

Year 5 Work Plan

October 2016 – September 2017



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Introduction

Goal

Innovation for Agricultural Training and Education (InnovATE) project is a Feed the Future project building human and institutional capacity in agricultural education to support food security, poverty reduction, rural innovation, and rural employment. Agricultural education and training at the primary, secondary, vocational/technical, university, and post-graduate levels all fall within InnovATE's interest.

Project Objectives

InnovATE:

- bridges the gap between the supply of trained agricultural professionals and the market's demand for skilled employees, while addressing the employment needs of youth and women;
- builds human and institutional capacity for effective agricultural education and training; and
- contributes to the agricultural education and training (AET) knowledge base and disseminates information on good practice to practitioners, projects, and institutions.

The Year 5 work plan was prepared with input from collaborating faculty and staff of the Management Entity (ME) Virginia Tech (VT), and the InnovATE consortium partners: the Pennsylvania State University (PSU); Tuskegee University (TU); the University of Florida (UF); the Program Advisory Council (PAC), the USAID Agreement Officer's Representative (AOR), and colleagues in the Bureau for Food Security (BFS).

Year 5 Focus

Activities and tasks in the Year 5 Work Plan were selected based on feedback from the Program Advisory Council meeting in April 2016 and the Annual Partners' Meeting in June 2016. Feedback from the 2014 consortium discussion of future research themes and topics was also thoughtfully considered.

In the course of the project, InnovATE has supported a collection of studies and reviews highlighting improvements in design and implementation of USAID's AET projects. In Year 5, InnovATE will build upon this body of work to communicate good practices, lessons learned and successful strategies. Following our June 2016 AET project design review workshop, we will publish findings and continue to bring conversation leaders together through both online and in person events.

In Year 4, we developed a strong partnership with KDAD and used the Agrilinks platform to disseminate our work and promote program messages. In Year 5, we will build and expand upon this relationship to further engage AET practitioners and agricultural development professionals. InnovATE will also participate in and host events to engage in dialogue with specific focus on Youth, Gender, HICD and policy.

The InnovATE AET Symposium in June 2017 will be a showcase for AET development professionals. It will be the culmination of five years of InnovATE scholarship on behalf of USAID and will bring together thinkers from around the world to examine the state of the art in AET policy and implementation.

Overview

This work plan describes the activities for each of the project's three components, LEARN, DESIGN and TRAIN.

InnovATE is organized around three programmatic components: LEARN, DESIGN and TRAIN. The activities in each component are arranged to generate, disseminate, and apply good practices in human and institutional capacity development (HICD) for AET.

In the LEARN component, InnovATE gathers information and opportunities, synthesizes it, and makes it accessible. The LEARN component also documents good practices and assessment tools to address specific AET challenges.

In the DESIGN component, learning is transformed into practice. InnovATE carries out assessments and provides project design guidance. Recommendations and project designs can lead to HICD investments by USAID.

In the TRAIN component, InnovATE shares what has been learned and adapted with stakeholders. The project will convene meetings, workshops and discussions with USAID missions and other donors, developing country policy makers, national/international AET professionals, and other interested parties.

Table 1 presents performance indicators and targets for FY17. **Table 2** lists activities and associated tasks along with a timetable for implementation.

I. LEARN: AET system analyses

LEARN activities during Year 5 will be structured under two activities: gathering information and creating AET knowledge and making this information accessible to a global audience.

In Year 4, we began both a synthesis of our scoping assessments to highlight common themes and findings and an analysis of country development cooperation strategies from USAID Missions. We also reviewed mission and project experiences with evaluation and assessment of AET strengthening projects and will continue to examine conceptual models to align with monitoring and evaluation indicators. Finally, we hosted a design review workshop for implementers involved in current or recently completed AET projects, to examine the challenges faced, successes achieved, and lessons learned. In Year 5, we will build upon this work to pull together recommendations for future AET investments for the donor community.

ACTIVITY 1: Gather information and create AET knowledge

Publish and disseminate results

InnovATE publishes and disseminates fact sheets, papers, reports, technical notes and case studies for use in capacity building activities. InnovATE posts project publications through the InnovATE website and in the Agrilinks library of resources. Additionally, InnovATE adds to AET scholarship through peer-reviewed journal publications.

