# Education and Research in Agriculture (ERA)

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**Cooperative Agreement No. 685-A-00-10-00194-00**

USAID | SENEGAL
FROM THE AMERICAN PEOPLE

## USAID/ERA Second Quarterly Report: Jan to Mar 2011

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## Executive Summary

This quarterly report presents activities accomplished by Virginia Tech and its consortium of universities between January to March, 2011. The report will show how activities led to further the goals of USAID/ERA in Senegal.

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 further guided by a First level objective 2: Increased Trade, Intermediate Result, Increased institutional and Human Resources Capacity. USAID/ERA is part of the overall strategy of the Economic Growth Office (EGO) to create conditions for increased economic growth through increased agricultural production. It is also committed to improve nutritional status among the most disadvantaged population groups in the country. Increased capacity of agricultural education and training institutions will bring about a more informed and a more effective workforce capable of introducing more productive agricultural information and technologies to the agricultural sector as a whole.

The general objective of the program is to develop the human and institutional capacities of agricultural education and training institutions in Senegal. There are 4 universities with agricultural programs, University of Gaston Berger (UGB), 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), University of Cheikh Anta Diop, (UCAD) and University of Ziguinchor, (UZ). There are three professional training centers, Center of Professional Training in Horticulture, (CFPH) at Cambérene, the Center of forestry and water, (CNFTEFCPN) at Ziguinchor and the Center of Livestock in St. Louis, (CNFTEIA). There is one Lycée Technique Agricole in Bignona (LTAB), Casamance. Additionally, USAID/ERA will work with the two research institutions of Institut Sénégalais de Recherches Agricoles (ISRA) and the Institut Technologie Alimentaire (ITA).

USAID/ERA is working with each of these institutions to prepare a coherent program of support and development in three strategic domains:

- Strengthening agricultural education and training
- Strengthening applied research and outreach, and
- Project management and policy support

## Agricultural Education

USAID/ERA conducted a planned "rapid need assessment" at each institution. Rapid needs identified in the agricultural education component included needs for infrastructural improvements, curriculum and pedagogical training as well as training opportunities for teaching staff and distance learning. The needs in question are being analyzed by USAID/ERA in preparation for its first round of supportive grants.

Rapid assessment at CNFTEIA (February 9, Saint Louis)





Rapid assessment at CFPH (January 31, Dakar)

Rapid assessment at ISFAR (January 17, Bambey)



Rapid assessment at ENSA (January 27, Thiès)



Rapid assessment at LTAB (January 29, Bignona)

Rapid assessment at CNFTEFCPN (January 28, Ziguinchor)

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 impressions 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.



Rapid assessment at UCAD (February 10, Dakar)

Rapid assessment at UGB (March, 9, Saint Louis)




Rapid assessment at Ziguinchor university (April 10, Ziguinchor

A third set of activities has brought about the introduction and discussion of Distance Learning within and among the AETs of St. Louis and Thiès. Initial assessments have been made in several institutions to determine relative competence of computer use across a range of applications including communication technologies. The assessment will determine the level and complexity of initial training in preparation for Distance Learning applications in the coming months.

| ACTIVITES | PERIODE | ACTEURS | TACHES /COMMENTAIRES |
|---|---|---|---|
| Création de l'interface google apps | Février | ERA team, VT technical services | • Activation de l'interface Google Apps pour le projet ERA<br>• Présentation de l'interface au PMU<br>• Sélection des partenaires pilotes |
| Création des comptes google Apps et google groups | Mars | ERA team, UGB, CNFTEIA, ENSA/UT | • Activation des compte sur google apps<br>• Création des groupes (erapmu@era.oired.vt.edu; twg_ugb@era.oired.vt.edu; twg_cnfteia@era.oired.vt.edu; twg_ensa@era.oired.vt.edu) |
| Conception d'un questionnaire dédié au E-learning | Mars | ERA team | • Diagnostic sur les bases informatiques et introduction au E-learning |
| Mise à disposition du questionnaire aux AETs pilotes | Mars - Avril | ERA team | • Dissémination du questionnaire aux AETs pilotes |
| Traitements résultats | Avril - Mai | ERA team | • Analyse du diagnostic e-learning |

University of Connecticut (UCONN) has been developing survey instruments and training data collectors to conduct its agricultural labor survey. The survey will measure 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. The results of the survey will be instrumental for AET Institutions to revise their curricula according to needs that are evident in the agricultural labor market.

**Applied Research and Outreach**. In the area of Applied Research and Outreach, important contacts have been made with Fonds National de Recherches Agricoles et Agro-Alimentaires (FNRAA) for the eventual award of competitive grants promoting applied research, collaborative activities among the above institutions and other activities that advance the research and outreach functions of AET Institutions to Senegalese agricultural producers.

A second activity in this component has been the beginning formulation of Regional Agricultural Technical Committees that are to identify necessary applied research projects for each region. This committee will additionally inform AET institutions in the region about the emerging human resource needs in the sector. These could be due to changing trends in agricultural production or the need for new skills and approaches to transform agricultural products for the market place. The Committee will provide a useful mechanism for feedback and reality testing in the pursuit for more relevant education in the agricultural sector.

**Project management and policy support.** The "rapid needs assessment" methodology required that each Technical Working Group identify priorities within each of the program's components. An analysis and description of these needs by component are presented in an Annex, Table 3 of this report. Many AET Institutions identified the need to upgrade skills and competencies to better manage their operations. The deeper institutional self-assessment will reveal in detail the elements of a management training plan for which grants will be applied and implemented by the individual AET institutions and U.S. partner institutions.

