interests you the most?

51 people responded to this question. However, many had multiple areas of interest listed. For more details see appendix.

1. Education – 16
2. Gender Equity – 10
3. Youth Development – 7
4. Agribusiness – 7
5. Nutrition – 5
6. Extension – 5
7. Livestock/Crop Research – 4
8. Post-Conflict – 2
9. Food Security – 1
10. Other - 7

2.) What best describes your area of Work in AET?

51 people responded to this question.

3.) What are your expectations for attending a symposium on AET? For example: networking with colleagues in similar programs, learning new technology, gaining access to assistance for your work, etc.

51 people responded to this question. However, many had multiple areas of interest listed. For more details see appendix.

1. Networking – 33
2. Learn about new Technology – 8
3. Sharing Knowledge/Learning – 28
4. Shape AET - 6
5. Meet Potential Donors - 1

4.) Country Listed by Respondent

44 people responded to this question.

1. USA – 35
2. Sri Lanka – 1

3. Pakistan - 1
4. Zambia – 1
5. Uganda - 2
6. Ghana – 1
7. Ethiopia – 1
8. Armenia – 1
9. Costa Rica – 1

5.) State Listed by U.S. Respondent

38 people responded to this question.

1. VA – 5
2. AL – 6
3. DC - 19
4. PA – 1
5. MI- 2
6. CA– 2
7. MA– 2
8. IA - 1

Appendix

- Question 1

Area of Interest	# of responses	Survey Comments
Extension	5	<ul style="list-style-type: none"> • Extension and links to nutrition • Extension and higher education • I'm fascinated by agricultural extension and on-the-ground training of smallholder famers (less than 2 hectares) • Agricultural extensions • My interests are very broad: International Development, Extension, Use of ICT, Crops - Problem identification - Practical Production and Postharvest practices
Gender Equity	10	<ul style="list-style-type: none"> • General interest in learning more about the ag sector and gender • Gender equity Capacity building • Gender and youth development • The role of women in agriculture, what is the missing link. • Gender equity • How to reach persons at the low end of the value chain (vulnerable groups, i.e., women, youth, disabled, etc.) • Ensuring women are reached, improving quality of training and education • Gender in Agriculture Value Chains, Food security and Nutrition • education of female farmers in developing countries training of female extension educators best practices of female extension educators incorporating adult education principles into extension tailoring agricultural education so that it is more learner-centric • Initiatives that train new ag research scientists, improving capacity for data, statistics and policy analysis and implementation, private sector support and entrepreneurship development - especially geared towards empowerment of women

Youth Development	7	<ul style="list-style-type: none"> • Gender and youth development • Building youth organizations similar to FFA that provide real business experience in connection with classroom teaching. • youth training programs related to Horticulture internships and other 'hands-on' approaches to training • How to reach persons at the low end of the value chain (vulnerable groups, i.e., women, youth, disabled, etc.) • Youth workforce development • Nutrition, Gender equality and women's empowerment Also competency-based curricula, performance reviews and workforce planning •
Post-Conflict	2	<ul style="list-style-type: none"> • Post-Conflict Best practices • Innovations or best practices in bridging the curriculum gap between the supply and private sector demand for training; sustainable funding; post conflict dilemmas
Nutrition	5	<ul style="list-style-type: none"> • Extension and links to nutrition • Nutrition, Gender equality and women's empowerment Also competency-based curricula, performance reviews and workforce planning • Gender in Agriculture Value Chains, Food security and Nutrition • Agriculture integration with Nutrition
Education	16	<ul style="list-style-type: none"> • Higher education • Extension and higher education • Innovations or best practices in bridging the curriculum gap between the supply and private sector demand for training; sustainable funding; post conflict dilemmas • Preparing agricultural educators to teach and train in formal and informal contexts. I am also interested in how agriculture, social justice, and STEM intersect. • I am working as the Vice Chancellor of the University of Agriculture at Faisalabad-Pakistan (UAF) which is the premier public sector university offering interdisciplinary programs of teaching, research, and outreach essential to agriculture and rural development. • education of female farmers in developing countries training of female extension educators best practices of female extension educators incorporating adult education principles into extension tailoring agricultural education so that it is more learner-centric • AET financing, vocational education, education of individuals outside the formal education system, potential for ICT in education, quality assurance in AET systems, public, private, and public-private models in AET, best practice in AET strengthening. • Post-Secondary Education • Curriculum development different ways of instruction--e.g. case studies, hands-on use of technology in instruction • Graduate quality and fitness for labor market Engagement of tertiary agricultural education and training institutes in strengthening capacities of national agricultural innovation systems and technical innovations Student enrollment and improvement of facilities (lecturers, technicians, teaching and research equipment, ...) at tertiary agricultural education and training institutes Making tertiary agricultural education and training institutes more responsive to national development needs Pedagogical paradigms for effective course delivery • youth workforce development • Higher education in agriculture/sustainability • Tertiary education Technology-aided education • Plant Sciences and Agr. Education • Initiatives that train new ag research scientists, improving capacity for data, statistics and policy analysis and implementation, private sector support and entrepreneurship development - especially geared towards empowerment of women • HE institutional capacity building in Africa role of online learning
Food Security	1	<ul style="list-style-type: none"> • Gender in Agriculture Value Chains, Food security and Nutrition
Livestock/ Crop Research	4	<ul style="list-style-type: none"> • Livestock Research and Extension, Animal Nutrition, Agroforestry • Crop and animal husbandry • Animal Sciences including nutrition, silvopasture • Agricultural commodity marketing
Agribusiness	7	<ul style="list-style-type: none"> • Agronomy, agribusiness • Sustainable models that have private sector investment and involvement\coordination. • irrigation, agronomy, marketing

