

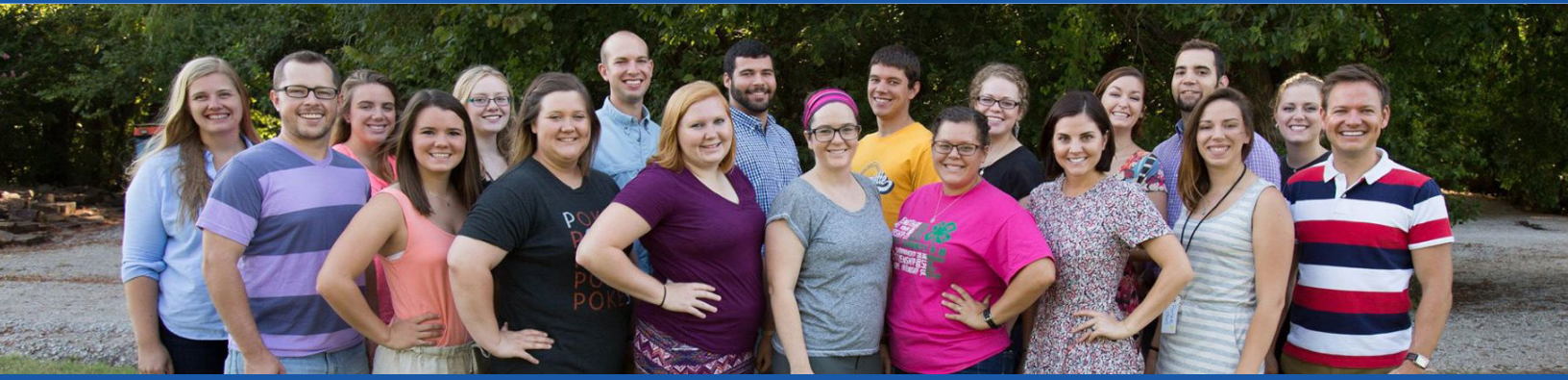


# AGRICORPS

## 2015-16 ANNUAL REPORT



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Dear Stakeholder:

It has been exciting to experience AgriCorps develop from an idea into a program that creates real impact in the lives of students, agricultural teachers and farmers in the countries we work. While year one was about execution and learning from our mistakes and successes in the field, year two was about refining and institutionalizing those processes which yield the greatest impact. We have learned that through our model Fellows have grown as global citizens, Ghanaian students have developed personal confidence and a positive perception of agriculture, and farmers have introduced new technologies and progressive agricultural systems onto their farms.

As we look back at our growth and think towards our future, it is important to remember the three fundamental beliefs of AgriCorps. First, we believe that food security is the most important issue facing the world. With a population set to reach over nine billion by 2050, planting seeds today for future food security is critical. Full bellies are essential for peace, global welfare and healthy economies. Second, we believe that agricultural education is a first step to creating a food secure planet. It was through the agricultural education models of Corn Clubs, 4-H and the Future Farmers of America that agriculture in the United States developed into the modern industry it is today. Agricultural Education uses young people as early adopters of innovation to diffuse new agricultural technology and ideas into farming communities. Third, we believe that young, American agricultural professionals with an agricultural education background are our greatest asset to transferring the agricultural education model into countries that need it the most.

It takes everyone—donors, fellows, and agricultural education/youth development specialists—to make AgriCorps succeed and create lasting impact. As one young farmer told an AgriCorps Fellow, “You have helped me see that my job as a farmer is just as important as the government ministers who advise the president of Ghana, because I produce the food that feeds the president.”

