



iAGRI Quarterly Report

**FY 2012 Quarter 2,
January – March, 2012**

iAGRI Project Management Unit

on behalf of

Ohio State University Management Entity

April, 2012

Report on Second Quarter, FY 2012

Innovative Agricultural Research Initiative (iAGRI)

January 1 - March 31, 2012

This report is based on an outline of project implementation activities. It draws topics from two major sources, namely, the Performance Management Plan prepared for the USAID Mission in Tanzania, and the work plan outlined in the proposal originally submitted to USAID. The project has seven activity domains associated with it, most of which will be reported on for this past quarter. Specific activity domains are:

- I. Create Project Coordination Structure and Process
- II. Collaborative Research
- III. Long Term Degree Training
- IV. Strengthen SUA Programs
- V. Promote Tri-Partite SUA/U.S. University-Global South University Cooperation

ACCOMPLISHMENTS

I. Create Project Coordination Structure and Process

- **Hiring of Additional Staff** – The Project Management Unit (PMU) was able to complete its staff through hires conducted during this period. Hires consisted of a combination of staff from the Sokoine University of Agriculture (SUA) and from outside. Non-SUA staff members were hired through the Kilimanjaro International Corporation (KIC). They include
 - Mr. Japhet Nyang'oro, Operational Manager; and
 - Ms. Joyce David Nampesya, Administrative Assistant.

Four additional staff from SUA are faculty members who will be working for the program on a part-time basis and paid from the SUA sub-contract.¹ They are

- Dr. Amon Mattee, Training, Research, and Outreach Advisor;
- Mr. Emmanuel Rwambali, Training Specialist;²
- Dr. Carolyne Nombo, Gender Specialist; and
- Dr. Flavianus Magayane, Monitoring and Evaluation Specialist.

¹ Position descriptions associated with them are found in the Appendix to this report.

² Mr. Rwambali will soon be defending his Ph.D. dissertation.

Completion of staffing for the PMU allows it to move ahead now with the conduct of the activities scheduled for iAGRI with greater efficiency.

- **Initiate Gathering of Baseline and Performance Data Consistent with PMP** – Attention was given to the collection of data specific in the Performance Management Plan. Dr. Magayane, Monitoring and Evaluation Specialist, will be taking charge of this activity and will expect to continue to seek inputs from Maria Mullei, PMP advisor to the PMU. Beginning with a base year in FY2010, iAGRI will establish FY2011 as the first year and make sure that each performance indicator in the PMP is associated with a baseline value and a series of annual target values. Setting of targets will involve PMU team members.

II. Collaborative Research

- **Develop Collaborative Research Grants (CRG) Plan** – The PMU, with assistance from the OSU Management Entity (ME) developed a plan, “iAGRI Collaborative Research Strategy and Process,”³ which outlines the pathway to be followed in implementing the research dimension of our program. Collaborative in the context of iAGRI refers to multi-disciplinary and inter-institutional engagement in research within Tanzania. Inter-institutional refers to Sokoine University of Agriculture, National Agricultural Research System (NARS), the Ohio State University Consortium (OSUC), and the private sector. Multi-discipline in turn refers to involvement of distinct academic disciplines in the research of a particular issue. The expectation is that using multiple lenses – biophysical, social, policy and/or economic - to investigate a problem leads to better solutions.
- **Develop Papers on Priority Research Themes** – The Priority Setting Workshop in October 2011 at which the iAGRI Needs Assessment study was reviewed, identified eight priority themes for the Collaborative Research Program. These are
 - Crop Improvement;
 - Value Chain Management;
 - Climate Change;
 - Gender and Agricultural Productivity;
 - Water Resources Management;
 - Policy Analysis – focusing on agriculture-related issues;
 - Extension Systems; and
 - Nutrition and Food Science.

Teams have been developed to conduct literature reviews of these topics. The teams consist of a team leader who is a SUA faculty member, at least one other Tanzanian who is from the Ministry of Agriculture, Food Security and Cooperatives (MAFC), the Tanzanian Food and

³ The document is found in the Appendix to this report.