		<ul style="list-style-type: none"> • Transition subsistence farming to commercial approaches. Linking to value chains. ICT for Ag. • Skills, competencies and entrepreneurial development. Private sector engagement. Educational transformation and innovative technology and solutions. • strengthening linkages with the private sector and understanding international ag labor markets
Other	7	<ul style="list-style-type: none"> • Rural development, small holder agriculture and value chains • Coordinated efforts. • Ability of AET Systems to adapt to sector and external changes • measuring improvements in capacity • hands on ag transformation • institutional sustainability • Post-graduate opportunities in-country for USAID-funded fellows returning home.

- **Question 2**

Private sector	15.69% 8 responses
Youth training	7.84% 4 responses
Government	31.37% 16 responses
NGOs	21.57% 11 responses
College or University	43.14% 22 responses
Primary or Secondary educational institution	3.92% 2 responses
Technical or Vocational educational institution	9.80% 5 responses
Multi-lateral organization	9.80% 5 responses
Educational association or network	3.92% 2 responses

Total Respondents: 51

- Question 3

Expectations	# of responses	Survey Comments
Networking	33	<ul style="list-style-type: none"> • Finding potential collaborators and forging relationships with them. Learning more about how to build and enact substantive international projects. • new technology and research - linkages to nutrition networking • To build professional networking with colleagues in similar programs from across the globe • learning, networking with colleagues • Networking, expanding my knowledge of AET • Networking with Colleagues • Networking and learning about new approaches • Networking with colleagues in similar programs • Networking and learning new technology being used in developing countries • Acquiring new knowledge on the role of agriculture in development and learning new ways of how to implement transformative agricultural programs. Networking and learning from colleagues on what has worked what is not working and what can we do (evidence based learning). • Networking • Gaining new insights on how to better support improvements in Africa's AET, networking and broadening perceptions on emerging views on AET. • Networking with colleagues in similar programs • Networking and learning about best practices in ATE • Networking, assistance and establishing collaboration, knowledge acquisition • new technology and research - linkages to nutrition networking • Networking! I think time for coffee breaks and chats with participants is VITAL • networking hearing about recent research having an opportunity to brainstorm on topics with colleagues facilitated discussions • Networking with colleagues working on similar issues, learning more about gender-based challenges in AET and programs/organizations that are working to address these • networking with others and learning new technologies • Network influence process • Learning about new technologies for agriculture, networking • Networking and connecting with experts, in-country professionals • networking and marketing our program • Networking with experts in similar areas of interest • Sharing interesting AET models from different geographic contexts. Priority setting in AET areas for further study. Networking with the AET community. • Networking and gaining access to assistance for work • networking with colleagues in similar programs • networking, hearing new ideas • New technologies, understanding what are effective strategies and what are not, networking • Networking • Networking New models for higher agricultural education •
Learn about New technology	8	<ul style="list-style-type: none"> • new technology and research - linkages to nutrition networking • Learn of innovative ways (including use of traditional and new tools) to more effectively help people learn and access information to help them better implement their agricultural activities • networking with others and learning new technologies • Learning about new technologies for agriculture, networking • learning about new technologies and opportunities for increasing overall knowledge and maximizing extension potential • Learning about innovative initiatives, approaches and best practices • New technologies, understanding what are effective strategies and what are not, networking • Learning about new and/or best practices Networking
Sharing Knowledge/ Learning	28	<ul style="list-style-type: none"> • learning from others, i.e., gleaning best practices and lessons learned • learning, networking with colleagues • Discussing assistance that builds on real experience. • Networking, expanding my knowledge of AET • Learning more about current issues and opportunities. • Networking and learning about new approaches