**Summary**. USAID/ERA entered the January to March period as its first quarter of field and operational activities. It launched its project on January 25 to both Senegalese and international audiences. It consolidated and started training its staff while making contact and developing operating relationships with each of its client institutions. USAID/ERA integrated consortium university experts into its core activities through discussions and rapid need exercises with each AET Technical Working Group. In the next quarter each consortium member will develop a plan that will substantively support and complement the USAID/ERA Annual Work Plan for the remainder of the Fiscal Year. The Virginia Tech teams at the Program Management Unit in Dakar, (PMU) and the Management Entity (ME) in Blacksburg, VA are harmonizing administrative systems for smooth delivery of grant resources to client AET Institutions in Senegal. In the next quarter USAID/ERA will initiate a range of activities to assure results for program objectives including:

1) Gender assessment
2) Award of grants to AET Institutions

3) Institutional self-assessments completed providing guidance for AET Institutions and their respective annual plans
4) Grant procedures and other administrative (human resources and finances) manuals developed and accepted by USAID/Senegal
5) Performance and Monitoring Plan (PMP) accepted by USAID/Senegal
6) Synergy with other USAID investments at key institutions
    a. University Gaston Berger (HED and Agro Ecology);
    b. UT ENSA and PCE and Michigan State University supported program in agricultural value chains;
    c. Leveraging existing information and communication technology (ICT) infrastructure with Ohio State University at UGB and with UT and MSU at University of Thiès.

## Component 1:  Agricultural education and training system strengthened

### Targeted results and Planned Activities

**General Considerations**

The USAID/ERA project is in process of assisting three types of agricultural institutions: 1) University centers where programs specifically related to agriculture are taught 2) Agricultural Professional Training Centers and 3) Agricultural Research Centers.  These easy boundaries are blurred by the fact that two former and quite distinct professional agricultural centers,  Institut Superieur pour la Formation Agricole et Rural (ISFAR) and Ecole Nationale Supérieure en Agriculture (ENSA) are now part of the University of Thiès.  These two schools make up the Department of Agriculture for this university.  Lycée Agricole de Bignona is not technically a professional school but does provide technical training for students who will graduate with a BAC, with most of its students going on to university level training.

The university centers are all intensely interested in migrating toward License, Masters and Doctorate formats, but still have elements of style and function in the French and Senegalese systems of higher education.

All the centers and the universities are beginning to find common ground in recognizing the dynamism of the agricultural sector and mobilizing this knowledge toward greater productivity. USAID/ERA has discovered that on their own initiative the agricultural departments and professional programs are beginning to share experiences and develop relations between each other.  USAID/ERA has encouraged this through the establishment of its Technical Working Groups (TWGs) which have been organized to identify needs and be the intermediaries between the Virginia Tech (VT) Program Management Unit (PMU) in Dakar and the individual Agricultural Education and Training Institutions (AETs) operating in four regions: St. Louis, Thiès, Dakar and Ziguinchor.

### Planned Activities for FY 2011

By results the planned activities are the following:
**Objective 1:  Curriculum** — AET Institutions producing high performing and market oriented graduates

> **Result 1.1**:  Revamped Curricula and improved Academic capacity at target AETs

> Year 1 Results:
> a.  Institutional Assessments completed and analyzed: The activities for this result will involve making contact with all of the target institutions and necessary officials in the Region. USAID/ERA anticipates that initial needs will be identified through a "rapid needs" assessment. Steps should also be made to launch the deeper institutional self-assessment.

b. Labor Study in the Agricultural Sector completed and analyzed: This activity depends on making the initial steps in organizing a study to determine relative needs for agricultural professions and skill sets in the Senegalese economy: literature review, the design of the questionnaire and the identification of private and public sector organizations to be interviewed

c. Review of curriculum: As a part of this result AETs through their Technical Working Groups will be in position to review their curricula

**Result 1.2**: Set up and roll out of distance and distributed learning (DDL) across universities

Year 1 Results:
a. Agenda item accepted and recognized by technical working groups at AET level for year 2 through 5 tasks
b. USAID/ERA to begin discussions about this educational platform within the TWGs
c. Assessment of Distance Learning capability/potential: The program will introduce the idea and begin assessing the potential for distance learning and receptiveness to this technology in several AETs

**Objective 2: Infrastructure systems —** AET institutions capable of meeting a variety of agricultural training needs

**Result 2.1**: Improvement of critical academic infrastructure systems at targeted AETs

Year 1 Results:
a. Architectural plans including environmental impact assessments if needed
b. USAID/ERA to begin identifying a contractor who will be able to assess architectural projects and manage them once grant mechanism is in place
c. Bidders on construction projects selected
d. One major infrastructural project in progress by end of year for each agricultural institution
e. Rapid needs assessments will identify a range of small to medium projects for support this year
f. Two medium-sized infrastructural projects in progress
g. Three basic infrastructural projects in progress

**Result 2.2**: Development of human capital

Year 1 Results:
a. Institutional Assessments identify core personnel needing training in AET: USAID/ERA needs to develop its procedure and plan for recruiting teaching staff from target AET Institutions for continued training and upgrading of academic qualifications
b. Training plan for faculty, staff and administrators: USAID/ERA needs to work with its participating AET Institutions to develop training plans for faculty staff and administrators.
c. Capacity for J1, TraiNet and participant training approval and visa mechanisms in place

**Objective 3: Administrative Systems** — AET Institutions managed as centers of excellence with a clear vision and strategy for their program development and contribution to national food security

> **Result 3.1**: Create Senegalese ownership of a new model of agricultural pedagogy and service to the agricultural sector
>
> Year 1 Results:
> a. Technical Working Groups formed in each of the initial partner AETs
>    In the first year all target AET institutions will have Technical Working Groups discussing and meeting on programs and issues relating to their capacity development
> b. Dakar High Level Steering Committee kicks off first quarter 2011
>    USAID/ERA will have its technical consultative committee appointed and meeting on a quarterly basis
> c. Prioritization scheme established for non-competitive grants
>    Technical Working Committees will be ready to plan for and accommodate grants awarded to them over the year. Specific training will need to be designed and in place for grant management training
> d. Disbursement of non-competitive grants

## Progress Realized

**Objective 1: Curriculum** — AET Institutions producing high performing and market oriented graduates

> **Result 1.1: Revamped Curricula** and improved Academic capacity at target AETs

Accomplishments made toward revamping curricula and improving academic capacity were realized by establishing contact and beginning dialogue on academic content and delivery in all client AETs.

