

InnovATE Year 4 Work Plan

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List of Acronyms

| | |
|----------|--|
| AET | Agricultural education and training |
| AIS | Agricultural 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 |
| E3 | USAID Bureau for Economic Growth, Education, and Environment |
| FTF | Feed the Future |
| HICD | Human and Institutional Capacity Development |
| InnovATE | Innovation for Agricultural Training and Education Project |
| KDAD | Knowledge Driven Agricultural Development |
| ME | Management Entity |
| OIRE | Office of International Research, Education, and Development |
| PAC | Program Advisory Council |
| PSU | The Pennsylvania State University |
| PMP | Performance Monitoring Plan |
| SOW | Statement of Work |
| TBD | To be determined |
| TU | Tuskegee University |
| UF | University of Florida |
| USAID | United States Agency for International Development |
| USG | United States Government |
| VT | Virginia Tech |

Introduction

The work plan for Year 4 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 Representative (AOR), and colleagues in the Bureau for Food Security (BFS).

During the annual partners meeting, at the mid-point in project implementation, the InnovATE team reviewed progress, successes and challenges. As a consequence of that review, InnovATE determined that some of its initial project assumptions were unfounded and that adjustments in project objectives and implementation were necessary. This work plan reflects those changes. As work throughout the year progresses, lessons learned will continue to be incorporated into project implementation.

Mission

The Innovation for Agricultural Training and Education (InnovATE) project is a Feed the Future Initiative supported by U.S. Government with the mission to achieve sustainable food security, reduce poverty, promote rural innovation and stimulate employment by building human and institutional capacity. The program focuses on all aspects of agricultural education and training at the primary, secondary, vocational/technical, university and post-graduate levels.

Project Objectives

The InnovATE project seeks to:

- Bridge 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;
- Provide a foundation for building human and institutional capacity for relevant and effective agricultural education and training at all levels; and
- Contribute to the agricultural education and training (AET) knowledge base and disseminate good practices, to inform effective programs and institutions.

Overall messages

The InnovATE project strives to convey the following messages to donor agencies and the development community:

- The sustainable end of hunger and poverty requires investments in long term, local human and institutional capacity development for agricultural education and training.
- To achieve gender equity and the educational success of women and girls in the agricultural education pipeline, institutions must adopt mainstreaming policies and practices.
- The agricultural education and training pipeline from primary through tertiary institutions must be strengthened to populate local economies with diversified high quality workforces.
- Analysis of value chain workforce needs should be demand-driven and inform AET curriculum and program development.

Strategic Adjustments

The underlying paradigm for agricultural development has shifted. The old paradigm focused on knowledge as something that was produced by research, conveyed by extension and implemented by farmers. Increasingly science for development requires adaptive management to cope with the challenges of complex adaptive systems. Where knowledge was once seen as externally derived, we are now coming to appreciate the value of local knowledge and using those insights to foster technological change in agriculture. The importance of more and more players along and in support of value chains demands that we populate the agricultural innovation system (AIS) with active learners that are prepared to adapt as the climate or market changes, and that have the confidence to be creative leaders, whether in the field, on the production line, in the community, or in business meetings.

In light of these changes, InnovATE will make a series of operational adjustments. Project-specific adaptations will involve refocusing our approach to participation in a global community of practice. This work plan redirects our former efforts to garner support for our own community, toward introducing AET to leaders across the agricultural development community and building awareness with donor audiences. InnovATE will also be shifting away from conducting country-specific scoping activities unless they are fully funded by the interested mission. Effort will be allocated to activities that support development of an integrated package of studies and reviews that highlight improvements to design, implementation and assessment of USAID's AET projects and program investments.

Accordingly, our performance indicators will be updated to better reflect our new project scope and feasibility of activities (see Appendix A).

Work Plan Organization

This introduction is followed by a short overview. The overview provides a detailed description of the activities for each of the project's three components, LEARN, DESIGN and TRAIN. The next sections provide a narrative of planned activities in each of these domains. In the appendices we provide a summary table of performance indicators (Appendix A) and present a Gantt chart indicating the timely execution of Year 4 activities and tasks (Appendix B).