		<ul style="list-style-type: none"> • cross-fertilization and sharing information about what works in youth AET; special considerations; approaches & tools; innovations • With the generous help and guidelines from USAID and the Higher Education Commission of Pakistan, a center for Advanced Studies in Agriculture/Food Security (CAS-Ag) is being initiated at UAF to improve management systems, curricular relevance, instructional methodology, outreach partnership with stakeholders and capacity development. Participation in the first InnovATE symposium on improving capacity in agriculture education and training (AET) will help us align our campus-wide strategies particularly in the domain of newly started USAID/HEC funded CAS-Ag program and search relevant US partners. • To share best practices of gender equity & female empowerment. Learn from other experts and contribute towards building of a critical mass of gender advocates and practitioners • I hope to share experience with other participants and also to learn from them what is interesting that has worked to boost the economic incomes of the poor rural women, youth, orphans and vulnerable children. I hope to learn good practices that are replicable in my country and in particular our organization. I also hope that there could be an opportunity to meet new potential donors for our women and youth income generating activities. • Acquiring new knowledge on the role of agriculture in development and learning new ways of how to implement transformative agricultural programs. Networking and learning from colleagues on what has worked what is not working and what can we do (evidence based learning). • Gaining new insights on how to better support improvements in Africa's AET, networking and broadening perceptions on emerging views on AET. • Networking and learning about best practices in ATE • Networking, assistance and establishing collaboration, knowledge acquisition • Learn of innovative ways (including use of traditional and new tools) to more effectively help people learn and access information to help them better implement their agricultural activities • networking hearing about recent research having an opportunity to brainstorm on topics with colleagues facilitated discussions • Networking with colleagues working on similar issues, learning more about gender-based challenges in AET and programs/organizations that are working to address these • learning about best practices in agricultural capacity building and ways to measure it • helping to make information on gender and AET more accessible to groups and organization working in development • Learning about successes in strengthening training institutes that do training of extension workers, agri-business managers and technicians, etc. • Sharing interesting AET models from different geographic contexts. Priority setting in AET areas for further study. Networking with the AET community. • learning about new technologies and opportunities for increasing overall knowledge and maximizing extension potential • learn more about opportunities for collaboration to better integrate nutrition into agriculture programming • learning of successful models for AET strengthening • Advancing understanding about which approaches in ATE are most appropriate for different youth populations and different points along the food value chain • New technologies, understanding what are effective strategies and what are not, networking • Networking New models for higher agricultural education • Learning about new and/or best practices Networking
Shape AET	6	<ul style="list-style-type: none"> • Participant involvement/input should be an important component. This could relate to the development of ATE priorities, strategies and/or innovations. Let's try to steer clear of a typical 'endless stream of PowerPoints' approach. • Strengthening a global community of practice that will advocate for a stronger and relevant AET • Gaining new insights on how to better support improvements in Africa's AET, networking and broadening perceptions on emerging views on AET. • Network influence process • Sharing interesting AET models from different geographic contexts. Priority setting in AET areas for further study. Networking with the AET community. • Helping form research and outreach curricula for develop settings
Meet Potential Donors	1	<ul style="list-style-type: none"> • I hope to share experience with other participants and also to learn from them what is interesting that has worked to boost the economic incomes of the poor rural women, youth, orphans and vulnerable children. I hope to learn good practices that are replicable in my country and in particular our organization. I also hope that there could be an opportunity to meet new potential donors for our women and youth income generating activities.

Symposium Attendee Survey Results

InnovATE Symposium Feedback – Thematic Analysis

Methodology: Total Themes

- Categorized feedback into themes based on each of the 3 questions posed
- Aggregated comments that were made only once and re-categorized them into the existing or additional themes if the comment was made more than one time (across the three questions)
- Summed the number of comments under a theme by each question and in total
- Ordered themes by total number of comments from most to least (Table 1)
- Sub-ordered themes within each question from most to least (Tables 2-4)
- Aggregated themes with a count of 4 or more into short descriptions
- Themes with a count of 3 or less are not included in descriptions (although available in Appendix A)
- Uncategorized comments (single mention) are thrown out (although available in Appendix A)

Results:

There are 26 total thematic areas across the three questions as described in Table 1.

