

Education and Research in Agriculture (ERA)

FY 2015 ANNUAL REPORT

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USAID/ERA Annual Report: FY 2011



A Technical Working Group Session



Gender Workshop – Virginia Tech USA



A Field-level Assessment



A Needs Assessment Session



EFL / eLearning Training - USA

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EXECUTIVE SUMMARY

USAID / ERA Made Significant Progress in FY 2011

The USAID/ERA project made significant progress during the fiscal year 2011 to achieve key and concrete results that advance Feed the Future goals and objectives for Senegal. Focusing on critical training and academic support systems, USAID/ERA undertook an initial set of interventions that will help its local partners work towards improved performance of agricultural education, research and outreach leading to a more productive and sustainable agriculture sector in Senegal.

At the close its first fiscal year, USAID/ERA will have trained over 106 participants comprised of faculty, researchers, technical personnel and administrators in key capacity building skills and themes relevant to agriculture development in Senegal. *(Refer to pages 22 - 23 and Annex II of this report for additional details on training conducted by USAID/ERA, disaggregated by sex and sector as required for the applicable indicator.)*

In parallel with the focused technical training emphasis in the program's first year of operation, USAID / ERA is poised to fully embark on the implementation phase of infrastructure capacity building that will benefit its partner Senegalese institutions. Totalling close to \$3,000,000, the USAID/ERA investment package delivers critical academic tools, equipment and some facilities improvement support to all of its local partners.

Collaborative Partnerships across the Entire Agriculture Knowledge Information System

USAID/ERA worked very closely with its local partners during the fiscal year 2011 to begin building capacity building across the entire chain of the project investment cycle: needs analysis, planning, decision making, design, and performance evaluation. Right after its official launch in January 2011, USAID/ERA conducted detailed diagnostics with the full participation of Technical Working Groups (TWGs) established at all of its local partner institutions.

Working alongside members of its consortium partners, USAID/ERA made over 50 site visits throughout its zones of operation to gain a good understanding of the current challenges and opportunities (as well as emerging issues) faced by local partners. This participative and collaborative effort has led to a focus for FY 2011 of two key intervention categories at the foundational level.

These are:

- Material Support: (provision of equipment: computers, laboratory, office, educational support, generator, water pump, agricultural and forestry equipment) and a strengthening of the fleet of some institutions;
- Technical and organizational support (technical and administrative training, exchange visits, workshops and diagnostics).

USAID/ERA – Selected Highlights

During the year USAID/ERA made important progress in field and operational activities, building the necessary groundwork for launching the more advanced training and capacity building phases of the project.

Education and Research

USAID/ERA conducted the planned need assessments at each institution. The needs in question are being acted upon by USAID/ERA in continuing its first round of supportive grants.

Among other achievements, the project:

- ✓ Created Technical Working Groups at all partner institutions
- ✓ Conducted need assessments of all universities, professional training centers and research institutions; needs identified in the agricultural education component include: infrastructural improvements, equipment, curriculum and pedagogical training as well as technical training opportunities for teaching staff and distance learning.
- ✓ Performed detailed diagnostics focused on current as well as emerging needs of the labor market and other requirements of the agriculture sector
- ✓ Pilot-tested Distance Learning or eLearning activities at target institutions
- ✓ Created an English language acquisition plan; and
- ✓ Focused workshops ---Strengthened the USAID/ERA consortium by integrating university experts into its core activities through visits from Tuskegee University, Virginia Tech and Purdue University.

The development hypothesis of USAID/ERA is: By focusing on improving efficiencies and linkages between educational institutions and the private sector, the rate of agriculture productivity can double than by what would normally be expected by focusing on economic growth alone, accelerating the pace of achieving MDG.

Research and Outreach

Initial contacts with the leadership at Fonds National de Recherches Agricoles et Agro-Alimentaires (FNRAA) have led to a signed MOU with FNRAA. The PMU is currently working with FNRAA to finalize the associated FNRAA work plan and budget. Calls for collaborative FtF research/outreach among partners will be developed and issued through FNRAA mechanisms early next year. Resulting grant awards and research/outreach field activities are programmed to begin in March/April of next year.

These grants will assure collaboration among target and consortium institutions and advance the research and outreach priorities of the regions which will serve Senegalese agricultural producers.

Among other achievements, the project:

- ✓ Reached an agreement, in principle, with FNRAA to establish a collaborative relationship to issue and support Research and Outreach grants;
- ✓ Conducted AKIS/ Land Grant Training at Virginia Tech
- ✓ Supported advanced technical training by three ITA participants in Nutrition and Food processing techniques relevant to producer groups serving in the private sector
- ✓ Detailed plan for second level training linking to FtF goals and USAID/ERA PMP targets

Policy and Governance

To ensure buy-in and participation by all relevant sectors in its activities, USAID/ERA initiated and implemented the Regional Agricultural Technical Committees structures to assist in identifying priority applied research and curricula changes needs for each region. The Governor of Ziguinchor has been informed in anticipation of the committee operating in this region. Important work for this same procedure is underway in St. Louis, Dakar and Thiès.

Among other achievements, the project:

- ✓ Prepared an executive leadership plan, which is slated to be implemented during the first quarter of the FY 2011
- ✓ Developed framework for working the USAID/ERA Regional Technical Groups and initiated efforts to develop partnerships in the Casamance and Saint Louis regions
- ✓ Trained 27 administrative personnel from each of the participating institutions in the granting process and procedures;
- ✓ Provided grants to partners to support capacity building efforts for their administrative support staff

Transversal and Project Management

To meet the demands of partner institutions, USAID / ERA has initiated an extensive program of acquisition through Institutional Grants. A focus on support equipment, material and logistical institutions was one of the major programs of USAID / ERA for its first fiscal year 2011.

Among other achievements, the project:

- ✓ Integrated consortium university experts into its core activities through visits from Tuskegee University, Virginia Tech and Purdue University.
- ✓ Prepared a procurement envelope of \$3.2M for critical equipment and materials
- ✓ Developed the outline for a gender plan and conducted workshops for 32 trainees at Virginia Tech, attended by representatives of all of the partner institutions

PMU Activity Highlights

With backstopping from the Management Entity (ME) in Blacksburg, VT, the Program Management Unit in Dakar (PMU) made substantial progress in aligning the administrative, technical, managerial, finance, accounting, and procurement support systems of the USAID/ERA project to position the project for the smooth delivery of grant and other critical resources to its client AET Institutions in Senegal.

- ✓ Promoted and executed its program launch on January 25, 2011
- ✓ Completed and finalized the current year Annual Work Plan
- ✓ Moved into its headquarters and hired essential staff
- ✓ Completed and obtained approval for the project's Performance Monitoring Plan (PMP);
- ✓ Finalized the granting process and procedures
- ✓ Made considerable progress completing the administrative systems for procurement and financial management processes,

USAID / ERA Poised to Build Upon Its Current Set of Achievements

Like many of its peers, USAID/ERA had 42% of budget for its next fiscal year, which begins on October 1, 2011. This event has translated to a re-alignment and fine-tuning of planned activities. USAID/ERA is working with its partners and the USAID Mission to refine priorities areas and fine-tune its annual work plan and corresponding PMP.

Despite the significant budget reductions experienced by the program, USAID/ERA fully expects to build upon the momentum achieved during its foundational phase of the start-up year. Through the significant investments and training efforts in the fiscal year 2011 USAID/ERA achieved very good preliminary results in regards to strengthen human and institutional capacities of its 11 partner institutions.

USAID/ERA is focused on assisting its partners in addressing food security issues and agriculture-led economic growth in Senegal.

INTRODUCTION

This Annual Report presents USAID/ERA activities, results and achievements realized for the period of October 1, 2010 and September 30, 2011. USAID/ERA is being implemented by Virginia Tech and its consortium of universities, comprising Michigan State University, Purdue University, Tuskegee University and University of Connecticut and is an integral part of the Mission's overall Economic Growth Office strategy and focus on Feed the Future Goals to Sustainably Reduce Global Poverty and Hunger.

