



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: Zachary Rada
- b) Host Organization: HomeVeg Tanzania Ltd.
- c) State of origin: Minnesota, USA
- d) Assignment: TZ35 Farming as a Business
- e) Dates of Assignment: August 2015
- f) Number of days worked: 11

1.2.1 Objective 1 in your SOW

- a) Progress with the objective: Taught the participants how to do basic record keeping on each crop they raise. We showed them how to track expenses by entering the date, shop or company paid to, what was paid for (seed, fertilizer, chemical, etc), and the amount paid. We also showed them how to track income. We encouraged them to use this method with one page per crop. Once the crop is harvested and sold, we showed them how to calculate the actual profit or loss on that crop. A discussion on IPM practices was also held. We covered the importance of these records and encouraged them to complete these records.
- b) Expected impacts/results: Participants will be able to track income and expenses and can calculate profit or loss on crops actually grown.
- c) Recommendations¹: The groups can have a meeting after harvesting crops to ensure the records are being kept and to help each other answer questions. I would encourage them to compare costs per half acre and look for ways to find money savings and achieve better yields and quality.

1.2.2 Objective 2 in your SOW

- a) Progress with the objective: Taught the farmers how to set up a budget for each individual crop. Each group used the budget on a half-acre. We explained they should use the same set of expenses (seed, fertilizer, chemical, etc.) they put together for basic record keeping. We showed them how to set up the budget and fill in or calculate the information. The information they are able to calculate is projected total cost, production, price per unit, total income, and profit or loss. We had them fill in budget information for three or four crops to determine which are the most and least profitable. They can use these calculations in determining which crops to plant. We emphasized how important basic record keeping is when setting up the budgets. If they keep careful day to day financial records, they can use that information to fill in much more accurate budgets. When filling in the budgets, we also highlighted the importance of including a category to pay themselves for their own labor they provide. In addition, we showed them how to calculate the cost of production per unit for each crop. Crops are sold per kilogram, per bag, per basket, or per bucket. The participants were taught how to calculate what it costs to produce the crop per unit based on how it is sold. After they calculate this, they know what they need to sell for or can use it when selecting which crops to plant.

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.



- b) Expected impacts/results: Participants are able to calculate profit/loss on crops they want to plant to determine profitability before planting. They can also calculate the cost of production for each crop they raise.
- c) Recommendations: I suggest the groups meet before planting each season and work through a few budgets together. They can use it as a review and can learn from each other. They can also compare what the group used for each expense to what their actual expenses are.

1.2.3 Objective 3 in your SOW

- a) Progress with the objective: The farmers were encouraged to consider selling cooperatively or even set up a cooperative to buy inputs and sell the crops they produce. We explained selling in volume makes it easier for the middle man, which might make them come to one village rather than several to fill trucks or an entire order. We explained selling cooperatively keeps the quality consistent since it is coming from the same area. It also hopefully provides a consistent supply so the buyer keeps coming back to their group (because they know they can get the product). Selling cooperatively requires some planning, so they will need to coordinate planting dates and harvest to make it easier to fill one or more trucks at a time. Buying cooperatively was also discussed. If they can buy in larger quantities, they might be able to get a better price for it. We talked about how much a consistent quality matters. Product buyers in Europe and America demand a consistent quality. If they all use the same IPM practices on their crops, it will likely be a consistent quality. If buyers can be assured a consistent quality they might buy from that village first before going to others. It will help ensure they have a market and might lead to a better price. We also tied marketing back to the budgeting. If they know their cost of production, they know what price they need to sell for and at what price they are making a profit.
- b) Expected impacts/results: If they work cooperatively, they will hopefully find a better, more consistent market for both buying and selling. They should also have better price negotiating power when they know their cost of production.
- c) Recommendations: I suggest they meet regularly to get a coop set up. It will require buy in from all people involved, so maybe follow-up meetings or volunteers can be sent to help set it up properly. I wish they could get some kind of storage facilities set up. If they can properly store and transport their production, they can sell at times when the market is higher and can eliminate loss from transporting to the market. Maybe a volunteer can be sent to explore storage methods.