Question 1: AET tools that you would like to see created (Table 2):

- **Training/Teaching:** Workshops, trainings and instructional materials including: agricultural skills competencies, how to conduct trainings in various contexts (low-literacy, remote, lacking infrastructure), and how to identify training needs for curriculum design. Tool development including: teaching manuals, soft-skills acquisition, rubrics to measure work performance of graduates, evaluation tools for AET, and tools to ensure participation of youth and women. Create a repository of teaching materials and tools. Exchange best practices and effective outreach between the U and the developing sector to support training and education.
- **CoP/Website:** Community of Practice including: facilitated discussions, maintaining dialogue,

Table 1: Total Thematic Areas

#	Theme	Count	Rank
1	Training/Teaching	54	1
2	Gender	17	2
3	Partnerships	16	3
4	Distance Learning	16	3
5	Best Practices/Models	15	4
6	Youth Development	12	5
7	Monitoring & Evaluation	11	6
8	CoP/Website	10	7
9	Country Assessment	9	8
10	PR & Outreach	9	8
11	Health, WASH, Nutrition	7	9
12	Small Farms	6	10
13	Quality Assurance	5	11
14	Institutional Strengthening	4	12
15	Sustainability	4	12
16	Governments	3	13
17	Stakeholders	3	13
18	Extension	3	13
19	Land Grant Institutions	3	13
20	Misc. Tools	3	13
21	Databases	3	13
22	Policy	2	14
23	Food security	2	14
24	Labor Market Demand	2	14
25	Animals	2	14

Table 2. Themes: AET Tools

#	Theme	Count	Rank
1	Training/Teaching	14	1
2	CoP/Website	10	2
3	Distance Learning/ICT	9	3
4	Monitoring & Evaluation	7	4
5	Gender	5	5
6	Partnerships	3	6
7	Country Assessment	3	6
8	Databases	3	6
9	Misc. Tools	3	6
10	Best Practices/Models	2	7
11	Youth Development	1	8

networking based on AET interest area and region, sharing curriculum and online courses/resources. Online spaces for: travel safety guidelines, funding guidelines, guides to available tools and recommendations for their use.

- **Distance Learning/ICT:** Distance learning tools and including: E-learning, video systems, MOOCs, ICT, and adaptations for rural areas. Share curriculum, online materials, and resources on the CoP. Create alumni feedback portals related to online courses.
- **Monitoring & Evaluation:** M&E toolkits including administrative assessment, impact assessments, and quality of teaching practices, training and curriculum.
- **Gender:** Training modules, curriculum, and tools on gender and AET in the form of both face-to-face and distance/online delivery. Targeted at various audiences including: decision makers, university courses, extension agents, and agricultural workers.

12	PR & Outreach	1	8
13	Quality Assurance	1	8
14	Land Grant Institutions	1	8
15	Labor Market Demands	1	8
16	Animals	1	8

Question 2: Studies and other AET scholarships you think need to be done (Table 3):

- **Training/Teaching:** Case studies and models including: successful and innovate public and private AET schools, good practices in TVET, adult education, student success stories. Assessments including: teacher training opportunities, skill assessment, and faculty development. Teaching and training issues including: low-tech teaching methods, training low-literacy adults, curriculum development, informal and formal mentoring, and gender sensitive curriculum, providing internships and scholarships, and integration and linkages of education at all levels.
- **Gender:** Gender analysis in AET, women and small agribusiness, role of women in conflict management and resolution, obstacles to women's participation in AET, the economic value of gender and practice in agricultural development, basic gender competencies in agriculture, attracting women to AET. Training and models including: teaching gender in agriculture, incorporating gender strategically in AET curriculum.
- **Partnerships:** Industry partnerships and involvement in AET, cross-sector collaborations, public/private partnerships, impact of government buy-in and support of AET, international AET scholarships.
- **Country Assessment:** Trilateral capacity building analysis, sustainability in AET in Africa and Asia, Senegalese Universities and agricultural training schools.
- **Health, WASH, Nutrition:** Studies on nutrition an agriculture including: family health, integrated livelihoods (water, value chains, water and sanitation, sustainability), and water quality and management in agriculture.
- **Best Practices/Models:** Scholarships for model agricultural practitioners; comparative analysis of private, public, and NGO AET; meta-analysis of AET efforts, results, and lessons learned including adoption/diffusion models.
- **Youth Development:** Mentoring, leadership, involvement, and scholarships.

Table 3: Themes: Studies and Scholarships

#	Theme	Count	Rank
1	Training/Teaching	23	1
2	Gender	9	2
3	Partnerships	5	3
4	Country Assessment	5	3
5	Health, WASH, Nutrition	5	3
6	Best Practices/Models	4	4
7	Youth Development	4	4
8	Small Farms	4	4
9	Distance Learning	3	5
10	PR & Outreach	3	5
11	Institutional Strengthening	3	5
12	Stakeholders	3	5
13	Monitoring & Evaluation	2	6
14	Quality Assurance	2	6
15	Governments	2	6
16	Land Grant Institutions	2	6
17	Sustainability	1	7
18	Extension	1	7
19	Food security	1	7
20	Labor Market Demand	1	7

- **Small Farms:** Issues related to small producers including: local food systems and markets and how non-agriculturally trained people can contribute to AET. Farm field sector and similar teaching approaches.