Nutrition Centre, and/or a similar organization, and a faculty member from one of the OSU Consortium member institutions.⁴

Papers will (1) define the scope of the thematic area; (2) identify the actual and potential research needs on the topic in the context of the on-going agricultural sector development initiatives (ASDP, CAADP, Kilimo Kwanza, etc.); (3) provide an original, comprehensive literature survey and critical analysis of the research that has been done on this topic in Tanzania; (4) provide a review of leading international academic papers published on this topic, with emphasis on the past ten years, and assess the relevance of these papers for research in Tanzania; (5) identify gaps on this topic as it pertains to Tanzania and the clientele of SUA and MAFC; (6) analyze the existing knowledge gaps on this topic and provide insights on why the gaps exist; and (7) propose an innovative research agenda on this theme and indicate how the proposed research would contribute to the objectives of Feed the Future and, specifically, iAGRI.

The background papers are intended to serve three functions, namely, (1) refine the priority areas that were identified in the Needs Assessment report and by stakeholders in the Priority-Setting Workshop; (2) guide the scope and content of the competitive research grants that will follow; and (3) guide iAGRI-sponsored MSc and PhD students and their advisors in the choice of thesis and dissertation topics to ensure that the research is relevant and demand driven. OSU Consortium team member inputs will focus on, but not be limited to, definition of the scope of the papers, global literature reviews, and recommendations for future research to emanate from the studies.

Conduct CRG Workshop – These teams will develop their papers and then meet in a workshop setting in May to discuss their content. Each paper will include a literature review related to an individual theme, but with a special focus on the topic as it relates to Tanzania and to Tanzanian agricultural and rural development. Given this context, each paper will then identify major research gaps that need to be addressed in order to increase agricultural productivity, rural livelihoods, and rural development. These research gaps will be discussed at the initial workshop. An expected outcome of this workshop will be the emergence of broadened teams of researchers addressing each of the major topics of the proposed research program. It is also anticipated that the workshop will provide input into the preparation of major competitive research grants program that will be designed to address the research gaps identified in the theme papers and refined in the workshop setting.

- **Issue Call for Competitive Research Proposals** – The call for proposals will come during the next quarter. We had hoped to reach this level of the process in March, but training and other pressing activities prevented the PMU from giving immediate attention to this. A second reason for waiting until the next quarter is that the teams preparing the eight theme papers needed more time to adequately complete their task – one upon which all subsequent activities depends.

⁴ The teams for each of these themes are found in the Appendix to this report.

- **Establish Agricultural Policy Seminar Series at SUA (with SERA)** – The PMU continued to work on establishing an agricultural policy seminar series to be based at SUA and conducted jointly with SERA. Project Director Kraybill and Deputy Project Director Minde met with SERA staff persons and SUA officials to organize it. SUA appointed the Department of Agricultural Economics and Agribusiness to host the program, a Coordinator, and an Assistant Coordinator to oversee the day to day operations of the policy series. The series will be sponsor six commissioned policy papers. Participants in the series will have an opportunity to prepare papers on specific policy topics which they will address in the series as well as prepare other papers informed by the seminars. This activity may include the work of non-Tanzanian scholars as well, including those from OSU Consortium universities.

