

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: **James Sedlacek**
- b) State of Origin: Wisconsin
- c) Host Organization: Kyambogo University
- d) Assignment: Review of the Agriculture curriculum
- e) Dates of Assignment: June 9-24, 2017
- f) Number of days worked: 10

1.2.1 Objective 1 in your SOW: Developing guidelines for teaching practical components of the syllabus and which align with the secondary school curriculum, Publishing the guidelines.

a) Progress with the objective:

Could not be done as there was never opportunity to review the secondary curriculum until the end of the assignment. However, all the review done are geared towards producing a graduate with the skills necessary to meet the students' and management expectation in Secondary schools.

1.2.2 Objective 2 in your SOW: Developing internship guidelines based on curriculum and the desired skills set to be acquired by the students during this period

a) Progress with the objective: Met with the coordinator of the Internship program. I did not develop guidelines per se. As this Year 1 internship is only 3-4 weeks it is hard to assess what is working well and what is not. Nevertheless, we talked about concerns that had already come up and brainstormed ideas to improve the program. It is difficult to develop a standard skill set for all students. The first constraint is that students are in a variety of institutions that do a lot of different things. Some may deal with livestock, some may not. Some may work directly with farmers while others might find themselves in research settings. Perhaps before the beginning of the internships the proposed placement students and sponsors could develop learning targets for the whole placement, or for each area where they work.

b) Expected impacts/results: Between now and the time the intern program begins for next year adjustments and modification will be made to improve the program for students, sponsors and the University.

c) Recommendations: Rather than try to develop standard skills set for all students, try to assess through reflection, journals and other tools what skills the students (individually) did learn. If practicals, have students develop personal learning targets/goals for their placements. Refer to Annex A for details of recommendations regarding internships

1.2.3 Objective 3 in your SOW: Review of the existing internship assessment tool and adapt it to (b) above

a) Progress with the objective:

Visits were made to several interns to see them in their settings. Later I spent time with the faculty internship coordinator. At that time, we went over internship documentation and assessment tools. This is the first year that internships have been required for first year students. As a result,

this is still very much a “work in progress”, indeed in its infancy. During the meeting recommendations were given and suggestions were made on the documentation and assessment.

b) Expected impacts/results

As this program is only 4 weeks old there is no doubt that before the program is run again next summer modifications and improvements will be made. Over time perhaps the documentation for students and sponsors can be streamlined.

c) Recommendations

1. At the end of this year’s program assess the effectiveness of documentation and revise.
2. Modify and soften the tone of documentation more to a business style rather than academic (rules and procedures).

1.2.4 Objective 4 in your SOW: Give input on the extension component of the syllabus and particular elements that need to be added/subtracted to produce a teacher who will deliver as part job market requirements and adapt knowledge acquired in class appropriately. The volunteer will develop a document detailing recommended revision in the extension component of the syllabus.

a) Progress with the objective: In a meeting setting there was a formal discussion of the extension component of the curriculum. The suggestion from the faculty was that an existing course could be modified to include or enhance areas that I suggested. The areas I suggested were; understanding the theory of andragogy (adult learning), experiential learning, the roles of extension workers, and appropriate strategies and methods to use in those roles.

b) Expected impacts/results: Course syllabus will be modified to include subject matter that will better prepare students to improve their skills in nonformal/adult education. As a result, they will become more effective in their numerous roles as extension workers.

c) Recommendations: Modify and adapt existing courses to better prepare students to carry out their varying roles as extension workers. See detailed recommendations under the in Annex A

1.2.5 Objective 5 in your SOW: Training of trainers to support implementation and adoption of the guidelines (practical, extension and internship guidelines)

a) Progress with the objective: The volunteer held one day workshop session for selected staff charged with separate components of the school curriculum (Extension, Curriculum and Internship). No formal guidelines were developed, but relevant materials were shared and brainstorming sessions generated ideas that the team agreed will be considered under the different components to improve the delivery methods and/replace redundant course units to meet the job market requirements.

b) Expected impacts/results: Ideas generated during the brainstorming sessions will be incorporated in the curriculum, internship documentation and practical sessions.

c) Recommendations: see attached Annex for detailed recommendations

1.2.6 Objective 6 in your SOW: Developing an assessment guide to ensure that skills are effectively transferred.

a) Progress with the objective: The team was guided through discussions on what to improve in the existing assessment tool. It’s part of the recommendations to have the internship in charge include

the discussed changes moving forward. Discussed and proposed changes in the BSc curriculum – in terms of adult learning.

