

# Education and Research in Agriculture (ERA)

Q2 2013 – Quarterly Report (JAN-MAR)

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## 2013 QUARTERLY REPORT II (January 1, to March 31, 2012)

### USAID/ERA



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## LIST OF ACRONYMS

**AETR:** Agricultural Education, Training and Research Institutions  
**AFIG:** Advanced Finance and Investment Group  
**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  
**GDP:** Gross Domestic Product  
**GIS:** Geographic Information Systems  
**GOANA:** Grande Offensive Agricole Pour la Nourriture et l'Abondance  
**GRAAS:** Groupe De Réflexion Sur L'Agriculture Au Sénégal  
**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  
**MOU:** Memorandum of Understanding  
**OIRED:** Office of International Research, Education, and Development  
**PCE:** Projet Croissance Economique  
**PMP:** Performance Monitoring Plan  
**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

## I. EXECUTIVE SUMMARY

USAID/ERA is intently focused on accomplishing its capacity-building goals that support the objectives of reducing poverty and hunger as well as fostering inclusive economic growth in Senegal. These efforts are made in support of development priorities of USAID such as: President Obama's Feed the Future Initiative, promotion of climate-resilient agriculture through research and innovation, and improved training and employment opportunities for women and youth. This report, which covers the second quarter of fiscal year 2013, presents USAID/ERA's activities and achievements for the period of January 1 to March 31, 2013, 2<sup>nd</sup> quarter – Fiscal Year 2013.

The focus for the quarter was on the organization and implementation of high impact human capacity building programs and outreach interventions. USAID/ERA thus executed a series of activities for the benefit of its core constituencies of instructional faculty, researchers, students, AETR partners, producer organizations, the public and private sectors stakeholders. Four activities were carried-out by the project to coincide with the March 8, 2013 International Women's Day celebration. These centered around the "Women's Entrepreneurship and Partnership" and benefited 103 (73 women and 30 men) participants from all of the 12 AETR partners of the project. Additionally, non-AETR beneficiaries included 25 women's groups, local business partners, and other major stakeholders of USAID/ERA.

**International Women's Day 2013:** *USAID/ERA implemented four key activities during the quarter to coincide with International Women's Day 2013. These efforts benefited 103 key constituencies of USAID/ERA including **73 women food processing workers (Femmes Transformatrices)** from 25 GIE in the Casamance region. Other beneficiaries were faculty and researchers from the 12 AETR partners of the project, and key stakeholders from Ziguinchor.*

Results for the quarter, which are described in greater details below touched on the three components as well as cross-cutting areas of the project.

## **Component 1: Strengthening Agricultural Education and Training System**

**During this period, USAID/ERA supported the following interventions in the area of Agricultural Education and Training:**

### **1. Institutional capacity building: Official delivery of materials to AETRs**

USAID/ERA organized a ceremony marking the transfer of capacity-building goods and equipment to its AETR partner institutions. The ceremony was presided over by the Prime Minister of Senegal: HE Mr. Abdoul Mbaye. The event highlighted USAID/ERA donations of vehicles (buses and pick-up trucks), computer hardware (video conferencing, mobile and ordinary desktops, servers), office equipment (printers, copiers) and laboratory equipment, among other materials, which will enable students, faculty and researchers to conduct site visits, perform field demonstrations, and engage in distance education programs at their respective institutions.

### **2. Institutional Capacity building: Syllabus development at UT (ENSA and ISFAR), LTAEB, CFPH, CNFTEFCPN, and UZ**

In collaboration with faculty from the U.S. university consortium members Virginia Tech and Tuskegee University, USAID/ERA supported six of its AETR partner institutions in the curriculum assessment and syllabus-improvement process. During the second quarter of 2013, work sessions were conducted at UT (ENSA and ISFAR), LTAEB, CFPH, CNFTEFCPN, and UZ in order to facilitate the advancement of syllabus development at these institutions.

### **3. Institutional capacity building: Implementation of distance learning program at UT**

USAID/ERA has worked hard this quarter to distance learning programs at its AETR partners. In this period, the project supported the use of e-learning technologies and other innovative approaches to teaching by providing improved ICT equipment for two of the project's AETR partners located at the University of Thiès: ENSA and ISFAR. In February, faculty at ENSA and ISFAR submitted a common e-learning project plan. The main goals of the project are to promote distance education at UT, to improve the quality of distance learning delivery, and to enhance the learning experience.

**4. Human capacity building:** Scholars selection and information day and send-off ceremony for U.S. scholarship recipients

USAID/ERA selected fourteen students to receive scholarships for graduate study in the United States. A send-off reception was held at the PMU office to honor the scholarship recipients and their families. It was marked by the presence of the USAID representative who offered the students congratulations, advice, and encouragement. Before the reception, students were provided with the logistical and other necessary information needed to facilitate their travel and settling-in in Blacksburg. Following their arrival in the United States, the students entered into an intense, semester-long, English language program at Virginia Tech's Language and Culture Institute prior to their enrollment in their graduate programs.

**Component 2: Strengthening Applied Research and Outreach**

During this period, USAID/ERA supported the following interventions in the area of Applied Research:

**1. Capacity building: Funding modalities finalized for two research projects**

As part of the implementation of USAID/ERA's competitive research grant program, two out of the five approved research grant awards have been finalized. During this period, the business plans and annual budgets were approved, the MOU between VT and the AETR institutions were signed, and the first allocations of research funding were made available. Research implementation is underway. The two funded projects are 1) Intensification and Sustainable Management of Millet Production in the Areas of Thies, Louga and Nioro: Improvement, Dissemination and Strengthening of Elite Varieties Value Chain, and 2) The Production and Processing of Sweet Corn in Senegal: Sterilized Canned Corn Manufacturing.

**2. Human capacity building:** Short-term technical training

USAID/ERA supported AETR members to participate in short-term technical training through attendance at an international workshop, "*The production of Bio control agents (Pseudomonas and Trichoderma).*" The workshop was focused on the isolation, purification, efficiency testing, and mass production of microorganisms for use in agricultural biological control and crop

fertilization. Participating in the workshop enabled the USAID/ERA partners to learn more about Integrated Pest Management concepts and principles, to develop working relationships with colleagues at other institutions in the region and throughout the world, and to share newly-acquired knowledge with their colleagues in Senegal.

**3. Human capacity building: Plan for inclusion of ERA scholars (U.S. and local) in research**

Through its “Bourses d’Excellence” program, USAID/ERA offers Senegalese students the opportunity to study some of the practical problems raised by the local population, including farmers and other members of the private sector. This quarter, USAID/ERA developed a plan to integrate the recipients of U.S. and local scholarships into the program’s research activities. Under the plan, students will be associated with ERA’s research program in such a way that their thesis research will be directly linked to the research funded by USAID/ERA grants, or to the research of contributing faculty at the U.S. university consortium members.

**During this period, USAID/ERA supported the following interventions in the area of Outreach:**

**1. Human capacity building: Use of Mobile technology for market information**

USAID/ERA implemented a pilot activity centered on the efficient use of mobile technology to readily obtain market and business information about agriculture products. Titled AgriCom, the intervention was implemented in partnership with the University of Ziguinchor and it was focused on facilitating economic activity by “Femmes Transformatrices” in the Casamance region through the efficient use of mobile phones. The participants of the pilot event were trained in the use of Frontline SMS technology and received information systems equipment with funding from the private Advanced Finance and Investment Group. The goal of the training was to allow the women to communicate with their partners in the local grain-processing sector. The involvement of UZ was a key advantage of the event, contributing to the sustainability of USAID/ERA efforts.

**2. Institutional capacity building: Supply workshop for AETR outreach services**

USAID/ERA organized an Agricultural Outreach Services workshop for its AETR partners and other Senegalese organizations. The event took place in Ziguinchor and involved 34



participants from the institutions: UZ, CNFTEFCPN, LTAEB, ISRA, ANCAR, CFPH, UCAD, ISFAR, UGB, CNFTEIA, ITA, and ANCAR. The overall goal of the workshop was to assist area AETRs in developing Extension Outreach programs for small-scale entrepreneurs, including women, in order to strengthen the capacity of USAID/ERA partner institutions in the planning, implementation, and evaluation of community small-business development programs.

