

Education and Research in Agriculture (ERA)

QI 2012 – Quarterly Report (OCT-DEC)

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2012 QUARTERLY REPORT 1
(October to December 2011)

USAID/ERA



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ACRONYMS

AETR: Agricultural Education, Training and Research institutions

ANCAR : Agence Nationale de Conseil Agricole et Rural

ARD : Agences Régionales de Développement

CAGE: Commercial And Government Entity

CCR: Central Contractor Registration

CFPH: Centre de Formation Professionnelle en Horticulture

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

DRDR: Direction Régionale du Développement Rural

DUNS: Data Universal Numbering System

ENSA: Ecole Nationale Supérieure d’Agriculture

ERA: Education and Research in Agriculture

FY: Fiscal Year

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

PMP : Performance Monitoring Plan

UCAD: Université Cheikh Anta Diop de Dakar

UGB: Université Gaston Berger

UT: Université de Thiès

UZ: Université de Ziguinchor

VT: Virginia Tech

I. EXECUTIVE SUMMARY

The USAID/ERA first 2012 quarterly report of 2012 covers the period of October 1 to December 31, 2011. The report presents activities realized by ERA to achieve its goals of reduction in poverty and hunger reduction, and inclusive economic growth in Senegal as part of the Feed the Future program.

Below are the key achievements of USAID/ERA through the three components.

A. Agricultural Education

This period, USAID/ERA placed a major focus on improving teaching and learning capacities at its partner institutions. The first priority was the delivery of equipment and materials to ameliorate the learning condition for students. The second point of focus was the strengthening the orientation for demand driven curricula through Supply/Demand (S/D) gap analysis workshops.

Delivery of Materials to AETR partners

For the period USAID/ERA placed a lot of focus and attention on starting the process of delivering the materials that were purchased on behalf of its institutional AETR partners. Thus three buses and two trucks were provided to partners in Saint Louis, Thiès, and Ziguinchor. Computers, office equipment, and the required accessories were delivered to CNFTEIA, USAID/ERA's partner in the North. The equipment provided filled preliminary institutional gaps in learning support for students. With the delivery of the materials, partners were able to make available an adequate amount of resources to students for ease of learning and research in the agriculture sector. As a result of lessons learned through this first wave of equipment delivery, USAID/ERA will quicken the pace of dispatching the rest of materials during the rest of the fiscal year.

Supply/Demand (S/D) gap analysis workshops

Presently, the academic practices of partner institutions lean more towards a theoretical posture. These are also faculty-driven and supply-focused. To achieve the human capacity goal of the project, USAID/ERA aims to affect substantive change in teaching and research at its AETR partner institution. This entails assisting the partners to revise their academic programs, curricula, and research efforts to make them more focused toward the needs and requirements of the private sector. In this way, those activities will meet the need of the demand for agriculture training and research in Senegal.

During this fiscal period, USAID/ERA held three series of two-day Supply/Demand (S/D) gap analysis workshops in St Louis, Thiès (Saly), and Ziguinchor. The workshops provided an avenue for exchange for more than 100 key actors in the agriculture sector of the focus regions. These included: faculty members, researchers, entrepreneurs, ministry representatives (higher education, agriculture, 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. The workshops resulted in concrete plans of action, developed with the full input and participation of our partners in St Louis, Ziguinchor, Djibelor and Bignona, Dakar and Thiès. USAID/ERA will review the proposed plans and focus its attention on implementing project requests having the greater likelihood of leading the re-orientation towards improved food security and economic development of the agriculture sector of Senegal.

Agricultural and education activities performed during the period include:

- Preliminary master list of all courses, majors, instructors, and program offerings in the agriculture sector at the tertiary level
- Organization of workshops on:
 - Curricula revision
 - curriculum map
 - implementation of e-learning and value chain master programs
- Workshops and seminar sessions on strategic plans for the deployment of e-learning and distance education at UGB and UT
- Delivery of goods and equipment to AETR partner institutions
- Selection of 22 participants for three-weeks-long study tour in the United States and in Eastern Africa, which is focused on presenting innovative training and research approaches that fully integrate the demands and requirements of the private sector
- Completion of the first draft of a comprehensive labor study report on the opportunities available in Senegal's agriculture sector

B. Applied Research and Outreach

For this component, we implemented research and outreach activities. USAID/ERA finalized working arrangements to roll out the competitive applied grant research components of the project. The research program is being implemented in collaboration with FNRAA. It will be open to USAID/ERA's 12 partner institutions, and it will focus on the development of new and innovative solutions to improve the maize, rice, and millet, value chains in Senegal.