1.3 Action Plan

Recommendation	Specific Action	Responsible person	By when
1. Farmers form a coop to buy and sell collectively.	Set up a Coop	Bombo Maliwati: village leader Auboo Juma Mlugu Boheloi: District Coop Society and village leader Adam Hussein	December 2015
2. Keep income and expense records and use to determine profit or loss.	Keep financial records	Bombo Maliwati: village leader Auboo Juma Mlugu Boheloi: village leader Adam Hussein	August 2015
3. Use budgets to project profit or loss and use to select which crops to grow.	Use budgets for all crops grown	Bombo Maliwati: village leader Auboo Juma Mlugu Boheloi: village leader Adam Hussein	August 2015
4. Calculate actual cost of production and profit or loss	Calculate actual profit/loss and cost of production	Bombo Maliwati: village leader Auboo Juma Mlugu	August 2015

1.4 Number of people Assisted

- Through formal training: 74
- Through direct technical assistance (Do not double count): 0
- Out of these above, number of host staffs: 3
- Training/assistance by field

Category	Total	Males	Females
Members/ owners	74		
Employees	0		
Clients/ Suppliers	0		
Family Members	0		
Total	74		

1.5 Gender

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

I was impressed at how many women participated in the trainings. They were fairly active in their participation. At times the men took the conversation over and we had to specifically ask the women for their input to keep them engaged. This was not because they didn't want to speak or didn't know, it was because the men were more forceful in answering right away. I am concerned

in how much the women will be able to use the information. I was told that the men are often times the decision makers while the women do much of the field work. From my observation, I think both do the field work, but do think men make more of the decisions. However, the women know the numbers and know what they are talking about. I'm concerned that their educated input will not be used or considered when they get home.

Another observation is the Boheloi group wanted the lines on their page to be straight. I hope that doesn't mean they want the records to be too exact. When teaching record keeping at home, I start very basic and don't ask them to make it perfect. The perfection comes with time. I hope both the men and women start by keeping records and worry about being perfect later.

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

The host itself does a good job welcoming and including women. I can't think of any suggestions for them. I felt the community was also inclusive. I'm concerned about women's role at home. Will their input be used and valued? I am also not sure how to counter act it. As generations evolve, I think and hope women will be included more.

1.6 Value of volunteer contribution in \$

- a. Hours volunteer spent preparing for assignment: estimated 40 hours
- b. Estimated value of all material contributions volunteer contributed to host during assignment:
Mileage: \$197.80 (344 miles * \$0.575/mile)
Candy: \$13.63
Supplies: \$17.90

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

- a) Meals
- b) Transportation
- c) Lodging
- d) Translation
- 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.

I learned that even though the farmers have been trained in good management practices, they don't always use them. HomeVeg needs them to follow the recommendations, but often times the farmers don't. Sometimes they will follow the recommendations for a few years, but start to believe they know better and quit following the recommendations. Poor farmers or those who didn't follow the recommendations often discourage other farmers from working with HomeVeg. If and when HomeVeg cannot buy the product, the farmers blame HomeVeg and go to the police or courts to sue. It seems they are still lacking confidence in following good management practices and lacking an understanding of why the end user/market demands this. We did try to cover it in the training. HomeVeg has lost market share because of all this. Last, another village, Kwalei, now works with HomeVeg.

1.9 Recommendations for CRS: I think follow up training might be in order for both the good production practices and financial record keeping. My experience with record keeping suggests one classroom time



is not enough. Follow up training might help those who did receive the training and more groups can be reached with the training. I would even recommend some one on one training with the farmers on record keeping and budgeting. If we can develop some community experts in record keeping and budgeting we can ask them to share and educate the rest of the village. Kwalie was not reached with the financial training, so they could get one round and a follow up session on record keeping and cooperative development could be conducted with Bombo Maliwati and Boheloi.

1.10 Press Release

FOR IMMEDIATE RELEASE

VOLUNTEER CONTACT: [Name]

[Title]

[Phone]

[E-mail]

**[US City] Area Volunteer Travels to [Country] to Share Skills with
Local Farmers**

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

FOR IMMEDIATE RELEASE

CONTACT: [Name]

[Title]

[Phone]

[E-mail]

**[City] Area Volunteer Travels to [Country] to Share Skills with
Local Farmers**

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

[Name], a [title] from [city, state] travelled to [country] for [x] weeks to share his/her technical skills and expertise with local farmers. [Name]'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.

“[Volunteer quote],” said [name].

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 [country], [name] worked with [Host] in [value chain] training and giving technical assistance to [type of beneficiaries] to enable them to [Goal of the assignment]. Up to [Number of beneficiaries] beneficiaries were reached. [Other details are optional]

[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

.

#

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.