



USAID
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innovATE

Innovation for Agricultural Training and Education

Annual Report

Year 2

October 1, 2013 – September 30, 2014

USAID/BFS/ARP-Funded Project

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Innovation for Agricultural Training and Education

Annual Report

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InnovATE is supported by a grant from USAID and managed by Virginia Tech's Office of International Research, Education, and Development (OIREd). This project was made possible by the United States Agency for International Development and the generous support of the American people through USAID Cooperative Agreement No. AID-OAA-L-12-00002.

For more information about the InnovATE project and other publications visit our website at <http://www.oired.vt.edu/innovate> or join the discussion in our Community of Practice at www.innovate-community.oired.vt.edu. Contact us at innovateprogram@vt.edu or call 540-231-1875.

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InnovATE Mission

The mission of the InnovATE project is to cultivate the human and institutional capacity necessary for developing countries to promote rural innovation needed to achieve sustainable food security, reduce poverty, conserve natural resources and address other rural problems. This capacity relies largely on in-country agricultural education and training programs and institutions to be cost-effective, sustainable, and relevant.

InnovATE Objective

The project objective for InnovATE is to define and disseminate good practice strategies, approaches, and investments for establishing efficient, effective and financially sustainable agricultural education and training institutions and systems. InnovATE supports country programs for agricultural education and training reform and investment.



Mount Ararat in Turkey towers over nearby Armenia

Message from the Director

“This is an exciting time for InnovATE and our stakeholders.”



In a world where one in eight people is chronically hungry, agricultural education and training is becoming increasingly vital to global food security. Despite this fact, many countries lack the resources necessary to improve their agricultural education and training programs. Innovation for Agricultural Education and Training (InnovATE) was created to address this problem.

The InnovATE program's mission is to cultivate the human and institutional capacity necessary for developing countries to achieve sustainable food security, reduce poverty, conserve natural resources and address other rural problems.

InnovATE is a demand driven project poised to help agricultural education and training stakeholders worldwide at the request of USAID missions. Our project scope is broad, enabling us to work on a variety of issues which affect agricultural education and training practitioners across the globe.

This year our experts' research ranged from assessing water conservation efforts in Jordan and building youth workforce development in Nicaragua to overcoming gender barriers in Cambodia and more. These opportunities have enabled us to expand InnovATE's impact around the world and accumulate new findings about best practices in agricultural education and training.

We have developed an online Community of Practice for agricultural education and training stakeholders to help disseminate the results of our findings and create a space for dialogue on pressing issues facing this community.

As our second year comes to a close, our program continues to grow. This year we have responded to requests from nine USAID missions to develop scopes of work. We conducted research in eight countries and produced four assessment reports for USAID missions.

In Year Three we are poised to begin work in Armenia with the International Center for Agribusiness Research and Education (ICARE) and USAID-Armenia. We are also preparing to expand our reach into other countries such as Tajikistan and Honduras. This is an exciting time for InnovATE and our stakeholders.

More than ever I am grateful for the opportunity to be part of this important project. I remain certain that InnovATE is, and will continue to be, a powerful vehicle for advancement and building capacity in agricultural education and training.

Sincerely,

A handwritten signature in black ink, which appears to read "A.L. Hammett". The signature is written in a cursive, flowing style.

Dr. A.L. "Tom" Hammett



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Executive Summary

This annual report provides a summary of progress of Innovation for Agricultural Training and Education (InnovATE) project activities during the period October 1, 2013 through September 30, 2014 - InnovATE's second year of implementation. The InnovATE team is a consortium of Virginia Tech (VT), The Pennsylvania State University (PSU), Tuskegee University (TU) and the University of Florida (UF).

To improve transparency between the FY14 work plan and this semi-annual report, these two reports share the same organization. Innovate reporting documents are organized according to InnovATE's three components: **LEARN**, **DESIGN**, and **TRAIN**. During this reporting period, InnovATE implemented activities in all three components. Please note that outputs mentioned throughout this report are available on the InnovATE website at <http://www.oired.vt.edu/innovate/> or the InnovATE Community of Practice at <https://www.innovate-community.oired.vt.edu/welcome>.

InnovATE made substantial progress during the project's second year. Under the **LEARN** component, InnovATE contributed to the better understanding of agricultural education and training (AET) practices by completing a variety of AET information gathering and knowledge creation activities. A RFA was developed and released which will award up to 10 small grants to proposals for research on rural workforce development, youth development, leadership and institutional change, and the ag-nutrition interaction. In response to USAID requests, InnovATE submitted assessment reports of the AET landscape in Uganda, Jordan, Cambodia, Nicaragua and DRC to USAID missions. The program also completed the development of its online Community of Practice—a knowledge sharing platform for AET stakeholders. The site currently has 215 members recruited in the first six months since the site launch. InnovATE continued to integrate gender research into project activities. For example, partners conducted gender research to identify constraints and opportunities for increasing women's participation in AET in Mozambique.

Under the **DESIGN** component, InnovATE responded to USAID mission requests for AET project design services. Over the course of Year 2 InnovATE communicated with nine USAID missions—Jordan, Democratic Republic of Congo, Uganda, Nicaragua, Cambodia, Indonesia, Mali, Honduras, and Tajikistan—to help them draft statements of work for AET project design tasks. Five scoping trips were conducted during Year 2: Jordan (November 2013), Uganda (November 2013), Cambodia (January 2014), Nicaragua (March-April 2014), and the Democratic Republic of Congo (August 2014). The project also received an associate award to work in Armenia with the International Center for Agribusiness Research and Education (ICARE) and USAID-Armenia.

Under the project's **TRAIN** component, InnovATE continued the development of training modules for USAID designed to provide basic AET information. InnovATE also developed a three day training course for USAID mission staff in partnership with FHI360 on rural workforce development focusing on agricultural, education and economic growth issues. The project completed the development of an online short-term training database. To date the database has garnered over 2,500 page views. The project also published 24 reports in Year 2. Overall, the Design and Train activities have gained momentum and increased their impact during Year 2 as the project compiles and makes available the information and good practices gathered in Year 1 under InnovATE's Learn component. The following report is a representation of our accomplishments under each component

Please contact InnovATE program coordinator Johanna Cricenti at innovateprogram@vt.edu with questions or suggestions.

Learn

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

ACTIVITY 1: Gathering information and creating AET knowledge

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

The InnovATE consortium continued to review literature
about AET topics to include in an online AET bibliography.
Literature on the following countries and topics were
submitted:

- Democratic Republic of Congo (DRC)
- Honduras
- Indonesia
- Jordan
- Mali
- Mozambique
- Nepal
- Nicaragua
- Rwanda
- Tajikistan
- Uganda
- AET practices in
post-conflict
environments
- Muslim women in
AET
- AET institution
directories
- Mentoring in AET

Conduct gender research exercises

InnovATE conducted gender/AET research
exercises in Mozambique during Q2. Dr. Emily Van
Houweling of Virginia Tech visited UniZambeze,
UniLurio and Eduardo Mondlane Universities
during March 10- 21, 2014.

