

Education and Research in Agriculture (ERA)

FY 2012 ANNUAL REPORT

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Office of International Research, Education, and Development (OIREd)
Virginia Tech/International Affairs Offices
526 Prices Fork Road (0378)
Blacksburg, VA 24061
www.oired.vt.edu
Phone: 540-231-6338
Fax: 540-231-2439



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USAID/ERA FY 2012 ANNUAL REPORT



One of 9 USAID/ERA Vehicle Grants (4 buses and 5 pick-ups)



One of 12 Updated CFPH Computer Lab USAID/ERA Grant



Joint VT-UT Faculty-led Extension and Outreach in Toubacouta



Outreach Training to “Femmes Transformatrices” in Ziguinchor/Casamance



Agriculture Knowledge Information System study Tour with private sector involvement

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LIST OF ACRONYMS

AETR: Agricultural Education, Training and Research Institutions
AKIS: Agricultural Knowledge and Information Systems
BFAR: Bureau de la Formation Agricole et Rurale
CAGE: Commercial and Government Entity
CCR: Central Contractor Registration
CFPH: Centre de Formation Professionnelle en Horticulture
CNCR: Conseil National de Concertation et de Coopération des Ruraux
CNFTEIA: Centre National de Formation des Techniciens d'Elevage et des Industries Animales
CNFTEFCPN: Centre National de Formation des Techniciens des Eaux et Forêts, Chasse et des Parcs Nationaux
DDL: Distance and Distributed Learning
ENSA: Ecole Nationale Supérieure d'Agriculture
ERA: Education and Research in Agriculture
ESEA: Ecole Supérieure d'Economie Appliquée
FNRAA: Fonds National de Recherche Agricole et Agro-Alimentaire
FTF: "Feed the Future" – The Presidential Food Security Initiative
FY: Fiscal Year
GDP: Gross Domestic Product
GIS: Geographic Information Systems
GOANA: Grande Offensive Agricole Pour la Nourriture et l'Abondance
ISFAR: Institut Supérieur de Formation Agricole et Rurale
ISRA: Institut Sénégalais pour la Recherche Agricole
ITA: Institut de Technologie Alimentaire
LTAEB: Lycée Technique Agricole Emile Badiane
M&E: Monitoring and Evaluation
MOU: Memorandum of Understanding
NGO: Non-Governmental Organization
OIRED: Office of International Research, Education, and Development
PCE: Projet Croissance Economique
PMP: Performance Monitoring Plan
PMU: Program Management Unit (Our Office in Dakar)
REVA: Return to Agriculture Program
SEP: Strategic Engagement Priority
SNRASP: Agro-Sylvo-Pastoral Research of Senegal
TOR: Terms of Reference
UCAD: Université Cheikh Anta Diop de Dakar
UCON: University of Connecticut
UGB: Université Gaston Berger
UT: Université de Thiès
UZ: Université de Ziguinchor

EXECUTIVE SUMMARY

The USAID/ERA project is focused on attaining the goals and objectives of reducing poverty and hunger and promoting inclusive economic growth in Senegal as part of the Feed the Future program. This is being realized through the implementation of a capacity building agenda that promotes innovative private sector-oriented collaborations targeting the 12 of country's top Agriculture Education Training and Research (AETR) institutions. This report, which covers the fiscal year 2012 of the project, presents activities and results achieved for the period of October 1, 2011, to September 30, 2012.

During the period, USAID/ERA implemented a substantial set of high-yield activities and engagements. Sorted by the major components of the project, these include:

A. **Education and Training** (*Human and Technical Capacity Building*)

- *For professors:* USAID/ERA worked with its partners to revamp curriculum in making the course contents of the agriculture academic programs to be more adapted to the needs of the private sector. Focus was placed on the University of Thiès (ENSA and ISFAR) in 2012. However, this intervention is targeted for AETR partners of the project. Lessons learned from the program in Thiès will be adapted for the work to be done with other institutions. Activities and achievements for the period include:
 - Technical works sessions with the faculty of both institutions with experts from Virginia Tech, Tuskegee, and Michigan State to review existing curricula and develop remedial plans
 - Curriculum development in Thiès in June for 19 ENSA faculty members
 - Syllabus development at University of Thiès — ENSA and ISFAR lecturers
 - Draft curricula maps that link courses with aptitudes identified from the labor/demand study
- *For students:* USAID/ERA created a Scholarships of Excellence program (Bourse d'Excellence). This program will help a group of Young Leaders for the agriculture sector of the country. The program provides financial support for at least 140 students from 12 institutions from around the country of which 25 will be for graduate degrees in the United States. Support through the program will include career development, entrepreneurship, English Language and preparation for advanced training.
- *Gender and Equity Issues:* To increase the pool of potential women in the sector the project held a practical and comprehensive workshop on career opportunities in the agricultural sector that targeted young collegiate professional women. Over 50 Participants from all the AETR partners of the project attended the workshop. These participants plus their colleagues will have the opportunity to apply for the Bourse

d'Excellence scholarship program which supports scholars to have the opportunity to get full support for their studies.

As well as the 213 persons trained in different sections during this fiscal year, USAID/ERA provided a significant amount of academic support equipment and materials to facilitate applied training and research at the AETR institutions.

- *B1 – AETR Digitization and Modernization Program:* USAID/ERA provided each university and center with a significant number of computers; this includes desktops, laptops and servers, as well as video cameras. The entire investment amounts to approximately **\$ 516,201 (258.100.263 FCFA)**
- *B2 – Improvement of Vehicles Pool for Greater Mobility:* USAID/ERA 3 pickups. The entire investment amounts to approximately **\$ 65,400 (32.700.000 fcfa)**. The project will buy 5 more buses and 2 tractors over the coming months for other partners.
- *B3 – Laboratory Equipment Improvement:* USAID/ERA provided a significant outlay of lab equipment to six partners' institutions (ENSA, ISFAR, UGB, CNFTEIA, CNFTEFCPN, and LTAEB) for **\$ 225,085 (112.542.399 fcfa)**. Support is being improved for other needed academic equipment and materials.

B. Applied Research and Outreach

USAID/ERA has initiated a comprehensive investment in applied research that responds to the observed gaps, and strongly links to the private sector. Five collaborative research programs totaling approximately \$2.1 million over three years are being funded in partnership with Senegal's Fonds National de Recherches Agricoles et Agro-alimentaires (FNRAA) the consortium of US universities. Rice, maize, and millet—key Feed the Future crops for Senegal—are the focus of the research program.

The project rolled out interventions in the area of Outreach and support.

These were:

- 1) USAID/ERA organized a successful workshop for women producers in the Casamance region; Training of women groups in Ziguinchor (Femmes Transformatrices) to improve capacity.
- 2) Climate change related projects initiated in Conservation Farming and Cooperative research on the impacts of Global Climate Change on soil.
- 3) Collaboration with Wula Naafa by a win-win partnership which was being initiated in the valley of Ndinderling.

Other Capacity Building Activities Realized

- a. A five-day workshop on the preparation of scientific research proposals, for bidders in the competitive grant program

- b. A "Pre-award Grant Proposal or Bidder Conference" for the Primary Investigators of the full proposals
- c. USAID / ERA program improved both the administrative and research capacities of our Senegalese institutional partners, including FNRAA to expand their administrative capacity by introducing new funding mechanisms and helping create new knowledge that will improve food security in Senegal
- d. Fixed Obligation Grant (FOG) training workshop to help selected project coordinators and FNRAA officials to prepare their collaborative research proposals in the FOG format

C. Management and Policy

During the fiscal year 2012, USAID/ERA supported the following interventions in the area of Management and policy:

1. Human capacity building in Education, Research and Outreach: a study tour for AETR partners plus members of private sector was organized to US and East Africa to provide opportunities for partners to learn about models that have been employed to improve linkages between the private sector and research/training institutions.
2. Facilitated the development and set-up of Senegal's "Groupe de réflexion sur l'Agriculture au Senegal (GRASS)"
3. Facilitated a partnership between UCAD and RUFORUM (Regional Universities Forum for Capacity Building in Agriculture- East and Central Africa)
4. Provided administrative supports grants

D. Cross-Cutting/Project Management

1. Gender

During this year, the project has developed its Gender strategic plan to address many of the systemic gender issues and challenges faced by Senegalese women in the sector. The document was finalized and approved by USAID/Senegal during the second quarter.

Other achievements included:

- The Gender awareness workshop on shared opportunities in the agricultural sector
- The launch of the scholarship program on March 08

2. Monitoring and Evaluation

Achievements included:

- ✓ Detailed data collection tools implementation
- ✓ USAID/ERA quarterly reports elaboration

- ✓ Data collection to report the project indicators achievement, etc.

4. Communications, Media, Marking, and Branding

During the period, the USAID/ERA project initiated a number of activities with its partners relating to improved media strategies. Some of them have been accompanied by a communication campaign to inform projects recipients and the public in particular of the latest in project happenings.

The activities, interventions and achievements which are outlined in this Executive Summary will be described in greater details in the next sections of the report, allowed the project to achieve significant results that strengthen human and institutional capacities. USAID/ERA looks to build upon these realizations in FY 2013 to reach its goals and objectives of strengthening capacities of its AETR partner institutions to reduce poverty and hunger and promote inclusive economic growth in Senegal.

