



## 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: Ben Meyer, Nina Crutchfield, and Madison Taylor
- b) Host Organization: Gayaza High School
- c) Assignment:
- d) Dates of Assignment: September 26 – October 12, 2016
- e) Number of days worked 14

#### 1.2.1 Objective 1 in your SOW

Objective 1 - Review the teaching syllabus for senior 1-6 and advise at what points the agricultural enterprises can be incorporated in the syllabus to create a link with the practical and class room material (Incorporate agriculture into the classroom study subject)

- a) Progress with the objective – The review of the curriculum was a two phase project as the nation is in flux in relation to adopting new standards that were set to roll out in 2017. Now these have been pushed back to a yet-to-be-defined date. We were provided with the expected curriculum to review before arriving in country and found the four strands to be technically very strong and we saw the beginning of valuable inclusion of hands-on engagement in a few places. Knowing now that the curriculum will instead stay with the current version for at least a year or more, we instead focused on GHS being an early adopter of the new model and working to create more hands-on engagement pieces that cross curricular boundaries to produce a graduate with more real-world skills and competencies.
- b) Expected impacts/results – Providing specific numbers is not realistic but the team feels that the core group of teachers who availed themselves to the cross-curriculum concept will be successful in impacting a large number of GHS students. More importantly, the number of students reached should easily be exponential and scalable. Our estimates show that a minimum team of six teachers beyond the agriculture teachers at GHS have availed themselves to the partnership and cross-curricular plan. If each teacher impacts 50 teachers in a single specific class using the proposed team approach, then the expected impact and results should be significant. If a teacher considers making two of their classes available to the team, then the results obviously double and can be scaled from there on up.
- c) Recommendations<sup>1</sup> Look for 1-2 natural agricultural connections in existing curriculum per term for field experience. Teachers need to be entry level practitioners of some sort of agriculture technical proficiency. Teachers are recommended to work in collaborative teams looking for the connections in agriculture and communicating about existing syllabus timelines.

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<sup>1</sup> **Note:** Only make not more than 6 recommendations. The most useful recommendations for hosts are ones that they can implement themselves with minimal expense. For example, a cooperative might change its financial reporting procedures or hold more regular meetings of its board. Broad recommendations on tax or credit reform, changes in government policy, or investment in large-scale equipment, are usually not within the host organization's reach.



### 1.2.2 Objective 2 in your SOW

Design a structure/curriculum for the four enterprises- including both theory and practical demonstration components

- a) Progress with the objective – Good progress was made in the area of discussing curricular timelines and opportunities. Lessons taught by teachers from each of the four areas were observed and feedback was shared. Now making plans according to academic timelines is important. Additionally, good progress was made in the area of taking basic level learning and simple retention to the next level. We shared examples of how to take cross-curricular instruction on the farm to better contextualize it with real life examples of how the academic piece would actually be used in the real-world. An example might include not only calculating simple statistic of dairy cow milk production, but then showing how dairy operators use daily statistics to calculate a cow's 305-day milking average for the animal and the herd. The other main area of progress related to curriculum structure was made in the field of supervised agricultural experiences or individualized learning using the school farm/grounds as the learning laboratory. Much discussion was held related to the value of ceding control of certain (but small) management components of agricultural activities to the students in the name of allowing each individual to experience a more complete agribusiness management experience. This practice allows the students to both experience success and potential failure in a controlled environment different from the real world where failure in a single venture may alienate a person from future agribusiness ventures.
- b) Expected impacts/results - As with objective 1, hard numbers for impacts and results are hard to pinpoint. Most of this is dependent on the team's planning efforts and ability to align individual teacher/course curriculum with farm activities and other team members' courses. Success at the rate of at least one lesson/per class/per term should be reasonable.
- c) Recommendations - Structure is based in timelines and looking at the full term (if not longer). Using teachers that have availed themselves, identify existing technical lessons and move to the agricultural/farm setting. Strong focus on teacher professional development is required to make continued connections and to show non-agriculture teachers where their subject area is used beyond the theoretical arena, especially in agriculture. Need to seek a specific line-item in the school budget to support individualized experience support for S1 students.