III. Long Term Degree Training

- **Develop Training Plan** – A long-term degree training plan was prepared for iAGRI with the final version completed by the PMU in March.⁵ It includes a series of steps, many of which have already been undertaken, beginning with (1) formal advertisement of open positions in national newspapers in December; (2) compilation of applicant information and initial elimination on the basis of key criteria; (3) establishment of an iAGRI Trainee Selection Committee to select short-listed applicants, interview these applicants, and select “semi-finalists; (4) workshop to prepare students to take GRE and TOEFL exams; (5) GRE and TOEFL Testing; and (6) application to U.S. universities for graduate studies. Steps 1-5 were completed during the last quarter.
- **GRE/TOEFL Workshop** - A two day workshop on the Graduate Record Examination (GRE) and the Test of English as a Foreign Language (TOEFL) was held for 43 applicants in February. Instruction was provided by teleconference. Day I was led by Deborah Morbitt, OSU instructor, on the GRE. Day II was led by Annette Bouvier, OSU instructor, on the TOEFL. Evaluations of the workshop by those who participated were very favorable.⁶ Later in the quarter, the semi-finalists took the GRE and TOEFL examinations at the University of Dar es Salaam. The GRE was computer based and the TOEFL was paper based. It is predicted that students will score better on the TOEFL than on the GRE given the limited experience of students in taking computer based tests, limited familiarity with computers, and lack of testing familiarity. We recommend that a similar workshop be organized for applicants in 2013.
- **Application Dossiers** - The PMU is preparing dossiers for individual applicants for application to OSU Consortium member institutions for graduate study. These dossiers will include transcripts, letters of intent, letters of recommendation, GRE and TOEFL scores, and background information. The dossiers will be shared with the OSU ME, which will have primary responsibility for selection of universities to which they are to be submitted.

⁵ A copy of the Training Plan is found in the Appendix to this report.

⁶ A copy of the evaluation summary is found in the Appendix to this report.

- **South-South Degree Training** – Contacts have been made with institutions mentioned in the original proposal submitted by the OSU Consortium as possible training institutions in the Global South. These include Punjab Agricultural University in India and China Agricultural University and Hunan Agricultural University in China.
- **Degree Training at SUA** – The PMU is weighing the possibility of placing additional students at SUA for graduate degree training. About 10 applicants in the 2012/13 cohort expressed an interest in in-country training. The PMU is currently preparing a list of candidates for potential training at SUA. In addition, the PMU has approached USAID-Tanzania about providing undergraduate degree training for candidates from Zanzibar. The Trainee Selection Committee discovered a dearth of students from Zanzibar who are qualified for graduate degree training. After further discussion with USAID-Tanzania, should the PMU proceed with the proposed undergraduate scholarship plan, students will be placed at SUA in fall. Eventually, some of them may qualify for graduate degree training, but this would be after they receive their undergraduate degrees from SUA. At the same time, the door will remain open for Zanzibari applicants for MSc training in the event good candidates become available.
- **Develop Sub-Agreement with RUFORUM for South-South Training** – Consistent with the original proposal submitted for this project, we contacted RUFORUM (Regional Universities Forum for Capacity Building in Africa) about the possibility of their placing students for graduate degree training through their network of universities in southern and eastern Africa. A sub-agreement was subsequently negotiated for this purpose. The intent is for RUFORUM to administer 10 student placements in 2012 and an additional 20 student placements during the following two years. RUFORUM will take responsibility for student placement and for the monitoring and evaluation of student performance at its member institutions. RUFORUM's activities will include placement, identification of appropriate advisors, student performance tracking, and thesis research completion.

IV. Strengthen SUA Programs

- **Development of Thesis Research Topics** – How best to identify appropriate research topics for students currently undertaking graduate degree training in the U.S. was discussed at the workshop mentioned in the previous paragraph. One option that will be pursued during the coming quarter is to have SUA faculty, who have been identified as their mentors in the field, come to the U.S. to work with the student and the U.S. advisor prior to having the student return to Tanzania to undertake the research. The visits could strengthen the thesis proposals of the students, increase relevance of the student's research to the Tanzania Feed the Future Program, and build relationships between the U.S. and SUA faculty involved in the degree programs. If physical visits are not possible, participants and their U.S. and Tanzanian advisors will be encouraged to communicate electronically. This networking may well lead to the conduct of additional joint research on similar topics in Tanzania. Mutual engagement of the

U.S. and Tanzanian advisors in the identification of research topics and appropriate field study will enhance the overall level of performance of collaborative research supported by the project.

