



AGRICORPS

2017-18 ANNUAL REPORT



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Dear Friends of AgriCorps,

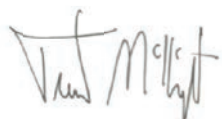
Over the past several months, I have had the genuine pleasure to sit down with over fifty students, agriculture teachers and farmers in Ghana and Liberia who have benefited from AgriCorps programs. Farmers spoke about improved yields because of new innovations taught by youth. Agriculture teachers spoke about using better teaching methods after attending an AgriCorps teacher training. Students spoke about improved confidence, leadership and incomes because of 4-H at their school.

My family and I have contributed over \$1 million to AgriCorps throughout the past five years. To see the impact of those dollars, firsthand, touched me personally. It reminded me why I give—to make this increasingly small world a better place through a simple action. I couldn't be more proud. This year's report hopes to give you the same sense of pride through the telling of stories from our beneficiaries who are much closer than we might think. Every \$25 contribution gives one student the opportunity to participate in a 4-H or Future Farmer program; that student impacts as many as five local farmers. It is truly a gift that keeps on giving.

However, urgency has never been more critical. The world's population is set to exceed nine billion by 2050 and the growing number of potentially unemployed youth is an equally staggering statistic. More than sixty percent of the population in sub-Saharan Africa is under the age of 25, and by 2050 the youth population on the continent is expected to double, reaching one billion. Let that sink in for a moment: *one billion African youth under the age of 18 by 2050!* According to the UN's Food and Agriculture Organization, 27.4% of the population of Africa is severely food insecure, a number that increased by 3% between 2014 and 2016. A growing, hungry, unemployed youth sector is not only detrimental to that country's economic development, it also threatens U.S. economic and national security interests.

The Chicago Council on Global Affairs' recent report, *Youth for Growth: Transforming Economies through Agriculture*, extensively highlights the role agriculture can play to develop economic opportunities for youth and create a more food secure world. The report highlights the work of AgriCorps and calls on policy makers to support agricultural education initiatives around the world.

As AgriCorps moves into its fifth year, we are launching a new phase. Using the evidence-based models that have developed over the past four years, we will establish a system that can be easily scaled across the continent by local governments, non-government organizations and aid agencies. We invite you to be part of this endeavor, and together we can create huge impact, one student and one farmer at a time.



