



## 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: **Adamaah Grayse**
- b) State of Origin: **Baltimore, Maryland, USA**
- c) Host Organization: **Alage ATVET College**
- d) Assignment: **Vegetable Production**
- e) Dates of Assignment: **April 1- 22, 2016**
- f) Number of days worked: **16**

### 1.2.1 Objective 1: Transfer practical modern vegetable production technologies to junior instructors and crop science students.

- a) Progress with objective: David Tingley taught two classroom sessions and a field session covering Integrated Pest Management and Plant Disease with the Junior Instructors and Students.
- b) Expected impacts/results: A knowledge transfer that instructors can replicate with future students, and graduates can take to their future assignments.
- c) Recommendations: Please refer to Action Plan

### 1.2.2 Objective 2: Showing the importance of vegetable crops for food, nutrition and income via farm planning taking into considerations emerging markets and weather conditions.

- a) Progress with the objective: Adamaah taught two classes on Nutrition with a focus on vitamin in and nutritional deficiencies in plants and in people, and how those deficiencies present in symptoms. The focus was on a diversification of food grown and consumed as to help prevent diseases.
- b) Expected impacts/results: A knowledge transfer that instructors can replicate with future students, and graduates can take to their future assignments.
- c) Recommendations: Please refer to Action Plan

### 1.2.3 Objective 3: Creation and use of compost in building Soil Health

- a) Progress with the objective: This objective was not met due to challenges addressed later in the report.
- b) Expected impacts/results: A knowledge transfer that instructors can replicate with future students, and graduates can take to their future assignments.
- c) Recommendations: Please refer to Action Plan

### Challenges in meeting Objectives

**Environmental** – Due to the poor electrical infrastructure, every time there is a storm the electric poles go down, and there would be no electricity, phone service, or internet. We had at least five days without electricity, and many times throughout most days without either internet, phone service, or electricity.

**Institutional** – This session was held when Comprehensive Exams were taking place, Graduation preparations were being made, New Student Registration. Due to this, students did not come to class, or classes were cancelled institution wide.

**Cultural** – Even though Academic instruction is supposed to happen in English, many of the Instructors and the majority of the students did not comprehend what was being communicated without translation of English into Amharic.

### 1.3 Recommended future volunteer assignment

That a Volunteer, along with the Peace Corps Volunteer assigned to CRS (They speak Amharic, and understand both American and Ethiopian Culture) sits down with the Plant Science Department Management Team to look at the full curriculum and create a volunteer schedule based on needs identified from this meeting.

### 1.4 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Hire a professional Farmer with a track record of managing institutional farms to Coordinate the cultivation of the land with all of the instructors, and other Partners assigned to the Plant Science Department for demonstration purposes.	Same	Committee comprised of Management at the Ministry of Agriculture level, College Administration, and the Head of the Plant Science Department with input from the Department Instructors	November 2016
2. Review the current model for instructional delivery.	Instead of modules which are not necessarily attended in sequence by students, shifting to a model where students receive core competencies from “seeding to post-harvest” integrated with a particular growing season and practical experience in both the demonstration and production fields	Committee comprised College Administration, and the Head of the Plant Science Department with input from the Department Instructors	Over the Summer during the Rainy Season.
3. Identify and seek out partnerships with	Ask that letters of Support from the	The Ministry of Agriculture, the	August 2016

Corporations and Institutions in order to: (1) procure farm tools for the Plant Science Department, (2) build small solar powered grids in different parts of campus to supplement power when electric poles fall down. (3) Create a Computer Lab with internet access for students in the Library.	Dean's Office and the Ministry of Agriculture be drafted to be used to pursue such sponsorship. Also, that these gifts are able to given to the college tax free.	Dean's Office, the Vice-Deans Office, and Institutional Development Office.	
4. Submit complete catalog of courses being taught in the Plant Science Department to CRS, with the dates they will be offered in order to assist with future volunteer assignments	Same	Plant Science Department	July 2016

### 1.5 Number of people Assisted

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

Category	Total	Males	Females
Members/ owners	0	0	0
Instructors	29	26	3
Students	72	48	24
Family Members	0	0	0
Total	101	74	27

### 1.6 Gender

- a) **What gender roles did you recognize in your host community?** Women dress traditionally, and are expected to follow traditional roles in the home and community. Because I am a Black Woman named after a major city in Ethiopia, many questioned where I was from. I received many puzzled expressions upon seeing me in t-shirts, jeans and work boots. Also, I was spotted quite often in the companionship of Administrative and Management groups contributing to the conversation. Women rarely speak in mixed groups, or to strangers.