Cheers,



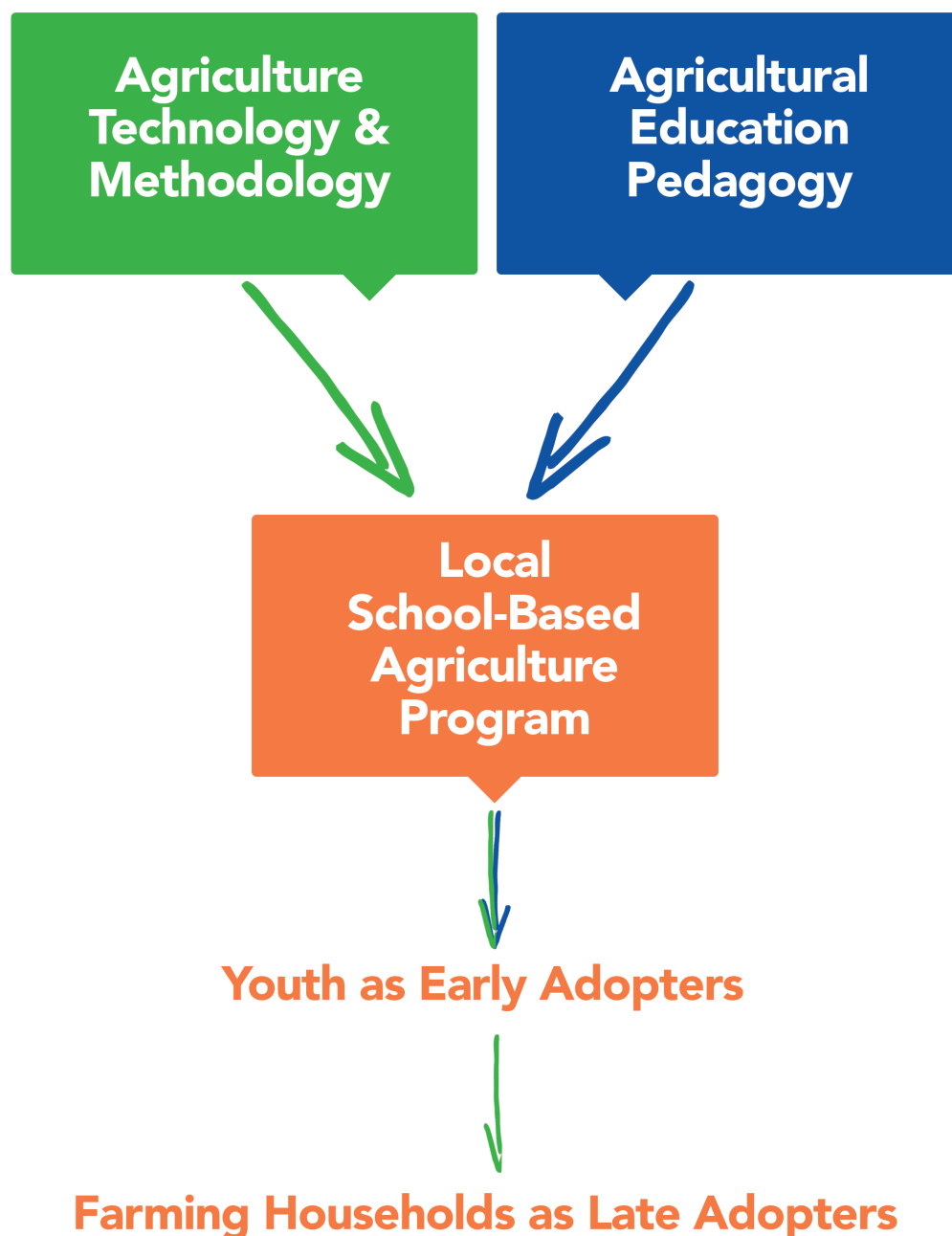
Trent McKnight  
Founder, AgriCorps, Inc.

## OUR MODEL

Our model is based on the learning-by-doing teaching pedagogy. This technique includes three components: classroom instruction, entrepreneurship experience and leadership development.

We use youth to transfer information because they are considered early adopters. They are the only group of individuals in rural, agrarian communities that have the luxury to be risk takers.

When farming households see their children adopting and succeeding with new agriculture technology, they will have the confidence to adopt the new technology on their farm.