I. Implementation of Project Interventions by Component

1.1 Component 1: Agricultural education and training system strengthened

1.1.1 Result 1.1 AETR institutions producing high performing and market oriented graduates

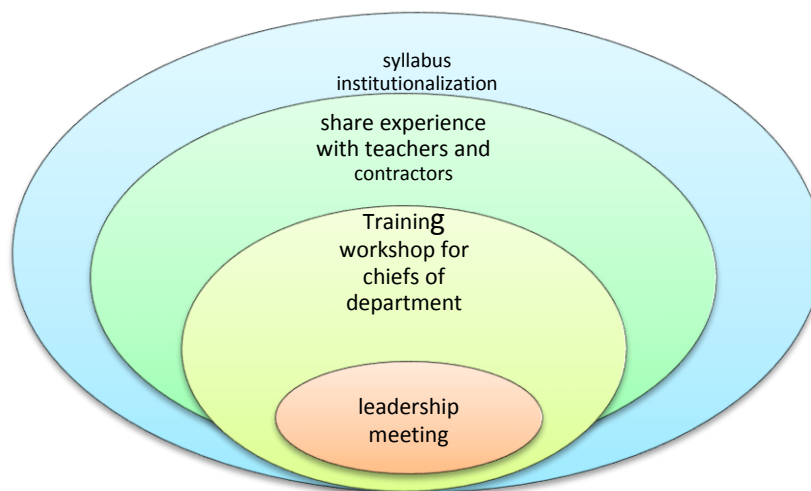
For the FY 2012, USAID/ERA supported key priority education-oriented interventions. These were:

1. Organization of workshops on:

➤ **Capacity building for curriculum development**

With the goal of facilitating clear and consistent academic training, USAID/ERA held a curriculum enhancement workshop in Thiès in June for 19 ENSA faculty members. The workshop focused on syllabus standardization as a means to improving goals, objectives, and expectations for academic courses. As a result of this effort, the process of developing course syllabi is becoming institutionalized at ENSA and ISFAR.

This workshop, which is part of the plan to strengthen the academic program of all Agriculture Education Training and Research (AETR) partners of USAID/ERA, was led and facilitated by ENSA faculty members previously trained on the subject in March 2012. Participants received hands-on methods and approaches to improving their course syllabi, and identified follow-on strategies to ensure that all faculty members at ENSA, including temporary employees, work together in the standardization of syllabi provided to students at the school and at the University of Thiès.



Syllabus logical Framework

➤ **Implementation of e-learning and value chain master programs;**

Mike Bertelsen, interim director of the Office of International Research, Education, and Development (OIRE) at Virginia Tech, accompanied by members of the USAID/ERA team, visited the Rector of the University of Thiès and several members of his staff on October 27, 2011. This strategic meeting and planning session were held to assess the way in which the Master's Program in Value Chain Management is being implemented at "*Ecole National Supérieure de l'Agriculture*" (ENSA). As the program is being transitioned from USAID/ERA from the USAID/PCE and MSU, this planning session provided allowed the parties to develop concrete action plans that include setting up of a doctoral program in Agronomy at UT.

USAID/ERA is currently finalizing arrangements with USAID/PCE and ENSA on the Master's Program in Value Chain Management. USAID/ERA worked with ENSA to support the program, and where possible, to integrate PCE, Wula Nafaa, Yaajeende, and Comfish projects as case studies and field trips to demonstrate real experience

➤ **A syllabus development at University of Thiès — ENSA and ISFAR lecturers.**

This intervention supported by Professor Ozzie Abaye and held during the period of March 5 to March 7 at Thiès, was designed to explore how a syllabus conveys the educational goals of a course to students. Eleven (11) faculty members from the University of Thiès had the opportunity to strengthen their skills in syllabus development. As early adopters of the syllabus revamping effort of ERA, they will be positioned to train colleagues at their respective institutions and other AETR partners and will be at the forefront of efforts to tailor agricultural education to the needs of the market in Senegal.



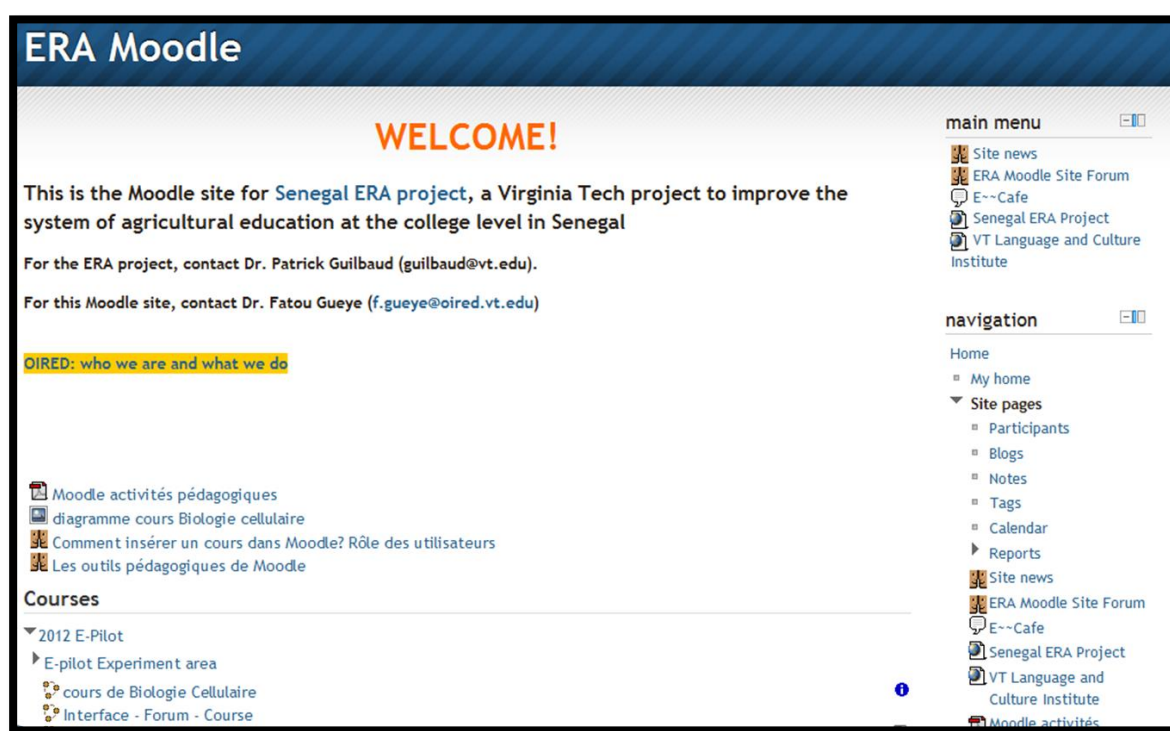
Syllabus workshop at Thiès, March, 5–7, 2012



➤ **ERA eLearning Pilot Deployment**

Since Feb. 12, 2012, USAID/ERA has been conducting a pilot eLearning initiative (ePilot) with 16 AETRs faculty members from the following institutions: UGB, UZIG, ENSA, ISFAR, CNFTEIA, and ITA. This intervention is an outcome of a needs assessment conducted by the project during the 2011 fiscal year. It aims to develop or strengthen eLearning and Distance

education AETR partner institutions of ERA to reach the goal of increase education and information access in the agriculture sector by learners and end-users even at the most remote region of the country. ERA is implementing this intervention by helping partners agree on a design and implementation framework for the pilot project. Once broad acceptance has been reached, the next step is to scale-up the effort to include a sizable number of faculty members and researchers who have already expressed interest in strengthening their capacity in eLearning and Distance Education. ERA is also using the pilot phase of the eLearning intervention to provide its partner institutions with the necessary equipment, software, and academic materials to be used during the scaled-up phase of the intervention.



USAID/ERA Pilot eLearning site

1.1.2 Result 1.2: AETR institutions capable of meeting a variety of agricultural training

A. Institutional Capacity Building – Education and Training Support: Delivery of material to Agriculture Education, Training, and Research (AETR) partners in Saint Louis, Ziguinchor, Dakar and Thiès.

USAID/ERA delivered ICT equipment and materials to its partners as part of the focus on strengthening the partners' institutional capacity to deliver first-rate instruction to the next generation of professionals and leaders in the agriculture sector of Senegal. The materials and equipment (laboratory equipment, desktops, laptops, and servers), video-conference

equipment, printers, networking equipment, office equipment, and other supplies) were delivered to the following AETR partners: University of Gaston Berger, CNFTEIA, University of Ziguinchor, Lycée Technique Agricole Emile Badiane (LTAEB), Centre National de Formation des Techniciens des Eaux et Forêts, Chasse et des Parcs Nationaux (CNFTEFCPN), ISRA (Institut Sénégalais de Recherche Agricole), ITA (Institut de Technologie Agro-Alimentaire), ENSA (Ecole Nationale Supérieure d'Agriculture), ISFAR (Institut Supérieur de Formation Agricole et Rurale). The materials grant will strengthen teaching, research and outreach at partner AETR institutions.

The materials had been officially requested by the institutions through the two needs assessments conducted jointly by the ERA Program Management Unit and the TWGs of each of the institutions.

These equipment and materials provided to these institutions, will allow them to develop distributed and distance education activities.

USAID/ERA continued to provide technical assistance to a select group of faculty from AETR partners who are participating in the project e-learning pilot program. The project will focus in the coming year on making competitive grants available to the faculty members who participated in the e-pilot project to allow them to implement changes and addition to online courses. ICT infrastructures will provide technical assistance for e-pilot users and facilitate technology access.

B. Finalization of the comprehensive demand study of the agriculture sector of Senegal.

During the 2012 fiscal year, USAID/ERA worked with its technical consulting partners, University of Connecticut (UConn) and Senegal's *Ecole Supérieure d'Economie Appliquée* (ESEA) to finalize its comprehensive study of training, research, and outreach demand in the agriculture report and plan for integrating its recommendations into the curricula of partner institutions. The USAID/ERA comprehensive agriculture demand study incorporates the input and feedback of the AETR partners. These were provided through a series of three-day supply-and-demand workshops conducted across the country in December 2011 to validate the learning and discoveries provided by the study. Consequently, the recommendations will also serve as a baseline input for the focus to link the AETR institutions with the private sector of Senegal.

C. Scholarship Program Implementation

At the conclusion of the workshop *on post-school opportunities in the agricultural sector for young women*, held at UGB on March 8, the Deputy Director of the USAID|Senegal, Mrs Alfreda Brewer, presided over the launch of the agricultural scholarship program of the project called "*Bourses d'Excellence*." Through the program, 140 scholars will have the opportunity to get full support for their studies, which will range from Bac + 2 to Doctorate through the support of USAID/ERA.