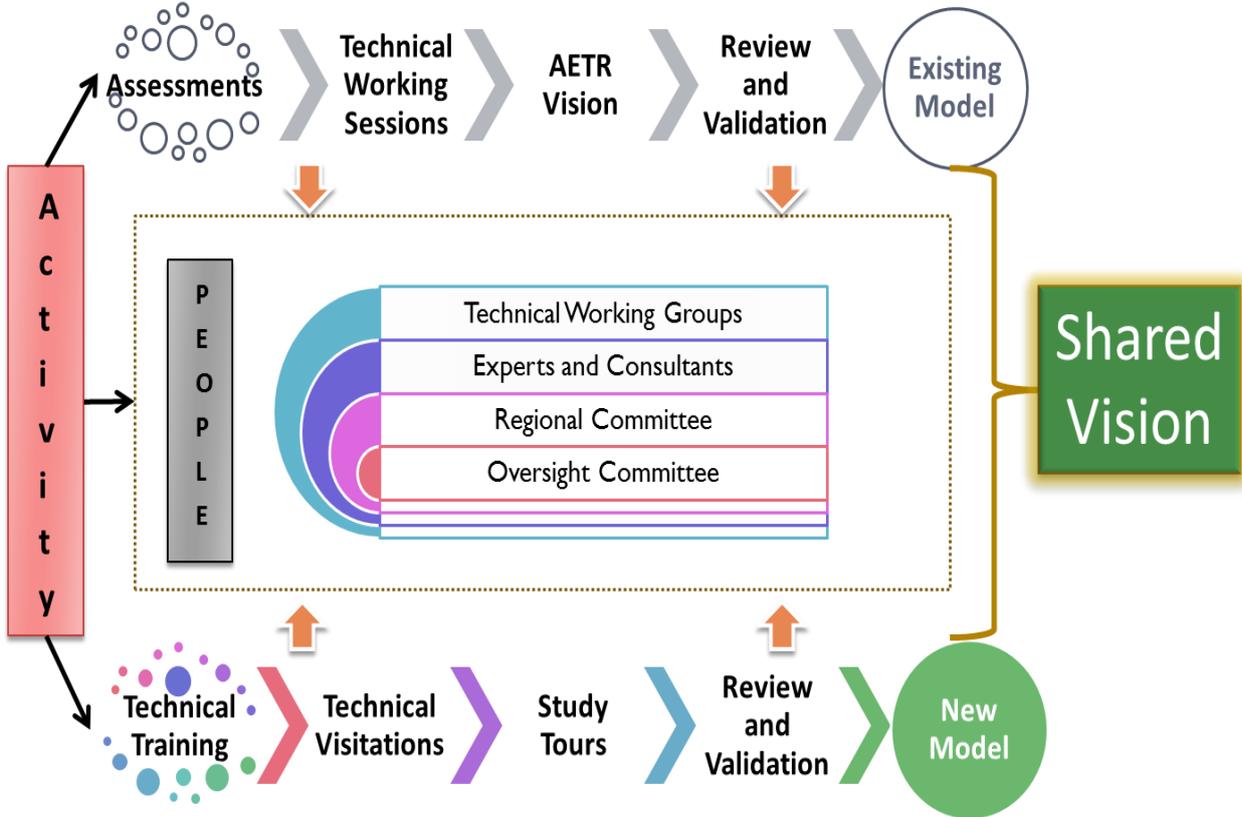
The USAID/ERA value chain program involves the amelioration of input, production, transformation, and marketing systems. Furthermore, the program will place a major emphasis on the close integration of research, outreach and curriculum improvements in the awarding of each successful grant applications. In addition, USAID/ERA identified collaboration opportunities for rice farming in Ndenderling valley with the USAID/Wula Nafaa program.

C. Project management and policy support:

Through project management and policy component, USAID/ERA assists its partner AETR institutions in making systemic and transformational changes that will lead to a new model for academic instruction and research.

As depicted below, USAID/ERA is working with its partners toward the creation of new and shared vision of institutional performance. This began with the creation of a Technical Working Group (TWG) within each ATER partner institution, which serves as a liaison with the project. USAID/ERA then works with TWGs to conduct self-evaluation activities and determine ways to improve the efficacy and performance of the institution.

Focus on Sustainable and Systemic Change



USAID/ERA worked with all of the stakeholders (noted in the graphic above) to develop a shared vision for each institution. USAID/ERA held focus-group sessions as part of the Supply/Demand workshops, linking partners within the same geographic regions to discuss issues that are impeding greater increase of agriculture productivity in Senegal. Likewise, sessions were conducted to allow AETR partners to gain direct inputs from the private sector, including small to medium enterprises, NGOs, farmer groups, women associations, and government institutions such as ARD, DRDR, and ANCAR.

USAID/ERA is using the inputs from these sessions to develop interventions for future periods, which will be brought back to the same stakeholders for validation. They can include:

curricula changes, focused workshops, study tours, gender interventions, eLearning, and targeted scholarships.

1. Gender

USAID/ERA completed the first draft of the USAID/ERA Strategic Plan for Gender Equity. The document is being validated. Once finalized, it will be forwarded to the mission for approval.

D. Administration/Coordination

USAID/ERA took steps to increase the internal capacity in Administration and Coordination to improve service delivery to its partners. Key results include:

- Reviews with the assistance of the Home Office Management Entity of Administration/coordination, Finance, Procurement, and internal controls of the Program Management Unit in Dakar
- Finalization of reports to obtain approval from the mission for the project's administrative and financial procedures manual
- Meetings with local partners that helped in identifying partnership areas
- Steering Committee Meeting in partnership with the University of Thiès

2. Monitoring and Evaluation

- Recruited and integrated the position of M & E Expert
- Revised standard documents (PMP, 2011 annual report, 2012 annual work plan, etc.)

3. Communication

- Implemented revised communication supports to ensure greater visibility of ERA

II. IMPLEMENTATION / ACHIEVEMENTS

The progress realized is presented by objectives and results.