### **3. Human capacity building: Demand workshop for AETR outreach services**

USAID/ERA organized a workshop for women entrepreneurs, aimed at supporting them in identifying and expressing their need for Extension Outreach programs. The goal was to develop access to information and agricultural education for vulnerable demographics who are actively involved in the agribusiness sector. The event in Ziguinchor was marked by the participation of 52 women and young girls, including entrepreneurs. The overall objective of the workshop was to strengthen the capacity of small producers, especially women, so they are able to better create and manage businesses in the agricultural sector.

### **4. Human capacity building: Synthesis workshop and career fair on supply and demand**

USAID/ERA organized a synthesis workshop and career fair in Ziguinchor for project partners and participants that included 100 women and young girl leaders, 34 AETR representatives, 25 officials and academic leaders, and 25 private and public sector partners. The main objectives of this event were to support the University community in its efforts to strengthen its links with the private sector, to facilitate the inclusion of students in the professional world, and especially to strengthen the capacities and abilities of USAID/ERA's partner institutions to meet the needs of the market. Following two days of Community/University thematic work sessions, the closing ceremony and the career fair allow the participation and the involvement of stakeholders at the regional and local level.

## **Component 3: Management and Policy**

**During this period, USAID/ERA supported the following interventions in the area of Management and Policy:**

### **1. Institutional capacity building: Strategic planning workshop at UCAD**

USAID/ERA supported a strategic planning workshop with 34 faculty members from UCAD. The aim of the workshop was to facilitate the development of a strategic plan for the proposed Agricultural Training Institute at UCAD. The primary focus of this Institute will be to provide training to agro-technicians up to the License level, fulfilling the needs identified in USAID/ERA's recent Agricultural Labor Demand Study. The idea for the Institute also originated in USAID/ERA's introduction of the U.S. Land Grant System as a model for agricultural exchange. UCAD has laid the groundwork for the strategic planning needed for the establishment of a learning Institute capable of providing the agricultural knowledge and skills that will ensure the employability of graduates and promote productivity.

### **2. Institutional capacity building: Institutional self-assessment process**

As a part of its overall goal of institutional capacity building, USAID/ERA is assisting its partner AETR institutions in the Thiès (ISFAR and ENSA) and Casamance (LTAEB, UZ, and CNFTEFCPN) regions to perform institutional self-assessments. The self-assessments aim to provide a method for the administration and faculty of each partner institution to review their programs in a systematic way. With results from this self-reflection, AETRs obtain needed information for identifying key actions to improve their programs and monitor progress over time. During the second quarter of 2013, self-assessment data-gathering and report preparation were carried out at CNFTEFCPN and LTAEB, while the self-assessment tools were introduced at UZ.

### **Cross- Cutting and Project Management**

During this period, USAID/ERA implemented several cross-cutting and project management activities, including organizing the third USAID/ERA steering committee meeting, selecting recipients for the USAID/ERA "Bourse d'Excellence" scholarships, implementing monitoring and evaluation activities, grant disbursement, financial management, procurement, and maintaining the project's comprehensive communications program.

## II. Implementation of Project Interventions by Component

### 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

##### A. Official delivery of materials to AETRs



In support of the USAID Feed the Future (FTF) initiative to improve food security in Senegal, USAID/ERA is working to bolster the capacity of Senegalese agricultural education, training and research institutions (AETRs). On **February 19, 2013**, USAID/ERA organized a ceremony marking the transfer of capacity-building goods

and equipment to its AETR partner institutions. The ceremony was entitled “*Capacity Building Assistance for the Attainment of an Applied, Resilient, and innovative Agriculture Sector in Senegal*,” and was presided over by senior members of the Government of Senegal, including the Prime Minister HE Mr. Abdoul Mbaye, who chaired the event.

The ceremony saw the participation of all concerned Ministries, including representatives of USAID/ERA’s twelve AETR partner institutions, as well as members of the private sector and representatives from the international development community. The event highlighted USAID/ERA donations of vehicles (buses and pick-up trucks), computer hardware (laptops, desktops, servers, and videoconferencing platforms), office equipment (printers, copiers) and laboratory materials, among other assets, which will enable students, faculty and researchers to conduct research, facilitate long-distance site visits, perform field demonstrations, and engage in distance education programs at their respective institutions.

The ceremony can be regarded as the culmination of over two years of sustained procurement efforts designed to bring the latest technology to the project’s AETR partners to modernize their IT, laboratory, and transportation infrastructure. These assets are expected to provide marked improvements to the quality of services provided by these partner institutions for students, faculty, and collaborators alike.

## **B. Syllabus development at ENSA, ISFAR, LTAEB, CFPH, CNFTEFCPN, and UZ**

With the goal of facilitating clear and consistent academic training, USAID/ERA supports an ongoing process of curricula improvement, including an emphasis on the development of updated, student-centered syllabi. In collaboration with faculty from Virginia Tech and Tuskegee University, USAID/ERA has supported six of its AETR partner institutions in a curriculum assessment and syllabus-improvement process.

During the second quarter of 2013, work sessions were conducted at UT (for ENSA and ISFAR), LTAEB, CFPH, CNFTEFCPN, and UZ in order to facilitate the advancement of syllabus development at these institutions. Initially, the concept of providing a syllabus as a communication tool was new to instructors at USAID/ERA's AETR partners. Several of the instructors seemed to find the idea threatening. However, after extended discussions and various workshops, there was general agreement that syllabi could serve a constructive purpose; syllabi have been prepared for many courses and plans have been made for introduction of these syllabi in the upcoming academic year.

Follow-up visits by VT and Tuskegee have provided the opportunity for discussions about the implementation of syllabi and related activities, including curricula and pedagogy improvements. The goal is to bolster student learning outcomes and the preparation of students to enter Senegal's agricultural sector. The process of curriculum assessment and syllabus development will be introduced to other AETR partners in future periods.

**a) 1.1.3-1.1.4 Indicators Achievement**

Objectives	Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 Realization	% against FY13 Target	Comments
1.Agricultural Education and Training system strengthened	1.1 AETR institutions producing high performing and market-oriented graduates	3. Number of AETR supported to develop syllabus/Curriculum		2	1	2	100%	
		4. Number of curricula revisions completed with detailed course outlines		25	5	0	0%	Completed revised curricula were not implemented yet. The project is on the way of supporting its partners to develop and improve syllabus

### ***2.1.2 Result 1.2: AETR institutions capable of meeting various agricultural training needs***

#### **A. Implementation of distance learning program at UT**

USAID/ERA is working to strengthen distance learning programs at its AETR partners. In this quarter, the project supported sustainable changes in the use of e-learning technologies and other innovative approaches to teaching by providing improved ICT equipment for two of the projects AETR partners at the University of Thiès, ENSA and ISFAR. In addition, USAID/ERA supported the development of e-learning course platforms.

In February, faculty at ENSA and ISFAR submitted a common e-learning project proposal. The main goals of the project are to promote distance education at UT, improve the quality of education, and enhance the learning experience. In addition, two faculty members from the University of Thiès have been nominated to participate in an E-learning conference in Namibia from May 29 to 31, 2013. USDAID/ERA is taking the necessary steps to support the faculty's participation in this conference, which will allow them to:

- Share their proposal and practice on e-learning area
- Learn new e-learning concepts and other innovative teaching approaches
- Develop regional and international synergies with colleagues from others institutions

#### **B. Strategic planning workshop at UCAD**



USAID/ERA conducted a Strategic Planning workshop on **January 21-22th** for 34 faculty members of UCAD. The workshop which was entitled “Essential Skills for Assessing the Impacts of Agricultural Projects” aimed to facilitate work toward developing strategic plans for the planned Agro Training Institute at UCAD.