This report highlights how the implementation USAID/ERA project supports the mission in creating the conditions for expanding economic growth through increased agricultural production in Senegal.

1.1 USAID/ERA Goals and Strategic Focus

USAID/ERA's goal is to increase institutional and human resource capacities. The project objective is to strengthen Senegal's agricultural education and training system. This is derived from the USAID/Senegal Feed the Future Strategy, which specifically calls for support to higher education centers and research institutions engaged in agricultural training. The orientation is to support local institutions in developing sustainable improvements fostering innovation and improvements in Senegalese agriculture in both the public and private sectors. Consequently, the Feed the Future Initiative themes of improving farming systems, agribusinesses, community efforts, value chain productivity and production system sustainability are the themes that guide and inspire the work of USAID/ERA.

The targeted agricultural education and training institutions in Senegal through the USAID/ERA project are:

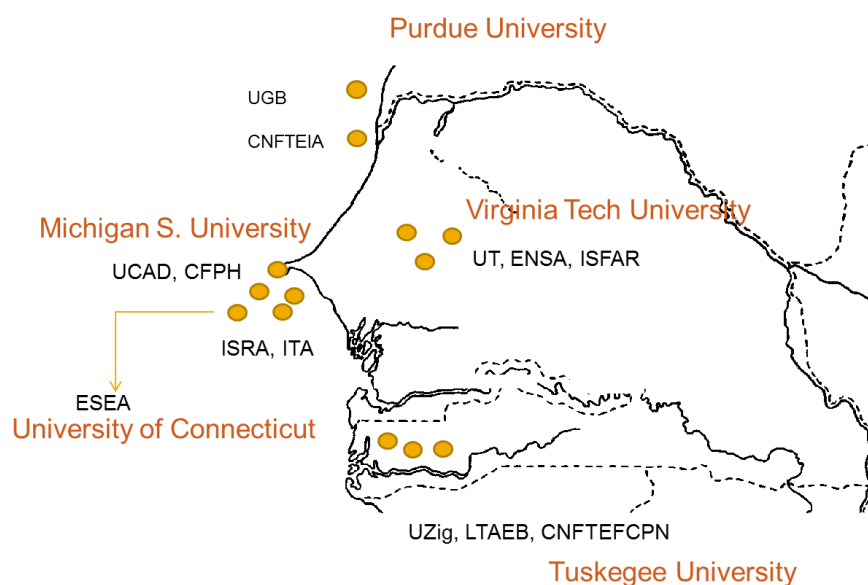
- Four universities with agricultural programs:
 1. The **University of Cheikh Anta Diop (UCAD)**
 2. The **University of Gaston Berger (UGB)**
 3. The **University of Thiès, (UT)** which includes two institutions of *Ecole Nationale Supérieure de l'Agriculture (ENSA)* and *Institut Supérieur de la Formation Agricole et Rural, (ISFAR)*, and
 4. The **University of Ziguinchor (UZ)**.
- Three professional training centers:
 1. The **Center of Professional Training in Horticulture, (CFPH)** at Cambéréne,
 2. The **Technical Training Center for Forestry and Water, (CNFTEFCPN)** at Ziguinchor and
 3. The **Technical Training Center for Livestock Raising and Industry** in St. Louis, **(CNFTEIA)**.
- One Lycée with an agricultural focus:
 1. The **Lycee Technique Agricole Emile Badiane (LTAEB)**, in Bignona, Casamance.
- Additionally, USAID/ERA works with the two research institutions of Senegal:
 1. The **Institut Sénégalais de Recherches Agricoles (ISRA)** and
 2. The **Institut Technologie Alimentaire (ITA)**.

USAID/ERA Linked With Objectives of the Mission

USAID/ERA is closely linked to USAID|Senegal's Strategic Objective of Increased inclusive economic growth and Feed the Future Goal to Sustainably Reduce Global Poverty and Hunger in Senegal.

1.2 USAID/ERA – A Collaborative-Oriented Development Partnership

USAID/ERA has developed a coherent program of support, development and collaboration with its partners building upon existing expertise and strengths to meet its programs' goals and objectives. The project is implemented by Virginia Polytechnic Institute and State University (Virginia Tech), as lead university. As highlighted in the Figure 1 below, USAID/ERA links its local partners with a consortium member as a means to leverage existing relationships, technical expertise and win-win collaborative research endeavors.



USAID/ERA first and foremost seeks to increase know-how to improve agriculture performance in Senegal across the entire value chain. The implementation approach of the project is to specifically permit fruitful collaborative training and research collaborations with any member of its consortium, along themes deemed to be relevant or critical for a given local partner.

1.3 USAID/ERA Closely Linked To Key Goals and Objectives of the Mission

USAID/ERA is linked to USAID's Strategic Objective of Increased inclusive economic growth and Feed the Future Goal to Sustainably Reduce Global Poverty and Hunger. USAID/ERA is directly guided by a first level objective 2: Increased Agricultural Productivity and our related Performance Monitoring Plan (PMP).

USAID/ERA activities are further linked to the overarching goal of USAID/Senegal's Feed the Future Objective Statement which is *to sustainably reduce poverty and hunger, to improve equitable growth in the agricultural sector, and to improve the nutritional status of the Senegalese people.*

USAID/ERA is focused on with strengthening capacities of its local Senegalese partner institutions in the following three strategic domains or components:

- Agricultural education and training

- Applied research and outreach, and
- Project management and policy support

To accomplish this, the USAID/Senegal Feed the Future Strategy specifically calls for support to higher education centers and research institutions engaged in agricultural training. These institutions will develop sustainable improvements fostering innovation and improvements in Senegalese agriculture in both the public and private sectors. The Feed the Future Initiative themes of improving farming systems, agri-businesses, community efforts, value chain productivity and production system sustainability are the themes that guide and inspire the work of USAID/ERA.

ACTIVITIES, ACHIEVEMENTS AND CHALLENGES OF THE PERIOD

1.1 Agriculture - Productivity and Market Linkages focused in rice, maize, millet and fisheries

1.1.1 Value Chain (VC) Sector System reinforcement and Strengthening

During the Fiscal Year 2011, USAID/ERA begins to take responsibilities for the Master's Program in Agricultural Value Chain Management at "Ecole Nationale Supérieure" en Agriculture (ENSA) at Thiès. This initiative was originally part of the USAID/Economic Growth Project (PCE). It is being integrated into USAID/ERA project responsibilities. This move complements the project's efforts to strengthen curriculum, while also reinforcing the Value Chain (VC) sector system.

2.1.2 Other (Education and Agriculture)

At the national governance level, the USAID/ERA National Steering Committee is designed to inform and solicit feedback from high-level principals representing ministries with policy relevance to Senegal's agricultural programs. The purpose of the NSC is to create "buy-in" for the project whose members participate in the development of agricultural and higher education policies. The Project Management Unit (PMU) of Virginia Tech and its Consortium conducted its second National Steering Committee on meeting on May 6, 2011. The PMU provided an update on current progress, and presented and described the eLearning and Distance Learning program to be implemented at all AETs.

Members of the National Steering Committee suggested that attained results be demonstrated against a check-list used at the conclusion of the last meeting. The Minister of Higher Education who attended the meeting, called for USAID/ERA to promote greater collaboration among AETRs to work together, to encourage the training of agriculture research scientists so that they stay in the sector and to work toward a greater and more meaningful outreach to the rural population with agricultural information.

In the area of educational policy reform, the Ministry of Higher Education included the USAID/ERA project as an advisor in a seminar to create a National Council of Scientific

Research. The meetings were held in M'Bour May 17-19, 2011. Through the creation of this national institution, the government intends to coordinate, monitor and elevate scientific research, assuring its relevance and conformity to government policies.