USAID/ERA initiated a "Rapid Needs" assessment in all institutions to begin activities required each institution to develop an initial set of needs and which could be responded to relatively quickly. For professional training institutions, the range of needs included physical plant, educational and administrative needs. The analysis exercise for university centers focused on short term training and pedagogical needs.

**Table 1. Number of Rapid Needs identified by Institution and by Component**

| | AET | Education-Formation | Recherche-Vulgarisation | Gouvernance-Politique | Total |
|---|---|---|---|---|---|
| Institutions non Universitaires | ISFAR | 19 | 10 | 7 | 36 |
| | ENSA | 8 | 6 | 3 | 17 |
| | CNFTEFCPN | 9 | 3 | 5 | 17 |
| | LTAB | 12 | 7 | 4 | 23 |
| | CFPH | 19 | 5 | 8 | 32 |
| | CNFTEIA | 26 | 2 | 4 | 32 |
| Institutions Universitaires | UCAD | 7 | 4 | 6 | 17 |
| | UGB | 6 | 5 | 2 | 13 |
| | UT | 3 | 2 | 1 | 6 |
| | UZ | 8 | 4 | 3 | 15 |
| | Total | 117 | 48 | 43 | 208 |
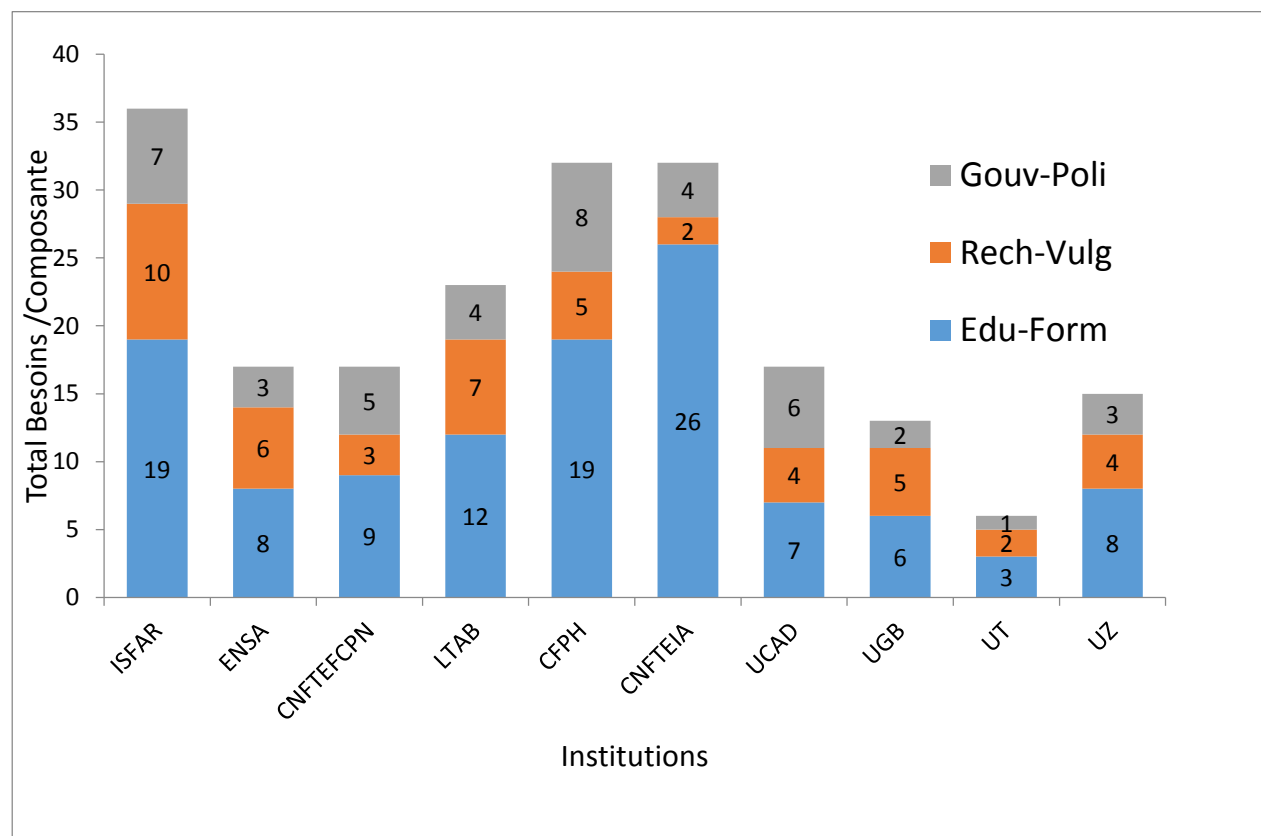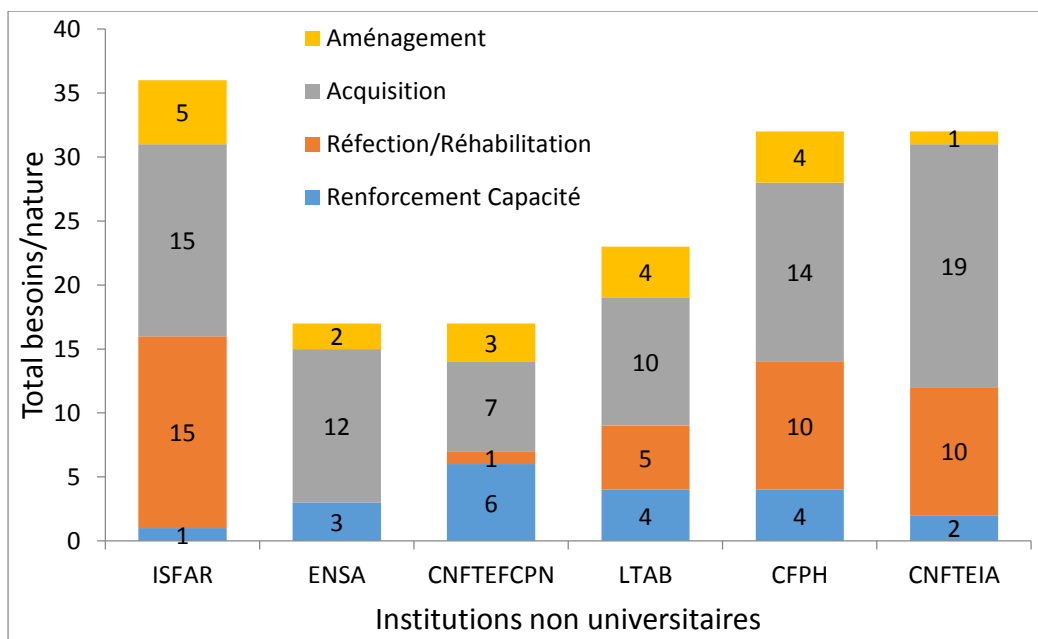
**Institutional Assessments**. The PMU has translated several documents for self-evaluation into French for use in the deeper self- diagnostic to follow in the Third Quarter. PMU has developed and placed an advertisement in two local newspapers for a contractor who will serve as coordinator for the institutional self-assessments.