The primary focus of this Institute will be to provide training to agro-technicians up to the License level. The idea for the Institute is very much inspired by ERA's recent study of supply and demand in the labor supply. Dr. Boris Bravo-Ureta of the University of Connecticut led the workshop during which he conducted trainings on methodological issues that project managers need to address when designing and implementing impact evaluations.

**In the time surrounding this conference, UCAD, through its Faculty of Science and Technology, has developed a vision / strategic plan for the establishment of an Agricultural Training Institute in its midst. Indeed, based on the model "Land Grant System", UCAD, with the main actors of the agricultural sector of Senegal, intends to continue its holistic strategic planning model for the establishment of a central higher institute for agriculture which would be capable of providing agricultural knowledge and skills that ensure employability of graduates and promote productivity throughout the Senegalese agricultural sector.**

**The proposed institute will recognize the importance of the role of gender in all its activities as well as the significance of integrating its efforts in the public and private sectors for the benefit of stakeholders and the improvement of their livelihoods.**

**With the help of the stakeholders, a draft action plan is being developed along axes of project indicators. This work will be completed by an internal committee and shared within UCAD.**

**Several recommendations were made for the establishment of the Institute. The emphasis was placed on the need to involve stakeholders from other universities, institutes, and the private sector using a collaborative strategy as a key factor in its development.**

### **C. Institutional self-assessment process**

As a part of its overall goal of institutional capacity building, USAID/ERA is assisting its partner AETR institutions in Thiès (ISFAR and ENSA) and Casamance (LTAEB, UZ, and CNFTEFCPN) regions to perform institutional self-assessments. These self-assessments aim to provide a basis for the administration and faculty of each institution of agricultural education to systematically review their programs. Using the results from this self-reflection, AETRs obtain vital information for identifying key actions to improve their programs and monitor progress over time.

The self-assessment process is to be conducted with the collaboration of the consortium partners (Virginia Tech and Tuskegee University). At the end of the process for each institution, a synthesis document will be developed containing the baseline survey data and indicators showing the level of maturity of the institution.

## Summary of Self-Assessment Activities

A pilot phase was implemented with Thiès University entities (ENSA and ISFAR) before scaling up with Ziguinchor institutions. The same approach is used with each institution:

1. Development of collection tools and methodology to be used by TWG members
2. Collection and documentation of data according to the six self-assessment standards;
3. Analysis of tabular and narrative data and drafting of synthesis;
4. Complete documentation through work sessions and interviews
5. Elaborate an institutional analysis document on AETR institutional analysis and on AETR baseline data

A status in each institution is detailed in the table:

Institutions	Implemented activities	Next Steps
<b>1-ISFAR</b>	The self-assessment report has been validated with ISFAR team in December 2012.	<ol style="list-style-type: none"> <li>1. Synthesis of main conclusions and recommendations of the consultant.</li> <li>2. Organization of a workshop with ISFAR partners to share the conclusions of the study.</li> </ol>
<b>2- ENSA</b>	A draft of report is available dating to December 2012. A memo was sent to ENSA describing aspects to be completed.	<ol style="list-style-type: none"> <li>1. ENSA team to provide the needed information necessary to complete revisions to the report.</li> </ol>
<b>3-CNFTEFCPN</b>	All the data has been collected and the first draft of report is being finalized	<ol style="list-style-type: none"> <li>1. The report will be sent to VT and Tuskegee partners for inputs and improvement.</li> <li>2. A workshop is planned with LTAEB to be held in May 2013.</li> </ol>
<b>4-LTAEB</b>	All the data has been collected and the first draft of report will be finalized in late April	<ol style="list-style-type: none"> <li>1. The report will be sent to VT and Tuskegee partners for inputs and improvement.</li> <li>2. A workshop is planned with CNFTEFCPN to be held in May 2013.</li> </ol>
<b>5- UZ</b>	Introduction to institutional self-assessment analysis and presentation of the tools to be used by the university team	<ol style="list-style-type: none"> <li>1. Following data collection, program materials are to be prepared for analysis by the UZ team.</li> </ol>

## D. 14 Scholars selected to receive 2-year U.S. scholarship



**Fourteen Senegalese students and early stage academicians will support USAID Feed the Future objectives through two-year scholarship awards to further their studies in the US. The awards were provided to exceptional students and faculty from a cross-section of USAID/ERA's Senegalese AETR partners through a highly selective competitive process.**



**This intervention is part of the program of human capacity building, which aims to promote excellence and motivate and encourage students and scholars enrolled in agricultural sectors to continue their studies.**

**On March 29, 2013, USAID/ERA organized a send-off ceremony for the fourteen students selected to receive USAID/ERA scholarships for graduate study in the United States. The reception, held at the PMU office to honor the scholarship recipients and their families, was marked by the presence of the USAID representative who offered the students congratulations, advice, and encouragement. Before the reception, students were provided with the logistical and other necessary information needed to facilitate their travel and settling-in at Virginia Tech.**

#### **E. AETRs members participate in the International workshop on “The production of Bio control agents (Pseudomonas and Trichoderma)**

Through its focus on strengthening institutional and human capacity building, the USAID/ERA project sent two motivated researchers, Dr Pape Madiallacké Diedhiou from Gaston Berger University in St. Louis and Dr Aboubacry Kane from the University Cheikh Anta Diop of Dakar to participate in an Integrated Pest Management workshop held in India. The workshop was held under the direction of Dr. Rangaswamy Muniappan, of Virginia Tech and the Department of Plant Pathology, Centre for Plant Protection Studies at Coimbatore Tamil Nadu Agricultural University (India). The workshop was held at the Department of Plant Pathology, Tamil Nadu Agricultural University, Coimbatore, India from January 28<sup>th</sup> to February 1<sup>st</sup> 2013.

The training focused on the isolation, purification, efficiency test and mass production of agricultural micro-organisms. That combined formulation can be used in biological pest control and/or fertilization: Example organisms include Pseudomonas and Trichoderma.

Another interesting aspect about this workshop was that the training also addressed issues related to the formulation, packaging, storage and quality control for bio agents – in effect, the conference implicated links throughout the entire value chain process.

As a follow up of lessons learned, the trainees have formulated their wishes to be supported by USAID/ERA in terms of adequate equipment, student grants, and funding for research that would accelerate the rollout of such programs at their respective universities in Senegal.

Participating in this meeting enables our partners to share the obtained results with their colleagues, learn about the IPM concepts and principles, and develop synergy with potential collaborators from others institutions at regional and international levels.

#### **F. Training in the Use of Mobile Phones by Femmes Transformatrices to Improve Economic Activity**

From **February 28 to March 1, 2013**, USAID/ERA implemented a pilot mobile phone intervention strategy under the title of AgriCom. This intervention, which is being carried out



in partnership with the University of Ziguinchor helps to facilitate economic activity by local food processing women's groups "Femmes Transformatrices" in the Casamance region through the efficient use of mobile phones. Leveraging existing connections between UZ faculty and key women's groups in the region, USAID/ERA supported the training and equipping of

female agricultural entrepreneurs in the use of mobile technology. 27 participants from the members of Jiribalut, a group of women engaged in agricultural processing and marketing in Ziguinchor, as well as the leaders of three other women's agricultural entrepreneur organizations (Djihito Dimalaguene, Dantie BKB, and Bokk Diom) were trained in the use of Frontline SMS to send messages about pricing and delivery to customers using an ordinary computer with no Internet connections.

The training session of the pilot event took place in Ziguinchor. Sessions were animated by several information/communication technology experts and students from the University of

Ziguinchor, a USAID/ERA partner institution. The involvement of UZ was a key advantage of the event, contributing to the sustainability of USAID/ERA efforts.



In addition to their technical training, the beneficiaries received information systems equipment with funding from the private Advanced Finance and Investment Group (AFIG), which partnered with USAID/ERA for the pilot intervention. The training will allow the women to communicate with their partners in the local grain-processing sector. Up until now, members of

Jiribalut and other local small business groups have relied on outdated methods of communication. The web-television company Carrapide produced a 5-minute documentary on the event.