2.2 Climate Change Adaptation (required)

Within the context of the Feed the Future Initiative and a chance to raise issues about climate change, USAID/ERA sponsored a workshop on Grassland Conservation and Food Security. As outlined in the training report several components relevant to Climate Change Adaptation were introduced and discussed. These included basic foundations in environmental science necessary for agricultural education, such as the study of invasive species and forage pasture production, soil analysis and planning for bio-diversity. In addition, a major focus in the workshop was the introduction and application of hand held devices using Geographic Information Systems (GIS) and Global Positioning Systems (GPS) that would make possible a deeper understanding of and the capacity to track climate change to inform agricultural production.

2.3 Human Resource Capacity Development

USAID/ERA's general objective is to develop the human and institutional capacities of agricultural education and training institutions in Senegal. It aims to create a population of educated farmers and food producers through the work of USAID/ERA target institutions. Beginning with faculty and administrators of the focus institutions, the project will create conditions that improve capacities of dedicated researchers, students, and extension agents.

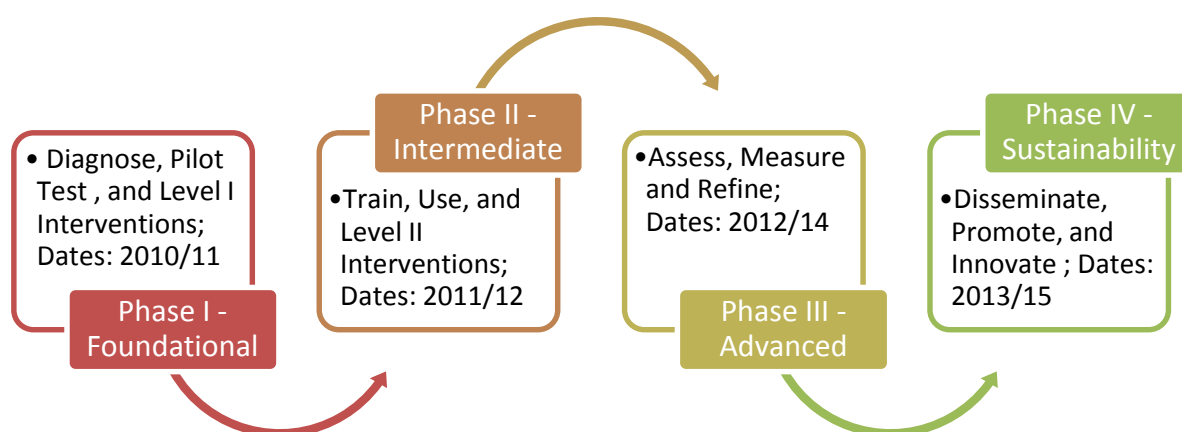
During the report period USAID/ERA contributed and made progress in 1) capacity building and 2) in starting processes of procuring equipment. These two areas of progress are described below.

2.3.1 Capacity Building

Framework / Logical Model

USAID/ERA builds capacity through its overall program which it carries out through its major activities which are: curriculum enhancements, faculty training, management training and leadership, research and outreach through technical training and providing tools for academic support. Transfer of skills may take place from an outside source to an individual, but the individual is expected to apply and “institutionalize” the newly acquired skills and competencies to enhance the function of the institution.

The following three sections contain narrative relevant to each component of the project followed by a display of results using the project's 39 indicators. Results are thin and non-existent in some places. USAID/ERA and its staff are laying the ground work with all institutions to produce more results in all indicators for the next fiscal year and beyond.



Component 1: Strengthen Agricultural Education and Training System

To begin its curriculum enhancement activities, USAID/ERA worked collaboratively with its partners to establish a Technical Working Group (TWG) at each of its 11 partner institutions. Representing all facets of the institution, the TWGs were tasked to work collaboratively with USAID/ERA and its consortium members in assessing needs, constraints, and challenges in line with the goals and objectives of the project that would serve as intervention opportunities.

Working closely the TWGs USAID/ERA conducted training sessions on the USAID/ERA approach and diagnostic assessment sessions at each of its 11 partner institutions. These necessitated a minimum of 4 site visits at each institution and follow-ups by e-mails exchanges. The end result was a detailed inventory of the critical and prioritized needs of the partner institutions impeding progress toward mission of to help in improving the agriculture sector of Senegal.

The evaluation of academic programs and courses in universities and training centers along with a market survey was conducted to identify aspects of the quality of supply over demand and to discover differences in expectations of different partners in the public and private sectors. The analysis of the gap between Supply and Demand is the basis for project work USAID/ERA to support its partner institutions to reorient their programs and thus improve the curricula.

University of Connecticut (UConn) in partnership with UCAD's Ecole Supérieur d'Economie Appliquée, (ESEA) has been collecting data in the private sector using its survey instruments. It is conducting a labor market analysis to determine the degree to which agricultural businesses, producers and producer associations need certain types of skills that are not being supplied by the agricultural education system in Senegal.

Special Programs: Value Chain / Seed Management Program

During the fiscal year USAID/ERA began the process to assume responsibility of UT-ENSA Master's program in value chain management, which was originally led and supported by the USAID/PCE project. Further, USAID/ERA has commenced preliminary planning activities to address value chain training at License level through ISFAR. USAID/ERA is looking at implementing a new program in Seed Management at the University of Thiès.

The PMU has begun to develop a detailed implementation plan for these academic programs. It is currently anticipated that local partners such as UCAD-ESEA, ISRA, ITA, and UGB will be directly linked in the initial roll-out of the new programs. Other local partners will be brought in as USAID/ERA broadens the focus and reach of both programs

USAID/ERA has initiated meetings to exchange and share with some academic leaders and other resource persons. The project also plans to promote gender and equity through these programs through targeted scholarship initiatives and by placing some emphasis on crop and agriculture production issues affecting women and vulnerable groups.

Academic Support including infrastructure

USAID/ERA conducted the planned need assessments at each institution. Needs identified in the agricultural education component have led to a comprehensive strategy, which included infrastructural improvements, equipment, curriculum and pedagogical training as well as technical training opportunities for teaching staff and distance learning. The needs in question are being acted upon by USAID/ERA in continuing its first round of supportive grants.

To meet the demands of partner institutions, USAID/ERA is providing support equipment, material and logistical institutions was also one of the major programs of USAID/ERA for the first fiscal year 2011. USAID/ERA's first grant provided the equipment of the computer room of CNFTEIA of St. Louis. An extensive digitization program is underway and will feature all the institutions in computers, servers, printers, copiers, video conferencing equipment for all of partners of USAID/ERA.

After the institutions receive the equipment and materials, USAID/ERA will engage in an extensive use campaign with its partners to ensure improving of the course content, methods of teaching, hands-on participation in expanding the accessibility of knowledge in agriculture in Senegal. Support for these institutions is also planned for provision of generators, pumps in agricultural and forestry equipment, instructional support (software technologies and text books), office equipment and laboratory equipment.

The fleet of some institutions is about to be strengthened through the provision of four buses and two trucks. These are slated to be used for study trips and field work for students. Although such equipment and materials are not yet available to institutions, the acquisition process is well underway and will culminate in October / November.

A second set of activities, linked to the need assessments, has been to begin institutional self-assessment of academic programs, especially at the universities. Some important first

lessons learned are beginning to emerge revealing common and specific characteristics of the curriculum. Curriculum is a foundational element of each institution and must be considered in harmonizing the whole agricultural system of education as well as the desired move toward the License, Master and Doctorate (LMD) system of higher education.

A third set of activities has brought about the planning and introduction of activities leading to Distance Learning within and among the AETs of St. Louis and Thiès. The initial assessments enabled planning, identification and preparation of representatives at each institution to be responsible for facilitating distance learning and English language instruction.