Additional progress was made on developing a more comprehensive institutional self-assessment. One major part of the institutional self-assessment focuses on academic programs and offerings. Comparisons can be made between programs to see common trends and themes. One emerging theme is the desire to move toward the License, Master, Doctorate (LMD) system so that programs are recognized using a standard that will be acceptable inside and outside of Senegal. Another emerging theme is the use of "vacataire" instructors and the fragmentation of course offerings on the basis of these instructors' short term availability.

**Result 1.2**: Set up and roll out of distance and distributed learning (DDL) across universities

Distance learning is becoming an emerging and compelling part of the agricultural academic and instructional system. Progress in this area is accelerating because there is high expressed demand for this in all USAID/ERA client institutions. USAID/ERA has identified pilot institutions to begin activities: University of Gaston Berger (UGB), Ecole National Supérieur en Agriculture (ENSA), University of Thiès (UT) and the Centre d'élevage in St. Louis (CNFTEFCPN).

USAID/ERA has begun the evaluation of key competencies in the use of computers and communications equipment for distance learning to be operational at the above institutions.

**Objective 2: Infrastructure systems —** AET institutions capable of meeting a variety of agricultural training needs

**Result 2.1**: Improvement of critical academic infrastructure systems at targeted AETs

Year 1 Results:
Accomplishments toward improving critical academic infrastructural systems have begun with the unveiling of the program and the understanding that AET Institutions are eligible for an infrastructural investment if needed. All client institutions are aware that a physical infrastructural assessment will be conducted by a competent engineering firm to determine feasible projects, given the limitations of the USAID/ERA budget and the importance of improving conditions for learning and conducting research within a given institution. Special consideration will be given for women's accommodations and needs.

The USAID/ERA project communicates regularly to its client institutions that fully 50% of total project grant monies are to be invested in Component 1 activities. Many institutions have identified needs such as refurbishing of classrooms, computer labs, technical and research labs, improving Information Systems and Communications hardware and improving

centers for documentation, libraries, etc.  This is a major part of improving conditions for learning and gaining the necessary experience for mastery of key technologies in the Senegalese agricultural knowledge base.

a.  Architectural plans including environmental impact assessments if needed.

Review existing infrastructure systems at the AETs, facilities, labs, equipment, libraries, ICT and Learning Management Systems.  USAID/ERA is reviewing candidates who will be preselected for RFA to review existing infrastructures at AETs with the objective of identifying feasible infrastructure projects.

b. Bidders on construction projects selected.

Work with TWG in conducting a priority appraisal to support infrastructure investments. TWGs have been informed that an infrastructure appraisal will be conducted with their participation and support.

c. One major infrastructural project in progress by end of year for each agricultural institution.

Develop a process and plan for awarding infrastructure sub awards and contract awards (short and long terms).   Virginia Tech/ME is developing a comprehensive plan for sub-awards.  Standard Provisions are being built into grant agreement awards.

d.  Two medium sized infrastructural projects in progress
e.  Three basic infrastructural projects in progress


**Result 2.2: Development of human capital**

Year 1 Results:
a.  Institutional Assessments identify core personnel needing training in AET: Assess training opportunities with a focus on the immediate and prioritized needs. First assessment for short term training opportunities for universities prioritized.
b.  Training plan for faculty, staff and administrators
c.  Capacity for J1, TraiNet and participant training approval and visa mechanisms in place


**Objective 3: Administrative Systems** — AET Institutions managed as centers of excellence with a clear vision and strategy for their program development and contribution to national food security

One of the most significant accomplishments of this quarter has been the definition of needs and the scheme to define them at the TWG level in all participating institutions.  This has provided a focal point for the TWGs which will define over the next several years the priority needs to be addressed.  A summary representation of these prioritized needs is shown in Annex, Table 3.