In June, 19, the project brought together selected participants from all AETR partner institutions as well as representatives from USAID/Senegal to elaborate the implementation plan for awarding its scholarship programs for academic years 2012 - 2014. The workshop, focused on the following areas:

- Scholarship programs, including their objectives and results
- A global vision of the different academic institutions that will receive the scholars
- A definition of the selection criteria
- An action plan with an execution timetable

D. AETR institutional analysis – supply-side study

The USAID/ERA project completed, in close collaboration with our AETR partners, several activities that advanced the AETR supply-side study. A major data collection effort that captured the composition and organization of training programs and curricula was done with the technical working group of each institution partner.

USAID/ERA is currently working with a partner from Virginia Tech and a local consultant to finalize the AETR institutional analysis. The analysis will provide a comprehensive baseline of data on all USAID/ERA project partner institutions.

The final report of this study will highlight the level of maturity of each institution in terms of its capability to respond to its stated vision and relative standing among peer institutions within the West Africa sub-region.

1.1.3 Result 1.3: AETR institutions managed as centers of excellence with clear vision and strategy for their program development and contribution to national food security

Facilitating a partnership between UCAD and RUFORUM (Regional Universities Forum for Capacity Building in Agriculture – East and Central Africa).

Following the study tour organized by USAID/ERA in April, UCAD accepted the invitation by RUFORUM to join a consortium of East African AETR institutions to participate in a grant proposal entitled “Partnership to Build Innovation Capacity in Africa.” This effort is in response to a call for proposals from the European Union to strengthen Africa’s human capacity through education, training and research while enhancing the partnership of African institutions of higher learning to more effectively build institutional capacity and transform higher education to meet the demands for agricultural development.

1.1.4 Component 1: Indicators achievement

| Objectives | Results | Indicators | Disaggregation | | FY 2012 Target | FY 2012 Actuals | Gap level | % against 2012 Target | Comments |
|--|---|---|-----------------------|---|----------------|-----------------|-----------|-----------------------|---|
| 1. Agricultural Education and training system strengthened | 1.1 AETR institutions producing high performing and market-oriented graduates | 1. Number of graduates at the License, Masters, and Doctorate levels (USAID/ERA Outcome Indicator). | License | M | 310 | 0 | 310 | 0% | Due to disturbances (strikes) in Senegalese higher education this year, the academic calendar has been modified; thus exams were rescheduled for October and November sessions. For this reason, we could not collect data related to this indicator. Indicator will be updated when we receive data from our university partners |
| | | | | F | 85 | 0 | 85 | 0% | |
| | | | Masters | M | 66 | 0 | 66 | 0% | |
| | | | | F | 18 | 0 | 18 | 0% | |
| | | | Doctorate | M | 29 | 0 | 29 | 0% | |
| | | | | F | 15 | 0 | 15 | 0% | |
| | | 2. Number of graduates at the Diploma and technical certificate levels (USAID/ERA Outcome Indicator). | Total | | 523 | 0 | 523 | 0% | |
| | | | Diploma | M | 300 | 0 | 300 | 0% | This item concerns ENSA and ISFAR students. They were on the field for training courses. We'll update when we receive the datas on November. |
| | | | | F | 200 | 0 | 200 | % | |
| | | | Technical certificate | M | 150 | 93 | 57 | 62% | This results concern CFPH, CNFTEFCPN, LTAEB, CNFTEIA |
| | | | | F | 150 | 28 | 122 | 19% | |
| | | | Total | | 800 | 121 | 679 | 15% | |

| | | | | | | | | | |
|--|---|---|--------|--|------|-----|------|------|--|
| | | 3. Number of curricula revisions completed with detailed course outlines | Total | | 10 | 0 | 10 | 0% | Curricula revision is a long process. This was started with AETR partners. Workshop on syllabus development, curricula development were held during the FY 2012 in collaboration with AETR partners |
| | | 4. Number of graduates from AETRs obtaining employment in their field. (5) | Total | | 120 | 120 | 0 | 100% | The 120 of graduates from AETR who obtained employment in their field constitutes: ✓ 102 male ✓ 18 female |
| 1. Agricultural Education and Training system strengthened | 1.2 AETR institutions capable of meeting a variety of agricultural training | 1. Number of administrators and officials trained | Total | | 20 | 18 | 1 | 90% | 18 persons were trained on research project elaboration |
| | | 2. Number of individuals who have received USG supported long-term agriculture sector productivity or food security training at the local level (FtF Output Indicator 4.5.2-6) (7) | Male | | 10 | 0 | 10 | 0% | Achievements will be counted with USAID/ERA scholarship program which will support scholars to have the opportunity to get full support or their study. |
| | | | Female | | 5 | 0 | 05 | 0% | |
| | | | Total | | 15 | 0 | 15 | 0% | |
| | | 3. Number of individuals who have received USG supported short-term agriculture sector productivity or food security training at the local level (FtF Output Indicator 4.5.2-7) (8) | Male | | 753 | 73 | 680 | 10% | The 14. % constitute: ✓ 100 women who were taught food transformation techniques for fruits and vegetables; ✓ 58 students who participated in a training seminar pertaining to opportunities offered in the agricultural sector; |
| | | | Female | | 750 | 140 | 610 | 19% | |
| | | | Total | | 1503 | 213 | 1290 | 14% | |

| | | | | | | | | |
|--|--|---|-------|------|----|----|------|---|
| | | | | 1503 | | | | <ul style="list-style-type: none"> ✓ 3 ITA members who participated in food processing training in Abidjan and Benin; ✓ 19 persons from ENSA funded by ERA to organize a workshop on syllabus development ✓ 11 Thiès faculty members strengthened in syllabus development ✓ 22 participants to AKIS study tour |
| | | 4.Number of AETRs provided with improved ICT infrastructure and equipment (USAID/ERA Output Indicator) | Total | 12 | 12 | 0 | 100% | ICT infrastructure and equipment delivered to: UGB, CNFTEIA, UZIG, LTAEB, CNFTEFCPN, ISRA, ITA, ENSA, ISFAR, CFPH, UCAD, UT |
| | | 5.Number of AETRs conducting distance and distributed e-learning programs through ICT infrastructure (USAID/ERA Output Indicator) | Total | 03 | 0 | 03 | 0% | To develop eLearning in AETRs, the process of design and implementation of eLearning framework required to establish an online pilot project which presents future plans in this regard. Since February 12, USAID/ERA has been conducting a pilot eLearning initiative (E-pilot) with 16 AETs faculty members from UGB, UZIG, ENSA, ISFAR, CNFTEIA and ITA. |

| | | | | | | | | |
|--|---|--|-------|----|----|----|------|--|
| | | 6. Number of AETR provided with improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator) | Total | 07 | 07 | 0 | 100% | <ul style="list-style-type: none"> Mini Bus delivery to: UGB, ISFAR, CNFTEFCPN, ENSA Pick up delivery to: UGB, Uzig, UCAD, ENSA, ISFAR Moto pump delivery: CNFTEIA |
| | | 7. Number of laboratories adequately equipped (USAID/ERA Output Indicator) | Total | 04 | 04 | 0 | 100% | ENSA, ISFAR, LTAEB, CNFTEFCPN |
| | 1.3 AET institutions managed as centers of excellence with a clear vision and strategy for their program development and contribution to national food security | 1. Number of AETR 'professors/ researchers who contribute in international programs (exchange, research, consulting networking) | Total | 14 | 14 | 0 | 100% | |
| | | 2. number of AETR with active international agreement | Total | 07 | 0 | 07 | 0% | |
| | | 3. Number of higher education partnerships between international institutions and host country higher education institutions that address regional, national, and local development needs (USAID/State Standard Indicator) | Total | 10 | 01 | 09 | 10% | Partnership with UCAD and RUFORUM (East Africa) |

1.2 Component 2: Strengthening Applied Research and Outreach

1.2.1. Result 2.1: AETR institutions promoting innovative research solutions to public/private clients

For this component, the project implemented activities on research and outreach. The research program in collaboration with FNRAA, which is open to the 12 partner institutions of ERA, supports new and innovative investigations with a focus on improving the maize, rice, millet, and aquaculture value chain.

During the fiscal year 2012, followed activities were implemented:

A. ERA Signature research program – The project began the roll-out of its research program. This is being done with the assistance of Senegal's FNRAA. This partnership serves also in strengthening the capacity of the local institution to interact directly with USAID/Senegal in support of the mission's goals to work directly with indigenous institutions as part of USAID/Forward. Results achieved during the period include:

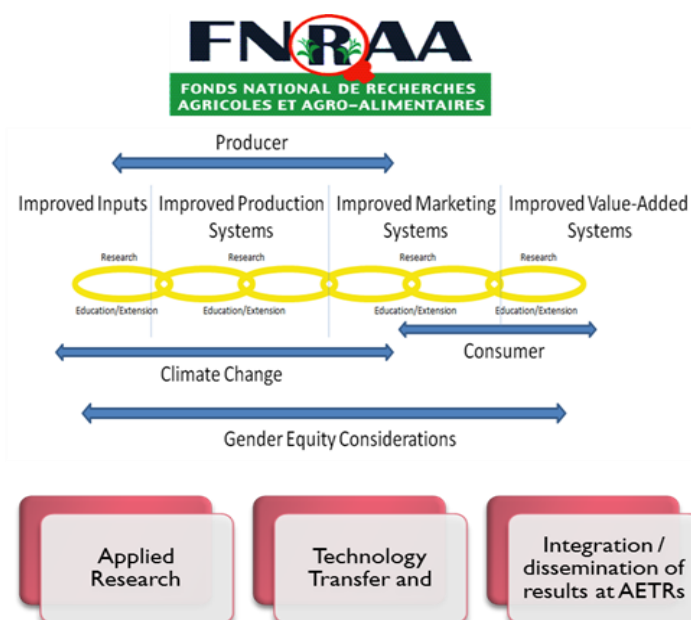
- The development of a detailed approach and implementation plan for the research program, which will provide a clear way forward for the three-year period of planned activities
- The use of a Modified Value Chain for the four Senegal FTF cultures allowing researchers to focus on resolving gaps in a comprehensive fashion. This is represented via the graphic below:

Research Program Synopsis

Partnership with FNRAA for the benefit of the 12 AETR partners of the USAID/ERA project.

