

Farmer to Farmer Program



Goals of Visit

- Analyze current school garden efforts and provide suggestions for improvements
- Analyze current animal husbandry project and provide suggestions for improvements
- Provide guidance for training to current CRS field staff on simple techniques to support schools in the area of school gardens and animal husbandry

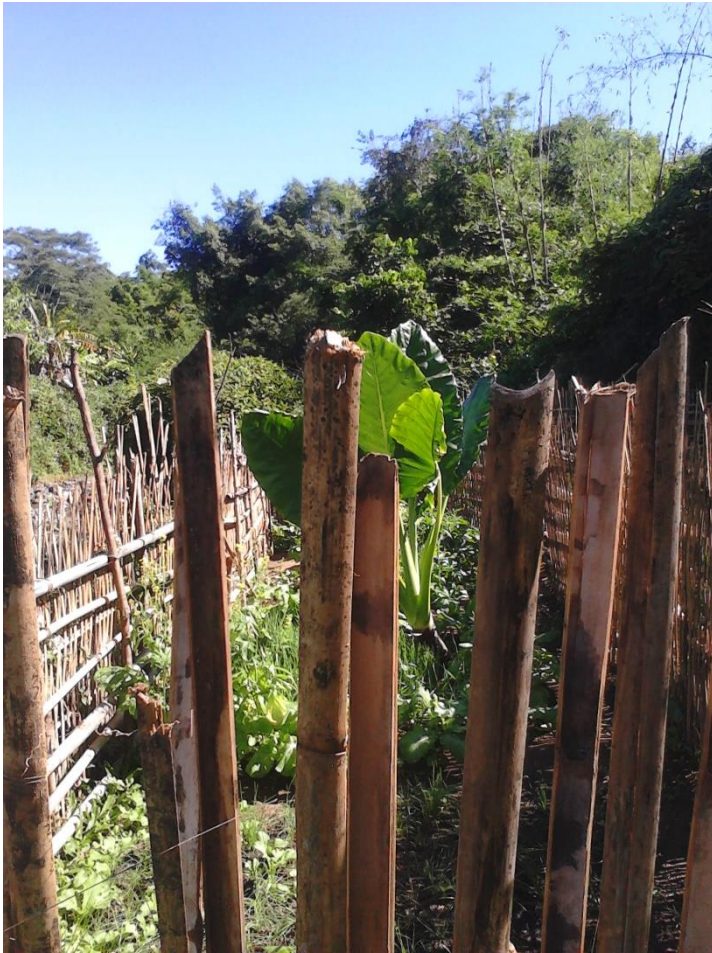
Our understanding of the general goals of the school garden/animal husbandry

- Part of the school livelihoods curriculum
- Contribute to Homegrown School Meals
- Improve nutritional levels among primary school children in Laos

Village and Districts visited

- Huaysan (Sepon)
- Meungchanh (Sepon)
- Punmuang (Sepon)
- Panga (Sepon)
- Sobmi (Sepon)
- Nakandai (Palanxaye)
- Bueungthale (Palanxaye)
- Nongdeun (Atsaphone)
- There are 310 schools in LEAPS, and we visited 8 and saw differences, for example, in economic levels and road/market access

School Gardens



School Gardens



School Gardens



School Gardens



School Yards



Other school contribution activities

Fish Ponds



Fish Ponds



Chicken Coops



Are the School activities meeting the goals?

- Part of the school livelihoods curriculum - YES
- Contribute to Homegrown School Meals- YES
- Improve nutritional levels among primary school children in Laos- YES



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Seven Habits of Highly Effective People*

- **Be proactive**
- **Begin with the end in mind**
- **Put first things first**
- **Think win–win**
- **Seek first to understand,
then to be understood**
- **Synergize**
- **Sharpen the saw**

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Be Proactive



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Begin with the end in mind

- School gardens are to contribute to school lunches
- Villages are to be self – sufficient and self-sustaining in providing lunches to children at school.

Begin with the end in mind

- CRS leadership should ensure Community Monitors (CM) understand clearly the goals of Government and CRS in order to share that with the community they are working with.
- CM should then work with community to define their school garden goals, such as what is defined as village school lunch contribution from garden? (How much? How often?)
- CM's will communicate and help implement those goals to the school leadership.

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Put 1st things 1st

- Community Monitors need to discover the goals of the village school gardens at the local level. This is to be done by meeting with the Village and School leadership who will be directly involved with mobilizing the effort.
 - Questions to be asked by CM.
- Is the purpose of the school garden for food production? How much? Who will eat?
- Is the purpose of the school garden to educate?
- New technology?
- What type of technology? Irrigation? Organic?, Chemical fertilizer and herbicide?, improved seeds, new varieties of seeds, composting, discipline.....?.

Put 1st things 1st

- Once when the goals are defined by village leadership an assessment of the village goals needs to be made so a plan of activities can be made using the resources available to the village, CM's and CRS. Each village will need a **custom, tailored** plan of action based on the resources and assets available in the community.

