

VOLUNTEER REPORT FORMAT

To be submitted to CRS at the end of volunteer assignment and shared with the Host

1.1 Assignment information

- a) Volunteers' Names: Matt Baker and David Lawver
- b) State of Origin: Lubbock, TX, USA
- c) Host Organization: Catholic Relief Services
- d) Assignment: ET-80 – Assessment & Experience Sharing on Curriculum Development & Review for Improving Agricultural Education in Ethiopia
- e) Dates of Assignment: May 12 – June 1, 2017
- f) Number of days worked: 21

1.2.1 Objective 1: Assess existing ATVET colleges in relation to providing quality agricultural education.

- a) Progress with the objective: Held high-level meetings with the Dean of Kombolcha Agricultural Technical and Vocational Education Training (ATVET) College and Associate Dean at Alage ATVET College. In addition, we toured field laboratories at both institutions including dairy and goat field laboratories and agronomic fields at Kombolcha and Dairy and Aquaculture field laboratories at Alage. We walked through on-campus classrooms at both institutions, and at Kombolcha we walked through on-campus laboratories and its library. We also toured the instructional staff's computer laboratory at Alage. At each institution, there were issues in balancing research and outreach activities with teaching activities (which consumes most of the instructional staffs' time). As a result, we propose two new courses, one related to outreach/Extension and the other related to institutional research.
- b) Expected impacts/results: ATVET's producing Extension-ready graduates delivering farmer-driven and market-oriented programming.
- c) Recommendations¹:
 - 1. Build upon Extension-centered content by requiring a course in Level 1 on Technology Change and Extension Programming including technology transfer, assessing program needs, designing client-centered programs, monitoring program performance, and evaluating program impacts (efficacy and efficiency).
 - 2. Require a Level 2 field-plot design and/or randomized animal-oriented designs using MS Excel to analyze data (e.g. independent t-tests/ANOVA) and for research with regional interests, require that results are uploaded into a centralized database for accountability.

1.2.2 Objective 2: Identify strategic areas that requires future volunteer assistance to improve the quality of the educational system.

¹ **Note:** Only make not more than 6 recommendations. The most useful recommendations for hosts are ones that they can implement themselves with minimal expense. For example, a cooperative might change its financial reporting procedures or hold more regular meetings of its board. Broad recommendations on tax or credit reform, changes in government policy, or investment in large-scale equipment, are usually not within the host organization's reach.

- a) Progress with the objective: Discussions with the Dean of Kombolcha ATVET College and the Associate Dean of Alage ATVET College, ATVET faculty, Deans at Debre Berhan University (DBU), Haramaya University (HU), Wolkite University (WU), the Vice-President for Research at HU and WU, the President at WU, faculty at DBU, WU, and HU, DA's at an FTC, an NGO from Israel, and representatives from the MoANR. ATVETs face serious financial restraints, and should model entrepreneurship behavior. Thus, an entrepreneurship budgeting process for both the FTC's and ATVET's is recommended (Curry, Laws, & Strauss, 2013).
- b) Expected impacts/results: DAs with an entrepreneurship advantage who operate FTC's as profit-centers and Deans operating ATVETs as profit centers.
- c) Recommendation:
 - a. Implement Responsibility Centered Management at ATVETs and FTCs.

1.2.3 Objective 3: Experience sharing between ATVET colleges in Ethiopia and National Association of Agricultural Educators (NAAE) in the U.S.

- a) Progress with the objective: Personal experience as a former NAAE members, close review of Davis, et al., 2010 white paper on Extension in Ethiopia, the Baker 2015 white paper on Entrepreneurship Education in Middle Level Tertiary Education in Sub-Saharan Africa, the Hassen, Sokora, and Taha (2016) white paper on pathways linking agricultural education in Sub-Saharan Africa, the NEPAD and CAADP, 2013 white paper on ATVET's in Africa, and interviews and observations previously identified. Entrepreneurship and capitalism are tremendous motivators and must be explicitly taught beyond just one course. More importantly, entrepreneurship is a pedagogy which must be applied. Thus, it is recommended that the 30% theory and 70% application model be utilized in a series of Level 2-4 courses and laboratories, as well as requiring a supervised entrepreneurship project of each Level 2-4 courses (Baker, 2015).
- b) Expected impacts/results: ATVET graduates entering DA positions as entrepreneurs and experts in farming systems, value-added products, agricultural marketing, and professional (e.g. soft skills). These types of courses and experiences are best taught by entrepreneurs – not academics who have never practiced what they teach.
- c) Recommendation:
 - 1. Require a sequential set of courses Level 2 - 4 on entrepreneurship where each year every student has a supervised animal/plant-based or agribusiness project maintaining accurate income/expense records for reporting profit or loss.

1.3 Recommended future volunteer assignment

CRS should consider writing SOW's for the following volunteers:

- 1. An expert in Extension programming and technology change.
- 2. An expert in Field Plot Techniques, data analysis (using appropriate and accessible statistical software such as MS Excel), and data interpretation.
- 3. An expert in Responsibility Centered Management.

