

Education and Research in Agriculture (ERA)

Q3 2013 – Quarterly Report (APR-JUN)

July 2013

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

This publication was produced for review by the United States Agency for International Development. It was prepared by Virginia Polytechnic Institute and State University (Virginia Tech).

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



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2013 QUARTERLY REPORT III (April 1, to June 31, 2013)

USAID/ERA



Senegalese Faculty Members and Researchers participate in a Short Term Technical Training program in soil management and food transformation techniques at Tuskegee University

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LIST OF ACRONYMS

AETR: Agricultural Education, Training and Research Institutions
AKIS: Agricultural Knowledge and Information Systems
BFAR: Bureau de la Formation Agricole et Rurale
CAGE: Commercial and Government Entity
CCR: Central Contractor Registration
CFPH: Centre de Formation Professionnelle en Horticulture
CNCR: Conseil National de Concertation et de Coopération des Ruraux
CNFTEIA: Centre National de Formation des Techniciens d’Elevage et des Industries Animales
CNFTEFCPN: Centre National de Formation des Techniciens des Eaux et Forêts, Chasse et des Parcs Nationaux
DDL: Distance and Distributed Learning
ENSA: Ecole Nationale Supérieure d’Agriculture
ERA: Education and Research in Agriculture
ESEA: Ecole Supérieure d’Economie Appliquée
FNRAA: Fonds National de Recherche Agricole et Agro-Alimentaire
FTF: “Feed the Future” – The Presidential Food Security Initiative
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

The USAID/ERA project is focused on accomplishing its capacity-building goals that support the objectives of poverty and hunger reduction as well as inclusive economic growth in Senegal as part of the Feed the Future program. This report, which covers the third quarter of fiscal year 2013, presents project activities and results achieved for the period of April 1 to June 30, 2013.

Results for the quarter touched on the three components of the project as well as cross-cutting areas. For the focus on Human Capacity Building in the agriculture sector of Senegal, USAID/ERA saw implementation of its **Young Leaders Development Program**. The program saw a **total of 178** young leaders representing all 12 of USAID/ERA's partner schools receive sponsorship in their continuing education. The initiative includes three key components:

1. Bourses d'Excellence Program → 145 Scholars
2. Value Chain Scholarships → 10 Scholars
3. Short-Term Technical Trainings → 23 Participants

Women scholars currently make up 54% of total recipients being supported through the Bourse D'Excellence Scholarship initiative. USAID/ERA will continue working with its partner AETR institutions to increase recruitment at the high school level and other feeder programs. This ensures more equitable access and comprehensive participation of female students at the tertiary education level of the agriculture sector.

Bourse D'Excellence Spotlight

145 motivated and talented young Senegalese scholars from each of the 12 partner AETR institutions of the USAID/ERA project were awarded scholarships as part the project's Bourses d'Excellence flagship initiative. 14 of these are in the US and are to pursue Masters' degrees in the agricultural sciences within the Virginia Tech-led consortium of 5 U.S. universities on the USAID/ERA project. An additional 7 more students are undergoing EFL training in Senegal as a preparation for US-based Master's programs. 124 scholars are receiving two-year sponsorships to complete their academic programs, ranging from Technical Diploma through Doctorate, at local Senegalese AETR institutions.

Highlights of Q3 2013 results listed by component

Component 1: Strengthening Agricultural Education and Training System

A. AETRs Institutional Self-Assessments

USAID/ERA facilitated self-assessments of AETR partner institutions which achieved the following results:

- UT-ISFAR of Bambey has reached the final stage of the self-assessment process.
- CNFTEFCPN and LTAEB held an internal workshop to validate the self-assessment report on June 2013.
- At UZ, the project introduced the self-assessment tools to decision makers. Principals gathered information for the first self-assessment report.
- ERA has determined the next set of AETRs to engage with the self-assessment process.

B. Agro-Institute at UCAD

USAID/ERA facilitated a strategic planning workshop at UCAD for its proposed Agro-Institute with the assistance of Professor Boris Ureta-Bravo from UConn. The institute will implement the latest technologies and provide high quality training as part of its mission to play a leading role in the future of Senegalese agriculture.

C. Capacity Building - Curriculum and Pedagogy

USAID/ERA has implemented participatory methods for curriculum evaluation at its partner institutions. High levels of faculty engagement have been solicited in an effort to break down barriers that serve as inhibitors to change and develop diagnostic capacity.

With the support of Prof. Ozzie Abaye from Virginia Tech, USAID/ERA conducted detailed reviews of course syllabi of UT-ISFAR faculty members and provided continuous feedback on the syllabi during the quarter. These interactions provided opportunities to adjust methods and timetables to optimize student learning. To date, 45 syllabi were reviewed by Prof.

Abaye. A validation workshop has been planned with UT-ISFAR faculty members in the fourth quarter.

D. Young Leaders Development

USAID/ERA made the following interventions during the quarter:

- **Bourses D'Excellence awards were made to 131 new Senegalese scholars**, bringing the number of beneficiaries to **145 total recipients** (124 Senegal, 21 US based).
- **10 UT-ENSA Masters' Value Chain scholarship awards were issued**. The program is a continuation of the previous USAID/PCE program.
- **21 AETR faculty members received Short-Term Technical Training at Tuskegee University (TU)**. The program involved hands-on training in pedagogy, agricultural and livestock production, entrepreneurship, extension, and the Land Grant system.
- **2 faculty members from UT were sponsored to eLearning Africa**. Two UT faculty members were sponsored to attend a continent-wide conference on eLearning tools.

Component 2: Strengthening Applied Research and Outreach

During the quarter, USAID/ERA made great strides towards the full implementation of its research program. These resulted in concrete results and achievements for the period.

Major highlights include:

- **Funding of the remaining three research Fixed Obligations Grants (FOGs):**
As a result of these grants, Virginia Tech and institutions affiliated with the five FOGs have formally signed all grant agreements to begin the projects. The first funding allocation provided by USAID/ERA permitted immediate activities commencement.
- **Monitoring and Evaluation of the FOGs being finalized:**
USAID/ERA is working with partners to finalize reporting guidelines and communication protocols to ensure the smooth roll-out of all FOG research activities.

- **Renewal of USAID/ERA – FNRAA partnership in support of USAID/Forward**
USAID/ERA entered into a revised agreement with FNRAA for a period of nine months that will involve joint monitoring and evaluation of the FOG research program. Focus will be placed on strengthening capacities within FNRAA to award and manage FOGs.
- **Six scholars sponsored by USAID/ERA to attend *Tuta absoluta* workshop put on by the Integrated Pest Management Innovation Lab (formerly IPM-CRSP)**
The workshop was held on May 7th through 9th in Dakar and was put together by entomologists and plant protection specialists from 20 countries. Additional conference information is available at the following link:

<http://www.oired.vt.edu/ipmcrrsp/Publications/Meetings&Workshops/senegal-tuta-workshop-coraf-2013.html>
- **AGRICOM Follow-up support provided to Femmes Transformatrices**
USAID/ERA made a follow-up visit to assist the women of the groupe d'intérêt économique (GIE) Jiribalut in the use of ICT as part of the AGRICOM initiative. USAID/ERA has evaluated two additional GIEs to include in the program.

Component 3: Project management and policy support:

USAID/ERA's project management process is centered on Technical Working Groups (TWG) at each AETR partner institution. Q3 activities focused on the leadership rank for the purpose of improving capabilities to meet the demands and needs of the agriculture sector.

- **Executive Leadership and AKIS Study Tour planning workshop in Saly, Senegal**
USAID/ERA with the assistance of Dr. Keith Moore of Virginia Tech and Prof. Boris Ureta-Bravo of UConn organized a planning workshop with trip participants. Their findings are serving as the basis to prepare the final agenda for the trip.
- **Sites for pilot implementation of database systems identified**
In Q3 of FY2013, USAID/ERA began the design phase of pilot versions of AKIS and HR/Insertions databases. The goal is to begin implementation in Q4 and have fully operational versions of the DBMS in place in the first quarter of FY2014.

II. Implementation of project interventions by component

Component 1: Agricultural Education and Training system strengthened

Result 1.1: AETR institutions producing high performing and market-oriented graduates

A. Institutional self-assessments: achieved in ISFAR, making progress with Ziguinchor partner institutions (CNFTEFCPN, LTAEB, UZIG)

In Q3, FY2013, USAID/ERA has facilitated several self-assessments at AETR partner institutions. The self-assessment framework was developed to provide the AETR partners of the project a structured method to review the entirety of an institution's program for the purpose of self-improvement. The self-assessment covers all areas of the institution, including curricula, faculty, administration, teaching, facilities, students and technical support. This structured format thus provides faculty with a basis for identifying key actions to improve their programs and monitor progress over time using an institution's own internal resources.

At present, our assessments have reached the following levels of progress:

- ISFAR of Bambey is at the final stage of the initiative. After validating the results of their self-assessment in December 2012, reports were shared and vetted by the institutional partners in May 2013. The final report is now validated, approved, and ready to be edited prior to implementation.
- CNFTEFCPN and LTAEB held an internal workshop to validate the self-assessment report on June 2013.
- At UZ, the self-assessment tools have been introduced, and principals have started the process of gathering the necessary information to prepare an interim report.

B. Capacity Building - Curriculum and Pedagogy

In Q3 of this fiscal year, the USAID/ERA project conducted an exhaustive needs assessment effort at its partner institutions to gain a direct understanding of the major factors inhibiting teaching and instruction at the target insitutions.

