

Year 3 Work Plan

October 2014 – September 2015



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

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List of Acronyms

- AET - agricultural education and training
- AFU – Agriculture and Forestry University
- AIAEE - Association for International Agricultural and Extension Education
- AIARD – Association for Agriculture and Rural Development
- AKIS – Agricultural Knowledge and Innovation System
- AOR - USAID Agreement Officer Representative
- BFS - Bureau for Food Security
- CFCN – Call for Concept Notes
- CPCD – Community Participatory Curriculum Development
- CoP - Community of Practice
- DRC – The Democratic Republic of Congo
- E3 - USAID Bureau for Economic Growth, Education, and Environment
- ERA - Education and Research in Agriculture
- FARA – Forum for Agricultural Research in Africa
- FTF – Feed the Future
- GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit/German Society for International Cooperation
- GCFSI – Global Center for Food Systems Innovation
- ICT - Information and Communications Technology
- ICARDA – International Center for Agricultural Research in the Dry Areas
- IFAD – International Fund for Agricultural Development
- IFAMA – International Food and Agribusiness Management Association
- InnovATE - Innovation for Agricultural Training and Education Project
- LAC – Latin America and the Caribbean
- ME – Management Entity
- NACTA - North American Colleges and Teachers of Agriculture
- OIRED - Office of International Research, Education, and Development
- PAC - Program Advisory Council
- Penn State or PSU – The Pennsylvania State University
- PMP - Performance Monitoring Plan
- RUFORUM - Regional Universities Forum for Capacity Building in Agriculture
- SOW - Statement of Work
- TBA – To be announced
- TBD – To be determined
- TEAM Africa – Tertiary Agriculture Education Mechanism for Africa
- TU - Tuskegee University
- TVET – Technical and Vocational Education and Training
- UF - University of Florida
- USAID - United States Agency for International Development
- USG – United States Government
- VT - Virginia Tech

Glossary of terms

- **Background study** – Background studies are studies conducted on the AET system in a particular country, at times with particular attention paid to an AET institution or program. Background 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 the 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.
- **Fact sheet** – A fact sheet is a two-page document which is used to build awareness and inform stakeholders about various AET-related subjects. InnovATE creates country fact sheets which highlight major findings in background reports.
- **AET assessment report** – An AET assessment report documents a scoping analysis conducted at the request of a USAID mission. These reports identify gaps in the human and institutional capacity of in-country AET systems. Examples of good practices identified and recommendations for next steps are included.
- **Assessment brief** – Short paper (3-5 pages) presenting assessment report analysis and scoping trip findings and results in a concise and clear manner.
- **Thematic study** – InnovATE thematic studies examine a particular AET system, cross-cutting theme, model, or technique and offer an analysis of the subject in question. These studies often highlight AET innovations in good practices. Case studies examine how agricultural education and training intersects with other development issues which are important to AET capacity building.
- **Thematic brief** – Short paper (3-5 pages) presenting findings and analysis from a thematic study in a clear and concise manner. This brief will summarize thematic studies.
- **Good practice paper** – Short paper (3-5 pages) that offers guidance and recommendations for good practices on specific topics (i.e. mentoring, financial administration). Good practice is strategic action that moves the country AET toward system-wide FTF goals. While FTF goals vary from country to country, our proposed strategic planning exercise will remain the same good practice across all countries. We view good practice as a strategic concept related to achieving an organization's broad goals. The ideas for good practices will be solicited from a range of AET practitioners in the field.
- **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 rapid assessments conducted to gather information about the AET system in a particular country, at times with attention paid to a particular AET institution or program. During scoping trips, InnovATE team members utilize InnovATE scoping tools.

Introduction

As the InnovATE project moves into Year 3, the LEARN, DESIGN and TRAIN components of the project are starting to bear fruit. These project elements have motivated the implementing team to continuously reflect on how InnovATE is attaining the core goal of creating vibrant Agricultural Knowledge and Innovation Systems (AKIS). In Year 3, we will work to develop the human and institutional capacity needed to promote innovation and meet workforce demands to achieve sustainable food security while reducing poverty, conserving natural resources, and addressing related cross-cutting development problems. InnovATE will define and disseminate strategies and approaches in support of vibrant value chains across food systems via agricultural education and training (AET) reform and investment that may or may not involve traditional AET institutions. InnovATE will focus on what support is needed to strengthen local value chains to foster a vibrant food system. InnovATE will work to develop investments that are focused on how best all levels of education (youth, primary and secondary educational systems, vocational/technical levels, and the university and post-graduate levels) and private sector training can be combined to provide support within the value chains that create a food system. InnovATE will engage institutions and individuals, both within and outside of the formal education and training systems, who are involved in rural workforce development to create and reinforce linkages between rural workforce development and value chain innovation.

The work plan for Year 3 was prepared with input from collaborating faculty and staff of the Management Entity (ME) Virginia Tech (VT), the InnovATE consortium partners: the Pennsylvania State University (PSU); Tuskegee University (TU); the University of Florida (UF); the Program Advisory Council (PAC) 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.

This is the work plan for the third year of the InnovATE project. This introduction is followed by a short overview of Year 3 activities. Next, the activities for each of the project's three components during Year 3 are described in detail. In the appendices we provide a summary table of performance indicators (A) and present a Gantt chart for Year 3 activities and tasks (B).

Overview of Year 3 Activities

InnovATE is organized around three programmatic components: LEARN, DESIGN and TRAIN. The activities within each component interact to create a value chain focused, student-centered methodology. During the third year, there will be activities in all three components. Effort will be allocated to documenting AET lessons learned and good practices, expanding the network of AET professionals and institutions, 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 are presented in the appendix.

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 current AET information on issues that impact AET systems and make this accessible for examination. The LEARN component documents good practices and assessment tools to address specific problems at AET institutions and at the country level.