The objective of the research was to understand
gendered perceptions of agriculture, students'
motivations and decision making processes related
to the different disciplinary tracks they pursue, and
the challenges boys and girls face completing
secondary school and entering higher education.
The researchers conducted involved interviews
with male and female students, faculty members,
and practitioners in institutions of higher
education.

A full report of the data collection trip was initiated
in Q2 and reviewed by InnovATE and shared with
USAID and other stakeholders in Q3. The report is
available on the [InnovATE website](#) and at our
[Community of Practice](#).



Dr. Maria Elisa Christie discusses gender issues during her research with women farmers in Uganda

Conduct regional activities to gather AET information

InnovATE developed and released an RFA for concept papers in FY14. The RFA has two stages. The first stage will award up to 10 small grants to proposals for research on rural workforce development, youth development, leadership and institutional change, and the ag-nutrition interaction. The second stage will fund up to 3 of these studies for in-depth examinations.

In following this model, InnovATE will broaden our network of professionals and practitioners in AET and invite new ideas into the discussion. We anticipate that interest in AET will be developed for young scholars around the world. The RFA will also help InnovATE set priorities for future AET research.

The RFA was issued in August 2014. The [call for submissions](#) was distributed through the PAC, the InnovATE team, listservs, and contact lists. Selections were made in September 2014. Awards will be given in October 2014.

Complete background studies/fact sheets of AET systems and good practices

InnovATE continued to develop background studies and fact sheets of AET systems and good practices. 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 completed in Year 2 include:

- [Armenia](#)
- [Nicaragua](#)
- [Jordan](#)
- [DRC](#)
- [Tajikistan](#)
- [Honduras Garifuna Addendum](#)
- [Mozambique](#)

Fact sheets are a short synopsis of background studies. Fact sheets completed in Year 2 include:

- [Honduras Factsheet](#)
- [Nepal Factsheet](#)
- [Armenia Factsheet](#)
- [Jordan Factsheet](#)
- [Nicaragua Factsheet](#)

Complete data collection trips for case studies

The InnovATE team carried out trips early in Year 2 to gather data on AET systems by conducting initial visits to AET institutions and preliminary interviews with AET stakeholders. Data collection trips undertaken included:

- Nepal, November 30-December 4, 2013
- Mali, January 16-January 29, 2014
- Mozambique, March 10- 21, 2014

Tuskegee University completed the case study on post-conflict AET in Mali. The focus of this study is on the ability of AET institutions to function in the post-conflict situation. These institutions face challenges such as disruption of the academic calendar, teaching and financial flows; change in the composition of student body; prospects of hiring and securing resources; the importance of the gender issue and the regional factor. Northern Mali has been subject to turmoil and is a source of continuous national and international concerns. The case study assesses the impact of the 2011-2013 crisis on the agricultural education and training system in Mali.



A woman working in Jordan's agriculture sector maintains irrigated tomato plants

Complete topical fact sheets

InnovATE developed topical fact sheets in Year 2. Information gathered and lessons learned during the creation of background or thematic studies are condensed into fact sheets to be used as concise resources. The following topical fact sheets were completed by InnovATE in Year 2:

- [Agricultural and Youth Development](#)
- [Good Practice: Elements of Reasoning](#)
- [Good Practice: Using Communities of Practice in AET](#)
- [Good Practice: Information and Communication Technology in AET](#)



The manager of Ritter Sports new cacao plantation in Nicaragua discusses plant propagation in the company nursery

Complete thematic studies

InnovATE continued to develop thematic studies in Year 2. Thematic studies examine key topics in agriculture education and training across geographic boundaries. The purpose of these studies is to examine AET circumstances through an interdisciplinary lens at the intersection of selected focus topics with the highest level of interest. The following thematic studies were completed/initiated by InnovATE in Year 2:

- [Challenges and Opportunities for AET in Post-Conflict Sub-Saharan Africa](#)
- A thematic study of curriculum reform models and best practices under USAID's former CRSPs/Innovation Labs is undergoing review.

- A thematic study of Muslim women in AET is undergoing review.
- A thematic study based on information gathered during focus-groups with AET students was initiated.

Complete AET assessment reports

InnovATE developed assessment reports during Year 2. Assessment reports are reports of on the ground activities during scoping trips that examine specific AET institutions and systems, which apply assessment tools and other methods that adapt good practices to provide project design guidance. These reports identify gaps in the human and institutional capacity of in-country AET systems. InnovATE completed the following assessment reports during Year 2:

- [AET assessment report for Uganda](#)
- [AET assessment report for Jordan](#)

InnovATE initiated the following assessment reports during Year 2:

- AET assessment report for Nicaragua
- AET assessment report for DRC
- AET assessment report for Cambodia

Complete Data Collection Trip Reports

InnovATE develops data collection trip reports based on information gathered during data collection visits. Data collection trip reports completed during Year 2 include:

- [Data collection trip report on Mali](#)
- [Data collection trip report on Nepal](#)
- [Data collection trip report on Mozambique](#)

These studies can be found on the [innovATE website](#) and the [innovATE Community of Practice](#).

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

During Year 2, the InnovATE program developed linkages and conducted outreach activities, expanded the program's network of U.S. collaborators, and presented the results of work. The following related activities were undertaken by InnovATE during Year 2:

- *ECHO-Asia Biannual Conference*—Dr. Rick Bates of Penn State presented at the conference in Chiang Mai, Thailand, October 2-4, 2013.
- *Third International Conference on Extension Educational Strategies for Sustainable Agricultural Development – A Global Perspective*—Dr. Rama Radhakrishna of Penn State presented at the conference in Bangalore, India, December 6-8, 2013.
- *Innovation of University Education in Agriculture and Natural Resources in Andean Countries Conference*—Dr. Grady Roberts and Dr. Amy Harder of the University of Florida presented a poster on InnovATE at the conference in Lima, Peru, October 15-14, 2013.
- *Fourth International Conservation Agriculture Conference*—Dr. Tom Hammett of Virginia Tech conducted a workshop to identify challenges to developing AET capacity at the conference in Battambang, Cambodia, December 9-13, 2013.
- *Global Forum for Innovations in Agriculture Expo*—Dr. Khaled Hassouna and John Mitchell, InnovATE research scholar, of Virginia Tech presented papers and hosted an information booth to recruit collaborators in the Middle East, Abu Dhabi, United Arab Emirates, February 3-5, 2014.
- *Dean's Forum on Global Engagement*—Dr. Tom Hammett, Johanna Cricenti, and Edin Simms presented a poster on InnovATE at the Forum in Blacksburg, VA, March 25-27, 2014
- *2014 AIAEE Meeting* – Dr. Nicola Kernaghan of University of Florida and Dr. Donna Westfall-Rudd of Virginia Tech presented on the InnovATE Community of Practice at the meeting in Miami, FL, April 28 -May 1, 2014. Dr. Rama Radhakrishna of Penn State University presented on the findings from the InnovATE data collection trip to Nepal.
- *AIARD 50th Annual Meeting*—Dr. Tom Gill of Penn State and Dr. Tom Hammett of Virginia Tech participated in the in meeting in Washington, D.C., June 1-3, 2014, and networked with over 100 international agricultural development professionals.
- *2014 NACTA* – Dr. Tom Hammett of Virginia Tech presented a paper and poster in Bozeman, MT, June 25-28,2014.
- *2014 Association of Extension Administrators, Association of Research Directors, and 1890 Deans Meeting* — Ntam Baharanyi of Tuskegee University presented on the InnovATE Community of Practice at the meeting in Charleston, SC, January 27-30, 2014.
- *50th Caribbean Food Crops Society Meeting* — Ntam Baharanyi and Conrad Bonsi of Tuskegee University shared information and promoted InnovATE and Community of Practice at the meeting in St. Thomas, USVI, July 7-11, 2014.
- *2014 RUFORUM Meeting* – Dr. Tom Hammett, Dr. Kurt Richter, Dr. Rick Rudd and Dr. Emily Van Houweling of Virginia Tech and Dr. Sandra Russo of the University of Florida conducted side events at the meeting in Mozambique, July 21-25, 2014.