**b) 1.2.1-1.2.7 Indicators achievement**

Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 Target	Comments
1.2 AETR institutions capable of meeting various agricultural training needs	1. Number of AETR trained	Administration, Finance or M&E	25	0	0	0%	
		International program exchange research, consulting, networking	35	0	0	0%	
		Strategic documents implementation	7	3	4	57.14%	<p>✓ Strategic Planning workshop held on <b>January 21-22th</b> for 34 faculty members of UCAD. The aim of this workshop is to facilitate work focused on developing the strategic plans for the Agro Training Institute at UCAD.</p> <p>✓ Self-assessment studies conducted at ENSA, ISFAR (Q1), LTAEB, UZ, CNFTEFCPN (q2)</p>

Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 Target	Comments
1.2 AETR institutions capable of meeting various agricultural training needs	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)	Female	75	75	75	100%	✓ 124 local scholars (69 women and 55 men)
		Male	63	63	63	100%	✓ 14(6 women and 8 men) US Scholars
		Total	138	138	138	100%	
	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)	Female	150	150	73	48.66%	✓ 2 researchers who participated to the International workshop on “The production of Bio control agents (Pseudomonas and Trichoderma) held at the Department of Plant Pathology, Tamil Nadu Agricultural University, Coimbatore, India,

Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 Target	Comments
							✓ 47 Women from Ziguinchor trained during the 8 March ✓ 3 men who participated to the training held during the 8 March event
		Male	52	52	32	61.53%	✓ 27 participants (19 women and 8 men) to the AGRICOM training program
		Total	202	202	105	51.98%	✓ 26 (7 women and 19 men) AETR members who participated to the workshop on Public/private partnership, held at Ziguinchor
	4.Number of AETRs provided with improved ICT infrastructure and equipment (USAID/ERA Output Indicator)		12	4	5	33.33%	5 bus Toyota HZB 50L-COASTER with 30 seats were delivered to –UZ (1 ) - LTAEB (1) - CFPH (1) - UCAD (2) ICT Equipment - UZ – Jiribalut

Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 Target	Comments
	5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure (USAID/ERA Output Indicator)		5	1	1	20%	
	6. Number of AETs provided with improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator).		1	0	1	100%	
	7.Number of laboratories adequately equipped (USAID/ERA Output Indicator)		4	1	0	0%	The project did not start this year delivering Laboratory equipment's

## 2.2 Component 2: Strengthening Applied Research and Outreach

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

#### A. Funding modalities finalized for two research projects

As part of the implementation of USAID/ERA's competitive research grant program, two out of the five approved research projects have been finalized. During this period, the business plans and annual budgets were approved, the MOU between VT and the AETR institutions were signed, and the first allocations of research funding were made available. Research implementation is underway. The two funded projects are:

1. Intensification and Sustainable Management of Millet Production in the Areas of Thiès, Louga and Nioro: Improvement, Dissemination and Strengthening of Elite Varieties Value Chain. The overall goal of this project is to contribute to reducing poverty and improving the nutritional quality and food security in Senegal by provisioning millet producers elite varieties permanently adapted and suitable for processing. Millet growing is essential in terms of food security and income generation for populations in the area. The issues of agricultural productivity and sustainability are causes for major concern due to chronic grain shortages in the Sahel zone. The most commonly utilized varieties cannot meet all of the farmers' needs in this area of Senegal where rainfall has become irregular. The project will cover three components of the millet value chain including seeds, cultivation of the target varieties, and primary processing. The research team coordinator is UT-ENSA. Other participating institutions include the National Agency for Agricultural and Rural Counsel (ANCAR/ NIAYES), the Senegalese Agricultural Research Institute (ISRA), and the Study Center for Improved Adaptation to Drought (CERAAS).
2. The Production and Processing of Sweet Corn in Senegal: Sterilized Canned Corn Manufacturing. The overall goal of this project is to contribute to the food self-sufficiency policy and to create a promising market through the development of sweet corn farming in favorable agro-ecological areas and the manufacture of sterilized canned sweet corn. It is also designed to significantly reduce the import of canned corn and improve farmers' incomes as well as the nutritional status of populations. Primarily cultivated for canning,



sweet corn has a very interesting dietary and nutritional profile. It is a counter-season crop in full expansion in both the Niayes area and the Senegal River Valley. However, internal production is exported while domestic demand is covered by imported canned sweet corn. Therefore, there is room for the local growing, processing, and canning sweet corn in order to meet domestic demand and create wealth. This project is a response to the desire of the Government of Senegal which identified sweet corn as a promising niche with high economic potential through the Agriculture and Agro-Industry Cluster of the Accelerated Growth Strategy (SCA). The research team coordinator is ITA. Other participating institutions are CFPH and UCAD.

## **B. Short-term technical training**

The Production of Bio control agents (Pseudomonas and Trichoderma) – This item is described in section 2.1.2 under results 1.2. The implication for research is that the trainees have formulated their wishes to be supported by USAID/ERA in the procurement of adequate equipment, for student grants, and research funding that would accelerate the implementation of such programs in Senegal. This item will be followed up on by ERA in late Q3 and Q4 of this fiscal year.

## **C. Plan for inclusion of ERA scholars (U.S. and local) in research activities**

Through its “Bourses d’Excellence” program, USAID/ERA offers Senegalese students the opportunity to study some of the practical problems raised by the local population, including farmers and other members of the private sector. The ultimate goal is to bolster the agricultural value chain in Senegal, improving the nation’s food security situation.

This quarter, USAID/ERA developed a plan to integrate the recipients of U.S. and local scholarships into the program’s research activities. Under the plan, students will be associated with ERA’s research program in such a way that their thesis research will be directly linked to the research funded by USAID/ERA grants, or to the research of faculty at the U.S. university consortium members.

Scholarship recipients will choose one of five cluster areas for their studies:

**1. Climate Change, Soil Management, and Community Resilience**

Topics include soil fertility and crop management, soil nutrient management, soil and water quality, grassland ecosystem management, etc.

**2. Seed Management, Agriculture Productivity and Biotechnology**

**Topics include seed treatment and seed preservation, corn and small grain ecosystems and management, small grain genetics and breeding, etc.**

**3. Extension, Agriculture Education, and Rural Development**

Topics include agricultural education, teacher licensure, leadership development, program development and evaluation, etc.

**4. Value Chain, Entrepreneurship and Agricultural Economics**

Topics include agricultural competitiveness, rural and community development, environmental and natural resource systems, etc.

**5. Gender, Nutrition, and Health**

Topics include fortified/functional foods, food science, food safety and health, food processing and packaging, food chemistry, etc.

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

**A. Outreach Intervention to women (Femmes Transformatrices) through intervention by USAID/ERA titled: AgriCom**

This item is described in section 2.1.2 under results 1.2. The implication for research and outreach is that USAID/ERA is in the process of following up with the women's group Jiribalut in an effort to evaluate cost and benefits of the AgriCom intervention to ensure sustainability. USAID/ERA will determine whether to extend the AgriCom intervention to other partners based upon findings.

**B. Supply workshop for AETR outreach services**

On **March 5 and 6, 2013**, USAID/ERA organized an Agricultural Outreach Services workshop for its AETR partners and other Senegalese organizations. The event took place in Ziguinchor and involved 34 participants from a range of institutions: UZ, CNFTEFCPN, LTAEB, ISRA, ANCAR, CFPH, UCAD, ISFAR, UGB, CNFTEIA, ITA, and ANCAR.



The overall goal of the workshop was to assist area AETRs in developing Extension Outreach programs for small-scale entrepreneurs, including women, in order to strengthen the capacity of USAID/ERA partner institutions in the planning, implementation, and evaluation of community small-business development programs.

Workshop participants articulated their own examples to assess current Outreach effectiveness. Specific objectives included:

- Discussing the need for local AETRs to be involved in regional agribusiness and economic development;
- Introducing commonly used tools for helping communities and institutions to increase their capacity to change: Strategic Planning, SWOT Analysis, etc.;
- Apply the Logic Model to initiate or strengthen an outreach program for women and small-scale entrepreneurs.

