

International Agricultural
Education Fellowship Program

Guide Book

Updated November, 2023



TABLE OF CONTENTS

SECTION 1: BACKGROUND AND
PHILOSOPHY

SECTION 2: METHODOLOGY

SECTION 3: IAEFP PARTICIPANTS

REFERENCES



International Agricultural
Education Fellowship Program

Section

*Background and
Philosophy*

NORMAN BORLAUG INSTITUTE
for International Agriculture



OUR HOST INSTITUTE

THE BORLAUG INSTITUTE FOR INTERNATIONAL AGRICULTURE

Our Mission

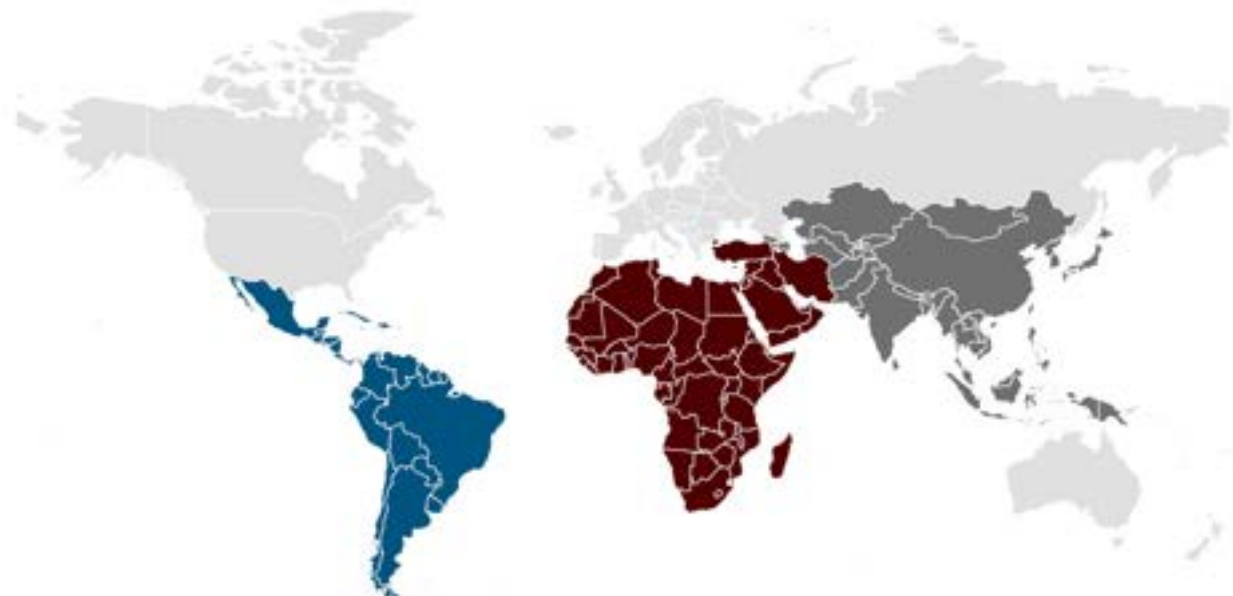
We are a university-based organization under the Texas A&M University System, dedicated to continuing Dr. Borlaug's legacy by helping to elevate small-holder farmers out of poverty and hunger through agricultural science.

Who Are We?

Originally founded in 1984 as the Office of International Programs, the Borlaug Institute was renamed in 2006 and continues to carry on and expand the legacy of its namesake- the late Nobel Peace Prize laureate Dr. Norman E. Borlaug- by playing a key role in fighting world hunger.

What Do We Do?

The Norman Borlaug Institute for International Agriculture at Texas A&M University designs and implements science based agricultural development and training programs that guide the phases of agricultural industry from production to consumption in order to fight hunger and poverty among small-holder agricultural communities of the developing world.



Agriculture & Food Security



Economic Growth & Trade



Education



Environment & Global Climate Change



Gender Equality & Women's Empowerment



Water & Sanitation



Working in Crises & Conflict

IAEFP

The International Agricultural Education Fellowship Program (IAEFP) provides opportunities to eligible U.S. citizens with an agricultural, or agriculture-related, bachelor's degree and curriculum or program development expertise to assist developing countries in establishing school-based agricultural education and youth extension programs under the Agriculture Improvement Act of 2018, PL 115-334, Sec. 3307, 7 USC § 3295. FAS.