Produce thematic studies

Thematic studies analyze a particular AET system or cross-cutting theme, private sector based investment opportunity, or emerging educational innovation. Thematic studies are then distilled into thematic briefs to make research analysis and lessons learned accessible to a wide audience. Year 5 studies will follow from prior research, scoping activities, and symposia and workshop discussions.

- **Youth violence prevention through rural community capacity building, agricultural development and civic engagement.**
This study will provide a thorough overview of the research and practice literature related to youth violence prevention in rural environments. The study will examine AET's role in fostering positive youth development, enhancing rural development, countering youth extremism, and fostering youth peacebuilding. This role is particularly vital as youth outmigration and extremism recruitment are often connected to a real, or perceived, lack of opportunities for work, farm ownership, and participation in farm ownership transition. This thematic study will be co-produced as a USAID InnovATE report and a UNESCO white paper. This work will be linked to UNESCO collaborations with the International Fund for Agricultural Development (IFAD) focusing on rural youth agricultural training, retention, and rural stability.
- **Intersection of AET and nutrition: a review of existing programs and recommendations for educators in teaching nutrition-sensitive agriculture**
At a time when nutrition-sensitive agricultural development is becoming more prevalent, this study will address the ability of agricultural education to have a positive impact on nutrition

programming. This study will review literature on existing nutrition-focused agricultural education program and recommend strategies for teaching dietary diversity and other principles of nutrition-sensitive agriculture within a traditional agricultural curriculum.

Produce technical briefs and good practice papers

InnovATE is committed to soliciting good practice papers from AET practitioners around the world. A good practice increases an AET institution's effectiveness or strengthens a country-wide AET system. Technical briefs are condensed versions of thematic studies for a broader implementer audience. These documents are designed to guide and identify ways to improve AET capacity. Technical briefs and good practice papers suggested for Year 5 include:

- **AET Program Design, Implementation and Evaluation.** Following the dialogue of the June 2016 workshop on AET project design and the detailed report, InnovATE will distill a short list of recommendations for project designers.
- **Recommendations for HICD Indicators.** Based on the results of our USAID mission survey and the review of existing indicators we will discuss the challenges and provide recommendations for AET indicators.
- **Youth Violence Prevention and Agricultural/Rural Development.** A series of outreach fact sheets will be produced to communicate key ideas, best practices, and essential considerations for program and policy work. Among titles to be considered are:
 - Family Farm Transition Strategies to Ensure Stable Societies.
 - Entrepreneurial Development, Innovation, and Value Added Agriculture: Tools for Countering Youth Violence and Extremism.
 - Niche Agriculture as a Social and Economic Development Strategy.
 - Youth Empowerment in their Communities.
 - Youth as Researchers and Innovators.
 - Youth as Communicators and Change Agents.
 - Empathy Education
- **Integrating Gender-Based Analysis, Strategies, and Methods in AET.** InnovATE completes its examination of gender issues in agricultural education with recommendations for how to ensure effective gender programming.
- **Teaching Models.** Technical briefs on teaching promote innovation in the classroom. Among subjects for technical briefs on teaching models are:
 - internships - work-based learning other supervised agricultural experiences,
 - experiential learning
 - entrepreneurship education
 - co-curricular organizations in AET
- **Social Impact Bonds for AET Investments.** Social impact bonds are a novel mechanism for attracting private capital to achieve development objectives. Can they be used to strengthen AET systems? This paper will explain how social impact bonds are being used and present the challenges in adopting them for HICD projects.
- **Others TBD**

Country Development Cooperation Strategy (CDCS) Analysis

In Year 4, InnovATE undertook a systematic analysis of USAID CDCS documents to identify which USAID missions are most involved in AET system strengthening and rural workforce development. The analysis will be published and disseminated directly to USAID missions. Results will be presented at the InnovATE AET Symposium (Activity 5).