Criteria for choosing topics for scholarly contribution

Each year InnovATE chooses topics for scholarly contribution to better understand opportunities for AET capacity building in developing countries. The selection of topics for studies to be undertaken in Year 3 was based on USAID mission interest, follow-on inquiry of topics undertaken in Year 2 and consideration of partner expertise and experience.

The thematic study topics for the LEARN component in Year 3 designated TBD will be informed by recommendations of the Program Advisory Council which will convene in the second quarter of Year 3. InnovATE will also consider relevant topics identified through discussions that unfold through the Community of Practice (CoP) and from topics identified through the Call for Concept Notes (CFCN).

Research Priorities

In Year 3, InnovATE will produce new academic literature that is built on work completed in the first two years of the project. In the second half of Year 3, InnovATE, in conjunction with the PAC, will select up to three InnovATE CFCN award recipients from the first round for funded research to begin working on development of their proposals.

InnovATE Publications

In Year 3, InnovATE will focus on creating information that will help USAID personnel and AET practitioners implement AET reforms that support the multiple value chains of targeted food systems. InnovATE will produce AET system assessments at the request of USAID personnel and author thematic studies to contribute to AET scholarship. InnovATE will also distill these documents into assessment briefs and thematic briefs as concise resources for wide distribution to AET stakeholders and practitioners.

The creation of InnovATE good practice papers will be a major focus of Year 3. InnovATE will solicit ideas for good practice papers from AET practitioners, scholars and researchers from around the world and collaborate with these professionals to create the documents. The CoP will be used to request, review and distribute the good practice papers to the AET community.

In Year 3, InnovATE will continue to develop studies of AET systems of countries based on the demand of USAID missions. 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. Completed background studies will include DRC, Burma, Liberia and Mali.

DESIGN

This component is based on information gathered through the LEARN component with a purpose 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 education and training.

InnovATE will serve USAID interests by responding to requests by missions and bureaus to undertake scoping trips and conduct AET assessments to guide decision making in AET project design, allowing for the availability of resources within InnovATE core activities and funding. InnovATE will accept co-financing and in-kind support as available. We anticipate that the project will undertake scoping trips during Year 3 in Tajikistan, Honduras, Mali, Liberia, and other countries TBD.

From these scoping trips, InnovATE will also develop AET assessment reports based on information gathered during scoping trips and will submit to USAID missions. Assessment reports will be completed on DRC, Tajikistan, Honduras, Mali, Liberia and any additional reports as requested by USAID missions.

TRAIN

This component focuses on sharing LEARN and DESIGN experiences. In particular, good practices, analyses, and thematic 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. TRAIN activities for year 3 include:

- Co-hosting a USAID Staff training on rural workforce development with FHi360
- Creating training modules providing information on various AET topics
- Expanding the short-term training database
- Hosting regional trainings in Cambodia, Jordan and Nepal
- Hosting a symposium on good practices in African higher education

Community of Practice

InnovATE has developed an AET Community of Practice for agricultural professionals and other stakeholders to engage in an active network and knowledge sharing platform. Along with sharing interactions and ideas, community members:

- 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, TRAIN agenda in response to agricultural education and training stakeholders' needs. Figure 1 illustrates how the components Learn, Design and Train are linked and all are used to support AET system innovation into USAID AET investments. In Year 3, InnovATE will investigate opportunities for sustaining the CoP platform beyond the life of the project.