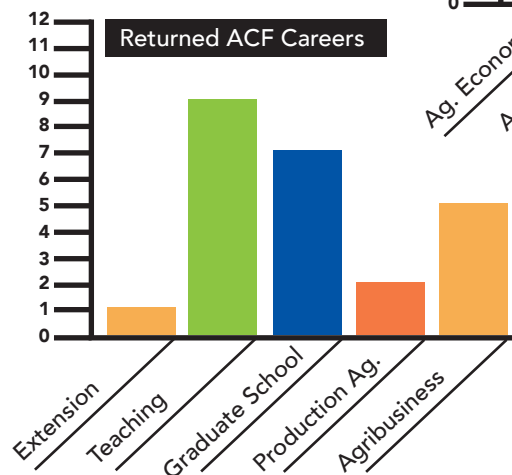
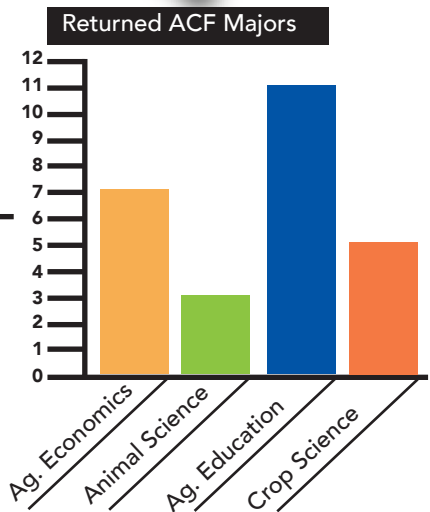
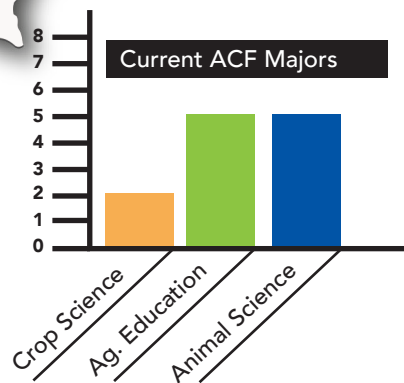


## OUR FELLOWS



### AGRICORPS FELLOWS (ACF)

University of Idaho 1  
 University of Wisconsin-River Falls 1  
 The Pennsylvania State University 2  
 Texas Tech University 2  
 Truman State University 1  
 Colorado State University 1  
 Kansas State University 1  
 University of Nebraska 1  
 North Carolina State University 2  
 University of Georgia 2  
 Texas A&M University 3  
 The Ohio State University 1  
 California State University, Chico 2  
 California Polytechnic State University 1  
 University of Kentucky 1  
 Virginia Tech 1  
 University of Missouri 1  
 Oklahoma State University 2  
 Mississippi State University 1  
 University of Florida 1  
 Cornell 2  
 University of Maryland 2  
 Auburn 1  
 Tuskegee 1  
 Illinois State 1  
 Iowa State 2



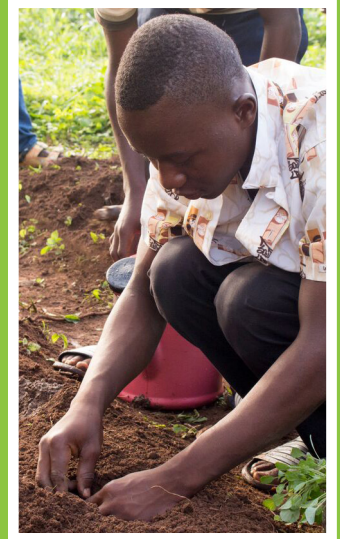


### **IMPACT 1: GLOBALLY MINDED AMERICAN AGRICULTURE PROFESSIONALS WITH EXPERIENCE LIVING ABROAD**

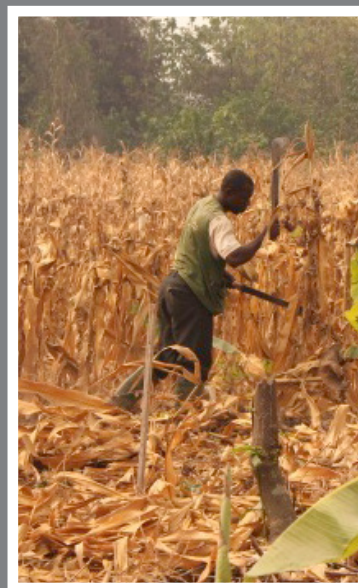
Growing up in a small town in western Tennessee, Kelsey Barnes spent a lot of time on the family farm. During college she juggled studying agricultural science, helping farmers pick the best inputs and serving in the Tennessee National Guard. During her eleven months as an AgriCorps Fellow, a spark for international development grew bigger and brighter. After returning from Ghana Kelsey began a master's degree in International Agriculture Development from Texas A&M University and plans to continue her research and career in development.

### **IMPACT 2: YOUNG LEADERS IN DEVELOPING COUNTRIES COMMITTED TO FARMING AS A SCIENCE AND BUSINESS**

Growing up in Ghana's second largest city didn't expose Desmond to much agriculture. When he arrived at Manya Krobo Senior High School he was placed in agriculture classes due to late registration. Over the next three years Desmond went from complaining about working in the garden to acquiring his own garden after graduation. Through an AgriCorps Fellow he learned the science behind the industry and the importance of treating farming as a business. His work is coming full circle as he has started his own 4-H club at the middle school where he teaches.