Question 3: Suggestions for focal themes of a subsequent AET symposium (Table 4):

- **Training/Teaching:** Pedagogy including: motivation and change theory, learning theory and application, field-based training, AET-specific pedagogy, best practices in teaching, and integrating gender into AET. Curriculum development including: climate change, primary school AET, gender competencies, integrating business and entrepreneurship, post-conflict curriculum, and how to design and develop appropriate curriculum. Linkages between private/public sector and relevance of curriculum. Chain of value in education.
- **Best Practices/Models:** Best practices including: review of success/failures and subsequent best practices, AET development case studies, learning from STEM models, youth development and TVET, best practices regionally (sub-Saharan countries), and public/private partnerships. Models including: AET in USA and around the world, adoption diffusion, and innovation.
- **Partnerships:** Strategic alliances between private/public/NGOs and relevance of curriculum to sectorial needs, how to build linkages and partnerships, partnerships and climate change, networking strategies, involving key players, and stronger linkages with the agency's E3 office.
- **Youth Development:** Workforce development pipeline, agribusiness and self-employment, best practices in youth education, opportunities and limitations for youth.
- **PR & Outreach:** Modules on outreach, effective public/private engagement in AET, re-branding of AET focus to STEM, networking strategies, overcoming cultural barriers and promoting AET.
- **Distance Learning:** Best practices in distance learning, mobile learning, web/KIASK learning, ICT including use of networks and scaling approaches.

Table 4: Themes: Future AET Symposium

#	Theme	Count	Rank
1	Training/Teaching	17	1
2	Best Practices/Models	9	2
3	Partnerships	8	3
4	Youth Development	7	4
5	PR & Outreach	5	5
6	Distance Learning	4	6
7	Gender	3	7
8	Sustainability	3	7
9	Monitoring & Evaluation	2	8
10	Health, WASH, Nutrition	2	8
11	Small Farms	2	8
12	Quality Assurance	2	8
13	Extension	2	8
14	Policy	2	8
15	Country Assessment	1	9
16	Institutional Strengthening	1	9
17	Governments	1	9
18	Food security	1	9
19	Animals	1	9

Appendix A: Categorized Feedback by Theme and Question

	TRAINING/TEACHING	GENDER	PARTNERSHIPS	DISTANCE LEARNING & ICT	BEST PRACTICES/ MODELS	YOUTH DEVELOPMENT	MONITORING & EVALUATION	COP/WEBSITE	COUNTRY ASSESSMENT	PR & OUTREACH	QUALITY ASSURANCE	LAND GRAND INSTITUTIONS	MISC TOOLS	DATABASES	LABOR MARKET DEMAND	ANIMALS	SINGLE MENTIONS		
	14/54	5/17	3/16	9/16	2/15	1/12	7/11	10/10	3/9	1/9	1/5	1/3	3/3	3/3	1/2	1/2	7/31		
1. AET tools that you would like to see created	New forms of exchange on the best practices between the US and developing countries in agricultural training	Gender in AET workshops	Public-private partnerships in the framework of the articulation research and agricultural advice in Senegal	Distance learning technology for rural areas	Development of “best practices” related to the 10-11 conversations topics from this conference building on these conversations	Specific business plan for young persons (students)	Standardized administrative assessment tools	Planning and funding guidelines and procedures for proposed projects, travel assistance and safety guidelines especially when traveling in post-war conflict countries	Guidance for assessing a country AET— also by type (ex: university, AVTET)	Integration of social media to reach out to practitioners	Materials, certification/ standard assessment	Support a place for the land grant systems to develop agricultural research in developing countries	AET tools; must use outcomes of half-century research in Africa. Some donors, WB USAID and EU support AET. We should not repeat similar mistakes	Opportunity database	Efficient tools for accessing labor-market demand.	Expertise from developing areas and animal agriculture needs to be incorporated	Briefing documents in multiple languages		
	A sequence of workshops/trainings on gender in agriculture available for Ag workers; Trainings focused on specific skills and at completion, some sort of certificate is provided	Teaching modules for online education and to incorporate information on various gender awareness formats (short-term training of ATE institution decision makers faculty and students)	A formal collaboration of public-private partners for competitive agriculture	Adapted tools in E-learning particularly for under developed countries (taking as possible energy problems for example solar energy)	Forming the exchange for the best practices between the United States and the developing countries in methods of agricultural formation			Project evaluation impacts (including counterfactuals)	Community of Practice that shares curriculum, online courses and other high quality resources in multiple languages	Common format/instrument for Needs Assessment Community of Practice				Good practices dissemination tool	Expert panel database			To see strategies of transferring technology to reinforce production.	
	Needs assessments for teachers (identifying training needs)	A sequence of university courses about agriculture and gender that can be added to curriculum	A tool to measure the extent of linkages among AET institutions and stakeholders— policymakers, private sector, farmer groups	E-learning				Tools for impact assessment of AET	Community of practice communication tool would be helpful for maintaining dialog. A mechanism for disseminating funding opportunities would be useful	Integration and communication of needs assessment results				PRA tools for AET	Alumni feedback portals, IT tools to collect feedback and online courses			Incubators for promoting entrepreneurship	
	Tools, guidance, best practices on how to train low-literate, remotely-located, low-to-no infrastructure (electricity, internet) audiences; in other words, agricultural practitioners not academia or college students	A sequence of workshops/trainings on gender in agriculture available for Ag workers; Trainings focused on specific skills and at completion, some sort of certificate is provided		Teaching modules for online education and to incorporate information on various gender awareness formats (short-term training of ATE institution decision makers faculty and students)				Observation rubrics for teacher and schools (assess quality)	Online CoP— theme; facilitated; structured discussions; “ask and expect,” etc.										Labs
	Tools to evaluate the effectiveness of AET—what approaches to training or training models work and why	Tools to integrate gender into AET		Community of Practice that shares curriculum, online courses and other high quality resources in multiple languages				Measurement tools to assess the quality of vocational education programs.	Improved Community of Practice										Books (for both students and teachers)