Grant awards by Virginia Tech are pending as it finalizes its legal, contractual and procurement procedures as they apply to operations in Senegal.

**Result 3.1:** Create Senegalese ownership of a new model of agricultural pedagogy and service to the agricultural sector

Year 1 Results:

a.  Technical Working Groups formed in each of the initial partner AETs

    TWGs formed in all Agricultural Education and Training Institutions.   The progress to which AET Institutions are managed as centers of excellence with a clear vision and their own strategies for program development are being made through activities brought to the institutions by the USAID/ERA team over the last quarter.  The PMU teams have observed the degree to which each AET Institution has taken the formation of their Technical Working Groups (TWGs) seriously, with purpose and determination.  The committees are beginning to work as strong and viable units.

b.  Dakar High Level Steering Committee kicks off first quarter 2011

    The Program Management Unit of Virginia Tech and its Consortium are planning to conduct its first National Steering Committee meeting in the next Quarter.  The PMU enjoys collegial relations with the Ministry of Higher Education and Research and is making every effort to keep government parties informed about USAID/ERA progress and activities.

c.  Prioritization scheme established for non-competitive grants

    This needs to be done in next quarter

d.  Disbursement of non-competitive grants

    USAID/ERA has disbursed no grants yet

## Constraints, opportunities and priorities for the next Quarter

**Constraints**:

- Legal, contractual, procurement and other administrative procedures need to be fully elaborated and defined by Virginia Tech before launching the grants program.

**Opportunities**:

- Collaboration with other university players and interests in partner institutions such as University Gaston Berger, University of Cheikh Anta Diop and University of Thiès.
- Universities within the VT consortium becoming fully involved players in the program.
- High interest and willingness on the part Agricultural Education and Training Institutions to play a positive and constructive role in developing their own programs
- Distance Learning to play a decisive role in disseminating agricultural information in several different formats.

**Priorities for next Quarter**:

- Award grants to institutions in response to "rapid needs assessments" undertaken during January and February with approved grants administration manual from USAID.
- Begin the process of assessing the physical infrastructural needs and appropriate projects of rehabilitation at deserving AET Institutions.
- Continue with the in-depth institutional self-assessment process so that institutions will be able to develop and justify their human resource development plans.
- Develop and put in place a faculty continuing education program for excellence in teaching at AET Institutions. This program will develop criteria and rationale for sending people for supplementary training in the academic disciplines needed by all AETs.
- Develop a plan and professional network for application of Distance Learning in all AETs.

## Component 2: Strengthening Applied Research and Outreach

### Targeted results and Planned Activities

**General Considerations**

Strengthening applied research and outreach is critical in the overall approach to the USAID/ERA program. The component is to work on establishing its Regional Advisory Committees and to develop the terms of reference for the collaborative and competitive research grants to be awarded through FNRAA.

**Objective 2.1: AET institutions** promoting innovative research solutions to public and private clients

**Result 2.1.1:** Farmer and agribusiness driven prioritization of applied research needs

Year 1 Results:
a. Regional Advisory Committees formed and call for region-wide meeting to define farmer and agribusiness needs for applied agricultural research. In the first year RACs shall be formed in all regions. USAID/ERA will work closely with Regional Governors, Agency for Regional Development (ARD) and Ministry of Agriculture, Regional Department for Rural Development (DRDR) to identify memberships in private sector and among producer groups.
b. Define and distribute reports of farmers and agribusiness needs for applied research action

**Result 2.1.2:** Collaborative applied research grants

Year 1 Results:
a. Develop the terms of reference for applied research grants
b. Develop the award granting mechanisms and criteria for applied research grants

**Result 2.1.3:** Research management strengthened at AET institutions

Year 1 Results:
a. AET assessments designed and contracted using local consultants
b. AETs have identified management of research grants a priority. They look forward for support in this important area.
c. Results analyzed for management competencies
d. Results shared with Institutions, Technical Working Groups and other agencies conducting extension services

**Objective 2.2: AET institutions providing outreach services** and technical support to clients in farming communities and the private sector.

**Result 2.2.1:** Farmer and agribusiness driven prioritization of outreach needs

Year 1 Results:
a. Regional Advisory Committees formed
b. Regional Advisory Committees call for region wide meetings to define outreach needs in Agriculture sector
c. Prioritization scheme developed

**Result 2.2.2**: Collaborative outreach grants

Year 1 Results:
a. Terms of reference for collaborative outreach grants completed
b. Award granting mechanisms and criteria for collaborative outreach grants developed
c. Prioritization scheme developed

## Progress Realized

**Objective 2.1: AET institutions promoting innovative research** solutions to public and private clients

**Result 2.1.1**: Farmer and agribusiness driven prioritization of applied research needs

Year 1 Results:
a. Regional Advisory Committees formed and call for region-wide meeting to define farmer and agribusiness needs for applied agricultural research. While Regional Advisory Committees are being formed now, they are not yet calling for region-wide meetings.
b. USAID/ERA is working with Regional authorities to develop membership candidates for the Committees with an accent on recruitment from private and commercial sectors
c. Define and distribute reports of farmers and agribusiness needs for applied research action

**Result 2.1.2**: Collaborative applied research grants

Year 1 Results:
a. Develop the terms of reference for applied research grants
b. USAID/ERA has made contact with FNRAA and has begun talks about collaborating on the competitive grants part of the program.
c. Develop the award granting mechanisms and criteria for applied research grants

**Result 2.1.3**: Research management strengthened at AET institutions

Year 1 Results:
a. AET assessments designed and contracted using local consultants
b. Results analyzed for management competencies
c. Results shared with Institutions, Technical Working Groups and other agencies conducting extension services

**Objective 2.2: AET institutions providing outreach** services and technical support to clients in farming communities and the private sector.