According to the report, the chief concerns are:

1. Poor Infrastructure: Teaching facilities (classrooms, laboratories and library) are in deplorable condition.
2. Irrelevant curricula which do not adequately respond to the needs of the private sector, especially regarding syllabi, assignments, and field work not producing measurable Knowledge, Skills, and Abilities which match employer demand.
3. Teacher-centered instruction, with little focus on measurable student achievements.

As a result of the findings, USAID/ERA conducted a pilot faculty development intervention at the University of Thiès (UT). USAID/ERA chose ISFAR (Institut Supérieur de Formation Agricole et Rurale), one of two agriculture-oriented schools/institutes that make up the College of Agriculture of UT, for its pilot curriculum intervention program.

At ISFAR, faculty in the pilot intervention were required to update their course syllabi, placing strong emphasis on course objectives and learning outcomes. In addition, USAID/ERA implemented the concept of “dyad,” which involved pairing individual faculty from ISFAR with Virginia Tech professors for exchanges on pedagogy, their own work, and discussion about the teaching profession in general. This initiative led to many fruitful discussions regarding the ways in which they could reorient the focus of their work from lecturing to coaching. The collaborations and interactions that ensued from the VT-ISFAR engagement have grown from a single faculty pairing to more than 30 ISFAR faculty member partnerships.

During this quarter, USAID/ERA reviewed 45 syllabi provided by UT-ISFAR faculty members. Moreover, many faculty members report greater appreciation for student-centered instruction, and orientation toward a variety of student learning styles. A validation workshop has been planned with UT-ISFAR faculty members for further review in the fourth quarter.

Capacity Building - E-Learning

USAID/ERA provided support to the University of Thiès, UCAD and UZ to facilitate the implementation of e-learning programs. Support has been provided at two levels: 1) infrastructure and 2) pedagogy.

Infrastructure (ICT Purchases)

During this period, USAID/ERA awarded the University of Thiès a grant to purchase the videoconferencing equipment and other infrastructure systems for a roll-out of the e-learning pilot program. USAID/ERA personnel worked with AETR staff during the acquisition phase and have established institutional contacts for the delivery of the equipment.

ICT equipment has been provided to UCAD for the implementation of an e-learning program to be delivered via a new multi-media room. The UCAD program is planned to be a key part of that institution's strategy to train a new generation of agronomists and business leaders.

Pedagogy (Moodle eLearning Environment and 2 researchers to eLearning conference)

USAID/ERA has rolled out a new version of its Moodle system for AETR faculty members to improve their pedagogical skills. Moodle is a learning management environment which allows for online instruction and information sharing. The project currently maintains a Moodle site for its English as a Foreign Language eLearning pilot program at moodle.era.oired.vt.edu

In addition, as a part of its plan to establish an eLearning program and diversify training at the University of Thiès (UT), USAID/ERA sponsored the participation of two professors from UT in the International e-Learning Africa conference which was held from May-29th through the 31st in Windhoek, Namibia.

The ELA conference focused on experience sharing with the following objectives in mind:

- Develop hands-on experience with e-Learning tools and systems.
- Show the potential of ICT technology in the classroom.
- Provide a springboard for initiatives using equipment acquired from USAID/ERA.

The faculty are using the learning gained at the conference there to implement a new eLearning program at UT.

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

Human Capacity Building: Young Leader Development

USAID/ERAs “Bourses d’Excellence” intervention is a long-term strategy to increase human capacity within the agricultural sector of Senegal. Created for students and young researchers, this program encourages academic excellence at partner schools in Senegal and stimulates enrolled students to continue their professional advancement while addressing local challenges in agriculture.

The primary objective of this scholarship program is the promotion of youth leadership in agriculture with a focus on gender integration. Through this program, USAID/ERA has supported an elite group of young experts in their fields in training which will prepare them to fill tomorrow’s leadership positions in Senegal’s agricultural sector.

Accomplishments during the period

A. Training of the existing 14 U.S. Bourses d’Excellence scholars

Fourteen scholars are currently undergoing advanced English as a Foreign Language (EFL) training in preparation for entry into graduate studies in the upcoming quarters. They are making steady progress in perfecting their language skills, and are preparing to take the TOEFL and GRE tests next quarter as a requisite for formal entry into targeted degree programs at one of USAID/ERA consortium partner universities.

In addition to the advanced EFL training, the 14 scholars had the opportunity to connect with professors and researchers in the College of Agriculture and Life Sciences at Virginia Tech. Through those interactions, the program put together a matching system that links each Senegalese scholar with a VT faculty member based upon academic background, research focus, and the overall objectives of the Young Leader Development program. Similar efforts have been initiated for prospective faculty advisors at the other four schools in the consortium and their inbound scholarship recipients.

B. Selection of 7 new U.S. Bourses d'Excellence scholars

USAID/ERA proceeded with the selection of the seven remaining U.S. Bourses d'Excellence scholars to travel to the United States for graduate programs starting in the coming fiscal year. The new scholars are planned to go to the United States for advanced EFL training prior to entry into graduate school. In addition, the project has begun implementation of a preparatory EFL training program in Thiès, Senegal for the 7 new scholars. The program is being implemented by the PMU with the support of a team of EFL instructors from VT-LCI (Virginia Tech's Language and Culture Institute) using eLearning tools. The EFL program is to be conducted at the USAID/ERA through the end of the month of August, 2013.

C. 124 Local Bourses d'Excellence scholars

USAID/ERA project organized an official award ceremony for its 124 Local Bourses d'Excellence scholars. The students were selected from each of 12 AETR partner institutions of ERA through a rigorous evaluation process involving members of the AETR Technical Working Groups, USAID/ERA staff, and members of the private sector. The event was presided over by a Senior Representative of the Ministry of Higher Education. Other dignitaries attended the event and provided words of encouragement to the students, urging them to making good use of the support being provided through USAID/ERA.



As a means of support for its 124 local scholarship recipients, the USAID/ERA project is providing living allowances, tuition assistance and career management assistance through its “Bourses d'Excellence” program. Coordination of the payments is being handled through a local bank, Societe General de Banques au Senegal (SGBS), with scholarship fellows having been provided with bank cards for the collection of their stipends.

Distribution of the bank cards and first allowances was done through a series of seminars from May 21 to 31, 2013 at Dakar, Saint Louis, Ziguinchor, Thiès and Bambey. Each

beneficiary received his card and PIN in a sealed envelope and signed an agreement to uphold the highest academic standards as a condition of continued participation in the program.

Every quarter, each recipient student is required to submit a status report on his activities. In this way, the USAID/ERA project not only is providing financial support to exceptional students, it is training them to be accountable and transparent in all of their work activities.

D. 10 ENSA Value Chains scholars

USAID/ERA provided 10 Masters' Value Chain scholarships at UT-ENSA in Q3 of this fiscal year. These scholarships serve as a bridge for students who were originally supported by the USAID/PCE project in a program which ended this year. USAID/ERA is currently working with the leadership of the Masters' Value Chains Program for the development of a sustainable long-term plan for self-support of that program.

E. Short-term technical training for 21 AETR faculty members at Tuskegee

USAID / ERA organized a Short-Term Technical Training (STTT) session at Tuskegee University with 21 Senegalese faculty members from nine institution partners of the project. The program was led and implemented by Drs. Ntam Baharanyi, Henry Findlay, Thierno Thiam, Errol Rhoden, Youssouf Diabate, Uma Karki and other leading TU faculty members. From April 19 to May 11, the 21 participants learned new techniques, approaches, and methods for the implementation of agricultural initiatives and collaboration with the private sector. The workshops were designed and carried out using demand-focused curricula and skillsets which are readily transferrable to the Senegalese agricultural sector. As part of the workshop participants have developed plans to use the knowledge gained at Tuskegee in their training, research and outreach activities in Senegal.

Activities completed by the participants in the Tuskegee STTT

The 3½ weeks focused on enhancing agriculture development and economic growth in the countryside. The program covered a variety of advanced agriculture-related topics including: soil improvement, food transformation, livestock management, production techniques, food processing, entrepreneurship, business planning, GIS in agriculture, and outreach to farmers.

A key focus of the program was to provide to the participants a solid understanding of the U.S. land-grant model linking agricultural research, education, and outreach, and uniting the university community with the private sector. Meetings were organized for the participants to meet and interact with producers and collaborating researchers to share their experiences and best practices, and workshops on career management and student support were also held as part of the training.

In addition to the meetings and training sessions, the STTT program also included field visits to agricultural experiment stations linked with TU. Discussions during these visits covered such topics as academic collaboration opportunities between Senegalese trainees and the research faculty of Tuskegee University.



Participants visiting Mr. Al Hooks' field, one of the small farmers assisted by TU to sell his products at supermarkets.



Dr. Errol Rhoden (left) from TU explains how to grow an orange-fleshed sweet potato.

Knowledge Transfer

One clear example of the knowledge transfer gained via the STTT at TU is the potential of greater use of sweet potato in bread baking. During the STTT at TU, ITA researchers learned that flour made from a specific variety of sweet potato can be used up to a level of 50% of the total flour mix used in bread baking, with no noticeable tasting differences. Prior to the training, ITA researchers could not exceed a 15% ceiling amount of sweet potato based flour as a percentage of total flour mix used in bread baking.

Given that wheat flour is a major Senegalese food import and the fact that sweet potato is widely available in Senegal, the ITA researchers foresee the potential for a significant decrease in wheat flour imports with the adoption of a new flour mix of (50% wheat / 50 % sweet potato) for bread baking in Senegal.