## **IMPACT AREAS**



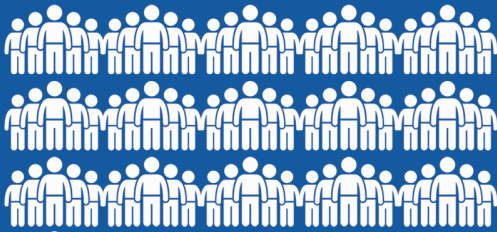
### **IMPACT 3: FOOD SECURITY IN DEVELOPING COUNTRIES THROUGH IMPROVED AGRICULTURE PRODUCTION AND VALUE CHAINS**

While walking through the small town of Bepoase you'll notice the charred look from the slash and burn technique common amongst farmers. However, one farm is covered in last harvest's corn stalks, chopped up and providing cover for the soil beneath it. This farm belongs to Mr. Sekyi who attended a training at the Center for No-Till Agriculture hosted by AgriCorps. Mr. Sekyi's farm falls on a main path used by other farmers in the community and he gladly shares this new technology and offers to help other farmers start no-till plots on their land.

# OUR IMPACT

## AGRICULTURE INSTRUCTOR

**778** STUDENTS TAUGHT



**81 TEACHERS**  
TRAINED ON EXPERIENTIAL LEARNING

**8** AGRICULTURE SCHOOL FIELD TRIPS

**40%** INCREASE  
IN STUDENTS WANTING TO STUDY AGRICULTURE IN SENIOR HIGH AT GBULAHAGU JUNIOR HIGH.

40% INCREASE IN TEST SCORES WHEN USING EXPERIENTIAL TEACHING

## 4-H ADVISOR

**900** TRAINED ON POSITIVE YOUTH DEVELOPMENT AND CLUB MANAGEMENT



**100 CLUB EXECUTIVES**  
TRAINED ON LEADERSHIP DEVELOPMENT

**19** 4-H CLUBS ESTABLISHED

**14** SCHOOL GARDENS ESTABLISHED

**3 PUBLIC SPEAKING CONTESTS HELD**

## AGRICULTURE EXTENSION AGENT

**43%** INCREASE IN STUDENTS KEEPING RECORDS FOR THEIR FARMS



**80 FARMERS & COMMUNITY MEMBERS**  
TRAINED ON IMPROVED AGRICULTURE TECHNOLOGY

**3 FARMER GROUPS ESTABLISHED**

**10** AGRICULTURE EXTENSION TRAININGS HELD

**TOTAL IMPACT OF DIRECT BENEFICIARIES:**  
1,831 4-H MEMBERS, ADVISORS, FARMERS AND COMMUNITY MEMBERS



## OUR INFLUENCE

### AGRICORPS HOSTS U.S. CONGRESSIONAL DELEGATION IN GHANA

On May 8, 2016 House Agriculture Committee Chair Mike Conaway (TX-11) and committee members Representative Dan Benishek (MI-1), and Representative David Rouzer (NC-7) visited AgriCorps and 4-H Ghana sites in the Eastern Region of Ghana. The delegation explored how agricultural development efforts, such as AgriCorps, promote food security and serve American interests abroad.

The Congressional Delegation visited two 4-H Ghana Clubs and AgriCorps sites, listening to 4-H members talk about and demonstrate their agriculture and entrepreneurship projects. At Manya Krobo Senior High 4-H club executives demonstrated how students developed a small business to sell rabbits and mushrooms to build revenue for new club projects. At Korm Junior High School, the delegation saw the students run a 4-H meeting and also heard about the 4-H club's scholarship program that pays for former members to attend senior high school. The two 4-H clubs were advised by AgriCorps Fellows Paige Fuselier and Kelsey Knight.

