

Interactive Model Of Program Planning

Garden Links

A Distance-eLearning Classroom Exchange Program

in Gardening and Horticulture

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1: Introduction

Eleanor Roosevelt said, *“The future belongs to those who believe in the beauty of their dreams.”* This plan is but a dream that began with the intention of reaching out to the most under resourced communities and neglected places in the world. The needless poverty in these communities is excruciatingly painful to watch, and once you see it, once you visit the places, your heart becomes gripped beyond your imagination. Strategic planning to end such needless poverty becomes your preoccupation, to see to it that nothing and nothing stops your dream from becoming the reality that eradicated this evil from the face of the earth. Pandemic poverty need not reign in our era! Embedded within this deep conviction is the knowledge that we do have the learning technologies available to educate the world, impart knowledge and impact lives, so why the poverty?

The Interactive model used to plan this program is a worthless endeavor, unless the curriculum designed is shared and implemented in full, as designed to achieve its intended outcomes. Yes, we have the technology that can reach beyond our borders, and we are compelled in our humanitarian efforts to reach out to those too weak to speak for themselves. This simple intention of wanting to make a difference, impact the lives of the desolate, is because we know we have the solution right here before us; it is within our reach...and it begins with a single dream, whose views, it is my prayer, the world will well receive.

In this plan lies my belief in the vivid beauty of this dream, shared by the humanitarian compassionate hearts of men, “to give a chance to life before death.”

Background: The Light on The Hill for Africa is a non-profit organization whose mission is to equip and empower local leaders in under resourced communities, with skills and tools necessary to eradicate hunger and diseases through poverty fighting initiatives... such as Garden-Links.

Garden Links is a virtual program whose aim is to link up American growers and the African under resourced women in poverty stricken communities and neglected villages of Africa to about the best practices in gardening and horticulture. The goal is to assist these widows in Africa, to rise up out of poverty, from being subsistence farmers to becoming self reliant, commercial e-Green successful business women. These women will be able to manage viable, profitable independent and self sustaining agribusinesses through this organic vegetable and fruit production program that provides virtual classroom instruction in sustainable horticulture and urban agriculture.

Garden Links' intention is to create jobs, give opportunities and hope by 'incubating' training participants, through the virtual classroom, utilizing e-learning technologies that will equip them with skills and tools needed to produce high-value organic produce while learning essential business skills, such as sales and marketing, planning and pricing, promotion and distribution.

Beliefs: *"We believe in life before death; and in this life like the garden, as time goes by things grow, and Garden Links is the link that gives people a chance to live a life that they love, whether in giving or receiving, to love the life that they live, while growing together in a blooming field of collective effort."*

While the curriculum for Garden Links imparts for the most part "what is worth knowing, experiencing, doing and being," it indeed puts one on a journey of learning to learn, growing, and experiencing that which shapes us into becoming 'whom we become in life.' It is an effort that invokes deep questions of 'the good life' for us all as

individuals and matters of justice in our societies. Poverty is a prevailing injustice that needs not be. Regardless of one's disposition, it is the conviction of Light on the Hill, that we human beings pursue life together as we are all interrelated at some level and must all be allowed to participate in matters of purpose that affect us collectively.

Light On The Hill strives to pursue 'the great human projects' such as Garden Links, to include 'the forgotten majority,' those 'left by the wayside' as these concerns and interests have become the starting point for meaningful and worthwhile learning, made possible through the e-learning strategies. Our approach to curriculum planning and development will be to capture the essence of inclusive perspectives in the disciplines of knowledge and blend the strengths of their orientations, while being careful to avoid mindless contradictions. We believe that the best expression of insight into these great ideas such as 'Garden Links' is still yet to be articulated, through your best expression and ours in this matter.

Vision: *There is no more powerful engine driving an organization towards excellence and long range success than an attractive, worthwhile, achievable vision for the future, widely shared.*
—Burt Nanus

Our Vision is to eradicate poverty and end illiteracy through this global education experiential learning for the under resourced in underprivileged societies.

Knowledge is power and education empowers. Empowering neglected communities saves lives and ends poverty. Our vision is to train trainers; to impart new knowledge and skills, change attitudes and raise the living standards by increasing the life expectancy.

Our intention is to educate and empower all people to becoming literate, self-reliant and independent business leaders in their communities through this hands-on instruction in best gardening practices. Our business solutions are an excellent tool to fight and end poverty, through this innovative virtual e-learning horticulture and gardening distance education

program. To eradicate poverty, we must equip and empower, train and develop the local leaders in such impoverished communities to lead. "To train the trainers"

Target Audience: Enthusiastic Chicago growers participating in the 'Garden links' program and the Zambian women and widows of HIV/AIDS, signed up to become leading entrepreneurs in this virtual classroom educational program: Participants in both continents America and Africa, strive to find commonalities between them, team build and collaborate with each other and find solutions that would enhance their lives and communities through this rich global and synchronous classroom exchange program in gardening and horticulture, partnering and learning uninhibited, across their continental divides.

2: Purpose

This program is designed to assist the classroom instructor in preparing to facilitate the global-connection distant-eLearning classroom exchange program. While this 3 Hour guide is intended to be used as a reference during the eLearning classroom extra-curricular activity, it can also be used as a guide for segmented weekly sequential lessons conducted during the normal six months growing season of the course and exchange learning period.