- **Identify Technical Skill Gaps Based on Needs Assessment** – PMU and ME staff continued to review the needs assessment conducted by the project in 2011, giving particular attention to the skill gaps identified at SUA. Investments in related short-term training and faculty exchanges between SUA and OSU Consortium partners were discussed in several venues. Many potential activities were discussed in this context, including (1) proposal writing - with possible joint proposals an outcome; (2) communications technology, particularly as it relates to the use of the Internet to strengthen classroom teaching; (3) proactive student learning options; and (4) curriculum development.
- **Create a Staff Development Plan for iAGRI Investments** – Funds are being set aside for short-term exchanges between SUA faculty and administrators and representatives of the OSU Consortium institutions. The PMU, in collaboration with ME staff, will develop a detailed short-term exchange program for the remainder of Year II as well as a general plan for additional inputs of this type for Years III – V.
- **Solicit Stakeholder Analysis of Adequacy of Current Curriculum** - In regard to curriculum, special emphasis will be given to seeking stakeholder inputs. These inputs will include an evaluation of the strengths and weaknesses of current programs, as reflected in SUA's graduates; identification of desired attributes of future graduates that will enable them to be ready to succeed in the job market; and ways in which stakeholders can become more involved in the education of undergraduates, including through internships.
- **Design and Implement Improved Mechanisms for Linking with Stakeholders** – The PMU has given preliminary attention to this aspect of curriculum development and updating. During the following quarter it will work with interested SUA faculty to develop a plan to more directly engage stakeholders in the teaching program at SUA. This may take the form of advisory committees to provide input at departmental, faculty and university levels.
- **Promoting Awareness of CAADP at SUA** - Project Director David Kraybill and Vedasto Muhikambebe, Director of Research and Postgraduate Studies at SUA, attended a workshop on Tertiary Agricultural Education in Africa at Wageningen, Netherlands. The workshop brought together leaders from African universities, RUFORUM, ANAFE, the World Bank, and donors to seek ways of integrating tertiary agricultural education into the CAADP (Comprehensive Africa Agriculture Development Program) framework and to improve donor coordination. To date, SUA has had relatively limited involvement with CAADP and many persons at the university have little awareness of Tanzania's CAADP Compact and the related Tanzania Agriculture and Food Security Investment plan. Following the workshop, the Project Director met with top university

officials, including the Vice Chancellor, to discuss how awareness of CAADP can be promoted. It was decided that iAGRI would co-sponsor a workshop on CAADP during the next quarter.

V. Promote Tri-Partite SUA/U.S. University-Global South University Cooperation – Attention to this dimension of the program during the current quarter was on planning rather than implementation because of the urgent need to place students in long-term degree programs and launch the collaborative research program. The engagement of programmatic and individual staff resources of Global South partners will occur largely through training and research.

- **Develop Plan for Global South Partners in Long-Term Degree Training** –A plan for engagement of these partners will be developed over the coming quarter. Among the topics discussed by the PMU and ME during the current quarter was the appropriate location for training. For example, it is recognized that the University of Pretoria in South Africa has substantial expertise in human nutrition, including excellent outreach programs. Punjab Agricultural University in India has substantial expertise in agricultural research and outreach, much of it linked to major cropping systems, China Agricultural University has substantial expertise in agricultural policy, and Hunan Agricultural University has substantial expertise in rice production and greenhouse production of vegetables. In addition, a number of other Sub-Saharan universities have centers of excellence that can be utilized for graduate degree training. In this regard, iAGRI has developed a sub-agreement with RUFORUM to place students in these centers, including the University of Nairobi – dry land range management; Makerere University in crop breeding and plant protection; and Bunda College in Malawi in agricultural extension and education.
- **Engage Global South Partners in Training Provided by SUA Centers of Excellence** – The PMU is in the process of developing a plan to link scientists and academicians from institutions mentioned in the previous paragraph as well as from other universities in the South with SUA Centers of Excellence. This plan will be completed by the end of quarter four of FY 2012 with full implementation envisioned during Year III and beyond.
- **Presentations at SUA by Global South Scientists** – The PMU staff will work with counterparts at SUA to develop a program of visitations and lectures to be provided by representatives of Global South institutions. It is expected that SUA counterparts will play a lead role in identifying and arranging for the visitations and activities of these visitors on the SUA campus.
- **Engage Global South Partner Staff in Research Programs** – We envision this activity to be integrated with other programmatic activities already discuss in this report. For example, we anticipate that Global South Partner Staff will be engaged in the collaborative research grants program that will be inaugurated during the next quarter of activity. We also anticipate that they will work with graduate students placed at their institutions in the development and conduct of thesis research, again in collaboration with SUA counterparts.

