

**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: Marlene Jansen
- b) State of Origin: Oregon
- c) Host Organization: Gayaza High School
- d) Assignment: Information exchange between US agricultural education and Gayaza High School Youth Entrepreneurship
- e) Dates of Assignment: 25/08/2017-04/09/2017
- f) Number of days worked: 9

**1.2.1 Objective 1 in your SOW**

We conducted several trainings and strategic planning meetings to introduce experiential learning methods and concepts to teachers, administration, ministry and stakeholders. Worked with the stakeholders to establish a model for continuing the strategic planning and implementation of experiential learning in the Gayaza school that can become a model for other schools in the country. The workshop methods and strategies were shared with instructors electronically so they can continue to implement in their home chapters and utilize their chapter leaders to conduct the trainings. It is our hope that the teachers that we interacted with will be able to start implementing some experiential learning in to their classrooms and programs. The administrators, ministry officials and stakeholders will hopefully have a better appreciation of the value of experiential learning which can start shaping policies and expectations of schools to shift away from evaluating strictly by exams and giving teachers the ability to shift the way they instruct students and the way students are prepared to be productive citizens. Our hope for the leadership development workshops and trainings is that the student leaders and teachers will appreciate the value of leadership development and take ownership in the development of relevant leadership trainings that will prepare the future leaders of Uganda. We recommend specific follow-up trainings on the topics of inquiry-based instruction, experiential learning, and leadership development which would include how to create or structure a lesson or leadership workshop. These would be directly with the teachers that are implementing and the student leaders of the clubs.

**1.2.2 Objective 2 in your SOW**

Not within my area of the SOW.

**1.2.3 Objective 3 in your SOW**

Not within my area of the SOW.

**1.2.4 Objective 4 in your SOW.**

Worked with teachers and administrators to provide examples of supervised agriculture programming and discussed opportunity for teacher experiences in agriculture for academic content teachers. This will aid in the implementation of agricultural context in academic courses. Also presented workshop on inquiry-based instruction to encourage the use of more hands-on, practical instructional practices to encourage student interest and engagement in agriculture. Lastly, developed a crosswalk of CASE Introduction to Agriculture, Food, and Natural Resources course to Uganda Curriculum Syllabus for Secondary 1.

## Aligning Uganda Agriculture Syllabus to CASE Introduction to Agriculture, Food, and Natural Resources

Overview	Topic	CASE Lesson	Description
Introduction to Agriculture	1	Lesson 1.1	Major differences in this section are American versus Ugandan agriculture, CASE does not include farm layout.
Leadership Development and Experiential Learning	(not taught)	Lesson 1.2	Introduces leadership development (FFA) and experiential learning (SAE) to students.
Principles of Land Use	2	Lesson 1.1, 4.1	Less direct cross as some units, land use is located in Unit 4 while distribution is in Lesson 1.1. Farming systems are not included in the course.
Communications Skills	(not taught)	Lesson 2.1, 2.2	Teachers personal communication, including verbal and nonverbal, public speaking, and introductions, as well as group communication, such as parliamentary procedure and group norms.
Scientific Methodology	(not taught)	Lesson 3.1, 3.2	Students practice use of laboratory equipment, safety, experimental set-up, data collection, and analysis.
Introduction to Soil Science	3	Lesson 4.1, 4.2	Good crossover between soils between syllabus and CASE course.
Water Quality	(not taught)	Lesson 4.3	Introduces water cycle, pollution, and water quality.
Ecology	(not taught)	Lesson 4.4	Students study food webs and chain, interactions of plants and animals, and ecosystems.
Cellular Biology	(not taught)	Lesson 5.1	An overview of cell structure, DNA, and genetics.
Introduction to Crop Production	4	Lesson 5.2, 5.3	Good crossover of plant science principles.
Introduction to Animal Production	5	Lesson 5.4, 5.5	Good crossover of animal physiology, nutrition, and

			management.
Principles of Food Science	(not taught)	Lesson 5.6	Introduction to food safety and illness.
Farm Mechanization	6	Unit 6	

#### 1.2.5 Objective 5 in your SOW

We met with the stakeholder group invited by Gayaza High School and discussed opportunities to develop youth leadership programs, teacher professional development programs, and the integration of agricultural context within academic courses. We formed a committee for each topic and encouraged the group to continue with quarterly meetings to further the committees and develop objectives and action plans for each objective.

1.3 Recommended future volunteer assignment - The need remains to develop hands-on, student-centered, inquiry-based educational methods in Ugandan classrooms. Repeatedly, we heard that there is too much theory and lecture-based instruction with emphasis on exam marks and not enough practical application of agricultural practices with proficiency based grading. These remarks came from students, teachers, administrators, and the minister of education who spoke at the Gayaza Farm Camp.

#### 1.4 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Verse Ugandan teachers with inquiry-based instructional practices	Attend trainings with curriculum in the United States.	Gayaza Stakeholder Team	August 2018
2. Institute proficiency-based exam system whereby marks are given for skill as well as knowledge	Will require change at national level to remove limitations placed on teachers by exam marks.	Department of Curriculum Development, Mathias Mulumba Mutema	Unsure
3. Work to make agriculture integral in academic courses	Use TEFFA and stakeholders to develop professional development for teachers	Gayaza Stakeholder Team	Quarterly meetings

#### 1.5 Number of people Assisted

- Through formal training (Classroom setup) 48
- 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			
Employees			
Clients/ Suppliers			
Family Members			
Total			

#### 1.6 Gender

- What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How? Gender roles did not seem to play a part in our assignment.
- How might CRS or the host organization improve opportunities for the women in this host or host community? Women were well integrated in the teacher and students groups we contacted.

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

- Hours volunteer spent preparing for assignment 20
- Estimated value of all material contributions volunteer contributed to host during assignment

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

- Meals
- Transportation
- Lodging
- Translation
- 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.

1.9 Recommendations for CRS: I would recommend that all volunteers arrive at least one day prior to beginning the assignment. It was challenging to arrive late at night and be on site and interacting with teachers and students within 12 hours of arrival. It would also be more conducive to conduct introductory briefings away from the host to avoid interruptions.

#### 1.10 Press Release

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### **FOR IMMEDIATE RELEASE**

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## **Christmas Valley Farmer and Educational Consultant Works with Counterparts in Uganda**

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

**[DATELINE: Christmas Valley, OR, September 5, 2017]---** Marlene Jansen, a farmer and consultant from Christmas Valley who is the Curriculum Director for the Curriculum for Agricultural Science Education project travelled to Uganda for 2 weeks to share her technical skills and expertise with local farmers. Jansen'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.

**"Working with the teachers and staff of Gayaza High School showed me how small the world is. Agriculture teachers in Uganda teach very similar content to the United States and teachers express a desire to better their instructional practices through professional development,"** said Jansen. "The opportunity to share and exchange ideas was exciting and I learned more than I shared."

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 Jansen's assignment was to **engage teachers in implementing inquiry-based instructional strategies**. She worked with **over 50 teachers, school staff, and administrators who are promoting agricultural education in Uganda**. Most of Jansen's time was spent in Gayaza working with Gayaza High School. **[Optional Statement: What impact do you think your work will have?]**

This is Jansen's first volunteer assignment with Farmer-to-Farmer and is 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](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 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](http://www.crs.org) or [www.crsespanol.org](http://www.crsespanol.org) and follow Catholic Relief Services on social media: [Facebook](#), Twitter at [@CatholicRelief](#), [@CRSnews](#) and [@CRSnoticias](#), [Instagram](#), [Pinterest](#) and [YouTube](#).