ACTIVITY 2: Make AET knowledge accessible

InnovATE will develop outreach communications targeted towards AET practitioners, USAID mission and bureau personnel and the wider international development and donor community. InnovATE will promote AET knowledge and awareness on agriculture, education, gender, youth and workforce development. The team will expand InnovATE's presence on social media platforms and engage with stakeholders directly to share news and resources. InnovATE's website will be a knowledge sharing platform for papers, tools and analyses. InnovATE will prepare series of blogs focused on AET topics including youth development, project design successes and recommendations, and practitioner strategies and tips.

Agrilinks Blogs

- **University Outreach and Positive Youth Development**

InnovATE is hosting a session at the RUFORUM biennial conference to promote outreach and community engagement of universities focusing on positive youth development programs and experiential learning. Positive youth development programs promote self-reliance, confidence, teamwork, leadership and entrepreneurial thinking among youth through extracurricular clubs supported by local communities. They are also effective mechanisms for dissemination of agricultural extension, nutrition, and health messages in rural areas. This blog and follow up chat session (Activity 6) will feature host country institutional partners' experiences.

- **Project design recommendations**

The Year 5 collaboration with Agrilinks will emphasize HICD in agricultural education and training. We will launch a series of stories from the field collected from interviews at our Year 4 Project Design Review workshop. We will also share highlights of the discussion from that event on blog posts.

- **Agrilinks column for agriculture educators**

The Ag Educators' Corner on Agrilinks will be hosted by InnovATE and feature advice by and for agricultural educators. It will provide practical tips, ideas, and stories. Illustrative topics are: five things to do on a small budget for experiential learning; three ways to incorporate gender into technical agriculture courses; teaching scientific methods through experiments; collaborating with teachers/trainers across disciplines; starting an agriculture club; making learning girl friendly; exploring ag careers for youth.

Conferences and Events

- **The Fifth African Higher Education Week and RUFORUM Biennial Conference** October 17-21, 2016, Cape Town South Africa
InnovATE will host a session at this Africa-wide symposium to highlight successful experiential learning programs and promote involvement of universities in positive youth development programs. Positive youth development programs promote self-reliance, confidence, teamwork, leadership and entrepreneurial thinking among youth through extracurricular clubs supported by local communities.

Participants will learn how positive youth development and experiential learning can be used to improve university outreach. The session will feature and compare successful models of positive youth development programs in Africa, emphasizing opportunities for university faculty members to provide agricultural technical guidance. Experiential learning programs will be featured as models for community engagement of university students. The session will combine invited presentations with large-group discussion to distill success stories and lessons learned.

- **INGENAES Global Symposium and Learning Exchange** January 23-25, 2017, Lusaka Zambia
This event will address how new knowledge and resources are applied so extension services will provide more equitable support to both men and women farmers and contribute to improved nutrition. InnovATE will join the discussion from the perspective of the AET systems and institutions supporting extension services for agricultural development.
- **TBD events**
InnovATE may provide important contributions to events held by other organizers but not yet scheduled, particularly those related to FTF programming. In the event of such opportunities, they will be submitted for with approval of InnovATE's AOR.

Table 2 lists Year 5 activities and tasks planned under the LEARN component. Progress in tasks in this section will be measured by performance indicators as detailed in the InnovATE Performance Monitoring Plan (PMP). Tasks under Activity 1 contribute to custom indicators L3. *Studies completed (background/thematic studies)* L4. *Technical notes and good practice papers disseminated*, and L5. *Academic papers published*. Activity 2 contributes to individuals trained in Feed the Future Indicator FF1.

II. DESIGN: Technical support and design

DESIGN activities during Year 5 will be structured under two activities: providing technical assistance for AET assessments and HICD programming and developing tools for assessments and project designs.

ACTIVITY 3: Provide technical assistance for AET assessments and HICD programming

InnovATE carries out studies and project designs at the request of USAID missions. InnovATE provides technical assistance to help missions make HICD investments that support sustainable agricultural development. AET assessment reports based on these studies are published once approved by the requesting USAID mission. These reports lead to recommendations for investments in economic growth that improve AET institutions and programs and provide a foundation for capacity building. InnovATE is available to conduct additional scoping visits and provide assessment reports as requested by USAID.