Innovate has been actively engaging the AET community – including those attending the Africa Science Week 2013 in Ghana



Develop and/or refine analytical tools (supply, demand, landscape, ICT, assessment planning)

In Q2 a working group for InnovATE's gender tool development strategy was created. The group developed the following InnovATE scoping tools to include questions regarding gender barriers in AET institutions:

- [Gender Focus Group Questions for Students](#): a set of attitudinal and behavioral questions for students to characterize student perspectives on gender equality in agriculture.
- [Gender Focus Group Questions for Faculty and Staff](#): a set of attitudinal and behavioral questions to characterize staff perspectives on gender equality in agriculture.
- [Gender Focus Group Consent Form Example](#)
- [Gender Scoping Questions](#)

ACTIVITY 2: Making AET information accessible to a global audience

Develop/update generic outreach communications to USAID to share AET knowledge

InnovATE updated the following handouts:

- [Supply and Demand Handout](#) which illustrates InnovATE's goal of bridging the gap between the supply of trained agricultural professionals and the demand for skilled employees
- [Program Summary](#) which describes for USAID Mission personnel InnovATE's focus and funding alternatives

- [Program Overview, created for general stakeholders](#), which simplifies InnovATE's goals and areas of work for into succinct bullet points
- [Program Flow Chart](#) which depicts connections between all InnovATE activities
- [Program Talking Points, created for general stakeholders](#), which gives general talking points to use as guidance for describing the InnovATE program
- [Program Talking Points, created for USAID audience](#), which gives general talking points to use as guidance for describing the InnovATE program

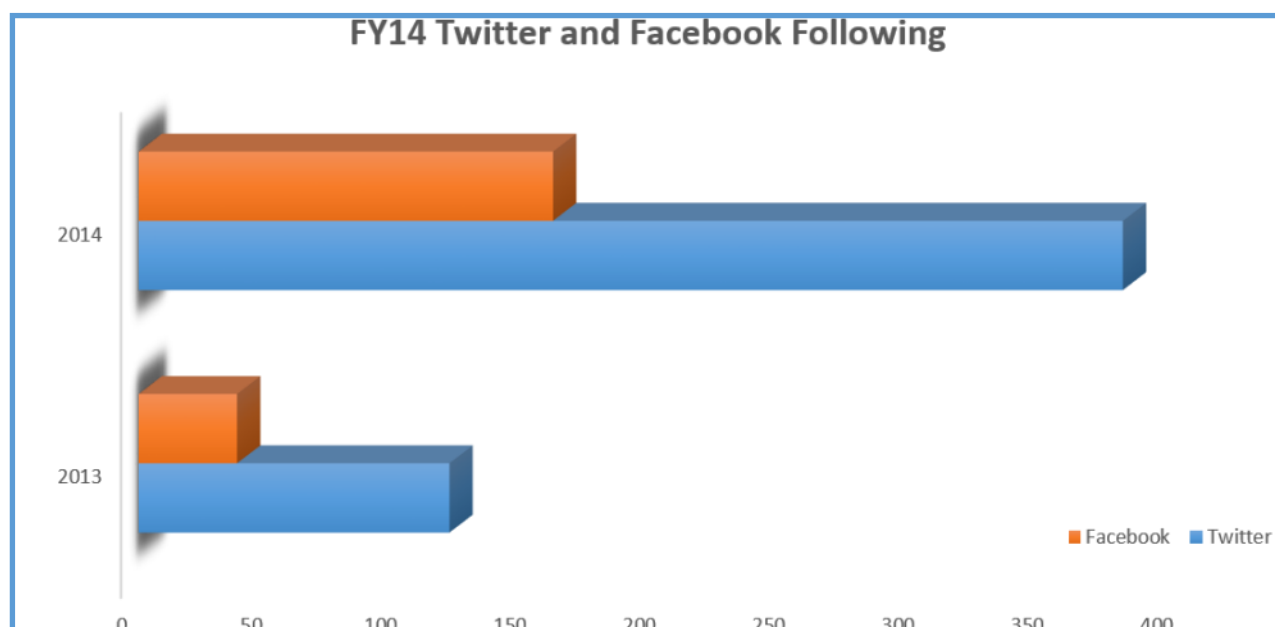
Develop and expand InnovATE's presence in social media platforms

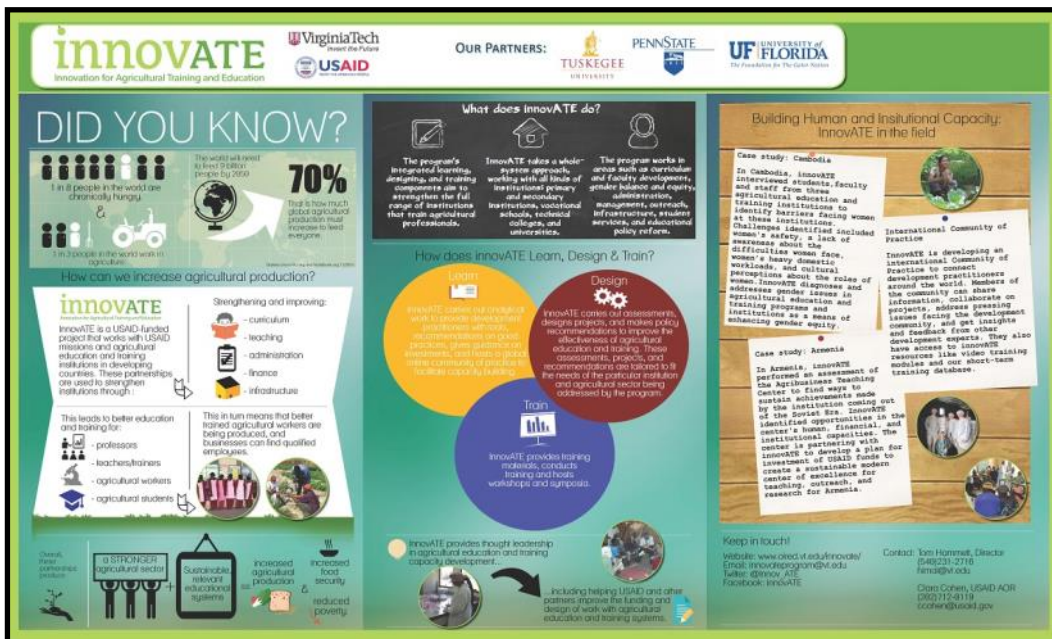
InnovATE has developed a strong social media strategy to increase program visibility and share relevant content with a larger audience.