### C. Demand workshop for AETR outreach services



Also, on **March 5 and 6, 2013**, and in conjunction with the Agricultural Outreach Services workshop for AETR partner institutions, USAID/ERA organized a workshop for women entrepreneurs, aimed at supporting them in identifying and expressing their need for Extension Outreach programs. The goal was to highlight the need for

access to information and agricultural education for vulnerable sectors who are actively involved in the agribusiness sector.

The event in Ziguinchor was marked by the participation of 52 women and young girls, including entrepreneurs. The overall objective of the workshop was to strengthen the capacity

of small producers, especially women, so they can create and manage businesses in the agricultural sector. Specific objectives included

- Training partner institutions to provide services tailored to the needs of small business and especially of women/young girls leaders
- Strengthening the capacities of women leaders in entrepreneurship and governance
- Creating a space for exchanges between stakeholders, especially for students, around

Trainers of both workshops offer a distinctive combination of capacities to promote sustainable development with an overall goal that is to assist AETRs in developing an Extension Outreach type of program for women and small-scale entrepreneurs.

#### **D. Synthesis workshop and career fair on supply and demand**



Following the Agricultural Outreach Services supply and demand workshops, USAID/ERA organized a Synthesis workshop and Career Fair in Ziguinchor on **March 7 and 8, 2013**.

Participants included 100 women and girls' leaders, 34 AETR representatives, 25 academic officials and leaders, and 25 public / private sector partners.

The main objectives of this event were to support the University community in its efforts to strengthen its links with the private sector, to facilitate the inclusion of students in the professional world, and especially to strengthen the capacities and abilities of USAID/ERA's partner institutions to meet the needs of the market. Following two days of Community-University thematic work sessions, the Closing Ceremony and the Career fair allow the participation and the involvement of stakeholders at the regional and local level.

c) 2.1.1, 2.2.1 Indicators achievement

Objectives	Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 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	1	1	1	100%	
			Maize	2	1	1	50%	
			Rice	0	0	0	0%	
			Aquaculture	1				
			Climate change	0				
			Others aspects of food security & economic growth	1	0	0	0%	
			<b>Total</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>40%</b>	
	2.1 AETR institutions promoting innovative research solutions to public and private clients	7. 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)	Private enterprises	2	0	0	0%	
			Producer organizations	2	0	0	0%	
			Water users associations	1	0	0	0%	

Objectives	Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 Target	Comments
			Women's group	40	25	25	62.50%	
			Trade & Business associations	5	0	0	0%	
			Community based organizations	3	0	0	0%	
			<b>Total</b>	<b>53</b>	<b>25</b>	<b>25</b>	<b>47.16%</b>	
		8.Number of AETRs trained in other areas for food security or economic growth	<b>Total</b>	12	12	12	100%	
		9.Number of AETR equipped by special tools and equipment for advanced research	<b>Total</b>	5	2	0	0%	The project is on the stage of purchasing special tools and equipment

Objectives	Results	Indicators	Disaggregation	FY 13 Target	Q2 Target	Q1+Q2 achievement	% against FY 13 Target	Comments
	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	10	2	0	0%	

## **2.3 Component 3: Management and policy support**

### ***2.3.1 Result 3.1: AETR supported to elaborate strategic documents***

**[Also supports 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]**

#### **A. Strategic planning workshop at UCAD**

This item is also described in section 2.1.2 under results 1.2 – Institutional Capacity Building.



The implication for Management and Policy is that UCAD has laid the groundwork for the strategic planning needed for the establishment of a learning Institute capable of providing the agricultural knowledge and skills that will ensure the employability of graduates and promote productivity.

USAID/ERA is in the process of evaluating the recommendations made for the establishment of the Institute to understand how to best involve more stakeholders from other universities, institutes, and the private sector in the decision to establish the Institute. This item will most likely be a part of the USAID/ERA Rector training initiative, which is to be implemented in Q3 and Q4 of FY 2013.

#### **B. Workshop on Assessing the Impacts of Agricultural Projects**



USAID / ERA organized a workshop led by Dr. Boris Bravo-Ureta, Professor of Agricultural and Resources Economics from the University of Connecticut and Mr. Latyr Diouf from ESEA. Dr. Bravo-Ureta also conducted training on "Essential Skills for Assessing the Impacts of Agricultural Projects" during two days. (21 to 22 January 2013). Dr. Bravo-Ureta presented a set of tools for assessing the impact of their own projects using a global perspective. Later, by using the



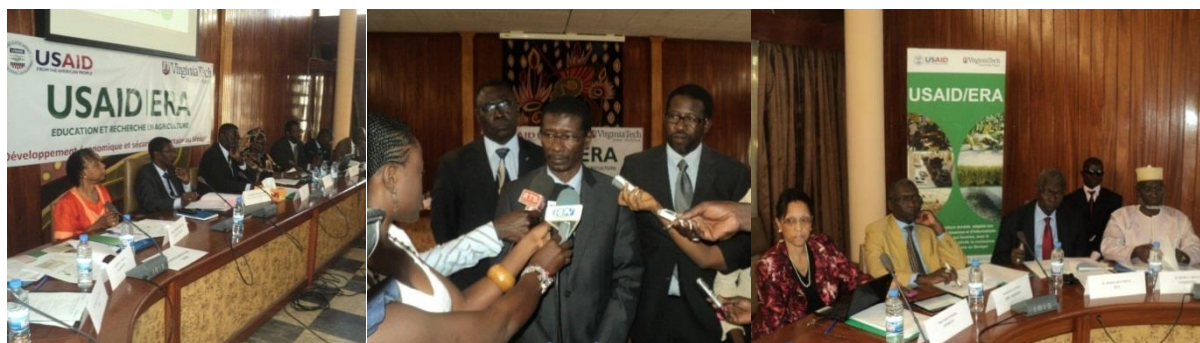
example of projects funded by the World Bank as part of the fight against poverty he gave participants a framework by which to analyze their own work using the tools they learned during the previous day's sessions.

### C. Institutional self-assessment process

This item is described in section 2.1.2 under results 1.2 – Institutional Capacity Building. The implication for Management and Policy is that with the results from this self-reflection, AETRs obtain necessary information for identifying key opportunities to improve their programs and monitor progress over time with or without the support of USAID/ERA. The self-assessment process is conducted with the collaboration of the consortium partners (Virginia Tech and Tuskegee Universities). The institutional self-assessment is designed to improve the overall quality of agricultural training, demonstrate responsibility and encourage a spirit of self-reflection and planning for making necessary adjustments and change. At the end of the process, each institution should have a clear vision and mission. With this vision, a synthesis document is to be developed containing baseline data and illustrating the level of institutional maturity at each AETR partner.

## III. Cross-cutting and Project Management Achievements

### 3.1. Third ERA/USAID steering committee meeting: January 15<sup>th</sup>, UCAD



*L to R: View of the Presidium; Interview with Minister Mary T. Niane; View of the meeting*

The Minister of Higher Education and Scientific Research, Mary Teuw Niane presided Tuesday, January 15, 2013 at the Hall of ACTES at the University Cheikh Anta Diop, the third meeting of the Technical Steering Committee of the USAID / ERA project. The meeting was attended by Ms. Alfreda Brewer, Deputy Director of USAID / Senegal, Aminata Badiane, AOR of USAID/ERA as well as many members of the Technical Working Groups. This meeting

provided an opportunity for the project to outline its achievements and plan with administrators a roadmap for project activities to be implemented in the coming months.

### **3.2. Scholarship recipient selection**

The selection Committee of the USAID/ERA project's excellence awards program met Tuesday, March 19, 2013 in the USAID/ERA Thiès Office to review the applications submitted by ISFAR, UCAD and ENSA and confirm the scholarship nominations and alternates for UGB, ISRA and ITA.