Participants included representatives from the following Senegalese institutions and programs:

- Université de Ziguinchor (UZig); Ziguinchor / Casamance
- Ecole Nationale Supérieure D'Agriculture (ENSA); Thiès
- Institut Supérieure de Formation Agricole et Rurale (ISFAR) ; Bambey
- Institut de Technologie Agro-Alimentaire (ITA); Dakar
- Centre National de Formation des Techniciens en Eau et For Chasse et Parcs Nationaux (CNFTEFCPN); Djibelor/ Casamance
- Centre de Formation Professionnelle Horticole (CFPH) ; Dakar
- Centre National de Formation des Techniciens d'Elevage et Industries Animales (CNFTEIA) ; St. Louis
- Lycee Technique Agricole Emile Badiane (LTAEB); Bignona / Casamance
- Agence Nationale de Conseil Agricole et Rural (ANCAR) ; Dakar / Casamance

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

Strategic planning workshop at UCAD, phase II



As a direct outcome of the labor study of the Senegal agricultural sector conducted by USAID/ERA, AETR partner UCAD initiated discussions in Q3 to define strategic priorities for the establishment of an agricultural institute within the university. USAID/ERA facilitated a workshop in January of 2013 to initiate a process of exchange and reflection at UCAD concerning the proposed institute. This resulted in the development of a roadmap highlighting the rationale, vision, and objectives for the proposed institute.

In April 2013, USAID/ERA supported a follow-up workshop to continue the planning for the implementation of the institute. During the workshop, the following items were reviewed:

1. Presentation of recommendations and proposals from the first workshop;
2. The “Land Grant Universities” model: Research, Training, Outreach, and Extension;
3. Theoretical work on key points of the proposed structure (name, executive vision, etc.)

The plan developed by UCAD is to create a multidisciplinary center of excellence devoted to training, research and dissemination of knowledge in the agricultural sciences in order to promote lifelong learning. The stated goal of the proposed institute will be to train a new generation of agronomists and business leaders whose work in agriculture will eventually improve the standard of living and environmental quality in Senegal.

C1 - Indicators achievements

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments | | |
|---|--|----------------------|--|---------------------|---|-----------------|-----------------------|--------------------|------------|--------------------|---|--|---|
| 1.Agricultural education and training system strengthened | 1.1 AET institutions producing high performing and market-oriented graduates | | Number of institutions undertaking capacity/competency strengthening as a result of USG assistance. (FtF Outcome Indicator 4.5.1.-8) | | Assessment | 0 | 3 | 4 | 4 | 133.3% | Working with partners to assure steady progress is being made | | |
| | | | | | Consultation | 0 | 4 | 4 | 4 | 100% | | | |
| | | | | | Strengthening | 0 | 5 | 0 | | 0% | | | |
| | | | | | Improvements | 0 | 2 | 0 | | 0% | | | |
| | | | | | Mature/viable | 0 | 0 | 0 | | 0% | | | |
| | | | | | Total | 0 | 14 | 8 | 8 | 57.1% | | | |
| | | All | | | 1. Number of graduates at the License, Masters, and Doctorate levels. | | License | M | 444 | | | | Results to be provided at the end of the school year after graduation |
| | | | | | | | | F | TBD | | | | |
| | | | | | | | Masters | M | 107 | | | | |
| | | | | | | | | F | TBD | | | | |
| | | | | | | | Doctorate | M | 46 | | | | |
| | | | | | | | | F | TBD | | | | |
| | | Total | | 597 | | | | | | | | | |
| | | All | | | 2. Number of graduates at the Diploma and technical certificate levels. | | Diploma | M | 524 | | | | Results to be provided at the end of the school year after graduation |
| | | | | | | | | F | TBD | | | | |
| | | | | | | | Technical Certificate | M | 374 | | | | |
| | | | | | | | | F | TBD | | | | |
| | | | | | | | Total | | 898 | | | | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|--|---|----------------------|---------------------------|--|--|-----------------|---------------|--------------------|------------|---|---|
| | | 1.1.1 – 1.1.6 | | 3. Number of AETR supported to develop syllabus/curriculum | Total | 0 | 2 | 0 | 2 | 100% | |
| | | 1.1.1 – 1.1.6 | | 4. Number of curricula revisions completed with detailed course outlines | Total | 0 | 2 | 0 | 0 | 0% | 45 syllabi were revised and curricula review is in progress |
| | | 1.2.23 | | 5. Number of graduates from AETRs obtaining employment in their field. (5) | Total | 0 | 450 | | | | Results to be provided at the end of the school year |
| | 1.2 AETR Institutions capable of meeting various agricultural training needs | 1.2.1 – 1.2.3 | | | Administration, Finance or M&E Finance | 0 | 25 | 0 | 0 | 0% | |
| International program exchange research, consulting Networking | | | | | 0 | 35 | 9 | 9 | 25.7% | | |
| Strategic documents implementation | | | | | 0 | 6 | 4 | 8 | 133.3% | Several strategic planning workshops and self-assessments have been carried out in FY2013 | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments | | | | | | | |
|------------|---------|---|---------------------------|--|-----------------|---|---------------|--------------------|------------|--------------------|---|---|---|----|---|---|------|--|
| | | 1.2.7 – 1.2.14 (Bourse D'Excellence Scholarship programs) | | 2.Number of individuals who have received USG supported long-term agriculture sector productivity or food security training (FtF Output Indicator 4.5.2-6) (7) | Male | 0 | 75 | 11 | 86 | 115% | 124 local scholars (69 women & 55 men) 14 US scholars (6 women and 8 men) 10 Value chain scholars (2 women & 8 men) | | | | | | | |
| | | | | | Female | 0 | 63 | 6 | 69 | 109.5% | | | | | | | | |
| | | | | | Total | 0 | 138 | 17 | 155 | 112.3% | | | | | | | | |
| | | 1.2.1 - 1.2.3, and 1.2.15 – 1.2.22- and 1.2.24 – 1.2.27 | | | 3.5.12 – 3.5.13 | 3. Number of individuals who have received USG supported short-term agriculture sector productivity or food security training (FtF Output Indicator 4.5.2-7)(8) | Female | 0 | 150 | 1 | 74 | 49% | * Short term training at Tuskegee * Tuta absoluta training * ELA 2013 | | | | | |
| | | | | | | | Male | 0 | 52 | 28 | 70 | 134.6% | | | | | | |
| | | | | | | | Total | 0 | 202 | 29 | 144 | 71% | | | | | | |
| | | | | | | | | | | 3.5.15 | 4.Number of AETRs provided with | improved ICT infrastructure and equipment | 0 | 12 | 3 | 8 | 67% | |
| | | | | | | | | | | | | improved non-ICT infrastructure and equipment | 0 | 12 | 5 | 6 | 50% | Q1/Q2 Vehicle Deliveries |
| | | | | | | | | | | | | Laboratory equipment | 0 | 4 | 7 | 7 | 175% | This is being done through the ERA FOG |
| | | | | | | | | | | | | Special tools and equipment for | 0 | 5 | 7 | 7 | 140% | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|------------|--|-----------------------------------|---------------------------|---|-------------------|-----------------|---------------|--------------------|------------|--------------------|---|
| | | | | | advanced research | | | | | | research program |
| | | 1.2.1 - 1.2.6 | | 5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure | Total | 0 | 5 | 5 | 7 | 140% | AETRs are using equipment for DL – Focused training being provided to increase use and efficacy |
| | 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 | 1.2.16 – 1.2.17 and 1.3.1 - 1.3.2 | | 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 output Indicator) | | 0 | 2 | 2 | 3 | 150% | TU with UDZ and ITA |

Component 2: Strengthening Applied Research and Outreach

Result 2.1: AETR institutions promote innovative research solutions to public/private clients

A. The FOG Research Projects

During this quarter, USAID/ERA made a major push for the full execution of the FOG research awards. With significant effort by all parties involved, this entailed two important achievements: 1) Finalization of all FOG awards and the transfer of initial funds allocations to AETR partners and 2) Review and update of the key technical aspects of the projects and USAID/ERA's overall research program strategy.

Funding the 1st FOG budget allocations

USAID/ERA through Virginia Tech signed all remaining contract documents to allow for the payment of the first allocation of funds to partner PIs for their research awards. The project was able to provide direct funding for 4 of 5 projects this quarter. Two of the research projects that were originally slated to receive funding through FNRAA collaboration received funding directly through USAID/ERA. This expedited process was carried out to ensure that all of the PIs had sufficient money available to plant their experiments prior to the rainy season.

The table lists the amounts of the first FOG allocations

| Project Title | Lead Institution | Region of Focus | Funding Status |
|---|------------------|------------------------|------------------|
| Millet Production | ENSA | Thiès/Louga/Nioro | \$75,733 |
| Promoting Local Rice | UGB | Saint Louis | \$65,700 |
| Improving Rain-fed Rice | ISRA/Djibelor | Casamance | \$23,715 |
| Production and Processing of Sweet Corn | ITA | Country-wide | \$60,283 |
| Millet Processing – ITA/Purdue | ITA | Country-wide | \$75,000 |
| Cereal Productivity in Salty Environment | ISFAR | Thiès, Bambey, Kaolack | \$37,837 |
| Total Current USAID/ERA Research Funding | | | \$338,268 |

¹ To be delivered in Q4 of FY 2014

During the 3rd quarter, USAID/ERA received technical support regarding the overall thrust of the USAID/ERA-supported projects from Dr. Tom Thompson, professor and department head of the Department of Crop and Soil Environmental Sciences at Virginia Tech. The principal result achieved after this visit was an updated overall strategic orientation framework for the USAID/ERA research program. In his trip report, Thompson also delivered a set of recommendations for the improvement of each funded research project.