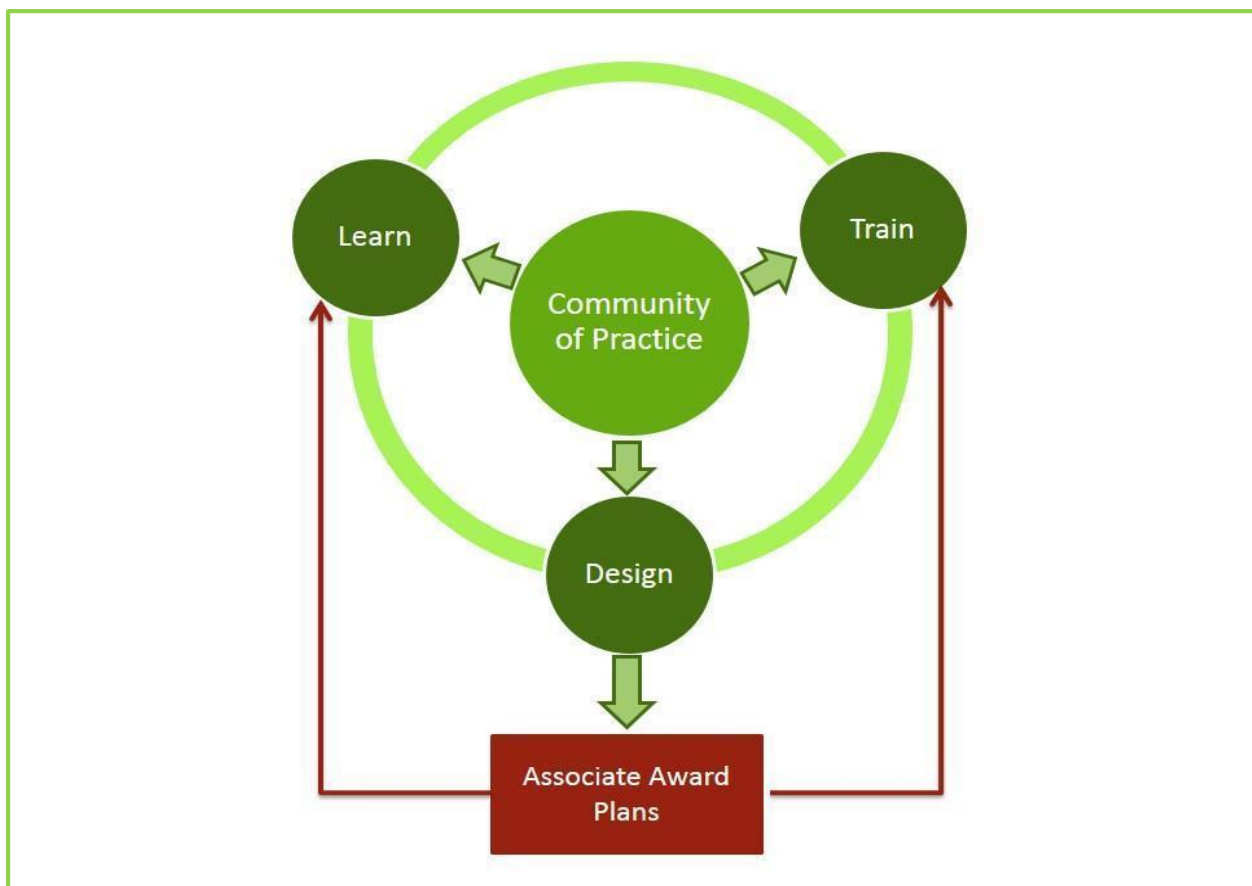


Figure 1: Community of Practice Linkages

I. LEARN: AET system analysis and pilot projects

InnovATE seeks to provide AET intellectual leadership in generating practical policy scholarship for USAID and AET reformers in host countries by learning from the field and from academic scholarship. InnovATE learns how efficient and sustainable AET institutions can support a vibrant AKIS from a broad range of agricultural development practitioners, AET specialists and private sector entities. The stakeholders include those working with youth or workforce development, training centers, private sector trainers and primary, secondary, vocational and higher education institutions. InnovATE will document the AET landscape in select countries and on relevant themes and will compile good practices to make them available for AET assessment and analysis.

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

ACTIVITY 1: Gathering information and creating AET knowledge

Tasks in this section will contribute to performance indicators as detailed in the InnovATE Performance Monitoring Plan (PMP). Specifically, tasks under Activity 1 contribute to the following custom indicators: L2. *Studies completed (background/thematic studies)*, L3. *AET Assessment tools developed* and L4. *Technical notes and good practice papers disseminated*. A summary of performance indicators from the InnovATE PMP is located in Appendix A.

Review and summarize literature about AET topics

InnovATE will continue to build its online AET bibliography by reviewing grey and peer reviewed literature. Partners will submit resources and bibliographies in relation to background studies, thematic studies and AET assessments during Year 3. Submissions will be organized by country as well as key topic. InnovATE will explore different options for sharing this information outside of the consortium including through the CoP.

Conduct gender research exercises

InnovATE will conduct specific research into gender issues surrounding AET systems. The objective of the research will be to identify constraints and opportunities for increasing women's participation in AET in select countries. For example, in Tajikistan 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 Mozambique during Year 2. This involves interviews with male and female students, faculty members, and possibly practitioners in institutions of higher education. One product of this study is a list of recommendations and good practices for addressing gender issues within AET institutions.

Complete background studies of AET systems

Background studies are studies conducted on the AET system in a particular country, at times with particular attention paid to an AET institution or program. Background studies are based partially on

USAID mission interest, partially on the presence of interesting AET activities or problems, and on providing a geographical balance. In Year 3, we are particularly interested in conducting scoping assessments in the remaining Feed the Future countries in Central America and LAC (Guatemala and Haiti) if requested by USAID missions. Most of the initial work on the studies will be done through desktop review of available literature and communication with experts. We will, if possible, use locally available resource persons to explore issues and verify our findings. For example, InnovATE can conduct on-campus focus groups with students in the United States from a specific country to supplement the background studies. Following the completion of background studies, information will be consolidated into country fact sheets for circulation and sharing of knowledge. For Year 3, the program will complete background studies and country fact sheets in the following countries in Tables 1 and 2.

Table 1.

Background Studies	Partner responsible	Justification
Mozambique	UF	Approved in Year 2 work in progress
Tajikistan	PSU	Draft published in Year 2
DRC	TU	Draft published in Year 2
Burma or country in Asia TBD	PSU	Based on USAID Mission Interest
Mali	TU/VT	Based on USAID Mission Interest
Liberia	TU/VT	Based on USAID Mission Interest
Additional reports as requested/TBD	All	Based on USAID Mission Interest

Table 2.

Country Fact Sheets	Partner responsible	Justification
Mozambique	UF	Approved in Year 2 work in progress
DRC	TU	Draft published in Year 2
Tajikistan	PSU	Based on Background Study
Burma or country in Asia TBD	PSU	Based on Background Study
Mali	TU/VT	Based on Background Study
Liberia	TU/VT	Based on Background Study
Additional reports as requested/TBD	All	Based on Background Study

Complete thematic studies

Thematic studies analyze a particular AET system, or focus on a cross-cutting theme, private sector based investment opportunity or emerging educational innovation. This activity may lead to the generation of good practice papers if they are identified throughout the development of thematic studies. These studies will examine how agricultural education and training intersects with other

development issues which are important to creating a sustainable AKIS. Additionally, thematic studies will be distilled into smaller and more concise thematic briefs to make research analysis and lessons learned accessible to a wide audience. During Year 3, InnovATE will publish thematic studies and thematic briefs on the topics listed below in Table 3.

This year, InnovATE will begin working with multiple partners to develop cross country studies. The first cross country study will focus on quantifying the characteristics of successful and almost successful AET investments. The second cross country will examine the role of agricultural TVET in supporting economic growth in non-agricultural value chains. The Agricultural TVET cross country study will team InnovATE with the USAID funded GCFSI project and examine TVET investments made by GIZ. The specific locations for these cross country studies will be finalized during the first quarter of FY 15.