A modified value chain approach that includes 4 focus areas which are: input, production, marketing and transformation.

Improvements of each aspect of the modified value chain are being solicited in the call for proposals



- A five-day workshop on the preparation of scientific research proposals, for bidders in the competitive grant program initiated by USAID/ERA, in partnership with FNRAA. The workshop was attended by 19 participants, which came from the AETR institutions.
- A "Pre-award Grant Proposal or Bidder Conference" for the Primary Investigators of the full proposals. The conference was to serve as an avenue for answering questions and clarifying points of concerns regarding the final selection process for the winning proposals. The conference, which was attended by 37 participants, provided them the opportunity to consolidate proposals into stronger consortium lots. The consolidation effort was devised also to strength research linkages and partnerships amongst the researchers working in the same set of agriculture problems and issues in the agriculture sector.

B. Capacity Building

- USAID / ERA program improved both the administrative and research capacities of our Senegalese institutional partners, including FNRAA. The collaborative research projects allow USAID/ERA has been initiated and it is focused on increasing the research capacity of local partners and to expand their administrative capacity by introducing new funding mechanisms and helping create new knowledge that will improve food security in Senegal.
- Fixed Obligation Grant (FOG) training workshop: USAID / ERA organized a training workshop to help selected project coordinators and FNRAA officials prepare their collaborative research proposals in the FOG format. The two-day workshop was held on May 23rd and 24th, 2012 at the FNRAA offices. The training was attended by more than 20 people (coordinators, administrative and accounting personnel). The workshop provided our Senegalese partners with the necessary skills to develop a budget, work plan and milestones that are required to pursue Fixed Obligation Grants.

C. Selection of 5 collaborative research projects

USAID/ERA received 25 collaborative research proposals as a result of the call for proposals. The Scientific and Technical Council of FNRAA identified five (05) research projects for funding. These are:

a) **Increased and sustainable management of millet production in the areas of Thiès, Luga and Nioro:** improvement, dissemination and strengthening the value chain of the best varieties: Principal Institution: ENSA; Participants: ANCAR, CERAAS; Funding Level: 150,000,000 CFA

b) **Improving the productivity of upland rice in the development and dissemination of production technologies in Casamance:** Principal Institution: ISRA / CRA-Djibelor; Participants: National Agency for Agricultural and Rural Council (ANCAR); University of Ziguinchor (UZig); Technical College of Agricultural Bignona (LTAB); Regional Framework of Rural Consultation (CRCR); Food Technology Institute (ITA); Funding Level: 99,256,300 CFA

c) **Production and processing of sweet corn in Senegal: Development of sterilized preserved foods:** Principal Institution: ITA; Participants: UCAD; CFPH; Funding Level: 98,070,697 CFA

d) **Promotion of local rice in the valley and delta of the Senegal River:** Principal Institution: UGB; Participants: ISRA (BAME and River) SAED; DRDR (Saint-Louis and Matam); CIRIZ (Podor); Feprodes Groups and Women (Delegation Dagana, Podor, Matam); Funding Level: 150,000,000 CFA

e) **Sustainable improvement of crop productivity in a saltwater environment:** Principal Institution: ISFAR / UT; Participants: University Of Thiès (UT); National Agency for Agricultural and Rural Council (ANCAR); Senegalese Agricultural Research Institute (ISRA); Institute of Food Technology (ITA); Green Senegal; Funding Amount: 99,494,194 CFA

D. Outreach and support activities – ERA rolled out two significant interventions in the area of outreach and support. These were:

- A capacity building workshop for 100 women food producers within the Ziguinchor region on the subject of production and processing techniques of local fruits and vegetables. The workshop, which was implemented through Collaborative partnership between the University of Ziguinchor and ITA, focused on provide practical know-how to the women who are involved in food transformation. Topics included:
 - Processing of fruits, vegetables, and local cereals
 - Organizational management to help the women in attendance in formalizing their structures to facilitate their access to grants and credits
 - Marketing
 - Fruit and Vegetables Seminar, which provided a background on the science that is behind cereals; Emphasis was thus placed on grain structure and biochemical composition

- **Collaboration with Wula Naafa:**

With research and outreach activities in collaboration with USAID-Wula Naafa, a win-win partnership has been initiated in the Ndinderling valley with the aim of supporting the development of an agricultural sector that may potentially play a role in poverty reduction and food security, while ensuring environmental sustainability

USAID/ERA met with small producers of the Valley of Ndinderling and staff members of the USAID/Wula Naafa project to evaluate the opportunity to establish an agricultural extension service through the University of Thiès and ENSA. The extension service will focus on supporting for farmers in the valley of Ndinderling of Kaolack.

E. Global Climate Change - USAID/ERA initiated two (02) climate change related projects.

- Conservation Farming

The first project is a research project into how best to adapt Conservation Agriculture (CA) farming techniques to small grain production in the Thiès region. During this quarter, a series of meetings were held with small-scale producers to introduce the idea of CA. The concepts were so well received we had multiple producers' volunteer small parcels of land for the research.

- Cooperative Research on the impacts of GCC on soil

The second climate change activity was the selection of a cooperative research project that is designed to meet the specific needs of producers who are adapting to climate change. The project will work to develop new soil recovery techniques that are impacted by an increased level of soil saline.

F. Women in the Private sector: Capacity Building Workshop for 100 Women Food Processors in Ziguinchor

This activity was held to comprehensively address the gender issues through specific interventions and priorities that target women at four types of stakeholders. The USAID/ERA project, in collaboration the University of Ziguinchor and ITA, has organized (1-9 February) the workshop for the women who are involved in food transformation in the Casamance region. This capacity building activity aims to provide practical know-how to these women in order to better meet standards regulations and needs from customers.

This Capacity Building effort allowed the promotion of synergies between partner institutions to deliver training services to local farmers and other stakeholders within the private sector.

Focus: Public-Private Partnership interventions in the Region of the Casamance

As a follow-up to the supply and demand workshop that was organized in December 2011, the USAID/ERA team conducted a prospective study on opportunities for capacity building for local women food processors of cereals and vegetables in the region of Ziguinchor. The result of this inquest was strong request for training made by the groups of regional actors.

The project facilitated the joint collaboration of the two AETRs, the University of Ziguinchor and the Food Technology Institute. This proved to be an effective means to meet the training needs identified at the local level. In pursuit of its goal of strengthening of capacities and promotion of inter-institutional synergy, the project committed its full support to provide for the organization of a training workshop with the said institutions for the female food workers of Ziguinchor.

Training Workshop

Two rounds of training sessions, each four days each were planned to reach a target of 100 women. Each session saw the participation of 50 food workers who were distributed in two

groups of 25 women. Group sessions were conjointly facilitated by teachers and researchers from ITA and UZIG assisted by teachers from the LTAB and the Forestry Center of Djibelor.

During the three days, two workshops of food transformation were conducted: the first for cereals and the second fruit and vegetables. The participants came from the manufacturing units of local women's cooperatives throughout the districts of Ziguinchor. These technical sessions were taught by trainers of ITA/Dakar under the Supervision and coordination of the USAID/ERA team and the focal points of the University of Ziguinchor.

At the end of the three-day training modules, the two teams of 25 women were merged for the session on management and organizational capacity building which was facilitated by a team of teacher-researchers from the Department of Economics and Management at University of Ziguinchor. This session brought together all 50 women and dozens of spectators for discourses on marketing, finding capital, supply chains, and other diverse subjects.

Because of its participatory approach to problem solving, the seminar helped to reinforce the community of local women food producers and to create ties with the local business and research establishments. At the final gathering of both rounds of participants, more than 120 women from diverse backgrounds provided significant feedback. They clearly indicated that the workshop illustrated the necessity for women to join their efforts to achieve tangible economic results. They conveyed the need for creation of an *“Organisation faitière”* of all of the groups operating in different agricultural sectors in the region in order to have a well-organized regional entity that represented their interests across the various actors in the region of Ziguinchor.

Follow-up

USAID/ERA will continue to work with partners to strengthen local initiatives to reach the optimization of processes at all levels of the value chain. Existing links between stakeholders create synergies that will enhance end products at all levels from the lab to the field to the factory. Development of a good organizational management scheme across a federation of actors becomes fundamental.

As a result of this realization, USAID/ERA's partner institutions, the University of Ziguinchor and ITA entered into partnership with the Ziguinchor Community Development Council, the Regional Entrepreneurial Center and the Government Regional Development Agency of Ziguinchor to form a powerful new regional entity that will work side by side with extension agencies such as PADERCA and ANCAR to facilitate this process of organizational change.

G. Open House at the USAID/ERA Project Management Unit

USAID/ERA held an open house for other implementers of projects funded by USAID | Senegal with a focus on FTF. The open house was held to solicit input and feedback from the other implementers on the USAID/ERA research program. The open house was attended by

representatives of: PCE, Yaajeende, Wula Nafaa, Comfish and Peace Corps. The meeting allowed the ERA project team to present to our counterparts the various aspects of our program and objectives.

Discussions and exchanges were held on synergistic activities. These also allowed the different parties to develop a mutual understanding of country-wide programs and activities. Two working groups were formed for the occasion to discuss in-depth potential zones of collaboration. The first group focused on Component 1 of the ERA Project: Education and Training. A second group was formed in charge of topics related to Component 2: Research and Outreach. Both groups saw the participation of all partners. The opportunity allowed us to identify a number of existing opportunities for cooperation in our fields of intervention.

