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: Anna Glenn

b) Host Organization: Umoja wa Wafugaji wa Ng'ombe wa Kisasa Chome (Chome village Modern Cattle Husbandry Association)

c) State of origin: Maryland

d) Assignment: TZ50

e) Dates of Assignment: Jan 25- Feb 13

f) Number of days worked: 17

1.2.1 Objective 1 in your SOW: -Soil fertility: mulching techniques, best use of animal manure, soil testing and feasible methods of increasing fertility,

a) Progress with the objective:

- I took soil samples and found that most farmers had nutrient deficiencies in N,P, and K. I discussed these results with the farmers in trainings and explained why plants need N,P, and K along with other micronutrients.
- I also learned that many farmers were not using proper fertilization methods specific to the types of crops and were using fertilizers improperly. We had a training on how to read a fertilizer labels and I provided recommended fertilization schedules for various crops according to their needs. We also analyzed the various fertilizers available in the village and made a chart that showed how much N,P, and K each fertilizer had. Participants copied this chart into their notebooks for further use.
- We talked about why mulching was important and various types of materials to use for mulch. We also talked about pros/cons of mulching. We did not get to do an actual demonstration on this.
- We talked about compost and how to make a compost pile and then how to incorporate compost into the soil. We spent at least an hour talking about compost and answering questions (many had heard about compost before or said they were composting but they weren't always waiting for compost to fully mature before using OR they were adding many diseased materials to compost). We talked about how to incorporate manure into the compost and stressed how important it is to not use fresh manure because it can damage the young plants. We had wanted to do a hands-on training but the materials were not ready the day of training as we had hoped for.

b) Expected impacts/results:

- Farmers should be able to make more educated decisions on how/when to fertilize their crops so as to increase yield and reduce environmental impacts.
- Farmers will use mulch to help conserve water during seasons where water is not as frequent. Mulch will also be useful in protecting soils during heavy rains.
- Farmers will set up compost piles and manage them according to our recommendation. This compost will help to provide soil nutrition naturally as well as reduce the need for purchased synthetic fertilizers.

c) Recommendations[1]:

- Do a demonstration on mulching/composting so that farmers can see how important it is.
- Make posters to hang in the agricultural stores that compare the fertilizers and their uses.
- Repeat soil tests on farms after they have implemented new organic fertilization methods such as compost.

1.2.2 Objective 2 in your SOW: -Integrated pest management (IPM) basics – crop sanitation (quarantine), scouting, biological and mechanical controls, companion planting etc., including the safe and proper application of agricultural chemicals,

a) Progress with the objective:

- Introduced the concept of sustainable agriculture and had participants think about what it means to them and their farming practices
- Introduced the concept of IPM and the steps involved (identification of pest, consideration/documentation of pest life-cycle, monitoring for pest, setting a threshold, choosing and action strategy, evaluate results)
- Discussed all methods of pest control: cultural, physical, genetic, biological, chemical) and the pros/cons of these methods and examples of controlling pests. Did not get too in depth on specific pests, could use more information on this subject.
- Discussed the safety concerns related to using chemicals and practiced reading a label. Many farmers had never read label and were mixing inappropriate ratios, not spraying at proper time or spraying too much, and not using PPE.
- Stressed the importance of removing diseased materials from the fields (both during the growing season and after harvest- many did not understand how diseases could last so long in the soil. It "hurt their heart" to remove diseased materials during growing season, they had hope they would recover. Also, some saw leaving diseased materials in the field as another form of composting and "returning nutrients to the earth"). I spent a lot of time on this topic and answering questions, explaining diseased cycles, and giving examples from US.
- Talked about crop rotation as a major way to reduce disease build up in soil. Provided farmers with a chart of the different families of horticultural crops and practiced writing up plans that involved crop rotation. We also had the farmers draw out their farms and all their plots and label what was growing there now and make a plan for what they would plant next if they were going to rotate crops. Farmers were at first very resistant to the idea of crop rotation because everyone grows onions and has grown onions for a long time. Also, the market is all about onions in Chome. We had a long discussion about why the farmers did not think crop rotation would work. We talked about how coffee had

[1] ***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.

