



## VOLUNTEER REPORT FORMAT

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

### 1.1 Assignment information

**Volunteer Name:** Martin Havlovic

**Host Organization:** WOPATA, Morogoro Region

**State of origin:** Wisconsin, USA

**Assignment:** TZ67 Farmer to Farmer, Soya ni Pesa Project

**Dates of Assignment:** April 29 – May 13, 2016

**Number of days worked:** 10 days

### 1.2. Objective

To train the CRS supported Soya ni Pesa project staff and build their capacity on the following skills

- Group /association organization and management (formation, training and capacity building)
- Facilitation / communication
- Adult learning methodologies

#### 1.2.1 Progress with the objective

The assignment started with a meeting in Dar es Salaam at the CRS office to finalize travel and logistics plans.

Arriving at the WOPATA office in Morogoro, I was introduced to the project director and we discussed the assignment objectives, training schedule and travel.

My first two days were spent out in the field meeting with 2 farmer cluster groups – Mamboya and Rudewa. These visits were attended by the WOPATA agricultural field officer who served as facilitator and translator. This provided me with an opportunity to observe the agricultural field office in a working environment as well as conduct a simple needs assessment of the farmer groups and gather training input and needs of the groups.

The training program for the WOPATA agriculture field agents was covered in five (5) sessions. The following agenda shows the topics covered in each of the training days.

Session 1 – Self-Assessment

Session 2 – Adult Learning

Session 3 – Facilitation

Session 4 – Organizational Development

Session 5 – Leadership



The sessions were designed to build upon the learning capacities of the individuals. To start at the base, the individual and build up to the group or organization.

I tried to model what I was presenting, to give the participants an idea of how they would be using the information and materials in their respective villages. I modeled behavior and activities for conducting a meeting/training at each session. The intent was to provide the learners with a template for conducting a meeting/training.

I used an agenda that included:

Time  
Topic  
Action needed  
Responsible party

We started each training session by introductions and then conducting an ice breaker. The importance of an ice-breaker to set the stage was discussed.

Then we reviewed the previous session to re-inforce the important points discussed. This serves to remind the group of what was accomplished as well as set the stage for the next training session.

The first session dealt with understanding the individual. The importance of knowing oneself before one can begin to understand others. The group took the “Swain Personality Styles” exercise to discover their personality styles. This is a personality test developed by Professor Larry Swain of UW-River Falls and is geared toward rural populations.

The group also measured their personalities to see whether they were extroverted or introverted. I discovered that a majority of the group was introverted which caused me some concern as they are in a position of being community agents of change, and dealing ostensibly with other people. However neither introvert or extrovert is a weakness if one knows how to deal with themselves and build upon their strengths.

Next we looked at how adults learn. It’s important to understand how adults learn so we can craft the message with the right delivery-style to maximize our teaching efforts and reach the most farmers. The group learned the 4 principles of adult learning as well as the 4 learning styles – auditory, visual, read/write and hands-on.

I also introduced the group to the Adoption Curve Model as developed by Ryan and Gross in 1943. The importance of this model is for the agricultural field officers to focus on that sector of the rural population that are most accepting of new ideas and practices and not to waste valuable time, energy and resources on farmers that aren’t ready to adopt new learning and technology. We discussed the characteristics of each group in this adoption curve model and how to recognize them.



The major focus of the training centered on facilitation. WOPATA agricultural field officers have a similar job description and expectation as Extension Agents in the land grant universities in the USA. Facilitation is 75% of their job description. So I wanted to re-inforce their knowledge of facilitation as well as build upon their skills and experiences facilitating meetings and trainings.

We looked at various problems arriving when facilitating a meeting/training and did an exercise in which we looked at what type(s) of intervention was most appropriate to resolve or handle the problem. This exercise was most popular with the participants and each one contributed to the exercise citing examples of problems they encountered and how they tried to resolve them – what worked and what didn't. A best practice for dealing with problems while facilitating.

From facilitation we moved on to the organization. Here we used University of Wisconsin Extension research on organizational development. The life-cycle of an organization was reviewed and the group learned how to identify the stages of an organization and what is appropriate action and assistance needed in each stage.

NOTE: The question of which comes first – “the organization or the issue/need” was questioned and thoroughly discussed. Future training in participatory rural appraisal (PRA or RRA) would be advantageous to the group, as well as conducting needs assessments.

We learned how to strengthen an organization, through development of Vision, Mission and Values. We also discussed board development, plan of work, budgeting and evaluation. Future training in plans of work, budgeting and evaluation would be recommended.

Lastly the training focused on Leadership and Leadership Development. This topic was most demanded by the group as they expressed the need to develop good, strong, effective leaders in their farmer groups.

Training was provided on what is a leader, what constitutes good leadership, what are the various roles of leadership, etc. A leader because of power, permission, production, people development or personhood was discussed.

Participants saw the role of a leader is to develop other leaders. The analogy of a leader being either a shepherd or a cowboy was discussed and the group saw the significance in leaders leading by example and persuasion or leading by power and force.

### **1.2.2 Expected impacts/results**

The WOPATA Soya ni Pesa project team in Morogoro have increased their knowledge and skills in the area of extension outreach as it applies to working with farmer groups. They have learned theory as well as process and implementation when it comes to facilitation group dynamics that will lead to stronger management and decision-making in the various farmer groups.



The participants have also learned what is their personality styles, how that relates to communicating and working with others as well as understanding why other people act and react as they do. This knowledge and skills will help them facilitate the farmer groups more productively and successfully.