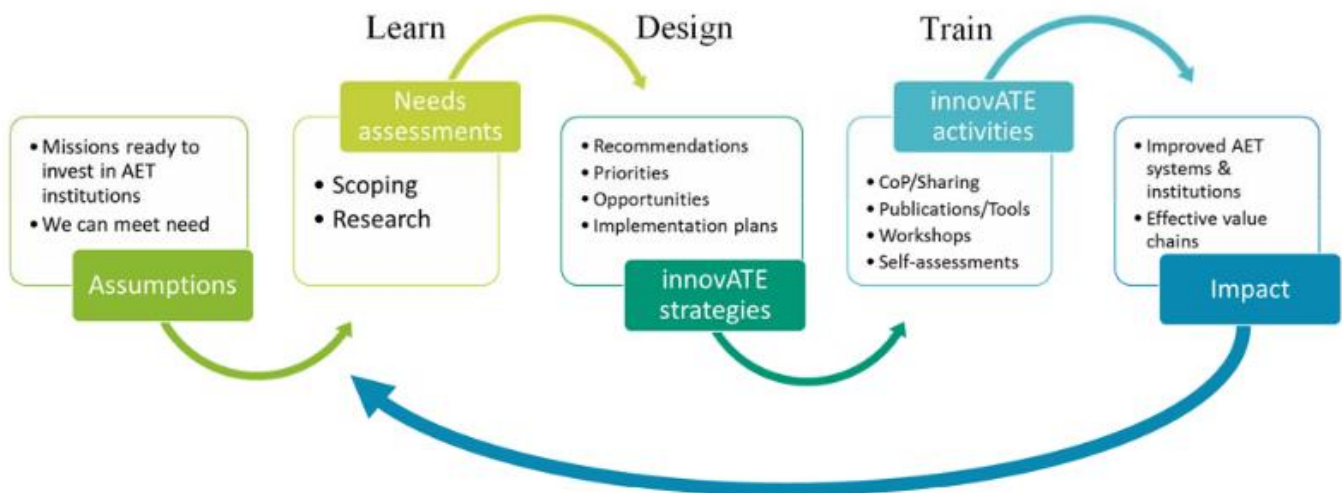
Overview

InnovATE is organized around three programmatic components: LEARN, DESIGN and TRAIN. Using a value chain focused and learner-centered methodology, 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 phase, literature reviews and field investigations are conducted. To improve AET systems, we need to gather current information on issues and opportunities and make it accessible for examination. The LEARN component also documents good practices and assessment tools to address specific problems within AET institutions and at the national system level.

These activities lead to the DESIGN phase where learning is transformed: opportunities are identified, recommendations drafted, and implementation plans developed. The objective of the DESIGN component is to identify approaches and strategies for strengthening specific AET institutions and systems by applying assessment tools that adapt good practices to provide project design guidance. This assures that AET investments meet the needs of USAID missions and local partners. The end result is a set of analyses and recommendations that can lead to systemic capacity improvements.

In the TRAIN phase, InnovATE activities involve sharing what has been learned and adapted with stakeholders throughout the world. In particular, good practices, analyses, and thematic studies will be disseminated to USAID missions and other donors, developing country policy makers, national/international AET professionals, and other interested parties through online training modules, a database of training activities, pedagogy workshops, and short courses.



Cumulatively, these activities result in measurable impacts for improved AET systems and institutions that effectively serve value chains. Realization of those impacts feeds back on our learning and we adapt in a new cycle (see figure above).

During the fourth year, InnovATE will focus on a few activities in each of these components. Activities will adhere to three overall thematic areas: Gender Challenges and Opportunities, Rural Workforce Development and Youth, and Pedagogy and Curriculum. The selection of these themes was based on the mid-point review held at the annual partners’ meeting in March 2015. The table below shows Year 4 activities arranged by these three themes.

| | Gender Challenges and Opportunities | Rural Workforce Development and Youth | Pedagogy and Curriculum |
|---------------|--|---|---|
| LEARN | Encouraging girls in higher education agricultural programs Supporting gender equity in agricultural education and training programs and institutions Gender thematic challenges and opportunities blogs | Business planning and entrepreneurship development in AET Incubating entrepreneurship skills and opportunities in agricultural secondary schools Youth and workforce development blogs | Revised curriculum and pedagogy for extension specialists Self-assessment and quality control for AET institutions Introducing the use of syllabi for student-centered learning Mainstreaming STEM pedagogy Pedagogy and curriculum blogs |
| | | Building entrepreneurship skills and opportunities in AET curricula Case study on institutional models in Central America: FADCANIC/EARTH | |
| DESIGN | Support to USAID Mission/Bureau AET design Scoping synthesis Design review workshop of AET project leaders Evaluate Concept Notes for AET design opportunities Survey of Mission AET assessment strategies | | |
| TRAIN | Gender workshop lesson plans Gender teaching materials for tertiary agricultural education | Regional workshop on AET curriculum for workforce development and employers’ needs Online chat: ATVET for youth workforce development Seminar: ATVET for youth workforce development Agricultural Sector Council Webinar | Online chat: Pedagogy and curriculum Seminar: Pedagogy and curriculum Agricultural Sector Council Webinar Revised curriculum and pedagogy for extension specialists |
| | Spotlighting career opportunities along the agricultural value chain | | |
| | | Professional development for AET educators to introduce the idea of teaching for the value chains AET pedagogy to support entrepreneurship | |

Monitoring and Evaluation

InnovATE has used U.S. Department of State and USAID Feed the Future indicators as well as a set of custom indicators as outlined in the Performance Management Plan (PMP) to measure progress and achievements towards the project mission and objectives. Revisions to these existing indicators, development of new indicators and an update to the PMP based on a shift of focus and direction of the project are included as part of this Year 4 work plan.