For local scholarships the Committee selected 124 candidates (male/female). Funds will be deposited at the SGBS and scholarship fellows will be provided with related debit cards. Distribution of allowances starts mid-May 2013. USAID/ERA plans to organize a ceremony during which the leadership of the project will present, in the presence of high government authorities, program follow-up plans to benefit scholarship and the related research and education goals of Senegal's Feed the Future program.

USAID/ERA will provide to the scholarship winners different programs aimed at capacity building in English, business and other areas to facilitate the professional development of fellows and their leadership skills within their field of competence.

The selection Committee has recommended follow-up programs and monitoring of the winners enrolled in the last year of study to facilitate their employability and stimulate their leadership. This monitoring will be in close collaboration with their training programs. The selection Committee also called for regular meetings for greater visibility of the impact of scholarships on the studies and the training of the beneficiaries. Following the adoption of these recommendations, the Committee finalized the candidate examination papers which had been submitted to it by each of the participating partner institutions.

### **3.3. Monitoring and Evaluation**

During this quarter, the project worked in monitoring and evaluation to:

- Review and update USAID/ERA Performance Monitoring Plan (PMP) indicators and their targets;
- Finalized the data collection tools for new indicators added in the PMP;

- Implement survey to highlight USAID/ERA activities impact;
- Prepare for the mid-term evaluation of USAID/ERA.

### **3.4. Project Management**

Quarter results and activities for the project include the following items:

#### Grant Issuance

ERA trained administrative and financial management of key stakeholders of the five selected projects and the development of milestones and payment schedule. All five budget packages were submitted to Virginia Tech, and the first two projects have received initial funding. ENSA and ITA will begin the implementation phase during this period. The other three projects are being finalized for funding.

To support its projects, a monitoring and evaluation plan, and a plan for financial monitoring will be implemented during the next quarter.

#### Finance

The first quarter saw the participation of the Project Director, Finance Manager, Director of Special Programs and the Program Assistant in a specialized “Financial Management” training program organized by USAID/Senegal with all its partners for implementation.

During the period, the Finance Department finalized the process of improving the system of administrative and accounting management including internal control. Visitations from the ME, Mr. John Katt, Finance & Program Coordinator (Virginia Tech), and Ms. Jackie Belvin, Fixed Asset Specialist (Virginia Tech) assisted in improving communications and workflow between HQ and the PMU.

#### Procurement

The major activity for this period was the official delivery ceremony organized by the USAID/ERA. Delivery included five (5) buses each with thirty (30) seats, three (3) 4X4 vehicles. The ceremony also recognized the computer hardware, videoconferencing equipment and laboratory equipment that had been previously purchased and distributed and provided an opportunity to show this equipment. In the same vein, a large donation of IT hardware/software (consisting of 243 computers and inverters, 65 laptops, 15 printers, 298 antivirus licenses and

Microsoft Office) has recently been finalized and is scheduled for delivery to partners in the next quarter (Q3 FY2013).

As part of fulfilling its contract, the Building Committee IDEV, responsible for assessing AETR facilities and developing a plan for the rehabilitation of their infrastructure, submitted a draft report to Virginia Tech. The Consulting Architect, Peter Ozolins, reviewed this report, and his recommendations for revisions were well received and acted upon. The last step before implementation of renovations is the completion of joint IDEV – USAID/ERA environmental impact study for which the process is already underway.

Lastly, as part of the project’s oversight mission, inventories of fixed assets associated with USAID/ERA funds have taken place and the compilation of data for reporting has begun.

#### Administration

During this period three local recruitments were finalized and the employees concerned started working: the Scholarship & Training Specialist (Thiès Office), the Grants & Fixed Asset Accountant (PMU) and the Procurement Officer (PMU). These individuals will strengthen the system already in place. This quarter also saw new coordination with the Management Entity of Virginia Tech reinforced with routine weekly meetings via Skype call.

### **3.5. Communication**

During the second quarter of 2013, USAID/ERA activities were communicated to stakeholders utilizing a variety of media to highlight the project’s contributions to Senegal’s agricultural development: scholarship programs, extension and outreach programs, institutional capacity building, and research programs. The highlight of the quarter was the “Big Event” held in February. The attendance by the Prime Minister of Senegal, Deputy Director of USAID/Senegal, the Minister of Higher Education and the Vice President for Outreach and International Affairs at Virginia Tech elicited very extensive media coverage. This event showcased the major donations of buses, trucks, IT equipment, etc. by USAID/ERA.

Each activity in Q2 FY 2013 had a customized communication strategy.

January:

*Steering Committee Meeting (01/15/2013)*

- Media Coverage (television, print and radio)
- Banners

February:

*Big Event (02/19/2013)*

- Media Coverage (television, print and radio)
- Banners
- Information Brochures
- T-Shirts & Hats for the Students
- Signage on buses and truck donated

*Launch of AgriCom (02/28/2013 – 03/01/2013)*

- Video Produced (Carrapide)
- Flyers

*Thiès Office*

- Street Signs
- Posters for Office

March:

*International Women's Day in Ziguinchor (03/08/2013)*

- Media Coverage (television, print and radio)
- Banners
- Information Brochures
- T-Shirts & Hats for the Students

*Scholar Send-Off (03/28/2013)*

- Media Coverage (print)
- Posters
- Hats

### 3.5 Project Management Indicators Achievement

Objectives	Results	Indicators	FY13 Target	Q2 Target	Q1+Q2 achievements	% against FY13 Target	Comments
3.Project Management and Policy support	1. PMP implemented and operational	1. PMP revised final report available	1	0	1	100%	
		4. Number of quarters	3	1	2	66.66%	
	2. A communication plan is implemented and operational	3. Number of communication supports updated	7	5	7	100%	
		4. Number of newsletters	6	2	0	0%	
		7.Number of highlight media coverage	6	4	5	83.33%	
		8.Number of insertion in SOLEIL	3	1	0	0%	

## IV. Lessons Learned

The activities implemented by USAID/ERA during the quarter allowed for the growth of a stronger understanding of programs, operations and organization by the project staff. Consequently, the project identified key lessons and took measures to modify its implementation approach accordingly.

These included:

1. Choice of debit cards for cash payment to local scholars;
2. More frequent use of the facilities of AETR partners in the implementation of major project events and extension activities.

*Choice of debit cards for cash payment to local scholars* – USAID/ERA sought a payment and administrative structure to pay funds to students that was secure, efficient, and easy to implement and maintain. After a detailed evaluation of payment approaches such as checks, wires, and prepaid cards, USAID/ERA made the decision to use debit cards to pay the students their scholarships. Major requirements in selecting the financial provider were that they have a good financial rating, have sufficient expertise and experience in debit card payment and processing, possess a large network of ATM machines and geographic coverage of the key areas of cash needs by students. This allowed a narrowing of potential financial institutions. SGBS was chosen as the partner bank, and the debit cards will be issued to the 124 local scholars during the month of May 2013. The approach to use debit cards provides a secure and cost-efficient means of financial support to students.

*More frequent use of the facilities of AETR partners* - USAID/ERA works closely with its AETR partner institutions in the implementation of major project events. During the week of March 4 and as part of a focus on International Women's Day USAID/ERA held major events both off-site at a hotel and on-site at one of its partner AETR, in this case the University of Ziguinchor. While the activity held at UDZ required a higher level of harmonization of expectations, requirements and responsibilities, the close collaboration with the local partner in site selection substantially increased the ownership of the activities that were implemented for International Women's Day. USAID/ERA will continue to work with its partners in regards to site selection for major events and activities. As appropriate, USAID/ERA intends to make more frequent use of the facilities of AETR partners.

## V. Constraints

At the onset of its launch, USAID/ERA worked together with AETR partners to put in place a Technical Working Group (TWG) at each institution. Each TWG was made up of members from a cross-section of the AETR departments, centers and institutes. The role of the TWG is to facilitate implementation activities and increase local ownership of USAID/ERA intervention efforts. Through the effective use of the TWGs, all AETR partners have been involved in some aspect of academic program revisions, assessments or reviews. These are anchored on each AETR's own mission, regional/national priorities and development strategies, and in particular ERA-conducted workshops and labor market study.