Institutional/organizational competency	Institution(s)	Evidence of Strengthening
Governance	UCAD, UZIG, UT (ISFAR and ENSA), UGB , ISRA, ITA, CFPH, LTAEB, CNFTEFCPN, CNFTEIA	<ol style="list-style-type: none"> 1. Technical Working Group formed, respected and functioning. 2. TWGs prioritized and made decisions about technical training needs, equipment needs and infrastructural needs. TWGs made priority decisions about need to work on curriculum.
Management practices	UCAD, UZIG, UT (ISFAR and ENSA), UGB , ISRA, ITA, CFPH, LTAEB, CNFTEFCPN, CNFTEIA	<ol style="list-style-type: none"> 1. Institutions made applications, scopes of work, budgets and MOUs with USAID/ERA to receive equipment and other items prioritized through the TWGs. 2. Institutions received training to submit these proposals.

Results: The “number of institutions/organizations undertaking capacity/competency strengthening in one or more of the six areas of institutional/organizational competency:” Strengthening category: 11 institutions in FY 2011.

Comments: This result is above the targeted value of 3 estimated for this year. USAID/ERA is conducting its work in the area of enhanced institutional capacity development across all of its client institutions more or less equally. USAID/ERA has viable working relationships with all of its target institutions. Notification of severe budget reduction will cause significant short-term human resources to be redirected to other program areas of the project.

USAID/ERA supports 4 functioning universities with students taking courses at License, Masters and Doctorate levels.

Institution students aggregated by gender and level	FY 2011 Target		FY 2011 Actual
License	Males	434	230
	Females	90	137
Masters	Males	81	94
	Females	12	52
Doctorate	Males	27	9
	Females	5	8
Total		649	530

Results: USAID/ERA obtained the above result for FY 2011 which represents 18% difference between estimated and actual figures.

Comments: Depending on gender and program level the number of graduates is either below or at par with the targeted values estimated for 2011. The target values at the beginning of the project were estimated with old or inaccurate information. USAID/ERA anticipates an increase in projected license, masters and doctoral levels in the following years. FY 2011 data represented in this indicator are considered “base year” for university level students in the targeted institutions. Direction of change will be “higher is better.”

Admittedly USAID/ERA support to University Centers has been minimal during the FY 2011 year. To achieve results the USAID/ERA project will have to provide more substantial inputs to indicate an impact for changes in enrollments and graduates in its respective institutions.

Institution students aggregated by gender and level	FY 2011 Target		FY 2011 Actual
Diploma	Males	250	265
	Females	65	62
Technical Certificate	Males	355	341
	Females	90	87
Total		760	755

USAID/ERA supports

Results: Results for this indicator show on target values

Comments: Project planners estimated the total enrollments for these institutions. FY2011 data for this indicator will be considered as base-line against which successive years will be compared for results. Direction of change will be “higher is better.”

Number of administrators and officials trained

Type of Institution	Gender	FY 2011 Target	FY 2011 Actual
University Center	Male		8
	Female		2
Professional Training Center	Male		13
	Female		0
Research Institution	Male		2
	Female		2
Total		0	27

Results: 27 AET officials trained in grant and financial management through four separate but related training events. All institutions participated. Skill set training developed competencies in preparation of grants, budgeting for grants, steps to take in procurement of items using grants, reporting on grants and reporting results obtained from implementing grants.

Comments: USAID/ERA underestimated the number of administrators and officials it thought it would train. USAID/ERA plans on training a larger number of administrators in both areas of leadership and management.

Number of individuals who received USG supported long term agricultural sector productivity or food security training

Gender of participant	FY 2011 Target	FY 2011 Actual
Male	750	57
Female	750	10
Total	1500	67

Results: USAID/ERA reports the above results for only one institution, CNFTEIA, because it is the only institution which qualifies as having received equipment and other benefits from the project.

Comments: Results are below targeted levels because USAID/ERA was unable to bring its full range of substantive resources to claim support for other target institutions. During FY 2011, the project was organizing and arranging procurement of equipment and placement of technical competencies for training, etc. to justify support to institutions. Original PMP targets will need to be significantly modified to account for the necessary restructuring and adapting to a reduced budget.

Number of individuals who received USG supported short term agricultural sector productivity or food security training

Type of Person	M/F	FY 2011 Target	FY 2011 Actual
Farmers	Males		
	Females		
AET personnel, e.g. administrators and faculty	Males		323
	Females		47
People in firms, e.g. processors, etc.	Males		
	Females		
Other rural people, e.g. non-farmers	Males		
	Females		
Total		2500	370

Results: USAID/ERA trained 370 participants in short term training during the reporting year. For a breakdown on training events and participants, please see Annex II.

Comments: These trainings comprise those of the initial and follow-up workshops which undertook rapid needs assessments, Thiès Workshop, the Ziguinchor workshop, the two training events undertaken at Virginia Tech in Blacksburg, the Administrative Workshops, held at the PMU during the month of June and July and technical training taken by three technicians from ITA. Additionally a gender workshop was held in Blacksburg, VA on September 12 which included 36 people. USAID/ERA is laying the groundwork for institutions providing training to many more participants in following years. Severe budget cuts may have an impact on this indicator and future year targets will have to be modified.

Number of institutions/organizations undergoing capacity/competency assessments as a result of OSG assistance

Type of Institution	FY 2011 Target	FY 2011 Actual
University Centers		4
Professional Training Centers		3 plus two others, ISFAR and ENSA
Research Institutions		2
Total	14	11

Results: Eleven Institutions. All institutions have been assessed for institutional needs and for the composition of curriculum. University Centers contain ENSA and ISFAR which are part of the university system (University of Thiès).

Number of AETRs provided with improved ICT infrastructure and equipment

Institution	Type of equipment	FY 2100
CNFTEIA, St. Louis	12 Computers, server and cabling equipment (ICT equipment)	1 institution

Result: USAID/ERA met this indicator target for one institution

Comment: USAID/ERA is reinforcing institutions with other equipment which has been in procurement phases during March of 2011.

Number of higher education partnerships between U.S. and host country higher education institutions that address regional, national, and local development needs

USAID/ERA has facilitated partnerships by US university sponsored instructional programs between AETS and US consortium partners. Budget reductions may make collaboration with US universities more challenging.

Conclusions:

USAID/ERA partner institutions had their capacity strengthened through their participation engaging many faculty and staff in training activities, exchange visits and workshops. Two workshops were organized by the project in collaboration with its partners American universities.

The first workshop took place in Thiès and was a collaborative planned and delivered by VT, UCAD and ENSA. The theme of workshop was: "Conservation of pastoral lands, Food Security and Geographic Information System." The second workshop was held in Ziguinchor in collaboration with members of Tuskegee University and the University of Ziguinchor. Its focus was: "Micro-enterprise, entrepreneurship and revision of curricula."

Both workshops provided an opportunity to share and exchange on the fundamentals in these areas, laying the foundation for a deep reflection on the problems of time and their integration into education, training and research.

During the months of July and September, the project organized two training and study tours in Blacksburg (Virginia Tech) with a first group of eight people from the UT / ENSA, the UGB, the UZ, the ITA and USAID / PMU ERA and a second group of 36 people from 11 AETR partners. These exchange visits and training of trainers helped the participants absorb all its different working methods, to meet people and exchange ideas with researchers and extension agents from diverse disciplines and backgrounds. The workshops are first steps in initiating E-learning/ESL programs, pedagogy and curriculum enhancements, career

management and learning about the land-grant system. These activities are being done in conjunction with partner institutions in Senegal and the consortium members.

In addition to the other short term training there were three researchers/technicians from Institut de Technologie Agroalimentaire (ITA) who were sent to Benin, Burkina Faso and the Ivory Coast with the support of USAID/ERA. They participated in short-term training sessions on the following topics: (See Annex II for a complete listing of short-term training completed during FY 2011).