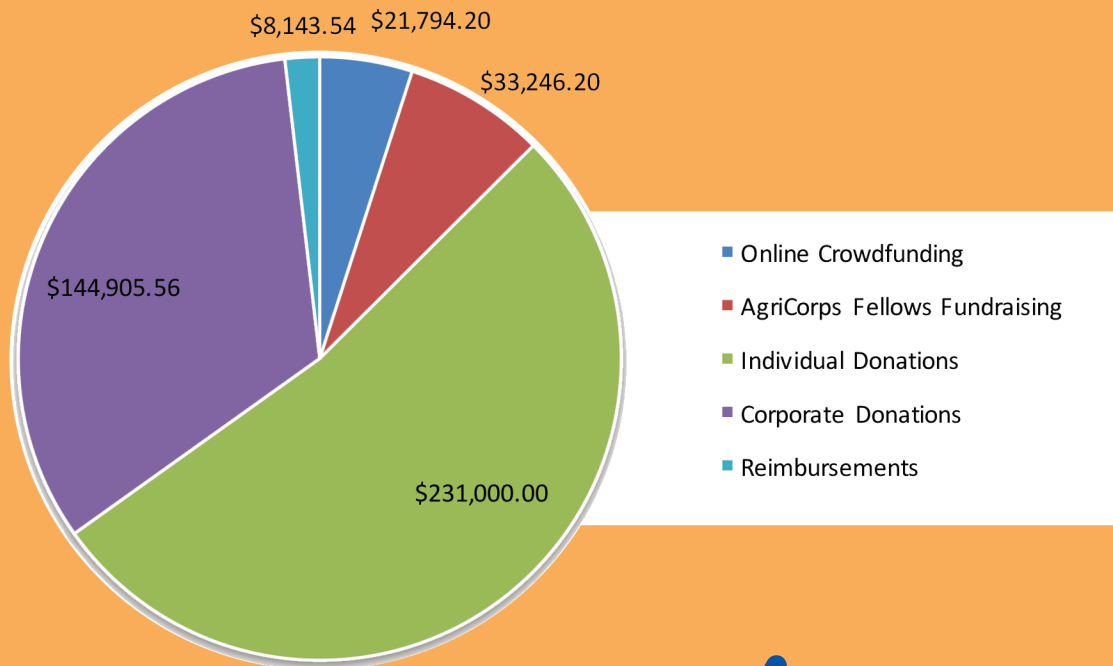


### AGRICORPS FELLOWS GIVEN HONORARY TITLES

This spring two AgriCorps Fellows were honored by their communities and named Chief and Queen Mother for development. Cody Jones based in Obomofodensua, was named Chief of Development and given the name Nana Kwadjo Odame Ayerakwa, II. Kelsey Jo Knight who lived in the small rural community of Korm was named Queen Mother of Youth Development. Her community gave her the name Manye Kosikour. The Fellows were given these titles to represent the time and effort put into youth and agriculture development in their communities. Both Fellows were given a traditional swearing in ceremony, which drew members from every corner of the community.

During the 2014/15 term of service, AgriCorps Fellow Dustin Homan worked with the 4-H Ghana staff to write a grant proposal for the Bill and Melinda Gates Foundation. In the Fall of 2015, all their hard work paid off and 4-H Ghana was awarded a two year, \$500,000 grant. The grant, "The Fifth H-Her," seeks to promote gender awareness and inclusion in 4-H activities.

# 2015 INCOME SOURCES



## Statement of Activities

*FY 2015-2016*

**Total Revenue & Support** **\$439,089.50**

### Expenses

Management & General	\$140,089.50
AgriCorps Member Recruitment	\$70,793.41
AgriCorps Member Expense	\$171,323.08
AgriCorps Member In Country Support	\$54,436.97
<b>Total Expenses</b>	<b>\$436,577.33</b>
<b>Net Revenue</b>	<b>\$2,512.17</b>



## OUR PARTNERS

### CORPORATE SPONSORS

(Interbank; National 4-H Organization; John Deere; Dupont; Global Clover Network)



### IN-KIND CONTRIBUTIONS

(OsbornBarr, Red Productions, The Samuel Roberts Noble Foundation)



### COLLABORATING PARTNERS

(4-H; Center on Conflict and Development; Department of ALEC at Texas A&M University;  
National FFA Organization; Peace Corps Ghana)



## 1 outcome one

Globally minded  
American  
agriculture  
professionals  
with experience  
living abroad

## 2 outcome two

Young leaders  
in developing  
countries  
committed  
to farming as  
a science and  
a business

## 3 outcome three

Food security in  
developing countries  
through improved  
agriculture production  
and value chains

# our mission

AgriCorps connects American agriculture professionals to the demand for experiential, school-based agricultural education in developing countries.

### objective one

Recruit high quality, motivated, creative, American college graduates of agriculture with past experiences in FFA or 4-H to volunteer one year to teach agricultural education in developing countries

### objective two

Meet the needs of rural young people by equipping them with agriculture and life skills to become healthy, critical-thinking farmers and democratic citizens

### objective three

Transfer agriculture technology and methodology through youth, as early adopters, into farming communities in developing countries

For more information go to  
[www.agricorps.org](http://www.agricorps.org)