2.1 Component 1: Agricultural education and training system strengthened

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

The following results were achieved during the quarter:

A. Work and Assessment sessions

Organized work sessions with the Technical Working Group (TWG) of Ziguinchor University on several areas:

- ✓ Curriculum map: Coordinated with the TWG on the objectives and methodology of the curriculum map, presentation of the program's methodology. The mapping of curriculum aims to support institutions to improve programs and training methods.
- ✓ Equipment needs: In December 2011, the PMU worked with the TWG at the University of Ziguinchor (UZIG) to conduct a rapid needs assessment. The priority needs it identified include: vehicles, motor pump, furniture, laboratory equipment, forestry materials, and ICT infrastructures. This lot of equipment is envisioned to strengthen the capacity of the university to deliver practical training to its students and other learners. USAID/ERA is thus in the process of acquiring the requested materials for the university.
- ✓ E-learning program: The University of Ziguinchor (UZIG) has been selected participate in the ERA e-learning pilot group. USAID/ERA has met with UZIG to present the program's objectives and methodology, and to negotiate the requirements and recommendations. This program will facilitate teaching at the university and open it to a larger number of students.
- ✓ Program with the private sector: Exchanges to support women's groups and partnership with ITA. The goal of the program is to support partnerships between our partner institutions and the private sector. USAID/ERA will also continue to support joint and collaborative partnerships between beneficiary institutions and the private sector of Senegal.



***Handover of bus keys to Colonel Pope Walili Gueye, Senior Technical Advisor to the Environment Minister
November 30, 2011***

B. Master's in Value Chain Management

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 was held to assess the way in which the Master's Program in Value Chain Management is being implemented at "*Ecole Nationale Supérieure de l'Agriculture*" (ENSA). As the program is being transitioned from USAID/ERA to the USAID/PCE and MSU, this planning session 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.

C. Introduction to the development of syllabus by institutions partners

Professor Ozzie Abaye has assisted USAID/ERA and its partners in developing syllabi. This consulting visit was focused on assisting the Project Management Unit (PMU) with planned workshops on the supply and demand for human resources for agriculture. In addition, a significant amount of time was spent analyzing existing teaching methods and practices at UT-ENSA and UT-ISFAR, two partner institutions working towards adopting and implementing the U.S. land-grant agriculture model. After these workshops, USAID/ERA tackled several issues related to curricula and curriculum-linked research. The team conducted a detailed assessment of the existing agriculture programs and applied curricula and curriculum-linked research efforts at the University of Thiès, with a strong emphasis on the two agricultural teaching institutions (ENSA and ISFAR). USAID/ERA is now determining the best methodology for implementation.

D. Assistance in e-Learning

Through institutional assessment conducted with the AETRs, it has been discovered that technology integration into the classroom is highly demanded. The traditional printed materials and library resources are also cost prohibitive and do not always offer the latest applied research to academic institutions, and most specifically those that are from resource-constrained environments. USAID/ERA agrees that technology is an important element in the focus to improve education experience and learning outcomes of students.

As presented in the graphic below, USAID/ERA has developed a comprehensive plan to effectively leverage technology.

Logic Model of ERA Intervention

... TOWARDS CAPACITY BUILDING AT THE MASTERY LEVEL				
Types	Foundational (2011)	Intermediate (2012)	Advanced (2013)	Sustainability (2014+)
C1-EDU				
Pedagogy, Curriculum Development, eLearning and ESL	<ul style="list-style-type: none"> Needs Assessment July-Aug VT-LCI Sep VT-Training Participants' Plan of Action PMU-led training and Workshops 	<ul style="list-style-type: none"> Integration of LMD Co-tutoring Observations Targeted Workshops Grants to Develop of Models, Best Practices 	<ul style="list-style-type: none"> Grant for Faculty Development Institute at a specific AET Training of Senegalese faculty members 	<ul style="list-style-type: none"> Hosting of conferences and symposia on innovative teaching and learning methods Regional faculty training
Formal Training and Faculty Collaborations	<ul style="list-style-type: none"> Needs Assessment for training Agreement with target Senegalese institution Candidates selection ESL, TOEFL and GRE Prep in country 	<ul style="list-style-type: none"> Advanced TOEFL and GRE Prep (US) Start of Course work in US Research plan linked with one or more of FtF cultures Co-Supervision (US-Senegalese) faculty members 	<ul style="list-style-type: none"> Research in US Field practice in Senegal Degree Awards Publication of applied research and other discoveries Grant Collaborations 	<ul style="list-style-type: none"> Work in Senegal within field of study Extension of exchanges and research Collaboration

Through the progressive levels of intervention, USAID/ERA aims to assist its AETR partners to develop and implement high quality teaching and learning practices that make effective use of eLearning technology, applications and systems.

UT

USAID/ERA has worked with its two UT partners, ENSA and ISFAR, in the development and implementation of an e-Learning pilot program. This work is an outgrowth of a detailed assessment conducted with the TWG of the University of Thiès to determine the readiness level of the institution to implement e-Learning. This assessment gauged capacity at the three levels of competencies required to deliver e-Learning. It includes: technical (computers, network, and support infrastructures), human (faculty and technical support staff) and instruction/learning (pedagogy, teaching models and learner support).

USAID/ERA plans to roll out the proposed pilot e-Learning intervention at the university in the next quarter. The results obtained from the pilot implementation will evaluate to determine the proper approach for the full implementation of the e-Learning program.

UZig

The USAID/ERA–Tuskegee team has developed a plan to provide training and technical support that complements and strengthens the PMU’s efforts for an e-Learning pilot outcome for UZig. The training will target the faculty and administration to make sure they are versed in the fundamental elements of email, file sharing, collaborative work environments, voice/video conferencing, and more.

The technical support team will assess the current status of needed technology and management/administration resources, develop a deployment strategy that includes initial component and module production, and assist in component and module evaluation. These elements, when combined in a content/learning management system, create a rich student learning environment.

UGB

Senior members of the USAID/ERA PMU assisted the University of Gaston Berger in the development of their e-Learning strategic plan. UGB has placed a great importance on increasing the number of students enrolled at the institution through the use of e-Learning. With its goal to increase the number of students who are enrolled in tertiary institutions in Senegal in the field of agriculture, USAID/ERA joins its partners in the need to develop capacity in distance education and e-Learning.