- Production of baby cereals,
- Techniques for improvement of steaming rice,
- Processing technologies and use of cassava flour in baking with other grains,
- Maintenance and design of processing equipment for cereals and legumes, tubers and roots.

The targets for these and the other indicators will need to be revised as the project redirects its personnel to priority programmatic areas and adjusts to the new budgetary realities.

Component 2: Strengthen Applied Research and Outreach

Initial contacts with the leadership at “Fonds National de Recherches Agricoles et Agro-Alimentaires (FNRAA)” have led to an MOU, mentioned above, and which is providing the framework for a work plan which is being prepared now. Both the memorandum of understanding (MOU) and the work plan will help guide this component in the future. USAID/ERA will work with FNRAA to arrange the award of competitive grants promoting applied research and outreach activities among the above institutions and U.S. partners. These grants will assure collaboration among target and consortium institutions and advance the research and outreach priorities of the regions which will serve Senegalese agricultural producers.

Complementary to this initiative has been the formulation of Regional Agricultural Technical Committees that will identify priority applied research needs for each region. The Governor of Ziguinchor has been informed and is waiting for the committee to start up in this region. Important work for this same procedure is underway in St. Louis. USAID/ERA will work with these committees and AET institutions in the region to address the emerging human resource needs in the sector. The Committees will provide a useful mechanism for feedback and reality testing in the pursuit for more relevant education in the agricultural sector.

Component 3: Strengthen Project Management and Policy Support

Results presented for Component 3

Number of Institutions/organizations undertaking capacity/competency assessments presented for consultation as a result of USG assistance

Type of Organization	FY 2011 Target	FY 2011 Actual
University Center		5
Professional Training Center		4
Research Institution		2
Total	14	11

Result: All institutions presented for consultation as a result of USG assistance. All institutions have received USG assistance in the form of training, consultation, equipment or other assistance.

Comments: The number 14 represented in FY 2011 target includes institutions which are not now considered a part of USAID/ERA target institutions: ESEA, the “Ecole Supérieure d’Economie Appliquée”, and University of Thiès, the administrative division of the university attached to the Rector’s office. Initially there may have been confusion about what had been mentioned in the RFA and what became accepted in the Cooperative Agreement.

Number of cross-component study tours.

This indicator measures enhanced access of project stakeholders to cross-component (teaching, research/outreach, management) internal dialog and brainstorming while exposed to external ideas and models of integration. This inter-component linkage is central to efficient AKIS development and implementation within the Senegalese context.

Cross-component study tour	FY 2011 Target	FY 2011 Actual
Study tours to Blacksburg	0	2
Total	0	2

Results: USAID/ERA sponsored and held two cross-component study tours during the reporting period.

Comments: The tours are developed in report documents and describe work accomplished in reviewing approaches to pedagogy and instruction, approaches to agricultural extension and outreach and approaches and technical aspects of distance and distributed learning. Participants came from all agricultural education, professional training and research institutions. The trips permitted a high degree of exchange and new ideas for participants to carry back to their home institutions.

Microenterprise

In partnership with Consortium partner Tuskegee University, USAID/ERA conducted workshops to build skills and insights about micro-enterprise development in agriculture. The content of the workshop "Micro - rural enterprise and entrepreneurship in Casamance" is detailed below:

- Synergy of interventions through networking and partnership,
- Access to finance, credit,
- Creation of business incubators,
- Sustainability of interventions,

The workshop allowed a focus on revising the agroforestry curriculum of the University Ziguinchor to the needs of the local market and agro-related business opportunities in the Casamance region.

Public Private Partnerships

Within the framework of USAID's mission, the project aims to establish enduring and interactive Public Private Partnerships between the project, the participating institutions and business enterprises. During the visit of Dr. Michael Bertelsen, Pape Sow from USAID/Senegal was invited to the PMU office to discuss models and experiences of Public Private Partnerships in other USAID-funded projects. This discussion will provide a basis for USAID/ERA target institutions to partner and benefit from collaborations commercial and private interests.

Initial contact has been established with an agricultural research and marketing enterprise, EST of Senegal, which is producing organic plant nutrient supplements and a variety of high potential seedlings. Other businesses have been approached, but the project intends to develop a coherent strategy for approaching the PPP aspect in a way that addresses a broad potential audience. PMU staff realignment for this fiscal year will permit ERA to directly address this indicator.

USAID/ERA Senegal Gender and Equity Program

As part of the implementation of Gender program USAID/ERA held a half-day gender workshop in Blacksburg together with USAID/ERA, entitled "Increasing Gender Equity in Agricultural Education and Research Institutions in Senegal." Participants included 36 Senegalese agriculture experts from different institutions in the Senegalese university system, including members of the USAID/ERA team. The group consisted of 27 men and 9 women; the ERA team was composed of 2 men and 2 women. The workshop co-facilitators were Bineta Guisse, USAID/ERA Gender and Outreach Coordinator, and Dr. Maria Elisa Christie, Program Director, Women in International Development at the Office of International Research,

Education, and Development, Virginia Tech. It was opened by Dr. Guru Gosh, Associate Vice-President, International Affairs and Dr. Mike Bertelsen, Interim Director, Office of International Research, Education, and Development (OIERD). The workshop was conducted in English and French. Perhaps the most salient point from the workshop is that much needs to be done before students enter the higher education institutions to overcome inequities that discourage women's participation; in addition, early pregnancy was a major obstacle to equity but also one that institutions could address by providing childcare facilities and special classes for pregnant students to be able to continue.

The program included three presentations, one introducing gender issues in agriculture and development, the second introducing USAID/ERA's gender strategies, and the last on Virginia Tech's innovative program, *AdvanceVT*. The latter was presented by Peggy Layne, P.E., Director of *AdvanceVT* and Faculty Projects. The high level of representation from Virginia Tech and the fact that the workshop served to launch the first week of program activities underlined the importance of gender equity to USAID/ERA. It also brought all members of the delegation together – which served not only to develop gender strategies for the home institutions but also as a space for their representatives to network and exchange ideas before splitting up into the three groups: ESL Career Management, the Land Grant AKIS, and the Pedagogy E-learning group. The groundwork was laid for collective action upon return to Senegal.

The workshop served as a capacity-building exercise and to raise gender awareness not only with the Senegalese group, but among several observers who attended : Fan Luisa Li, Program Support Specialist: Training and Curriculum Design who is coordinating the events for the Senegalese delegation; Sherley Codio, Haitian Masters student in Computer Science and co-chair of the Women in Computing Day 2012 for the Association for Women in Computing at Virginia Tech; Melissa Smith, Writer/Editor, OIERD; Mary Harman, graduate student in Geography and WID GA; and Laura Zselezky, graduate student in Masters of Public and International Affairs and GRA for IPM CRSP Gender Global Theme. Peggy Layne of *AdvanceVT* stayed for the entire workshop as well.

The following goals were set and met:

- ☐ Learn key gender concepts
- ☐ Raise gender awareness
- ☐ Preliminary assessment of gender issues in USAID/ERA institutions
- ☐ Learn about Virginia Tech's *AdvanceVT* program
- ☐ Initial planning to increasing gender equity in agricultural education and research institutions in Senegal

The participants were divided into five groups of seven, including a man and woman leader who was charged with keeping the group focused and ensuring that there was full participation from all members. Groups were carefully selected to ensure diversity and to, and

to bring together representatives of different institutions. The low number of women meant that in two cases, the leader was the only woman in the group.

In addition to training, the workshop was used to carry out preliminary research and pre-test a survey instrument for possible use in follow-up activities in Senegal. Several participants were able to define gender at the onset, in terms of it being “a category” rather than a biological characteristic. By the end of the workshop, most if not all understood the term and also its relevance to their work. They were also prepared to take action to address gender issues in their institutions.