- b) Expected impacts/results: Improvements in the internship documentation and improve the process for the next cohort of first year students.
- c) Recommendations: Refer to annex for recommendations

1.4 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Rather than try to develop a standard skill set for all students, try to assess through reflection, journals and other tools what skills the students (individually) did learn. If practical have student develop personal learning targets/goals for their placements.	Modify existing Guidelines	Margaret (Internship coordinator)	By next intern cohort, May 2018.
2. a) At the end of this year's program assess the effectiveness of documentation and revise. b) Modify and soften the tone of documentation more to a business style rather than academic (rules and procedures).	Modify and adapt new assessment tools.	Margaret (Internship coordinator)	In time to prepare for the next intern cohort.
3. Modify and adapt existing courses to better prepare students to carry out their varying roles as extension workers.	Modify existing courses.	Robert (Head of department, Agriculture)	After discussions with the faculty board

1.5 Number of people Assisted

- a) Through formal training (Classroom setup): 54
- b) Through direct hands on practical assistance (Do not double count)
- c) Out of these above, number of host staffs: 14
- d) Training/assistance by field

Category	Total	Males	Females
----------	-------	-------	---------

Employees (University lecturers & High school teachers)	14	7	7
Students	31	6	25
Clients (Internship placement supervisors)	9	8	1
Total	54	21	33

1.6 Gender

- a) What gender roles did you recognize in your host community? Large number of faculty are women. Perhaps majority. Student body seems largely made up of women. Did these roles play a part in your assignment? No. How?
- b) How might CRS or the host organization improve opportunities for the women in this host or host community? Perhaps they need to improve opportunities for men.

1.6 Value of volunteer contribution in \$ 7,520

- a. Hours volunteer spent preparing for assignment: 50
- b. Estimated value of all material contributions volunteer contributed to host during assignment: \$100 (donation of 2 agricultural education books)

1.7 Value of hosts' contribution in \$ 442.48

- a) Meals: \$298.27
- b) Transportation for participants: \$59.65
- c) Lodging: \$0
- d) Translation: \$0
- e) Other (Specify): Copies \$10, training venue: \$ 59.65, Meetings Mobilization: \$ 14.91

Annex A: **Detail Recommendations under each section**

INTERNSHIP

- Rather than try to develop a standard skill set for all students, try to assess through reflection, journals and other tools what skills the students (individually) did learn. If practical have student develop personal learning targets/goals for their placements.
- At the end of this year's program assess the effectiveness of documentation and revise.
- Modify and soften the tone of documentation more to a business style rather than academic (rules and procedures).
- If it is not being done first year interns should be required to make an oral presentation about their internship experience. This will stimulate the reflection process. An excellent audience for these presentations would be in the new class who will be doing internships the next year.

- Show some token of gratitude and appreciation to the sponsors. The intern sponsors sometimes make it very clear that taking on interns is not in their mandate and that it takes away from their productive time. Therefore, the Department should make a strong effort to show their appreciation to the sponsors in every way possible. While there are minimal funds available to do something significant such as an appreciation banquet (although for all that the intern has gained perhaps they could cover the cost of a meal for their sponsor at the end of the program), perhaps certificates of appreciation would be in order. In the long-term perhaps a strategy could be put in place to fund something with a little substance.
- Attach a Mentor to each intern. All interns generally have a Supervisor on the job site. These Supervisor are expected to coordinate, provide training and assess the student intern. It might not be unusual for an intern to have a number of Supervisors over the course of the internship. On the other hand, the role of the Mentor is to check in with the intern over the course of the term to see how the intern is doing, give the intern feedback and generally make sure everything is going all right. A key thing is that the Mentor does not assess (give marks) to the intern, only advice, feedback and a good ear.