I. LEARN: AET system analysis and pilot projects

InnovATE provides intellectual leadership for AET by generating practical and policy-oriented scholarship for USAID and AET reformers in host countries. Learning from the field and from other AET professionals, InnovATE provides the foundation for a vibrant agricultural innovation system (AIS) through the sustainable development of AET institutions. Public and private stakeholders include those working with youth or workforce development, training centers, private sector trainers and primary, secondary, vocational and higher education institutions. InnovATE will continue to 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 4 will be structured under three activities: 1) gathering information and creating AET knowledge; 2) making this information accessible to a global audience; and 3) transition AET community of practice to Agrilinks community.

ACTIVITY 1: Gathering information and creating AET knowledge

InnovATE continues to build its [online AET bibliography](#) by reviewing grey and peer reviewed literature. In the first three years of the project, literature has been collected for studies on mainstreaming gender in AET, AET professional development for educators, curriculum reform to support workforce development and employers' needs, programs to support rural workforce development, as well as post-conflict and regional security initiatives. This year, resources and bibliographies in relation to our three thematic areas will be reviewed and shared internally to support the development of thematic studies and training modules.

Complete background studies of AET systems

In Year 4, InnovATE is available to develop studies of national AET systems based on the demand of USAID missions. If called upon to conduct an in-country scoping assessment, background studies will be produced to map the AET system in each country and look at existing and/or past AET capacity development interventions. Country factsheets are produced as a result of background research to serve as a concise reference of the situational context in each specific country.

Data collection on institution building for home grown entrepreneurs

This activity follows InnovATE scoping activities conducted in Years 2 and 3 in Nicaragua and Honduras. In-depth case studies that reflect successful vocational training programs are recognized as a key output for the improvement of other similar programs in developing countries. Investigators will visit the vocational training program FADCANIC in Wawashang, Nicaragua and EARTH University in Guacimo, Costa Rica to document educational efforts in entrepreneurship through interviews with administrators, teachers, students, and alumni. Visits to alumni are critical to verify and quantify of the impact the training program in developing successful home grown entrepreneurs.

EARTH University has a strong reputation for producing high performing entrepreneurs for the agricultural sector. This project, however, is interested in the potential for replication of the institutional

model for producing such entrepreneurs at the local level. This investigation will determine how EARTH University's strong agricultural program could be connected to local TVET programs to support training needs across the region.

Complete thematic studies

Thematic studies analyze a particular AET system or cross-cutting theme, private sector based investment opportunity, or emerging educational innovation. This activity may lead to the generation of good practice papers as they are identified. Additionally, thematic studies are distilled into thematic briefs to make research analysis and lessons learned accessible to a wide audience.

The survey of InnovATE symposium participants and AET professionals continues to inform InnovATE prioritization. At the annual meeting in March 2015, InnovATE refined our Learn/Design/Train focus to three critical thematic areas: Gender Challenges and Opportunities, Rural Workforce Development and Youth, and Pedagogy and Curriculum. The gender mainstreaming themes were developed on the basis of a literature review, a regional conference workshop, and interviews and focus groups in four countries. Cross-cutting themes of entrepreneurship development and AET assessment has provided additional focus. During Year 4, InnovATE will publish thematic studies and thematic briefs in these areas. Studies proposed for Year 4 include:

- ATVET role for youth workforce development
- Business planning and entrepreneurship development in Sub Saharan African AET
- Case study on institutional models for entrepreneurship development in Central America: FADCANIC/EARTH
- Building entrepreneurship skills and opportunities in AET curricula
- Revised curriculum and pedagogy for extension specialists
- Self-assessment and quality control methodologies for AET institutions in Sub Saharan Africa
- Other AET theme(s) TBD

Complete technical briefs and good practice papers

Technical briefs are condensed versions of thematic research for a broader implementer audience. The purpose of these studies is to examine AET context and practices through an interdisciplinary lens at the intersection of selected focus topics with the highest level of interest. This research and the resulting documents are designed to help guide and identify ways to improve AET capacity. These short papers present findings and analysis from a thematic study in a clear and concise manner.

InnovATE is committed to soliciting good practice papers from AET practitioners around the world. When innovative practices are identified, volunteers with first-hand knowledge are asked to provide a draft outlining the practice and how it is implemented. A good practice is strategic action that increases AET institutions effectiveness or moves the country-wide AET system towards system-wide viability. The goal of the good practice papers is to seed innovation to a wide audience by tapping into the knowledge of AET practitioners, distilling their ideas, and publishing them in an easily accessible format. In Year 3, we learned that open calls for good practice papers did not yield significant results. Targeted invitations

for good practice papers instead have been much more successful as they are identified from practitioner interviews at AET conferences, scoping trip interviews with stakeholders, field experience, and Community of Practice (CoP) discussion and resource sharing. Good practice papers are featured as part of the AET knowledge sharing platform on the CoP and on the InnovATE website, to provide exposure for the work of AET professionals and organizations.