1. AET tools that you would like to see created (continued)	Options for effective outreach to support country agricultural sector and links to training /education			Video system to reach the farmers, particularly the women			Mechanisms to evaluate AET programs	Common format/instrument for Needs Assessment Community of Practice											A document on textbook/handbook along the lines of the presentation by Kristal Jones of Penn State University	
	Teaching manuals			Move MOOC-like courses.			An evaluation toolkit	A website (2)											My own enterprise	
	Conducting need assessment for curriculum design			Alumni feedback portals, IT tools to collect feedback and online courses					Online guide to the available tools, and recommendations on where they work best											
	Rubrics for measuring school-to-work performance of a school's graduate			More ICT/online education and training					Information and networking among all players											
	Tools to measure soft-skill acquisition								Networking based on interest in AET and regions											
	Creation of tools that will ensure participation of everyone, especially women and youth																			
	Creation of instructional materials for extension work that provides for the participation and contribution by diverse groups; to women, youth, literate, illiterate																			
	Quality curriculum development																			
	A repository of AET teaching materials, for different levels of education, including visuals and suggestions for practical and adjustable for specific locations/systems, etc.																			

2. Studies and other AET scholarships you think need to be done

TRAINING/TEACHING	GENDER	PARTNER-SHIPS	DL & ICT	BEST PRACTICES/ MODELS	YOUTH DEVELOPMENT	MONITORING & EVALUATION	COUNTRY ASSESSMENT	PR & OUTREACH	HEALTH, WASH, NUTRITION	SMALL FARMS	QUALITY ASSURANCE	INSTITUTIONAL STRENGTHENING	SUSTAINABILITY	GOVERNMENTS	STAKEHOLDERS	EXTENSION	LAND GRANT INSTITUTIONS	FOOD SECURITY	LABOR MARKET DEMAND	SINGLE MENTIONS
23/54	9/17	5/16	3/16	4/15	4/12	2/11	5/9	3/9	5/7	4/6	2/5	3/4	1/4	2/3	3/3	1/3	2/3	1/2	1/2	8/31
Case studies of successful and innovative AET schools	What are obstacles to women’s participation in agriculture as a field and how to overcome these?	Industry partnerships, industry involvement in AET	ICT-enabled AET	Compare effectiveness of private sector AET vs. NGO and public sector AET	Recruiting youth to ATE—youth leadership and development that is contextually and culturally appropriate	Ways for monitoring AET impacts including financial returns (ROI) and spillover benefits	Senegalese Universities and the agricultural training schools, ANCAR, ISRA, etc.	Develop a PR strategy for agriculture as a great career choice; link to STEM and to helping poor people	Nutrition related to family health	Include specific issues related to small producers profile	Quality assurance of AET institutions	Mentoring of institutions concerned with AET	AET and sustainability	Dealing with governments in priority innovATE areas	Models for stakeholder governance of AET programs/institutions	Put in place pilot projects for extension	Develop studies that can allow the land grant systems in developing countries to encourage interest in agriculture for young researchers	Strategies for food security in poor countries — demographic and food security	Food processing and value food chain with link to the markets	NGO/Faith-bases organizations involving agricultural development in Haiti—Case study of Christianville/F/I.S.T ministries and on-going chronicling of continues work there and with Live Beyond
Assessment of teacher training opportunities in developing countries (university and beyond)	What is the economic value of gender and practice in agricultural development?	Determine the probability of successful AET and impact based of level of government (public) buy-in and support	E-learning tools	Scholarships for model agriculture practitioners who can act on agents of change	Development work and scholarships aiming at youth participation	More impact assessments studies would be useful	Sustainability in AET in Africa	Overcoming cultural barriers, both to agricultural and technical/vocational training. Or put more positively: how to promote AET	Studies are needed in the areas of integration of other livelihoods option that relates to AET, for example, agriculture-water and drinking water; value chains additions, funding AET activities, sustainable approaches	Markets in local food systems	Quality pipeline, especially in quantitative skills	Institutional strengthening		Government rules and regulations concentrating agricultural development and training	Models for stakeholders		The question of the land grant systems in developing countries.			Financing AET