Key results of the consulting provided by Dr. Thomson include:

1. Detailed review of the Strategic Orientation of the Research Program

Dr. Thompson worked with the Project Management Unit (PMU) to update the overall strategic orientation and implementation approach for the USAID/ERA research program.

Feedback and Recommendations to the PIs

Dr. Thompson also visited with the Principal Investigators and other key individuals on each of project and helped them to refine their proposals. These recommendations were shared by the PMU team and research teams with administrative authorities at each of the project schools to help facilitate the implementation of the revised proposals.

2. Financial Management of Research Projects

On the financial management side, USAID/ERA took steps to ensure that funds are available per the provisions of the payment schedules of each award. Allocations are to be disbursed according to milestones laid out in the workplans provided by the Principal Investigator (PI) of each project. The management entity (ME) at Virginia Tech has begun to develop a checklist for reporting the items required for each budgetary allotment.

3. Strategic Framework Of The Research Projects

As a result of Dr. Thompson's review of research projects, USAID/ERA updated the Logic Model for the overall program. The revised model identifies six interlocking stages for the progression of the program, from needs assessment, through activities, to final results.

The six steps of the logical model are as follows:

- 1. Existing Situation**
- 2. Inputs**
- 3. Activities**
- 4. Outputs**
- 5. Outcomes**
- 6. Ending Situation**

In addition, the model provides six pillars as essential features for all of USAID/ERA's research interventions. Together, these pillars constitute a set of complementary activities that enable the achievement of high-quality capacity building and research results with AETR partners.

The “Six Pillars” of the USAID/ERA research program:

- 1. Competitive Research** (Fixed Obligation Grants or FOGs) to Senegal partners
- 2. Targeted Collaborations** U.S.-Senegal Collaborative Research Projects
- 3. ERA Scholars Integration into Research Activities**
- 4. Research Partnering Grants** for Consortium Faculty
- 5. Small Collaborative Research Awards**
- 6. Research Symposia**

A detailed breakdown of the logical model is presented in Figure 1 on the following page:

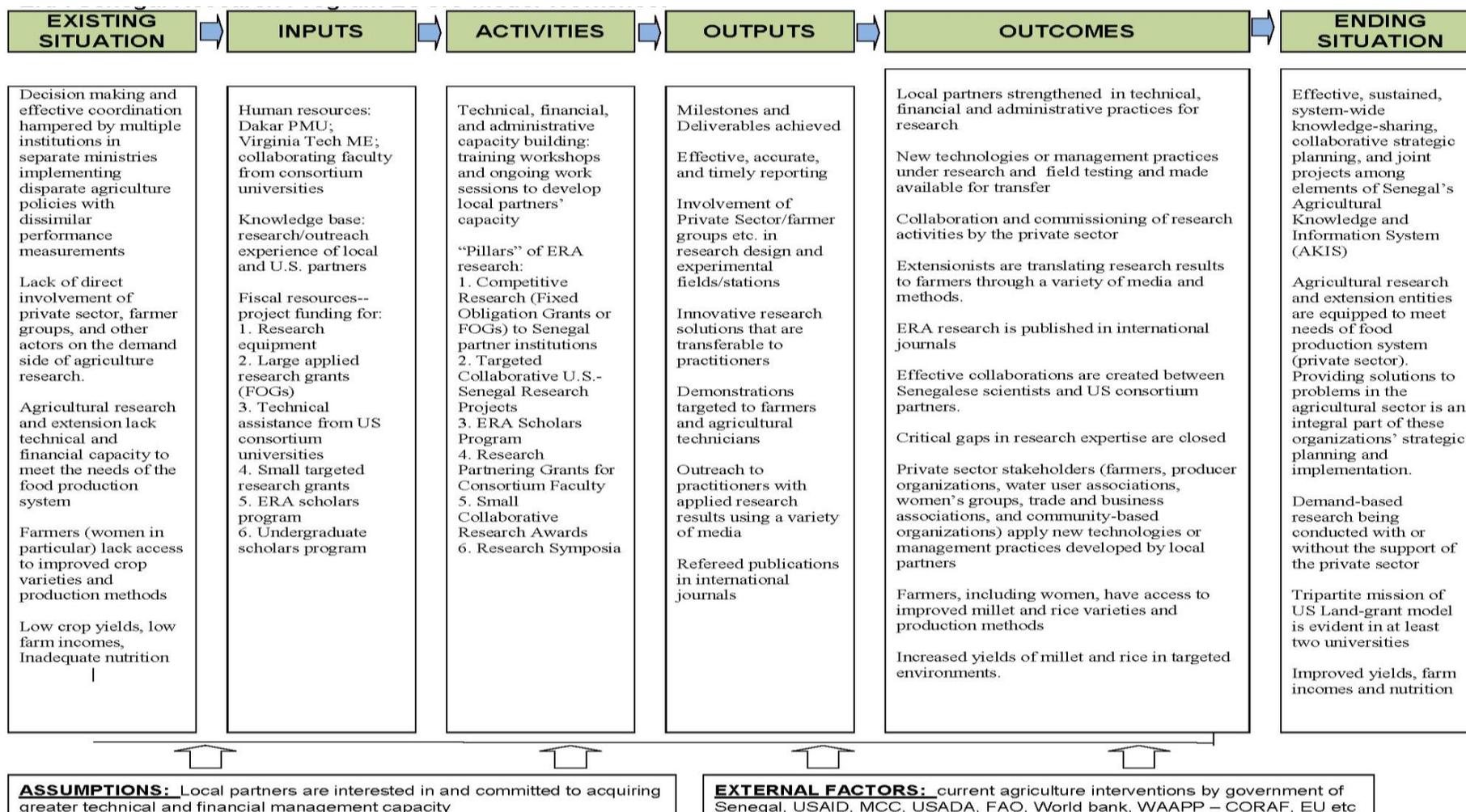


Figure 1: Logic Model of USAID/ERA Overall Research Strategy

B. USAID/ERA – FNRAA collaboration in Support of USAID/Forward

USAID/ERA partnered with FNRAA for the selection of five 3-year long research projects with a total budget of 602,200,476 FCFA. This was done for the implementation of the project's competitive research interventions in Senegal. Following the selection process, the winning institutions were funded via FOG mechanisms to begin their field activities.

USAID/ERA and FNRAA have entered into a revised agreement for the management and monitoring activities related to the FOGs. A Scope of Work has been developed for the management of Fixed Obligation Grant (FOG)-funded scientific research projects for the duration of nine months.

USAID/ERA aims to provide comprehensive training and support to FNRAA for the purpose of technical and budgetary monitoring of the FOG grants. In addition, USAID/ERA has planned to offer FNRAA access to training opportunities being provided to AETR partner institutions to help the organization gain capacity to manage USG-funded grants in support of USAID/Forward. The training covers USAID financial regulations, FOG management, reporting requirements, and data validation for auditing purposes.

FNRAA's deliverables for this collaboration include:

1. Effective training of the FOG accountant for FNRAA;
2. Proposal reviews verified and approved for the five FOG projects;
3. Approved supervision schedule;
4. Plan for the research open houses and the producer's days;
5. Mission reports for each M&E trip;
6. Technical monitoring and scientific evaluation reports.

C. Six research faculty trained in plant protection at the *Tuta absoluta* workshop



USAID/ERA sponsored six faculty members from partner AETR institutions to attend a conference on plant protection. The *Tuta absoluta* workshop program was organized by the Integrated Pest Management Innovation Lab (formerly IPM-CRSP, another project also managed out of Virginia Tech). This event featured workshops by entomologists and plant

protection specialists from 20 countries with the goal of sharing techniques for controlling the tomato leaf miner (*Tuta absoluta*), which causes significant damage to tomato and eggplant crops worldwide.

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

A. Outreach intervention to women (Femmes Transformatrices) through AGRICOM

This quarter USAID/ERA followed up with the Jiribalut women's group for a preliminary evaluation of the AGRICOM intervention. Local partners such as the University of Ziguinchor and Lycée Agricole de Bignona were brought into process of assisting women's groups in monitoring.

USAID/ERA has also planned for the inclusion of two other GIEs in the Casamance region for possible support via the project's AGRICOM intervention. The project is reviewing the results of the evaluation to determine scale up possibilities for AGRICOM FY 2014.

AGRICOM video: A video, which summarizes the initiative with the women food processors in Ziguinchor, can be found at <https://www.youtube.com/watch?v=y7pbFQj0PZc>.