VI. Monitoring and Evaluation –Dr. Maria Mullei, an M&E and Gender Consultant from Virginia Tech, made further revisions on iAGRI’s Performance Monitoring Plan (PMP), which was submitted to USAID Tanzania by Project Director David Kraybill in January. During the quarter, Dr. Flavianus Magayane joined the staff of iAGRI as Monitoring and Evaluation Specialist for the project. Dr. Magayane is a professor at SUA and is an experienced M&E expert. Dr. Mullei visited Tanzania in February and worked with Dr. Magayane to develop templates for data collection on project activities and reporting of indicators.

VII. Gender, A Cross-Cutting Issue – During her visit in February, Dr. Mullei also worked with iAGRI’s newly hired Gender Specialist, Dr. Carolyne Nombo. Dr. Nombo is a professor at SUA and one of the leading gender specialists at the university. They met with members of SUA’s Gender Policy Implementation Committee to discuss ways of supporting the committee. They also began to develop a plan, to be completed next quarter, for other gender-related activities

PROBLEMS ENCOUNTERED

Vehicle Purchase - A major glitch in the program is related to the purchase of project vehicles. Funds were transferred to SUA for the purchase of the vehicles and they were subsequently transferred to a Dar es Salaam company, CMC Limited, from which the vehicles are to be purchased. However, there have been significant delays in obtaining the VAT exemption and registration documents from the Tanzanian Government. Because of these delays the delivery of the vehicles was also delayed. They were finally received at SUA on April 20. Lack of vehicles significantly hampered the ability of the PMU to carry out its day-to-day business during the quarter.

Value Added Tax Exemptions – Application for VAT exemption from TRA Morogoro continues to take a great deal of PMU staff time. A separate application, in quadruple copy, must be filed for each purchase over \$500. It would be desirable if the project could get blanket approval for VAT exemption for repeated monthly expenses such as security guard services and employment services of the Administrative Assistant and Operations Manager (hired via Kilimanjaro International Corporation, as described earlier in the report), but to date TRA has required the filing of a new exemption from each month for these purchases.

Access to Electricity – The PMU was granted a building for its offices by SUA administration at the end of 2011. The building is adequate in terms of size but is in need of renovation and proper electricity and water connections. Most of the needed renovation was done during the current quarter, including repair of cracked walls, replacement of defective flooring, construction of an external stairway, construction of public toilets, replacement of lighting fixtures, installation of security grills on windows, and painting. Continued lack of a three-phase in the building hampered project operations. Application was made to TANESCO to install a new power line to the building but the line was not yet installed by the end of the quarter.

APPENDIX

Indicator / Disaggregation	Baseline Value	2012 Target	Achieved to date	Q1	Q2	Q3	Q4	LOP - Life Of Project	Units
FTF Indicators									
IR 3: Increased investment in agriculture and nutrition related activities / Sub IR 3.1 Increased Participation of the Private Sector in the Delivery of Services									
District									
4.5.2-12 Number of public-private partnerships formed as a result of FTF assistance	0	2	0	0	0	1	1	13	Number
agricultural production									
agricultural post-harvest transformation									
nutrition									
other									
multi-focus									
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
District									
4.5.2-6 Number of individuals who have received USG supported long-term agricultural sector productivity or food security training	0	55	6	7	0	20	35	120	Number
Female									
Male									
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
District									
4.5.2-7 Number of individuals who have received USG supported short-term agricultural sector productivity or food security training	0	100	0	0	10	30	60	450	Number
Producers									
Female									
Male									
People in government									
Female									
Male									
People in private sector firms									
Female									
Male									
People in civil society									
Female									
Male									
IR 1: Improved Agricultural Productivity / Sub IR 1.2: New Technologies and Management Practices Introduced									
District									
4.5.2-39 Number of technologies or management practices in one of the following phases of development:									
Phase I: under research as a result of USG assistance	0	3	0	0	0	2	1	23	Number