Included in this guide are samples of all of the handouts (both exercises and job aids) and time cues for transitioning the questions and exercises during the video-conferencing session. Make sure to HAVE THESE WITH YOU during the classroom activity, so that in case of a technical malfunction, you can continue the session online interacting synchronously.

Global Connections: To globally train and develop competent and self reliant citizens in both continents who understand, respect and communicate with an increasingly globally diverse population with ease. The participants will display competency as creative problem solvers, skilled organic growers, chefs, entrepreneurs, communicators and proficient leaders in their communities through this learning experience, which aids them in excelling globally and keeps them highly connected through their virtual global agribusinesses exposure. The participants will blend global connections, cultural diversity and best practices to reflect and prepare them for the larger changes in our world.

Goals

To equip and empower 100 entrepreneurs with skills and tools to eradicate poverty.

Garden Links will link and facilitate a global distance e-learning classroom program between American growers and African entrepreneurs. Garden links will train, develop and incubate 100 community leaders, mostly women and HIV/AIDS widows in Africa in the first year, to engage in this rich experiential 'gardening and horticulture project' by

utilizing smart boards and Skype to have them learn about their similarities and differences and best practices in growing fruit trees, garden flowers and vegetables, to becoming fully independent and self-reliant agribusiness owners.

To design, develop and implement poverty fighting initiatives.

Cultural tendencies will play a role, for African women are often introverts, insecure, shy, and they observe and reflect more than speak. Most are unlikely to voice out their points of view, unless invited to speak.

Session is designed to encourage and evaluate all participants to speak and participate openly. Participants in USA have had live lectures, web based instruction and live group simulations as a result of prior instruction via the web. They liked the global classroom interactions with other students and believe this class with Africa will be extremely interesting, helpful and beneficial to students in both continents.

Participants are positive about the subject matter; they want to learn about the interconnectedness between them. They are curious about *“how they manage on almost nothing- what a day is like”* and generally what life really is like for their fellow learners, *“raising children on less than a dollar a day.”*

Garden Links will train and develop and graduate 100 local leaders who will be able to own their own plant production enterprises and gain the competencies needed for managing, maintaining and producing a high-value, profitable organic produce of assorted and exotic tropical fruit trees, garden vegetables and exotic tropical flowers and plants of their preferences.

To end illiteracy, by imparting new knowledge, educating and training e-Green potential entrepreneurs by raising their standard of living and increasing their life expectancy.

Garden Links graduates will design and develop a specific plant production enterprise business plan of their preferred organic gardening products and services, and identify their goals and possible future careers in the culinary, food systems distribution or horticulture and agricultural environment of their interest and choice.

Objectives:

1. Upon completion of the training program, participants will be able to write down 10 Guidelines and Steps to take for growing an organic garden of flowers, vegetables, and plants of their preference and increase their participation by 100% in the program.
2. Given a specific learning activity with an action plan and outline of organic gardening products and services, participants will be able to describe and list no more than 5 goals for their possible future careers in the culinary, food systems distribution or agricultural environment of their interest and choice.
3. Upon completion of the training program, participants will be able to develop and write a comprehensive business plan for their garden projects and services.

Assumptions: Learners are excited about interacting via Skype and smart boards with students in a foreign country.

All are thrilled with the use of web-based distant-learning and interaction between the continental divides as this will improve students' knowledge about each other's countries and get them closely related.

Learners in the United States have prior experience video conferencing with students from Europe and elsewhere, but have had no experience interacting with African students. This will be the very first one.

Participants in Africa have completed 12th grades in which they have learned about the world maps and have some knowledge about the USA.

Students will vary in receptivity to interacting with foreign students.

Overall impressions: Instruction will need to be efficient, effective, convenient and the participant leaders will be the centre of attention for effective interaction between the classrooms. All others may choose to or not to participate if they are uncomfortable speaking and prefer watching the session, and working independently through blogging their thoughts on the blog site and websites.

Constraints

Heterogeneity: Learners are extremely heterogeneous and direct opposites of each other, One is the richest country in the world, while the other is the poorest country in the world.

One classroom is very affluent, with easy access to all learning technologies available, while the other extremely poverty stricken and barely has had a computer in classroom till the inception of this program.

Their preoccupations are direct opposites, African participants are mostly peasant farmers, subsistence growers and for most women from the neglected African villages who are single parents raising children twice orphaned. These participants are growing food for a living desperately dependent on this program, while their counterparts in the United States are growers as a hobby and past time occupation.

They have varying learning experiences, one in harsh conditions, and the other in somewhat accommodating settings. One area has scarce and limited resources, the other has more abundance and available resources at their disposal.

'We will try to avoid letting these distinct constraints interfere less with the progression of the course.'

Support and Global Aid

Target Markets for Garden Link's Intellectual Property- repackaged:

Potential target markets for Garden links will start with the local foundations for global funds for women projects, the Chicago Botanic Gardens, and expand to the botanic gardens in the nation such as the Missouri Botanic garden, the western international organizations and institutions that are huge supporters of botanic gardens around the world.

The international congress on education in Botanic gardens promotes the sharing of information first hand with learners about gardening and traditional structures deeply embedded in their diverse experiences in conservatory initiatives. Multinational corporations that deal with tropical cash crops, and the global networks of plants for the planets, the nature of success: success for nature, botanic garden foundations are just a tip of the iceberg.