### **1.2.3 Recommendations**

#### **A. GROUP FORMATION**

The question of which comes first – the formation or the need(s) of the group/association. In my 2 days visiting with the various farmer group leaders in Mamboya and Rudewa, it appeared that the groups were formed and then a limited needs assessment was conducted, with soybean production being the primary rationale for group/association formation. My suggestion for development of farmer groups/associations would be as follows:

1. Need(s) identification
2. Prioritization of needs
3. Coalescence of interested individual farmers
4. Structure of group

#### **B. BUILDING CORE COMPETENCIES IN THE AGRICULTURAL FIELD OFFICERS (AFO)**

There should be an assessment of each individual AFO to see what core competencies they presently have and to then provide training in those competencies they lack or need more help. US land-grant extension services conduct such reviews and then provide training as needed. Core competencies for UW Extension include

1. Needs assessment
2. Communication, writing
3. Personality styles
4. Facilitation
5. Decision-making
6. Conflict resolution
7. Organizational development
8. Leadership development
9. Strategic planning
10. Entrepreneurship
11. Evaluation

Training for each competency can be developed as well as modules or learning tools that the AFO can take to his/her area and teach/train the farmer groups.

The Agricultural Field Officers are all young in age and do not have that much field experience so direct observation and supervision in the field as they facilitate farmer group meetings/trainings



would be beneficial to identify strengths and weakness each individual AFO has and to develop a PIP (personal improvement plan) that highlights and addresses this.

### 1.3 Action Plan

Due to the administrative challenges faced in the last days of the training it was not possible to seat with the participants to develop an action plan following the training. The plan below is a suggested action plan to be completed Caritas in order to incorporate or review the recommendations above.

Recommendation	Specific Action	Responsible person	By when
1. Group Formation	Organize a training session where the steps in farmer group formation is reviewed and revised to incorporate the group development model of needs then formation.	TBD	ASAP for new farmer groups being formed
2. Core Competencies	Develop a list of core competencies that each AFO should have and then evaluate each AFO to see what competencies are weak or lacking and then provide the necessary training(s).	Project leader along with outside assistance	December 2016
3. Training modules	Develop training packets or modules on a variety of subject matter that meets the needs of the AFOs. These training packets can then be used by all AFOs to provide consistency and continuity for the farmer group/association training and development.	Project leader and AFOs with outside assistance	December 2016

### 1.4 Number of people Assisted

- a) Through formal training - 11



- b) Through direct technical assistance - 6
- c) Out of these above, number of host staffs -11
- d) Training/assistance by field - 30

Category	Total	Males	Females
Members/ owners	11	6	5
Employees			
Clients/ Suppliers			
Family Members			
<b>Total</b>	<b>11</b>	<b>6</b>	<b>5</b>

**1.5 Gender**

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

I did not see specific gender roles in this assignment. When visiting with the farmers, both groups had male/female farmers present. While the females in the Mamboya Cluster were more timid to speak, I did get them to voice their issues and concerns by using appropriate participatory rural appraisal techniques. In the Rudewa Cluster, the women were very vocal and expressive. One observation I would make is that the AFO in the Mamboya Cluster is male while the AFO in the Rudewa Cluster is female. The significance of having a male or female AFO might play a role in the participation of women in discussions, decision-making, etc.

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

Targeted messages to encourage women to accept leadership positions in the groups. Conduct leadership development programs targeted for women.

**1.6 Value of volunteer contribution in \$**

- a. Hours volunteer spent preparing for assignment - 25
- b. Estimated value of all material contributions volunteer contributed to host during assignment - \$250

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

- a) Meals
- b) Transportation: Caritas – WOPATA Soya ni Pesa vehicle and driver
- c) Lodging: 9 nights at Arc Hotel in Morogoro
- d) Translation: Free when necessary; provided by host staff
- e) Other (Specify) – computer projector, writing pad, markers

**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. N/A

### **1.9 Recommendations for CRS:**

This was one of my most enjoyable F2F assignments. Being an university extension county-based agent myself I could appreciate the concerns, needs and issues facing the AFOs as they do their work. So I'd commend CRS on matching the host country need with the appropriate volunteer.

I've noticed there has been several F2F volunteers in the Soya ni Pesa project in Tanzania and I'm wondering what the benefit would be of continuity of a volunteer as well as some pre-assignment group work by previous F2F volunteers to help the new (or repeat) volunteer be more successful.



## 1.10 Press Release

### **FOR IMMEDIATE RELEASE**

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### **UWEX-Marquette County Volunteer Travels to Tanzania to Share Skills with Local Farmers**

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

**Marty Havlovic, UWEX Educator from Marquette County, WI** travelled to Tanzania for 2 weeks to share his/her technical skills and expertise with local farmers. Havlovic'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 rewarding to work with a group of young agricultural extension officers in Tanzania who I consider to be my counterparts. It was great to hear about their work, share best practices and teach them some communication and facilitation skills that will help them in their work” with farmers growing soybeans.**

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**, Havlovic worked with Women and Poverty Alleviation in Tanzania (**WOPATA**), a CRS partner in **providing facilitation, communication and group/association formation** training and giving technical assistance to **WOPATA staff** to enable them to **increase their knowledge and improve their skills for effective training and facilitation of the farmer and producer groups that will lead to stronger and self-managed organizations capable of independent decision and joint action on input procurement and marketing of their agricultural value chains.** Up to **11** beneficiaries were reached.

Havlovic'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](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 nearly 100 countries, without regard to race, religion or nationality. For more information, please visit [crs.org](http://crs.org) or [crsespanol.org](http://crsespanol.org).*