Low tech alternatives to standard PPT/flipcharts/poster-focused instructor-led training	Scholarship to attract youth (and specifically ladies) to AET	Cross sector collaborations and partnerships	ICT and AET	Meta-analysis of AET efforts/results/lessons learned in development	Youth involvement		Agriculture as a solution for African	Extension and outreach	Studies are needed in the areas of integration of other livelihoods option that relates to AET, for example, agriculture-water and drinking water; value chains additions, funding AET activities, sustainable approaches	Farmer field sectors and similar approaches		Developing capacity from both sides of a development project			Study of supply and demand in labor for all stockholders				Research addressing the themes in the Michigan State GCFSI project areas as well as those areas of our conversations at this conference	
How to train low literacy audiences on technical topics	What are some good models/practices for teaching about gender in agriculture?	Partnerships between public/private sectors and agriculture development		Adoption – diffusion model(s)	Mentoring and youth development		Expand projects to other developing countries in Asia		Water quality and management in agriculture	How others (non-agriculture trained) can contribute in some manner to AET									Integrate graduate degree programs closely within country research. In other words, students being trained in the US should do their research on problems that are relevant and directly related to their countries.	
Models for good AET programs in public schools in different regions innovATE is working	What are the basic gender competencies all agriculture workers should have what is the best way of developing these	Studies and other scholarships should be extended to other parts of the world Change student strategies between the US and developing countries					Analysis of trilateral capacity building arrangements —how well are they working		Studies on nutrition and agriculture											Work plan as the pillar of rebuilding agriculture culture after conflict situation

2. Studies and other AET scholarships you think need to be done (continued)

Informal and formal mentoring programs of TVET teachers and school administrators	There is a need to strategically incorporate gender in agriculture development courses/training into the AET curriculum																		Reducing the disparity of wealth in nations
Change student strategies between the US and developing countries	Gender analysis in AET																		Is agriculture a necessary path for the development process?
Strength in adult education; Jane Vella in her book, <i>Learning to Listen, Learning to Teach</i>	Role of women education in conflict management and resolution.																		AET institution faculty replacement and retention—status and cost effective programs
Integration and linkages of education—primary, secondary, post-secondary, collegiate and adult.	Participation of women in agriculture related with small agribusiness																		
Student success studies																			
Skill assessment studies																			
Models for private schools in AET area																			
Studies on quality vocational education globally (global examples of where ATE has worked well)																			
Follow up on trainings in home countries																			
Curriculum development																			
Curriculums application of a more experienced approaches to AET/VET																			
Gender sensitive scholarship																			
Exchange programs for teachers																			
Provide internships to the students																			
Assistance in curriculum development																			
Faculty development in developing countries																			
Scholarship opportunities for training staff in young agricultural institutions																			
Continue research on good practices in TVET																			