The whole aim of garden links is to link the "Haves" with the "Have-nots" in the world and share a simple poverty reduction strategy that upon its training program completion, the model will be proven, tested and validated and shared with other educators about how it works to reduce poverty and transform the lives of the poor by raising their standards of living- lifting people out of the traps of their poverty stricken lifestyles. The intellectual property for garden links can be repackaged and sold to other interested institutions or organizations, other nonprofit organizations that would like to implement such a program as this one in their own country.

Africa alone has more than 50 independent countries and there are more than 11000 contacts of would be funders I have available in our database with foundations and endowments sympathetic and solely encourage the initiatives for poverty reduction strategies in Africa from over 90 countries around the world. www.mmdwebaccess.com. Organizations within the USA such as www.GlonbalFundWomen is one just of them.

Garden links linking up with the 'Windy City Harvest Program' at the Chicago Botanic Garden is a very good strategy in that sponsoring organizations, funding agencies and even the general community of donors and foundations are most likely to fund programs that have developed and maintained credibility in the community already. The Chicago Botanic garden being a highlight of pride in Chicago comes highly recommended and already has an established track record of reputable, well run, high quality programs and has already built respect and trust.

To build on their success, Garden Links, a baby in the field will 'piggy back ride' onto the Chicago Botanic Garden program, for a at least a 3 year period, till the full measure of the Garden Links' program has been implemented, and all its unintended consequences for corrective action has been fully measured, analyzed, evaluated. The recommendations for the continuous improvement of the strategies will also have been reported and shared openly for others to model and implement in their own organizations, all in the effort of poverty eradication.

3: Program Facilities and Strategies

Program Resources

- Program Facilitator and Strategy: This Garden Links program will be linked with interns and volunteers of staff and senior accounting students from the Business School Department at the University of Zambia in conjunction with the staff and students in the School of Agricultural Science.
- These groups of people will be a knowledgeable and important part of the planning process for they will ensure continuous growth and development of the participants beyond the classroom experience.
- The schools will give the support base in assisting the learners in transferring what they will learn to their own garden settings after the end of the program through an identified and systematic action plan.

Facilities and Location: The Location for Garden Links will be based at the Farm Training Centers in Lundazi and the University of Zambia, School of Agricultural Sciences in Lusaka, Zambia.

Materials and Equipment: In addition to this Program Plan, the following materials are part of this workshop:

- Evaluation/Feedback sheet
- Script and Cues sheet for lesson timing and transition
- Posttest Mini quiz 10 questions
- Handouts such as cross word puzzle and index cards.
- Pens and markers, and Smartboard digital ink pens
- 4 color coded tools and pen tray.

Room Setup/Equipment

PC setup with Instructor's PC

Classroom PC equipped with Skype webcam

- Smart board
- White board

Room supplies

- Classroom tables and desks for students
- Teachers desk and chair
- World Maps on the wall and globes on the tables
- Microphone next to computer for conference speaking.

Headsets for all participants

Duration: The entire course will last six months, covering the growing season in Africa from November till May.

The format will be blended face to face learning and virtual online learning video conferencing via Skype only once a month for 6 months, then the rest of the weekly sessions are interactions via the blackboard online classrooms.

4: Global Interactive Learning

Participants are encouraged to actively interact and fully participate in the training program.

Learning schedules and criterion are evaluated based on their participation in the program through observation by the facilitators and staff developers and interns.

Skype and video conferencing will save the lessons for further viewing during debriefings and students will be able to see how they performed.

Lesson guidelines for gardening project will be developed and a handout at the end of the training will specify the 10 main steps in starting and growing ones garden.

Processes and responsibilities: Each participant will take full responsibility for actively participating in the program and are responsible for his or her own learning.

Accountability: Participants are accountable for all the material and training given to them, In the event they withdraw from the program, the full training cost incurred will need to be reimbursed in full.

Transfer-of-Learning Plans

Instructional Techniques and Activities

Learning Objective(s) <i>What the facilitator will be able to do</i>	Content Heading	Key Points to Emphasize	Instructional Techniques	Estimated Time	Data sources
<p>State your names, wave at each other via the Skype video screen</p> <p>Tell what is to be learned</p> <p>Locate on the smart boards where the field training would be taking place</p> <p>Indicate the Breaks and time line for the class</p> <p>Explain why the training was being conducted</p>	<p>Introductions <i>“Meet and Greet”</i></p>	<p>Getting acquainted via video Skype, taking turns to speak-</p> <p>Smile, speak slowly and clearly</p> <p>Be Respectful acknowledging cultural differences as a positive thing: eg Accents.</p> <p>Gauge the comfort levels or discomfort of first acquaintances</p> <p>Interested in learning from each other and ‘growing’ together</p>	<p>Facilitator and Participants have a dialogue</p> <p>Interactive sharing.</p> <p>Web-based chat room and instant messaging</p>	<p><i>25 mins</i></p>	<p>Lesson plan</p> <p>Script and cues for timing</p> <p>Smartboards and Internet</p> <p>Students attendant list</p>

