

PRESENTATION GUIDE AND REPORTING

Presentation Outline for the Session 5. Good Practices

We kindly ask you to orient the content of your presentation along the following elements (not necessarily in order or full content). Please keep your presentation no more than 10 minutes by focusing on key points:

Title of the Project:	“Where do we start?” Agriculture in the Schools
1. Background and Rationale	<ul style="list-style-type: none">• Teenagers have been reluctant to take up Agriculture as a career pathway. Once they get into secondary education, they are fascinated with the wide range of options to choose from.• The rationale for this is to harness this fascination into the field of agriculture<ul style="list-style-type: none">○ Begin at the pre-school (ages 5 6 year olds) Then at the primary school level (7 – 12 year olds)○ Seeking available land space to cater for the number of students. If this is not possible, then container planting is the other option○ Students are shown how to create their soil using available raw materials they have. These young students have access to social media and with the teachers/Ag officers guidance are able to research on various elements related to the field.○ They are able to access the various sites in the region.○ This benefits not only the farmers, but the further community especially in health & education.○ This has run for two years and various media both local & international have jump on board
2. The Process	<ul style="list-style-type: none">• The extension officer is the main implementer as one of the national goal is to enhance agriculture in schools.<ul style="list-style-type: none">○ The requests is normally from the principals/headmaster of an individual school.○ Primary schools normally house the pre-school students (ages 4 -5 year olds) and then the primary level (6 years – 12 year olds.) this age group is split into juniors (6 – 9 year olds) seniors (10 -12 year olds). Classes are normally four to five hours per week.○ Students are given the basic skills in sowing seeds, creating their own nursery, land preparation, farm management, harvesting and processing○ Currently there is six primary schools in this project as well as two secondary schools (ages 13 – 15 year olds). All activities are currently placed on the schools face book.•
3. Resources Needed - At minimum, please describe:	<ul style="list-style-type: none">• Resources is mainly locally assisted. Because it is a combine effort between three Ministries, namely: education and Health, contribution in terms of garden tools, printing materials is received. The ministry of agriuculture provides both seeds and seedlings, trays and an officer to implement the program.• Currently three of the schools have hydroponic kit sets funded by the Ministry of Health.• Setting up of this equipment was done by the local company that brought in the items with assistance from the staff at the Ministry of Agriculture.•

4. Strengths and weaknesses

4.1 WEAKNESS

- Training is needed for the teachers to continue this project. As the focus of the extension officer also includes the growers, marketeers and other stake holders.
- Teaching materials for this age group especially for the Pacific region is limited.

4.2 STRENGTHS

- It was a combine continuous effort between the three government agencies that has made the program a success.
- Farmers/growers from the community where the individual schools are located also come in as guest speakers and allow students to visit their farms
- No major costing was needed

5. Best fit considerations

- This benefits all schools at different ages.
- Teachers do benefit from this as well as the care givers & parents of these students.
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6. Governance

- This is lead by the Ministry of agriculture. Which eventually is handed over to the schools.
- The Ministry of agriculture then plays a monitoring role to ensure the schools are comfortable in implementing the subject.

7. Evidence and Impacts - Please describe evidence on impacts of your project.

- Feed back from the community is highly responsive.
- There are requests to establish plantations/farms on available land.
- Social media tends to play a major role. This includes the local media.
- Talk backs related to plants tend to reflect on what the schools are doing

8. Issues of sustainability

- This program first started in 2015 with three primary schools and the National College of the Country.
- The schools that started during 2015 are now capable of running the program. There are now school agriprenurship competitions funded by the Business Trade Investment Board (BTIB) where it targets students 13 – 14 year olds to come with a novelty in either on food processing, aquaponics, etc.,

9. Further Reading

- Ministry of Agriculture website