3. Suggestions for focal themes of a subsequent AET symposium	TRAINING/TEACHING	GENDER	PARTNERSHIPS	DISTANCE LEARNING & ICT	BEST PRACTICES/ MODELS	YOUTH DEVELOPMENT	MONITORING & EVALUATION	COUNTRY ASSESSMENT	PR & OUTREACH	HEALTH, WASH, NUTRITION	SMALL FARMS	QUALITY ASSURANCE	INSTITUTIONAL STRENGTHENING	SUSTAINABILITY	GOVERNMENTS	EXTENSION	POLICY	FOOD SECURITY	ANIMALS	SINGLE MENTIONS
	17/54	3/17	8/16	4/16	9/15	7/12	2/11	1/9	5/9	2/7	2/6	2/5	1/4	3/4	1/3	2/3	2/2	1/2	1/2	16/31
Specialized curriculum for climate change, primary school agricultural education	Building gender competency in US institutions (universities) and partner with developing world for training	Building linkages and partnerships	Best practices in distance learning	Best practices in Sub-Saharan countries	Although youth is a cross-cutting theme, I think it needs to stand along as cross-cutting themes don't receive the depth and attention of the stand alone.	Planning, monitoring and assessing student internships experiences	Best practices in Sub-Saharan countries	Overcoming cultural barriers, both to agricultural and technical/vocational training. Or put more positively: how to promote AET	Gender and nutrition	Impacts of innovative research on small farmer revenue in Africa	Quality assurance in AET institutions	Building capacity of AET practitioners youth in agriculture	AET and "sustainable intensification"	Public administration as it relates to AET, linkages between the two, how can government better support AET?	More innovation in extension research and to better adapt a system of good reliable practices.	Policy reforms in AET	AET and food security in developing countries	Impact on animal agricultural productivity	Impact evaluation is very important. Thus innovATE intervention needs to consider rigorous impact evolution	
Deep dive into learning theory, (especially adult learning) and applications for professional development and teaching AET/VET programs	Gender and nutrition	Public-private partnerships for ATE in development	Bring people who have developed web/KIASK or mobile App-based teaching, learning and agribusiness, outreach modules	Public-private partnerships in AET	Youth opportunities and limitations in various regions of the world	Agriculture and rural development in the Caribbean	Strategies for networking in the AET areas = involving different players	Role of AET in OneHealth in development	Access to finance for small scale farmers and role of ATE	Showing that AET addresses many questions and provide transferable training	Sustainable development and poverty reduction using AET programs	Issue of extension (linking research to forum) advantage of American experience	Public policy —how to affect change							Agricultural innovation in globalized environment and contribution of ATE
A focused effort on updating pedagogy without necessarily relying on ICTs	Gender should always be a cross-cutting theme—but with different foci—example: mentoring, vocational training, technology	Partnerships and climate change	ICT applications to AET programs	A review of the success and failure of past AET efforts and way forward	Youth and AET		Bring people who have developed web/KIASK or mobile App-based teaching, learning and agribusiness, outreach modules						Motivation theories that work for sustainable change							Acceleration of AET institutions
Building gender competency in US institutions (universities) and partner with developing world for training		Strategies for networking in the AET areas = involving different players	Scaling approaches: use of networks, regional approaches, ICT's. Do they work and how are they most effectively applied?	Models of AET in USA and other countries	Youth and workforce development pipeline		Effective public-private engagement related to TVET													Entrepreneurship of professional institutions
A linked effort in updating and improving curriculum		Strategic alliance between private/public /NGOs		Models of AET around the world	Agribusiness and self-employment of the youth		Re-branding to focus on linkages of AET and STEM													Dynamic comparative advantages and development process
Curriculum development for AET in post-conflict nations.		Linkages between private sector and AET and how to strengthen so curriculum is more relevant and private sector supports AET at all levels		Lessons learned in AET efforts in development case studies	Best practices related to the youth education aspect of TVET (mentoring, internships, entrepreneurship development, etc.)															AET integration in country economic development

3. Suggestions for focal themes of a subsequent AET symposium (continued)

TRAINING/TEACHING		Stronger linkages with the agency's education office in E3, as there are some missed opportunities for collaboration and coordination		Best practices related to the youth education aspect of TVET (mentoring, internships, entrepreneurship development, etc.)	Building capacity of AET practitioners youth in agriculture															Achieving MDG/contributing to achievement of MDG through AET
Pedagogies that bridge theory and practice		Relationship between public and private sectors		Change models— adoption diffusion of innovation																Student exchanges, process for improving mobility
Symposium that examines/discusses the approaches that can be used to integrate gender and agriculture into AET, range of methods that can be used, what level of skills/training is required and how to design the program				Learning from STEM models in Agriculture and vocational education and training																Creating and effectively using advising groups for TVET schools
School leadership— mentoring																				Readership— strategies to improve communities
Inventing and analysis of curriculum that integrates business, entrepreneurship and agriculture at different levels																				Bring CGIAR research scientists
Pedagogy for teaching AET. Pedagogy across disciplines																				Diaspora engagement with action plan (Andrew Manos idea)
Development of AET curriculum adopted to the field/culture reality of each country and region																				Educational infrastructure development
Linkages between private sector and AET and how to strengthen so curriculum is more relevant and private sector supports AET at all levels																				Technology—using tech tools to improve knowledge and practice
Learning from STEM models in Agriculture and vocational education and training																				Communication— strategies to document process and product
Poor of the poor chain of value in education																				USAID goals and priorities
Motivation theories that work for sustainable change																				Reaching out to currents of needs through informal technology