4. An expert from NAAE in supervised agricultural experiences (current or former high school agricultural sciences teacher) and an expert in entrepreneurship education.
5. An expert in higher education pedagogy including authentic assessment of knowledge, skills, & attitudes.
6. Experts in grant writing.
7. Data analysis using R open source software and interpretation.

1.4 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Level 1 course on Technology Change and Extension Programming	Volunteers (current or former Extension agents in the U.S. and/or faculty in Agricultural Education programs) to provide professional development at all ATVETs and curriculum writers	Members of the National Association of Agricultural Agents in U.S. Extension Administration in Ethiopia F2F, CRS	Prior to the end of FY'18
2. Level 2 course on field-plot design and/or randomized animal-oriented designs	Volunteers with plant breeding experience and volunteers with simple animal nutrition and health randomized trials experience and curriculum writers	F2F, CRS	Prior to the end of FY'18
3. Implement Responsibility Centered Management (RCM) at ATVETs and FTCs.	Volunteers with RCM (Curry, Laws, & Strauss, 2013) experience after due diligence and permission is obtained from the Ministry of Finance	Ministry of Finance Ministry of Agriculture & Natural Resources F2F, CRS	Prior to the end of FY'19
4. Levels 2 - 4 courses on entrepreneurship.	Volunteers who had or have ongoing strong supervised agricultural experience programs as high school	Jay Jackman, NAAE F2F, CRS	Prior to the end of FY'18

Recommendation	Specific Action	Responsible person	By when
	agricultural science teachers in the U.S. and experts in agricultural entrepreneurship in developing countries and curriculum writers (see Baker, 2015)		

1.5 Number of people Assisted

- Through formal training (Classroom setup)
- Through direct hands on practical assistance (Do not double count)
- Out of these above, number of host staffs
- Training/assistance by field

Category	Total	Males	Females
Members/ owners	0	0	0
Employees	35	32	3
Clients/ Suppliers	0	0	0
Family Members	0	0	0
Total	35	32	3

1.6 Gender

- What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How? Although we did not see many female instructional staff or non-instructional staff, one of the three females was Dean of the College at her respective institution. Thus, we can conclude that gender equity is happening at a slow pace.
- How might CRS or the host organization improve opportunities for the women in this host or host community? Universities and colleges are highly respected in all cultures, and thus should lead the way in recruiting, nurturing and promoting women as role models.

1.6 Value of volunteer contribution in \$

- Hours volunteer spent preparing for assignment – 10 hours interacting w/the F2F coordinator and recruiter, & reviewing the IFPRI Discussion Paper # 01041 “An In-Depth Assessment of the Public Agricultural Extension System of Ethiopia & Recommendations for Improvement” by Davis, et al., 2010. \$2,000
- Estimated value of all material contributions volunteer contributed to host during assignment – Our assignment was more consultation-oriented than project training-oriented, thus our contribution of materials was minimal. \$0.

1.7 Value of hosts' contribution in \$ (Please consult the host as well)

- a) Meals - 1 meal at HU (lunch) and 1 meal at WU (dinner). \$30
- b) Transportation – On-site transportation at HU and WU. \$40
- c) Lodging – N/A
- d) Translation – N/A
- e) Other (Specify) – All institutions offered the volunteers water, and some offered coffee and tea. \$5

1.8 Host Profile Data:

Did you obtain any data that supplements or corrects the data in the existing host information as detailed in the SOW? Please list it. Harmonized B.Sc. curriculum, PPT's of strategic needs at selected colleges and universities, HU Research Thematic Areas, HU's B.Sc. Revised Curriculum on Agricultural Value Chain-Oriented Extension Training for Mid-Career Professionals, the National Harmonized Modular Curriculum for the B.Sc. in Rural Development & Agricultural Extension, HU's Regional Curriculum for the M.S. in Agricultural Information & Communication Management, & HU's Ph.D. Curriculum in Rural Development & Agricultural Extension with Streams in "Knowledge Management & Capacity Development" & "Commercialization & Rural Institutions".

1.9 Recommendations for CRS:

We have two process-related recommendations. First, when working in higher education, optics are very important and thus it is imperative that the volunteers meet first with the Chief Executive Officer (e.g. President of universities or Deans of ATVETs). This sets the stage for a serious conversation down the chain of command. Second, it is recommended that in the future there be less breadth and more depth in terms of the number of institutions and the time spent at each institution. The functional and operational understanding of complex higher education and Extension systems out of one's culture takes time. Thus, we would have benefitted by seeing fewer institutions and observing and interacting with a greater number of stakeholders (e.g. students, alumni, less experienced instructional staff, experienced instructional staff, community leaders, administrators and student services representatives).

