

## VOLUNTEER REPORT FORMAT

*To be submitted to CRS at the end of volunteer assignment and shared with the Host*

### 1.1 Assignment information

- a) Volunteer Name: William M. Clapham
- a) State of Origin: West Virginia
- b) Host Organization: Sokoine University of Agriculture, Morogoro, Tanzania
- c) Assignment: TZ 118 SOW
- d) Dates of Assignment: 6 - 21 October, 2017
- e) Number of days worked: 9

1.2.1 Objective 1 in your SOW: Develop course to teach skills to articulate and develop winning/competitive research projects to compete for donor funding, while enhancing research capacity and professional development.

- a) Progress with the objective: A workshop course was developed to train Sokoine Faculty to improve their skills in planning projects and drafting proposals that were defined and articulated clearly with an action plan for executing the proposal.
- b) Expected impacts/results: The faculty that were trained are expected to be more successful obtaining extracurricular funding for research and developmental projects.
- c) Recommendations<sup>1</sup>: 1) Faculty should try employing this approach in their teaching, mentoring and pursuing project funding by specifying a clear and articulated outcome of what they are doing and propose to do; 2) Collaborate with faculty across departments to pursue multidisciplinary programs to solve problems, pursue opportunities and/or penetrate new markets. 3) Rely on colleagues across departments to provide peer review of project proposals; 4) Venture out from Sokoine University to develop relationships with private sector and government institutions to understand their issues and problems and develop mutual strategies for success.

1.2.2 Objective 2 in your SOW: Train faculty the discipline of Systems Engineering

- a) Progress with the objective: The faculty were trained to identify and develop a specification of the desired outcome of a problem to be solved, opportunity to be pursued, or market to be penetrated. The specification would provide the reader (a donor) a clear understanding free of extraneous justification, redundancy and bias that could be articulated in presentation and/or writing. Once the outcome specification was developed, the faculty were instructed to work backwards to identify milestones in the process of executing the project. This step was necessary to develop the 'map' of achievable steps to insure successful completion of a project and to provide the basis for auditing project progress and financial expenditures. The product of this part of the training was an executive summary of the proposed work. Students were instructed that this document was the most important part of a research proposal and its marketing and should be drafted FIRST. Emphasis was placed on the importance of 'doing your hard thinking first' and creating a summary of a project in no more than a page or two.

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<sup>1</sup> **Note:** Only make not more than 6 recommendations. The most useful recommendations for hosts are ones that they can implement themselves with minimal expense. For example, a cooperative might change its financial reporting procedures or hold more regular meetings of its board. Broad recommendations on tax or credit reform, changes in government policy, or investment in large-scale equipment, are usually not within the host organization's reach.

- b) Expected impacts/results—Faculty employing this method will be in a much better position to ‘sell’ their research ideas. Less time will be spent drafting long proposals that are difficult to follow, but will be prefaced with a clear template that will determine whether a reader is enticed to read the full document that follows.
- c) Recommendations — Faculty trained should practice and use this methodology for problems to be solved, courses to be taught, students to be mentored. This discipline leads to clear thinking and successful articulation of ideas based upon outcome. Using this methodology can generate many opportunities, some of which will capture financial support. Principals of the College should facilitate collaboration across departments. Faculty should develop cross-department relationships and trust to pursue joint grant opportunities but also disciplined peer review.

1.3 Recommended future volunteer assignment: Given the response and class evaluations demand for this workshop at SUA will grow. Continue teaching periodically this workshop at SUA. Implement in other universities and institutions in East Africa.

1.4 Action Plan

Recommendation	Specific Action	Responsible person	By when
1.Organize peer review proposal/project meetings with the intent of receiving feedback from colleagues internal to the university prior to formally submission of proposals/projects.	Organize Monthly/Quarterly Meetings	Akwilina Mwanri Riespikius Martin Goodluck Massawe Primitiva Andrea	Bi-monthly or As Needed
2.Organize a task force to develop a proposal for a policy which rewards to faculty for bringing in funding and publishing peer-reviewed papers.	Task Force Organization and Development of New Policy	Dr. Kahimba/Dr. Mushi	January 2018

3. Request additional capacity building workshops related to proposal development and project management through CRS.	SUA Request Additional Workshops	Principal of College	As Needed
4. Create a Research Coordination Office to research funding opportunities and coordinate opportunities with SUA faculty; create a centralized online database or faculty user interface to increase visibility and university wide communication of opportunities.	Create University Research Coordination Office	Dr. Mushi	ASAP
5.			
6.			

1.5 Number of people Assisted

- a) Through formal training (Classroom setup): 22 people
- b) Through direct hands on practical assistance (Do not double count)
- c) Out of these above, number of host staffs
- d) Training/assistance by field

Category	Total	Males	Females
Members/ owners	22	19	3
Employees			
Clients/ Suppliers			
Family Members			
Total	22	19	3

- e)
- a)

## 1.6 Gender

- a) What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How? The faculty at SUA is mixed genders, however the number of women faculty is less than men. However their faculty roles do not appear different than men's.
- b) How might CRS or the host organization improve opportunities for the women in this host or host community? The impact on female faculty is the same as male faculty.