Put 1st things 1st

- Possible variation of factors to be made during the goal making discussion could be knowledge.
- Do they have the knowledge to garden?
- Do they have the time to garden? Do they have the land to garden?
- Do they have the ability to protect the garden from animals, and thieves?
- Do they have the water resources?
- Do they have climate and soils to produce the desired goals?
- Each hindrance they share needs to be noted by the CM for future reflection and solution finding.

Put 1st things 1st

- A quick, participatory community assessment facilitated by CM's and CRS needs to be concluded to give a response to the school if solutions can be found.
- Considerations during assessment – how much land, time, water, human and financial resources (from community, from school) will be invested to arrive at the goals and will the assets be available?
- Basic question is the village plan obtainable in cooperation with CRS & Government?

Put 1st things 1st

- CRS should compile contacts of Government resources, NGO's and business that are directly related to gardens for CM's and villages to be able to contact for solutions that will come up in the pursuit of the school gardens' goals.
- This will empower the people and CRS with a greater resource of assets to draw on when problems arrive.

Put 1st things 1st

- An example of a plan of activity for the garden of 2016
- As the goals are defined they need to be put in writing.
- Have the school (students and teachers) to write expectation of productivity. (Cultivate a business plan training with the school garden)
- What size will the garden be? (example 20m x 5 m.)
- What vegetables will be raised?
- How much space of the garden for each class?
- Who will construct the fence and when?
- Who will be responsible for the watering during the school days, during weekends, during vacations?
- When will planting start?
- Who will bring the needed inputs? (seeds, manure, fertilizer, tools, etc...)
- Have all questions answered in writing to train in business/activity planning.

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Think Win-Win

- Communicating to the schools and village leadership win-win. Understand how you are winning at doing what your job is with CRS and communities you serve.
- Come to a harmonious goal in relationships
- Children's' Education
- Children's Health
- Children's Future
- Nation's Future
- Village welfare and development

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Seek 1st to understand and then to be understood

- Seek to understand what it takes to do your job with CRS or as Government employee – goals and requirements
- Seek to understand the teachers and village leaders' goals, hindrances, and limitations

Seek 1st to understand and then to be understood

- After understanding

Use discussion to explain your position and why you need to do the job using your ideas.

Continue to work with the attitude of win-win until both parties either **AGREE** or choose **NO DEAL**

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Synergize: $1+1>2$



Synergize



Synergize



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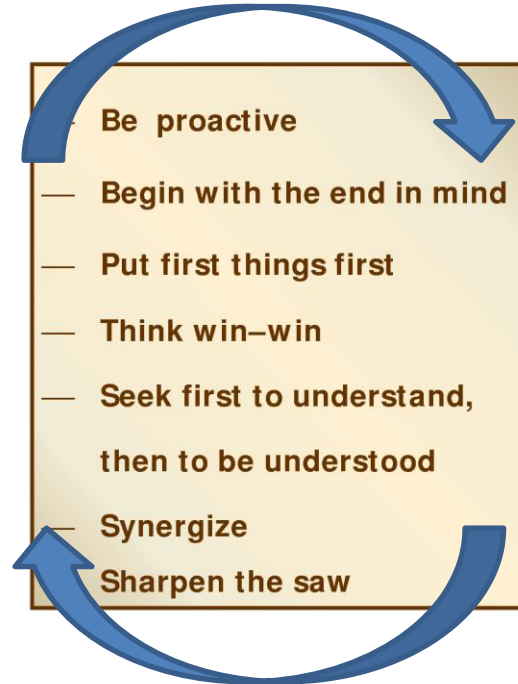
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Sharpening the Saw



Sharpening the Saw means preserving and enhancing the greatest asset you have – YOU

Stephen R. Covey





Final Recommendations

Schools Starting from Zero

Promote Morning Glory Garden in schools with no current gardens

Custom tailor future productivity of school contribution by the ability and willingness of local leadership willingness and desire to work



Final Recommendations

Schools Starting at More than Zero

Water

- Drip irrigation
- Conserving the waste water for irrigation
- Planting a tree, bananas, or some crop at pump site

Soil Fertility

- Soil testing if possible
- Composting
- Improve initial garden tillage

Final recommendations

Tips & Best Practices

Protecting Gardens

- Quality Fence
- Controlling animals inside the school yards – sanitation
- Lack of land → gardens can go up! – hanging baskets

Encourage proven diversity of vegetables

- Carrots
- Broccoli
- Cauliflower
- Cabbage
- Cucumber

Final recommendations

Tips & Best Practices

Fish Ponds

- Develop plan of action – Business plan for Ponds.
- Theft-proof (covering, lock, small holes)
- Consult with an expert (govt agent or local expert)

Chicken Pens

- Develop plan of action – How to get chickens, feed, water who cares during vacation.
- Vaccinate

Encourage children's creativity to
search for defined results



Drip irrigation



Drip irrigation

SUPER BUCKET KIT

Drip Irrigation for 10 Rows 10 Meters (33 feet) Long
For Vegetable Production During A Drought



IDEAL FOR LARGER GARDENS

Water Supply: 35 Gallon Container mounted one meter above soil level to be filled once daily.

The System includes connections from container to header line and drip lines,. A filter is included and each drip line has a special built in- filter system extending it's full length. The container and stand are secured locally.