been the main crop for everyone but because everyone was growing it and there was no diversity in their farms, the disease had destroyed their plants and their economy. Diversity in farming would have helped this situation. They also mentioned that they were afraid they would make no money with other new crops, but they admitted they all thought they were losing money on the onions anyways (the price is so low when the market floods and they all sell their onions at the same time and there is so much disease- some farmers reported losing 25-50% of crop because of disease). I was glad that the farmers asked so many questions about crop rotation and that we got to have a good honest discussion about this topic. In the end, farmers agreed that they were going to try crop rotation (And other IPM strategies) on a small scale part of their farm to see how it goes and then hopefully expand later after they saw success.

b) Expected impacts/results:
- Farmers will reduce the amount chemicals used on their farms to help control disease and start using more sustainable methods as a first option.
- Farmers will read label for chemical disease controls and follow instructions related to timing, PPE, and environmental concerns.
- Farmers will rotate crops and remove diseased materials from fields in order to help sanitize soil and reduce the amount of disease.
- Farmers will consider how the actions of the farm may have a larger impact on the environment around them

c) Recommendations:
- Make posters about IPM for farmer's club members to hand out or post throughout town at various places.
- Interview farmers after they have implemented crop rotation and see how their disease problems have changed and how they compare to other farmers.

1.2.3 Objective 3 in your SOW: - Accurate and complete record keeping of important interventions during the growing calendar (farmers need to know why record keeping is a good agricultural practice and what exactly to record: e.g., seed variety, planting dates, fertilizer type and quantity, application dates, market price at harvest, and other relevant details for future reference).

a) Progress with the objective:
- Stressed the importance of why record keeping is important (helps with tracking profit, diseases, fertilization, what works and what doesn't, etc).
- Drew up a sample record keeping sheet and had participants copy this into their notebooks
- Went through an example record sheet for all the various records you should keep throughout a season of growing onions
- Discussed the reasons why they aren't keeping records now (don't know how, isn't part of their culture, takes too much time, it is depressing to see they are losing money)
- Did an exercise where the farmers drew their farms on a diagram and labeled each plot. Having a farm map is important for record keeping and it is important to update it as

things change (farmers seem to always be losing/acquiring new plots of land). This farm map also helped them to see that each plot is different from year to year and it is important to keep records for each plot individually. The farm map also helped us in our activity demonstrate crop rotation.

- The records keeping sheet included date, activity done (plant, spray, harvest), product used, amount used, cost/income, comments. They all agreed it was something they could work with.

b) Expected impacts/results

- By keeping records, it is my hope that the farmers will be better able to predict certain problems with diseases and prepare for them rather than treating after the fact. Also, records will help them to evaluate what works and what doesn't from year to year so they can more efficiently use their resources. Record keeping should also help farmers to share knowledge with each other so that they whole community can learn from each other.

c) Recommendations

- Host more record keeping classes for members of community who aren't part of farmer's club.

1.2.4 Objective 4 in your SOW: Seed selection and seed saving,

a) Progress with the objective:

- Discussed one-on-one with some farmers and asked whether or not they saved seeds. Many farmers said they did not save seeds, they were under the impression that either 1) their onions did not produce viable seeds or 2) if they were to save seeds from their onions they would not be as good as the ones you could buy. It is possible that some onions were hybrid and maybe that is why they didn't produce viable seeds, but the seed labels had little to no information so it was hard to say why they thought this. I did try to tell them they could select for the good onions and select for drought resistance or disease resistance when saving seeds but nobody seemed interested in learning about it and there were other topics to cover during the trainings so not enough time was left for this.

b) Expected impacts/results

c) Recommendations

- Have someone teach a class about seed saving and do a demonstration

1.2.5 Objective 5 in your SOW: Water management in steep terrain – erosion control, methods of slowing water, avoiding chemical run-off, rainwater catchment (bunds, terracing, swales, etc.),

a) Progress with the objective

- I was able to talk with some farmers about how their methods of water conservation and soil conservation. Many relied on the swales to bring water and they would redirect it onto their farms by creating small dams. Hardly anyone had water collection devices because of the time and money required to build them. I talked about mulching and storing water but did not get too in depth because of time constraints.

b) Expected impacts/results

c) Recommendations

- Have someone teach a class about soil conservation methods and water storage techniques suitable to mountain environment.