Table 3.

Thematic Studies	Partner responsible	Justification
Study to identify the links between AET capacity development with environmental conservation and natural resources management.	VT	Approved Year 2 work in progress
Study on demand driven participatory curriculum development in Senegal	TU/VT	Approved Year 2 following workshop with ERA
Study on post-conflict AET challenges in Mali	TU/VT	Based on data collection trip in Year 2
Study on student perspectives on AET in country of origin	UF/PSU	Based on focus group interviews from 6 FTF countries, across three regions (Africa, Asia and LAC)
Study on AET assessment indicators	UF	Request from the InnovATE community will inform AET toolkit development
Study on professional development for AET educators	UF	Request from the InnovATE community following Symposium
Study on AET curriculum development and reform to support workforce development and employers' needs	UF	Based on request from USAID E3 Officer for developing regional training workshop
Study on gender issues and methods for encouraging girls in higher education	VT	Request from the InnovATE community following gender research exercises in Mozambique and RUFORUM workshop
Cross country study on AET System Innovations	VT	Cross country study that will quantify successes, challenges and lessons learned in AET innovations
Cross country study on the role Agricultural TVET can support innovation in non-agricultural sectors	VT/GCFSI/GIZ	Cross country study that will examine how agricultural TVET interventions can support non-agricultural value chains
Multi country study on how education and training programs can support rural workforce development and regional security initiatives in Central America	UF	Multi country study that will examine AET programs for at-risk youth in LAC
Study on theme(s) TBD	All Partners	Other important topics may warrant study during Year 3

Complete good practice papers

InnovATE is committed to soliciting good practices from AET practitioners around the world. A good practice is strategic action that moves the country food system towards system-wide AKIS viability. The goal of the good practice papers is to seed innovation to a wide audience by tapping into the knowledge of AET practitioners, distill their ideas and publish them in an accessible format.

InnovATE will solicit concepts for good practice papers via practitioner interviews at all AET conferences, scoping trip interviews with stakeholders and CoP discussion and resource sharing. InnovATE will create a good practice solicitation committee, to guide the collection and publication of short documents coming from the AET community. This committee will also be responsible for drawing on InnovATE research to produce these papers. The committee will work with individuals and organizations who are doing groundbreaking AET work in the field. InnovATE will work with the practitioners to develop their good practice ideas and to publish the good practice documents. Good practice papers will be featured as part of the AET knowledge sharing platform in the CoP to provide exposure for the work of AET professionals and organizations.

Table 4.

Good Practice Papers	Partner responsible	Justification
AET good practices for assessment indicators	UF	Topic selected from feedback from partners and collaborators
AET curriculum development and reform to support workforce development and employers' needs	UF	Based on request from USAID E3 Officer for developing regional training workshop
AET good practices on professional development for AET educators	UF	Request from the InnovATE community following Symposium in Year 2
Integrating gender into agriculture and nutrition curricula (English and French)	PSU	Based on InnovATE/ERA gender, nutrition workshop in Senegal Year 2
Commercial horticulture development based on Cambodia	PSU	Based on regional training and follow-on from Year 2 at USAID Mission request
Community Participatory Curriculum Development (CPCD) (English and French)	TU	Based on InnovATE/ERA CPCD pilot exercise in Year 2
Addressing gender issues and encouraging girls in higher education	VT	Based on gender research exercise in Year 2 and follow on from RUFORUM
Addressing gender issues in workforce development and technical and vocational education and training	VT	Request from the InnovATE community

Develop additional tools for the AET toolkit

An AET toolkit that includes methodological tools and standard protocols for InnovATE activities has been developed. A sub-committee has been formed that will generate additional AET assessment tools, refine existing tools and align with monitoring and evaluation indicators. The committee will also develop new indicators for USAID HICD projects focused on AET and rural workforce development. The research for InnovATE's thematic study and good practice paper on AET assessment indicators will

identify and review existing tools, including many developed by other USAID funded projects, to inform the development of InnovATE's toolkit.

Implement InnovATE RFA Program

InnovATE issued a Call for Concept Notes at the end of Year 2 to accept applications for discussion papers that address *Contemporary Challenges in Agricultural Education and Training*. This CFCN is the first of a two-step RFA process, which will ultimately result in the development of InnovATE white papers by three awardees. These final recipients will be chosen out of the first round of researchers who develop InnovATE discussion papers as contribution to AET scholarly work. The program is designed to help build capacity for AET institutions and generate creative ideas and approaches to AET system challenges. Topic areas of interest for both the discussion papers and white papers include the following:

- Pathways that link extension and education
- AET public-private partnerships
- Rural workforce development
- Institutional leadership and change management
- Youth development for citizenship, employment and leadership
- Strengthening agriculture and nutrition linkages
- Other areas of successful AET intervention

Connect and collaborate with AET practitioners around the world

During Year 3, 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 will attend and participate at the following events during Year 3:

- Agricultural Extension and Food Security in Africa, Extension Africa Conference, Ohio State University, Columbus, Ohio October 20-21, 2014
- International Conference on Climate Change Innovation and Resilience for Sustainable Livelihood, Kathmandu, Nepal January 12-14, 2015
- 7th Annual Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA February 4-6, 2015
- Association for International Agricultural and Extension Education (AIAEE), 2015 Annual Conference, Wageningen University, the Netherlands April 27-May 1, 2015
- Association for International Agriculture and Rural Development (AIARD) Annual Conference, Washington, D.C. TBA June 2015
- 2015 North American Colleges and Teachers of Agriculture (NACTA) Conference, University of Georgia, Athens, Georgia June 16-20, 2015
- International Food and Agribusiness Management Association (IFAMA) 25th Annual World Forum and Symposium, TBA June 2015
- Forum for Agricultural Research in Africa (FARA)/TEAM Africa Meeting, TBA
- Other conferences may be attended as appropriate during Year 3

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, develop new partnerships, and build collaboration with AET specialists in the region. Conferences and meetings have been selected with consideration to geographical distribution. Whenever possible, InnovATE will leverage funding for faculty attending conferences from other sources and develop synergies with ongoing research interests. Linked to these conferences there will be other InnovATE meetings and data collection opportunities. For example, in Year 3 we will reengage with the Agriculture Forestry University (AFU) in Nepal in follow-up to our Year 1 activity. AFU's proposal for InnovATE is to help establish a Center for Transformative Teaching and Learning and to build capacity in the institutional research program in response to food security challenges in Nepal and the region.