## 1.6 Value of volunteer contribution in \$

- a. Hours volunteer spent preparing for assignment: 30 days
- b. Estimated value of all material contributions volunteer contributed to host during assignment: Value of tangible materials NA; value of training and knowledge—\$1 Million.

## 1.7 Value of hosts' contribution in \$ (Please consult the host as well)

- a) Meals: The Principal provided food and tea at morning and afternoon breaks and catered lunch for the participants. 6,961,000 TZ shillings (\$3,164)
- b) Transportation
- c) Lodging
- d) Translation
- e) Other (Specify) Host provided outstanding support including a digital projector, flip chart, water and secretarial support for maintaining the training list, copying executive summaries and action plans. Classroom Logistics: 561,000 TZ shillings (\$250); Workshop coordination: 1,360,000 TZ shillings (\$605).

## 1.8 Host Profile Data:

Did you obtain any data that supplements or corrects the data in the existing host information as detailed in the SOW? Please list it. NA

1.9 Recommendations for CRS: CRS can have significant capacity building impact by extending this workshop to universities and institutions within East Africa. The ability to develop a clear and concise project plan is a skill lacking in most university curricula.

## 1.10 Press Release

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**FOR IMMEDIATE RELEASE**

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CRS CONTACT:

## [US City] Farmer [Researcher, etc] Works with Counterparts in [Country]

### Farmer-to-Farmer program promotes economic growth and agricultural development in East Africa

[DATELINE: City, State, Month, Day, 2016]--- William M Clapham, a Project Management Specialist from Maxwelton, WV who is a retired Agricultural Research Scientist travelled to Tanzania for 2 weeks to train faculty at Sokoine University of Agriculture in writing successful grant proposals and project plans. Clapham's assignment is part of Catholic Relief Services' Farmer-to-Farmer program that promotes economic growth, enhanced nutrition through access to healthy food, and agricultural development in East Africa.

**"During the workshop, faculty from many departments who had never spoken, much less worked together, produced eight multidisciplinary proposals,"** said Clapham.

Farmer-to-Farmer matches the technical expertise of U.S. farmers and professionals in agribusinesses, farming cooperatives, and universities with farmers in developing countries to assist them in improving agricultural productivity, accessing new markets, and increasing their incomes. Farmer-to-Farmer is funded by the U.S Agency for International Development (USAID).

In a world where 80% of food is produced by farmers working on small farms or fisheries, the movement to share proven farming and business skills can improve the quality and quantity of the world's food supply. For communities in the developing world who often struggle to produce enough food, this can improve access to a reliable source of food and better nutrition. For the farmers, it can strengthen their path to prosperity.

The goal of Clapham's assignment was to train Faculty of the School of Agriculture at Sokoine University how to frame the desirable outcome to a problem and draft successful proposals. He worked with twenty-two Faculty members and department heads who **worked in multidisciplinary groups, specified the solution to a problem and drafted a proposal summary.** Most of Clapham's time was spent in the classroom working with **the Dean of the School of Agriculture.** Extracurricular funding is difficult to capture at Sokoine. Part of the problem rests with the availability of funds, however a significant part of the problem is that the Faculty had never had any training in framing and writing grant proposals.

This is [name's (first, second, third, etc.)) volunteer assignment with Farmer-to-Farmer and is one of nearly 500 assignments that focus on improving approaches to local agriculture practices, expanding production of quality food crops and nutrition in Ethiopia, Tanzania, Kenya and Uganda. The program, funded by the U.S. government has been running for nearly 30 years.

CRS is partnering with five U.S. institutions to tap into the rich diversity of the U.S. agriculture community: the National Catholic Rural Life Conference, Foods Resource Bank, National Association of Agricultural Educators, American Agri-Women, and the University of Illinois' College of Agricultural, Consumer and Environmental Sciences.

The volunteers travel to East Africa for anywhere from one to six weeks.

"We are certain that this program will be beneficial not just to the farmers in East Africa but also to the volunteers from America," said Bruce White, CRS' director for the program. "It's going to make the world a little bit smaller and a whole lot better for everyone involved."

For more information, visit [farmertofarmer.crs.org](http://farmertofarmer.crs.org)

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***Catholic Relief Services** is the official international humanitarian agency of the Catholic community in the United States. The agency alleviates suffering and provides assistance to people in need in more than 100 countries, without regard to race, religion or nationality. CRS' relief and development work is accomplished through programs of emergency response, HIV, health, agriculture, education, microfinance and peacebuilding. For more information, visit [www.crs.org](http://www.crs.org) or [www.crsespanol.org](http://www.crsespanol.org) and follow Catholic Relief Services on social media: Facebook, Twitter at @CatholicRelief, @CRSnews and @CRSnoticias, Instagram, Pinterest and YouTube.*