USAID/ERA will continue to assist its partners in setting their e-Learning strategic vision, allowing them to develop programs that are on par with the quality of those delivered in a conventional classroom environment. In addition, materials and equipment needed to strengthen human and technical capacities for e-Learning will be provided.

2.1.1.1 Indicators achievement

Objectives	Results	Indicators	Disaggregation	FY 2012	Q1 Target	Realized	% against 2012 Target	Comment
1. Agricultural Education and training system strengthened	1.1 AETR institutions producing high performing and market-oriented graduates	4.Number of curricula revisions completed with detailed course outlines	Total	10	10	0	0%	Curricula revision is a long process which is started with AETR partners. Results will be counted in 3 rd quarter

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

A. Critical academic infrastructure improvement

USAID/ERA is in the process of distributing more than 350 pieces of equipment: computers, buses, and pick-up trucks, office equipment, and lab equipment to its partner institutions. The deliveries began in Dakar on October 28, 2011, and will continue until May 2012. The equipment will enable agricultural education, training, and research institutions to conduct site visits, perform field demonstrations, and launch distance education programs at their respective institutions. The ceremony will be attended by high officials from USAID/Senegal, the Ministry of Higher Education, and Virginia Tech.

B. Human capital development

1. Food Processing Training for ITA.

El Hadj Omar Mbaya, industrial quality consultant with the “*Institut de Technologie Alimentaire (ITA)*”, received training in the “Measurement of Ingredients in Food Processing Production,” sponsored by USAID/ERA. The training was held at the University of Abobo-Adjame in Abidjan, Cote d’Ivoire from Oct. 15 to Nov. 4, 2011. It is important for many smaller groups in agro-enterprises to receive such training to improve the quality of their products while achieving greater cost efficiencies.

USAID/ERA also supported the travel of two researchers from ITA to Benin for technical training in processing local foods for improved nutrition and rice preparation. Mamadou Sadji, department head of nutrition, received training on preparing cassava and utilization of other nutritive products, such as maize and rice flour. These techniques are especially important in areas where cassava is in abundance and where young children need food with more nutrition. Makhtar Sambe, head for the department of legumes and cereals, received training on improving methods of fortifying rice with vitamins using steam cooking.

By these two-focused training programs, ITA has gained valuable knowledge that will be disseminated further within the institution and other ERA partners in Senegal.

2. Supply and Demand Workshops

To understand capacity building objectives related to market readiness, USAID/ERA has sponsored a supply and demand study to conduct public and private sector needs analyses in human resources. The University of Connecticut, in partnership with the Ecole Supérieure d’Economie Appliquée (ESEA), carried out the majority of this study. The results were discussed in a series of workshops.

A comparative study of the training programs at partner institutions was undertaken at the same time to help us identify and analyze institutional weaknesses in training programs that are targeted towards public/private sector collaborative needs.

Workshops were organized in Saint Louis, Thiès, and Ziguinchor to share the results of these two studies with each partner institution.

The objectives of these workshops were:

- Present public and private sector partners' needs assessment results for human resources;
- Share the training programs in use within the partner institutions;
- Conduct comparative analysis of supply and demand;
- Identify the main collaboration and support areas for local and consortium partners;
- Ensure activities adhere to the guidelines and involve the partnerships made during the study trip to Blacksburg last year;
- Devise an action plan for future market orientation.

The results of the studies showed:

- A weakness of agricultural training supply and support services;
- An inadequacy of the number university graduates in agricultural programs;
- A strong need for professionals familiar with issues of land use and environmental impact.

Areas of academic training which should be reinforced or expanded to include:

- Production optimization, animal husbandry, marketing, food storage, and the packaging, processing, and conditioning of agricultural products;
- Correction of organizational and management problems in the administrative structures of farmers groups, NGOs, and micro-enterprises;
- Limited private sector access to institutional research results, despite the desire for closer ties to the agricultural educational system;
- Gender Issues: In the public sector, 90 percent of workers and 73.3 percent of those working in the agricultural training are men; however, in the private sector, as often it is women who do the majority of the work at the village level.

Recommendations revolved around the need to put in place coaching and training services and to create programs for two types of actors:

- Middle levels within the agricultural domain:
 - Agricultural Production: Seed selection and their stockage, improved techniques of production, soil science, gardening, horticulture, organic agriculture, and irrigation
 - Post-Harvest: Crop storage, processing, and packaging
 - Livestock Management: Animal product resources and veterinary access
- Higher levels within the agricultural domain:
 - Agricultural production management

- Financial management
- Enterprise level agribusiness management

Then training and research institutions must:

- Put their classroom and research information online;
- Develop better cooperation with farmers' cooperatives and private enterprises;
- Explore new approaches to value chains to identify the most promising niches of growth.



Workshop in Thiès and Dakar



Workshop in Ziguinchor, Presided by the Governor of the region and the Rector of the UZig

3. Selection of 22 participants for a three-week Training / Study Tour in the United States and East Africa

USAID/ERA started its selection members of its partner AETR institutions for a three-week-long training program and study tour, which will expose participants to innovative training and research models that have strong linkages with the private sector used by U.S. academic institutions. This program is also an outcome of the ERA Supply and Demand workshops that were conducted during December in St. Louis, Ziguinchor, and Thiès (Saly) for partners in the Thiès/Dakar corridor.