The workshop concluded with small group discussion and presentations on steps to take to adapt the VT Advance model and strategies in Senegal and their institutions. After final presentations, all were asked to fill out an evaluation and one where they made a specific commitment to apply what they learned in the workshop. Saliou NDIAYE—ENSA and Demba Farba MBAYE – ERA/PMU provided closing words.

Science, Technology and Innovation

During the past year, the project introduced or reinforced science, technology and innovation in several areas: 1) implementation and set-up of the USAID/ERA Innovation and Learning Center, 2) techniques for using distance and distributed learning; 3) acquiring technologies and using new ways to process and prepare food more nutritiously; 4) using GIS and GPS for increased production and to anticipate climate change; and 5) knowledge management in the form of cataloguing masters’ theses at “ *Université de Thiès*” and beyond.

PMU Innovation and Learning Center

USAID/ERA has provisionally set up its "Innovation and "Learning Center" (ILC), which is equipped with the latest generation of digital information technologies including: computers, laptops, camcorders, video conferencing tools and mobile communications equipment. The USAID/ERA ILC will play a significant role as an innovation laboratory to support leading research and training initiatives of the project. The PMU will identify a local partner for this lab in the future. Local partners will be invited regularly as “ILC Fellows” to work on digitization of existing agriculture research, short videos that demonstrate new agriculture techniques in French, Wolof or Pulaar, short-courses and training that can be downloaded via the web and Podcasting. The "PMU Innovation and Learning Center" will be used to assist fellows in the valorization of research results and novel teaching techniques, knowledge management initiatives and in English Language improvement.

Distance and distributed learning

Distance education is a key component of the USAID/ERA implementation plan to increase access and equity in agricultural academic and instructional program offerings. This program intends to provide instructional offerings through the format of either (1) making courses available on line, or (2) providing courses over distance using video conferencing

technology. On-line courses require the design of instruction and instructional units presented in quite a different format from conventional “in class” approaches. Class participation, delivery of instructional units from professor to students and student proof of mastery of course concepts take place in asynchronous time and uses software that permits the course to succeed in achieving its academic objectives. USAID/ERA is training professors and trainers in the agricultural disciplines to design and run their own courses using a distance or e-Learning approach.

During the Third Quarter, USAID/ERA developed a comprehensive DDL/eLearning plan. During the Third Quarter, the project installed an Innovation and eLearning Lab within PMU consisting of three Macintosh Computers with software specifically configured to assist in the overall DDL/eLearning program. Since an integral part of the DDL/eLearning plan includes starting the eLearning process in English language instruction, the project identified eight participants representing a significant sample of the target institutions to receive advanced training in DDL/eLearning. These individuals will become mentors, facilitators and trainers for the broader roll-out of the ERA Distance Learning and ESL training programs in Senegal. Scheduled for July 22-August 11, 2011 and 8 to 30th of September the tailored trainings consisted of ESL and pedagogy at Virginia Tech from certified EFL/ESL instructors; as well as comprehensive training in eLearning approaches and techniques.

Other accomplishments related to Distance Learning and DDL/eLearning are:

- Agenda for Distance Learning established through consultation and advice from the project's 11 Technical Working Groups
- An assessment of distance learning capability and potential completed
- The USAID/ ERA Innovation and eLearning Lab within PMU installed
- A Pilot interactive distance learning test for the English Language Program between Senegal and Virginia Tech, Blacksburg, VA completed
- Continued training and use of Google Aps, a communication tool linking institutions and facilitators for enhanced performance of distance learning and eLearning approaches

GIS and GPS for increased production

Geographic Information Systems and Geo-positional Systems are two related technologies that show promise in increasing agricultural production and anticipating the consequences of climate change. USAID/ERA partner institutions are showing in increasing interest in developing capacities to use these technologies more directly in their instructional programs. USAID/ERA discovered the depth of this interest at a workshop it sponsored on “Conservation of Pasture Land, Food Security and Geographic Information Systems” from 26 to 30 April at Thiès.

Professors and researchers from all targeted institutions received instruction and gained competencies in:

- Determining what specific GPS technologies are used in agriculture

- Collecting field data at sample site locations using Garmin eTrek handheld GPS units
- Comparing observed data with GPS vegetation data sets using ESRI ArcGIS software in conjunction with Google Earth applications
- Considering and evaluating different licensing agreements needed to acquire different types of GIS software
- Planning for the integration of GIS and GPS into existing academic and professional training programs

Knowledge management at University of Thiès

In conducting its assessments at ENSA, the USAID/ERA team discovered that student theses and final qualifying papers were not being managed optimally. After discussion, planning began to digitize all existing theses using scanning techniques and developing a “user friendly” database that would catalogue and store the material for use among students and researchers in the academic field in Senegal. Students would be able to know what has been written previously and be able to use existing literature reviews more effectively for their own academic research. This simple idea has consequences for the management of knowledge and making it available to others working and learning at the institution. Once placed on the Internet or within the Senegalese University system, the model may become a standard feature of the how universities share knowledge among its students and researchers.

Outreach and Communication

USAID/ERA project was featured on the front page of VT's Global *University* newsletter in an article entitled, "Virginia Tech's Largest International Program to Revamp Agriculture in Senegal." Other communication opportunities during the reporting period included Senegal-based USAID/ERA staff making contact with UN agencies, and several articles describing workshops.

CROSS-CUTTING AND PROJECT MANAGEMENT ACHIEVEMENTS

USAID/ERA manages its activities through 1) extension of grants, 2) conducting field activities, and 3) administration. These activities and functions are dedicated to the building of human and institutional capacities of agricultural education and research institutions.

9.1 Grants

Grants are the delivery vehicles for targeted resources to flow to institutions. USAID/ERA received guidance and clarification from USAID/Senegal on how the project could package grants for maximum impact while minimizing paperwork and procedures. By combining similar commodities such as computers or lab equipment into a single procurement serving multiple institutions proved useful in gaining economies of scale. Procurement procedures internal to both USAID and Virginia Tech, once accepted and followed, make for

greater coherence and continuity for grant implementation. During the year USAID/ERA obtained approval for its Grants Management Manual from USAID/Senegal.

9.2 Field Activities

Field activities are conducted by staff to deliver a range of services to institutions. At the beginning, the project technical staff forged relationships with each institution in setting up Technical Working Groups and conducting need analyses. These were crucial relationship-building activities through which standards for prioritizing, deciding and identifying leaders at each institution were established. USAID/ERA thus instituted democratization as a norm for its relationship with each institution, fostering process-oriented participation.

As the year progressed, USAID/ERA staff provided training, conducted at Thiès and later at Ziguinchor. The training was facilitated by teams from consortium members Tuskegee University and Virginia Tech. Toward the end of the year, the PMU staff delivered training at its own offices to reinforce administrative competencies of grant management, financial management and procurement.

Training was additionally offered for 44 professors, researchers and officials at the Virginia Tech campus in the US. These technical training sessions offered introductions and skill-building in extension/outreach using the “Land-Grant” model; English language acquisition; and curriculum and pedagogy preparation. The impact of this training serves target institutions to more adequately deliver technical skills to students and producers with the latest research and agricultural technologies. USAID/ERA has built a solid foundation and track record of delivering relevant, high quality training which is respected and is increasingly integrated into the core functions of its partner institutions.

In the field, USAID/ERA professional staff developed viable working relationships with other collaborating institutions, such as FNRAA, and with local governments in developing Regional Advisory Committees. These structures are important in maintaining the momentum of the project and in keeping the principle of collaboration at the forefront of all other activities.