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 and host an AET webinar. The team will develop and expand InnovATE's presence in social media platforms and engage with stakeholders directly to share news and resources. The team will maintain InnovATE's website as a knowledge sharing platform, and a place to publish (disseminate) the InnovATE poster, handouts, papers, and InnovATE handouts (translated in French and Spanish). As a part of Activity 2, InnovATE will host an AET webinar, possibly through Agrilinks, to disseminate and share the information and good practices developed under Activity 1. This activity contributes to the Custom Learn Indicator L1. *Number of users accessing project databases.*

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 facilitate communication and engagement and provide a forum for agriculture educators.

Year 3 activities will include the expansion of the web-based community in both breadth of users and subjects, as well as the depth of engagement and interaction. This will include continued promotion of the CoP via conferences and workshops, online sharing and social media, news articles, press releases and handouts by all partners.

By the end of Year 3 the project will continue to: 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) expand and promote online database for short-term AET training opportunities; and 5) continue to expand and refine the AET community of practice.

Appendix B, contains a list of Year 3 activities planned under the Learn component.

II. DESIGN: Technical support and design

Year 3 DESIGN activities and tasks focus on applying what InnovATE has learned to help USAID missions develop investments that lead to country specific goals. InnovATE has developed tools that identify constraints that are hindering the creation of a vibrant food system and a supportive AKIS. The end goal of the design phase is to help missions make programming decisions and design projects.

InnovATE will increase project design capacity for missions by drafting SOWs for mission-requested services supported by core InnovATE funding (Activity 4), conducting scoping assessments at mission request (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. Countries listed in the tables below are representative of the regions, with responsible partners, that we anticipate working in during YR3. All SOWs, scoping trips and assessment reports are based on local needs and at the request of USAID Missions.

ACTIVITY 4: Draft statements of work for mission-requested services

InnovATE will design statements of work (SOW) that are responsive to the unique needs of each USAID mission. InnovATE will begin the process of developing the SOW for a Mission by listening to the country specific needs of the Mission. An important part of the conversation will be to clearly communicate to the Mission the ability of InnovATE to meet their stated goals. This activity will support the Custom Design Indicator D1. *Consultancies for AET development linkages and AET support services*. InnovATE anticipates developing draft SOWs during Year 3. An illustrative list of countries is found in Table 5. Other countries TBD.

Table 5.

Statements of Work	Partner responsible	Justification
Liberia*	TU/VT	Based on preliminary discussions with USAID Mission
Mali	TU/VT	Based on preliminary discussions with USAID Mission
Nepal	PSU/VT	Based on preliminary discussions with USAID Mission
Additional SOWs as requested by USAID/TBD	All	Based on possible USAID Mission Interest

ACTIVITY 5: Build project design capacity for missions

InnovATE has learned it is important to look beyond conventional AET models when working to create vibrant AKIS. All InnovATE assessments, project designs and policy recommendations are focused on improving the effectiveness of AKIS through traditional and nontraditional agricultural education and training. These assessments, projects and recommendations are tailored to fit the needs of the

* Potential activities in Liberia may be postponed due to the current Ebola situation in the region.

particular institution and agricultural sector addressed by missions. Tasks in Activity 5 contribute to the Custom Design Indicators D2. *AET system program evaluations* and D3. *AET reform and investment plans designed*. These tasks will also contribute towards Custom Indicator FF3. *Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance*.

Complete scoping visits and AET assessment reports

In response to prior expressions of interest by the respective missions, InnovATE anticipates conducting scoping trips in Year 3. An illustrative list of countries is included in Table 6.

Table 6.

Scoping Trips	Partner responsible	Justification
Tajikistan	PSU	Based on approved SOW
Honduras	UF	Based on approved SOW
Liberia*	VT/TU	Based on approved SOW – tentative from preliminary discussions with USAID Mission
Mali	TU/VT	Based on approved SOW – tentative from preliminary discussions with USAID Mission
Nepal	PSU/VT	Based on approved SOW – tentative from preliminary discussions with USAID Mission
Additional trips as requested by USAID/TBD	All	Based on approved SOW

These scoping visits will provide opportunities to visit AET institutions, conduct interviews with AET stakeholders, supplement country assessments, and develop potential associate awards. InnovATE will publish AET assessment reports based on scoping trips. These reports are listed below in Table 7. The assessment reports will lead to recommendations for investments in economic growth that improve AET institutions and programs and provide a foundation for capacity building going forward.

Table 7.

AET Assessment Reports	Partner responsible	Justification
DRC	TU/VT	Based on results of scoping trip
Tajikistan	PSU	Based on results of scoping trip
Honduras	UF	Based on results of scoping trip
Liberia*	TU/VT	Based on results of scoping trip - tentative
Mali	TU/VT	Based on results of scoping trip – tentative
Nepal	PSU/VT	Based on results of scoping trip – tentative
Additional reports as requested/TBD	All	Based on results of scoping trip

* Potential activities in Liberia may be postponed due to the current Ebola situation in the region.