Trent McKnight
Founder

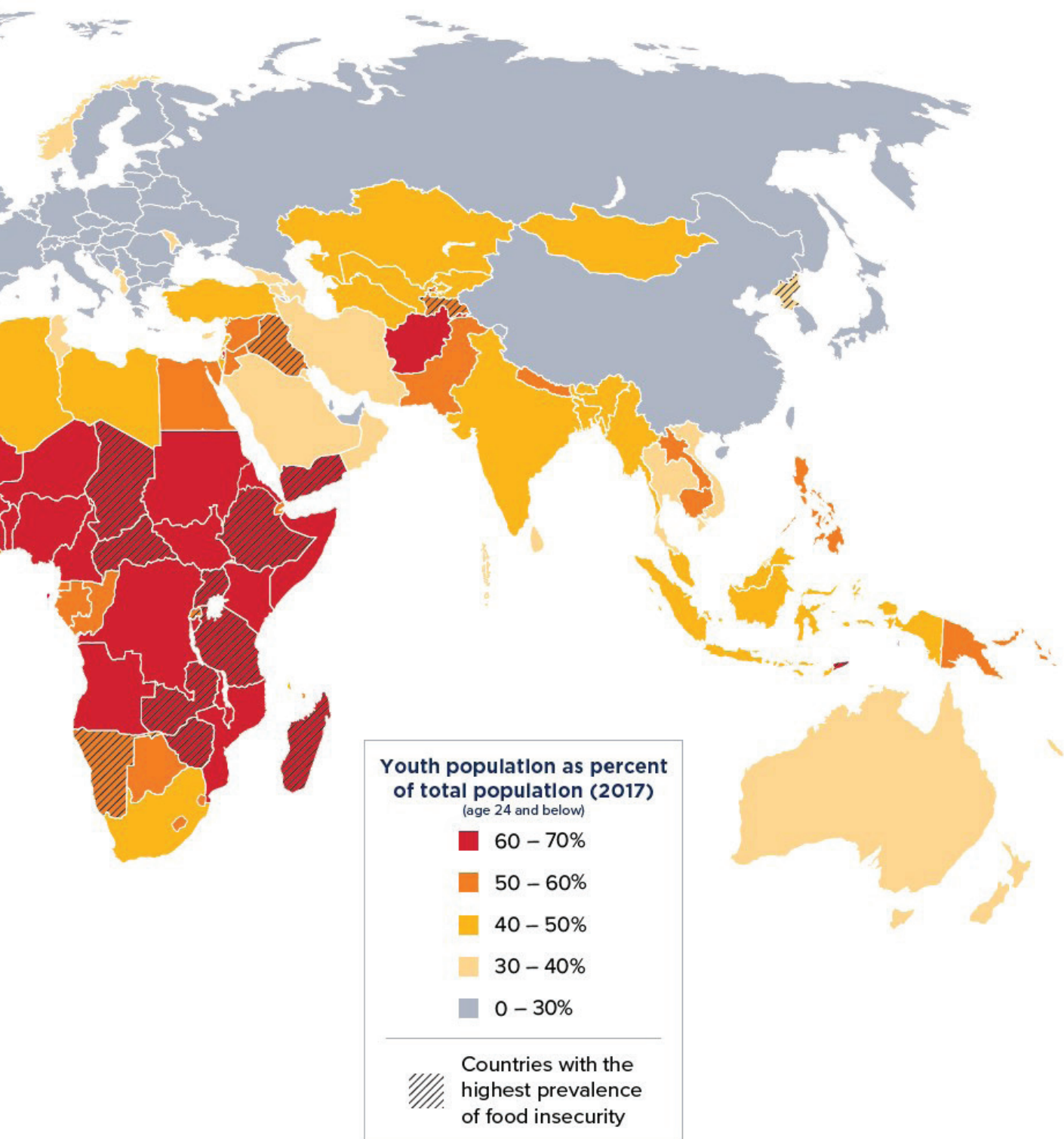
Countries with the highest prevalence of youth (age 24 and below) and food insecurity, as percent of total population*

1	Central African Republic	58.6	▲
2	Haiti	46.8	▼
3	Zambia	45.9	▼
4	Zimbabwe	44.7	▲
5	Liberia	42.8	▲
6	Madagascar	42.3	▲
7	Rwanda	41.1	▼
8	Democratic People's Republic of Korea	40.8	▲
9	Uganda	39.0	▲
10	Chad	32.5	▼
11	United Republic of Tanzania	32.3	▼
12	Sierra Leone	30.9	▼
13	Tajikistan	30.1	▼
14	Ethiopia	28.8	▼
15	Namibia	28.8	▲
16	Yemen	28.8	▼
17	Guinea-Bissau	28.3	▲
18	Congo	28.2	▼
19	Iraq	27.8	▼
20	Timor-Leste	26.9	▼

▲ Rising food insecurity ▼ Falling food insecurity

*Change over 10-year period (from 2004-2006 to 2014-2016). Does not reflect surges in food security that occurred in 2017.

Note: While most current youth population data is from 2017, most current food insecurity data is from 2015. Data on prevalence of food insecurity unavailable for the Democratic Republic of the Congo.