Each AETR has so far acknowledged the need to re-align courses and strengthen academic offering by undertaking a sustained curriculum mapping that firmly introduces employable skills. All have in place good elements of curriculum mapping in those program areas developed at June 2011 and/or December 2011 workshops or from other partnerships and self-acknowledged needs to revise their curriculums.

However, progress towards making the required changes to the curricula of partner institution has been relatively slow. This is due in part to significant reorganization and realignment of personnel resources in the higher education sector. It is hoped that the arrival of the new Minister of Higher Education along with the work being undertaken by the Senegalese to identify root causes of the structural problems in the sector will bring more stability at the leadership level of AETR partners of USAID/ERA.

In the meantime USAID/ERA will continue to work with the TWG of the AETR to offer refresher sessions and meetings on curriculum mapping. Where applicable, project personnel will remind the rector/directors, focal points and the institutional technical working groups about the need to complete this self-evaluation instrument and other assessment efforts by USAID/ERA in order to develop a better educational framework for assessing and improving education in agriculture.



## **VI. Activities planned for the next quarter**

Listed below are the activities planned for the next quarter of fiscal year 2013 by USAID/ERA

### **Component 1: Strengthening Agricultural Education and Training System**

- RFP/FDI Model for faculty training/proposals
- Put in place the scholarship program data base
- Implement Moodle eLearning tool US Scholars engagement and follow up
- Selection of remaining 8 US-bound scholars
- ELearning program at UT
- Plan for eLearning roll-out at UZ
- Workshop on Career Management
- EFL/ESL Assessment/recruitment of a consultant
- Validation of final version of ISFAR self-assessment report
- Plan for validation of self-assessments of AETRs in the Casamance

### **Component 2: Strengthen Applied Research and Outreach**

- Revised overall research plan
- Issuance of remaining 3 FOGs
- Issuance of ITA/Purdue small grant
- Monitoring plan for FOG, ITA/Purdue and VT-UT
- Research Open House
- Detailed plan for students for students participation of research
- Plan for training Workshop with Saint Louis Transformatrices

### **Component 3: Project Management and Policy Support**

- Executive leadership study tour phase I implementation in Senegal
- Issuance of administrative grants
- GRASS set up and follow up/workshop linked to PPP
- GRASS set up and follow up/workshop on what agriculture Model for AETR
- Beta release of Insertion DMBS to include implementation/roll-out plan and user training

## **Transversal**

- Environmental assessment of potential partner AETR sites to refurbish
- Plan for Monitoring & evaluation of Research & Outreach grants
- Delivery of remaining ICT equipment
- Inventory tracking DB
- Plan for business competition and student incubator
- AKIS - knowledge management and sharing to include identification of gaps related to information use and sharing among partners, selection of tools such as database, Web technology mobile systems for partnership formation
- Identification of AETR partners for AKIS implementation
- Establishment of rules and procedures of community of practice
- **Moodle LMS made available and accessible to AETR partners**

## VII. ANNEXES

### USAID/ERA PMP: Baseline values and targets indicators

PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
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	434	310	292	262	268
				F	90	85	152	243	268
			Masters	M	81	66	66	75	81
				F	12	18	41	75	81
			Doctorate	M	27	29	28	24	24
				F	5	15	18	24	24
			Total		649	523	597	703	746
		2. Number of graduates at the Diploma and technical certificate levels (USAID/ERA Outcome Indicator).	Diploma	M	250	300	337	356	375
				F	65	200	187	206	225
			Technical Certificate	M	355	150	187	206	225
				F	90	150	187	206	225
			Total		760	800	898	974	1050
		1.1.3 Number of AETR supported to develop syllabus/curriculum			0	0	2	5	3
		4.Number of curricula revisions completed with detailed course outlines	Total	0	2	2	2	5	10
		5. Number of graduates from AETRs obtaining employment in their field. (5)	Total	0	363	400	450	530	560
	1.2 AETR Institutions capable of meeting various agricultural training needs	1.Number of AETR members trained	Administration , Finance or M&E Finance		-	20	25	30	20
			International program exchange research,		0	14	35	60	0

PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
			consulting Networking						
			Strategic documents implementation		0	0	6	8	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	753	10	15	30	30
			Female	0	750	5	10	20	20
			Total	0	1503	15	25	50	50
		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	0	1250	753	50	100	25
			Female	0	1250	750	150	250	125
			Total	0	2500	1503	200	350	150
		4.Number of AETRs provided with	improved ICT infrastructure and equipment (USAID/ERA Output Indicator)	0	1	12	12	12	0
			improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator)	0	4	7	1	1	1
			Laboratory equipment	0	1	3	4	4	0
			Special tools and equipment for	0	0	3	5	10	0

PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
2.Strengthen applied research and outreach			advanced research						
		5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure (USAID/ERA Output Indicator)	Total	0	1	3	5	10	10
		1.3 AETR institutions managed as centers of excellence with a clear vision and strategy of their program development and contribution to national food security	1. 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	4	10	2	3	2
	2.1 AETR institutions promoting innovative research solutions to public and private clients	1.Number of new technologies or management practices under research as a result of USG assistance (FtF Output Indicator 4.5.2-39)	Millet	0	1	1	1	0	0
			Maize	0	1	3	2	2	2
			Rice	0	1	1	0	0	0
			Aquaculture	0	0	2	1	1	1
			Climate Change	0	0	1	0	1	1
			Other aspects of food security and economic growth	0	0	2	1	1	1
			<b>Total</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>
		2.Number of new technologies or management under field testing as a result of USG assistance (FtF)	Millet	0	1	1	1	1	1
			Maize	0	0	2	4	4	4
			Rice	0	0	0	2	2	2
			Aquaculture		0	1	1	0	
			Other aspects of food	0	1	1	2	2	2

PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
		Output Indicator 4.5.2-39) (19)	security and economic growth						
			Climate Change	0	0	1	0	1	1
			<b>Total</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>10</b>	<b>10</b>
		3. Number of new technologies or management practices made available for transfer as a result of USG assistance (FtF Output Indicator 4.5.2-39) (20)	Millet	0	0	0	1	1	1
			Maize	0	0	2	1	4	4
			Rice	0	0	1	2	1	1
			Aquaculture	0	0	1	0	1	1
			Climate Change	0	0	0	0	1	1
			Other aspects of food security and economic growth	0	0	1	1	2	2
			<b>Total</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>10</b>
		4.Number of farmers who have applied new technologies or management practices developed by institutions supported by USAID/ERA as a result of USG assistance (16)		0	50	200	150	250	100
		5.Number of private enterprises, producer organizations, water users associations, women's groups, trade and business associations, and	Private enterprises	0	1	1	2	3	6
			Producer organizations	0	1	1	2	3	6
			Water users associations	0	0	2	0	1	0
			Women's groups	0	0	20	30	40	0
			Trade and business associations	0	0	1	2	3	6

PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
		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)	Community based organizations	0	0	0	2	1	0
			<b>Total</b>	<b>0</b>	<b>2</b>	<b>25</b>	<b>38</b>	<b>51</b>	<b>18</b>
		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)	Private enterprise	0	0	2	2	3	3
			Producer organizations	0	1	3	2	4	4
			Water users associations	0	0	0	1	1	1
			Women's groups	0	0	30	40	50	0
			Trade and business associations	0	0	3	5	7	0
			Community-based Organizations	0	1	2	3	4	4
			<b>Total</b>	<b>0</b>	<b>2</b>	<b>40</b>	<b>53</b>	<b>69</b>	<b>12</b>
	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	0	2	5	10	12	0
		2. Number of short courses delivered in response to stakeholder demand (23)	Total	0	4	1	2	3	0
3. Project Management and policy support	3.1 Management and administrative systems of	1. Number of AETR institutions using databases tracking student academic records,	Total	0	0	0	2	4	8

PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	targeted AET strengthened	performance and post-graduate occupations (29)							
		2.Number of AETR institutions using accounting software to manage program finances and to generate reports (30)	Total	0	1	2	4	8	10
		3.Number of students participating in private sector internships (32)	Male	0	0	5	20	40	60
			Female	0	0	5	20	40	60
			<b>Total</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>40</b>	<b>80</b>	<b>120</b>
		4. Number of private sector participants in international GDA study tours (33)	Male	0	0	4	7	10	0
			Female	0	0	1	3	5	0
			<b>Total</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>0</b>
		5. Number of private sector/University Research collaboration	Total			5	10	25	25
		6. Number of private sector/AETR joint training programs (35)	Total	0	0	5	20	30	0
		7. Number Private sectors partners identified for partnership development with AETR institutions	Total	0	-	-	10	10	5
		8. Number of Private Sector partners note of interest for having partnership with AETR institutions	Total	0	-	-	8	8	5
		9. Number of Private Sector/university research collaborations	Total	0	-	-	5	5	3



PMP Objective	Results	Indicator	Disaggregation	Base -line Value	Target Values				
					FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
		10. Number of GDA partners identified	Total	0	-	-	10	10	5
		11. Number of GDA partners note of interest	Total	0	-	-	3	2	2
		11. Number of full GDA agreements	Total	0	0	1	1	1	0
	3.2 Database on agricultural sector human resources put in place	1. Number of institutions with improved Management Information Systems, as a result of USG Assistance. (USAID/State Standard Indicator) (25)	Total	0	4	6	11	11	11
		2. Number of AETR institutions using database (26)	Total	0	0	0	5	8	8
		3. Number of "bureaux d'insertion" using database to assist students as a student support service (28)	Total	0	0	0	3	9	5

**FY13 USAID/ERA Disaggregated Indicators Table**

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
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	292				292
				F	152				156
			Masters	M	66				66
				F	41				41
			Doctorate	M	28				28
				F	18				18
			Total		597				597
		2. Number of graduates at the Diploma and technical certificate levels (USAID/ERA Outcome Indicator).	Diploma	M	337				337
				F	187				187
			Technical Certificate	M	187				187
				F	187				197
			Total		898				898
		3. Number of AETR supported to develop Syllabus/curriculum			2	1	1		
		4.Number of curricula revisions completed with detailed course outlines	Total		25	0	5	10	10

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
	1.2 AET institutions capable of meeting various agricultural training needs	5. Number of graduates from AETRs obtaining employment in their field. (5)	Total		450				450
		1. Number of AETR members in trained	Administration, Finance or M&E		25	0	0	10	15
			International program exchange research, consulting, networking		35			15	20
			Strategic documents implementation		7		5	2	0
		2. Number of individuals who have received USG supported long-term agriculture sector productivity	Male		15		15		
			Female		10		10		
			Total		25		25		

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
		or food security training at the local level (FtF Output Indicator 4.5.2-6) (7)							
		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		50		20	20	10
			Female		150		50	50	50
			Total		200		70	70	60
		4.Number of AETRs provided with	improved ICT infrastructure and equipment (USAID/ERA Output Indicator)		12		4	4	4
			improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator)		1			1	
			Laboratory equipment		4		1	2	1
			Special tools and equipment for advanced research		5		2	2	1
		5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure (USAID/ERA Output Indicator)							
			Total		5		1	2	3
	1.3 AET institutions managed as centers of excellence with a clear vision and strategy for their	1. Number of AETR 'professors'/ researchers who contribute in international programs (exchange, research,			35	0	0	35	0

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
	program development and contribution to national food security	consulting networking)							
		2. 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)			2	1		0	1
2.Strengthen applied research and outreach	2.1 AET 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		1				1
			Maize		2			1	1
			Rice		0				
			Aquaculture		1				1
			Climate Change		0				
			Other aspects of food security and economic growth		1				1
			<b>Total</b>		<b>5</b>			<b>1</b>	<b>4</b>
		2.Number of new technologies or management under field testing (FtF Output Indicator 4.5.2-9) (19)	Millet		1			1	
			Maize		4			2	2
			Rice		2			1	1
			Aquaculture		1				1
			Other aspects of food security and economic growth		2			1	1
			Climate Change		0				
			<b>Total</b>		<b>10</b>			<b>5</b>	<b>5</b>

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
		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		1				1
			Maize		1				1
			Rice		2				2
			Aquaculture		1				1
			Climate Change		0				
			Other aspects of food security and economic growth		0				0
			<b>Total</b>		<b>5</b>				<b>5</b>
		4. Number of farmers who have applied new technologies or management practices as a result of USG assistance (16)	Total		150				150
		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	Private enterprises		2				2
			Producer organizations		2				2

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
		practices as a result of USG assistance (FtF Outcome Indicator 4.5.2--28) (17)							
			Water users associations		0				0
			Women's groups		30				30
			Trade and business associations		2				2
			Community based organizations		2				2
			<b>Total</b>		<b>38</b>				<b>38</b>
		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)	Private enterprise		2				2
			Producer organizations		2				1
			Water users associations		1				1
			Women's groups		40		25		15
			Trade and business associations		5				5
			Community-based Organizations		3				3
			<b>Total</b>		<b>53</b>				
	2.2 AET institutions providing outreach services and technical support to clients in farming communities	1. Number of partnerships developed to deliver training services to local farmers and the private sector (22)	Total		10		2	4	4
		2. Number of short courses delivered in response to	Total		2			1	1

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
	and the private sector	stakeholder demand (23)							
3.Project Management and policy support	3.1 Management and administrative systems of targeted AET strengthened	1.Number of AETR institutions using databases tracking student academic records, performance and post-graduate occupations (29)	Total		2			1	1
		2.Number of AETR institutions using accounting software to manage program finances and to generate reports (30)	Total		4			2	2
		3.Number of students participating in private sector internships (32)	Male		20			10	10
			Female		20			10	10
			<b>Total</b>		<b>40</b>			<b>20</b>	<b>20</b>
		4. Number of private sector participants in international GDA study tours (33)	Male		7			7	
			Female		3			3	
			<b>Total</b>		<b>10</b>			<b>10</b>	
		5. Number of private sector/AETR joint training programs (35)	Total		20			20	
		6. Number Private sectors partners identified for partnership	Total		10	0	0	5	5



Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
		development with AETR institutions							
		7. Number of Private Sector partners note of interest for having partnership with AETR institutions	Total		8	0	0	4	4
		8. Number of Private Sector/university research collaborations	Total		5	0	0	3	2
		9. Number of GDA partners identified	Total		10	0	0	5	5
		10. Number of GDA partners note of interest	Total		3	0	0	1	2
		11. Number of full GDA agreements	Total		1	0	0	0	1
		2. Number of institutions with improved Management Information Systems, as a result of USG Assistance. (USAID/State Standard Indicator) (25)	Total		11		1	5	5
		3. Number of AETR using database			5			2	3
		4. Number of "bureau insertion" using database to assist students as a student support service			3			1	2
	3.3 AKIS (Agricultural Knowledge and Information System) linkage among components	2. Number of cross- component study tours (USAID/ERA output indicator)						1	1
	3.5 A Performance Monitoring	1. PMP revised final report available			1	1	0	0	0

Objectives	Results	Indicator	Disaggregation	Sub-Group	Targets for each quarter				
					FY 2013	Q 1	Q 2	Q3	Q4
	Plan (PMP) is elaborated and operational	3. Number of annual reports			1	0	0	0	1
		4. Number of quarters			3	1	1	1	0
		5. Number of monitoring and evaluation mission reports			2			1	1
	3.6 A communication plan is elaborated and operational	3. Number of communication supports updated			7	2	5	0	0
		4. Number of newsletters			6	0	2	2	2
		5. Number of success stories			2	0	0	0	2
		6. Number of digitized documents			500			250	250
		7. Number of highlight media coverage			6	1	4	1	0
		8. Number of insertion in SOLEIL			3	0	1	1	1