HICD in Practice: Models Supported by USAID
APLU-CII/CPRGE summer meeting, UC-Berkeley

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innovATE
Innovation for Agricultural Training and Education

http://www.oired.vt.edu/innovate/

USAID
FROM THE AMERICAN PEOPLE
Purpose and scope of innovATE

PURPOSE: Strengthen agricultural training and education systems to improve the performance of the agricultural sector.

SCOPE: Strengthen the full range of institutions that train and educate agricultural professionals in:

• Primary and Secondary schools
• Vocational & Technical schools
• Out of School Youth
• Workforce Development
• Higher Education Institutions
The challenge

• INSTITUTIONAL CAPACITY: Public agricultural institutions (or institutions with agricultural programming) are weak (e.g. curricula, infrastructure, administrative capacity)

• HUMAN CAPACITY: Agricultural sector (including public and private institutions) in less developed and emerging economies needs skilled employees (e.g. appropriate skillsets, degree training, research training)
How can innovATE address this challenge and strengthen the human and institutional capital base?

• Assess the gap between current and projected workforce demand and AET supply

• Provide recommendations for AET interventions and support best/good practice development

• Work alongside missions in implementation activities

• Train USAID and other development practitioners in methods to build AET capacity
How is innovATE structured?

- USAID centrally funded
- LWA award
- 5 year (2012-2017)
- $6.2m in core funding from USAID-BFS

- “Demand-driven”
- Not limited to FtF focus countries
- Focus on both human AND institutional capacity building
Who is innovATE?

The program is implemented by a consortium of US universities:

Virginia Tech with:
• Tuskegee University
• Penn State University
• University of Florida
Leads to Results in
Structured by USAID Missions express interest in AET

Engage InnovATE through Pre-scoping dialogue

Rapid assessment of key AET factors

In-Depth analysis of key AET factors

Guided by

Plan for AET innovations

Implements (typically through Associate Awards)

AET projects and activities
### Activities

<table>
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<tr>
<th>Country assessments completed or underway</th>
<th>Thematic studies completed or underway</th>
<th>Trainings and workshops held</th>
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<tr>
<td>Armenia (Apr 2013)</td>
<td>ATVET</td>
<td>Gender, nutrition and AET (Senegal)</td>
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<td>Jordan (Nov 2013)</td>
<td>Gender and AET</td>
<td>Workforce development</td>
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<td><strong>Cambodia</strong> (Jan 2014)</td>
<td>AET in post-conflict settings</td>
<td>Faculty development in post-conflict settings (South Sudan)</td>
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<td>Nicaragua (Apr 2014)</td>
<td>AET and Muslim women</td>
<td>Global AET symposium</td>
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<td><strong>Honduras</strong> (Aug 2014)</td>
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<td>DR Congo (Aug 2014)</td>
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<td><strong>Tajikistan</strong> (Oct 2014)</td>
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*Countries in **bold** are FTF focus countries*
innovATE: AET Community of Practice

www.innovate-community.oired.vt.edu

- Online network of agricultural development professionals
- Collaborative discussion spaces for AET and agriculture
- Global training events database
- French and Spanish discussion pages
What are some broad lessons we are learning?

- System approach needed - a “pipeline” (youth, high school, then college)
  - Gender increasingly addressed
  - Full range: recruiting, retention, mentoring (career, academic) alumni
- Workforce development through soft skills is equally important as technical skill capacity building
- AET HICD needs to be demand driven
THANK YOU!

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