CURRICULUM

- There was also discussion on the Agricultural Education (teaching) aspect of the curriculum. I felt that an area that needed strengthening was in teaching the practical aspect of agriculture (laboratory or garden). Areas that could be strengthened in this regard might be; creating learning targets and goals for laboratory, devising appropriate instructional methods for laboratory instruction, managing students in the laboratory, managing the laboratory (land, equipment, livestock), and evaluating students in the laboratory.
- In a meeting setting, there was a formal discussion of the extension component of the curriculum. The suggestion from the faculty was that an existing course could be modified to include or enhance areas that I suggested. The areas I suggested were; understanding the theory of andragogy (adult learning), experiential learning, the roles of extension workers, and appropriate strategies and methods to use in those roles.

OTHER INITIATIVES

- The Department should develop and provide in-service training for teachers and extension workers. This has not been done to date. While it is not in primary levels it is not common at the secondary level. A donor may sponsor this. This in-service training could generate income for the department. Additionally, the training could be developed in such a way that participants could earn graduate credit through the Department.
- Use active teachers and extension workers to provide input on areas and topics to strengthen in the undergraduate curriculum to better prepare students for the real-world work situations. Interview or survey them and simply ask what tasks they found

themselves least prepared. Be ready for a lengthy and diverse list. Possibly invite some of these same people speak to classes on what to expect in the work place.

- Very early in the assignment I visited a national agricultural research station. In the discussion, a member of the staff told me that he worked about 15% of his time teaching at Kyambogo. I thought this was a good idea. I asked if there were similar kinds of appointments with extension. “No”, was the startled answer. I briefly brought up the notion of collaborative appointments with extension to the Head of the Department. Indeed, if individuals can work in research and education why couldn’t they work in education and extension? Is not the natural linkage to extension even closer than too research? The department is preparing future extension staff, yet does not have a close working linkage to extension. Also, the department prides itself in training “practitioners.” Where do these people end up? (food for thought for the department)
- Through the initiative of Ronald Ddungu at Gayaza High School an ambitious effort is in the embryo stage of development. The effort is focused around the areas of Agribusiness, Leadership, Entrepreneurship, Community and Personal Development. This initiative will involve people beyond teaching. Kyambogo University needs to be part of this initiative and adjust the teaching curriculum to reflect the evolution of this effort.
- Do they have an Advisory Board? If not form one. An Advisory Board is an informal committee that made of up stakeholders that offers ideas and feedback to the Department on a routine basis. They might meet one or two times a year.

1.10 Press Release

FOR IMMEDIATE RELEASE

VOLUNTEER CONTACT: James Sedlacek
Retired Professor (Agriculture extension)
Telephone: 9207300370
Email: jimsedlacek@earthlink.net

CRS CONTACT:
Susan G. Walters
Senior Communications Manager
susan.walters@crs.org
443-955-7103



Appleton Ag. Professor Works with Counterparts in Uganda

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

Appleton, Wisconsin, June 9th, 2017--- James a retired Ag. Extension professor from **Appleton, Wisconsin** travelled to **Uganda** for 2 weeks to share his technical skills and expertise with local farmers. James' 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.

"There is tremendous potential in Uganda that is waiting to be released. Agricultural Education programs like the one I saw at Gayaza High School are trying to tap and direct that potential through dynamic and innovative initiatives." said James.

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 James' assignment was to **review the agriculture extension curriculum for Kyambogo University – one of the public universities in the country that graduates agriculture teachers for secondary schools, extension workers and farm managers as their prospective careers.** He worked with **54 beneficiaries ranging from University lecturers, University students on Internships, student supervisors and Gayaza High school teachers plus members of the school's farmers club.** The purpose of this assignment was to review three components of the curriculum- extension methods, practical delivery model and the internship program.

This is James' 1st 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

#

***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](#).*