References

Baker, M. (2015). *Developing the capacity of middle-level tertiary education in preparing and nurturing young entrepreneurs in Sub-Saharan Africa*. Innovation for Agricultural Training and Education (InnovATE). USAID/BFS/ARP-Funded Project Award Number: AID-OAA-L-12-00002. Available online at <http://www.oired.vt.edu/innovate/wp-content/uploads/2015/09/BakerEntreprenEdFINAL.pdf>

Curry, J., Laws, A., & Strauss, J. (2013). *Responsibility centered management: A guide to balancing academic entrepreneurship with fiscal responsibility*. Washington, D.C.: National Association of Colleges and University Business Offices.

Davis, K., Swanson, B., Amudavi, D., Ayalew, D., Flohrs, A., Riese, J., Lamb, C., & Zerfu, E. (2010). *In-depth assessment of the public agricultural extension system of Ethiopia and*

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Hassen, J.Y., Sokora, A., & Taha. (2016). *Identifying pathways linking agricultural education*. Innovation for Agricultural Training and Education (InnovATE). USAID/BFS/ARP-Funded Project Award Number: AID-OAA-L-12-00002. Available online at <http://www.oired.vt.edu/innovate/resources/publications/contemporary-challenges-in-aet/>

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Texas Tech Agricultural Education and Communications Faculty Works with Counterparts in Ethiopia

Farmer-to-Farmer program promotes economic growth and agricultural development in East Africa

[DATELINE: Lubbock, TX, June 1, 2017]--- Drs. Matt Baker and David Lawver, Professors of Agricultural Education and Communications from Texas Tech University travelled to Ethiopia for almost three weeks in May to share their U.S. experiences in higher education with Kombolcha Agricultural Technical and Vocational Education Training (ATVET) College, Alage ATVET College, Debre Berhan University, Haramaya University, Wolkite University, and the Ethiopian Ministry of Agriculture and Natural Resources. Baker's and Lawver's assignment is part of Catholic Relief Services' Farmer-to-Farmer program that promotes economic growth, enhanced nutrition through access to healthy food, and agricultural development in East Africa.

Baker said "in Ethiopia, ATVET's prepare our equivalent of county Extension agents, where the universities assist agents with five years or more of county-level experience meeting certain admissions-related standards to complete the equivalent of a baccalaureate degree in two and one-half years as mid-career professionals. The federal government of Ethiopia has made a huge investment in its Extension agency to help farmers transition from very primitive practices to more modern and appropriate practices in this food insecure country".

Farmer-to-Farmer matches the technical expertise of U.S. farmers and professionals in agribusinesses, farming cooperatives, and universities with farmers in developing countries to assist them in improving agricultural productivity, accessing new markets, and increasing their incomes. Farmer-to-Farmer is funded by the U.S. Agency for International Development (USAID).

In a world where 80% of food is produced by farmers working on small farms or fisheries, the movement to share proven farming and business skills can improve the quality and quantity of the world's food supply. For communities in the developing world who often struggle to produce enough food, this can improve access to a reliable source of food and better nutrition. For the farmers, it can strengthen their path to prosperity.

The goal of **the Texas Tech's team** assignment was to assess the institutional curriculum in agricultural Extension and share their collective higher education experiences in working with Extension systems with a combined 57 years of U.S. experiences.

The team worked with [# of and type of beneficiaries] 35 university, Extension, and Ministry of Agriculture and Natural Resources who were all passionate about delivering high-quality programs designed to improve the quality of rural livelihoods making Ethiopia a food secure country. Most of their time was spent travelling throughout Ethiopia in the working with ATVET



and university representatives. The Texas Tech team is optimistic that their work will result in improvements to the higher education curriculum from the diploma-level to the Ph.D.

This is Baker's fourth and Lawver's third time to volunteer with Farmer-to-Farmer program with previous assignments in Nigeria and Bangladesh. This assignment was one of nearly 500 assignments that focus on improving approaches to local agriculture practices, expanding production of quality food crops and nutrition in Ethiopia, Tanzania, Kenya and Uganda. The program, funded by the U.S. government has been running for nearly 30 years.

CRS is partnering with five U.S. institutions to tap into the rich diversity of the U.S. agriculture community: the National Catholic Rural Life Conference, Foods Resource Bank, National Association of Agricultural Educators, American Agri-Women, and the University of Illinois' College of Agricultural, Consumer and Environmental Sciences.

The volunteers travel to East Africa for anywhere from one to six weeks.

"We are certain that this program will be beneficial not just to the farmers in East Africa but also to the volunteers from America," said Bruce White, CRS' director for the program. "It's going to make the world a little bit smaller and a whole lot better for everyone involved."

For more information, visit farmertofarmer.crs.org

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Catholic Relief Services is the official international humanitarian agency of the Catholic community in the United States. The agency alleviates suffering and provides assistance to people in need in more than 100 countries, without regard to race, religion or nationality. CRS' relief and development work is accomplished through programs of emergency response, HIV, health, agriculture, education, microfinance and peacebuilding. For more information, visit www.crs.org or www.crsespanol.org and follow Catholic Relief Services on social media: [Facebook](#), Twitter at [@CatholicRelief](#), [@CRSnews](#) and [@CRSnoticias](#), [Instagram](#), [Pinterest](#) and [YouTube](#)