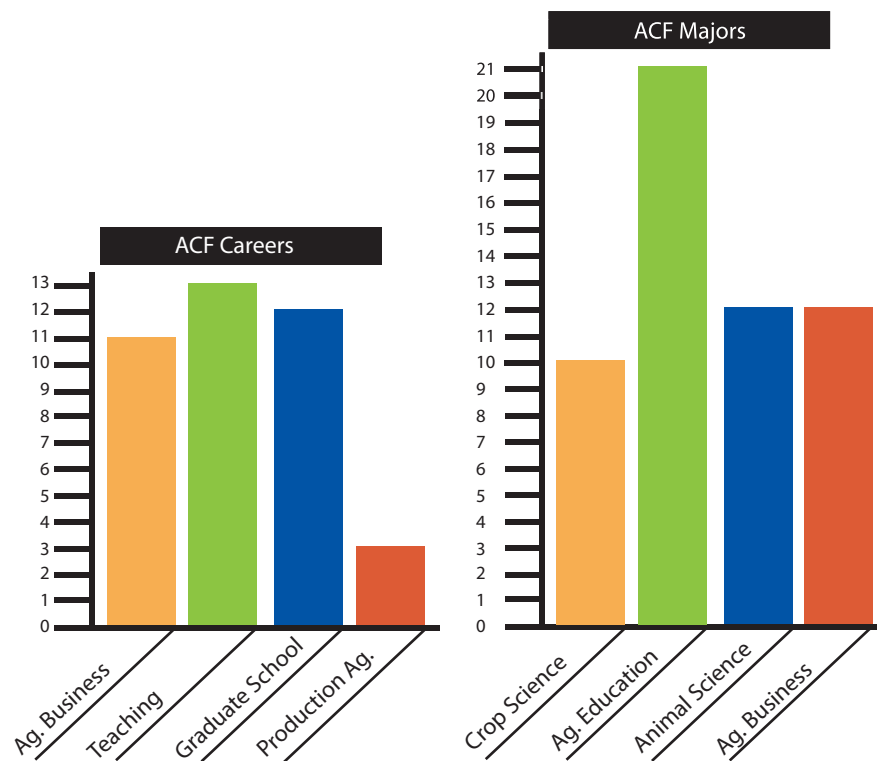


OUR FELLOWS



AGRICORPS FELLOWS (ACF)

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 University of Wisconsin-River Falls 1
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 University of Florida 1
 University of Maryland 2
 Virginia Tech 1
 The Pennsylvania State University 2
 Texas Tech University 2
 Truman State University 1
 Texas A&M University 3
 Tuskegee 1
 Colorado State University 1
 California State University-Chico 2
 Cornell 3
 California Polytechnic State University 1
 Ohio State University 3
 Oklahoma State University 2
 Murray State University 1
 Mississippi State University 1
 Dordt College 1
 North Dakota State University 1
 Northwest Missouri State 1
 North Carolina State University 2
 Fresno State 1
 Kansas State University 1
 Auburn 1
 Illinois State University 1
 Iowa State University 2
 Purdue University 1





IMPACT 1: A PIPELINE OF GLOBALLY -MINDED AMERICAN AGRICULTURE PROFESSIONALS WITH EXPERIENCE LIVING ABROAD

Spending a year teaching agriculture in Liberia was a job AgriCorps Fellow Sayvanna Sfabian couldn't pass up. Sayvanna knew she wanted to spend her career as an agricultural educator, but she also recognized the need to bring a global perspective into her U.S. classroom. After spending a year teaching animal science at Cuttington University, Sayvanna now has her own high school classroom in central New York.

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

Students from Akatakyiwa and Yamoransa in Ghana's Central Region received the opportunity to learn about agriculture and entrepreneurship from local extension agents and college students from the University of Cape Coast. The Leadership, Education, Agriculture and Development (LEAD) workshop taught students conservation agriculture, post-harvest crop storage, the importance of science in agriculture and how to start a home entrepreneurship project. The students also demonstrated their leadership skills by reciting the Agriculture Creed and 4-H Ghana Opening Ceremonies.