ACTIVITY 6: Provide technical assistance to missions project design

In order to provide technical assistance to missions, InnovATE plans to dialogue with USAID missions on continued capacity development and support. Much of this activity will follow on from tasks completed in Years 1 and 2. As an example, our workforce development training, based on information gathered from initial scoping and assessments, is designed to help missions build capacity to design projects and interventions that address AET challenges. The proposed tasks, detailed below in Table 8, contribute to the Custom Design Indicators D5. *AET reform and investment plans implemented* and D6. *AET institutions strengthened*. Additionally, these tasks will contribute towards Custom Indicator FF4. *Number of institutions/organizations undergoing capacity/competency strengthening as a result of USG assistance*.

Table 8.

AET Project Designs	Partner responsible	Justification
Nicaragua: workforce development for at-risk youth	PSU/VT	Based on scoping assessment
Honduras: AET needs for ethnic minorities	UF	Based on scoping assessment
Jordan: water saving agriculture	UF	Based on scoping assessment
Cambodia: developing a Center of Excellence in Commercial Horticulture at Royal University of Agriculture	PSU	Based on scoping assessment
DRC: developing agricultural value chains	TU/VT	Based on scoping assessment
Additional project designs as requested/TBD	All	Based on USAID Mission Interest

Appendix B, contains a list of Year 2 activities planned under the Design component.

III. 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 3 will focus on the development of online training modules, in-country training conducted in consultation with and at the request of USAID missions and the organization and implementation of a workforce development training for USAID mission officers in Washington D.C. in partnership with FHI360. We anticipate planning and conducting a follow-on regional workforce development training during the latter part of Year 3.

InnovATE will give country-specific support for administrative and student services (Activity 7). The program will pay particular attention to the creation and dissemination of training modules for USAID personnel and AET practitioners (Activity 8). To ensure broad access by InnovATE partners and members of the AET Community of Practice, the project will post training resources online through the InnovATE website and through the CoP (Activity 9). InnovATE will add to AET scholarship through publication and dissemination of country and thematic studies through peer reviewed journals (Activity 10).

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. During Year 3, regional workshops will be conducted in various countries to address specific challenges and circumstances. For example, InnovATE has been asked to collaborate with the Michigan State University Global Center for Food Systems Innovation (GCFSI) to provide support for capacity building in their new regional research hub in Malawi. This may be a possible site for the proposed regional training in East Africa on Secondary Education Pipeline to Agricultural Value Chains. The details of these trainings are listed in Table 9 below. These tasks contribute directly to Custom Train Indicator T1. *Training workshops hosted* and T8. *Regional/international symposia hosted*. Additionally, these tasks correlate to Custom Train Indicators T5. *Policy makers trained in AET* T6. *Development practitioners trained in AET* and T7. *Development professionals trained in AET* which collectively contribute to Feed the Future Indicator FF1. *Number of individuals who have received USG supported short term agricultural productivity or food security training (4.5.2-7)*.

Table 9.

Training Workshops	Partner Responsible	Justification
Workforce Development Training for USAID Mission personnel on employment and skills programming in rural economies	VT/UF	Based on request from BFS in collaboration with FHI360
Regional workshop in Jordan on AET curriculum development and reform for workforce development and employers' needs	UF	Based on request from USAID Mission
Regional workshop on Gender, Livestock, Food Security and Vulnerability in Nepal	UF	Collaboration with Livestock Innovation Lab
Symposium on AET Best Practices in African Higher Education	UF	Based on interest from the InnovATE community
Regional training in Cambodia, on commercial horticulture capacity building for AET systems in Asia	PSU	Collaboration with GCFSI and Horticulture Innovation Lab
Community Participatory Curriculum Development in West Africa	TU/VT	Collaboration with the ERA project and follow up to the pilot exercise in Year 2
Regional training in East Africa focused on Secondary Education Pipeline to Agricultural Value Chains	VT	Follow-on from RUFORUM in Year 2
Regional Workforce Development Training for USAID Missions on employment and skills programming in rural economies	VT/UF	Based on Mission Interest from D.C. based training above
Other workshops or trainings TBD	All	Based on interest from missions or the InnovATE community

ACTIVITY 8: Complete and disseminate USAID training modules

InnovATE will continue the development of training modules for USAID designed to provide basic information such about different areas of AET. The steps to creating each training module will include: the creation of a storyboard, identification of key personnel to interview, writing of video content, video production, online training pilot testing, refinement and finalization of training, and the launch of the training module on-line. Tasks in activity 8 contribute to Custom Train Indicators T3. *Training modules developed* and T4. *Number of training module users*.

Table 10.

Training Modules	Partner Responsible	Justification
University research and extension models	All Partners	Approved in FY13 work plan
Technical and vocational training	All Partners	Approved in FY13 work plan
AET challenges in post-conflict countries	All Partners	Approved in FY13 work plan
Youth workforce development	All Partners	Approved in FY13 work plan
Community participatory curriculum development	All Partners	Based on Senegal workshop in Year 2
Developing modern teaching strategies for adult learners and pedagogy in their classrooms	All Partners	Based on Symposium feedback from Year 1
Career opportunities along the agricultural value chain	All Partners	Follow on from RUFORUM in Year 2
Commercial horticulture capacity building, linked to the Asia regional workshop	All Partners	Based on regional training in Cambodia

ACTIVITY 9: Produce a database of agricultural training opportunities

In Year 1 and Year 2, the consortium began gathering information on worldwide training programs related to building AET capacity and compiling program information into an online database housed on the CoP. During Year 3, InnovATE will continue to add short-term agricultural training opportunities to this database and begin to engage relevant stakeholders in the database maintenance and facilitation. The database will be expanded and updated. This activity can contribute to Custom Train Indicator T2. *Short term training supported for curriculum development* as well as Custom Learn Indicator L1. *Number of users accessing project databases.*

ACTIVITY 10: Publish and disseminate results of prior studies

The program will publish and disseminate results of all fact sheets, papers, reports, technical notes and case studies for use in capacity building activities. During Year 3, InnovATE will publish the papers detailed in Activity 1 Tables 1-7 and disseminate publications through the InnovATE website and CoP. Additionally, InnovATE aims to add to the AET scholarship through the peer-reviewed journal publications – an illustrative list is given in Table 10. This activity supports Custom Train Indicator T9. *Academic papers published.*

Table 11.