Subtitle C—Other Agricultural Trade Laws

- Sec. 3301. Growing American Food Exports.
- Sec. 3302. Food for Progress Act of 1985.
- Sec. 3303. Bill Emerson Humanitarian Trust Act.
- Sec. 3304. Promotion of agricultural exports to emerging markets.
- Sec. 3305. Cochran fellowship program.
- Sec. 3306. Borlaug International Agricultural Science and Technology Fellowship program.
- Sec. 3307. International Agricultural Education Fellowship program.
- Sec. 3308. International food security technical assistance.
- Sec. 3309. McGovern-Dole International Food for Education and Child Nutrition program.
- Sec. 3310. Global Crop Diversity Trust.
- Sec. 3311. Local and regional food aid procurement projects.
- Sec. 3312. Foreign trade missions.

OUR GOAL

1

Develop a diverse group of up to nine, per cohort, globally minded U.S. agriculturalists with experience living abroad.

2

Collaboratively meet the food and fiber needs of the domestic population of eligible countries.

3

Strengthen and enhance trade linkages between eligible countries and the United States agricultural industry.

In addition to serving as educators at one specific school, IAEFP fellows will facilitate agricultural pedagogical training workshops for local educators, establish networks, develop field days, leadership sessions, and other adjacent activities designed to strengthen skills and showcase the breadth of the agricultural value chain to both educators and learners.

OUR [FOUNDING] VALUES

The founding values of IAEFP are based upon who we are and why we do what we do. These values are the foundation of every decision we make, idea we propose, and action we make. We want the countries, communities, schools, and stakeholders we serve to understand the foundation of our program.

SERVICE

Who is the “ideal fellow?” Easy. The ideal fellow is someone who has service at the forefront of their agenda. Servant leadership means focusing on cultivating change through personal interactions, rather than power and authority. The success of the program is reliant on the personal interactions made in each school, home and community. Our goal is to throw away our own idea of what we think development is and focus on serving each community with open ears and servant-heart.

EDUCATION

Our program’s goal is to educate and be educated. Not only do we want to expose farmers and students to new and improved techniques that could be beneficial to agriculture sectors, we want our fellows to use this experience as an educational opportunity. This fellowship is a great space to see new places, experience new cultures, and learn something new each day. “Agriculture education programs not only teach students how to be farmers, but also train tomorrow's scientists, nutritionists, teachers and so much more” (Deans, 2019).

LEADERSHIP

Our program is all about knowing when to lead and when to follow. Before you can lead others, you must first understand who you are as a person. Our program is looking for fellows who know who they are as a person and can create a personalized leadership style that is reflective of that definition. We want fellows who know the foundation of ethical leadership and who are not afraid to become a leader, even when they are faced with challenges. If a person is not trusted and respected as a leader, it will be challenging to support change.

SUSTAINABILITY

Development programs often fail due to the lack of sustainability. Our goal is to implement changes that do not rely on outsourced funding, American support, or unavailable resources. We want to disseminate knowledge, but to never be the sole source of information. “Sustainable development is based on the premise that economic vitality, environmental resilience, and quality of life are closely linked through the global ecosystem” (USDA, n.d.).

OUR [ESPOUSED] VALUES

Our moral compass and ethics can often be tied to our core values. Our espoused values may not be written in stone, but they are what you feel when you join our program. We hope our program emanates a sense of community, cultural awareness, and resilience wherever we are.



OUR PROGRAMS

LOCATION	DURATION	APPLICANT REQUIREMENTS
Ghana	2021-2022	Ghana <ul style="list-style-type: none">• Degree in agriculture before deployment• Interested in agriculture• United States Citizen• Exposure to FFA/4-H
Guatemala	2023-2024	
Ghana	2023-2024	Guatemala <ul style="list-style-type: none">• Degree in agriculture before deployment• Interested in agriculture• United States Citizen• Professional fluency in Spanish
Guatemala	2024-2025	
Ghana	2024-2025	

OUR ETHICS

Development programs have been around for decades! If there was one perfect way to run a development program, we would all be doing it. Ethics help us, as a program, encourage continual improvement in our ethical performance. While nobody has all of the answers, we have developed a code of ethics to act as a set of guidelines for our fellows and leadership team. These ethics are built on the foundation of our programmatic values and culture.