Some examples include:

- The representatives of Yaajeende and ERA shared the interest of working on a nutrition program with our project partners
- PCE and ERA exchanged on our existing collaboration in a “Value Chain” program and also discussed opportunities for collaboration in the field of agriculture production.
- Wula Nafaa and ERA are studying the ways and means implement joint project interventions on subject of "Conservation Farming."
- Peace Corps and ERA also discussed the possible opportunity to join activities by hosting volunteers in roles internship and training
- Logistical issues relating to all programs have been addressed including those related to: geographical position, project agendas, and the subjects of specific interventions

The day ended with enthusiasm from both the visitors and the ERA team. All were pleased following the display of the many opportunities, benefits, and interests shared by USAID | Senegal stakeholders. Participants pledged to coordinate their approaches where possible in order to facilitate efficient achievement of one and other's objectives.

1.2.2 Result 2.2: AETR institutions providing outreach services and technical support to clients in farming communities and the private sector.

This process started with the study tours. USAID/ERA is working with its partner institutions on the outreach services and technical support to clients in farming communities and the private sector.

1.2.3 Component 2: indicators achievement

| Objectives | Results | Indicators | Disaggregation | FY 2012 Target | FY 2012 Actuals | Gap level | % against 2012 Target | Comments |
|---|---|---|---|----------------|-----------------|-----------|-----------------------|----------|
| 2. Strengthen Applied Research and Outreach | 2.1 AETR institutions promoting innovative research solutions to public and private clients | 1. Number of new technologies or management practices under research (FtF Output Indicator 4.5.2-10) (18) | Millet | 2 | 2 | 0 | 100% | |
| | | | Maize | 3 | 1 | 2 | 33% | |
| | | | Rice | 2 | 2 | 0 | 100% | |
| | | | Aquaculture | 2 | 0 | 2 | 0% | |
| | | | Climate change | 1 | 1 | 0 | 100% | |
| | | | Others aspects of food security & economic growth | 0 | 0 | 2 | 0% | |
| | | | Total | 10 | 5 | 5 | 50% | |
| | | 2. Number of new technologies or management under field testing (FtF Output Indicator 4.5.2-9) (19) | Millet | 1 | 0 | 0 | 0% | |
| | | | Maize | 2 | 0 | 0 | 0% | |
| | | | Rice | 0 | 0 | 0 | 0% | |
| | | | Aquaculture | 1 | 0 | 0 | 0% | |
| | | | Climate change | 1 | 0 | 0 | 0% | |
| | | | Others aspects of food security & economic growth | 1 | 0 | 0 | 0% | |
| | | | Total | 6 | 0 | 0 | 0% | |
| | | 3. Number of new technologies or management practices made available for transfer as a result of | Millet | 0 | 0 | 0 | 0% | |
| | | | Maize | 02 | 0 | 2 | 0% | |
| | | | Rice | 01 | 0 | 1 | 0% | |
| | | | Aquaculture | 01 | 0 | 1 | 0% | |
| | | | Climate change | 1 | 0 | 0 | 0% | |

| | | | | | | | | |
|--|--|--|---|----------|----------|----------|-----------|---|
| | | USG assistance (FtF Output Indicator 4.5.2-8) (20) | Others aspects of food security & economic growth | 0 | 0 | 1 | 0% | |
| | | | | 0 | | | | |
| | | | Total | 5 | 0 | 5 | 0% | |
| | | 4. Number of farmers who have applied new technologies or management practices as a result of USG assistance (16) | Total | 200 | 100 | 100 | 50% | 100 women trained in food processing and financial management |
| | | 5. Number of private enterprises, producer organizations, water users associations, women's groups, trade and business associations, and community-based organizations (CBOs) that applied new technologies or management practices as a result of USG assistance (FtF Outcome Indicator 4.5.2--28) (17) | Private enterprises | 1 | 0 | 1 | 0% | |
| | | | Producer organizations | 1 | 0 | 1 | 0% | |
| | | | Water users associations | 2 | 0 | 2 | 0% | |
| | | | Women's group | 25 | 25 | 0 | 100% | |
| | | | Trade & Business associations | 1 | 0 | 1 | 0% | |
| | | | Community based organizations | 0 | 0 | 0 | 0% | |
| | | | Total | 30 | 25 | 5 | 83% | |
| | | 6. Number of private enterprises, producer organizations, water users associations, women's group trade and business associations, and | Private enterprises | 2 | 2 | 0 | 100% | |
| | | | Producer organizations | 3 | 3 | 0 | 100% | |
| | | | Water users associations | 0 | 0 | 0 | 0% | |
| | | | Women's group | 30 | 25 | 5 | 83% | |

| | | | | | | | | |
|--|--|---|-------------------------------|-----------|-----------|-----------|------------|---|
| | | community-based organizations (CBOs) receiving USG assistance (FtF Output Indicator 4.5.2-11) (21) | Trade & Business associations | 3 | 0 | 3 | 0% | |
| | | | Community based organizations | 2 | 0 | 2 | 0% | |
| | | | Total | 40 | 30 | 10 | 75% | |
| | | 7.Number of AETRs trained in other areas for food security or economic growth | Total | 07 | 07 | 0 | 100% | |
| | | 8.Number of AETR equipped by special tools and equipment for advanced research | Total | 4 | 4 | 0 | 100% | ENSA, CNFTEIA, UGB, CNFTEFCPN, |
| | 2.2 AETR Institutions providing outreach services and technical support to clients in farming communities and the private sector | 1. Number of partnerships developed to deliver training services to local farmers and the private sector (22) | Total | 5 | 1 | 04 | 20% | The projected has supported UZIG and ITA to develop a partnership |
| | | 2.Number of short courses delivered in response to stakeholder demand (23) | Total | 3 | 3 | 0 | 100% | <ul style="list-style-type: none"> ✓ Women's producers of Ziguinchor ✓ FNRAA training Workshops on FOG ✓ Curriculum/Syllabus develop training workshop at ENSA |

1.3 Component 3: project management and policy support

1.3.1 Result 3.1: AETR supported to elaborate strategic documents

The AETR institutional analysis study incorporates the baseline data and the level of maturity of each partner institution. Consequently, the results and recommendations also serve as a baseline to support AETR in elaborating their strategic documents.

1.3.2 Result 3.2 Management and administrative systems of target AETR strengthened

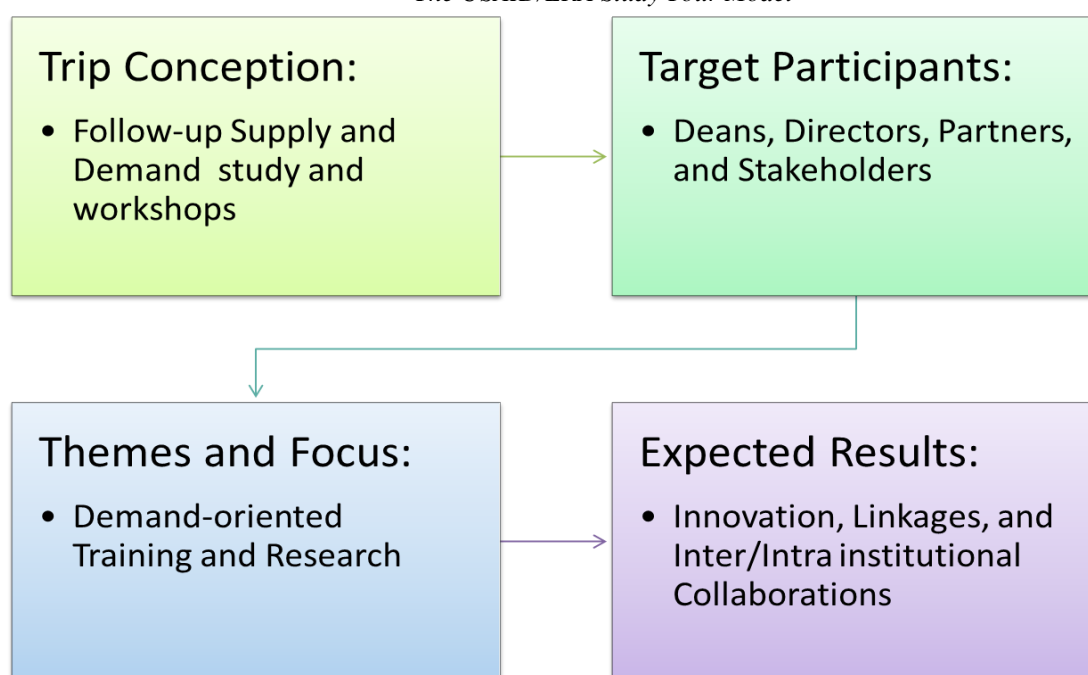
During the fiscal year 2012, USAID/ERA supported the following interventions in the area of Management and Policy:

A. Human Capacity Building in Education, Research and Outreach: - Forge Agriculture Knowledge Information System (AKIS - Land Grant) with Private Sector Linkages.

The study tour organized on 28 March for AETR partners plus members of the private sector to the United States and East Africa -which came as a follow-up to the supply /demand gap analysis workshops that were held by the project is to provide opportunities for partners to learn about working models that have been employed to improve linkages between the private sector and research/training institutions.

In addition, the study tour is to assist in fostering collaborative relationships between the Senegalese AETR themselves.

The USAID/ERA Study Tour Model



As shown by the above graphic, USAID/ERA is focused on facilitating linkages between the public and private sector of Senegal through the Study Tour. This is to foster curriculum, research, and outreach initiatives that focus on customers' needs.

Key Objective of the AKIS Study Tour

The AKIS training program contributed to the USAID/ERA objective of improving teaching methods and supporting collaborations between AETR institutions and the Senegalese private sector and help partners gain the skills to boost agricultural development in Senegal. The participants of this study tour learned by visiting different examples of a "land grant system" as developed by American and African universities.

Outcomes from the AKIS Study Tour

Partners gained field-level experience in the following areas:

- Comprehensive and university-led partnerships and interactions with smallholder farmers; small, medium and private sector enterprises; and agro-industrial businesses
- The university engagement in the search for solutions to community problems
- The Engagement of Producers Organizations (OP)
- The strong involvement of the university in the research, outreach and training of producers and OP
- Private sector involvement in value chain and seed management practices
- Novel approaches to ensure students graduate with the skills necessary for their local market or to engage in commercial enterprises
- Student-focused teaching and training at the university
- General leadership – ways in which the university can best position itself to influence political changes that impact the agricultural sector

Linkages with the private sector

The integration of the value chain actors, specifically the private sector, into curricula and research development was noted as a necessity in producing graduates who are prepared to work in an agricultural value chain. Participants embraced the idea of collaborative projects and are now working together to bring their ideas into practice.

