



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: **Timothy S. Hall**
- b) Host Organization: **Alage ATVET College**
- c) Assignment: **Field Crop Production Instructor**
- d) Dates of Assignment: **12 June 2014 to 1 July 2014**
- e) Number of days worked: **19**

1.2.1 Objective 1 in your SOW

- a) Progress with the objective: **Completed, though less comprehensively than sought due to late start and limits of Alage College academic calendar. Volunteer focused on DA testing of recommendations, approach to identifying field problems, soil fertility and maize production. In addition to the direct student contact, volunteer organized 2 presentations and an activity for the Plant Science instructional faculty to make sure they were abreast of information presented to students.**
- b) Expected impacts/results: **Expect good retention of new knowledge presented in Field Laboratory demonstrations**
- c) Recommendations¹: **With regard to volunteers brought to instruct courses, this volunteer found the most successful aspects were 1) transferring technical knowledge to the instructors rather than lecturing directly to the students; the instructors are ultimately responsible for the successful transfer of technology to the DA candidates and should receive training opportunities at a higher technical level and with higher expectations of understanding, and 2) the most apparent success in reaching DA candidate students occurred when working in smaller groups in field, with several instructors also present to assist with translation of terms the students may not have well understood. This seemed much superior in result than large lengthy lectures. I suggest the next F2F volunteer instructor come with adequate time and resources to prepare demonstrations in-field situations. The group of plant science students should then be divided into four groups, and the field talk/demonstration be repeated for each group four times each week. The time given over to daily lectures would be better utilized if added to laboratory (field) practicals, and to presentations on varied topics for instructors.**

1.2.2 Objective 2 in your SOW

- a) Progress with the objective: **Completed, though less extensively than planned due to poor interface with timing of volunteer and Alage College academic calendar.**
- b) Expected impacts/results: **Interaction with DA candidates felt much more productive in field laboratory situation than in the lecture hall. See comments and recommendations above for Objective 1.**

¹ **Note:** 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.



- c) Recommendations: **Focus the volunteer more intensively in reaching smaller groups of students in field setting. Save more formal presentations for instructors. See comments in Objective 1.**

1.2.3 Objective 3 in your SOW

- a) Progress with the objective: **Completed as assigned.**
- b) Expected impacts/results: **I believe the faculty, mostly young instructors just out of the University, appreciated and received the information that was presented. I provided soft copies of all presentations and support materials to the Plant Science Dept. before departing Alage. It is difficult to calculate the effectiveness of this since I am unsure of the full skill and technical understanding each may have had prior to my coming, i.e. whether the material I presented went beyond their starting point.**
- c) Recommendations: **I believe presenting to the instructors on a technical level was the most effective and appropriate way to transfer technical skill and knowledge. See my recommendations in Objective 1.**

1.3 Number of people Assisted

- a) Through formal training: **~110 students and 16 instructors. Registration sheets not fully complete.**
- b) Through direct technical 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	110	Approx. 66	Approx. 44
Employees	16	15	1
Clients/ Suppliers			
Family Members			
Total	126	81	45

1.4 Gender

- a) What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How?

I was pleased and surprised to find as many women among the students as I did. I teach the group, however comprised and it is not affected by gender composition.

- b) How might CRS or the host organization improve opportunities for the women in this host or host community?

It appears that the ATVET Colleges are doing a good job in getting women well represented in their student population.

1.6 Value of volunteer contribution in \$

- a. Hours volunteer spent preparing for assignment



I spent about 3 hours prep time for each hour of formal contact with students and instructors, plus time collecting materials and sources before departure, so about 40 hours of preparation for the work. I spent an additional ten hours prior to departing the US on paperwork and obtaining the needed vaccines and health certification.

b. Estimated value of all material contributions volunteer contributed to host during assignment: **NA**

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

- a) Meals: \$5
 - b) Transportation: \$205
 - c) Lodging: \$50
 - d) Translation
 - e) Other (Specify): \$3
- Total: \$263

1.9 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.

1.10 Recommendations for CRS:

Working with the ATVET Colleges is a good use of technical professionals from the US, but I would focus on small groups of students with instructor assistance, and also on training the instructors. Large lectures are not as effective.