The IAEFP Code of Ethics

1. Research local agricultural needs and take into consideration individual community values, traditions, and cultures.
2. Strive to discover solutions to agricultural challenges in local areas by collaborating with local community leaders, students, farmers, teachers, and other appropriate leaders in my community.
3. Realize it is important to promote an open atmosphere where individual ideas are respected and considered without judgement or ridicule.
4. Ethically handle all monetary donations or monies and provide accountability of all use of funds in the organization either internally or externally.
5. Realize that conflicts will arise and will be handled by treating individuals with respect, kindness and courtesy.
6. Embrace local cultures, religions, races, ethnicities, ages, genders, sexual orientations, and people with disabilities and honor each difference with no tolerance for discrimination.
7. Challenge global agriculture communities, including communities of my own, to adopt the need for sustainability.
8. Hold my teammates, and myself, accountable for actions taken throughout this program and perceive integrity as an important component for a successful team.
9. Maintain confidentiality of all personal documents and information (medical, legal, financial, etc.) collected and used for any purpose in the organization unless written permission is granted by the individual.
10. Challenge team members to reach beyond current comfort zone to help the organization continue to grow despite challenges, setbacks or situations that may unexpectedly arise.

International Agricultural
Education Fellowship Program

Section

Methodology



NORMAN BORLAUG INSTITUTE
for International Agriculture



OUR METHODOLOGY

SCHOOL-BASED AGRICULTURAL EDUCATION

School-based agricultural education is a well rounded, learn-by-doing teaching pedagogy that includes three components: Classroom Instruction, Home Entrepreneurship Experience and Leadership Development.

1. Classroom and Laboratory Instruction

Classroom and laboratory instruction includes any learning that occurs during the school day. This might take place in front of a chalkboard or on a school farm, ag mechanics shop, or school garden. Effective classroom instruction prepares students for their entrepreneurship experience and enhances agricultural skills necessary for increased production yields.

2. Home Entrepreneurship Experience

Teachers supervise students' home entrepreneurship experiences, which might include raising chickens or producing vegetables. This hands-on learning reinforces the curriculum taught in the classroom through a real-life environment. Students can earn money, learn business skills, and start their own enterprise while still in school.

3. Leadership Development

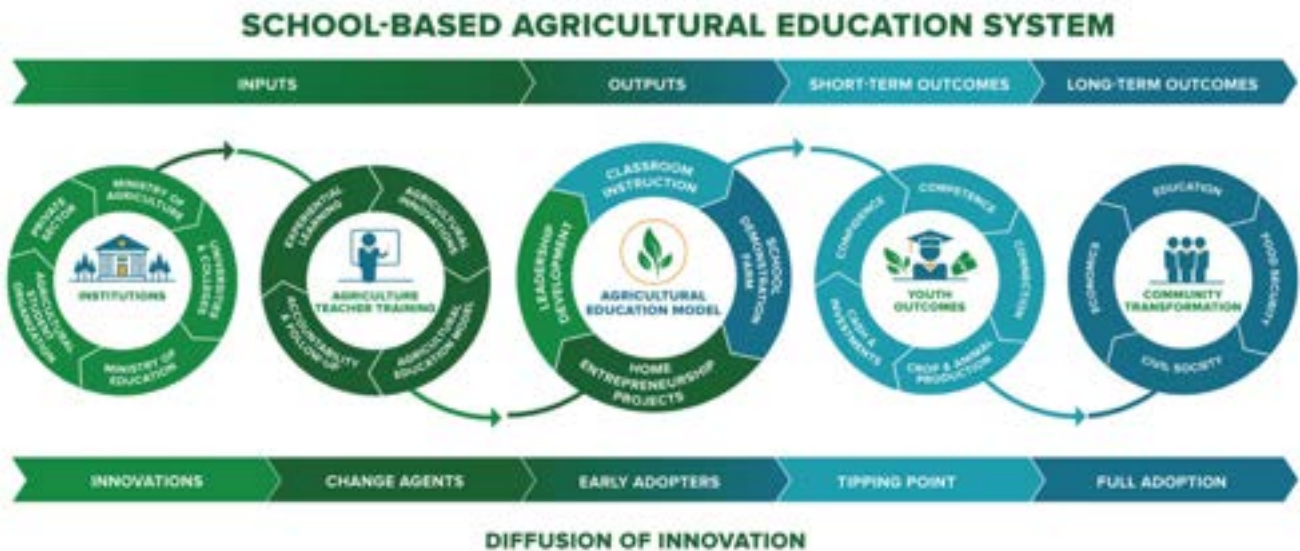
Leadership opportunities through youth agriculture organizations are designed to build leadership and confidence, expose young people to career opportunities, and encourage life-skills development. Leadership programs help students develop public speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem-solving abilities, and assume civic responsibility. Active participation in the organization reinforces instruction, recognizes excellence in the entrepreneurship experiences, incentivizes learning through competition, and gives young people opportunities to make a positive difference in their schools and communities.

