



## VOLUNTEER REPORT FORMAT

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

### 1.1 Assignment information

- a) Volunteer Name: Nina Crutchfield, Ben Meyer, Madison Taylor
- b) Host Organization: Gayaza High School
- c) Assignment: UG84 Organizational Development
- d) Dates of Assignment: 9/28/16 to 10/10/16
- e) Number of days worked: 13

**1.2.1 Objective 1 in your SOW:** Have a discussion with the teachers currently involved within the School Agricultural education program focusing on the possibility of developing a well-articulated curriculum that will support the learning by teachers and students.

- a) **Progress with the objective:** Met
- b) **Expected impacts/results:** The team spent considerable time discussing how to integrate agricultural concepts throughout the school instructional efforts. Ben demonstrated an integrated activity commonly used in the US, making ice cream (using milk from the school's dairy, sugar, vanilla, ice, and salt), where concepts of chemistry and physics are applied to an agricultural product. We also observed a number of academic instructors as they applied their instructional efforts using the context of agriculture. Staff will continue to embrace and look for ways to integrate agriculture throughout academic instruction. The early adopters are already starting to influence other teachers to look for ways their instruction can come to life using agriculture as the context.
- c) **Recommendations:** See UG85 Curriculum Development

**1.2.2 Objective 2 in your SOW:** A visit to some of the farmers in the community that the school is working with to have an idea of the extension program the school can develop.

- a) **Progress with the objective:** Met
- b) **Expected impacts/results:** Young Farmer tours were conducted with volunteers in tow. The members are exposed to successful urban farmers who are producing enough food for themselves, their families, and surplus to sell. They are a wonderful model for the members to replicate when they have their own home. Each producer made a point to stress how important it is for them become more than food secure, become food sovereign. The different production enterprises were broken down into pieces and the members shared with the group ways they plan to implement the various techniques at their parent's homes when on holiday from school. They created individual action plans for implementing the strategies at the school as well. The idea is to allow the members to engage in agricultural practices
- c) **Recommendations:** Continue and even expand opportunities for students/Young Farmer members to engage successful local farmers.

**1.2.3 Objective 3 in your SOW:** Make a presentation to the whole school about their experiences as Youth and Adults on their journey within the agriculture sector.

- a) **Progress with the objective:** Met
- b) **Expected impacts/results:** The entire student body was exposed to the idea that agriculture is a worthy endeavor and the fact that adults and youth aspire to be a part of the industry around the world. More importantly, the Young Farmers spent considerable time interacting with Madison as she showcased how important leadership skills are in everyday life. In addition, time was spent

with the members developing their voice around how they want the Young Farmers club to formalize, conduct activities, and become a premier organization on campus. The more senior members of the club are excited by the prospect of making their local club greater and then taking the model to other schools in the country through their annual farm camp.

- c) **Recommendations:** The Young Farmer Club formalize their operations and leadership development efforts.

Please note, these recommendations include work with the teachers and work with the students to create this extensive list of action items.

### 1.3 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Implement individual/small group agricultural experience programs for young farmer club members	Meeting by Nov with members to plant onions as individual/group projects, create action plans for planting, growing, and harvesting. 2 <sup>nd</sup> meeting to get member input on how they want to structure the projects. Discuss opportunities to become individually involved in working with dairy heifer, swine, rabbits, etc. based on student interest.	Brian, farm manager	By end of 3 <sup>rd</sup> term, 2016
2. Create young farmer club incentive/award system for students excelling in their individual agricultural experience program	Using participation records and member journals to determine degree of participation, level of excellence, provide recognition at a general assembly for the school.	Young Farmer Executive team (teachers and students) will evaluate journals and determine recognition	Evaluate by end of 3 <sup>rd</sup> term, 2016 Recognition during 1 <sup>st</sup> term 2017
3. Seek a teacher to be the co-patron of the young		Core group of expert teachers supporting	By end of October 2016

farmer club to focus on leadership development of members		integration of agriculture curriculum	
4. Balance Farm Club meetings between leadership/fun activities and technical skill lessons	For every 3 technical skill lessons with young farmers there should be 1 meeting focused solely on leadership/fun activities	Brian and co-patron	ongoing
5. Create simulation competitions for members to demonstrate leadership and technical skills, provide recognition/awards for excellence as appropriate	Create a competition within the club once a term and then an overall exhibition for the whole school, best exhibitors earn a space at the farm camp to exhibit for attendees	Agriculture teachers, Rose and Lawrence	By end of 2 <sup>nd</sup> term, 2017
6. Two visits a year to local farm operations models for young Farmer members		Staff make arrangements	By end of 3 <sup>rd</sup> term, 2017
7. Student presenting/exhibiting their individual/small group activities to the whole school	Young farmers provide school wide exhibition/brief report of their experiences	Young Farmers	By end of 3 <sup>rd</sup> term, 2017
8. Research opportunities for Young Farmers to exhibit their projects/activities with larger, outside groups	Example: Uganda National Farmers group	Brian and co-patron	2018
<b>Young Farmer Club recommendations based on work Madison did with the members</b>			
<b>Recommendations</b>	<b>Specific Actions</b>	<b>Responsible Person</b>	<b>By When</b>
1. Develop a Young Farmers Club Creed	Develop a creed based around school, national and other values	Officers of YFC	April 2017
2. Create a Program of Activities for 2017	Plan activities for 2017 at the start of term.  Reflect on action plan created at the Urban farm by Oct 15 <sup>th</sup>	Club Patrons	Finalize by start 2017 and each succeeding year at the beginning of term.