2.1.2.1 Indicators achievements

Objectives	Results	Indicators	Disaggregation	FY 2012 Target	Q1 Target	Realized	%against 2012 Target	Comments
1. Agricultural Education and training system strengthened	1.2 AETR institutions capable of meeting a variety of agricultural training	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	03	03	0.4%	USAID/ERA supported the travel of three (03) researchers from ITA to Benin for technical training in processing local foods for improved nutrition and rice preparation. Other activities are in process
			Female	750	100	0	0%	
			Total	1503	103	03	0.19%	
		4.Number of AETRs provided with improved ICT infrastructure and equipment (USAID/ERA Output Indicator)	Total	12	4	0	0%	The infrastructure and equipment were purchased. Delivering will be planned during the next quarter
		5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure (USAID/ERA Output Indicator)	Total	3	1	0	0%	The E-learning pilot program is in process
6. Number of AETR provided with improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator)	Total	6	4	4	66.66%	3 bus delivered at UGB, ISFAR, CNFTEFCPN 1 Moto pump delivered at CNFTEIA		

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

This process started with the supply and demand workshops and study tours. Our partners' institutions are aware of the need to create a new identity to fit into the new agricultural sector.

2.2 Component 2: Strengthened Applied Research and Outreach

2.2.1 Result 2.1: AETR institutions promoting innovative research solutions to public and private clients

Followed actions were made for this result's achievement:

- Prepared and organized three Supply/Demand workshops in St. Louis, Ziguinchor, and Thiès

These workshops covered the following topics:

- Presentation of results of labor market study and training programs of project partner institutions
- Gap Analysis between the supply and demand of research and training in the agriculture sector
- Ways in which to more closely link with the private sector of Senegal such as through the initiation of Public/Private partnerships
- Identification of relevant themes and topics to be used in competitive research and outreach efforts by the USAID/ERA Project
- Identification of synergistic partnership opportunities with other USAID EGO projects such as Wula Naafa. As part of the workshop field visits were made to the Ndinderling Fatick (Toubacouta) to identify a common program for research
- Finalized contract-related activities with FNRAA of research projects; MOU was signed between Virginia Tech and FNRAA
- Conducted preliminary activities to launch the USAID/ERA competitive research program
 - Prepared the TORs of the competitive research and outreach for the USAID/ERA Project.
 - Established a plan of implementation of competitive research and outreach with collaboration of FNRAA and others institutions
 - Supervised and supported the implementation of the approved plan for the research program

- Prepared TORs to organize the workshop on development capacity in research proposals and scientific writing among AETRs institutions with FNRAA collaboration. Then, agreements were made with local consultants to conduct the workshop.

2.2.2 Result 2.2 AET institutions providing outreach services and technical support to clients in farming communities and the private sector

Members of the USAID/ERA PMU conducted a two-day visit to Toubacouta to explore outreach and collaboration opportunities in rice farming in the valley of Ndenderling. This research will be conducted in partnership with USAID/Wula Nafaa, ENSA/ISFAR and ANCAR. Virginia Tech faculty member Ozzie Abbaye and researchers from ENSA and ISFAR also attended. The combined team held preliminary discussions about collaboration possibilities and conducted field visits in and around Toubacouta. The group plans to convene in March 2012 to put together an implementation strategy that will involve internship/extension partnership opportunities for students at ENSA/ISFAR.

2.3 Cross-cutting / Component 3: Project management and policy support

Gender

The first draft of USAID/ERA's strategic plan was completed in September 2011. Since then, it has been shared and discussed among the PMU members. The strategic plan will be submitted to USAID/Senegal for approval.

The Gender and Outreach Officer responsible for this activity has already started to raise awareness of gender issues among academic leaders and other potential resources at the institutional level. Some other activities have been initiated, including training for transformative women of Ziguinchor and the workshop in St. Louis that involves about 50 women students.

USAID's Automated Directive Systems (ADS) have been presented to the key persons of all the projects' components, to clarify the role of gender within the USAID/ERA project and to provide a framework for its integration in our programs.

USAID/ERA is mandating the use of USAID's Automated Directive Systems (ADS), taking steps to promote gender equity and taking into account equality of the sexes in the planning, implementation, and evaluation of the project and program.

Project Management

USAID/ERA manages its activities in close coordination and support of its home office in Blacksburg, Virginia, to complete its work of building the human and institutional capacities of agricultural education and research institutions in Senegal.

Below are the salient Project Management realizations during the quarter.

Administration and Coordination

The PMU continues to work closely with its home office at Virginia Tech to ensure compliance with all prevailing rules and regulations for the project. The field office has applied travel and per diem rates in conformity with USAID. Weekly meetings are held with the home office to ensure proper and efficient coordination of activities.

Finance, Procurement and Internal Controls

The PMU now has well-established financial procedures, a personnel handbook, and procurement procedures that have been approved by USAID/Senegal. The PMU rigorously utilizes its financial and procurement procedures so that project resources can be managed and accounts audited.

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

Meeting with local partners

USAID/ERA held strategic meetings with many partners, seeking feedback on its activities and plans. The meetings involved: Pr. Saliou NDIAYE (Rector of UCAD), Cheikh S. B. BOYE (Rector of UT), Dr. Macoumba DIOUF (Director General of ISRA), Dr. Ababacar Sadikh NDOYE (Director General of ITA), Dr. El Hadji Pape N. Sall (Director General of FNRAA), and Dr. Ahmed Tidiane DIALLO (Director of ENSA/UT).

Steering Committee Meeting

USAID/ERA conducted its third Steering Committee meeting on October 28, 2011 at ENSA, University of Thiès. The Rector of the University of Thiès and high officials from the Ministry of Higher Education and Research and USAID/Senegal were present. Those attending received a comprehensive report on two major trips made to Virginia Tech, covering training in e-Learning, curriculum development, distance learning for English language, and agricultural extension as practiced by the U.S. land-grant university.