Topics for Peer-Reviewed Publications	Partner Responsible	Justification
Gender pipeline	UF	Based on thematic study and symposium presentation from Year 1
Muslim women and AET	UF	Based on thematic study from Year 2
Student perspectives on AET in their countries of origin	PSU/UF	Based on focus group data from Year 1 & 2 in Asia, Africa and Latin America
Cambodia AET analysis	PSU	Based on data collection trip in Year 1 scoping visit Year 2
Good practices for addressing community participatory curriculum development-CPCD issues in secondary and higher education agricultural programs in francophone Africa	TU	Based on thematic study
Gender in agricultural technical and vocational education and training programs and institutions	VT	Based on the background study and observations from Senegal gender workshop and RUFORUM gender side event.
Good practices for addressing gender issues in higher education agricultural programs	VT	Based on thematic study

Appendix B contains a list of Year 3 activities planned under the Train component.

IV. Administrative Tasks

ACTIVITIES 11-15: Administrative tasks

Throughout Year 3 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. We propose an InnovATE project partners meeting hosted by University of Florida in the second quarter of Year 3.

Appendix A: Summary Table for Performance Indicators

Indicators		Actuals/Targets					
USAID/ Dept. of State Indicators		FY13	FY14	FY15	FY16	FY17	Total
	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	9	5	5	24
Feed the Future Indicators	FF1. Number of individuals who have received USG supported short term agricultural productivity or food security training (4.5.2-7) (T5 – T7)	123/60	115	165	215	240	795
	FF2. Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0/0	2	3	4	2	11
Custom Indicators based on FtF Needs	FF3. Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7)	0/0	6	8	8	8	32
	FF4. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8) (D6)	0/2	4	6	6	4	20
Custom Learn Indicators	L1. Number of users accessing project databases	0/0	500	500	500	500	2000
	L2. Studies completed (background/thematic studies)	6/7	7	7	6	3	30
	L3. AET assessment tools developed	9/3	0	1	0	1	5
	L4. Technical notes and good practice papers disseminated	2/3	5	6	8	8	30
Custom Design Indicators	D1. Consultancies for AET development linkages and AET support services	2/2	4	6	6	4	22
	D2. AET system program evaluations	1/1	4	4	5	4	18
	D3. AET reform and investment plans designed	1/1	2	3	3	3	12
	D4. Institutional linkages established	2/2	6	10	10	12	40
	D5. AET reform and investment plans implemented	0/0	1	3	4	4	12
	D6. AET institutions strengthened	0/0	4	6	6	4	20
Custom Train Indicators	T1. Training workshops hosted	0/0	2	2	2	2	8
	T2. Short term training supported for curriculum development	0/0	10	10	10	10	40
	T3. Training modules developed	0/2	3	3	3	3	14
	T4. Number of training module users	0/0	200	200	300	300	1000
	T5. Policy makers trained in AET	15/15	15	15	15	15	75
	T6. Development practitioners trained in AET	58/25	50	50	50	25	200
	T7. Development professionals trained in AET	50/20	50	100	150	200	520
	T8. Regional/international symposia hosted	1/1	1	1	1	1	5
	T9. Academic papers published	0/0	1	3	5	4	13

Appendix B: Year 3 Activities and Tasks

Year 3 Activities						
No.	Task	Quarter				Lead
		1	2	3	4	
LEARN						
1.	Gathering information and creating AET knowledge					All
1.1	Review and summarize literature about AET topics					All
1.2	Conduct gender research exercise - Tajikistan					PSU
1.3	Complete background studies/country fact sheets					All
1.3.1	DRC					TU
1.3.2	Burma					PSU
1.3.3	Mali					TU/VT
1.3.4	Liberia					TU/VT
1.3.5	TBD					All
1.4	Complete thematic studies					All
1.4.1	Study to identify the links between AET capacity development with environmental conservation and natural resources management					VT
1.4.2	Study on developing demand driven participatory curriculum development in Senegal					TU/VT
1.4.3	Study on post-conflict AET challenges in Mali					TU/VT
1.4.4	Study on student perspectives on AET in country of origin					UF/PSU
1.4.5	Study on AET assessment indicators					UF
1.4.6	Study on professional development for AET educators					UF
1.4.7	Study on AET curriculum development and reform to support workforce development and employers' needs					UF
1.4.8	Study on gender issues and methods for encouraging girls in higher education					VT
1.4.9	Cross country study on AET System Innovations					VT
1.4.10	Cross country study on the role Agricultural TVET can support innovation in non-agricultural sectors					VT
1.4.11	Multi country study on how education and training programs can support rural workforce development and regional security initiatives in Central America					UF
1.4.12	Study on theme(s) TBD					All
1.5	Complete good practice papers					All