USAID/ERA facilitated a send-off reception at the residence of the Ambassador of the US in Senegal for the participants in the April 28, 2012. The reception provided a venue for the participants in the Study Tour to learn about the broader thrust of the policies and investments that the United States Government with a focus on food security to benefit Senegal.

Inter-Intra Institutional Collaborations

An important achievement of the study tour was the idea of expanding the GRAAS (Reflection Group on Agriculture and agribusiness in Senegal) to all stakeholders in the private sector. GRAAS is an inter-institutional group composed of representatives from teaching and training structures, research institutes, state structures, NGOs, and farmer organizations from the private sector. Its objective is to contribute to the development of agriculture and improved food security in Senegal.

B. *Human Capacity Building in Education, Research and Outreach:* - Seminars on Examination of Potential Local Adaptation of AKIS and land-grant learning

As part of its activities, the USAID / ERA organized in July 2012, a series of seminars to share and discuss the knowledge gained by participants in the USAID/ERA study tours and technical training held in 2011 and 2012. The study tours and training programs took place in the United States (Virginia and Alabama), Kenya and Uganda to enable AETR faculty members and researchers to learn about different teaching methods related to the model "Land Grant system" with linkage to the private sector. This is to generate a public - private partnership strong, able to create levers for agricultural development in Senegal.

These seminars were held in St. Louis, Ziguinchor, and Saly with the following key objectives:

- Share and discuss activities and partnerships forged during study trips to VT, TU, KU and MU and clear action plans for each target area of the project (Dakar, Saint-Louis, Thiès and Ziguinchor).
- Provide the Reflection Group on Agriculture and Food in Senegal (GRAAS) and lay the groundwork for its implementation.
- Finalize the process for the implementation of Regional Technical Committees.

These workshops were attended by teachers and researchers Institutions project partners and development partners (public and private) for a discussion about the issues and challenges of the agricultural sector in Senegal and win-win partnerships to develop.

The workshops were facilitated by five faculty members and researchers from AETR partner institutions who had participated in the different study tours and training programs.

Each one of the workshop restitution has been four presentations referring to lessons learned from study tours and the opportunity to present the GRASS.

Participants are now developing several new project ideas that will be applied in Senegal. These efforts all center on how USAID/ERA partner institutions can improve food security goals.

USAID/ERA will work with its partners to prioritize and fine-tune these projects during a series of restitution workshops scheduled for next quarter

C. Institutional Capacity Building: Fostering Inter/Intra-institution Collaboration and Synergies – Facilitating the development and set-up of: Senegal’s Groupe De Réflexion Sur L’Agriculture Au Senegal (GRAAS)

Groupe De Réflexion Sur L’Agriculture Au Senegal (GRAAS) - USAID /ERA worked with its 12 AETR partners to facilitate the creation of an agriculture advisory group in Senegal. Titled GRASS, this advisory group seeks to foster greater inter/intra-institution collaboration and synergies to strengthen agricultural productivity in Senegal. GRAAS will use a comprehensive stakeholder to achieve its goals and objectives. This group intends to provide a framework for exchange and reflection on key issues of agriculture in Senegal. GRASS is to work with:

- All public institutions of education and training with a focus on agricultural science (universities, schools, institutes and training centers, etc.);
- Research institutes (ISRA and ITA) and Outreach/Advisory institutions e.g, (ANCAR)
- Development structures (state services, projects, NGOs etc.)
- Producers and producer organizations

D. Administrative Supports Grants

USAID/ERA awarded a series of administrative capacity-strengthening grants to its partners in the Ziguinchor region. Universities and research institutions received \$10,000, and the technical training centers received \$7,000. USAID/ERA procured and delivered equipment and materials to strengthen the administrative capacities of its partner institutions. Some parts of the grant awards also covered administrative training and technical support interventions requested by partners as part of the 2011 Needs Assessment.

1.3.3 Result 3.3 Database on agriculture sector human resources put in place

Activities were not started to achieve these results. The project is the process of finalizing the comprehensive institutional assessment of its AETR partners. The data gathered from this work will be used to put in place the agriculture human resources database of the project.

1.4 Cross- Cutting / Project Management

1.4.1 USAID/ERA'S Interventions for Gender and Equity in Agriculture

In response to the complex issue of gender equity in agriculture, USAID/ERA has developed a comprehensive intervention framework to address many of the systemic gender issues and challenges faced by Senegalese women in the agriculture sector.

In the second quarter, the document of reference for the project's Gender Equity Strategy was finalized and approved by USAID/Senegal.

In terms of interventions, several field activities were also conducted.

The USAID/ERA response aims to comprehensively address the gender issues through specific interventions and priorities that target women at four types of stakeholders:

- *Institutions of Education and Research*
- *Farmer's Organizations*
- *Government Agencies*
- *Private Sector Enterprises*

The types of women that are targets of our strategic initiatives range from students and researchers to community organizers and entrepreneurs. Our interventions have targeted women at levels ranging from the small farmer in the village to the top levels of political and university governance.

A. Students: Gender Awareness Workshop on shared opportunities in the agricultural sector

As a corollary to the launch of the new ERA Scholarship Program, a three-day (5-7 March) workshop was held in St. Louis with the collaboration of the University of Gaston Berger. The workshop brought together end-of-cycle students from all project partner institutions. The workshop served to educate our partners on the benefits of consideration of gender in their programs as well as highlight vocational possibilities for rising professionals in agriculture. In addition to participating students, numerous administrative representatives of partner institutions also benefited from attendance.

Whereas ERA's fiscal year 2010 gender plan placed its emphasis on women researchers and administrative in our partners institutions, the project has moved forward this year and started put the focus on women from the private-sector and students from partner's institutions. This represents progress on our Gender Intervention Strategy that is moving us from phases of Foundational Analysis and Setup, to the beginnings of pilot interventions and readiness for full scale gender oriented programs.

Using this seminar and strategic communications as a launch pad, USAID/ERA developed a platform of activities to inform and guide institutions who are seeking improved gender accessibility at their schools.

The workshop provided an opportunity for exchange and sharing between soon-to-be-graduating students and faculty from various training institutions in terms of fields of activity but also levels of study. Participants were full of useful information and exchanges have been productive.

Among the deliverables, the workshop allowed students to have a better understanding of the opportunities existing in the agricultural sector. As a result, the workshop helped them to redefine the limits of their expectations and remove potential barriers keeping them from pursuing their dreams.

Students who attended the seminar felt well-oriented and informed on how to seek out business opportunities in the agricultural sector, and they felt well equipped to embark on ventures of entrepreneurship and self-employment. While showcasing opportunities for entrepreneurship and private sector activity for rising graduates was the principal focus, academic leaders were also made aware of many options for integrating the needs of the private sector in the classroom and create new links between their schools and the boots on the ground in Senegalese agribusinesses.

According to testimonies collected from students, it was the first time they were associated with such workshops and faculty mentors also welcomed this initiative of the project.

B. The launch of the scholarship program (Bourses d'Excellence) on March 08

Within its goal of strengthening the capacities of partner institutions, the project offers a scholarship program with two main objectives:

- facilitate retention of girls in the cycles of agricultural education through scholarships and support
- promote excellence in studies through the provision of excellence awards

The project organized a big event to mark the celebration of International Women's Day on March 8. The program was headlined by the launch of its new scholarship program in support of girls in agricultural sectors. The ceremony, chaired by Ms. Alfreda Brewer, Deputy Director of the USAID/Senegal was hosted the University Gaston Berger de Saint-Louis.

140 scholarships totaling \$1.5 million (750 million CFA francs) from the BTS PhD were announced.

This ceremony marked an occasion for the Deputy Director of the USAID/Senegal to show the important place of women in rural economic and social development. In the implementation of this awards program, 60 percent of these allowances will be granted to girls enrolled in agricultural sectors to encourage excellence, the pursuit of training and agricultural research in Senegal.

According to the deputy director, "by choosing to grant these scholarships on international women's day, USAID wishes to reaffirm its commitment to ensure that there is always in the institutions of education in agricultural sciences, room for students that, tomorrow, will help strengthen the presence and the role of women in the community of agriculture in Senegal"; These awards are also a means to advance the integration of women in the economic fabric of Senegal and encourage gender equality and the strengthening of women's economic power. They are also intended to encourage excellence and foster innovative education, research, and training in the field of agriculture.

The Rector of the UGB, Professor Mary Teuw Niane, made mention that "scholarships of excellence and support for girls in agricultural sectors", is "a small step for the young girl [but] a major step for the emancipation of the Senegalese woman".

It is in this sense that he thanked warmly USAID and the USAID/ERA project which, according to him, have become model institutions of governance, training, and research. Their development of agricultural resources and partnerships with top universities will lead to great improvements in training, research and agricultural entrepreneurship throughout Senegal.

1.4.2 Project Management

The PMU worked closely with its Home Office at Virginia Tech to ensure compliance with all prevailing rules and regulations for the project. The Field Office applied travel and per diem rates in conformity with USAID. Weekly meetings were held with the Home Office to ensure proper and efficient coordination of activities.

Financial procedures, personnel handbook and its procurement procedures were well-established. The PMU's administrative, financial and personal manual was completed and approved by USAID/Senegal. The PMU rigorously utilized its financial and procurement procedures so that project resources are managed in accordance to USAID and Virginia Tech rules and regulations.

Procurement purchases were made in Senegal only after the consultation and coordination of financial arrangements between VT in Blacksburg. Large purchases (those over \$2,000) were only made after these were approved and validated by the home office in Blacksburg.