3. Formally outline the goals, objectives, mission and values of the Young Farmers Club	Creating a document with each of these aspects to refer to when displaying the clubs purpose and aims	Teachers initiate the process and involve students	By the end of the first term, 2017
4. Create an identifiable logo and t-shirt for members of the club	Coming from the higher purposes to create logo for YFC	Teachers with student input for t-shirt design	Draft logo(s) by start of term 1, final by July 2017
5. Formalize a meeting structure for officers of the Young Farmers Club	Start to plan a well-structured meetings	Students working with Patrons	End of 2017
6. Integrating individual member talents and activities into meetings	After creating a meeting format, survey members for talents to incorporate (examples: singing, playing instruments, etc.)	Club Patrons	Ongoing

#### 1.4 Number of people Assisted

- Through formal training (T)
- Through direct technical assistance (Do not double count) (DT)
- Out of these above, number of host staffs
- Training/assistance by field

Category	Total	Males	Females
Teachers	21	8	13
Farmers/Officials	6	4	2
Students	324	0	324
Total	351	12	339

#### 1.5 Gender

- What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How? Gayaza High is a girls' boarding school. There is a good balance between male and female faculty. We ensured our team had 2 females to showcase how women can and will be involved in agriculture and agricultural education.
- How might CRS or the host organization improve opportunities for the women in this host or host community? Already addressed in this effort.



### **1.6 Value of volunteer contribution in \$**

- a. Hours volunteer spent preparing for assignment
  - i. Nina: 15 hours
  - ii. Ben: 15 hours
  - iii. Madison: 15 hours
- b. Estimated value of all material contributions volunteer contributed to host during assignment
  - i. Nina and Ben's employer, National FFA Organization, provided them with paid leave to participate in this assignment. NFFA's in kind donation is valued at \$8000 US dollars (approximately 27,106,879 Ugandan Shillings).
  - ii. NFFA provided various items as gifts for the teachers and young farmer members valued at \$300 US dollars (approximately 1,016,508 Ugandan Shillings).

### **1.7 Value of hosts' contribution in \$ (Maria said you would get this information from Ronald Ddungu.)**

- a) Meals
- b) Transportation
- c) Lodging
- d) Translation
- e) Other (Specify)

### **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? No

### **1.9 Recommendations for CRS:**

- It would have been much easier to prepare for presentations if the NFFA team had been supplied the anticipated daily agenda prior to arrival.
- If doing educational projects in the future, suggest flying on Saturday and Sunday. This will allow the team to spend 2 full weeks (10 school days) interacting with the staff and students.



## 1.10 Press Release

### **FOR IMMEDIATE RELEASE**

**CONTACT:** Nina Crutchfield  
LPS Specialist, National FFA Organization  
501-827-1866  
ncrutchfield@ffa.org

## **National FFA Travels to Uganda to Share Skills with Local Farmers and Educators**

**Farmer to Farmer program promotes economic growth and  
Agricultural development in East Africa**

**National FFA Organization representatives Nina Crutchfield, Ben Meyer, and Madison Taylor, from Arkansas, Montana, and Minnesota, respectively, travelled to Uganda for two weeks to share their technical skills and expertise with local farmers and educators. Crutchfield, Meyer, and Taylor's assignment is part of Catholic Relief Services' Farmer-to-Farmer (FTF) program that promotes economic growth, food security, and agricultural development in East Africa.**

**"Speaking for all three of us, I can truly say this has been an incredible experience and a wonderful partnership. From the students and staff at Gayaza High School to the coordinators at the CRS office we have learned so much from each individual and have enjoyed being able to share our experiences and passion for agriculture as well. We are thankful for the time we spent in Uganda, especially at Gayaza," said Madison Taylor.**

Funded by the U.S. Agency for International Development (USAID), the five-year program matches the technical assistance of U.S. farmers, agribusinesses, cooperatives, and universities to help farmers in developing countries improve agricultural productivity, access new markets, and increase their incomes.

**In Uganda, Crutchfield, Meyer, and Taylor worked with Gayaza High School staff in sharing the Agricultural Education model of classroom instruction, experiential learning, and student leadership development. In turn, GHS staff and Young Farmer members showcased their efforts to engage all students by delivering instructional content via an agricultural context. Up to 351 stakeholders were engaged.**

**Crutchfield, Meyer, and Taylor's volunteer assignment is one of nearly 500 assignments that focus on agriculture, food security and nutrition in Ethiopia, Tanzania, Kenya and Uganda. This is the first time CRS has been involved in the 28-year-old Farmer-to-Farmer Program funded by the U.S. government.**



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 U.S. volunteers will travel to East Africa for anywhere from one to six weeks, their expenses covered by USAID.

“One thing we are certain of is 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 for everyone involved.”

For more information, visit [farmertofarmer.crs.org](http://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 nearly 100 countries, without regard to race, religion or nationality. For more information, please visit [crs.org](http://crs.org) or [crsespanol.org](http://crsespanol.org).*