**Result 2.2.2**: Collaborative outreach grants

Year 1 Results:
a. Terms of reference for collaborative outreach grants completed
b. Award granting mechanisms and criteria for collaborative outreach grants developed
c. Prioritization scheme developed

## Constraints, opportunities and priorities for the next Quarter

**Constraints**:
- Delays in establishing Regional Advisory Groups

**Opportunities**:
- Good will and interest among Governors of Regions to build the Regional Advisory Committees
- Clear understanding among players in agricultural research communities and among those in AETs that research must be more closely related to actual problems of production in the field
- FNRAA is ready to begin work with USAID/ERA to develop terms of reference for beginning research projects and related activities

**Priorities for the next Quarter**:
- Third Quarter mobilization of Regional Advisory Committees and begin meetings
- Definition of terms of reference for competitive applied research grants plus grants to stimulate collaboration among AETs
- Award of grants to groups willing to undertake applied research through FNRAA
- Award of grants to AETs willing to collaborate on research or other capacity building activities together
- Capacity grants to improve planning, execution and management of research grants

## Component 3:  Project Management and Policy Support

### Targeted results and Planned Activities

**General Considerations**

Data base development for agricultural human resource reference and networking is still in an early stage of development.  Many AETs know they want to deepen skills and obtain information technology.  They know that this resource will be used to increase effectiveness and advance career possibilities for their students.

**Objective 3.1: Database on agricultural human resources** in use

> **Result 3.1.1**: Database rationale and design of human resources in agricultural sector
>
> Year 1 Results:
> Technical Working Group adopts HR Agriculture Database as a need in the sector
>
> Year 2-5 year activity
>
> **Result 3.1.2**: Database of human resources in agricultural sector installed on Internet
> Year 2-5 year activity
>
> **Result 3.1.3**: Report demand for Human Resource database in agriculture sector
> Demand for Ag HR Database defined in Years 2-5

**Objective 3.2:  Management and administration systems** of targeted AET and training centers reformed

> **Result 3.2.1**: AET institution training design based on institutional assessment and management capacity analysis
>
> Year 1 Results:
> a.  AET institutional assessment completed and analyzed
> b.  Technical Working Group prioritizes capacity areas needing attention
>
> **Result 3.2.2**:  AET institution yearly implementation plan presented to and discussed by Regional Advisory Committee and home institution
>
> Year 1 Results:
> a.  AET institutions define their annual plans by the date mandated by Government of Senegal
> b.  AET institutions provided training on institutional planning

**Result 3.2.3**: Grant completion activity reports specifying results

Year 1 Results:
a. Each AET provided with training on Grant Management


**Result 3.2.4**: End of program institutional assessment and management capacity analysis

Year 1 Results:
a. End of year program institutional assessment and management capacity analysis
b. AETs adopt new standards for performing functions


## Progress Realized


**Objective 3.1: Database on agricultural human resources** in use

**Result 3.1.1**: Database rationale and design of human resources in agricultural sector

Year 1 Results:
Technical Working Group adopts HR Agriculture Database as a need in the sector

Year 2-5 year activity

**Result 3.1.2**: Database of human resources in agricultural sector installed on Internet
Year 2-5 year activity

**Result 3.1.3**: Report demand for Human Resource database in agriculture sector
Demand for Ag HR Database defined in Years 2-5


**Objective 3.2: Management and administration systems** of targeted AET and training centers reformed

**Result 3.2.1**: AET institution training design based on institutional assessment and management capacity analysis

Year 1 Results:
a. AET institutional assessment completed and analyzed
b. Technical Working Group prioritizes capacity areas needing attention


**Result 3.2.2**: AET institution yearly implementation plan presented to and discussed by Regional Advisory Committee and home institution

Year 1 Results:
a. AET institutions define their annual plans by the date mandated by Government of Senegal
b. AET institutions provided training on institutional planning

**Result 3.2.3**:  Grant completion activity reports specifying results

Year 1 Results:
a.  Each AET provided with training on Grant Management


**Result 3.2.4**: End of program institutional assessment and management capacity analysis

Year 1 Results:
a.  End of year program institutional assessment and management capacity analysis
b.  AETs adopt new standards for performing functions


## Constraints, opportunities and priorities for the next Quarter

**Constraints**:
- The deliberations of the TWG has not progressed beyond the identification of component three needs in the Rapid Need Analysis exercise

**Opportunities**:
- TWGs have recognized and identified needs in all components including the need to increase capacity in governance, administration, management and student counseling
- TWGs and their institutions are looking forward to receive training in basic managerial functions and computer information processing applications

**Priorities for the Next Quarter**:
- Undertake the deeper and more elaborated institutional self-assessment among all AETs
- Award capacity building grants in the project management and policy areas depending on priorities articulated by the TWGs

## Cross-Cutting and Transversal Issues

### Targeted results and Planned Activities

**Gender Issues**

The first year USAID/ERA is scheduled to have a gender assessment completed and a strategy in progress.

**Grants Management**

The first year should see the establishment of the grant system with manual and forms approved by USAID. Additionally the procedures will be communicated through a training session for all USAID/ERA staff and for Technical Working Groups in each of the target AETs.

**Participant Training**

The first year should see the establishment of the participant training program, a manual which will define the criteria and how prospective students (teachers and professors from target AETs) will be recruited and sent for reinforcement and supplementary technical training.

**Monitoring and Evaluation**

In the first year the Monitoring and Evaluation training function within USAID should be established with a scope of work and a position within the USAID/ERA staff. The PMP will be defined by USAID/ERA and approved by USAID/Senegal. Approved indicator data and their base lines will be collected on a regular basis for access and analysis. It will be stored in a safe place.