InnovATE now has a [featured activities page](#) on the Agrilinks website.

[InnovATE's Flickr account](#) is becoming an increasingly valuable interface for InnovATE partners to share photos from on-the-ground scoping activities.

On [Twitter](#) the project's followers increased from 120 at the end of FY13 to 380 in FY14. On [Facebook](#) the project's "likes" increased from 38 in FY13 to 160 in FY14.





Develop AET posters/ InnovATE posters

During the second quarter, all partners contributed to the development of an [InnovATE poster](#). The poster was created to use at conferences and events to share information about the InnovATE program in a visually appealing and accessible way.

Maintain the InnovATE website

The [InnovATE website](#) continues to serve as a main knowledge sharing platform for the program. Users can access news stories, project papers, event information, and more. In FY14 there was an increase of website page visits, which rose by 567% since the start of FY14. Unique visitors to the site increased from 471 to 2,866– a 508% increase.

Translate InnovATE handouts into French and or Spanish

During Year 2, InnovATE translated the following documents into French (courtesy of Dr. Suchet Loois) and Spanish (courtesy of Dr. Claudia Rojas and Dr. Nicole Webster):

- [Supply and Demand - French](#)
- [Program Summary - French](#)
- [Program Overview- French](#)
- [Talking Points - French](#)

Making AET knowledge accessible

During the second quarter, Dr. Melanie Miller-Foster at Pennsylvania State University re-designed and co-taught “AEE 400 Educational Programs in Agriculture for Developing Countries” a senior-level undergraduate class to build capacity of PSU students in agricultural education systems in developing countries.

Throughout the year InnovATE released quarterly newsletters to its listserv with over 900 members. The news articles kept readers informed on current InnovATE activities and highlighted AET professionals and their concerns in interview pieces. The news articles are available on the [InnovATE website](#) and the [Community of Practice](#).



Innovate has been working in Cambodia to help determine how best to increase farmer's income through new technologies – including these participants in the SANREM program near Battambang

WELCOME TO THE INNOVATE COMMUNITY

Join us in collaborating to improve the productivity of the agricultural workforce at all levels, through training and education.

Join the Conversation!

Register Now!

[Join the AET Community of Practice](#)

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

Implement community of practice to gather and share AET training knowledge

During the first and second quarters, all partners participated in weekly conference calls on Mondays from 12pm to 1pm EST with the consulting group 7Summits and Virginia Tech in order to develop the [InnovATE Community of Practice](#). This development included visioning of audience, features, capabilities, preferences, scope, branding, layout and marketing. 7Summits aided the team in creating a web interface that is easy to use, visually appealing and meets the needs of agricultural education and training professionals. In Q3 the website went live and promotional efforts began. In Q3-Q4 moderators for the community discussion pages were identified.



Working with the ERA Project in Senegal, Innovate has utilized participatory methods to help ensure that stakeholders are included in efforts to develop curriculum that meets current needs

Develop interest and participation in AET community of practice

The team developed a plan for a staged rollout of the InnovATE Community of Practice (CoP). The first stage of the rollout targeted InnovATE consortium partners for registration. The second phase was developed to engage the wider AET community. In order to gain maximum visibility, the team created a special edition newsletter, a USAID press release, a Virginia Tech press release, a [blog entry](#) for the Agrilinks website, and a customized social media campaign. Partners also shared the Community of Practice information and link through all known relevant listservs. To date there are 215 registered users in the CoP.

In addition to the above effort, a professional development session at the annual conference of the Association for International Agricultural and Extension Education (AIAEE) was held in April 2014. This conference was chaired by Dr. Grady Roberts (UF) and involved a presentation on the new AET community of practice by Dr. Donna Westfall-Rudd (VT) and Dr. Nicola Kernaghan (UF). In FY14, 215 (111 female, 97 male and 2 not identified) joined the Community of Practice. Seventy percent of the community provided geographic data as follows: 46% in Africa, 45% in U.S., 5% in Asia and the remainder in Europe/Eurasia/Middle East. One example of the CoP at work follows:

Dana James, Penn State graduate, who worked with innovATE in summer 2013 on the Cambodia country study has been hired by Insight to work on the USAID FTF-KDAD project, starting in September. The position was posted on the InnovATE CoP in June.

Design

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

ACTIVITY 4: Build project design capacity for missions (conduct scoping trips)

In response to prior expressions of interest by the respective missions, InnovATE conducted scoping trips in Year 2. These scoping visits provided opportunities to visit AET institutions, conduct interviews with AET stakeholders, supplement country assessments, and develop potential associate awards. The following scoping visits and related activities were conducted in FY14:

Jordan

A team of university faculty and specialists from Virginia Tech, University of Florida (scoping trip lead), and University of California-Davis spent three weeks on a scoping trip in Jordan conducting an assessment from November 1 – 18, 2014. The team included Dr. Sandra Russo (team leader), Dr. Nicola Kernaghan, and Dr. Samira Daroub of the University of Florida; Dr. Tom Hammett and Dr. Khaled Hassouna of Virginia Tech; Dr. James Hill and Dr. Nicholas Madden of UC Davis; and Lindsey Parish of USAID.

The visit focused on one of the key components of USAID/Jordan's work in essential public services including sustainable agriculture and water management. The team sought information on AET in Jordan to: (1) conduct a situational analysis of the current agricultural education and training systems in Jordan, (2) identify employment demands, especially in extension and technology transfer in the agricultural sector, and (3) identify any skill gaps as perceived by both employers and educational institutions.

In April 2014, Dr. Sandra Russo presented recommendations from the scoping trip findings to the USAID Jordan Mission, along with a revised scoping assessment report.

Uganda

During the week of November 25-29, 2013, the InnovATE scoping team, which consisted of Dr. Keith M. Moore, Dr. Dan Taylor and Dr. James Anderson of Virginia Tech and Karen Duca of USAID-Washington, facilitated dialogue and joint learning to determine the challenges and opportunities within the Department of Agribusiness and Natural Resource Economics (DANRE) programs. The purpose was to design a feasible strategy to up-grade and enhance DANRE graduate and undergraduate programs so that they are more responsive to the needs of policy makers, agribusiness employers and entrepreneurs throughout the Ugandan agricultural sector.

This scoping visit focused on the critical issues affecting the supply and demand for agribusiness professionals, entrepreneurs, and policy analysts through interviews and data collection with a wide range of stakeholders.

Cambodia

The scoping visit to Cambodia, which occurred January 13-24, 2014, was conducted by Dr. Ricky Bates of Penn State (scoping trip lead), Mr. Vincent Ricciardi (PSU), and Dr. John Dirkx, Dr. Ajit Srivastava, and Dr. Reitu Mabokela of the Global Center for Food Systems Innovation (GCFSI) at Michigan State University. Bill Bradley (USAID-Cambodia) and his team, along with Dr. Murari Suvedi (MSU), helped to facilitate the scoping. Susan Owens (USAID-BFS) joined the scoping team from Washington.