IMPACT AREAS



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

If you stopped by the farming community of Mensah Dawa, Ghana, looking for AgriCorps Fellow Ryan Tomlin, you'd most likely find him in the field with a local farmer. Ryan spent numerous hours on his community's farms, listening to farmers and working with them to find solutions to their problems. By creating a farmer group and working with the district's extension officer, Ryan hosted workshops on topics such as no-till, cover crops, pest management and post harvest loss. The farmers also explored cultivating cashew nuts as a way to diversify their farms and take advantage of a growing market.

The Light

Once upon a time there lived a girl
Who had nothing to call her own.
She had nothing to hold on tight.
Life showed her her place
By putting her into a pit of suffering,
Frustration and depression—
By gifting her with friends called Tears and Shadows.
Tears would never leave her side
Neither would Shadows depart from her.
In fact her friends were the best
Friends in the entire world rolled together.

They say at the end of the tunnel there is Light,
But in the girl's situation there was
Not even a firefly buzzing freely at the
End of the tunnel
To give the girl even a flicker of hope.

Life dragged her through terror.

But behold, as she was moving through
This tunnel, she saw a green light.
A light that promises to make the best better.
A green light, which drove away her fears
And dried her tears.
As she drew nearer to the light
She saw something beautiful and promising:
She saw a big 4 and a giant H.
She saw 4-H.

The 4-H's of the clover gave her hope.
The Hand held her close and tight.
The Head thought of her every time.
The Heart provided her a place to stay.
The Health never left her side.
Indeed, 4-H turned her into something new.
Now she had something to call her own,
Giving her inspiration through pen and paper
To impart her emotions.

I looked into the mirror and saw myself.
I saw the girl, but the girl was not different from me.
I sided with 4-H and now I have everything.

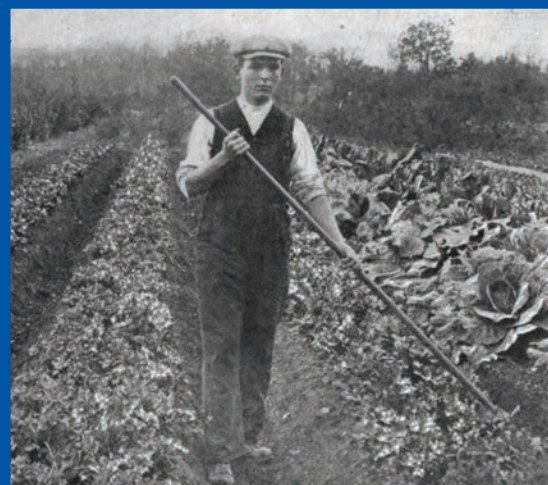
Within 4-H, a young girl found her voice and a way to express that voice through poetry. She writes poems of struggle, of Africa and agriculture. She is in the ninth grade in Ghana.

THE HISTORY OF OUR MODEL

On his fortieth birthday in 1908, Rufus Stimson resigned as president of the Connecticut Agriculture College (UConn) to test a theory as a vocational agriculture teacher in Massachusetts. "A vocational agricultural education system should promote these two things," Stimson wrote. "(1) An adequately supported central source of trained men and experimental data, and (2) an inexpensive service system operating through local schools." As president of the land grant college in Connecticut, Stimson grew concerned that improved agriculture innovation was not reaching farmers. Pulling from his education in philosophy at Harvard, Stimson invented project-based learning, or what he called the home project, to connect the dots to the home farm.