USAID/ERA conducted its third Steering Committee meeting on October 28, 2011 at ENSA, University of Thiès. The Rector of the University of Thiès was present along with high officials from the Ministry of Higher Education and Research and USAID/Senegal. Those attending

also received a comprehensive report on two major trips made to Virginia Tech covering training received in e-Learning, curriculum development, distance learning for English language and agricultural extension as practiced by Virginia Tech

1.4.3 Monitoring and Evaluation

The project hired a Monitoring and Evaluation Expert in December 2011. The M & E Expert read and evaluated ERA's documents in order to maintain compliance with program regulations and standards and to implement strategy for ERA's monitoring and evaluation. The M & E Expert reviewed all reference documents (PMP, annual work plan, and 2011 annual report) and developed approaches to ensure all activities are in synch with performance indicators that are established to measure achievements and results.

She implemented detailed data collection protocols for field and home office, reporting, etc. as these are described in the PMP, which was finalized according to USAID standards and guidelines. The M & E Expert will engage senior staff to review again and validate all the PMP indicators and targets for USAID/ERA taking into account field realities.

1.4.4. Branding and Communication

During the FY 2012, the USAID/ERA project initiated a number of activities with its partners relating to improved media strategies. Some of them have been accompanied by a communication campaign to inform project recipients and the public in particular of the latest in project happenings.

Television, radio, and the press provided large contributions to show the achievements of the project and share the information with target audiences.

In addition to this mass communication, different tools have been developed to give to each event the effect and the impact desired.

Banners and posters were thus made to inform participants and bystanders at project activity sites on the nature of the intervention activity being carried out. T-Shirts were used as a medium to present the project and achievements for participants to some workshops

Video clips have been taken and was be available on the forthcoming web site of the project to promote information sharing in the USAID/ERA community.

The following media tools have been employed based on the specificity of the event:

- ✓ **For the formation of women food processors in Ziguinchor on 1-09 Feb, 2012**
 - Banners
 - Video
- ✓ **For International Women's Day and the workshop on opportunities for employment in the agricultural sector, Saint-Louis from 5 to 8 March 2012**
 - Banners
 - T-shirt
 - Custom presentation Binders
 - Posters
 - Media Invitations (television, radio, print with 15 bodies of press invited)
 - Press release
 - Video film of 10 minutes to put on the website of USAID/ERA
- ✓ **For the Send-off Ceremony with the Ambassador**
 - Making a Manta poster
 - Media coverage (print media, radio, TV)
 - In French and English press release

1.4.5 Recruitment

Local staffs were recruited to take charge of the implementation of all activities related to the procurement and grant and administrative activities. USAID/ERA will continue to adjust its staffing level to ensure that it has the resource capacity to implement its work throughout Senegal.

1.4.6 New USAID/ERA Thiès Office

This field office is to better support collaboration and partnership activities with ENSA, ISFAR, UGB and CNFTEIA.

1.4.7 USAID/ERA Team-building

From 06 to 09 June, the project organized a team-building workshop in Saly (Mbour). This workshop was attended by all PMU members and a representative of USAID/Senegal. The workshop focused on strengthening links between the staff, defining strategies to strengthen the PMU communication, and achieving results.

1.4.8 Component 3: Indicators achievement

| Objectives | Results | Indicators | Disaggregation | FY 2012 Target | FY 2012 Actuals | Gap level | % against 2012 Target | Comments |
|--|---|---|----------------|----------------|-----------------|-----------|-----------------------|---|
| 3. Project Management and Policy support | 3.1 AETR supported to elaborate strategic documents | 1. Number of institutions supported to update their strategic documents including performance norms | Total | 6 | 2 | 4 | 33% | ENSA and ISFAR supported to make institutional analysis |
| | 3.2 Management and administrative systems of target AETR strengthened | 1.Number of AETR institutions using databases tracking student academic records, performance and post-graduate occupations (29) | Total | 12 | 0 | 12 | 0% | |
| | | 2.Number of AET institutions using accounting software to manage program finances and to generate reports (30) | Total | 2 | 0 | 2 | 0% | |
| | | 3.Number of students participating in private sector internships (32) | Male | 5 | 0 | 5 | 0% | |
| | | | Female | 5 | 0 | 5 | 0% | |
| | | | Total | 10 | 0 | 10 | 0% | |
| | | 4. Number of private sector participants in international GDA study tours (33) | Male | 4 | 4 | 0 | 100% | |
| | | | Female | 1 | 1 | 0 | 100% | |
| | | | Total | 5 | 5 | 0 | 100% | |
| | | 5. Number of private sector/university | Total | 5 | 0 | 5 | 0% | |

| | | | | | | | | |
|--|---|---|--------------|-----------|-----------|-----------|-------------|--|
| | | research collaborations (34) | | | | | | |
| | | 6. Number of private sector/AETR joint training programs (35) | Total | 5 | 5 | 0 | 100% | |
| | | 7. Number of full GDA agreements (| Total | 1 | 0 | 0 | 0% | |
| | 3.3 Database on agricultural sector human resources put in place | 1.Number of Institutions/organizations undertaking capacity/competency assessments presented for consultation as a result of USG assistance (USAID/State Standard Indicator) (24) | Total | 12 | 02 | 10 | 17% | ENSA AND ISFAR supported by the project to make their institutional analysis |
| | | 2. Number of institutions with improved Management Information Systems, as a result of USG Assistance. (USAID/State Standard Indicator) (25) | Total | 12 | 12 | 0 | 100% | |
| | 3.4 AKIS (Agricultural Knowledge & Information System) linkage among components | 1.A Strategic project gender integration plan created and implemented (USAID/ERA Output Indicator) (37) | Total | 1 | 1 | 0 | 100% | |
| | | 2.Number of cross-component study tours (USAID/ERA Output Indicator) (38) | Total | 1 | 1 | 0 | 100% | |

1.4.9 Project Management: Indicators achievement

| Objectives | Results | Indicators | Disaggregation | FY 2012 Target | FY 2012 Actuals | Gap level | % against 2012 Target | Comments |
|----------------------------------|---|--|----------------|----------------|-----------------|-----------|-----------------------|--|
| 3. Management and Policy support | 3.5 Project Management Unity organized and operational | 1. administrative, financial and personal manual completed and approved | Total | 1 | 1 | 0 | 100% | |
| | | 2. employment contracts signed | Total | 16 | 15 | 1 | 94% | |
| | | 3.number of employment contracts registered at labor inspection, social security and IPRES | Total | 16 | 15 | 1 | 94% | |
| | | 4. Number of contract with an insurance company for staff health insurance | Total | 1 | 1 | 0 | 100% | |
| | 3.6 Performance Monitoring Plan available and operational | 1. PMP final report available | Total | 1 | 1 | 0 | 100% | |
| | | 2. A monitoring and evaluation expert identified | Total | 1 | 1 | 0 | 100% | |
| | | 3. Number of annual report | Total | 1 | 1 | 0 | 100% | |
| | | 4. Number of quarters | Total | 4 | 4 | 0 | 100% | |
| | | 5.Number of monitoring and evaluation mission reports | Total | 2 | 0 | 2 | 0% | Hired at December, the Monitoring and Evaluation Expert of the project, during this period, read and evaluated ERA's documents in order to maintain compliance with program regulations and standards and to implement strategy for ERA's monitoring and evaluation. She |

| | | | | | | | | |
|--|--|--|-------|-----|---|-----|------|--|
| | | | | | | | | was currently reviewing all reference documents (PMP, annual work plan, 2011 annual report, etc...). |
| | 3.7 A communication plan available and operational | 1. Communication plan final report available | Total | 1 | 0 | 1 | 0% | |
| | | 2. ERA website created | Total | 1 | 1 | 0 | 100% | |
| | | 3. 2. Number of communication supports updated | Total | 5 | 5 | 0 | 100% | |
| | | 4. Number of newsletters | Total | 6 | 2 | 4 | 33% | |
| | | 5. Number of success stories | Total | 3 | 3 | 0 | 100% | |
| | | 6. Number of digitized documents | Total | 200 | 0 | 200 | 0% | |
| | | 7. Number of highlight media coverage | Total | 7 | 6 | 1 | 86% | |
| | | 8. Number of insertion in SOLEIL | Total | 3 | 1 | 2 | 33% | |

II. Success Stories

1. Students of CNFTEFCPN reconnect with field trips

Nestled in the forest of Djibelor, in the region of Ziguinchor, is a post-lycee technical school that attracts students interested in the natural sciences from all over Senegal. The *Centre National de Formation des Techniciens des Eaux et Forêts, Chasse et Parcs Nationaux (CNFTEFCPN)* de Ziguinchor offers students a three year diploma in such subjects as forestry, park management, etc. Essential to the success of the curriculum, it is important that students have the opportunity to learn in a hands-on environment. Ideally, field trips and site visits is the best way to enhance the classroom lectures. However, due to lack of funds from the government, the school administration was not meeting the expectations of the students, nor providing a comprehensive curriculum.

Cheikh Tidiane Bodian, a 2nd year CNFTEFCPN student, had this to say about the situation:

“In the process of my first year training at CNTEFCPN, they (faculty) were supposed to organize trips to help us discover the national parks and the private forest holdings. But these services were all but eliminated because the Ministry was not funding the school adequately. The school would have to rent buses to make these trips, but the timing would be off. The field trips wouldn’t coincide with what we were learning in class. If we used the one bus that the school owned, we would have enormous difficulties reaching the sites because it was so old. The bus could not go into the interior of a park site because the road would be too rough. We were forced to walk long distances, and all of the students would be exhausted from the walk. With the rental buses, we had enormous difficulties to reach the site because of old vehicles but also the period in which it is made on the ground. The trip was not done in time, so that it did not meet the learning objectives covered under our training and more students were tired because the vehicle could not access the interior of the site and we were forced to walk long distances.”

It was clear that CNFTEFCPN was failing to meet the expectations of the students. Following their mission to improve the administrative and research capabilities of Senegal’s academic institutions, USAID/ERA was able to provide a brand new 30-passenger bus to the school in December 2011.