Personnel

Project leadership conducted extensive training and orientation for the staff, which have been reassigned to new roles and responsibilities. The staff assisted in the production of Supply and Demand workshops in December 2011, which required extensive communications and logistical arrangements for visitors from inside and outside Dakar. These experiences helped to strengthen interdependence and a cohesive work ethic.

Monitoring and Evaluation

USAID/ERA hired a Monitoring and Evaluation Expert in December 2011. She reads and evaluates project documents in order to maintain compliance with program regulations and standards and to implement strategy for ERA's monitoring and evaluation. She is

currently reviewing all reference documents (PMP, annual work plan, and 2011 annual report).

Other activities involve developing the detailed data collection protocols for field and home office, reporting, etc. as described in the PMP, which is being finalized according to USAID standards and guidelines. The M & E Expert has engaged senior staff to review and validate all the PMP indicators and targets for USAID/ERA.

The first draft of the revised ERA PMP is being reviewed internally. The final report will be available by mid-April.

Communication

Below are the achievements and results for the period:

- Created a newsletter to inform all stakeholders on the achievements and the activities of the project
- Published fact sheets concerning USAID/ERA achievements with UGB and CNFTEIA
- Wrote a press release concerning deliveries bus and grants
- Received media coverage of the highlight activities: bus delivering in UGB and CNFTEFCPN
- Developed the design of the USAID/ERA website and portal which will be used as a platform for knowledge sharing and dissemination

2.3.1 Project Management Indicators achievement

Objectives	Results	Indicators	FY 2012 Target	Q1 Target	Realized	% against 2012 Target	Comment	
3. Project management and policy support	3.4. AKIS (Agricultural Knowledge and Information System) linkage among components	1. A Strategic project gender integration plan created and implemented (USAID/ERA Output Indicator) (37)	1	1	0	0%	1 st draft is being shared with ERA's team. The final document will be soon available	
	3.5 Project Management	1. administrative, financial and personal manual completed and approved	1	1	1	100%		
	3.6 A Performance Monitoring Plan (PMP) available		1. PMP final report available	1	1	0	0%	PMP is being reviewed by the M&E Expert hired on December. Final document will be available at the 2 nd quarter
			2. A monitoring and evaluation expert identified	1	1	1	100%	
			3. Number of quarters	4	1	1	25%	
			4. Number of newsletters	6	1	1	16.66%	
	3.7 Communication	1. Number of highlight media coverage	5	2	2	40%	Highlight media coverage during delivery of UGB and CNFTEFCPN bus	

III. LESSONS LEARNED

The first quarter activities permitted a stronger understanding of programs, operations and organization by the project staff. The project identified key lessons and took measures to modify its implementation approach accordingly.

These include:

- Streamlined and clarified ways to work with FNRAA in the issuance of research grants
- Improved strategies for outreach activities and inter-institutional collaborations
- Developed a plan to work closely with the other FtF implementing partners.

Streamlined and clarified ways to work with FNRAA in the issuance of research grants

The project leadership sought out and followed the advice of USAID/Senegal to implement its research program, in partnership with Senegal's "*Fonds de Recherche Agricole et Agro-Alimentaire*" (FNRAA). Specific emphasis for research has been placed on obtaining solutions that will significantly improve yield and efficiencies across the entire value chain of rice, maize, and millet. So far, 62 responses from the AETR partners of ERA have been received. As part of the pre-submission activities for the solicitation, USAID/ERA and FNRAA will conduct a series of training sessions in late February and early March for all of the partners who plan to submit proposals. The result of the partnership will significantly reduce the cycle time from the call for proposals to start of activities by winning researchers. The approach of working with FNRAA supports the focus of the USAID/Forward in building capacity at an indigenous institution to be able to work directly with USAID in the future.

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, and Ziguinchor. The workshops provided an avenue for exchange by over 75 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 in St Louis, Ziguinchor, Djibelor and Bignona. 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.

Developed plan to work more closely with the other FtF implementing partners

USAID/ERA actively works with other EGO projects in the implementation of its training, research, and intervention efforts. USAID/ERA has worked closely with USAID/PCE in supporting ENSA's new value chain program. Likewise, USAID/ERA PMU has been working in Toubacouta region with USAID/Wula Nafaa to expand the focus of interventions in rice farming around the valley of Ndenderling. Other partners include ENSA/ISFAR and ANCAR. Consequently, the collaboration with PCE and Wula Nafaa stand to lead to activities and interventions on value chain activities that leverage the FtF investments by USG to achieve results for the short and long terms.

IV. CONSTRAINTS

USAID/ERA aims to build management and administrative capacity at a total of 13 Senegal institutions, all of which are direct beneficiaries of grants and procurement activities of the project. A major constraint of the USAID/ERA concerns the issuance of direct sub-award to those institutions. During its first year, a regime of On-Behalf-Of (OBO) grant awards was used, whereby USAID/ERA procured the goods requested through its mechanisms. These were then provided to the partners under strict use protocols. USAID/ERA is now launching its research program, and fixed-priced grants will allow partners flexibility in the use of funds. As target recipients for the fixed-price awards have not yet worked with USAID-funded projects, there are many requirements by the U.S. government, such as DUNS, CAGE, and CCR that are required before an award can be issued. USAID/ERA is actively working to ensure the most efficient approach to address the need for the required formation. Because each partner institution has a unique set of administrative challenges, USAID/ERA will need to spend a significant amount of time working with its partners to obtain the required information.