Center of Excellence for Sustainable Agricultural Intensification and Nutrition

InnovATE will make recommendations to USAID/Cambodia for tasks it will undertake as the Center for Excellence in Sustainable Intensification and Nutrition (CE-SAIN) is established at the Royal University of Agriculture (RUA), in Cambodia. RUA is developing CE-SAIN in collaboration with the Sustainable Intensification Innovation Lab led by Kansas State University. Upon approval by USAID/Cambodia, InnovATE's responsibilities will be supported by an associate award from the mission.

Continuing Professional Education for ATVET instructors in Central America

One of InnovATE's key focus areas has been engaging youth and rural workforce development. InnovATE will host a workshop that follows prior scoping activities addressing agricultural technical and vocational education and training (ATVET) in Honduras and Nicaragua. Continuing professional education is one of the main challenges in ATVET education. This workshop will explore the feasibility of using a higher education institution, in our example EARTH University, to develop regional continuing education capacity for ATVET instructors. Through this model, ATVET instructors could improve skills in pedagogy and subject areas such as leadership, entrepreneurship, and information technology. As part of a Year 4 case study, the ATVET institutions in Central America were mapped in a GIS overlay. This map, which will be shared at the event, can be used in conjunction with other data as a tool to guide HICD investment.

The premise of the model is that one well run program in continuing professional education can improve the quality of ATVET regionally. EARTH University is a well-respected institution capable of running a regional program for ATVET instructors. The workshop will be held on its campus in Guacimo, Costa Rica in April 2017. Participants will be Central American ATVET system administrators and university experts in vocational education who will test the assumptions of the model.

ACTIVITY 4: Develop tools for assessments and project design

For AET capacity development to be demand-driven, host-country institutions must have access to customizable assessment and planning tools. In Year 5 we will complete strategic planning and project design tools to add to our toolkit for AET institutions, ministries, and USAID mission and bureaus. These tools will be available on the InnovATE website.

Table 2 lists DESIGN activities and tasks. Progress in Activity 3 tasks will be measured by Custom Design Indicators D1. *Consultancies for AET development linkages and AET support services*, D2. *AET system program evaluations* and D3. *AET reform and investment plans designed*. Activity 4 contributes toward Custom Design Indicator D7. *AET assessment tools developed*.

III. TRAIN: Human Capacity Development

InnovATE will develop training materials for multimedia platforms and host workshops on AET subjects. InnovATE will develop online training tutorials and create supporting classroom or workshop facilitation materials to complete the learning modules. The key themes identified by InnovATE for Year 5 are Youth and Violence Prevention, Gender-Focused Interventions, and Policy Implications. TRAIN activities during Year 5 will be structured under three activities: planning and conducting thematic workshops; producing Agrilinks Web events; and developing training modules and classroom materials.

ACTIVITY 5: Hold AET workshops

Convene meetings, workshops and symposia

- **US – Africa Convening on Campus Climate and Policy** - Regional workshop in Africa
This workshop will bring together U.S. and host country university administrators to discuss campus climate and women’s security at host country AET institutions to share experiences across the continent towards building local solutions.
- **Promoting Women’s Success in USAID-supported Degree Programs** - TBD
This discussion will take the lessons from USAID projects regarding organizational and institutional policies that help or hinder women’s success in U.S. and third country degree programs. This meeting will be invitation only, creating a safe space to encourage an open dialogue on sensitive issues.
- **AET Programming and Youth Violence** – TBD
This event follows on work presented in Year 4 to provide an in-depth look at the strategies that development agencies use to prevent youth violence in the region. The event will be a two-day stakeholder meeting that will include presentations and talks from those who have experience with violence prevention programming, round-table discussions, and participatory training and facilitation strategies to collaboratively work towards innovative, cross-sectoral interventions.

- **InnovATE AET Symposium “Intersections of Policy and Practice in Strengthening AET Systems”**
- June, Washington D.C.

This symposium consolidates the work of the InnovATE project and provides a forum for discussions of the future of agricultural education and training and development across a broad group of HICD professionals within and outside of USAID-funded AET. It will bring together educators, international development practitioners, private sector players and USAID staff to discuss major issues relating to AET systems with the goal of influencing the ways in which AET development projects are designed and implemented. This symposium will have sessions relating to gender, youth, sustainability, public-private partnerships, and cross-sector opportunities with discussion of the underlying question of how do internal or external, national or institutional policies affect agricultural education and training (AET) systems?