Authors have been identified for a preliminary list of technical briefs and good practices papers to be produced during Year 4 include:

- Supporting gender equity in agricultural education and training programs and institutions
- Encouraging girls in higher education agricultural programs
- Building entrepreneurship skills and opportunities in AET curricula
- Revising curriculum and pedagogy for extension specialists
- Incubating entrepreneurship skills and opportunities in agricultural secondary schools: Case of LTAEB, Senegal
- Using syllabi for student-centered learning in Senegalese AET
- Integrating STEM pedagogy MENA
- Integrating STEM pedagogy East Africa
- Other AET good practices TBD

Connect and collaborate with AET practitioners around the world

During Year 4, 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. Participation in professional meetings offers consortium members networking opportunities, the identification of key AET capacity-building topics, and a way to meet new stakeholders, develop partnerships, and build collaboration with AET specialists. Whenever possible, InnovATE will leverage funding for faculty to attend conferences from other sources and develop synergies with ongoing research interests.

ACTIVITY 2: Engage with a global audience and make AET knowledge accessible

As part of activity 2, making AET knowledge accessible, we will develop outreach communications targeted towards USAID (agriculture, education, gender, youth and workforce development) and the wider international development and donor community to promote AET knowledge and awareness. The team will develop and expand InnovATE's presence on social media platforms and engage with stakeholders directly to share news and resources. InnovATE's website will be maintained as a knowledge sharing platform for papers, tools and analyses.

In Year 4, InnovATE will collaborate with the Knowledge Driven Agricultural Development project (KDAD), to utilize their Agrilinks site as a central platform to reach the donor and development community. As a high traffic site, Agrilinks is a critical pathway for engaging with USAID and providing a high visibility rate to resources or announcements that appear on the site. InnovATE has a project page that will continue to be updated regularly and our resources will continue be submitted to the Agrilinks

library. Blog posts on InnovATE's key thematic areas will be written and submitted to Agrilinks in a strategic campaign to engage the appropriate audience. Finally, participation in AgExchanges, Ag Sector Council Seminars and AskAg Twitter chats will increase visibility and engagement in an established virtual and actual community of practice.

The AET blog series, will feature expertise from InnovATE's consortium of partners and will be created for our three thematic areas: Gender Challenges and Opportunities, Rural Workforce Development and Youth, and Pedagogy and Curriculum. Each blog post will end with a call to action to explore InnovATE's website publications, tools and resources. InnovATE will prepare an introductory post, one overarching context post and collaborate with KDAD to standardize a format for the subsequent series of posts on thematic challenges and tips and tools. This activity will directly support online chats, webinars and seminars in Activity 7. The series will capture important information on each of the three themes and will be organized as described below:

- **Introductory blog:** This post will focus on describing InnovATE and its purpose (e.g. the "Why" of agricultural education and training.)
- **Context blog:** The post will describe the context of building the human and institutional capacity to match the supply of trained professionals to workforce needs along agricultural value chains. It will include results from the country scoping studies and thematic studies that highlight the importance of relevant agricultural education and training within and across countries.
- **Thematic Challenge blog:** Short thematic challenge posts will describe the challenges of youth and workforce development, gender equity, pedagogy, and curriculum development.
- **Tips and Tool blogs:** These posts will highlight tips selected from good practice papers that relate practical ways to integrate agricultural training and education into development interventions. Direct links to background and thematic studies or training tutorials on the InnovATE website will be integrated into the post.

ACTIVITY 3: Transition AET community of practice to Agrilinks community

InnovATE has worked to 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. A primary goal for the project is to facilitate communication and engagement and provide a forum for agriculture educators.

In the initial stage of the project, we developed an AET Community of Practice through the online Jive platform, which allows users to access resources, participate in discussions, share and view training events and read articles. The aim was to engage a group of people who share a passion and exchange ideas and expertise. InnovATE resources and activities are shared on the CoP as often as possible. Additional content was expected to be generated by non-InnovATE users and project partners. It was further expected that hosting the community online would allow people from all over the world to interact more often than would otherwise be possible. However, the efforts in building the platform and

populating discussions and resources have not resulted in the level of interest that we had hoped for. Discussions with stakeholders helped to determine the limited interest, return on investment and potential for improvement of this platform.

In Year 4, InnovATE will transition efforts from recruitment of membership on the InnovATE Community supported by the Jive platform, towards engagement among USAID personnel and implementing partners, AET reformers in host-countries, educational institution faculty and administrators, and AET professionals in international and regional organizations through existing web networks such as Agrilinks and various listservs. During Q1 of Year 4 we will transition off of the current CoP platform and begin implementing our Agrilinks strategy to cultivate connections with a wider AET audience. In order to ensure a smooth transition of the web-based discussions and resources, the InnovATE website will move to WordPress and expand user participation opportunities.

Appendix B, contains a list of Year 4 activities 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). Specifically, tasks under activity 1 contribute to the following custom indicators: L3. *Studies completed (background/thematic studies)*, L4. *Technical notes and good practice papers disseminated*. Activities 2 and 3 contribute to the Custom Learn Indicator L1. *Number of users accessing project databases*.