**Distance Learning and Innovation Center**

The Distance Learning and Innovation Center will be established during the first year and a plan will be written for its function and outreach to the participating AETs in the USAID/ERA program. The Innovation Center will host at least one or more training sessions and trial use in the use of distance learning programs with a pilot group of AET Institutions.

**Public Private Partnerships**

By the end of year one, USAID/ERA should have a preliminary plan on how to develop and initiate public/private partnerships.

## Progress Realized

**Gender Issues**:
The gender specialist from Virginia Tech was approved to visit the PMU, but had to cancel. She is expected to return and conduct a gender assessment in June or July, 2011. The result of her work will be a coherent and integrated Gender Strategy. AET Institution as well as the PMU will be committed to pursuing the Strategy over the life of the project. Results of the gender strategy will be measured through USAID/ERA PMP indicators.

**Grants Management**:
The Grants Manual and its forms and procedures have been in development by both the Virginia Tech PMU and the Management Entity (ME) in Blacksburg, VA. Once the appropriate mechanisms are in place both at the home office and in the field, USAID/ERA will be in a position to award grants.

**Participant Training**
USAID/ERA plans to engage a consultant to develop a mechanism to identify candidates and launch them on appropriate courses of study in institutions either within Senegal, within Africa or in the United States. The program needs to develop criteria for selection; it needs to develop sources of training for specific individuals which correspond to the needs of their respective institutions; it needs to develop a procedure for facilitating these opportunities within the procedural and financial scope of USAID/ERA.

**Monitoring and Evaluation**
USAID/ERA is in process of developing its Performance Monitoring Plan for submission to USAID/Senegal. The program expects the plan to be approved in the next quarter. USAID/ERA will also enter into additional discussions with the AOTR to ensure appropriate means are in place to assure the competent and timely collection, storage, display and analysis of performance data for reporting and validation of its activities.

**Distance Learning and Innovation Center**
In the following quarter USAID/ERA fully expects to have in place a plan and strategy for the advancement of distance learning within the program. The program will comprise several components: 1) instruction of English language, 2) instruction of technically based subjects which will complement emerging restructuring of existing curricula in AET Institutions, 3) pedagogical content, 4) access to library resources, 4) intra-institutional communication modalities such as Google Aps, etc. USAID/ERA is also expecting to develop a center of innovation for distance learning in the next Quarter.

**Public Private Partnerships**

At the end of the fourth Quarter, USAID/ERA expects to have in place a plan to develop and identify appropriate candidates who will be able to serve as partners with targeted AET Institutions. The ME in Blacksburg has identified a potential candidate, but this needs to be pursued and accomplished within the context of a plan specifically designed for the purpose of developing enduring relationships with individual or groups of Agricultural Education and Training Institutions.

## Annexes

### 1. Trips made by Experts and Consortium Members

| Structure and Person | Dates of visit | Purpose | Report filed |
|---|---|---|---|
| Virginia Tech<br><br>Prof Keith Moore | 5 to 25 Jan and<br><br>24 Feb to 16 March | 1) Develop "rapid needs" assessment and develop second phase institutional self-assessment plans<br>2) Develop first draft of PMP with indicators, and continue work on institutional self-assessment | Reports filed electronically and in hard copy with COP and PMU |
| Virginia Tech<br><br>S.K. De Datta, Principal Investigator and Director of OIRED, Virginia Tech, Blacksburg, VA | 23 to 25 Jan | 1) Gave speech at USAID/ERA project launch in Dakar, Senegal;<br>2) Met with USAID/Senegal Mission Director and Director of Economic Growth Office | Report filed electronically and in hard copy with COP and PMU |
| University of Connecticut<br><br>Prof Boris E. Bravo-Ureta and<br><br>Abdou Ndoye | 23 to 30 Jan and<br><br><br><br><br><br>22 Jan to 2 Feb | 1) Attendance for USAID/ERA project launch and Plan with members of research staff at ESEA for Agricultural Labor Survey | Report filed electronically and in hard copy with COP and PMU |
| Tuskegee University<br><br>Profs, Ntam Baharanyi and Yousouf Diabate | 22 Jan to 4 Feb | 1) Attendance for USAID/ERA project launch<br>2) visit Ziguinchor to meet AET institutional partners for future planning | Report filed electronically and in hard copy with COP and PMU |
| Virginia Tech | 22 to 29 Jan | 1) Attendance for USAID/ERA project launch; | |

| | | | |
|---|---|---|---|
| Profs Michael Bertelsen and Ozzie Abaye | | 2) visits and introductions with AETs in the Thiès and<br>3) Ziguinchor Regions | Report filed electronically and in hard copy with COP and PMU |
| Michigan State University<br><br>Prof Brent Simpson | 24 Jan to Feb 11 | 1) Attendance for USAID/ERA project launch;<br>2) in-depth meetings and introductions with AETs in the Dakar Region: Centre de Formation Professionnel de Horticulture and UCAD | Reports filed electronically and in hard copy with COP and PMU |
| Purdue University<br><br>Prof Jane Farkenberger | 6 to 13 March | 1) Make initial and introductory visits with partner AETs in the region of St Louis | Report filed electronically and in hard copy with COP and PMU |
| VT PMU/Dakar<br><br>Patrick Guilbaud and Pauline Crespin Fall | 19 March to 5 April | 1) Align financial procedures between field and home offices,<br>2) Attend TraiNet Training in Washington, DC<br>3) write financial manuals,<br>4) Develop grants management procedures and write grants manuals<br>5) make contacts and operational arrangements between distance learning expertise and field office | Report filed electronically and in hard copy with COP and PMU |