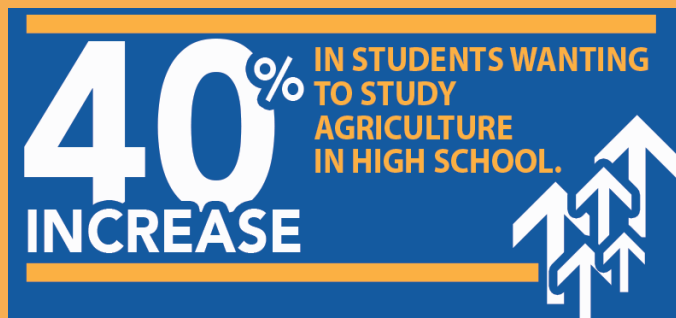
Through his model, the land grant college would train vocational agriculture teachers in the improved innovation developed through research, and vo-ag teachers would supervise students' home projects, which implemented this innovation on family farms. By 1917, his idea became federalized through the Smith Hughes National Vocational Education Act, and every high school agricultural education program in America has used home projects, known today as a Supervised Agricultural Experience (SAE), ever since. It is from these one hundred year old origins that the school-based farm demonstration model is based.



The model has four components: classroom instruction, school demonstration farm, home entrepreneurship projects and leadership development. Classroom instruction provides a scientific foundation for students of agriculture. The school demonstration farm connects that science to practice on a student-led farm that introduces improved innovation to farmers in the community. Home entrepreneurship projects allow students to "learn and earn," receive individualized instruction from their ag teacher, and spread their knowledge to parents and other farmers in the community. Leadership development prepares students for an active life in civil society and equips them with the skills and confidence necessary to talk about their projects with peers and adults—a necessary component to diffusing innovation within a community. It is the ultimate win-win-win. Parents economically benefit from their children staying in school; youth are elevated in standing within the community; and increased agricultural production improves the local economy and standard of living.



CLASSROOM INSTRUCTION



Each year the AgriCorps Fellows host Teacher Empowerment Trainings to build the capacity of local agriculture teachers. The training focuses on experiential teaching practices within a student-centered environment. Topics cover experiential learning, engaging students, classroom management and lesson planning.

“AgriCorps encouraged us to practice everything we learned in our classrooms. So every time I go for a workshop, the students love me because I use the jovial methods and experiential techniques to motivate students to learn—things like singing and clapping. The students have never seen this; it is a new experience for them. As a result, they are happy and excited about class and 4-H.”

- Simon Iddi, Integrated Science Teacher at Woribogu Junior High School, Ghana



SCHOOL DEMONSTRATION FARM



Each year AgriCorps Fellows invite farmers and teachers to attend training at the Center for No-Till Agriculture in Ghana. Farmers learn the importance of cover crops and conservation agriculture for healthy soils. Agriculture teachers take these methods home to train students on school demonstration farms where local farmers can observe the benefits.

After attending the conservation agriculture training, the agriculture teachers at Korm Junior High and Manya Krobo Senior High decided to use the school farms to demonstrate the benefits of the new methodology. Each school had two plots for comparison: a tilled plot with no vegetation and a no-tilled plot with mulch and residue from previous crops. The students hosted field days for farmers and taught them how to use these methods on their home farms.



When AgriCorps Fellow Merle Mullet arrived in Akatakyiwa, Ghana, he quickly learned the school farm was used for punishment and not learning. With limited resources, Merle enlisted the help of the local Ministry of Food and Agriculture (MOFA) agent. MOFA provided tools and seeds for the school to start a demonstration farm. The farm not only taught students the science and business of agriculture but also provided an opportunity for the community's farmers to see improved seed and methodology in action.

HOME ENTREPRENEURSHIP PROJECT



Two years ago, Alhassan Baba approached his teacher, AgriCorps Fellow Sarah Tweeten, with an idea of a homemade egg incubator. Sarah challenged Baba to research what materials and inputs were needed and how his project could address a need in the market in northern Ghana. Over the next couple of months, Baba transformed recycled items into a small incubator. Since then he has grown his project into a poultry house that he built himself and raises layers to continue to grow his business. Baba also teaches local farmers how to mix poultry feed rations and the importance of record-keeping.