### 1.2.3 Objective 3 in your SOW

Conduct or demonstrate the use of the new structure/ curriculum and how it meets the program objectives as well as community outreach activities.

- a) Progress with the objective – captured in UA 84
- b) Expected impacts/results – captured in UA 84
- c) Recommendations – captured in UA 84



### 1.3 Action Plan

Recommendation	Specific Action	Responsible person	By when
<p>1. Objective 1– Look for 1-2 natural agricultural connections in existing curriculum per term for field experience. Teachers need to be entry level practitioners of some sort of agriculture technical proficiency. Teachers are recommended to work in collaborative teams looking for the connections in agriculture and communicating about existing syllabus timelines.</p>	<p>Collaborate with Brian, Lawrence, and/or Rose to outline the higher level learning tied to the lesson plan. Secondly, teachers that avail themselves to the partnerships need to become practitioners themselves at some level in production agriculture.</p>	<p>Within the teacher team, a leadership structure will be developed to schedule meetings and tracking focus and objectives. Teachers that avail themselves will develop their structure and reporting system. Mr. Ddungu will ensure structure is formed.</p>	<p>By the end of the current term, a working structure will be developed. Have two meetings per term to develop collaboration teams. Once at the start of the term and once in the middle of the term to check for timeliness and focus. Meetings more often are encouraged.</p>
<p>2. Objective 2 – Structure is based in timelines and looking at the full term (if not longer). Using teachers that have availed themselves, identify existing technical lessons and move to the agricultural/farm setting. Strong focus on teacher professional development is required to make continued connections and to show non-agriculture teachers where their subject area is used beyond the theoretical arena, especially in agriculture. Need to seek a specific line-item in the school budget to support individualized experience support for S1 students.</p>	<p>Looking for outside technical partnerships beyond the school borders (possibly once per year). Other partnerships found inside the school setting. Focus on locating strong practical learning outcomes with connection to agriculture and their personal core teaching area. Work to move the trip as a priority item so its funded and scheduled. Consideration for parents/alumni that might have technical background that can provide contextual learning beyond the school borders.</p>	<p>Mr. Ddungu directly responsible with the management of the new teacher collaborative group as well as the leaders of the student club.</p>	<p>Activities are timely and varied. Internal synthesize and breakdown meeting to take place the first week of November, 2016. Specifically looking for proposals that affect the school budget so they can be presented and hopefully adopted.</p>



<p>3. Objective 3 – Achieved via ice cream lesson and integration with chemistry, nutrition, dairy food use, and measurements. Ideally there will be two outreach activities per year in the Young Farmer Club focused specifically on community work beyond the scope of technical learning.</p>	<p>Identify stronger partnerships with parents and inspire students to do more to reach out in their home communities so they not only support themselves but those with needs in their communities. (addressed in UG84)</p>	<p>Teachers responsible for Young Farmers Club will coordinate the two (or more) community outreach activities per year. (addressed in UG84)</p>	<p>Two activities per year starting in the 2017; one in the first half and one in the second. (addressed in UG 84)</p>
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1.4 Number of people Assisted

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

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

1.5 Gender

- a) What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How? I witnessed a strong deference/respect for men from women in terms of social norms. Men were expected to eat first, not handle dirty dishes, etc. But, I also noticed that women had strong and valuable opinions and seemed to be very comfortable sharing these in both formal and informal settings.
- b) How might CRS or the host organization improve opportunities for the women in this host or host community? Being at an all-girls school, I can't add much to this item. The young ladies were smart, opinionated, and motivated.

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, the National FFA Organization, provided each with paid leave to participate in the assignment. National FFA's in-kind donation is valued at \$8,000 (approx. 27,106,879 USh)



- ii. The National FFA provided various items for gifts and the Young Farmer Club members valued at \$300 (approx. 1,016,508 USh)

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. N/A

1.9 Recommendations for CRS:

Our team would have benefitted from having the first week of the proposed/detailed school schedule while back in the US. This would have facilitated better planning on our part. We also noted that because of the structure of the school week (M-F) that if future facilitators might travel on the weekend to allow for a full week of observation and introductions followed by a second full week of planning and strategizing then the team could depart at the end of the second school week. I think they could achieve just as much while saving some CRS money in per diem and lodging.



## 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).*