## 2. Structured meetings between PMU and Agricultural Education and Training Institutions and their counterparts

| Zone d'intervention | | Institutions/Structures | Activités | Dates |
|---|---|---|---|---|
| **SUD** | **Ziguinchor** | Université de Ziguinchor | Formation des TWGs<br>Présentation des objectifs du projet USAID/ERA aux autorités universitaires | Dec 2010 - Janvier 2011<br>27/01/2011 |
| | | Centre de formation des eaux et forêt (CNFTEFCPN) | Formation des TWGs<br>Rapid assessment des besoins | Dec 2010 - Janvier 2011<br>28/01/2011 |
| | | Lycée Technique Agricole de Bignona | Formation des TWGs<br>Rapid assessment des besoins | Dec 2010 - Janvier 2011<br>29/01/2011 |
| | | Gouvernance, Agence Régionale de Développement (ARD) | Présentation des objectifs du projet USAID/ERA et discuter sur la mise en place du comité technique régional | 1/31/2011 |
| | | Gouvernance, ANCAR, PADERCA, DRDR, ARD | Echanges sur la mise en place du comité technique régional (listage des membres potentiels) | 3/9/2011 |
| | | Université de Ziguinchor | Rapid assessment des besoins | 3/10/2011 |
| | | Université de Ziguinchor | Rapid academic assessment | 3/11/2011 |

| CENTRE | Dakar | UCAD | Formation des TWGs<br>Visite de Contact, Introduction des membres des universités partenaires aux institutions parrainées.<br>Rapid academic assessment<br>Visit de Préparation Atelier/ENSA | Dec 2010 - Janvier 2011/02/2011<br>22/04/2011 |
|---|---|---|---|---|
| | | CFPH/ Cambérene | Formation des TWGs<br>Visite de Contact,   Introduction des membres des universités partenaires aux institutions parrainées.<br>Rapid academic assessment , | Dec 2010 - Janvier 201<br>2/02/2011 |
| | | ISRA | Formation des TWGs<br>Diagnostic Rapide Institutionnel (Rapid academic assessment) | Dec 2010 - Janvier 201<br>20/04/2011 |
| | | ITA | Formation des TWGs<br>Diagnostic Rapide Institutionnel (Rapid academic assessment) / Rapid academic assessment | Dec 2010 - Janvier 2010<br>21/04/2011 |
| | Thiès | ENSA | Formation des TWGs<br>Introduction des membres des universités partenaires aux institutions parrainées.<br>Rapid academic assessment,<br>Préparation montage du comité de Pilotage Régional | Dec 2010 - Janvier 2011<br>27/01/2011<br><br>11/02/2011<br>14/04/2011 |
| | | UNIVERSITE DE THIES | Formation des TWGs<br>Rapid academic assessment | Dec 2010 - Janvier 2011<br>14/04/2011 |
| | | Gouvernance/Thiès, ANCAR, DRDR, ARD | Présentation des objestifs du projet USAID/ERA et discutersur la mise en place du comité technique régional | 4/15/2011 |

| | | | Formation des TWGs<br>Introduction des membres des universités partenaires aux institutions parrainées.<br>Rapid academic assessment, | Dec 2010 -<br>Janvier 2011<br>17/01/2011 |
|---|---|---|---|---|
| | | ISFAR | | |
| | | | | |
| **NORD** | **Saint-Louis** | Université Gaston Berger de Saint Louis | Formation des TWGs à UGB et CNFTEIA | Dec 2010 -<br>Janvier 2011<br>8/11/2011 |
| | | | Rapid Assessment à l'UGB | 3/9/2011 |
| | | CNFTEIA (Centre d'Elevage) | Rapid Assessment au CNFTEIA | 2/9/2011 |
| | | ARD<br>DRDR<br>Gouvernance | Préparation montage du comité de Pilotage | 4/18/2011 |

## 3. Example of rapid need result for ISFAR

| Date : 29/01/2011 | RR = Réfection et réhabilitation | Ac = Acquisition | |
|---|---|---|---|
| **INSTITUTION : LTAB** | RC = Renforcement de capacité | AM = Aménagement | |
| **Investissements** | TWG : 10 membres | N° priorisation | Nature |
| clôture : | | 1 | AM |
| renforcement de la capacité des professeurs | | 2a | RC |
| équipement des labos | | 2b | Ac |
| équipement de la salle des professeurs | | 4 | Ac |
| équipement cafétéria et restaurant | | 5 | Ac |
| équipement CDI | | 6a | Ac |
| équipement infirmerie | | 6b | Ac |
| réhabilitation des salles de classe | | 8a | RR |
| renforcement du parc informatique | | 8b | RR |
| réfection du château d'eau et achat de motopompe | | 10a | RR |
| réfection du foyer des élèves | | 10b | RR |
| complexe sportif | | 12 | AM |
| **Total composante éducation et formation** | | **12** | |
| ligne de crédit pour insertion des étudiants du BTS | | 1 | Ac |
| réfection de la salle de conférence | | 2a | RR |
| groupe électrogène | | 2b | Ac |
| acquisition de bovins et petits ruminants | | 4 | Ac |
| boutique de vulgarisation des produits du lycée | | 5 | Ac |
| production avicole | | 6 | Ac |
| centre d'incubation pour création d'entreprises agricoles | | 7 | AM |
| **Total composante recherche et vulgarisation** | | **7** | |
| stage de pré-insertion pour les étudiants | | 1 | RC |
| renforcement de capacité du personnel administratif | | 2a | RC |
| amélioration de la visibilité et du cadre de l'école | | 2b | AM |
| renforcement de capacité de la cellule d'appui à l'insertion | | 4 | RC |
| **Total composante gouvernance et politique** | | **4** | |
| | | | |
| **CUMUL** | **23** | | |