C2 - Indicators achievement

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|--|--|----------------------|---------------------------|--|--|-----------------|---------------|--------------------|------------|--------------------|--|
| 2.Strengthen applied research and outreach | 2.1 AET institutions promoting innovative research solutions to public and private clients | 2.1.1-2.1.5 | | 1.Number of new technologies or management practices under research (FtF Output Indicator 4.5.2-10) (18) | Millet | 0 | 12 | 5 | 6 | 50% | ERA FOG research program |
| | | | | | Maize | 0 | 6 | 1 | 1 | 17% | |
| | | | | | Rice | 0 | 4 | 3 | 3 | 75% | |
| | | | | | Aquaculture | 0 | 2 | 0 | 0 | 0% | |
| | | | | | Climate Change | 0 | 4 | 0 | 0 | 0% | |
| | | | | | Other aspects of food security and economic growth | 0 | 3 | 3 | 3 | 100% | |
| | | | | | Total | 0 | 31 | 12 | 12 | 39% | |
| | | 2.1.1-2.1.5 | | 2.Number of new technologies or management under field testing (FtF Output Indicator 4.5.2-9) (19) | Millet | 0 | 9 | 3 | 3 | 33% | Due to the delay in the finalization of the FOG research awards, the target PI values for research activities in Q3 could not be met. The majority of those target PI will be realized in FY 2014. |
| | | | | | Maize | 0 | 3 | 0 | 0 | 0% | |
| | | | | | Rice | 0 | 3 | 3 | 3 | 100% | |
| | | | | | Aquaculture | | 1 | 1 | 1 | 100% | |
| | | | | | Other aspects of food security and economic growth | 0 | 2 | 2 | 2 | 100% | |
| | | | | | Climate Change | 0 | 4 | 0 | 0 | 0% | |
| | | | | | Total | 0 | 22 | 9 | 9 | 40.9% | |
| | | 2.1.1-2.1.5 | | 3. Number of new technologies or management practices made available for transfer as a result of USG | Millet | 0 | 3 | 0 | 0 | 0% | |
| | | | | | Maize | 0 | 3 | 0 | 0 | 0% | |
| | | | | | Rice | 0 | 3 | 1 | 1 | 33% | |
| | | | | | Aquaculture | 0 | 1 | 0 | 0 | 0% | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|------------|---------|----------------------|---------------------------|---|--|-----------------|---------------|--------------------|------------|--------------------|----------|
| | | | | assistance (FtF Output Indicator 4.5.2-8)(20) | Climate Change | 0 | 2 | 0 | 0 | 0% | |
| | | | | | Other aspects of food security and economic growth | 0 | 2 | 0 | 0 | 100% | |
| | | | | | Total | 0 | 14 | 1 | 1 | 7% | |
| | | 2.1.1-2.1.5 | | 4. Number of farmers who have applied new technologies or management practices as a result of USG assistance (16) | Total | 0 | 500 | 0 | 0 | 0% | |
| | | | | | Private enterprises | 0 | 5 | 0 | 0 | 0% | |
| | | 2.1.1-2.1.5 | | 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) | Producer organizations | 0 | 10 | 0 | 0 | 0% | |
| | | | | | Water users associations | 0 | 2 | 0 | 0 | 0% | |
| | | | | | Women's groups | 0 | 50 | 0 | 0 | 0% | |
| | | | | | Trade and business associations | 0 | 1 | 0 | 0 | 0% | |
| | | | | | Community based organizations | 0 | 20 | 0 | 0 | 0% | |
| | | | | | Total | 0 | 88 | 0 | 0 | 0% | |
| | | 2.1.1-2.1.5 | | 6. Number of private enterprises, producer | Private enterprise | 0 | 5 | 0 | 0 | 0% | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|--|-------------|----------------------|---------------------------|--|---------------------------------|-----------------|---------------|--------------------|------------|--------------------|-----------------------------------|
| | | | | 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 | 10 | 0 | 2 | 20% | |
| | | | | | Water users associations | 0 | 1 | 0 | 0 | 0% | |
| | | | | | Women's groups | 0 | 50 | 3 | 28 | 56% | |
| | | | | | Trade and business associations | 0 | 4 | 0 | 0 | 0% | |
| | | | | | Community-based Organizations | 0 | 30 | 0 | 0 | 0% | |
| | | | | | Total | 0 | 100 | 3 | 30 | 30% | |
| | | | | | | | | | | | |
| | 2.1.1-2.1.5 | | | 7.Number of AETRs trained in other areas for food security or economic growth | Total | 0 | 12 | 9 | 12 | 100% | |
| | 2.1.1-2.1.5 | | | 8. Number of special tools and equipment for advanced research | Total | 0 | 5 | 0 | 5 | 100% | |
| 2.2 AET institutions providing outreach services and technical support to clients in farming communities and the private sector | | 2.1.1-2.1.5 | | 1. Number of partnerships developed to deliver training services to local farmers and the private sector (22) | Total | 0 | 10 | 0 | 0 | 0% | See comment in the previous cell. |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | 2.1.1-2.1.5 | | | 2.Number of short courses delivered in response to stakeholder demand (23) | Total | 0 | 20 | 0 | 0 | 0% | |

Component 3: project management and policy support

Result 3.1: AETRs supported to elaborate strategic documents

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

Result 3.2: Management and administrative system of target AETR strengthened

Executive Leadership and AKIS Study Tour

USAID/ERA reached the final stages of planning for its Executive Leadership / Agriculture Knowledge and Information System (AKIS) Study Tour, which is slated to take place from September 11th through the 25th in the United States. Working with the Ministry of Higher Education of Senegal USAID/ERA confirmed the delegation to participate in the study tour. It includes four University Rectors/Presidents, three Director Generals of key USAID/ERA research partners, the Manager General of Higher Education and Research, technical representatives of other key collaborating ministries, key producers and private sector partners in Senegal. The main objective of the USAID/ERA Executive Leadership and AKIS Study Tour is to strengthen the leadership and management skills of decision makers at AETR partner institutions. Participants will receive firsthand experience in workshops with two American Land-Grant Universities as well as agricultural policy organizations in the United States. Through the intervention, partners will also be provided with a networking platform to draw upon in designing new approaches to improve the Senegalese agricultural system.

As part of its implementation of the Study Tour, USAID/ERA held a local planning workshop on the 27th and 28th of May for 22 leaders of the agriculture sector in Senegal (Rectors,



executive directors, government officials and members of the private sector). Led by Drs. Keith Moore of Virginia Tech and Boris Ureta-Bravo of the University of Connecticut, the workshop allowed participants to better understand the role that tertiary agricultural institutions (universities,

technical schools, and research centers) must play in establishing a sustainable agricultural system. Participants reflected on ways in which they can more closely work with the private sector in order to have greater impacts relative to the tripartite mission of a Land-Grant University (teaching, research, and outreach).

During the workshop, participants brainstormed and developed a list of key priorities for their institutions; the list of highest priority items to be addressed in the trip is as follows:

- Interactions between the university & the agricultural sector (private sector, government, producers, NGOs; particularly small farmers)
- E-learning, distance learning, and faculty development
- Management of incubators in US universities
- University foundations, alumni (data base), and funding
- Student career services, placement, career fairs, and student tracking
- Organization and function of university offices
- Synergy between research centers and the university
- Curriculum reform in Senegal: adopting the reformed Licence-Master-Doctorat model
- Agricultural policy implementation (USDA)
- Institutional governance

USAID/ERA is currently fine-tuning the activities and site visits planned for the September study tour based upon the inputs and feedback provided by the workshop participants.

Results 3.3 Database on agricultural sector human resources put in place

Results 3.4 AKIS (Agricultural Knowledge and Information System) linkage among components

During this quarter, USAID/ERA conducted an assessment to identify potential sites among its AETR partners to begin the implementation of the agricultural sector human resources and Agricultural Knowledge and Information System databases. The assessment revealed that many partners lack basic technical infrastructure, trained personnel and administrative systems to properly host and make use of the database. USAID/ERA has developed a staggered plan involving pilot deployment of the database systems at several sites.

USAID/ERA has selected an ICT consultant who will work closely with the selected partners to ensure readiness for the implementation of the database systems. At present, UZ and LTAEB (Bignona) have been identified as the pilot sites for deployment of the systems.