What participants will do in Session 1	Content Heading	Key Points To Emphasize	Instruction Techniques	Timing	Data Sources
<p>Project the geographical maps of their fellow classmates country on the smart boards</p> <p>Examine the seasons and weather conditions for their area on smartboards.</p> <p>Discover fruits commonly grown in that area on the screens. List 5.</p>	Commonalities	<p>Study what they have in common opposites: geographical locations, climate landscape, trees, time zone.</p> <p>Tropical fruits, plants and vegetables, common Vegetation, weather conditions, seasons.</p> <p>Start formulating the Title and Introduction sections of your business plan.</p>	<p>Interviews and discussions</p> <p>Observations</p> <p>Web based learning, instant messaging, chats and text</p>	<i>45 mins</i>	<p>Smart boards with computer video</p> <p>Skype internet and web based in data</p>
<ul style="list-style-type: none"> • Relate the commonalities and interconnectedness of the diverse population • Recognize global connections and cultural diversity in a globally connected business world. • Discuss the knowledge, skills and experiences available from both sides that will enhance their lessons as creative problem solvers. 	Cultural Diversity	<p>Interconnectedness: The world is becoming a global village. Ask the students to share the different groups within their communities/schools/ villages.</p> <p>Language: Tally how many speak another language in the classroom</p> <p>Culture: Ask participants -How are we different?</p> <p>Ask- How are we the same?</p>	<ul style="list-style-type: none"> • Interviews and Discussions, • Watch a video of the different cultural activities and pace of life of people from their communities- • Both rural and metropolitan cities. • Compare and discuss 	<i>45 mins</i>	Interviews with participants and facilitators Smartboards
15 mins break	15 mins break	15 mins break	15 mins break	<i>15 mins</i>	15 mins break

<p align="center">Business plan section</p> <p align="center">Identify and generate your business plan project ideas</p>	<p align="center">Business Plan Development</p>	<p>Homework assignment: Start formulating the Title and Introduction sections of your business plan</p>	<p>Research, post and share links of your plan and project idea.</p>	<p><i>35mins</i></p>	
<p align="center">Review what they learned</p> <p align="center">Diagnose 'what is missing' and make suggestions for implementing it.</p> <p align="center">Suggest and make recommendations for how the classroom lessons should go and what they would like to see improved in the next sessions.</p>	<p align="center">Debrief</p>	<p>What worked? Find out from participants what they think worked and what they feel needs improvement What needs improvement? Ask them to be very specific and not vague in their suggestions Suggestions, comments. Make sure they feel free to speak out.</p>	<p>Instructor led Group discussion within own classrooms. Post reports on blogsite.</p>	<p><i>20 mins</i></p>	<p>Feedback from blog comments</p> <p align="center">Group discussions and participants comments and suggestions</p>

Session 2	Content Heading	Key Points To Emphasize	Instructional Techniques	Time	Data Sources
Brief Review of Week 1 session- Q@A from last session	Updates	Learners are more comfortable interacting with each other. “Putting a face to a name”	Website and blog updates	25 min	Blogs, Website
<p>Define Organic vs monoculture growing of crops.</p> <p>Distinguish a fruit from a vegetable</p> <p>Compare and contrast the types of soils and ecosystems in nature Africa and America and record on the screen.</p> <p>Examine the life cycle of a plant and List and label the parts of a plant on the smartboard screen.</p>	Crop Diversity and Ecosystems	<p>Definition of ‘Organic’ Make sure the learners can explain what makes a crop organic- by the methodology used to grow. Have them pair share their definitions</p> <p>Life Cycle of Plants- Stages in plant life: Have the participants to study the life cycle of a plant on the power point and take notes</p> <p>Seed to fruit, Potato to french fries</p> <p>Definitions of fruit and vegetables: eg a Tomato</p> <p>Types of soil and composting</p> <p>Give a lecture on environmental benefits of organic farming</p>	Lecture Power Point Presentation on the Smart board Screen	1 Hour	Smart board, Computer with webcams Skype video conferencing Lecture notes and Instructors guide.
15 mins break	15 mins break	15 mins break	15 mins break	15	15 mins break

<p>Select the organic fruit or vegetable for your gardening project.</p> <p>Write 10 guidelines and steps for growing an organic garden</p> <p>Prepare the Executive summary and table of content for the business plan</p>	<p>Garden Project Guidelines</p>	<p>Select the garden product of your preferences: Define monoculture.</p> <p>Organic Fruit, Vegetable, Plants</p> <p>Outline the 10 guidelines for growing an organic garden in your notes</p> <p>State with clarity the vision, mission statements and goals and objectives of the business plan.</p>	<p>Instructor- led lecture</p> <p>Large group activity and discussions</p> <p>Paired shares of best practices on the internet</p>	<p><i>1 Hr</i></p>	<p>Notebooks</p> <p>Internet research links to and best practices</p>
<p>Review</p>	<p>Debrief</p>	<p>Next step action plan</p>	<p>Learner led assignment</p> <p>Blog posts.</p>	<p><i>20 min</i></p>	<p>Learners Note Book</p> <p>Internet /Website</p>

Session 3	Content Heading	Key Points To Emphasize	Instructional Techniques	Timing	Data Sources
Brief Review of Session 2	Updates	Learners update and share their gardening progress Did it rain? Did they irrigate? What are they growing? How is their experience with the crop? Challenges? Expectations?	Hands on gardening in the field	20 mins	Blogs, Website
Virtual Tours of Gardens <i>Examine the growth of the garden plants, rainfall amount, soil quality.</i> Differentiate the growth rates, log the progress and zoom in the cameras.	Global Interactive Learning <i>“How does the garden grow?”</i>	Virtual Field Trip... Walk in the garden live from the field ...they walk through the different rows of the garden and share about ‘Type of soil, how much rainfall log, how are the plants coming along?’	Virtual Videotaping at the garden site.	1:30Hrs	Video Skype
10 mins break	10 mins break	10 mins break	10 mins break	10 min	10 mins break