II. DESIGN: Technical support and design

Year 4 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 hinder the creation of an AIS environment to support a vibrant agricultural system. The end goal of the design phase is to help missions make investments for education and training that support sustainable agricultural development. Design activities provide stakeholders with recommendations for programming decisions and project design.

In Year 4, we will complete a synthesis of scoping assessments to highlight common themes and findings. We will review mission and project experiences with evaluation and assessment of AET strengthening projects and examine conceptual models to align with monitoring and evaluation indicators. We will also host a design review workshop for implementers involved in current or recently completed AET projects, to examine the challenges faced, successes achieved, and lessons learned.

DESIGN activities during Year 4 will be structured under three activities: 4) deliver mission-requested services and synthesize assessment results; 5) build project design capacity for missions including organizing and hosting a design review workshop with implementers of AET projects; and 6) provide technical assistance to mission project design.

ACTIVITY 4: Respond to mission-requested services

InnovATE will support USAID Mission/Bureau AET design as determined by opportunities and resources. In addition, we will capitalize on existing scoping investments and assessment activities by completing the synthesis of scoping assessments and reviewing AET assessment reports. Scoping missions have provided opportunities to investigate AET institutions, to learn from host-country stakeholders, to make design recommendations, and to develop potential associate awards. InnovATE has published AET assessment reports based on scoping trips once approved by the 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.

InnovATE encourages USAID Missions by providing guidance for AET investments and is prepared to design and implement statements of work (SOW) that are responsive to funded USAID mission requests. Developing the SOW for a Mission will involve listening to the country specific issues and adapting assessment tools and procedures to those unique needs.

ACTIVITY 5: Build project design capacity for missions

InnovATE has learned it is important to look beyond conventional AET models when working to create a vibrant AIS. All InnovATE assessments, project designs and policy recommendations are focused on improving effectiveness and sustainable impact. These assessments, projects and recommendations are tailored to fit the needs of the particular institution and agricultural sector addressed by missions.

Host a design review workshop for AET project leaders

In Year 4, InnovATE will host a design review workshop uniting project implementers involved in current or recently completed AET institution building projects to examine the challenges faced, success stories and lessons learned. This workshop will investigate USAID (and other donor) investments, promote interaction among selected AET project implementers, and elicit the tacit knowledge developed based on shared experiences. Output from the workshop will document the impact of AET investments and lessons learned from each of the projects, as well as system policies and institutional design recommendations for future investments in this area.

ACTIVITY 6: Provide technical assistance to mission project design

In order to provide technical assistance to missions, InnovATE encourages open dialogue with USAID missions on continued capacity development and support. Much of this activity will follow on from tasks completed in the first three years of the project.

Investigate HICD assessment challenges

A sub-committee has been formed that will assess AET assessment tools, examine conceptual models for AET assessment, and align them with monitoring and evaluation indicators. The committee will solicit information from USAID Missions about relevant indicators for USAID HICD projects focused on AET and rural workforce development to identify gaps and needs for AET assessment. 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.

Evaluate CFCN for AET design opportunities

At the end of Year 2, InnovATE issued a Call for Concept Notes (CFCN) for applications to develop discussion papers that address *Contemporary Challenges in Agricultural Education and Training*. These are literature reviews exploring creative ideas and approaches to AET system challenges. The program contributes to InnovATE's work to compile and disseminate good ideas on how to build the capacity of AET institutions. These concept papers define the state of the art in the theory and practice of AET and explore promising strategies for strengthening AET systems and institutions. In Year 4, InnovATE will publish and circulate these reviews.

Appendix B, contains a list of Year 2 activities planned under the DESIGN component. Progress in activity 4 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 6 contributes toward Custom Design Indicator D7. *AET assessment tools developed* (formerly L3).

III. TRAIN: Direct investment in Human Development

Tasks for the TRAIN component are driven by stakeholder demand and the results of the LEARN and DESIGN components. InnovATE will develop materials and workshops delivered through multimedia platforms for both short and long term trainings that can be adapted to specific audiences.

InnovATE will continue to develop online training tutorials and create supporting classroom or workshop facilitation materials to complete the learning modules. The key themes identified by InnovATE will be the focus of these modules following the overall shift in direction of the project. InnovATE will conduct training workshops at request of USAID Bureaus or Missions. TRAIN activities during Year 4 will be structured under four activities: 7) plan and conduct thematic workshops; 8) revise strategy to create training modules for USAID personnel and AET practitioners; 9) post and maintain an online database of agricultural training resources; and 10) add to AET scholarship through publication and dissemination of country and thematic studies through peer reviewed journals.

ACTIVITY 7: Plan and conduct thematic workshops

Agriculture Sector Council Seminar/Webinars and moderated online chats

The Agriculture Sector Council is Agrilinks' regular monthly seminar series. Online chats, called AskAg, are timed to precede seminars by one week, and serve as an opportunity to begin topic-relevant discussions and promote seminar attendance. The Ag Sector Council and online chats include content and information pertaining to agricultural development approaches, current USAID projects, tools and case studies. Discussions typically focus on lessons learned and implications for scale-ability and application to agriculture and food security programming.