C3 Indicators achievement

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|--|--|----------------------|---|---|----------------|-----------------|---------------|--------------------|------------|---|------------------------------------|
| 3. Project Management and policy support | 3.1 AETR supported to elaborate strategic documents | 3.1.1 – 3.1.17 | | 1 Number of strategic document elaborated by AETR | Total | | 5 | 4 | 5 | 100% | |
| | | 3.2.1 – 3.2.9 | | 1 Number of cross-component study tours | Total | 0 | 2 | 1 | 1 | 50% | |
| | 3.2 Management and administrative systems of targeted AET strengthened | 3.5.4-3.5.5 | | 2.Number of AETR institutions using accounting software to manage program finances and to generate reports (30) | Total | 0 | 4 | 0 | 0 | 0% | Planned for Q1 of FY 2014 |
| | | 3.2.1 – 3.2.9 | | 3.Number of students participating in private sector internships (32) | Male | 0 | 20 | | | | To be provided in Annual Report |
| | | | | | Female | 0 | 20 | | | | |
| | | | | | Total | 0 | 40 | | | | |
| | | 3.2.1 – 3.2.9 | | 4. Number of private sector participants in international GDA study tours (33) | Male | 0 | 4 | 0 | 0 | 0% | To be realized by the Exec-Lead ST |
| | | | | | Female | 0 | 3 | 0 | 0 | 0% | |
| | | | | | Total | 0 | 7 | 0 | 0 | 0% | |
| | 3.2.1 – 3.2.9 | | 5. Number of private sector/University Research collaboration | Total | | 10 | 5 | 5 | 50% | FOG program | |
| | 3.2.1 – 3.2.9 | | 6. Number of private sector/AETR joint training programs (35) | Total | 0 | 20 | | | | Currently working with PIs to get an accurate | |
| | 3.2.1 – 3.2.9 | | 7. Number Private | Total | 0 | 10 | | | | | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|---|---------|----------------------|---------------------------|--|----------------|-----------------|---------------|--------------------|------------|--------------------|---|
| | | | | sectors partners identified for partnership development with AETR institutions | | | | | | | count of these indicators. Results will be provided in the annual report of the project |
| | | 3.2.1 – 3.2.9 | | 8. Number of Private Sector partners note of interest for having partnership with AETR institutions | Total | 0 | 8 | | | | |
| | | 3.2.1 – 3.2.9 | | 9. Number of Private Sector/university research collaborations | Total | 0 | 5 | | | | |
| | | 3.2.7 – 3.2.9 | | 10. Number of GDA partners identified | Total | 0 | 4 | 3 | 3 | 75% | |
| | | 3.2.7 – 3.2.9 | | 11. Number of GDA partners note of interest | Total | 0 | 1 | 0 | 0 | 0% | |
| | | 3.2.7 – 3.2.9 | | 12. Number of full GDA agreements | Total | 0 | 0 | 0 | 0 | 0 | |
| 3.3 Database on agricultural sector human resources put in place | | 3.3.1 – 3.3.12 | | 1. Number of institutions with improved management Information Systems, as a result of USG Assistance. (25) (USAID/State Standard Indicator) | Total | 0 | 11 | 0 | 0 | 0% | Pilot tests are being conducted. Many partners do not have basic structures in place for MIS support. |
| | | 3.3.1 – 3.3.12 | | 2. Number of AETR institutions using database (26) | Total | 0 | 5 | 3 | 3 | 60% | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comments |
|------------|--|----------------------|---------------------------|---|----------------|-----------------|---------------|--------------------|------------|--------------------|-------------|
| | | | | (USAID/State Standard Indicator) | | | | | | | |
| | | 3.4.3 | | 6.Number of digitized documents (E-Docs) | Total | 0 | 500 | 0 | 0 | 0% | FY 2014 |
| | 3.4 AKIS (Agricultural Knowledge & Information System) linkage among components | | | Number of institutions equipped with tools and equipment to support AKIS | Total | 0 | 7 | 3 | 3 | 40% | |
| | | | | Number of external entities linked with AKIS of AETR e.g. AGRICOM | Total | 0 | 4 | 1 | 2 | 50% | UZig's Work |
| | | | | Number of institutions using approach AKIS in training, research and outreach | Total | 0 | 5 | 7 | 7 | 140% | |
| | | | | | | | | | | | |

III. Cross- Cutting Project Achievements

A. Project Management

During this quarter, an examination of the major activities and initiatives being undertaken by USAID/ERA was conducted in collaboration with the new AOR for the project. This involved a detailed review of the project's field activities, existing project's monitoring and evaluation plan and the internal human resources needed for enhanced service delivery. This examination brought to light the ways in which USAID/ERA can better leverage its existing field efforts for a tighter synchronization with the project's objectives and output indicators.

USAID/ERA developed a detailed plan to bring additional staff at the PMU to strengthen program implementation throughput. The areas of the PMU of prime focus for this plan include: Land-Grant / Agriculture Knowledge Information System (AKIS), Engagement and Outreach, Impacts Evaluation, Field Coordination and Technical Support. USAID/ERA has anticipated that the new staff will help to enhance its capacities for service delivery, engagement and outreach for the benefit of its 12 AETR partner institutions.

B. Infrastructure/Procurement

Equipment Grants

USAID/ERA conducted a review of the equipment grants provided to partner institutions and worked with AETR partners to ensure a proper inventory of these grants. USAID/ERA has begun developing an asset database system to facilitate the tracking, monitoring and use of all equipment provided to partner AETR institutions. USAID/ERA anticipates beginning pilot testing of the database during the fourth quarter of the 2013 fiscal year.

Infrastructure and Rehabilitation

USAID/ERA has engaged an architectural consultant to conduct a review of the facilities assessment done by a local infrastructure improvement company. The consultant is scheduled to conduct a field analysis of five AETR institutions during the fourth quarter of the fiscal year. That analysis work is to help determine the potential mix of infrastructure support to be offered to partners. Final decisions regarding rehabilitation activities will proceed based upon guidance from the AOR and the level of USAID/ERA funding for FY 2014.

C. Monitoring and Evaluation

During this quarter, the project produced the following results in Monitoring and Evaluation:

- Updated Q2 report, taking into account comments and feedback from USAID/Senegal
- Revised the USAID/ERA PMP and workplan documents – This revision allowed the project to show a closer link between its activities and PMP performance indicators
- Developed a set of tools and systems to be used for data collection

D. Communications, Media, Marking and Branding

During this third quarter of 2013, USAID/ERA communicated activities to stakeholders using a variety of media to highlight the project's contributions to Senegal's agricultural development: scholarship programs, extension / outreach, institutional training, and research.

The major public relations activity of this quarter was the ERA local scholarships award ceremony held in April at ENSA (Thiès). The ceremony was chaired by the Director of Higher Education with the presence of USAID|Senegal, private sector leaders, and governmental authorities. This event showcased the distribution of 124 Bourses d'Excellence by USAID/ERA to students in the agricultural sector, with 54% of the awards going to women.

For electronic and multimedia communications, the biggest effort put forth this quarter has been the successful launch and refinement of the ERA project website. The site features content which ranges from informational articles about each of our major partners to detailed descriptions of our strategic initiatives and copies of our official reports. The website also features bios and contact information for project staff and research partners in Senegal and the United States.

The project website is available at: <http://www.oired.vt.edu/Senegal>

A timeline of major communications initiatives throughout the quarter is presented here:

April:

Local scholarships award ceremony (04/16/2013)

- Television media coverage: (television, print and radio)
- Printed promotional materials: Posters, Banners, Informational brochures
- Take home items: T-Shirts and hats for the students

May:

USAID/ERA website (05/29/2013)

- Launch of USAID/ERA website to highlight achievements and activities of the project
<http://www.oired.vt.edu/Senegal/>

Short-term technical training study tour (04/19-05/11 Tuskegee, Alabama)

- Report highlighting the STTT released in Le Soleil
http://www.lesoleil.sn/index.php?option=com_content&view=article&id=29194:voyage-detudes-du-projet-usaidera-aux-etats-unis--21-enseignants-chercheurs-senegalais-a-lecole-du-l-land-grant-system-r-americaïn&catid=140:actualites

Executive Leadership Planning Workshop (05/27-28/2013 in Saly)

- Printed promotional materials: Posters, Handouts, and Fliers

June:

Online media highlights:

- Virginia Tech news spotlight on USAID/ERA Collaborator, Dr. Ozzie Abaye
<http://www.vt.edu/spotlight/impact/2013-06-17-senegal/curriculum.html>
- Promotional video on YouTube highlighting the AgriCom program in Ziguinchor
<http://www.youtube.com/watch?v=y7pbFQj0PZc>

E. Exploratory visit by Virginia Tech professor Lance Matheson for a proposed business student exchange program between US and Senegalese schools

The USAID/ERA project has supported an initiative with the purpose of linking Senegalese and U.S. students through exchange programs. A visit was carried out this quarter by a Virginia Tech professor with the objective of exploring a two-week winter term study abroad program in Senegal for 20 Virginia Tech students. The study abroad program will connect US and Senegalese students, and aims to assist small businesses develop new economic opportunities in Senegal and the United States.

Result 3.1: USAID/ERA's interventions for gender and equity in agriculture

A. Feed the Future Gender Global Learning and Evidence Exchange (GLEE) Events

USAID's Bureau for Food Security (BFS) hosted the Gender Global Learning and Evidence Exchange (Gender GLEE) event in May 2013. The objective of the Gender GLEE was to share best practices, lessons learned, and challenges in implementing gender into Feed the Future program and activities.

The USAID/Senegal mission nominated one staff member of USAID/ERA, Mrs. Bineta Guisse, to be part of the country team. This team was made up of USAID staff, including FTF decision-makers and partner staff involved with FTF programs. This program ultimately assisted FTF implementers in assessing how FTF activities that address gender issues are helping to reduce food insecurity, increase production and income, and help reach the FTF program's goals.

B. Participation in 4H training program at Virginia Tech

USAID/ERA has developed a plan to increase support for educators and trainers to make extension approaches better adapted to the needs of the agricultural community. In this context, the project has focused on the inclusion of young people in its extension activities.

The USAID/ERA Young Leaders program is advocating for youth to serve as instructors, links to the community, and role models for the next generation of agriculturalists.

Mrs. Bineta Guisse spent time in April of this year learning about 4-H in the United States and strategizing on how to establish an analogous organization in Senegal. The trip provided her the opportunity to work in partnership with Virginia Cooperative Extension Services to explore ways 4-H can provide life skills to youth while fostering greater access to agricultural knowledge, training, and statistics aimed at helping vulnerable sectors of the population.