The scoping visit confirmed a significant opportunity to develop a joint InnovATE-GCFSI-USAID Cambodia project, based upon Cambodia's AET capacity building needs and priorities. The USAID Cambodia mission has expressed interest in developing a pilot project around the theme of establishing a center of excellence in commercial horticulture at the Royal University of Agriculture in Phnom Penh.

Nicaragua

At the request of USAID/Nicaragua, the InnovATE project conducted a scoping trip to Nicaragua during March 21-April 9, 2014. Team members included Dr. Nicole Webster of Penn State (scoping trip lead); Dr. Thomas Grady Roberts and Dr. Nicola Kernaghan of University of Florida; Dr. Tom Hammett and Dr. Henry Pineda Quesada of Virginia Tech; Dr. Raymon Shange of Tuskegee University; and Clara Cohen of USAID.

The InnovATE scoping visit focused on assessing the current and future demand for vocational training for youth. The team took an asset-based approach using focus groups, interviews, and other means of gathering stakeholder input. InnovATE engaged with staff and administrators from higher education institutions, vocational training facilities, NGOs, non-formal educational organizations, small and medium agribusiness employers, and various donor agencies.

The Democratic Republic of Congo

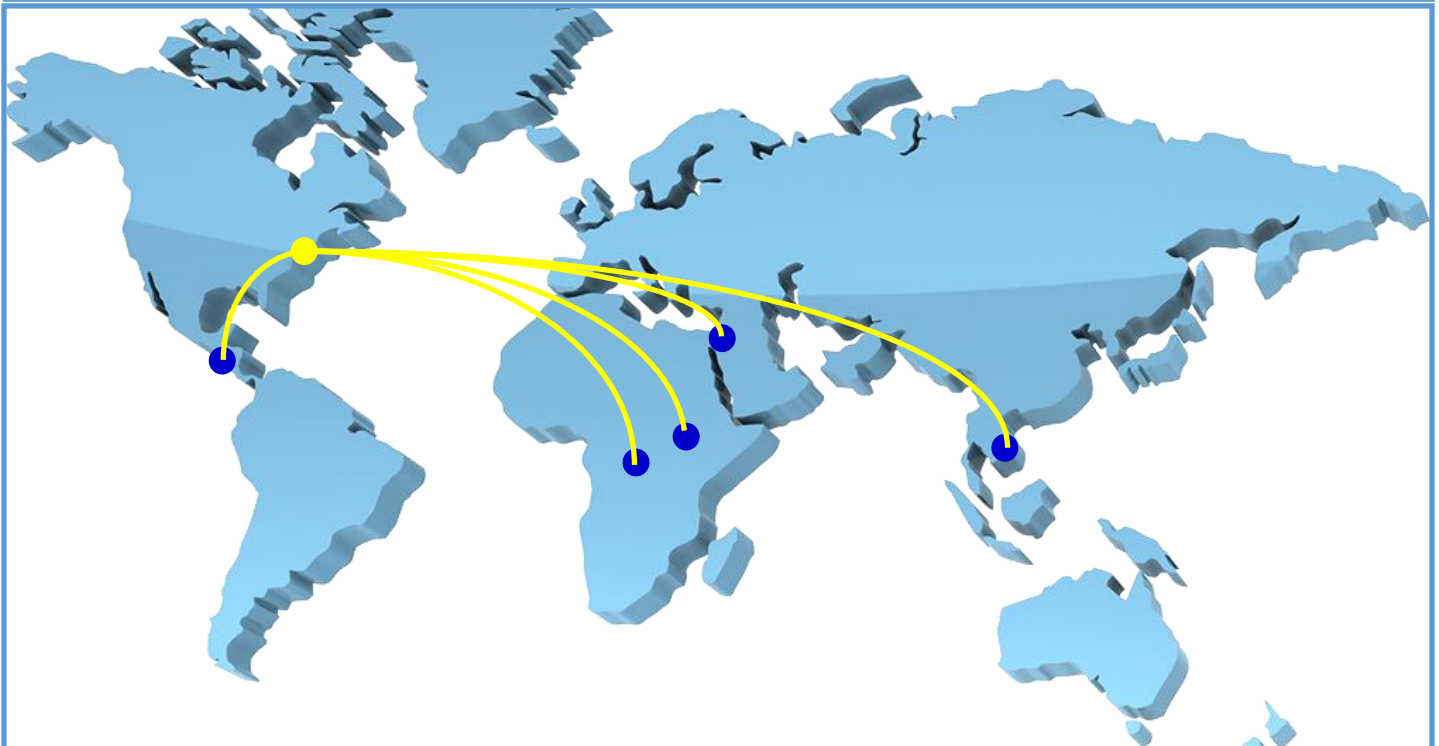
At the request of USAID/The Democratic Republic of Congo, the InnovATE project conducted a scoping trip during August 6-27, 2014. Team members included Dr. Keith Moore of Virginia Tech, Dr. Emily Van Houweling of Virginia Tech, and Dr. Ntam Baharanyi of Tuskegee University and Karen Duca of USAID.

The purpose of the mission was to conduct an assessment of the technical and vocational education and training system to enable possible microenterprise investments in Katanga province. The objectives of the assessment were to:

- Describe the primary human capital needs and potential for microenterprise development including the informal sector,
- Assess the current status of the vocational education system in Katanga, and
- Propose possible project designs or activities that could achieve USAID's stated

SCOPING VISITS CONDUCTED IN FY14 :

Jordan, Uganda, Cambodia, Nicaragua, Democratic Republic of Congo



In Armenia our scoping team interviewed food processors to determine ways USAID and our partner the ATC can best meet the needs for trained manpower



ACTIVITY 5: Draft statements of work for mission-requested services

Statements of work drafted upon mission request

In order to support AET systems analysis, InnovATE developed statements of work (SOWs) for scoping visits as requested by USAID missions. SOWs include a background and purpose statement, methodology and identified objectives, outputs and proposed structure for the proposal.

In Q1, University of Florida drafted a SOW for the mission in Jordan. Tuskegee University developed a SOW for a scoping trip to the Democratic Republic of Congo. Virginia Tech developed and submitted a SOW for a scoping trip to Uganda. In Q2, Penn State University, in collaboration with University of Florida and Virginia Tech, drafted a SOW for Nicaragua. Penn State also drafted a SOW for its scoping trip to Cambodia. In Q3, Tuskegee University developed a draft concept note for future InnovATE work in Mali. In Q3 a SOW was developed for Indonesia at the request of the mission. In Q4, Virginia Tech drafted a SOW for the mission in Tajikistan. University of Florida developed a SOW for a scoping visit in Honduras.

ACTIVITY 6: Provide technical assistance to missions' project design

Model exercise of curriculum development conducted in Senegal

During Q3, Tuskegee University conducted a model Community Participatory Curriculum Development in Senegal. The exercise was conducted with the Université Assane Seck de Ziguinchor, Lycée Technique Agricole Emile Bignona, Centre Eaûx et Forêts, and the Centre de Formation Professionnelle Horticole. The exercise focus was on small and limited resource farmers in Ziguinchor/Basse Casamance. Outputs from this exercise include a case study and documentary highlighting methods for forming public/private partnerships and facilitating cooperation between multiple local institutions.