Year 3 Activities						
No.	Task	Quarter				Lead
		1	2	3	4	
1.5.1	AET good practices and assessment indicators					UF
1.5.2	Curriculum development to address workforce development needs					UF
1.5.3	AET good practices on professional development for AET educators					UF
1.5.4	Integrating gender into agriculture and nutrition curricula					PSU
1.5.5	Commercial horticulture development based on Cambodia					PSU
1.5.6	Community Participatory Curriculum Development-CPCD					TU
1.5.7	Addressing gender issues and encouraging girls in higher education					VT
1.5.8	Addressing gender issues in workforce development					VT
1.6	Develop additional tools for the AET toolkit					All
1.7	Implement InnovATE RFA program					VT/All
1.8	Connect and collaborate with AET practitioners around the world					All
1.8.1	Agricultural Extension and Food Security in Africa, Extension Africa Conference, Ohio State University, Columbus, Ohio					PSU/VT
1.8.2	International Conference on Climate Change Innovation and Resilience for Sustainable Livelihood, Kathmandu, Nepal					UF
1.8.3	7th Annual Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA					VT
1.8.4	Association for International Agricultural and Extension Education (AIAEE), 2015 Annual Conference, Wageningen University, the Netherlands					UF/PSU/VT
1.8.5	Association for International Agriculture and Rural Development (AIARD) Annual Conference, Washington, D.C.					PSU/VT
1.8.6	2015 North American Colleges and Teachers of Agriculture (NACTA) Conference, University of Georgia, Athens, Georgia					VT
1.8.7	International Food and Agribusiness Management Association (IFAMA) 25th Annual World Forum and Symposium,					VT
1.8.8	FARA/TEAM Africa Meeting					All/VT
1.8.9	Other conferences or meetings TBD					All
2. Make AET knowledge accessible (Outreach)						All
2.1	Develop/update generic outreach communications to USAID to share AET knowledge					All
2.2	Develop and expand InnovATE's presence in social media platforms					VT
2.3	Maintain InnovATE website as knowledge sharing platform					VT
2.4	Develop AET posters/InnovATE posters					VT

Year 3 Activities						
No.	Task	Quarter				Lead
		1	2	3	4	
2.5	Translate InnovATE handouts into French and/or Spanish					All
2.6	Host AET Webinar					All/VT
3. Foster development of AET community of practice						All/VT
3.1	Implement community of practice to gather and share AET training knowledge					All/VT
3.2	Develop interest and participation in AET community of practice					All/VT
3.3	Facilitate AET priority setting process					All
DESIGN						
4. Draft SOWs for mission requested services						All
4.1.1	Liberia					TU/VT
4.1.2	Mali					TU/VT
4.1.3	Nepal					PSU/VT
4.1.4	TBD					All
5. Build project design capacity for missions						All
5.1	Scoping Trips					All
5.1.1	Tajikistan					PSU
5.1.2	Honduras					UF
5.1.3	Liberia					TU/VT
5.1.4	Mali					TU/VT
5.1.5	Nepal					PSU/VT
5.1.6	TBD					All
5.2	AET Assessment Reports					All
5.2.1	DRC					TU
5.2.2	Tajikistan					PSU
5.2.3	Honduras					UF
5.2.4	Liberia					TU/VT
5.2.5	Mali					TU/VT
5.2.6	Nepal					PSU/VT

Year 3 Activities						
No.	Task	Quarter				Lead
		1	2	3	4	
5.2.7	TBD					All
6. Provide technical assistance to missions project design						All
6.1.1	Nicaragua: workforce development for at-risk youth					PSU/VT
6.1.2	Honduras: AET needs for ethnic minorities					UF
6.1.3	Jordan: water saving agriculture					UF
6.1.4	Cambodia: developing a Center of Excellence in commercial horticulture at Royal University of Agriculture					PSU
6.1.5	Additional reports as requested/TBD					All
TRAIN						
7. Give country-specific support for administrative and student services						All
7.1.1	Workforce development training for USAID Mission personnel in Washington, DC					VT/UF
7.1.2	Conduct regional workshop in Jordan on AET curriculum development and reform to support workforce development and employers' needs					UF
7.1.3	Regional workshop on Gender, Livestock, Food Security and Vulnerability in Nepal					UF
7.1.4	Symposium on AET Best Practices in African Higher Education					UF
7.1.5	Regional training in Cambodia, on commercial horticulture capacity building for AET systems in Asia					PSU
7.1.6	Regional training in East Africa focused on Secondary Education Pipeline to Agricultural Value Chains					VT
7.1.7	Regional Workforce Development Training for USAID Missions on employment and skills programming in rural economies					VT/UF
7.1.8	Other regional trainings or workshops TBD					All
8. Complete and disseminate USAID training modules						All
8.1.1	University research and extension models					All
8.1.2	Technical and vocational training					All
8.1.3	AET challenges in post-conflict countries					All
8.1.4	Youth workforce development					All
8.1.5	Community participatory curriculum development					All
8.1.6	Developing modern teaching strategies for adult learners and pedagogy in their classrooms					All
8.1.7	Career opportunities along the agricultural value chain					VT

Year 3 Activities						
No.	Task	Quarter				Lead
		1	2	3	4	
8.1.8	Commercial horticulture capacity building, linked to the Asia regional workshop					PSU
9. Produce a database of agricultural training opportunities						VT
10. Publish and disseminate results of prior studies						All
10.1	Gender pipeline					UF
10.2	Paper on Muslim women and AET					UF
10.3	Student perspectives on AET in their countries of origin					PSU/UF
10.4	Cambodia AET analysis					PSU
10.5	Good practices for addressing community participatory curriculum development-CPCD issues in secondary and higher education agricultural programs in francophone Africa					TU
10.6	Gender in agricultural technical and vocational education and training programs and institutions					VT
10.7	Good practices for addressing gender issues in higher education agricultural programs					VT
11. Reporting						All
11.1	Prepare semi-annual report					All
11.2	Prepare annual report					All
11.3	Prepare quarterly financial reports					All
12. Networking with AET practitioners, USAID Missions and AET Associations						All
13. Maintaining contact with BFS and USAID/Washington						All
14. Plan and conduct two meetings of the Program Advisory Council (PAC)						All
14.1	Utilize PAC to set priorities for future AET interventions/studies					All
15. Partners meeting						All/UF