3.6 Project Management Indicators Achievement

| Component s | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | FY2013 Target | Quarter 3 Realized | YTD Totals | % of FY2013 Target | Comment s | |
|--|--|----------------------|---------------------------|------------------------------|---|-----------------|---------------|--------------------|------------|--------------------|-----------|--|
| 3. Project Management and policy support | 3.5 A Unity of the Project's Management (PMU) is organized & operational | | | | | N/A | | | | | | |
| | 3.6 A performance monitoring plan is implemented and operational | | | Number of quarters operating | 1. Revised PMP indicators and targets table available | N/A | 1 | 0 | 1 | 100% | | |
| | | | | | 2. Number of quarters available | N/A | 4 | 1 | 3 | 75% | | |
| | 3.7 A communication plan is implemented and operational | | | | 1. Number of communication supports updated | Total | N/A | 7 | 2 | 9 | 128.6% | |
| | | | | | 2. USAID/ERA web site created | Total | N/A | 1 | 1 | 1 | 100% | |
| | | | | | 4. Number of newsletters | Total | N/A | 6 | 3 | 5 | 83.3% | |
| | | | | | 5. Number of Success stories | Total | N/A | | 3 | 3 | | |
| | | | | | 6. Number of digitized documents | Total | N/A | | 2 | 2 | | |
| | | | | | 7. Number of highlight media coverage | Total | N/A | 6 | 1 | 6 | 100% | |
| | | | | | 8. Number of insertion in "Le Soleil" | Total | N/A | | 1 | | | |

IV. Lessons Learned

Processing of US-bound exchange participants

USAID/ERA has a major focus on Human Capacity Building at its partner institutions. As a result the project offers targeted training programs for students, faculty and staff locally and in the US via an exchange visitors program to help them gain new skills and capabilities. In implementing its activities, USAID/ERA worked through the necessary steps that are involved to send participants to the US for advanced training programs. These include: the collection of required documents and forms at the local level, TraiNet, VCS, Visa issuance, program set-up and implementation.

During the quarter USAID/ERA processed a significant number of US-bound exchange study participants, both for short and long term targeted training. However, on a few occasions, USAID/ERA has had to adjust the start dates and even the timespan of specific programs due to delays encountered most specifically in visa issuance.

To deal with the eventuality of possible delays in the processing of required visa documents, USAID/ERA has increased the planning horizon for US-related training programs. In addition, the project is working more closely with training partners to ensure greater flexibility in planned for programs that are to take place in the US. These adjustments will ensure that project will stay reasonably on schedule even with participants encounter a little of delay in the receipt of visas for US-bound programs.

Outreach to local partners about overall program implementation efforts

USAID/ERA works closely with its local AETR partner institutions, most often through designated Focal Points (FPs). The FPs, who were nominated by appropriate authorities of the partner institutions of the project, serve as interlocutors between Technical Working Groups of the AETRs and USAID/ERA. These also work in concert with project personnel in the implementation of agreed-upon program activities and interventions.

As the tempo of the project's activities has increased, the level of information sharing with all of key stakeholders has not reached the desired level by USAID/ERA. In addition, funding requests are regularly made to USAID/ERA for programs and activities that are not in synch with priorities that were established with the TWGs through collaborative planning sessions. Some requests have been made for items that have been funded and delivered to the AETR partners by the project.

USAID/ERA is working with all of its partners to refine the overall approach to communicate overall project's activities and results. USAID/ERA plans to have regular monthly update meetings with its partners to share project-wide activities and results. USAID/ERA also intends to open additional field offices in 2014 staffed with knowledgeable program officers and support personnel. The new field offices will also allow USAID/ERA personnel to be more in tune with the needs and concerns of its AETR partners. With these changes USAID/ERA will ensure that detailed and regular communications will take with its AETR partners. These adjustments in program operations will allow partners and stakeholders to have a greater sense of the scope of results and achievements made by USAID/ERA for the development of the agriculture sector of Senegal.

V. Constraints

One of the key constraints for the project has historically been its staffing level. Given that the 12 partners of the project are dispersed throughout the country, USAID/ERA needs to have a greater presence in the field to follow-up on a day-to-day on program implement program implementation efforts. Field personnel will help the project to better stay in tune with partners' needs and ensure adequate communications of program results and impacts are being provided to stakeholders.

The local positions that are currently vacant include: DCOP, Associate Director of Operations, AKIS/Land-grant Researcher/ Scientist, and Assistant Director of Reporting and Technical and Information Systems. The project is actively exploring how to best leverage the capabilities of existing staff and as necessary bring in experienced professionals with existing funding to assure optimal service delivery.

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 the Agricultural Education and Training System

- Put in place the scholarship program database
- Moodle Training
- Complete document on ERA HCB
- Scholars TOEFL, GRE and Admission to grad programs
- Scholars' Individual Reports
- Bourse d'Excellence Report
- Preliminary Assessment of Scholar's program
- Plan for eLearning roll-out at UZ
- Workshop on Career Management
- Syllabus validation ISFAR

Component 2: Strengthen Applied Research and Outreach

- Detailed Monitoring plan for FOG, ITA/Purdue and VT-UT
- Plan for seed (rice, corn and millet) value chain workshops in Saint Louis and Thiès focused on resolution of gaps in research, curriculum and outreach and involvement of private sector
- Plan for training workshop with Saint Louis Transformatrices
- FOG Training of PI
- Revised technical research documents per recommendations
- AGRICOM Follow-up
- Implementation of Research Clusters Initiative

Component 3: Project Management and Policy Support

- Exec-Lead study tour
- GRASS set-up and follow-up/workshop linked to PPP
- Beta release of Insertion DMBS to include implementation/roll-out plan and user training

- Training and follow-up on administrative grants to be awarded in during Q1 of FY 2014

Transversal

- Environmental assessment of potential partner AETR sites to refurbish
- Continued delivery of remaining new 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, and Web technology mobile systems for partnership formation
- Identification of AETR partners for AKIS implementation
- ERA success stories
- Data on students graduation and
- Preparation for project's mid-term evaluation
- FY 2014 Annual Workplan
- FY 2013 Annual Report

USAID/ERA Baseline values and target indicators (June 21, 2013 Interim version with focus on FY 2013)