Armenia

In Q1 and Q2 InnovATE continued to work with the International Center for Agribusiness Research and Education (ICARE) and USAID-Armenia to develop a proposal for InnovATE to work in Armenia. During Q2 a technical and financial proposal was submitted by InnovATE to USAID-Armenia. In Q3 these proposals were accepted and InnovATE received an associate award to work with ICARE in Armenia. Virginia Tech has hired Dr. Angela Neilan to oversee the implementation of the project in Year 3.



In Cambodia, innovATE is collaborating with the SANREM Project to meet the needs of small vegetable growers for access to markets, and appropriate technology

Train

Direct Investment in Human Development

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

Complete fact sheet on student career and academic mentoring

InnovATE created a fact sheet on student career and academic mentoring. The fact sheet gives a general overview of what is student career and academic mentoring, why it is important, identifying challenges to mentoring, and developing a culture of mentoring at an institution. The factsheet is available on the [InnovATE website](#).

Develop a list of indicators for AET HICD programs.

University of Florida initiated a literature review to identify indicators for AET HICD programs. Jessica Childers of University of Florida was assigned responsibility for this task. Background material was uploaded to the VT Scholar site.

Our symposium helped test new methods to determine current needs for global AET capacity development and engaged several new partners for innovATE and USAID



ACTIVITY 8: Complete and disseminate USAID training modules

Conduct regional gender/agriculture/nutrition workshop in Senegal

InnovATE conducted a regional workshop on gender/agriculture/nutrition in Senegal in partnership with ERA on June 17-18, 2014. The objectives of the training were to: 1) identify types of agriculture/nutrition interventions where women are key determinants of success; 2) propose course content in secondary and higher education to educate students on gender issues in agriculture and the opportunities for increasing household food security through a linked agriculture/nutrition approach; 3) propose a mechanism and a process for developing portable gender/agriculture course content for non-social scientists; and 4) identify workshop participants who will help develop this course content in French through the community of practice and possible direct support for learning technologies from InnovATE.

Complete training modules designed to provide basic information about the land grant mission, vocational training, the AET gender pipeline, youth workforce development and challenges in post-conflict countries

InnovATE continued the development of training modules for USAID designed to provide basic AET information. Training module topics include:

- University and extension models
- Youth engagement
- Workforce development
- Gender inclusiveness
- Technical and vocational education and training
- Post-conflict environments

Host side events at 2014 RUFORUM Meeting

InnovATE organized and conducted three side events at the 4th Biennial RUFORUM meeting Mozambique in July. The objective of the first side event was to share and develop a set of good practices for addressing gender issues and encouraging women in the agricultural sciences. The second focused on the topic of transformative leadership and change, was conducted in collaboration with the Global Center for Food Systems Innovation. The last was a session to help determine the role of professional societies in AET in Africa. InnovATE engaged 76 participants from more than 10 countries.

Develop USAID Training Course

InnovATE developed a training course for USAID mission staff in partnership with FHI360. The training course is a joint FHI 360/InnovATE three day training on rural workforce development including agricultural issues, education issues, and economic growth issues. The course takes USAID staff from concept development to creating a PAD for rural workforce development. The course will take place in Year 3 on October 1-3, 2014.

Develop Gender Pipeline Factsheet

InnovATE developed a draft factsheet based on the paper *Lost in the Educational Roadmap: Gender Roadblocks from Primary School through Agricultural Vocational Training*. The fact sheet summarizes key findings from the paper. A final draft will be published in Year 3.



Our scoping team in the DRC helped build a strategy with private sector partners for meeting the skills needed by the agriculture sector and the mining industry

During the past year innovATE has developed AET capacity recommendations to meet the needs of the agriculture sector in post-conflict Mali



ACTIVITY 9: Produce a database of agricultural training opportunities

Operationalize training database and test with stakeholders

During Q2 the training database was integrated into a [training events page](#) on the CoP website. The page allows any site visitor to view training events and registered users to add their own events. Project members are concentrating on gathering training events and uploading them to keep content current.

The initial roll out of the training database in Q3 occurred simultaneously with the launch of the community of practice, as the two features are now integrated. Promotion of the community of practice highlighted and encouraged the use of the training database.

Collect and catalog training opportunities

In Q1 and Q2 Virginia Tech continued to collect information on training programs for the training database. To date information on 157 trainings have been added to the training events page in the CoP. The training events page has garnered 2,500 page views.



The scoping team in Nicaragua interviewed field technicians to determine their training needs

ACTIVITY 10: Publish and disseminate results of studies

AET assessment reports published:

- [AET assessment report for Uganda](#)
- [AET assessment report for Jordan](#)
- [AET assessment report for Armenia](#)

Background studies published:

- [Background study on AET systems in Armenia](#)
- [Background study on AET systems in Nicaragua](#)
- [Background study on AET systems in Jordan](#)
- [Background study on AET systems in DRC](#)
- [Background study on AET systems in Tajikistan](#)
- [Background study on Honduras \(Garifuna Addendum\)](#)
- [Background study on Mozambique](#)

Fact sheets published:

- [Fact sheet on Honduras](#)
- [Fact sheet on Nepal](#)
- [Fact sheet on Armenia](#)
- [Fact sheet on DRC](#)
- [Fact sheet on Jordan](#)
- [Fact sheet on Nicaragua](#)

Topical Fact Sheets published:

- [Agricultural and Youth Development](#)
- [Good Practice: Elements of Reasoning](#)
- [Good Practice: Using Communities of Practice in AET](#)
- [Good Practice: Information and Communication Technology in AET](#)

Thematic studies published:

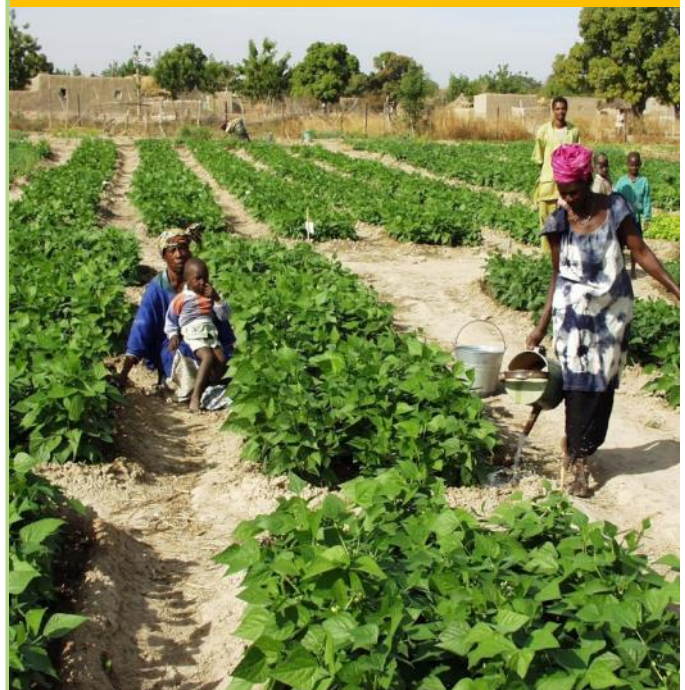
- [Challenges and Opportunities for AET in Post-Conflict Sub-Saharan Africa](#)

Data Collection Trip Reports Published:

- [Data collection trip report on Mali](#)
- [Data collection trip report on Nepal](#)
- [Data collection trip report on Mozambique](#)

These studies can be found on the [InnovATE website](#) and the [InnovATE Community of Practice](#).