1.3 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Do a demonstration on mulching/composting so that farmers can see how important it is. Make posters to hang in the agricultural stores that compare the fertilizers and their uses. Repeat soil tests on farms after they have implemented new organic fertilization methods such as compost.	Organize a class Teach the class Make posters Soil test	Farmers club would organize a class and have someone from a local NGO teach the class. Farmers club could make the posters. Farmers club would need help from NGO in doing the soil testing since instructions are in English.	
2. Make posters about IPM for farmer's club members to hand out or post throughout town at various places. Interview farmers after they have implemented crop rotation and see how their disease problems have changed and how they compare to other farmers.	Make posters Interview	Farmers club with the help of PC volunteer or other NGO member Farmers club officers would conduct interviews	
3. Host more record keeping classes for members of community who aren't part of farmer's club.	Host a class	CRS volunteer or local NGO worker	
4. Have someone teach a class about seed saving and do a demonstration	Teach a class	CRS volunteer or local NGO worker	

5. Have someone teach a class about soil conservation methods and water storage techniques suitable to mountain environment.	Teach a class	CRS volunteer or local NGO worker	

1.4 Number of people Assisted

a) Through formal training: 48
b) Through direct technical assistance (Do not double count): 60
c) Out of these above, number of host staffs: 5
d) Training/assistance by field

Category	**Total**	**Males**	**Females**
Members/ owners-FARMERS	60	43	17
Employees			
Clients/ Suppliers			
Family Members			
Total			

1.5 Gender

a) What gender roles did you recognize in your host community? Did these roles play a part in your assignment? How?

Both women and men seemed to work on the farm together. Many of the couples in the farm club seemed to have respect for their partner and I saw both male and females working on the farm and sharing responsibilities. I tried as much as possible to have the woman present for the interviews rather than just the man so that I could hear input from both.

Some men that we talked to though indicated that they thought women were the ones who should do all the work on the farms and did not want to share burden equally.

b) How might CRS or the host organization improve opportunities for the women in this host or host community?

Single women tended to have smaller farms than couples or single men. Finding a way for the single women farmers to create a coop may be of value.

1.6 Value of volunteer contribution in $

a. Hours volunteer spent preparing for assignment: 50-70 hours
b. Estimated value of all material contributions volunteer contributed to host during assignment: $40 USD (pens, notebooks. Soil tests, posters, markers)

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

a) Meals: ALL meals (16x3 = 48 meals)

b) Transportation: walked everywhere
c) Lodging: stayed in guest room at one of the farmer's houses
d) Translation: free- donated from PC volunteers
e) Other (Specify)

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.

1.9 Recommendations for CRS:

1.10 Press Release

FOR IMMEDIATE RELEASE

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Baltimore County Area Volunteer Travels to Tanzania to Share Skills with Local Farmers

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

FOR IMMEDIATE RELEASE

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Baltimore County Area Volunteer Travels to Tanzania to Share Skills with Local Farmers

Farmer to Farmer program promotes economic growth and Agricultural development in East Africa

Anna Mae Glenn, a **Horticulture Extension Agent** from **University of Maryland Extension, Baltimore County** travelled **to Tanzania** for **3** weeks to share her technical skills and expertise with local farmers. Anna Mae's assignment is part of Catholic Relief Services' Farmer-to-

Farmer (FTF) program that promotes economic growth, food security, and agricultural development in East Africa.

"It was such an amazing experience to be able to see what agriculture looks like in a different country and work with farmers on finding innovative and practical ways to improve production in that area," said **Anna Mae**.

Funded by the U.S. Agency for International Development (USAID), the five-year program matches the technical assistance of U.S. farmers, agribusinesses, cooperatives, and universities to help farmers in developing countries improve agricultural productivity, access new markets, and increase their incomes.

In **Tanzania, Anna Mae Glenn** worked with **Chome village Modern Cattle Husbandry Association** in **best agricultural practices** training and giving technical assistance to **farmers** to enable them to increase quality and quantity of vegetable crops. Up to 60 beneficiaries were reached through multiple trainings and workshops that were hosted throughout the region.

[Name]'s volunteer assignment is one of nearly 500 assignments that focus on agriculture, food security and nutrition in Ethiopia, Tanzania, Kenya and Uganda. This is the first time CRS has been involved in the 28-year-old Farmer-to-Farmer Program funded by the U.S. government.

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 U.S. volunteers will travel to East Africa for anywhere from one to six weeks, their expenses covered by USAID.

"One thing we are certain of is 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 for everyone involved."

For more information, visit 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 nearly 100 countries, without regard to race, religion or nationality. For more information, please visit crs.org or crsespanol.org.*


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