**b) Did these roles play a part in your assignment? Yes**

- c) **How?** Mr. Amsaye, the Head of the Plant Science Department directed me to save the gifts I bought for the female students I would be addressing in a separate session for those in the classes that were previously scheduled. The Director of Gender Equity programs, Ms. Najaha Redy pulled a list of female students from the 2<sup>nd</sup> and 3<sup>rd</sup> year students with which to conduct a session. I felt caught in the middle, so I gave pens to the women in that session, and saved what I had bought for Mr. Amsaye's students. The student that Mr. Amsaye selected never came to the session.
- d) **How might CRS or the host organization improve opportunities for the women in this host or host community?** I think having a Director of Gender Equity is a great start. CRS could look at additional funding opportunities that could be leveraged to do additional programming with the female students to build their self-confidence. The female students need additional support in expressing themselves in mixed company. I question their ability to carry out their future assignments. One direct way that the College could support the female students is for the male instructors to model supportive behavior by directly asking female students answers to questions, and discouraging shaming behaviors from male students.

**1.6 Value of volunteer contribution**

- a. Hours volunteer spent preparing for assignment 20
- b. Hours absent from work 60
- c. Estimated value of all material contributions volunteer contributed to host during assignment.  
First Gift for Plant Science Department - Computer, Speakers, Projector Cord, USB phone charger, 8 gig thumb drive, ear buds, USB light \$365.00  
Second Gift for Plant Science Department – Tool Belt, Hand tools, Rain Coat, and Gloves \$50.00  
Library – Professional Vegetable Production Book, the Movie ADWA \$30.00  
**Total \$2445.00**

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

- 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? Please list it.**

Although most of the instructors speak some English, there is still a GREAT need for translation services at the instructional level when a volunteer is communicating with the instructors and well as the students.

**1.9 Recommendations for CRS:**

1. There needs to be more clarity with regards to gifts. It became clear to me while serving as a volunteer that gifts are expected by the students when attending classes taught by people outside of the school. In attempting to bring course materials, personal necessities, and clothing, the 50lb per bag weight requirement in economy seating is too restrictive. And I was not informed that there is a weight limit of 12kg that can be carried on Ethiopian Airlines. David Tingley and I both had to throw away items, of which some were course supplies and gifts prior to arriving. Either an agreement needs to be reached with the airlines for extra luggage allowance, or CRS becomes



willing to pay for the extra baggage, or future host are made aware of the volunteer's limitations, and are asked to adjust their expectations accordingly.

2. Actual time in the CRS Office to prepare for engagement before being taken to the assignment.
3. Better Logistical Support – If a Volunteer is going to be serving in a remote area then they need the following: (a) satellite phone, (b) a trip to the market before being taken to their assignment to make initial purchase of water, some snacks, some toiletries, and SIM Card (if not in remote area). Volunteers knowing that this level of support would happen, could greatly assist with the luggage limitation issue. (c) Being given Information before arriving in country regarding what local attractions are within the area that they are serving so that they can take advantage of seeing them during their off days because they will have time to make the appropriate travel arrangements ahead of time.

#### 1.10 Press Release

### **FOR IMMEDIATE RELEASE**

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## **Baltimore Area Volunteer Travels to Ethiopia to Share Skills with Local Farmers**

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

**Adamaah Grayse**, an Organic Farmer from **Baltimore, Maryland** travelled to **Ethiopia** for **three** weeks to share his/her technical skills and expertise with local farmers. Adamaah'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.

**“What an amazing opportunity to share agricultural practices that I have learned in the United State and the Caribbean with future Agricultural Extension Services Agents in Ethiopia. They are an ancient civilization that still stands, and is seeking the best new farming practices that can be incorporated with what is tried and true for them,”** said **Adamaah**.

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 **Ethiopia**, **Adamaah Grayse** worked with **Alage ATVET College** in **Vegetable Production** training and giving technical assistance to **future Agricultural Extension Service Agents** to



enable them to **support the farmers in their local counties**. Up to One hundred fifty beneficiaries were reached.

Adamaah'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).*