During Year Two, farmers in Mali discussed water use and other inputs with the innovATE research team



Administrative Tasks

ACTIVITY 11: Reporting

Prepare semi-annual report

All partners contributed to the development of the FY14 semi-annual report. Quarterly program reports submitted by all partners in Q1 and Q2 were used to develop the semi-annual report. In addition to this, partners responded to questions on the report via email in Q2.

Prepare quarterly financial reports

All partners submitted quarterly financial reports to the ME in Q1—Q4.



Innovate is collaborating with organizations in Southern Asia to help increase involvement of farmers in conservation agriculture practices

ACTIVITY 12: Networking with AET practitioners, USAID Missions and AET Associations

In Year 2 InnovATE continued to network with AET practitioners, USAID Missions, and AET associations in order to expand its activities throughout the globe. Below are highlights of these networking activities organized by country.

Cambodia—In Q1 and Q2 Penn State University coordinated with USAID-Cambodia about a scoping visit in follow on to a background study (finalized in August 2013) and data collection visit (conducted in June). As part of this coordination, PSU spent time reaching out and collaborating with the newly established Global Center on Food Systems Innovation (GCFSI) at Michigan State University. A joint scoping visit to Cambodia between InnovATE and GCFSI was conducted in January 2014. A concept note on “Building a Center of Excellence (CoE) in Commercial Horticulture at RUA” was finalized and circulated via email with various stakeholders, including USAID-Cambodia. In late September 2014, the PSU InnovATE team discussed with USAID-Cambodia about next possible steps and plans for a regional training in February 2015 as the first building block towards the creation of a CoE.

Nepal—Penn State coordinated with USAID-Nepal to conduct a data collection visit in follow on to a country assessment in AET conducted in summer 2013. PSU graduate Sulav Paudel, having returned to Nepal in September 2013 followed up with USAID-Nepal and other stakeholders to arrange a data collection visit. Discussions will continue with the mission and other stakeholders about any further role InnovATE might take. USAID Director Rajiv Shah visited the Nepal mission in March 2014. He was hosted by IDE (Sulav Paudel’s employer and the IPM IL Nepal coordinator) to visit field sites in Nepalgunj and elsewhere.

Indonesia—At the request of the USAID-mission in Jakarta, InnovATE engaged over email and conference calls to discuss a team coming to Indonesia for a scoping visit focused on workforce development. The focus regions are the island of Java and the Maluku Islands in Eastern Indonesia. Margaret Sancho (Director, Office of Education) is the point person in the USAID-Indonesia mission.

Nicaragua—All partners worked at the request of USAID-Nicaragua mission to organize and conduct a scoping trip for Nicaragua. Dr. Nicole Webster (PSU) was the scoping team lead. The scoping visit occurred in March and April 2014. The focus of the scoping visit was workforce and youth development in the Atlantic coast region.

Jordan—University of Florida took the lead in facilitating contact between USAID-Jordan and InnovATE. At the request of the USAID-mission in Jordan, InnovATE engaged over email and conference calls to discuss a team coming to Jordan for a scoping visit. University of Florida worked with USAID-Jordan to arrange a buy-in to partially finance the visit and to establish contacts with local institutions in Jordan prior to the scoping visit.

Kenya—Penn State and Tuskegee University made contact with Embu University College, Kenya, who have requested InnovATE involvement for capacity building. Following Embu officials' visit to USAID-Kenya (late August) to request InnovATE involvement, USAID feedback indicated that they did not intend to follow up further with Embu at this time. Further engagement with USAID-Kenya about the potential role of InnovATE could potentially come from discussions between USAID-BFS and USAID-Kenya.

Armenia—All partners continue to work with Virginia Tech about possible involvement in the Associate Award with the ATC in Armenia. Virginia Tech had continued to work with USAID-Armenia and the ATC to refine the technical and financial proposals submitted in Q1. In Q3 InnovATE was given an associate award to work with the ATC and USAID-Armenia.

Tajikistan—Kristal Jones at Penn State is leading the scoping team to Tajikistan, scheduled for Q1, Y3; Oct 9-26, 2014. Other team members include Nargiza Ludgate (UF) and Kurt Richter (VT). A SOW has been agreed upon by USAID-Tajikistan. Much work has involved the organization and planning of the upcoming scoping visit with multiple calls and emails with USAID-Tajikistan. PSU also worked on adapting scoping tools for the Tajikistan scoping visit.

Democratic Republic of Congo— At the request of USAID-Democratic Republic of Congo Tuskegee University and Virginia Tech worked mission to develop a scoping trip to DRC. The InnovATE project conducted a scoping trip during August 2014. Team members included Dr. Keith Moore of Virginia Tech, Dr. Emily Van Houweling of Virginia Tech, and Dr. Ntam Baharanyi of Tuskegee University.

Honduras—University of Florida took the lead in facilitating contact between USAID-Honduras and InnovATE. At the request of the USAID-mission in Honduras InnovATE has engaged over email and conference calls to discuss a team coming to Honduras for a scoping visit. It is anticipated that this visit will take place in FY15.



Roadside stands in Mozambique offer insights on goods produced by local farmers



InnovATE prioritizes a gender focus in our research and program activities

Additional Networking Activities

During Year 2 InnovATE continued to seek partners and opportunities for synergies in the program. Parties that InnovATE met with or discussed activities or goals held in common include:

- InnovATE met via conference call with Megatrend Team 3 of the GCFSI a USAID project based at Michigan State University to discuss the scoping mission in Cambodia and other avenues of collaboration.
- Team members held discussions with MEAS to discuss a request from their project in Tajikistan to conduct a country-wide assessment of AET.
- Ms. Shanti Thompson, Vice President, Training, Legacy International visited the InnovATE program office at Virginia Tech to discuss joint training programs in post conflict areas.
- Dr. Alice Muchugi, Unit Manager, World Agroforestry Center, Nairobi, Kenya visited Virginia Tech during Q2. Program members met with her to discuss training needs for agricultural researchers, and potential joint programs in East Africa.
- During Q2 InnovATE conducted two conference calls with the leadership of IFAMA to discuss our potential participation in the IFAMA 2015 annual meeting.
- InnovATE partners held discussions with the Director of Feed the Future “Partnering for Innovation” program about sharing our community of practice and working together on the ground in countries, especially with private sector partners.
- InnovATE hosted a conference call with consultants from McKinsey and Company to learn more about collaborating with them in AET programs.
- During the fourth international conference on Conservation Agriculture in South-East Asia (CA-SEA 4) held in Cambodia during Q1, several important contacts were made on behalf of InnovATE. Dr. Tom Hammett of Virginia Tech spent the day in the field with Dr. Waded Cruzado, President, Montana State University-Bozeman & BIFAD board member, Dr. Mark Varner, of APLU and Bill Bradley and Sambath Sak, USAID Senior Agricultural Economist from the USAID Cambodia.
- Networking continued with Hille Frey, Africa Region, Human Development, World Bank. Hille requested InnovATE participate in an important three way collaboration on how to incorporate accreditation in higher education in Africa. Dr. Tom Hammett participated in conference calls with the World Bank and Wageningen University in the Netherlands.
- Initial contact made with Winrock International, who recently received USAID funding for AET capacity development through the Farmer-to-farmer program. Discussions with InnovATE team are ongoing as to how to build this relationship, as well as with other HICD programming under USAID, such as MEAS, BHEARD and significant country investments, such as iAGRI (Tanzania).
- Rama Radhakrishna of PSU has had an abstract accepted by the AEA (American Evaluation Association) to present on the findings of the Nepal data collection trip in October 2014.
- Tom Hammett of Virginia Tech and Tom Gill and Kristal Jones of PSU submitted an abstract to a workshop on agricultural extension in Africa to present on InnovATE activities in Africa. This workshop will be held at the Ohio State University, October 20-21, 2014.