Bodian continued:

“Today, with the bus that the USAID / ERA project gave us many of these problems are behind us. We can now organize our study tours during the best time of the year. For example, in February of this year, we were able to visit. Dioudj which is a park in the north of Senegal near Saint Louis. We observed local migratory birds, and we were able to study their behavior. That was our goal. We also visited the National Park Niokolo Koba which is situated at the eastern end of the Gambia River. We went right before the start of the rainy season. So, we had access to everywhere in the park, even in the various sanctuaries of the park. We were really lucky. I can even say that our training now is more comprehensive than previous cohorts. In addition to these outings to the national parks, we regularly organize educational outings around Ziguinchor for automatic application of our lectures. With input from USAID/ERA, we have found our true vocation to become rural

development officers. Our field trips have become more regular and travel conditions have improved markedly.”

Moussa Cissé, Director of CNFTEFCPN de Ziguinchor, could not contain his euphoria saying: *"this very important contribution from USAID/ERA has given the school the ability to enhance the quality of the academic program that the students receive."*

2. FORAGE CONSERVATION SUCCESS STORY: Empowering women to maintain their livestock

Farmers gathered recently in the village of Santamba near Toubacouta to attend demonstration of to improve livestock production and maintenance by optimizing forage nutrient content and conservation. USAID/ERA hosted this event to meet the objective of delivering specific capacity building extension services to the communities in which they serve.

Farmers in Senegal rely upon rain fed irrigation to grow their main subsistence crops as well as to supply them with adequate pasture land for their livestock. However, the rainy season (June-October) has been neither consistent nor abundant as in years past.

"The rains last year were really bad," said Awa Diallo, a farmer from the village of Santamba. With an air of exasperation, she continued, "I lost two young sheep because there was not enough grass for them to eat out in the bush."

Thus, this shortage of water impacts the availability of forage that farmers depend upon to feed their livestock. And therefore, the overall health and productivity of the animals have begun to suffer. Sanoussi Dianko, Chief-of-Village for Santamba, remarked that his villagers have been talking about the problem off-and-on for a while.

He said:

"It always comes up in topic the last few months of the dry season as food for the animals becomes more and more scarce. Then the rains come, and we get busy with planting our crops and forgot about it for a while."

Dianko and other farmers of Santamba first expressed their concern regarding the lack of adequate feed to their local USAID/Wula Naafa extension agent. The agent then turned to USAID/ERA to tap into the vast knowledge of research available to them. This opened up the dialog between researchers from Virginia Tech in consultation with the farmers of on how to best adapt traditional grazing systems and forage management to fight the inevitable deleterious effects of climate change while maximizing productivity. After the meeting, the researchers collaborated and come up with a solution to present to the farmers in a workshop format.

Dianko gave this overview of the workshop:

"The information shared at the workshop was very valuable. For Senegal, this is a revolutionary method of forage conservation. The method that USAID/ERA taught us is very easy to apply especially during the first few months of the dry season when there is grass everywhere. In addition to dried grass, the silage is very edible for animals. I did a test with my flock. They ate all the stock in a very short period of time. The village women have already started meeting every two days to go out into the bush to collect grass. The plan is

to have at least two months' worth of feed in storage for all the animals. Our animals will not have to go far to seek pasture, and the women who have stored enough can devote themselves to other income-generating activities."

3. TRANSFORMATIVE WOMEN SUCCESS STORY: Simple agricultural items transformed into attractive by-products

Ziguinchor region has countless economic interest groups composed mostly of women who seek through these organizations to extricate themselves from the throes of poverty and food insecurity. The other major feature of these groups of women is their lack of training in their field of activity. This affects the health and quality of their products and the sustainability of their economic activities.

Aware of these problems, USAID/ERA, in partnership with the University of Ziguinchor and the Institute of Food Technology, held in favor of 25 women's groups a workshop for capacity building in technical processing of fruits, vegetables and local cereals and organizational management.

These are women who are totally pleased with the training that they received in the workshop. Sirandine Sane, President of GIE Djihito Dimalaguene noted:"

Through USAID/ERA initiative, Institute of Food Technology and University of Ziguinchor trained us on how to do technical sugar dosage and to know toxicity of products. This capacity building allows us to have now competitive products. The training also enabled us to identify our weaknesses and constraints and improve our organizational capabilities. We improved our knowledge of processing of fruits and vegetables and local cereals. We dare say with pride that lessons are learned and that we can manufacture products without reproach. Today we are well trained, we aim to go to the conquest of domestic Senegalese, African, and why not the U.S. market through AGOA, "says Ms. Sane.

Coming to Ziguinchor for the delivery of training certificates to women processors, the United States Ambassador to Senegal, Lewis Lukens has also shown his admiration for the quality of products. "Said Mr. Lukens:

I was struck by the program processing women in Ziguinchor. Women perform the transformation products, are drying fish and mangoes, are grilling and pack cashews or bottled drinks of fruit. Women transformed simple agricultural items produced in the village into attractive products that can be sold in urban areas."

III. Lessons Learned

During fiscal year 2012 USAID/ERA experienced some challenges in rolling out its set of activities and interventions. These included: the strike in the higher education sector of Senegal, the country's presidential elections and some local staff turnover, most specifically the departure of 2 of its key personnel. The project took operational and administrative measures to mitigate impacts in regards to the implementation of its work plan and made some adjustments in the tempo and focus implementation plan. As a result of the actions taken, USAID/ERA was able to ensure that progress and momentum are maintained to achieve expected results.

The key lessons learned for the year are:

1. Developed multi-prong communication program to ensure that stakeholders and partners are properly updated on all project's activities and results
2. Streamlined implementation processes and procedures for acceptance and maintenance of equipment grants including comprehensive strategy for data collection in collaboration with AETR partners
3. Implemented support schemes for local staff including assistance to project personnel who work outside of Dakar
4. Improved strategies for outreach activities and inter institutional collaborations

1. Developed multi-prong communication program to ensure that stakeholders and partners are properly updated on all project's activities and results

USAID/ERA implements its field activities on an iterative basis given its large number of partners at the local levels and the need to coordinate with international technical partners. As a result, a major challenge is ensuring that all partners stay informed and updated about project's results and achievements. USAID/ERA implemented a comprehensive communications and information dissemination strategy to avoid gaps and unevenness in awareness of project activities by partners. This involved bi-weekly bulk e-mail messages, bi-monthly newsletter and the creation of a project website. The project intends to capitalize on major programs results in 2012 with a launch of video and radio spots and the use CD and smartphones for information-sharing. We believe that this multi-prong approach in communicating project's results with partners and stakeholders will help to create a true project community where information is equally shared so that all stakeholders can stay informed about the project's accomplishments.

2. Streamlined implementation processes and procedures for acceptance and maintenance of equipment grants including comprehensive strategy for data collection in collaboration with AETR partners

As USAID/ERA entered the scaled-up phase of delivering equipment to its partners, the project leadership reviewed its existing procedures for ensuring proper acceptance, utilization, and maintenance of material grants. USAID/ERA personnel worked in close collaboration with its

partners to develop documentation procedures and protocols to serve as verification sources for all items provided. In addition to being an audit trail, the documents ensure that all items are inventoried correctly. USAID/ERA worked personnel of the AETR partners of the project to build administrative and technical capacities within the local institutions. This same push by the project positions those institutions to be part of USAID/Forward initiative in the future. USAID/ERA improved strategies and approaches put in place for data collection to serve as sources of verification activities such as for workshops and field training in collaboration with AETR partner institutions. The M & E Expert of the project revised the forms and other documentation to be used for data collection by the partners. Moreover, other project personnel worked closely with their counterparts from partner AETR institutions to appropriate maintenance records will be maintained for the grant items provided over the course of the project. These activities facilitate record keeping and traceability allowing the most efficient use of project's time and resources.

Implemented support schemes for local staff including assistance to project personnel who work outside of Dakar

The USAID/ERA project held a Team Building event during the fiscal year. This was done to help all staff gain a better understanding of the key goals and objectives of the project. The Team Building also provided an opportunity to clarify roles and responsibilities for local personnel and strengthen the team focus towards to work collaboratively with the AETR partners for the purpose of improving the agriculture sector of Senegal. The addition of the Thiès office of the USAID/ERA project led to some fine-tuning of local processes and procedures help relocated staff. The leadership of the project took steps to ensure that clear communication processes and support systems were made available so staff could meet the expectations and responsibilities required.

Improved strategies for outreach activities and inter institutional collaborations

USAID/ERA improved inter-institutional collaborations in the implementation of outreach activities. The project conducted its two-day Supply/Demand (S/D) gap analysis workshop in St Louis, Ziguinchor, and Saly (for AETR partners in Dakar and Thiès). The workshops provided an avenue for exchange by over 125 key actors in the agriculture sector of the focus regions. These included: faculty members, researchers, entrepreneurs, ministry representatives (higher education, agriculture, and industry and mines), and other stakeholders of the USAID/ERA project. The workshops allowed fruitful discussions concerning potential gaps between what is offered by AET institutions and what is needed in the private sector. At the conclusion of the workshops, concrete plans of actions were developed, with the full input and participation our partners. USAID/ERA utilized the forum provided by the S/D workshops to draw the attention of its partners on the need to work collaboratively to achieve the goal of improved food security and economic development of the agriculture sector of Senegal. USAID/ERA will continue to engage its partners to increase collaboration in other domains such as administration, finances and human resource management. We believe that such an

approach will reduce risk for the project and ensure most efficient use of resources in the long run.

IV. Constraints

USAID/ERA proceeded to roll-out a number of high profile activities in during the fiscal year 2012. This has led to increase demand for support and assistance across the board from all of its 12 partners. Moreover, other local actors in the agriculture sector of Senegal have expressed strong wish to be included as primary partner of USAID/ERA so that they can be awarded capacity building grants. USAID/ERA will need to continue to work with the mission and Technical Leadership Committee to assist with prioritizing its investments within the constraint of the level of funding available to the project. This will ensure broad understanding and acceptance the manner with which the project is allocating its limited resources to attain its objectives.