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | | | | |
|---|--|----------------------|--|---------------------|---|-----------------|-----------------------|------------|------------|------------|------------|------------|------------|-------------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | | | |
| Component 1 | | | | | | | | | | | | | | |
| 1.Agricultural education and training system strengthened | 1.1 AET institutions producing high performing and market-oriented graduates | 3.1.1 – 3.1.17 | Number of institutions undertaking capacity/competency strengthening as a result of USG assistance. (FtF Outcome Indicator 4.5.1.-8) | | Assessment | 0 | 3 | 3 | 3 | - | - | | | |
| | | | | | Consultation | 0 | 4 | 4 | 4 | 2 | - | | | |
| | | | | | Strengthening | 0 | 3 | 4 | 5 | 5 | 3 | | | |
| | | | | | Improvements | 0 | - | 1 | 2 | 5 | 5 | | | |
| | | | | | Mature/viable | 0 | - | - | 0 | 2 | 6 | | | |
| | | | | | Total | 0 | 10 | 12 | 14 | 14 | 14 | | | |
| | | All | | | 1. Number of graduates at the License, Masters, and Doctorate levels. | | 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 | | | |
| | | All | | | 2. Number of graduates at the Diploma and technical certificate levels. | | 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 |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | | |
|------------|--|------------------------|---|--|----------------------------------|--|---------------|--------|--------|--------|--------|----|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | |
| | | 1.1.1 – 1.1.6 | | 3. Number of AETR supported to develop syllabus/curriculum | Total | | 0 | 0 | 2 | 5 | 3 | |
| | | 1.1.1 – 1.1.6 | | 4. Number of curricula revisions completed with detailed course outlines | Total | 0 | 2 | 2 | 2 | 5 | 10 | |
| | | 1.2.23 | | 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, consulting Networking | | 0 | 14 | 35 | 60 | 0 |
| | | | | | | Strategic documents implementation | | 0 | 0 | 6 | 8 | 10 |
| | | | | | | Male | 0 | 753 | 10 | 76 | 80 | 80 |
| | | 1.2.1 – 1.2.3 | | | | | | | | | | |
| | | 1.2.7 – 1.2.14 (Bourse | 2.Number of individuals who have received USG | | Female | 0 | 750 | 5 | 81 | 100 | 120 | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | | |
|------------|---------|---|---|-----------------------------|---------------------------------|--|---------------|--------|--------|--------|--------|---|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | |
| | | D'Excellence Scholarship programs) | supported long-term agriculture sector productivity or food security training (FtF output Indicator 4.5.5-6) (7) | | Total | 0 | 1503 | 15 | 157 | 180 | 200 | |
| | | 1.2.1 - 1.2.3, and 1.2.15 – 1.2.22- and 1.2.24 – 1.2.27 | 3. Number of individuals who have received USG supported short-term agriculture sector productivity or food security training (FtF Output Indicator 4.5.2-7)(8) | | Male | 0 | 1250 | 753 | 300 | 1000 | 2000 | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | 3.5.12 – 3.5.13 | | improved ICT infrastructure and equipment (USAID/ERA Output Indicator) | 0 | 1 | 12 | 12 | 12 | 0 |
| | | | | 3.5.15 | 4.Number of AETRs provided with | improved non-ICT infrastructure and equipment (USAID/ERA Output Indicator) | 0 | 4 | 7 | 1 | 1 | 1 |
| | | | | 3.5.14 | | Laboratory equipment | 0 | 1 | 3 | 4 | 4 | 0 |
| | | | 3.5.14 | Special tools and equipment | | 0 | 0 | 3 | 5 | 10 | 0 | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | |
|--|---|-----------------------------------|---|---|-----------------------|-----------------|---------------|--------|--------|--------|--------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 |
| | | | | | for advanced research | | | | | | |
| | | 1.2.1 - 1.2.6 | | 5.Number of AETRs conducting distance and distributed learning programs through ICT infrastructure | 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 | 1.2.16 – 1.2.17 and 1.3.1 - 1.3.2 | | 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 output Indicator) | | 0 | 4 | 10 | 2 | 3 | 2 |
| Component 2 | | | | | | | | | | | |
| 2.Strengthen applied research and outreach | 2.1 AET institutions promoting innovative | 2.1.1-2.1.5 | 1.Number of new technologies or management practices under research (FtF Output Indicator 4.5.2-10) | | Millet | 0 | 0 | 1 | 12 | 12 | 0 |
| | | | | | Maize | 0 | 0 | 3 | 6 | 6 | 0 |
| | | | | | Rice | 0 | 0 | 1 | 4 | 4 | 0 |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | | | |
|------------|--|----------------------|--|---------------------|--|-----------------|--|--------|--------|--------|--------|---|---|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | | |
| | research solutions to public and private clients | | (18) | | Aquaculture | 0 | 0 | 2 | 2 | 2 | 0 | | |
| | | | | | Climate Change | 0 | 0 | 1 | 4 | 4 | 0 | | |
| | | | | | Other aspects of food security and economic growth | 0 | 0 | 2 | 3 | 3 | 0 | | |
| | | | | | Total | 0 | 0 | 10 | 31 | 31 | 0 | | |
| | | 2.1.1-2.1.5 | 2.Number of new technologies or management under field testing (FtF Output Indicator 4.5.2-9) (19) | | | | Millet | 0 | 0 | 1 | 9 | 0 | 0 |
| | | | | | | | Maize | 0 | 0 | 2 | 3 | 0 | 0 |
| | | | | | | | Rice | 0 | 0 | 0 | 3 | 0 | 0 |
| | | | | | | | Aquaculture | | 0 | 1 | 1 | 0 | |
| | | | | | | | Other aspects of food security and economic growth | 0 | 0 | 1 | 2 | 0 | 0 |
| | | | | | | | Climate Change | 0 | 0 | 1 | 4 | 0 | 0 |
| | | | | | | | Total | 0 | 0 | 5 | 22 | 0 | 0 |
| | | 2.1.1-2.1.5 | 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 | 3 | 2 | 0 |
| | | | | | | | Maize | 0 | 0 | 2 | 3 | 8 | 0 |
| | | | | | | | Rice | 0 | 0 | 1 | 3 | 2 | 0 |
| | | | | | | | Aquaculture | 0 | 0 | 1 | 1 | 2 | 0 |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | |
|------------|---------|----------------------|--|---------------------|--|-----------------|---------------|--------|--------|--------|--------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 |
| | | | | | Climate Change | 0 | 0 | 0 | 2 | 1 | 0 |
| | | | | | Other aspects of food security and economic growth | 0 | 0 | 1 | 2 | 5 | 0 |
| | | | | | Total | 0 | 0 | 5 | 14 | 20 | 0 |
| | | 2.1.1-2.1.5 | 4. Number of farmers who have applied new technologies or management practices as a result of USG assistance (16) | | Total | 0 | 50 | 50 | 500 | 250 | 250 |
| | | 2.1.1-2.1.5 | 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 | 1 | 5 | 3 | 6 |
| | | | | | Producer organizations | 0 | 1 | 1 | 10 | 3 | 6 |
| | | | | | Water users associations | 0 | 0 | 0 | 2 | 1 | 0 |
| | | | | | Women's groups | 0 | 0 | 0 | 50 | 40 | 0 |
| | | | | | Trade and business associations | 0 | 0 | 0 | 1 | 3 | 6 |
| | | | | | Community based organizations | 0 | 0 | 0 | 20 | 1 | 0 |
| | | | | | Total | 0 | 2 | 2 | 88 | 51 | 18 |
| | | 2.1.1-2.1.5 | 6. Number of private | | Private | 0 | 0 | 0 | 5 | 3 | 3 |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | |
|------------|--|----------------------|--|---|---------------------------------|-----------------|---------------|--------|--------|--------|--------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 |
| | | | 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) | | enterprise | | | | | | |
| | | | | | Producer organizations | 0 | 1 | 1 | 10 | 4 | 4 |
| | | | | | Water users associations | 0 | 0 | 0 | 1 | 1 | 1 |
| | | | | | Women's groups | 0 | 0 | 0 | 50 | 50 | 0 |
| | | | | | Trade and business associations | 0 | 0 | 0 | 4 | 7 | 0 |
| | | | | | Community-based Organizations | 0 | 1 | 1 | 30 | 4 | 4 |
| | | | | | Total | 0 | 2 | 2 | 100 | 69 | 12 |
| | 2.1.1-2.1.5 | | 7.Number of AETRs trained in other areas for food security or economic growth | Total | 0 | 0 | 0 | 12 | 6 | 0 | |
| | 2.1.1-2.1.5 | | 8. Number of special tools and equipment for advanced research | Total | 0 | 0 | 0 | 5 | 10 | 0 | |
| | 2.2 AET institutions providing outreach services and technical | 2.1.1-2.1.5 | | 1. Number of partnerships developed to deliver training services to local farmers and the private sector (22) | Total | 0 | 2 | 2 | 10 | 12 | 0 |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | | |
|--|--|----------------------|---------------------------|---|--|-----------------|---------------|----------|-----------|-----------|-----------|------------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 | |
| | support to clients in farming communities and the private sector | 2.1.1-2.1.5 | | 2.Number of short courses delivered in response to stakeholder demand (23) | Total | 0 | 4 | 4 | 20 | 3 | 0 | |
| Component 3 | | | | | | | | | | | | |
| 3. Project Management and policy support | 3.1 AETR supported to elaborate strategic documents | 3.1.1 – 3.1.17 | | Number of strategic document elaborated by AETR | Total | | 0 | 2 | 5 | 10 | 15 | |
| | 3.2 Management and administrative systems of targeted AET strengthened | 3.2.1 – 3.2.9 | | 1 Number of cross-component study tours | Total | 0 | 0 | 1 | 2 | 4 | 8 | |
| | | 3.5.4-3.5.5 | | 2.Number of AETR institutions using accounting software to manage program finances and to generate reports (30) | Total | 0 | 1 | 2 | 4 | 8 | 10 | |
| | | 3.2.1 – 3.2.9 | | | 3.Number of students participating in private sector internships (32) | Male | 0 | 0 | 5 | 20 | 40 | 60 |
| | | | | | | Female | 0 | 0 | 5 | 20 | 40 | 60 |
| | | | | | | Total | 0 | 0 | 10 | 40 | 80 | 120 |
| | | 3.2.1 – 3.2.9 | | | 4. Number of private sector participants in international GDA study tours (33) | Male | 0 | 0 | 4 | 4 | 10 | 0 |
| | Female | | | | | 0 | 0 | 1 | 3 | 5 | 0 | |
| | Total | 0 | 0 | 5 | 7 | 15 | 0 | | | | | |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | |
|------------|---------|----------------------|---------------------------|---|----------------|-----------------|---------------|--------|--------|--------|--------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 |
| | | 3.2.1 – 3.2.9 | | 5. Number of private sector/University Research collaboration | Total | | | 5 | 10 | 25 | 25 |
| | | 3.2.1 – 3.2.9 | | 6. Number of private sector/AETR joint training programs (35) | Total | 0 | 0 | 5 | 20 | 30 | 0 |
| | | 3.2.1 – 3.2.9 | | 7. Number Private sectors partners identified for partnership development with AETR institutions | Total | 0 | 0 | 5 | 10 | 10 | 5 |
| | | 3.2.1 – 3.2.9 | | 8. Number of Private Sector partners note of interest for having partnership with AETR institutions | Total | 0 | 0 | 5 | 8 | 8 | 5 |
| | | 3.2.1 – 3.2.9 | | 9. Number of Private Sector/university research collaborations | Total | 0 | - | - | 5 | 5 | 3 |
| | | 3.2.7 – 3.2.9 | | 10. Number of GDA partners identified | Total | 0 | - | - | 4 | 10 | 5 |
| | | 3.2.7 – 3.2.9 | | 11. Number of GDA partners note of interest | Total | 0 | - | - | 1 | 2 | 2 |
| | | 3.2.7 – 3.2.9 | | 12. Number of full GDA agreements | Total | 0 | 0 | 1 | 0 | 1 | 0 |

| Components | Results | Work Plan Activities | Feed the Future Indicator | USAID/ERA Indicator | Disaggregation | Base-line Value | Target Values | | | | |
|--|---|----------------------|---------------------------|--|----------------|-----------------|---------------|--------|--------|--------|--------|
| | | | | | | | FY2011 | FY2012 | FY2013 | FY2014 | FY2015 |
| 3.3 Database on agricultural sector human resources put in place | | 3.3.1 – 3.3.12 | | 1. Number of institutions with improved Management Information Systems, as a result of USG Assistance. (25) (USAID/State Standard Indicator) | Total | 0 | 4 | 6 | 11 | 11 | 11 |
| | | 3.3.1 – 3.3.12 | | 2.Number of AETR institutions using database (26) (USAID/State Standard Indicator) | Total | 0 | 0 | 0 | 5 | 8 | 8 |
| | | 3.4.3 | | 6.Number of digitized documents (E-Docs) | Total | 0 | | 200 | 500 | 1000 | 500 |
| | 3.4 AKIS (Agricultural Knowledge and Information System) linkage among components | 3.4.4 - 3.4.12 | | Number of institutions equipped with tools and equipment to support AKIS | Total | 0 | 0 | 4 | 7 | 12 | 12 |
| | | 3.4.4 - 3.4.12 | | Number of external entities linked with AKIS of AETR e.g. AGRICOM | Total | 0 | 0 | 0 | 4 | 30 | 50 |
| | | 3.4.4 - 3.4.12 | | Number of institutions using approach AKIS in training, research and outreach | Total | 0 | 0 | 1 | 5 | 12 | 12 |