ACTIVITY 6: Produce online events for Agrilinks

InnovATE, with KDAD support, will design and moderate interactive online events (e.g. online panel chat, ag-exchange event, Ag Sector Council seminar or webinar), that focus on the benefits, lessons learned, and practical how-to’s for building agricultural education and training capacity. Content and information pertaining to agricultural development approaches, current USAID projects, tools and case studies will be showcased. Discussions typically focus on lessons learned and implications for scalability and application to agriculture and food security programming. Topics for Year 5 learning events are as follows:

- **Positive Youth Development and AET**
InnovATE is sponsoring a session at the RUFORUM conference in October 2016 (Activity 2). The event is titled “Positive Youth Development and Experiential Learning in University Outreach.” This follow-up online chat session will focus on 4H groups in Senegal, Ghana, Tanzania and Liberia.
- **Project Design Review Lessons Learned**
As a follow-on to the AET Institutional Transformation Project Design Review Workshop, InnovATE will host a post-workshop learning event that will highlight lessons learned and recommendations for agricultural education institutional development that came out of the workshop.
- **Mapping ATVET Institutions for Cross Sector Solutions**
As part of a Year 4 case study, the ATVET institutions in Central America were mapped in a GIS overlay. This map can be used in conjunction with other mapping data as a useful tool for USAID missions or project implementers in guiding HICD investments to address food security. For example, the map of ATVET centers can be overlaid with a map of data from the famine early warning system to illustrate where critical areas and accessibility to (or lack of) resources exist. Combining the map with data on employment, income or location of possible collaborating institutions or projects provides rich information for project design.

- **AET Indicators Brown Bag Discussion**

This event will focus on the results of our USAID mission survey to discuss potential approaches to improve assessment and evaluation of USAID AET programs.

ACTIVITY 7: Develop training modules and instructional materials

InnovATE will develop training modules and teaching guides for online tutorials to ensure a complete package of resources available for each topic. By augmenting the online content with other materials, we can create more comprehensive training modules for dissemination on the InnovATE website and promotion through Agrilinks. Year 5 training modules and materials to be developed are:

- A “how-to” training module to accompany the institutional self-assessment tool based on work done in AET projects (Activity 4).
- A video summary of the key recommendations for AET programming (Activity 1).
- Teaching guides for the training module "Gender in Agriculture, Education and Training" to understand why gender is important in AET and encourage students to take action in their own lives and to identify when they can take steps to address gender issues.
- Teaching guides centered around the training modules on agricultural value chains completed in Year 4. These modules will highlight agricultural careers and their importance on the contribution to the socioeconomic growth of the sector, an individual's access to food, and benefits to family health. The modules will use examples of professionals within the agricultural value chain.

Table 2 contains a lists TRAIN activities and tasks. The tasks in Activity 5 contribute directly to Custom Train Indicator T1. *Training workshops 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)*. Activity 6 also contributes to indicator FF1. Tasks in activity 7 contribute to Custom Train Indicators T3. *Training modules developed* and T4. *Number of training module users*.

IV. Administrative Tasks

ACTIVITIES 8-10: Administrative tasks

InnovATE management team has responsibility for the overall management of the project and consortium partners to carry out the tasks in this work plan and ensure quality outputs. The management team will prepare a semi-annual report, an annual report serving as a close-out report, and quarterly accrual reports. InnovATE will convene two meetings of the Program Advisory Council (PAC) and a final partners meeting.