ACTIVITY 13: Maintaining contact with BFS and USAID/Washington

All partners participated in program management calls every Friday at 8:30am Eastern Time with BFS and USAID Washington. Call times were changed to a bi-weekly schedule in Q4. InnovATE director, Dr. Tom Hammett kept in close contact with the projects USAID AOR—Clara Cohen – throughout the year.



ACTIVITY 14: Plan and conduct two meetings of the Program Advisory Council (PAC)

Generate priorities for future AET interventions/studies

The PAC was created, in part, to help InnovATE generate priorities for future AET interventions in studies. In order to compliment this group InnovATE has created a Research Committee. The research committee will work with PAC members to involve priority generating activities such as the creation of the RFA.

Our international symposium at the end of Year One lead to several inquiries to innovATE during Year Two

Develop PAC membership so it is a cross-section of AET stakeholders

Virginia Tech worked with USAID-Washington and all partners to solicit ideas for potential PAC members in Q1. Virginia Tech took the lead in contacting and confirming PAC members. The InnovATE PAC members consist of the following persons:

- Andrea B. Bohn, Manager, Modernizing Extension and Advisory Services (MEAS)
- Karen Buchanan, Deputy Director, Centre for Development Innovation, Wageningen UR
- Chandary Keo, Representative, East-West Seed International
- Charles Maguire, Consultant, Senior Institutional Development Specialist (Retired), Rural Development Department, World Bank
- Deborah Rubin, Ph.D., Director, Cultural Practice LLC
- Glen C. Shinn, Ph.D., Professor Emeritus & Borlaug Senior Scientist, Department of Agricultural Leadership, Education, and Communications, Texas A&M University
- Donna M. Westfall-Rudd, Ph.D., Assistant Professor, Department of Agricultural & Extension Education



Examples of agricultural innovation in Nepal include using cover crops and water saving irrigation systems

ACTIVITY 15: Partners meeting

Partners Meetings

In Q1 and Q2 all partners participated in providing feedback for the agenda and scope of the InnovATE team meeting which occurred February 25-27, 2014 at Tuskegee University. Tuskegee University provided a platform for USAID to share AET and Feed the Future knowledge and updates at Tuskegee University on February 26, 2014. The campus wide seminar held in TU's Henderson auditorium was delivered by Clara Cohen of USAID. Seminar attendees included InnovATE personnel, TU's faculty, staff and students, PAC members and USAID partners. The [agenda](#), [attendee list](#), and [presentations](#) for the partners meeting can be found on the InnovATE website.

Partners Work Plan Meeting

A partners meeting with the main focus on compiling an action plan for developing the Year 3 work plan was held June 3-5, 2014, at the Atherton Hotel, State College, next to Penn State University. Ten participants from the InnovATE consortium partners (excluding PSU) and USAID attended, along with 9 PSU faculty, staff and students. The meeting included a seminar given to the public by Clara Cohen (USAID) and Tom Hammett (VT) on USAID's HICD portfolio, the InnovATE program and the role that PSU faculty and students are and could be playing in InnovATE. This seminar was attended by over 40 people from across the Penn State community and was a useful vehicle in expanding InnovATE's reach across PSU.

Budgeting

University of Florida worked on a Year 2 budget with VT to request additional funds to support increased workload by the UF team as well as re-budgeting previously requested funds for activities in Haiti. Included in this budget are allocations of funds to support additional personnel, additional international travel for the UF team to participate in scoping assessment trips, and additional domestic travel for the UF team.

Penn State University worked on a Year 2 re-budget with VT to request additional funds to reflect increased workload by PSU team. Included in this re-budget are allocation of funds for the hiring of Dr. Claudia Rojas (post-doc from Chile) on graduate student wages. Penn State also hired Dr. Kristal Jones to work on country assessments, background literature reviews and cross-cutting studies, and other activities as necessary.

Virginia Tech also made adjustments to its staff budget to accommodate the increased work load. Denise Hudson was brought on as program financial coordinator. Johanna Cricenti was hired on as a program coordinator. Also, Laina Schneider was brought on full-time as a program and research assistant. We said a fond farewell to Edin Simms who helped us through the end of Year One and into Year 2.

Uganda offers opportunities for sharing good practices with other countries within and outside the region



Summary Table of Performance Indicators and Targets

Indicators		Actuals/Targets					
		FY13	FY14	FY15	FY16	FY17	Total
USAID/ Dept. of State Indicators	Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	1/1	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)	123/60	166/115	165	215	240	795
	FF2. Number of public-private partnerships formed as a result of FTF assistance (4.5.2-12)	0/0	0/2	3	4	2	11
Custom Indicators based on FtF Needs	C1. Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance	2/2*	6/6	8	8	8	32
	C2. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance	0/0	1/4	6	6	4	20
Custom Learn Indicators	L1. Number of users accessing project databases	0/0	382/500	500	500	500	2000
	L2. Studies completed (background/thematic studies)	6/7	7/7	7	6	3	30
	L3. AET assessment tools developed	9/3	3/0	1	0	1	5
	L4. Technical notes and good practice papers disseminated	2/3	10/5	6	8	8	30
Custom Design Indicators	D1. Consultancies for AET development linkages and AET support services	2/2	7/4	6	6	4	22
	D2. AET system program evaluations	1/1	5/4	4	5	4	18
	D3. AET reform and investment plans designed	1/1	0/2	3	3	3	12
	D4. Institutional linkages established	2/2	4/6	10	10	12	40
	D5. AET reform and investment plans implemented	0/0	1/1	3	4	4	12
	D6. AET institutions strengthened	0/0	1/4	6	6	4	20
Custom Train Indicators	T1. Training workshops hosted	0/0	2/2	2	2	2	8
	T2. Short term training supported for curriculum development	0/0	1/10	10	10	10	40
	T3. Training modules developed	0/2	1/3	3	3	3	14
	T4. Number of training module users	0/0	0/200	200	300	300	1000
	T5. Policy makers trained in AET	15/15	12/15	15	15	15	75
	T6. Development practitioners trained in AET	58/25	98/50	50	50	25	200
	T7. Development professionals trained in AET	50/20	56/50	100	150	200	520
	T8. Regional/international symposia hosted	1/1	1/1	1	1	1	5
	T9. Academic papers published	0/0	0/1	3	5	4	13

* Pending edits to FY2013 data.



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