V. ACTIVITIES PLANNED FOR THE NEXT QUARTER

1. Five-day training workshop on proposal write-up in partnership with FNRAA
2. USAID/ERA open house to make visibility for the project activities and develop partnership with others
3. Bidder conference with USAID/ERA research partners
4. Saint-Louis: Three-day training on career and research opportunities for women in agriculture
5. Launch ERA opportunity scholarship
6. Thiès: Three-day training workshop Syllabus Development and Instruction Design
7. Delivery of a Lot of Material to UGB and CNFTEIA in Saint Louis
8. Three-week Study Tour in United States and East Africa
9. Send off event for participants for 3 week Study Tour in United States and East Africa
10. Training workshops for 100 women producers “Femmes Transformatrices” in Ziguinchor in Partnership with ITA and University of Ziguinchor
11. University of Ziguinchor assessment
12. Delivery administration support grants
13. Site selection for Thies office
14. Recruit Procurement Officer
15. Technical consulting consortium partners visit: Ozzie for Curriculum activities and Mike Bertelsen for Research activities
16. Involvement to PCE Outreach Workshop

CROSS-CUTTING ACTIVITIES

Gender

1. Complete the gender strategic plan and get USAID approval

Monitoring and evaluation

1. Make 2012 Q2 report
2. Develop the detailed data collection protocols for field and home office, reporting, etc. described in the PMP
3. Finalize the PMP Revision

Communication

1. Elaborate and receive approval for the communication plan
2. Update ERA communication supports
3. Publish 2 newsletters
4. Phase 2 of Digitization of ENSA and IFSAR papers
5. Press release and Media relation
6. Create USAID/ERA website

ANNEXES

FY 2012 Indicators table

Objectives	Results	Indicator	Disaggregation		FY 2012 Target	Achievements each quarter				Comment
						Q1 Target	Q2 Target	Q3 Target	Q4 Target	
1.Agricultural education and training system strengthened	1.1 AET 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	0	0	310	
				F	85	0	0	0	85	
			Masters	M	66	0	0	0	66	
				F	18	0	0	0	18	
			Doctorate	M	29	0	0	0	29	
				F	15	0	0	0	15	
		Total		523	0	0	0	523		
		2. Number of graduates at the Diploma and technical certificate levels (USAID/ERA Outcome Indicator).	Diploma	M	300	0	0	0	300	
				F	200	0	0	0	200	
			Technical Certificate	M	150	0		0	150	
				F	150	0	0		150	
			Total		800	0	0	0	800	

		3.Number of curricula revisions completed with detailed course outlines	Total	0	10	0	0	5	5	
		4. Number of graduates from AETRs obtaining employment in their field.	Total	0	100	0	0	0	100	
	1.2 AET institutions capable of meeting various agricultural training needs	1. Number of administrators and officials trained	Total	0	20			10	10	
		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	0	10			5	5	
			Female	0	5			3	2	
		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)	Total	0	15			8	7	
			Male	0	753	3	75	250	375	
			Female	0	750	100	75	250	375	
		4.Number of AETRs provided with improved ICT infrastructure and equipment (USAID/ERA Output Indicator)	Total	0	1503	103	150	500	750	
			Total	0	12	4	2	3	3	
			5. Number of AETR provided with improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator).	6	0	6	4	1	1	0
		6.Number of laboratories adequately equipped (USAID/ERA Output Indicator)	Total	0	3	0	0	1	2	

	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)		0	10			5	5	
		2. number of AETR with active international agreement		0	7	0	0	3	4	
		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)		0	10	0	0	5	5	
	2.1 AET institutions promoting innovative research solutions	1. Number of new technologies or management practices under research (FtF Output Indicator 4.5.2-10) (18)	Millet	0	1	0		1		
			Maize	0	3	0		3		
			Rice	0	1	0		1		
			Aquaculture	0	2	0		0	2	
			Climate Change	0	1	0		1	0	
			Other aspects of food security and economic growth	0	2	0	0	2	0	
			Total	0	10	0	0	8	2	
		2. Number of new technologies or management under field testing (FtF Output Indicator 4.5.2-9) (19)	Millet	0	1	0	0	1	0	
			Maize	0	2	0	0	2	0	
			Rice	0	0	0	0	0	0	2013
Aquaculture			1	0	0	0	1			

2.Strengthen applied research and outreach	to public and private clients		Other aspects of food security and economic growth	0	1		0	1	0	
			Climate Change	0	1	0	0	1	0	
			Total	0	5	0	0	5	1	
		3. Number of new technologies or management practices made available for transfer as a result of USG assistance (FtF Output Indicator 4.5.2-8) (20)	Millet	0	0	0	0	0	0	2013
			Maize	0	2	0	0	1	1	
			Rice	0	1	0	0	0	1	
			Aquaculture	0	1	0	0	0	1	
			Climate Change	0	0	0	0	0	0	
			Other aspects of food security and economic growth	0	1	0	0	0	1	
			Total	0	5	0	0	1	5	
		4. Number of farmers who have applied new technologies or management practices as a result of USG assistance (16)	Total	0	200	0	0	100	100	
		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	0	1	0	0	1	0	
			Producer organizations	0	1	0	0	1	0	
			Water users associations	0	2	0	0	2	0	
			Women's groups	0	20	0	20	0	0	
			Trade and business associations	0	1	0	0	0	1	
			Community based organizations	0	0	0	0	0	0	
			Total	0	25	0	20	4	1	
			Private enterprise	0	1	0	0	1	0	