Table 1. Summary of Performance Indicators

Indicators*		Actuals/Targets				
USAID/ Dept. of State Indicators		FY13	FY14	FY15	FY16	FY17
Feed the Future 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	1/4	2/2	2/2	2
	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	166/ 115	135/165	218/215	240
	FF2. Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0/0	0/2	0/2	0/3	2
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) (D2)	2/2	20/6	13/8	7/8	8
	FF4. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8) (D6)	0/0	1/4	0/6	0/6	4
Custom Learn Indicators	L1. Number of registered users accessing project databases	0/0	215/ 100	237/150	N/A	N/A
	L2. Total number of times training database accessed		6218/ 5000	12324/ 10000	N/A	N/A
	L3. Studies completed (background/thematic studies)	6/7	7/7	11/7	4/6	3
	L4. Technical notes and good practice papers disseminated	2/3	10/5	7/6	14/8	8
	L5. Academic papers published	0/0	0/1	0/3	1/3	3
Custom Design Indicators	D1. Consultancies for AET development linkages and AET support services	2/2	7/4	2/6	1/2	2
	D2. AET system program evaluations	1/1	5/4	2/4	1/1	1
	D3. AET reform and investment plans designed	1/1	0/2	0/3	0/1	1
	D4. Institutional linkages established with private enterprises	2/2	4/6	0/10	0/10	12
	D5. AET reform and investment plans implemented	0/0	1/1	0/3	0/2	2
	D6. AET institutions strengthened	0/0	1/4	0/6	0/6	4
	D7. AET assessment tools developed	9/3	3/0	1/1	0/0	1
Custom Train Indicators	T1. Training workshops hosted	0/0	2/2	3/2	2/2	2
	T2. Short term training supported for curriculum development	0/0	1/10	0/10	0	0
	T3. Training modules developed	0/2	1/3	1/3	5/3	3
	T4. Number of training module users	0/0	0/200	215/100	147/100	100
	T5. Total number of training module views			471/200	375/200	200
	T6. Policy makers trained in AET	15/15	12/15	5/15	12/15	15
	T7. Development practitioners trained in AET	58/25	98/50	98/100	84/100	125
	T8. Development professionals trained in AET	50/20	56/50	32/50	122/100	100
	T9. Regional/international symposia hosted	1/1	1/1	1/1	0/0	1

* Grey rows = indicator dropped Yellow row = new indicators Green cells = targets adjusted

Table 1. FY16 Indicators Notes

Indicators	Actual/Target	FY15 Notes
Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	2/2	EARTH University & FADCANIC
FF1. Number of individuals who have received USG supported short term agricultural productivity or food security training (4.5.2-7)	218/215	PDRW – 48 Ag Sector Council – 170
FF2. Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0/3	
FF3. Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance (4.5.1-7) (D2)	7/8	Tanzania 3 universities: SUA, UDSM, SUZA; 4 MATIs Uyole, Ilonga, HORTI Tengeru, KATI
FF4. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance (4.5.1-8) (D6)	0/6	No AA requested in FY16
L1. Number of registered users accessing project databases	200	Indicator dropped
L2. Total number of times training database accessed	10000	Indicator dropped
L3. Studies completed (background/thematic studies)	4/6	Case Study FADCANIC, Youth & Violence, AET & Extension (HU); Mission Survey Report; in review AET Indicators, delayed to FY17 Institutional Self Assessment and Quality Assurance; dropped Professional Development for Agricultural Educators; CPCD (other TU/Yr 4?)
L4. Technical notes and good practice papers disseminated	10/8	7 Briefs Contemporary Challenges Concept Notes 5 GPP – 3 gender, Cooperative Learning, MHM 2 – Thematic Youth Violence
L5. Academic papers published	1/3	Ag&Human Values
D1. Consultancies for AET development linkages and AET support services	1/2	Tanzania
D2. AET system program evaluations	0/1	
D3. AET reform and investment plans designed	0/1	No AA requested in FY16
D4. Institutional linkages established with private enterprises	0/10	No AA requested in FY16
D5. AET reform and investment plans implemented	0/2	No AA requested in FY16
D6. AET institutions strengthened	0/6	No AA requested in FY16
D7. AET assessment tools developed	0/0	
T1. Training workshops hosted	2/2	PDRW Mt. Lake; Agrilinks Ag Sector Council webinar
T2. Short term training supported for curriculum development	0	
T3. Training modules developed	5/3	Teaching Gender to Secondary and Tertiary Students
T4. Number of training module users	147/100	Unique views
T5. Total number of training module views	375/200	Total page views
T6. Policy makers trained in AET	12/15	Host country policy makers
T7. Development practitioners trained in AET	84/100	AET institution instructional staff, field technicians, etc
T8. Development professionals trained in AET	122/100	NGO staff, USAID Mission staff, etc
T9. Regional/international symposia hosted	0/0	