InnovATE, with KDAD support, will design and moderate interactive online chats featuring an e-panel of experts working in each of the associated thematic areas. Specific topics will be discussed and finalized at least one month prior to the day of the online chat. These sessions will be followed by an Ag Sector Council seminar or webinar that focuses on the benefits, lessons learned, and practical how-to's for building agricultural education and training capacity in its focus countries. In Year 4, InnovATE will develop seminars and webinars in each of the three thematic focus areas. This activity will be supported directly by the blog series proposed in activity 2.

Host trainings and develop materials

During Year 4, InnovATE will develop resource materials to support short and long term training for the three focused thematic areas. Regional workshops will be conducted in various countries to address specific challenges and circumstances at the request of missions and host-country institutions. Examples of resources to be developed and workshops that can be conducted are as follows:

- Workshop at request of USAID Mission or Bureau personnel on rural workforce development, gender and AET, or pedagogy and curriculum and HICD
- Regional workshop on AET curriculum development and reform for workforce development and employers' needs

- Gender workshop lesson plans
- Gender teaching modules for tertiary agricultural education to include some classroom activities/discussion questions, suggested readings, and other resources for professors
- Other brown bags, workshops or trainings TBD

ACTIVITY 8: Revise strategy to complete AET training modules

InnovATE will continue the development of training modules for USAID designed to provide basic information about important thematic issues and challenges for AET. As with the other activities, the focus of the modules will be adjusted to fall into the three identified themes of Gender Challenges and Opportunities in AET, Rural Workforce Development and Youth and Pedagogy and Curriculum. In Year 3, InnovATE contracted with Exemplarr, a digital media solutions company, to professionally edit and package the content we deliver into the finished ADA-compliant e-learning tutorials. In Year 4, InnovATE will reexamine this process and review the initial products from Years 2 and 3 with project partners and stakeholders in order to make appropriate adjustments for modules produced in Years 4 and 5.

In addition to the creation of the training modules, in Year 4 we will prioritize the organization and development of supplemental materials to the online tutorials to ensure a complete package of resources is made available for each topic with focus on the Gender in AET as the first series. By augmenting the online content with other materials, we can create more comprehensive training modules for dissemination on our website and promotion through Agrilinks, USAID University, and other AET learning platforms. Modules targeted for development in Year 4 include:

- Spotighting career opportunities along the agricultural value chain
- ATVET role for youth workforce development
- Professional development for AET educators to introduce teaching for the value chains
- AET pedagogy to support entrepreneurship
- Revised curriculum and pedagogy for extension specialists

ACTIVITY 9: Produce a database of agricultural training opportunities

In the initial years of the project, 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 4, InnovATE will continue to add short-term agricultural training opportunities to this database. With the transition of the Community of Practice, the database will be relocated and access maintained on the improved InnovATE website.

ACTIVITY 10: Publish and disseminate results of prior studies

InnovATE will publish and disseminate results of all fact sheets, papers, reports, technical notes and case studies for use in capacity building activities. InnovATE posts all project publications through the InnovATE website and CoP and in the Agrilinks library of resources. Additionally, InnovATE aims to add to the AET scholarship through the peer-reviewed journal publications. Below is a list of articles that have already been submitted or will be prepared for submission in Year 4:

- Gender roadblocks from primary school through agricultural vocational training

- Muslim women and AET
- Student perspectives on AET in their countries of origin
- Cambodia AET analysis
- Community participatory curriculum development (CPCD) issues in secondary and higher education agricultural programs in francophone Africa
- Good practices for addressing gender issues in higher education agricultural programs

Appendix B contains a list of Year 3 activities planned under the Train component. The tasks in activity 7 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)*. Tasks in activity 8 contribute to Custom Train Indicators T3. *Training modules developed* and T4. *Number of training module users*. Activity 9 contributes to Custom Learn Indicator L1. *Number of users accessing project databases* and L2. *Total number of times database accessed*. Finally, activity 10 supports Custom Train Indicator T9. *Academic papers published*.

IV. Administrative Tasks

ACTIVITIES 11-13: Administrative tasks

Throughout Year 4 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 Virginia Tech in conjunction with the design workshop.