<p>Outline the business organization and overview of the current business plan</p>	<p>Business Plan Development</p>	<p>Brief description of how the business is organized. proprietorship, corporation, partnership,</p> <p>Names of Board of directors</p> <p>Past and present position, and the situation of the business described</p> <p>Trends, competitors, new marketing opportunities.</p>	<p>Research links</p> <p>Lecture</p> <p>PowerPoint presentation</p>	<p><i>45 min</i></p>	<p>Assigned text readings</p> <p>Business journal articles</p>
<p>Review</p>	<p>Debrief with fellow classmates</p>	<p>Next steps Action Plan</p>	<p>Learner led assignment</p> <p>Blog posts.</p>	<p><i>15 min</i></p>	<p>Learners Note Book</p> <p>Internet /Website</p>

Session 4	Content Heading	Key Points To Emphasize	Instructional Techniques	Time	Data Sources
Brief Review of Session 3	Updates	Learners continue interacting with each other sharing the garden tour experience "Growing together"	Website and blog updates	20 min	Blogs, Website
<p>Illustrate how a food system looks like and show the diagram a food chain</p> <p>Inform about the 'big picture' of the larger scale operations of agribusiness.</p>	local and regional food systems	<p>Describe a Map of the food system: Give a detailed account of how food grown in a garden ends up in restaurants or homes.</p> <p>Post Harvest Food Preservation techniques</p> <p>Study the larger scale operations of complex food distribution systems in your local areas.</p>	<p>Virtual Field Trip to a food bank facility</p> <p>Video of Organic Retail outlets</p> <p>Group discussions and brief lecture in between watching the videos.</p>	<p>45 min</p> <p>20 min</p> <p>20 min</p>	<p>Videos</p> <p>Skype</p> <p>Lecture notes and Handouts</p>
10 mins break	10 mins break	10 mins break	10 mins break	10 mins	10 mins break
Watch and review videos of the food bank facility in the USA, the distribution system and the retail outlets and demand for organic produce.	Food processes	<p>Distributors, Retailers, Canners Food Processors, Food Banks:</p> <p>Show video: ask learners to track the movement of food from a garden to a can for example and how it is preserved.</p>	Video on Food Distribution	45 min	video
Review	Debrief with fellow classmates	<p>Create Next steps Action Plan</p> <p>Continue building business plans</p>	<p>Learner led assignment</p> <p>Blog posts.</p>	20 mins	<p>Learners Note Book</p> <p>Internet /Website</p>

Session 5	Content Heading	Key Points To Emphasize	Instructional Techniques	Time	Data Sources
Brief Review of Session 4	Updates	Learners continue interacting with each other examining the similarities and differences of their food distribution systems	Website and blog updates	<i>20 mins</i>	Blogs, Website
Develop a marketing plan for their project. Do the marketing SWOT analysis and marketing strategy of the business plan	Marketing plan	<p>The Four P's: Target market around the 4 p's to create value and a positive response</p> <p>Planning the future expectations</p> <p>Pricing your product: Who is buying, what type of person would buy</p> <p>Promotion: Organic as unique</p> <p>Customize your project plans and design your marketing strategies.</p>	Lecture PowerPoint Presentations	<i>1 Hr</i>	Assigned text readings Business journal articles
15 mins break	15 mins break	15 mins break	15 mins break	<i>15 mins break</i>	15 mins break

<p>Prepare the financial SWOT analyses</p> <p>Review of financial statements: income statement, balance sheets, statement of cash flows</p> <p>Profitability, (net income) Financial efficiency, liquidity, solvency</p>	<p>Marketing Strategies</p>	<p>Customers needs: meeting the demands of customers.</p> <p>formulate a 'green'business plan with clear financial strategy</p> <p>Cost benefit analyses: profitability, financial efficiency</p> <p>Community Benefits</p>	<p>Lecture</p> <p>Powerpoint</p>	<p><i>1 Hrs</i></p>	<p>Assigned text readings</p> <p>Business journal articles</p>
<p>Review</p>	<p>Debrief</p>	<p>Next steps action plan</p> <p>Monitor the report and progress of the garden</p>	<p>Learner led assignment</p> <p>Blog posts.</p>	<p><i>20 mins</i></p>	<p>Learners Note Book</p> <p>Internet /Website</p>

<p><i>List your career goals</i></p> <p><i>Assess personal preference and interest and select career options to be embarked upon.</i></p>	<p>Entrepreneurships in agribusiness</p>	<p>Culinary Arts Restaurant/ Garden cafe Food systems distributor Farm/Local market stand Nutritionist/ Trainer Grocery store produce section Juice Bars Farmer/Grower/Supplier</p>	<p>Instructor- led Lecture</p>	<p><i>40 mins</i></p>	<p>Handouts</p> <p>Lectures</p>
<p><i>Review their assignments and work and get all questions answered and sign up for a follow up review post assessment study to be conducted in 3 months after completion of the program.</i></p>	<p>Conclusion</p>	<p>Next steps after the program to support the participants in their future career objectives outlined.</p> <p>Completed Business plan.</p>	<p>n/a</p>	<p>-</p>	<p>Business plan</p>
<p><i>Go on a Field trip to Africa!</i></p>		<p>Visit the Gardens in person</p>			

Part II: Evaluation Design & Strategy

Follow up evaluation (1-3 months later)

The data evaluation process will be conducted and managed by the Light on the Hill organization trained staff members and the volunteers consisting of mostly interns and students collaborating with giving feedbacks continually, throughout the training program, before, during and after the training. This information will be required for feedback and evaluation of the formative summative evaluation data.