Table 2. Year 5 Activities and Tasks

Year 5 Activities						
No.	Task	Quarter [†]				Lead
		1	2	3	4	
LEARN						
1. Gather information and create AET knowledge						
1.1	Journal Articles					
1.1.1	Theoretical Approaches to Youth Violence in Central America's Northern Triangle					Becky Williams
1.1.2	Citizen Security is Food Security					Becky Williams
1.2	Produce thematic/case studies					
1.2.1	Youth violence prevention					Mark Brennan
1.2.2	Intersection of AET and nutrition					Paige Castellanos
1.3	Produce technical briefs and good practice papers					
1.3.1	Mapping TVET Institutions					Henry Quesada/John Ignosh
1.3.2	Key recommendations for AET programming					Larry Vaughan
1.3.3	Recommendations for AET Indicators					Larry Vaughan
1.3.4	Gender series					Castellanos/Neiner/Mendum
1.3.5	Agricultural Educators Corner series					Miller-Foster/Foster
1.3.6	Youth Violence Prevention series					Williams/Brennan
1.3.7	Social Impact Bonds and AET Investments					Merrie Winfrey
1.4	Country Development Cooperation Strategy Analysis					
						Larry Vaughan
2. Make AET knowledge accessible						
2.1	Develop/update outreach communications					
2.2	Develop and expand social media presence					
2.3	Agrilinks Blogs					
2.3.1	Positive Youth Development					Guisse/Winfrey
2.3.2	Ag Educators Corner					Miller-Foster/Foster
2.3.3	Project Design Review					Keith Moore
2.3.4	Stories from the Field					Merrie Winfrey
2.3.5	AET Indicators					Jessica Childers
2.4	Conferences and Events					
2.4.1	Positive Youth Development and 4H Workshop: RUFORUM					Larry Vaughan
2.4.2	Agricultural Education and Nutrition: INGENEAS					Castellanos/Neiner/Mendum
2.4.3	TBD					Management Entity

[†] Shaded quarter = period of task execution

Year 5 Activities						
No.	Task	Quarter [†]				Lead
		1	2	3	4	
DESIGN						
3. Provide technical assistance for AET assessments and HICD programming						
3.1	Scoping assessment trips					
3.2	AET assessment reports					
3.3	Cambodia CoE/Royal University of Agriculture					Larry Vaughan
3.4	Regional TVET Central America/EARTH University					Quesada/Ignosh
4. Develop tools for assessments and project design						
4.1	AET assessment tools					
4.1.1	Institutional Self-Assessment					Merrie Winfrey
TRAIN						
5. Hold AET workshops						
5.1	Campus Climate and Policy – Africa					Larry Vaughan
5.2	Promoting Women’s Success in USAID-supported Degree Programs					Larry Vaughan
5.3	Convening: Youth & Violence – Central America					Williams/Poulsen
5.4	AET Symposium					Johanna Cricenti
6. Produce online events for Agrilinks						
6.1	Positive Youth Development RUFORUM follow-up					Merrie Winfrey
6.2	Recommendations from Project Design Review					Keith Moore
6.3	Mapping TVET Institutions					Henry Quesada
6.4	AET Indicators – Brown Bag					Larry Vaughan
7. Develop training modules & instructional materials						
7.1	Modules					
7.1.1	Institutional Self-Assessment					Merrie Winfrey
7.1.2	Recommendations for AET Programming					Merry Winfrey
7.2	Materials					
7.2.1	Gender Lesson Plans for Year 3 Module					Castellanos/Neiner/Mendum
7.2.2	Gender Lesson Plans for Year 4 Module					Castellanos/Neiner/Mendum
8. Reporting						
8.1	Prepare semi-annual report					Johanna Cricenti
8.2	Prepare annual report					Johanna Cricenti
8.3	Prepare quarterly financial reports					Shalin Hale
9. Plan and conduct Program Advisory Council (PAC) meeting						
10. Annual Partners meeting						