4. School Demonstration Agriculture Project

The school demonstration agriculture projects connect science to practice on a student-led projects, introducing improved innovation to farmers in the community. Classroom instruction, purposefully partnered with concrete agricultural experiences, allows for valuable scaffolded knowledge as students develop sound agricultural practices.

SCHOOL-BASED AGRICULTURE EDUCATION

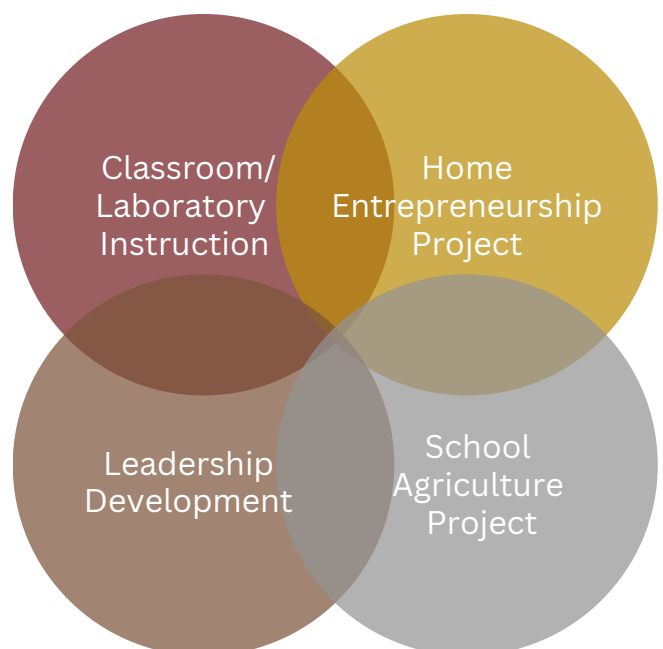
Derived from AgriCorps SBAE system



YOUTH DIFFUSION OF INNOVATION MODEL

Young people are early adopters of technology—whether it is Instagram, smart phones, or a new seed or implement. They are the only group of individuals in rural, agrarian communities who have the luxury to be risk takers. Through classroom and laboratory instruction, young people will learn the benefits of new agriculture technology and methodology, such as an improved maize variety. Through the home entrepreneurship project, they will take this new seed variety home and plant it in their own small farm or garden. Their parents will be forced to confront the benefits of the technology on a daily basis and compare the yields to their own. Now armed with first-hand observation, farmers will have the confidence to adopt the new seed and utilize it on their farm. This creates what Everett Rogers calls the diffusion of innovation within a community.

The IAEFP fellows execute the agriculture teacher trainings model and the four component agricultural education model in their respective countries.



International Agricultural
Education Fellowship Program

Section

IAEFP Participants



NORMAN BORLAUG INSTITUTE
for International Agriculture



THE IDEAL FELLOW

DOES THIS SOUND LIKE YOU?

Ideal IAEFP fellows are motivated individuals with an interest in international agriculture development and education. Fellows will be a class of premiere individuals who strive to be leaders, coupled with a passion for agriculture. It is important our fellows know the task ahead of them is not an easy one, but the rewards, personal growth, and experience of this opportunity will play a major role in their lives' future success.



IAEFP FELLOWS

WHAT TO EXPECT

Post application, interview, offer, and acceptance to program, fellows will complete a virtual training, a pre-service training in-person at the Borlaug Institute, and a in-service training for the first month of deployment to the country. Fellows will use the AgriCorps training curriculum manual which is based on the integration of four components essential to a successful fellowship experience: interior formation, teaching pedagogy, cultural awareness, and agricultural enhancement. The training workshops will equip fellows with the basic tools needed for success, but more importantly, it will connect them to human resources they can call upon throughout the year as needed.

After moving to assigned communities, fellows will work daily with teachers to integrate SBAE lessons, when appropriate. They will be actively engaging in their communities and will implement agricultural projects. Fellows will meet once a month as a group to check-in and assess their progress with a field director or program coordinator. In addition, fellows will be responsible for submitting monthly monitoring and evaluation surveys.

Fellows will be given a monthly stipend, live with a host family within their respective communities, and be given a 2-3 week break halfway through the program to travel back to the U.S. at their own expense. All travel will be reported to the program coordinator or field director. Fellows must abide by established IAEFP travel protocols at all times. It is of utmost important to keep our fellows safe and healthy throughout the program.