The information to be collected will be outlined in the handouts, quizzes, pre instructional and post instructional quizzes, questionnaires, interviews, blogging inputs, discussion board and comments and suggestions from participants and also skill practice and observation reports of the training sessions videotaped and the entire program end of course content feedback and surveys.

The evaluation plan for Garden Links program will be used to determine whether the design and delivery of the instructional plan was effective and whether the proposed outcomes were met. The formative and summative evaluation will be utilized to provide useful feedback throughout the life of the program to participants, facilitators, and sponsors of the program, community groups and all stakeholders. Information will be gathered to ascertain learning effectiveness, learner motivation, content and technical quality, and implement ability.

ROI is the ultimate measure of accountability that would answer the questions of whether Garden Links **“has the positive financial return for implementing this distance e-learning horticulture and training program. Whether or not this process initiative and performance improvement solution does lift under resourced women out of poverty, and does it give them skills to run their own agribusiness profitably.”**

ROI is an economic indicator that helps determine whether there is financial gain and/or justification for the money invested in a program. However, ROI alone cannot be measured solely on financial gain or justification. To be truly meaningful, it must be reported with other performance measures that also must be accounted for. These measures are the five-level ROI framework of data collected: Level -1 Reaction, level-2 Learning, level-3 Application, level-4 Impact and ROI.

The process of the services provided at each levels represented categories of data collected and analyzed will be as follows:

Level	Objective(s)	Measures Data	Data Sources	Timing	Responsibilities
<p>1</p> <p>Reaction/ Satisfaction</p>	<p>We will evaluate participants' reaction to the classroom exchange training program, their reactions and feelings towards the facilitator and the lesson content.</p> <p>Participants will indicate the relevance and usefulness of the knowledge and skills presented in the training, and their satisfaction or not with the media and learning environment.</p>	<p>Using a scale of 1-5, participants will rank their reaction to training.</p> <p>An average of 4.0 on a 5.0 scale in the areas of relevance, importance, intent to use, new information and recommendation to others is desired outcome.</p> <p>Participants develop Action Plan, especially if their score was below satisfactory</p>	<p>End of Course survey Questionnaire</p> <p>Skill practice observation</p>	<p>Quarterly/ Three months after the 6 month program ends.</p>	<p>The Facilitator</p> <p>Participants in both classrooms in America and Africa.</p>

Level	Objective(s)	Measures Data	Data Sources	Timing	Responsibilities
<p style="text-align: center;">2</p> <p>Learning</p>	<p>Learning</p> <p>Did program participants gained sufficient knowledge in organic gardening?</p> <p>Participants will be able to show confidence and write down 10 guidelines and steps in growing an organic garden and identify the extent/cost of operating one.</p> <p>Participants will be able to identify similarities/ differences in culture, and focus on the commonalities between them that enhanced or inhibited</p>	<p>Participants will be able to determine the cost of operating a garden in the previous quarter</p> <p>Participants will complete a mini quiz on the 10 guidelines and steps in growing a garden with 100 % accuracy.</p> <p>Participants will demonstrate appropriate responses in describing their commonalities.</p>	<p>Participants</p> <p>Interviews</p> <p>Questionnaire</p> <p>Mini Quiz</p>	<p>At the beginning of the training program,</p> <p>during the training program and</p> <p>Three months after the end of the program.</p>	<p>The Facilitator</p> <p>Participants in both classrooms</p>

Level	Objective(s)	Measures Data	Data Sources	Timing	Responsibilities
<p style="text-align: center;">3</p> <p>Application/ Implementa- tion</p>	<p>Participants will be able to transfer the skills/knowledge acquired in training to their respective career and projects they selected to embark upon.</p> <p>Participants will be able to identify specific new or enhanced marketing techniques and strategies for their new garden businesses</p> <p>Participants will be able to track actual use of knowledge and skills - and report progress in their horticultural careers?</p>	<p>Participants will develop an Action Plan</p> <p>Participants will outline the 4 P's of their target marketing strategies with clarity.</p> <p>Participants will follow up on their Action Plan within 1 week to track progress of how their business.</p>	<p>Questionnaire</p> <p>Next Steps action item handout</p>	<p>At End of Training Program</p>	<p>Participants and growers</p>

Level	Objective(s)	Measures Data	Data Sources	Timing	Responsibilities
<p style="text-align: center;">4</p> <p>Business Impact</p>	<p>Growers demonstrate confidence in managing business; distinguishing best gardening practices and healthy ecosystems suitable for their gardens.</p> <p>High quality organic produce w/ higher price point.</p> <p>Acquired knowledge to be independent businesspeople with problem-solving capabilities.</p> <p>Changes in attitudes/ values and /or feelings inadequacy to Target an ROI of at least 25% in first year</p>	<p>Participants will develop an Action Plan</p> <p>Participants will outline the 4 P's of their target marketing strategies with clarity.</p> <p>Participants will follow up on their Action Plan within 1 week to track progress of how their business.</p>	<p>Questionnaire</p> <p>Next Steps action item handout</p>	<p>At End of Training Program</p>	<p>Participants and growers</p>

Part 3: Estimate Costs/ Benefits

ROI Analysis Plan-

Data Items • Output: The plan shows that a variety of data measurements will be collected from the priority areas such as the end of course survey questionnaire's, skill practice and observation report, collected during the training sessions, etc. The output of the data items collected- the hard data – will be analyzed at level 4, which will analyze the 'Results' collected from the Garden Links poverty eradication intervention training program.