		6. Number of private enterprises, producer organizations, water users associations, women's group trade and business associations, and community-based organizations (CBOs) receiving USG assistance (FtF Output Indicator 4.5.2-11) (21)	Producer organizations	0	1	0	0	1	0	
			Water users associations	0	0	0	0	0	0	
			Women's groups	0	30	0	15	15	0	
			Trade and business associations	0	3	0	0	3	0	
			Community-based Organizations	0	2	0	0	2	0	
			Total	0	37	0	15	20	0	
	7.Number of AETRs trained in other areas for food security or economic growth		0	2	0	2	0	0		
	8.Number of special tools and equipment for advanced research		0	3	0	0	3	0		
	2.2 AET 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	0	5	0	2	3	0	
		2.Number of short courses delivered in response to stakeholder demand (23)	Total	0	1	0	0	1	0	
	3.1 AETR supported to elaborate strategic documents	1.Number of institutions supported to update their strategic documents including performance norms		0	6	0	0	3	3	
		1.Number of AETR institutions using databases tracking student academic records, performance and post-graduate occupations (29)	Total		14	0	0	4	10	
		2.Number of AET institutions using accounting software to	Total	0	2					

	3.2 Management and administrative systems of targeted AET strengthened	manage program finances and to generate reports (30)				0	0	1	1	
		3.Number of students participating in private sector internships (32)	Male	0	5	0	0	2	3	
			Female	0	5	0	0	2	3	
			Total	0	10	0	0	4	6	
		4. Number of private sector participants in international GDA study tours (33)	Male	0	4	0	4	0	0	
			Female	0	1	0	1	0	0	
			Total	0	5	0	5	0	0	
		5. Number of private sector/university research collaborations (34)	Total	0	5	0	0	2	3	
		6. Number of private sector/AETR joint training programs (35)	Total	0	5	0	5	0	0	
		7. Number of full GDA agreements (Total	0	1				1	
3.Project Management and policy support	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	0	12			6	6	
		2.Number of institutions with improved Management Information Systems, as a result of USG Assistance. (USAID/State Standard Indicator) (25)	Total	0	6	0	0	3	3	

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2012 Additional Project Management Indicators

Objectives	Results	Indicator	Disaggregation	FY 2012 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	Comment	
3. Project Management and policy support	3.4. AKIS (Agricultural Knowledge and Information System) linkage among components	1. A Strategic project gender integration plan created and implemented (USAID/ERA Output Indicator) (37)	Total	1	0	1	0	0		
		2. Number of cross-component study tours (USAID/ERA Output Indicator) (38)	Total	1	0	1	0	0		
	3.5 A Unity of the project's Management (PMU) is organized and operational	1. administrative, financial and personal manual completed and approved		0						
		2. employment contracts signed		15	0	15	0	0		

		3.number of employment contracts registered at labor inspection, social security and IPRES		03	0	15	0	0	
		4. Number of contract with an insurance company for staff health insurance		1	0	1	0	0	
3.6 A Performance Monitoring Plan (PMP) is elaborated and operational		1. PMP final report available		1	0	1	0	0	
		2. A monitoring and evaluation expert identified		1	1	0	0	0	
		3. Number of annual reports		1	0	0	0	1	
		4. Number of quarters		4	1	1	1	1	
		5.Number of monitoring and evaluation mission reports		2	1	1	1	1	
3.7 A communication plan is elaborated and operational		1. Communication plan final report available		1	0	1	0	0	
		2.link created in OIRED website		1	0	0	1	0	
		3. 2. Number of communication supports updated		3	0	1	1	1	
		4. Number of newsletters		6	1	1	2	2	
		5.Number of success stories		2	0	0	1	1	
		6.Number of digitized documents		200	0	0	100	100	
		7.Number of highlight media coverage		5	2	2	1		
		8.Number of insertion in SOLEIL		3	0	0	1	2	

2012 Q1 Component 1 Indicators achievement

Objectives	Results	Indicators	disaggregation	FY 2012 Target	Q1 Target	Realized	% against 2012 Target
1. Agricultural Education and training system strengthened	1.1 AETR institutions producing high performing and market-oriented graduates	1.Number of curricula revisions completed with detailed course outlines	Total	10	10	0	0%
	1.2 AETR institutions capable of meeting a variety of agricultural training	1.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	3	3	0.4%
			Female	750	100	0	0%
			Total	1503	103	3	0.4%
		4.Number of AETRs provided with improved ICT infrastructure and equipment (USAID/ERA Output Indicator)	Total	12	4	0	0%
		5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure (USAID/ERA Output Indicator)	Total	3	1	0	0%
6.Number of AETR provided with improved non ICT infrastructure and equipment (USAID/ERA output indicator)	Total	6	4	4			

2012 Q1 Component 3 Indicators achievement

Objectives	Results	Indicators	FY 2012	Q1 Target	Realized	% against 2012 target	Comment
	3.4.AKIS (Agricultural Knowledge and Information System)linkage	1.A Strategic project gender integration plan created and implemented (USAID/ERA	1				1 st draft is being shared with ERA's team. The final document will be soon available

3.Project management and policy support	among components	Output Indicator) (37)		1	0	0	
	3.5 Project Management	1. administrative, financial and personal manual completed and approved	1	1	1	100%	
	3.6 A Performance Monitoring Plan (PMP) available	1. PMP final report available	1	1	0	0%	PMP is being reviewed by the M&E Expert hired on December. Final document will be available on 2 nd quarter
		2. A monitoring and evaluation expert identified	1	1	1	100%	
		3. Number of quarters	4	1	1	25%	
		4. Number of newsletters	6	1	1	16.66%	
	3.7 Communication	1.Number of highlight media coverage	5	2	2	40%	Highlight media coverage during delivery of UGB and CNFTEFCPN bus