Looking at the dismal yield of his father's cassava crop in rural Liberia gave Lincoln Dolo an idea. "Dad, we should plant the cassava sticks in a mound rather than straight into the ground." While his father was skeptical, Lincoln knew this improved method would increase yields because he had seen it work on the school farm. The father tried a few mounds, and when harvest time came he reaped the benefits. "It came up very fine. One stick in the mound gives 14, 15, 16 tubers when the old way gives 8, 9, 10 tubers."



Brothers Eugene and Clement came home one day excited about something they learned at school. They wasted no time in creating sack gardens behind their house, growing everything from peas to peppers. By taking what they had learned in their agriculture classes and on the school farm, the productivity of their sack gardens skyrocketed. A year after they launched their home project they were able to use the money they earned to buy a pig. Not only did this diversify their operation, it also provided food security for their family.

LEADERSHIP DEVELOPMENT



A well-spoken farmer is a dignified farmer. Public speaking and leadership are not natural traits; they are learned. Over the past four years, AgriCorps has worked closely with 4-H Ghana to develop public speaking opportunities for students. The Leadership, Education, Agriculture and Development (LEAD) workshops, camps and competitions began when a few AgriCorps Fellows developed the 4-H Ghana Opening Ceremonies and the Agriculture Creed in 2015. To date, 700 students have participated in LEAD contests and workshops.

“4-H teaches leadership and that has made me a good leader. And even though I am a small boy among my friends, a group of people who are older than me, they have made me their leader because of the experience I get from 4-H.” —George Daniel. Bolahun Town, Liberia.



Joseph Quarshie, a junior high student from Korm, Ghana, stood confidently in front of the judges to recite part of the 4-H Ghana Opening Ceremonies. He wowed the judges with his maturity and confidence. Quarshie won 2nd place in the public speaking contest, beating a room full of high school students. He won vegetable seeds as part of his prize, which he used to start a home entrepreneurship project.

IMPACT OF FARMERS



For years, Shahadu Nayi ran out of food to feed his family before the next year's harvest due to poor intercropping practices. Three years ago, Shahadu's 14-year old son, said, "Dad you are doing it wrong. This isn't how we do it in 4-H! When you grow maize, grow maize. When you grow cowpeas, grow cowpeas. Don't mix it all together." Shahadu knew this method of rotational cropping worked because he had seen the school demonstration farm. With these new methods, Shahadu now produces enough food to feed his family for the entire year. "For fifty years, I spoiled the soil because I did not have the knowledge to conserve it. If I had been in 4-H when I was young, today I would be a rich man!"



"The youth taught us!" exclaimed a group of older farmers explaining how they doubled corn yields in just three years. 4-H members Joseph Quarshie and Ishmael Domety, seen with their Ag Teacher Emmanuel Dugbatey, spent the last four years taking what they learned on the school farm into the community to help farmers. Quarshie worked with farmers on the "4-H method" of planting corn: one seed per hole with correct spacing; and Ishmael taught conservation practices, terracing and composting during farm visits.



"It is unusual for adults to learn from youth, but you learn from me and I learn from you. The system the old people have been using was failing us. So if the young people have a new method that could benefit us, we must listen," explained the PTA Chair, Benjamin Kpoquinyan in Bellemu Town, Liberia. "Everyone wants the best ideas. No one will mind that the child is small as long as the idea he shares will help you be more productive." Local farmers increased cassava yields by 50-75% because of methods introduced by 4-H members. They are now forming a cooperative to process cassava into a value-added commodity.

Statement of Activities

Total Revenue and Support:	\$449,417.93
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Expenses

Management & General:	\$96,483.55
AgriCorps Fellow Recruitment:	\$48,840.21
AgriCorps Fellow Program:	\$112,042.02
AgriCorps Fellows In-Country Support:	\$99,961.09

Total Expenses:	\$357,326.87
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impact
one

A pipeline of globally minded American agriculture professionals with experience living abroad

impact
two

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

impact
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.

To accomplish this, AgriCorps and partners will:

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

two

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

three

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



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