Appendix A: Summary Table of Performance Indicators

| Indicators* | | Actuals/Targets | | | | |
|---|---|-----------------|---------|-------------------|------|------|
| USAID/ Dept. of State Indicators | | FY13 | FY14 | FY15 [†] | FY16 | FY17 |
| | 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 |
| 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 | 166/115 | 103/165 | 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 | 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 | 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 | 6 | 4 |
| Custom Learn Indicators | L1. Number of users accessing project databases | 0/0 | 382/500 | 150 | 200 | 200 |
| | L2. Total number of times training database accessed | | 500 | 500 | 500 | 500 |
| | L3. Studies completed (background/thematic studies) | 6/7 | 7/7 | 4/7 | 6 | 3 |
| | L4. Technical notes and good practice papers disseminated | 2/3 | 10/5 | 6/6 | 8 | 8 |
| | L5. Academic papers published | 0/0 | 0/1 | 0/3 | 3 | 3 |
| Custom Design Indicators | D1. Consultancies for AET development linkages and AET support services | 2/2 | 7/4 | 2/6 | 2 | 2 |
| | D2. AET system program evaluations | 1/1 | 5/4 | 2/4 | 1 | 1 |
| | D3. AET reform and investment plans designed | 1/1 | 0/2 | 0/3 | 1 | 1 |
| | D4. Institutional linkages established with private enterprises | 5/2 | 27/6 | 11/10 | 10 | 12 |
| | D5. AET reform and investment plans implemented | 0/0 | 1/1 | 0/3 | 2 | 2 |
| | D6. AET institutions strengthened | 0/0 | 1/4 | 0/6 | 6 | 4 |
| | D7. AET assessment tools developed | 9/3 | 3/0 | 1/1 | 0 | 1 |
| Custom Train Indicators | T1. Training workshops hosted | 0/0 | 2/2 | 1/2 | 2 | 2 |
| | T2. Short term training supported for curriculum development | 0/0 | 1/10 | 0/10 | 10 | 10 |
| | T3. Training modules developed | 0/2 | 1/3 | 1/3 | 3 | 3 |
| | T4. Number of training module users | 0/0 | 0/200 | 100 | 100 | 100 |
| | T5. Total number of training module views | | | 200 | 200 | 200 |
| | T6. Policy makers trained in AET | 15/15 | 12/15 | 15 | 15 | 15 |
| | T7. Development practitioners trained in AET | 58/25 | 98/50 | 50 | 50 | 25 |
| | T8. Development professionals trained in AET | 50/20 | 56/50 | 100 | 150 | 200 |
| | T9. Regional/international symposia hosted | 1/1 | 1/1 | 1/1 | 0 | 1 |

* Grey rows = indicators to be dropped Yellow rows = new indicators

[†] FY15 actuals are provisional

Appendix B: Year 4 Activities and Tasks

| Year 4 Activities | | | | | | |
|--|--|----------------------|---|---|---|-------------------|
| No. | Task | Quarter [‡] | | | | Lead |
| | | 1 | 2 | 3 | 4 | |
| LEARN | | | | | | |
| 1. Gathering information and creating AET knowledge | | | | | | |
| 1.1 | Review and summarize literature about AET topics | | | | | All |
| 1.2 | Complete background studies/country fact sheets | | | | | Keith/TBD |
| 1.3 | Data collection on institution building for home grown entrepreneurs | | | | | Henry Q./John |
| 1.4 | Complete thematic studies | | | | | |
| 1.4.1 | ATVET for youth workforce development | | | | | Sandra/Becky |
| 1.4.2 | Business planning and entrepreneurship development in Sub Saharan African AET | | | | | Lila/Youssef/Ntam |
| 1.4.3 | Case study on institutional models for entrepreneurship development in Central America: FADCANIC/EARTH | | | | | Henry Q./John |
| 1.4.4 | Building entrepreneurship skills and opportunities in AET curriculum development | | | | | Grady/Seth |
| 1.4.5 | Revised curriculum and pedagogy for extension specialists | | | | | Grady/Kumudu |
| 1.4.6 | Self-assessment and quality control for AET institutions | | | | | Keith |
| 1.4.7 | Additional thematic studies TDB | | | | | TBD |
| 1.5 | Complete technical briefs and good practice papers | | | | | |
| 1.5.1 | Supporting gender equity in agricultural education and training programs and institutions | | | | | Deanna/Paige |
| 1.5.2 | Encouraging girls in higher education agricultural programs | | | | | Deanna/Paige |
| 1.5.3 | Building entrepreneurship skills and opportunities in AET curricula | | | | | Grady/Seth |
| 1.5.4 | Revised curriculum and pedagogy for extension specialists | | | | | Grady/Kumudu |
| 1.5.5 | Incubating entrepreneurship skills and opportunities in agricultural secondary schools: Case of LTAEB, Senegal | | | | | Youssef/Lila/Ntam |
| 1.5.6 | Use of syllabi for student-centered learning in Senegalese AET | | | | | Lila/Henry/Ntam |
| 1.5.7 | Integrating STEM pedagogy MENA | | | | | Merrie/Khaled |
| 1.5.8 | Integrating STEM pedagogy East Africa | | | | | Johanna/George |
| 1.5.9 | Technical briefs and good practice paper(s) TBD | | | | | TBD |
| 1.6 | Connect and collaborate with AET practitioners around the world | | | | | Keith |