Participants will demonstrate appropriate responses in describing their assumptions, and constraints in fulfilling their goals and what they have found out as the commonalities between them and the options derived in their planned actions on how to overcome their identified constraints. This level will also analyze the output of the hard data derived from Participants being able to determine the full cost of owning and operating a produce garden of their choice. The results of the Participants who complete a mini quiz on the subject matter will be evaluated as well as their competencies in writing the 10 guidelines and steps required in growing a profitable produce garden.

This data compiled will be used to measure and show how the Garden Links program, improved the lives of women who participated in this training program and how they found new opportunities and a chance to lift themselves up out of poverty and gained the possibility of managing and operating their own independent and viable agribusiness by developing a comprehensive business plan for their garden project and services.

The 4th level of evaluation strategy "the results" will also measure the increase in the participant's market share value of produce by 10% from managing their high-value organic gardening products and services within 3 months after their growing season ends.

Quality- Will measure the quality of new life developed from successful classroom exchange sessions and discussion board interactions where new knowledge was learned and new attitudes were acquired and demonstrated. Participants acquired new skills and problem solving abilities, are self confident and self sufficient in their life. Participants were motivated to lead a promising and more productive lifestyle, as they no longer saw themselves as trapped and in bondage to poverty, but had now acquired achievable and realistic new goals and clear objectives for their new careers and future in the agribusiness sector of the economy.

Costs- The total gardening program costs will give us the financial data and clear picture of the costs required to implement the garden operation, the equipment and implements, and materials needed. The operating costs the overhead and variable costs, and sales expenses are all included in the calculations.

Time- The total time managed in classroom sessions will be measured, so will the frequency of the online and internet interactions asynchronous meeting time, the chat room time, supervisory time, work in the field, planting, weeding, watering, hands-on field trip training and practical training in the field, and how long it takes participants to get to the meetings, and do the meetings start and end of on time will also be noted. Controlling times of meetings is actually an intended output that can be measured also.

Isolating the Effects - The method of isolating the effects of training will be linked to business impact and the credibility of this method will be established. We will use the forecasting and trend analysis and expert estimations for our assessment methodology.

Forecasting and trend-line analysis: This method is much simpler than the comparison of control groups, and a bit more credible. A preprogram performance trend-line will be used as a baseline and will be extended into the future. Using the preprogram data, any improvement of performance over the trend-line projections will be attributed to the intervention of our program.

Expert Estimation: This is another method that entails obtaining information directly from subject matter experts. These experts would include participants of the program, supervisors or managers, lecturers at the universities, instructors, facilitators, interns, and light on the Hill staff members and their stakeholders and supporters. We will assume that participants in this intervention program, are capable of determining how much of performance improvement is related to the training program. These experts have accurate input on the subject.

Methods of Converting Data to Monetary Values: For most data items to be used, standard values at Light on The Hill organization, the Chicago Botanic garden, the university's school of agriculture and the agricultural industries are available. The success in converting data to monetary value is; knowing what values are currently available, and if not available, how to best develop them. If **Standard values** are not available, the input of an in-house expert will be pursued. The expert in this case will typically be the individuals assigned to collect and assimilate the data.

Standard Values will be grouped in three categories:

- i. **Output to contribution:** We will consider the value of the additional output: eg extra donations and research grants awarded to Garden Links from program presentations and awareness.
- ii. **Cost of quality:** Monetary value is placed on waste products or rejects from producing less than organic high-value grade produce or fresh produce that gets wasted and rotten from being harvested too late, or is shipped out late, can be calculated.
- iii. **Employee's time:** time saved for productive work time, versus, wasted time from absenteeism

1-Historical Costs Data: We will analyze what such program interventions have cost in the past from other similar programs. Since this is the first program, the data used will be stored and eventually used as the historical cost data for future evaluations.

2-Internal and external experts: These experts have the knowledge and can provide the cost of value of the unit of improvement for the cost of the measure under investigation.

3-Using estimations: To use this technique, we will first determine who the most credible source of data is. Interviewing local leaders and university professors and instructors in the agriculture field will give us a more credible source of data. Also the growers are experienced farmers with knowledge about subsistence farming.

Cost Categories ▪ The standard cost categories to be included will be the typical costs for training. It is imperative to know the full cost of the interventions and training program. The four categories to be analyzed are:

i) Analysis Cost: Staff salaries and employee benefits, meals, travel, incidental expenses, equipment and other miscellaneous items.

ii) Development Costs: Number of people in the program salaries and benefits, program materials and supplies, production, etc.

iii) Delivery Costs: Participants cost, facilities costs, instructor costs, program materials and supplies, equipment expenses, etc.

iv) Evaluation of Overhead and Administrative costs: salaries of the staff, number of hours spent on the project, participants cost, meals, travel, equipment cost, reproduction and office supplies and general overhead allocation expenses.