FREQUENTLY ASKED QUESTIONS

How close will I be to other fellows? Will I be the only fellow in the community?

This will vary depending on each community and country of deployment. Fellows will each have their own host family, but fellows might share a community or school. In Guatemala, there will be two to three fellows per community. In Ghana, fellows might be more spread out but within a 10–20- minute drive from each other. Having fellows close to each other ensures safety and allows collaboration between schools which contributes to the sustainability of the programs and projects. The whole class of fellows will routinely meet once a month for collaboration.

What will internet connection and communication look like in my community? Are cell phones used via satellite or local phone towers?

There will be cell phone coverage via local phone towers everywhere fellows are placed. However, internet connection could be slow in some locations depending on weather and time of the day. You will have the ability to call your program coordinator, other fellows, and even family and friends from back home. WhatsApp tends to use the least amount of data and be the most effective for communication in both Ghana and Guatemala.

What about my cell phone? Can I use my current phone in the country?

Once in-country, you will buy a local SIM card that will allow you to have a Guatemalan or Ghanaian phone number. You will buy phone credit throughout the year but it is fairly inexpensive compared to the US. As long as your cell phone is unlocked and has SIM card capabilities, you should not have any problem with a foreign SIM. You will need to contact your U.S. service provider to verify your phone is unlocked. Also, your phone must be capable of using WhatsApp (any smart phone is fine).

What does the agriculture curriculum look like? What resources will be available for us to teach?

Each fellow will have school garden curriculum. This is not enough to teach every day for an entire year, but it is valuable curriculum to be used. Schools may provide for an agriculture class taught by the fellows, but fellows will likely be teaching alongside a science teacher in a middle school, incorporating agriculture into the science lessons. Fellows will also be provided with a USB that contains additional teaching, development, and agricultural resources.

FREQUENTLY ASKED QUESTIONS

Can we travel around the country and perhaps to adjoining countries during long weekends or short breaks?

There may be some time to travel around the country throughout the year during school breaks; however, you are a teacher. You are not allowed to miss school days for leisure travel. All travel must be communicated to the program coordinator and you must abide by our travel protocols.

How do fellows receive their monthly allowance?

Monthly allowances will be direct-deposited into each fellow's bank account at the beginning of each month. Fellows will use local ATMs to withdraw their allowance in the local currency. IAEFP will get your banking and routing information from you before deployment.

How does international insurance and medical costs work?

Fellows will be provided with international medical insurance and medical evacuation insurance through businesses such as the International Medical Group or the Cultural Insurance Services International. Additionally, IAEFP provides reimbursement for travel-related vaccinations and prescriptions required for deployment up to a certain amount. IAEFP also covers the cost of mosquito netting (if needed), first aid kits, and water filters.

What is the common language where I am going?

Guatemala: 25 languages are spoken in Guatemala. Spanish is the national language and almost all communication within communities will be in Spanish. That's why Spanish fluency is a requirement. However, students, teachers, farmers, and families may also speak local, indigenous dialects. Children make the best teachers. I'm sure you will pick up a local dialect while living in your community.

Ghana: Over 50 languages are spoken in Ghana, but English is the national language. While teaching in English is a requirement for all schools, Twi is a common dialect shared among Ghanaians. Not everyone speaks English, especially older generations. You will receive a brief language training when you arrive in the country. This will help you with the basics of making purchases in the market and introducing yourself, but being immersed in the culture is the best way to learn.



REFERENCES

Deans, J. (2019). Why is agriculture education important? College Ambassadors. Retrieved August 5, 2022, from <https://collegeambassadors.uconn.edu/2019/03/07/why-is-agriculture-education-important/>

Islam, G., & Zyphur, M. J. (2009). Rituals in Organizations. *Group & Organization Management*, 34(1), 114–139. <https://doi.org/10.1177/1059601108329717>

Kenton, W. (2022). Servant leadership. Investopedia. Retrieved August 5, 2022, from <https://www.investopedia.com/terms/s/servant-leadership.asp>

Schein, E. (2004). *Organizational Culture and Leadership* (pp. 189-201).

Strong, J. (2021). The Concept of Org Culture and Levels of Culture [PowerPoint]. Texas A&M University.

Sustainable development programs. National Institute of Food and Agriculture. (n.d.). Retrieved August 5, 2022, from <https://www.nifa.usda.gov/grants/programs/sustainable>