[‡] Shaded quarter = period of task execution

| Year 4 Activities | | | | | | |
|---|--|----------------------|---|---|---|-------------------|
| No. | Task | Quarter [†] | | | | Lead |
| | | 1 | 2 | 3 | 4 | |
| 2. Engage with global audience and make AET knowledge accessible | | | | | | |
| 2.1 | Develop/update generic outreach communications to USAID to share AET knowledge | | | | | Keith/Merrie |
| 2.2 | Develop and expand InnovATE's presence in social media platforms | | | | | Merrie |
| 2.3 | Develop AET posters/InnovATE posters | | | | | Merrie/Johanna |
| 2.4 | Translate InnovATE handouts into target languages as requested | | | | | TBD |
| 2.5 | Agrilinks Blogs | | | | | Merrie |
| 2.5.1 | InnovATE Introduction and Context (2 posts) | | | | | Keith/Merrie |
| 2.5.2 | Gender mainstreaming/Tips and Tools (3 posts) | | | | | Deanna; Lila/Ntam |
| 2.5.3 | ATVET for youth workforce development/Tips and Tools (3 posts) | | | | | Sandra/Becky |
| 2.5.4 | Pedagogy and curriculum/Tips and Tools (3 posts) | | | | | Grady; Lila/Ntam |
| 3. Transition AET community of practice to Agrilinks community | | | | | | |
| 3.1 | Establish InnovATE presence within Agrilinks community | | | | | Merrie |
| 3.2 | Maintain InnovATE website as knowledge sharing platform | | | | | Merrie/Johanna |
| DESIGN | | | | | | |
| 4. Respond to mission requested services | | | | | | |
| 4.1 | Scoping synthesis | | | | | Keith/Merrie |
| 4.2 | Scoping assessment trips | | | | | TBD |
| 4.3 | AET assessment reports | | | | | TBD |
| 5. Build project design capacity for missions | | | | | | |
| 5.1 | Design review workshop with AET project leaders | | | | | Keith |
| 6. Provide technical assistance to mission project design | | | | | | |
| 6.1 | Investigate HICD assessment challenges | | | | | Nikki |
| 6.1.1 | Survey of missions | | | | | Nikki/Lia |
| 6.1.2 | Report of survey findings | | | | | Nikki |
| 6.2 | Evaluate CFCN for AET design opportunities | | | | | Keith/TBD |
| TRAIN | | | | | | |
| 7. Plan and conduct thematic workshops | | | | | | |
| 7.1 | Host trainings and develop materials | | | | | |
| 7.1.1 | Workshop at request of USAID Mission or Bureau personnel on rural workforce development, gender and AET, or pedagogy and curriculum and HICD | | | | | Keith/TBD |
| 7.1.2 | Regional workshop on AET curriculum development and reform for workforce development and employers' needs | | | | | Sandra/TBD |

| Year 4 Activities | | | | | | |
|--|---|----------------------|---|---|---|---------------|
| No. | Task | Quarter [†] | | | | Lead |
| | | 1 | 2 | 3 | 4 | |
| 7.1.4 | Gender workshop lesson plans | | | | | Deanna/Paige |
| 7.1.5 | Gender teaching materials for tertiary agricultural education | | | | | Deanna/Paige |
| 7.1.6 | Other workshops or trainings TBD | | | | | TBD |
| 7.2 | Host AET Webinar via Agrilinks | | | | | |
| 7.2.1 | Online chat/Seminar: ATVET for youth workforce development | | | | | Sandra/Becky |
| 7.2.2 | Online chat/Seminar: Pedagogy and curriculum | | | | | Grady |
| 7.2.3 | Ag Sector Council Webinar | | | | | Keith/TBD |
| 8. Revise strategy to complete AET training modules | | | | | | |
| 8.1 | Career opportunities along the agricultural value chain | | | | | Deanna/Paige |
| 8.2 | ATVET for youth workforce development | | | | | Sandra/Becky |
| 8.3 | Professional development for AET educators to introduce the idea of teaching for the value chains | | | | | Sandra/Becky |
| 8.4 | AET pedagogy to support entrepreneurship | | | | | Grady/Seth |
| 8.5 | Revised curriculum and pedagogy for extension specialists | | | | | Grady/Kumudu |
| 9. Produce a database of agricultural training opportunities | | | | | | |
| 9.1 | Transition existing database to new platform | | | | | Amado/Merrie |
| 9.2 | Continue to update and maintain database | | | | | TBD |
| 10. Publish and disseminate results of prior studies | | | | | | |
| 10.1 | Gender roadblocks from primary school through agricultural vocational training | | | | | Becky |
| 10.2 | Muslim women and AET | | | | | Nargiza |
| 10.3 | Student perspectives on AET in countries of origin | | | | | Kristal/Becky |
| 10.4 | Cambodia AET | | | | | Tom G. |
| 10.5 | CPCD issues in secondary and higher education agricultural programs in francophone Africa | | | | | Ntam/Lila |
| 10.6 | Good practices for addressing gender issues in higher education agricultural programs | | | | | Emily |
| 11. Reporting | | | | | | |
| 11.1 | Prepare semi-annual report | | | | | Johanna |
| 11.2 | Prepare annual report | | | | | Johanna |
| 11.3 | Prepare quarterly financial reports | | | | | Denise |
| 12. Plan and conduct two meetings of the Program Advisory Council (PAC) | | | | | | |
| | | | | | | Johanna/Keith |
| 13. Partners meeting | | | | | | |
| | | | | | | Keith |