Intangible Benefits: Also known as Soft Data is difficult to measure, but can be linked to training outcomes. Examples:

- i)** Work Habits; such as absenteeism, tardiness, safety violations, first Aid Treatment and communication
- ii)** New Skills; Decisions made, problems solved, grievances resolved, conflicts avoided and interaction with the staff.
- iii)** Climate; The number of grievances, participants complaints, engagements, organizational commitment and turnover.
- iv)** Development; number of promotions, number of pay increases, performance appraisal ratings, job effectiveness.
- v)** Satisfaction; job satisfaction, customer satisfaction, employee loyalty and increased confidence.
- vi)** Initiative; Implementation of new ideas, innovation, goals achieved, and completion of projects.

Calculating Program Costs:

Number of participants-	100
Program Design and Development Costs:	\$20,000.00
<ul style="list-style-type: none"> • internal support staff • cost of designers and developers/program consultant • IT technologist • copyrights purchase • travel expenses to Africa 	
Promotional Costs:	\$6,000.00
<ul style="list-style-type: none"> • posters and brochures • website design& management 	
Administrative Costs:	\$2,000.00
<ul style="list-style-type: none"> • direct administrative /student ie: registration, • evaluation- determining performance impacts 	
Presenters/ Facilitators Costs:	\$6,000.00
<ul style="list-style-type: none"> • hours of training • hours of preparation- power point presentations • hours of follow-up • Travel & Meals (local) 	
Materials:	\$17,500.00
<ul style="list-style-type: none"> • Training materials- books, manuals, consumables • videos, video tapes, head sets, office supplies, etc 	
Facilities:	\$3,450.00
<ul style="list-style-type: none"> • Overhead facilities ie: tool shed, storages, greenhouses • Classrooms for lessons 	
Equipment:	\$18,000.00
<ul style="list-style-type: none"> • PC Computers • Smart boards, LCD Projectors, Overhead projector • Video camcorders 	
Garden Implements:	\$55,940.00
<ul style="list-style-type: none"> • Utility vehicle • tractor, plough, • wheel burrows, hoes, shovels, hose pipes • Bins/trays, Sacks/ container holders 	
Participants cost:	\$4,200.00
<ul style="list-style-type: none"> • payroll • travel • opportunity/replacement 	
Total Program Cost:	<u>\$130,090.00</u>

Calculating Program Benefits:

Number of participants-	100
Income generation:	\$300,000.00
<ul style="list-style-type: none"> • revenue from new customers • increased sales- for organic produce • new product ideas- African artifacts • customer satisfaction and retention • Grants/ Donations 	
Labor Savings:	10,000.00
<ul style="list-style-type: none"> • less mistakes and waste • faster access to information and market • reduced duplication of efforts/productive employee work-time 	
Cost Savings:	5,000.00
<ul style="list-style-type: none"> • fewer machine break downs • increase workloads without increasing staff • lower recruitment and training costs • reduced supervision costs 	
Number of classroom sessions each month:-	
Average number of participants attending class	
Average length of time for each session	
Average hourly compensation of participants (salary + benefits)	
Performance Change/Soft skills- intangibles:	\$3,000.00
<ul style="list-style-type: none"> • quality • speed/increased operations efficiencies • quantity • safety • new skills/problem solving 	
Behavior Change/Soft skills-intangibles:	\$1,500.00
<ul style="list-style-type: none"> • attitude • reduce conflict • ethics • leadership/team management • communication • motivation 	
Total Program Benefits:	<u>\$319,500.00</u>
Benefits Cost Ratio: $BCR = \frac{B-C}{C} \times 100$	
$\frac{319,500.00 - \\$130,090}{\\$130,090.00} \times 100 = ROI \ 145.59\%$	

Global Interactive Learning: Participants are encouraged to actively interact and fully participate in the training program. Their learning schedules and criterion are evaluated based on their participation in the program through observation by the facilitators and staff developers and interns. Skype and video conferencing will save the lessons for further viewing during debriefings and students will be able to see how they performed.

Lesson guidelines for the gardening project will be developed and a handout at the end of the training will specify the 10 main steps in starting and growing one's garden.

Processes and responsibilities: Each participant will take full responsibility for actively participating in the program and are responsible for their own learning.

Accountability: Participants are accountable for all the material and training given to them, In the event they withdraw from the program, the full training cost incurred will need to be reimbursed in full.

Responsibilities

Supporting the Garden: The public is invited to visit the Garden Links locations and membership from would be donors is constantly sought for and appreciated.

Membership: Membership has its privileges and the members will get frequent updates and will be the first to know of all the developments and growth associated with the program.

Questions about membership? Contact the The Light on the Hill Services staff or visit us on our website at www.loth4africa.org/gardenlinks.org

Volunteer Services

A volunteer's interests, skills, abilities, and availability for training in a specific service area is appreciated. Garden links will request the services of volunteers typically to assist in administrative and training gardening responsibilities on an as-needed basis.

As a volunteer at the Garden, you have unlimited opportunities to share your talents, explore new areas, and connect with people of all ages. Volunteer enthusiasm and dedication inspire the Garden Links's board, staff, and visitors. The program couldn't survive without volunteers. - Consider joining the volunteer family!