9.3 Administration

After project contract papers were signed and USAID/ERA became an official project, the COP and Deputy Chief of Party hired staff. Once in place, project leadership conducted extensive training and orientation for the staff on the project goals and its structure, roles and responsibilities. The staff assisted in the production of the first Annual Work Plan and mobilized a successful project launch on January 25, 2011, which required extensive communications and logistical arrangements for visitors from inside and outside Dakar. These initial experiences were formative for the staff, and created patterns of internal interdependence and a cohesive work ethic. This sense of a strong, well-organized team was evidenced during the training held at Thiès, when mobilization of people, accommodations, transportation and funds was accomplished quickly and efficiently.

Along with organizing events and trips to the target institutions, the PMU developed its financial and procurement procedures so that project resources could be managed and accounts audited. Only after financial arrangements between VT in Blacksburg and the PMU were carefully considered was a bank account established in Senegal. After a few months' experience and some well-directed advice from USAID/Senegal, the PMU is well on its way toward finalizing its financial procedures, personnel handbook and its procurement procedures. The PMU is now guided by procurement and financial procedures approved by Virginia Tech and further vetted by USAID. The Field Office has applied travel and per diem rates in conformity with USAID.

As suggested in the USAID Implementing Partners Handbook, USAID/ERA meets regularly with its staff to coordinate activities in line with its Annual Work Plan. These once-per-week coordination and planning meetings permit the project to anticipate the costing and deployment of personnel for key activities. Those returning from trips are required to summarize their experiences and provide recommendations. Appropriate staff report on progress made for on-going initiatives. Notes and written records for all the meetings are kept for review by staff if needed.

Among its other accomplishments, the administrative team has created shared drives on its network server to store and make use of all important project, personnel, financial and other documents and information. This will be extremely important in the future in producing any report that USAID may want or for PMU project development and reference.

Finally, by arrangement with the US Peace Corps, USAID/ERA is engaging a third year volunteer to assist in preparing documents, performing low level system maintenance and translating documents on a short-term basis and according to immediate need. The program expects to use the volunteer to check and write copy for success stories and to assist the Communications and Training Expert in preparing French language materials for an English speaking audience and vice versa.

LESSONS LEARNED

The end of year and fourth quarter activities permitted an overview of programs, operations and organization by the project staff. As such, the project identified key lessons and took measures to modify its implementation approach accordingly. These include:

1. Restructured the USAID/ERA funding and granting mechanisms to more appropriately match the conditions and environment in which AETR institutions work in Senegal;
2. Reorganized and perfected its procurement and financial procedures;
3. Improved strategies for preparing institution-wide training events with a greater lead time and with better organization;
4. Developed a strategy to focus and better direct Consortium Member university activities for capacity building; and
5. Streamlined and clarified ways to coordinate business with the ME in Blacksburg.

Restructure of Funding and Granting Mechanisms - The project leadership sought out and followed the advice of USAID/Senegal in improving and streamlining the granting mechanisms for quicker transfer of resources to client institutions. The visit of OIRED Interim Director Michael Bertelsen from the ME on June 8, 2011 contributed to the clarification of these procedures. USAID/ERA suggested that the project bundle its procurement of like items such as vehicles or generators for all institutions instead of making one grant for each item procured.

Reorganized Procedures - USAID/ERA likewise improved its procedures to conform to required rules and regulations for procurement. Both Virginia Tech and Federal Government rules relevant to USAID for procurement are now being applied. USAID/ERA revised mid-stream one tender when it learned that some prospective providers of equipment did not understand or did not have the same information as other providers. Because the tenders were for significant purchases, USAID sent a team of finance and contract specialists to PMU offices for review and clarification of procurement procedures on August 3 and 4, 2011. The principle behind procurement is that there is sufficient evidence of a competitive process used to ensure best value by using pro-formas invoices, use of a selection committee and the issuance of the selection report. The result of the visit also produced improvements in other domains of administration including finances and human resource management. Following the USAID recommendations will reduce risk and improve the control environment.

Improved Strategies for Implementing Training and Other Events - While the USAID/ERA team has a high degree of internal cohesion and coordination, the planning of events and training sessions needs to be done with greater lead time, and a broader participation of support services. Planning events with the assurance of available, adequate funding in place is crucial. In the future, events will be planned so that the necessary travel and logistical preparation can be done. At the beginning of each month, the Senior Accountant requests information from staff for information on training, travel or other events to ensure that planned resources will be made available at the appropriate time.

Strategy Created for Effective Consortium Member Involvement - Consortium member universities sought clarity about programming and the nature of their inputs to the project. USAID/ERA requested approval for consortium member trips for this purpose and these were granted. Some universities became quickly engaged with their respective institutions, while others were less involved. As the year progressed, it became evident that an alternative approach would have to be used to more effectively use the vast intellectual and professional resources available within each university. The planning process for the next annual work plan yielded the idea of developing specific “task orders” and then offering to the consortium the chance to reply either to work in collaboration with other universities or to gather the appropriate expertise within the university to respond.

Virginia Tech sees the majority of university input to be focused on research when activities gear up with FNRAA and anticipates offering programs of post-doctoral, doctoral or master’s study in the US to Senegalese university professors. Where specific technical training is needed for curriculum, course development, or outreach and extension areas, then task orders will be issued to member universities to solicit responses. Given the way grants and awards

are now issued through the program, USAID/ERA recognizes that the resources of the partner universities will be best utilized through well-defined interventions. As a result, the previous contracting arrangements with each university may be subject to change.

Streamline and Clarified Business with the ME - Business with the ME is guided by internal memos and agreements that regulate finances, reporting and representation. While these formal arrangements define the operations and management of normal activity, daily communications are achieved through email and weekly contact is established with the Home Office using Skype. In the beginning, the processing of USAID/ERA grants caused significant delays in the field. The Virginia Tech Office of Sponsored Programs needed time and the required documents to fulfill its own procedures for the release of funds to the field. As USAID/ERA was a new project, new systems needed to be learned by all involved. Now that personnel in Blacksburg are more familiar with the project, and the field has a better idea of the documents needed to process grants at VT, the transoceanic procedures should operate more efficiently. It is expected that turnaround times and expedition of wires to vendor bank accounts will take less time with these revamped and clarified systems. As the nature of USAID/ERA grants change from procurement of equipment and commodities to other types of procurements such as for consulting services, technical training and educational opportunities abroad, the processing of grants will accompany these changes.

FINANCIAL STATUS

On June 29, 2011 USAID/ERA was informed by USAID/Senegal that its previously planned budget of \$5,428,533 would be decreased to \$3,125,000 for Fiscal Year 2011. This reduction of 42% will mean significant re-alignment and consultative planning with partners and the USAID Mission as the project moves forward and the annual work plan for next year is finalized.

Project management began immediately to reflect and redesign the project and budget in a manner to conform to the integrity of the objectives, while reducing costs. While re-vamping the budget is an on-going exercise in preparation of the Annual Plan, due September 2011, some of the options the project is considering include:

- Reduction in Force
- Reorganization and bundling of grants and disbursement mechanisms within the project
- Redefinition of consortium partners roles in the USAID/ERA project

The original USAID/ERA project did not anticipate the support of a Master's program, there are changes to be incorporated in the budget, specifically the inclusion of scholarships and other technical support which were included in the original PCE plan, now to be managed by USAID/ERA.

ANNEXES

Annex I. USAID/ERA PMP End of Year Indicator Table September 2011

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
1. Number of institutions/organizations undertaking capacity/competency strengthening as a result of USG assistance	10		9	2	0	11	ITA and ISRA are the last two institutions	All institutions responding well
2. Number of graduates at the License, Master's and Doctorate levels Male Female	649 542 107			0	530 333 197	530	Depending on gender and program level, the number of graduates is either below or at par with targeted values estimated for 2011	Overall 18% difference between FY target and FY cumulative. Program planners simply estimated wrong enrollments for these programs.
3. Number of graduates at the Diploma and technical certificate levels. Male Female	760 605 155				755 606 149	755	Results show on target values.	
4. Number of curricula revisions completed with detailed course outlines.	2			0	0	0	No results yet.	USAID/ERA is actively preparing ground work for results in FY 2012
5. Number of graduates from AETs obtaining employment in their field	TBD			0	0	0	No results yet.	USAID/ERA has not yet collected data on this indicator because it could not be sure of its quality.

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
6. Number of administrators and officials trained Male Female	0			27 23 04	0	27	Surpassed expected results.	USAID/ERA underestimated the number of administrators and officials it thought it would train.
7. Number of individuals who have received USG supported long-term agricultural sector productivity or food security training Male Female	1500 750 750			0	67 57 10	67	USAID/ERA results for only one institution, CNFTEIA.	USAID/ERA was unable to bring its full range of substantive resources to claim support for all target institutions.
8. Number of individuals who have received USG supported short-term agricultural sector productivity or food security training Male Female	2500 1250 1250		59 51 8	47 37 10		106 88 18	See Annex II at end of report for full description of Short-Term training and pages 22 and 23 above	USAID/ERA is laying the ground work with AET institutions so that they provide training to many more participants.
9. Number of institutions/organizations undergoing capacity/competency assessments as a result of USG assistance	14		9	2	0	11	All institutions have been assessed for institutional needs and for the composition of curriculum	No challenges
10. Number of AETs provided with improved ICT infrastructure and other equipment.	1			1	0	1	Computer lab at St. Louis, CFFTEIA	Many more AETRs to follow in FY 2012

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
11. Number of AETs conducting distance and distributed learning programs through ICT infrastructure	1			0	0	0	ERA implemented a pilot Dist. Learning program, but is not operational in institutions yet	USAID/ERA has been preparing the way toward realization of this result. These require advance planning and training of personnel to develop the programs and to put them in place for end users.
12. Number of AETs provided with improved non-ICT infrastructure and other equipment	4			0	0	0	No institutions provided with infrastructure or equipment yet.	Equipment for UGB, CFFTEIA, ENSA, ISFAR, CNFTEFCPN and CFPH on order
13. Number of laboratories adequately equipped	1			0	0	0	No laboratories adequately equipped yet.	Laboratory equipment is on order and will be delivered in FY 2012
14. Number of higher education partnerships between US and host country higher education institutions that address regional, national, and/or local development needs	4			6	6	6	VT and UT, UCAD and MSU, UZIG and Tuskegee, Tuskegee U and LTAB and CNFTEFCPN Purdue and ITA	Partnerships are working well; consortium members are deepening interest
15. Number of host country individuals completing USG-funded exchange programs.	0			0	0	0	No results to report	No result scheduled to report. USAID/ERA is however preparing for eventual candidates for education to the US

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
16. Number of farmers and others who have applied new technologies or management practices as a result of USG assistance	50			0		0	No results to report	These activities have not advanced enough with AETR institutions to provide results. The indicator estimate was too ambitious for the first year.
17. Number of private enterprises, producers organizations, water users associations, trade and business associations and community-based organizations (CBOs) that applied new technologies or management practices as a result of USG assistance	2			0	0	0	No results to report	These activities have not advanced enough with AETR institutions to provide results. Both AETR institutions and USAID/ERA need more time to adequately develop their outreach program planning and implementation
18. Number of new technologies or management practices under research as a result of USG assistance	3			0	0	0	No results to report	Research activities have not advanced enough with agricultural research institutions and with FNRAA to provide results
19. Number of new technologies or management practices under field testing as a result of USG assistance	3			0	0	0	No results to report	Contract research with FNRAA and participating institutions not yet finalized.

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
20. Number of new technologies or management practices made available for transfer as a result of USG assistance	0			0	0	0	No results to report	No result expected for this fiscal year
21. Number of private enterprises, producers organizations, water users associations, trade and business associations, and community-based organizations (CBOS) receiving USG assistance	2			0	0	0	No results to report	ERA not working with Institutions to promote farmers yet; project planners underestimated time needed to engage AETRs and enterprises
22. Number of partnerships developed to deliver training services to local farmers and the private sector	2			0	0	0	No results to report	USAID/ERA planners overestimated the number of training partnerships it would be able to deliver to local farmers and the private sector; not working with Institutions to promote farmers yet
23. Number of short courses delivered in response to stakeholder demand	4			0	0	0	No results to report	ERA not working with Institutions yet to deliver short courses responding to local demand
24. Number of institutions/organizations undertaking capacity/competency assessments presented for consultation as a result of USG assistance	0			11	11	11	All AETRs presented for consultation and received USG assistance in the form of training, consultation, equipment or other assistance.	No challenges

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
25. Number of institutions with improved Management Information Systems as a result of USG assistance	4			0	0	0	No results to report	USAID/ERA not working with Institutions to promote MIS yet
26. Number of AET institutions using database at least 20 times per semester.	0			0	0	0	No results to report	USAID/ERA not working with Institutions to promote MIS yet
27. Number of agribusinesses using the database.	0			0	0	0	No results to report	No target result for the Fiscal Year
28. Number of “bureau d’insertion” using MIS to assist students.	0			0	0	0	No results to report	No targeted result set for this report year
29. Number of AET institutions using databases tracking student records, performance and post-graduate occupations	0			0	0	0	No results to report	This functional capacity is not in place yet; no target result scheduled for this year
30. Number of AET institutions using accounting software to manage program finances and generate reports.	1			0	0	0	No results to report	USAID/ERA has not yet worked with AETRs on their accounting systems yet
31. Private sector participants in higher education advisory boards	10			0	0	0	No results to report	USAID/ERA has been in process of preparing activities for other result areas. Governance is a key area for USAID/ERA and progress on this indicator is anticipated for the next year

Indicator	FY Target	Achievements each Quarter				FY Cumulative	Achievement notes and reference section in report	Challenge notes and reference section in report – i.e. IRs 10% different from target
		Q1	Q2	Q3	Q4			
32. Students participating in private sector internships	0			0	0	0	No results to report	Anticipated M&E Expert to determine base line values for this indicator in FY 2012
33. Private sector participants in international GDA study tours.	0			0	0	0	No results to report	USAID/ERA is preparing to sponsor a study tour for FY 2012
34. Private sector/university research collaborations.	0			0	0	0	No results to report	No scheduled result this Fiscal Year
35. Private sector/AET joint training programs.	0			0	0	0	No results to report	ERA has not initiated training projects yet
36. Full GDA agreements.	0			0	0	0	No results to report	No scheduled result this Fiscal Year
37. Strategic ERA gender integration plan created and implemented.	1			0	0	0	No results to report	USAID/ERA is in process to submit its Strategic Gender Plan during FY 2012
38. Number of cross-component study tours.	0			0	2	2	USAID/ERA sponsored and held two cross-component study tours during the reporting period.	The trips permitted a high degree of exchange and new ideas for participants to carry back to their home institutions.
39. Number of curricula enriched with local research results.	0			0	0	0	No results to report	ERA is training professors and teachers now for curriculum enhancements which will incorporate local research knowledge and information.

Annex II. Short-term Training during FY 2011

Type of Training	Dates of training	Males	Females	Total
Thiès workshop on Grasslands, Food Security and GPS	April 26 to 30	18	2	20
Administrative Training for all AET institutions	4 two day sessions from May 31 to June 23	23	4	27
Capacity building workshop on Micro Enterprise, Entrepreneurship and curriculum review Held in Ziguinchor	June 15 to 16	10	2	12
Capacity training held in Blacksbury on Teaching English as a second language and e-Learning	July 22 to August 11	7	1	8
Capacity training held at Blacksbury on AKIS Land Grant, Distance Education and Pedagogy and EFL, English as a foreign language	September 8 to 30	27	9	36
Technical Capacity training for ITA food processing researchers and technicians	August and September	3	0	3
Total		88	18	106