Phase II: under field testing as a result of USG assistance	0	2	0	0	0	1	1	17	Number
iAGRI Custom Indicators									
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
District									
OSU1.1.1.1 Number of students assessed for Graduate level English competency	0	35	43	0	0	20	15	85	Number
People in government									
Female									
Male									
People in private sector firms									
Female									
Male									
People in civil society									
Female									
Male									
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
OSU1.1.1.2 Number of students trained for Graduate level English competency	0	13	1	0	0	6	7	30	Number
People in government									
Female									
Male									
People in private sector firms									
Female									
Male									
People in civil society									
Female									
Male									
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
OSU 1.1.1.4 Number of Randomized Control Trials (RCTs) conducted by trained researchers	0	10	0	0	0	5	5	70	Number
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
OSU 1.1.1.5 Number of of research projects conducted which specifically focus on gender	0	2	0	0	0	1	1	9	Number
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
OSU 1.1.1.6 Number of students making use of improved ICT in classroom instruction	0	750	0	0	0	350	400	1750	Number
Female									
Male									
IR 1: Improved Agricultural Productivity / Sub IR 1.1: Capacity for Agricultural and Nutrition Research Strengthened									
OSU 1.1.1.9 Number of researchers trained on Randomized Control trials (RCTs)	0	10	0	0	0	5	5	85	Number
Female									

Male									
IR 1: Improved Agricultural Productivity / Sub IR 1.2: New Technologies and Management Practices Introduced									
OSU 1.2.1.1 Number of research projects that address issues of climate change	0	1	0	0	0	0	1	14	Number
IR 3: Increased Investment in Agriculture and Nutrition Related Activities/ Sub IR 3.2: Increased Capacity of Women to Participate in Agriculture and Nutrition									
OSU 1.3.2.1 Number of young female students provided with women-to -women mentorship program	0	50	0	0	5	20	25	1250	Number
IR 3: Increased Investment in Agriculture and Nutrition Related Activities/ Sub IR 3.2: Increased Capacity of Women to Participate in Agriculture and Nutrition									
OSU 1.3.2.2 Number of high school girls provided with career guidance and counselling program	0	700	0	0	100	300	300	4150	Number
IR 3: Increased Investment in Agriculture and Nutrition Related Activities/ Sub IR 3.2: Increased Capacity of Women to Participate in Agriculture and Nutrition									
OSU 1.3.2.4 Percentage change in the female secondary school students applying for admission to agriculture and science degree programs at Sokoine University	0	5	0	0	1	2	2	5	% change
IR 3: Increased Investment in Agriculture and Nutrition Related Activities/ Sub IR 3.2: Increased Capacity of Women to Participate in Agriculture and Nutrition									
OSU 1.3.2.5 Number of actions supportive of gender mainstreaming at Sokoine University	0	4	0	0	1	1	2	20	Number
IR 3: Increased Investment in Agriculture and Nutrition Related Activities/ Sub IR 3.3: Enhanced Knowledge and external ideas through study tours									
OSU 1.3.3.1 Number of people participating in study tours as a result of FtF assistance	0	10	0	0	0	5	5	170	Number
Producers									
Female									
Male									
People in government									
Female									
Male									
People in private sector firms									
Female									
Male									
People in civil society									
Female									
Male									
IR 8: Improved Enabling Policy Environment for both Agriculture and Nutrition/ Sub IR 8.1: Improved Capacity to Conduct Policy Research and Analysis									
OSU 1.4.1 Number of policy issues in agriculture, natural resources and environment, climate change and nutrition researched and analysed as a result of FtF assistance	0	3	0	0	0	1	2	36	Number
IR 8: Improved Enabling Policy Environment for both Agriculture and Nutrition/ Sub IR 8.2: Public/Private Sector Dialogue on Policy Increased									
OSU 1.4.2 Number of USG-supported policy dialogue events held that are related to improving the enabling environment for agriculture and nutrition	0	2	0	0	0	1	1	15	Number

POSITION DESCRIPTION FOR ADMINISTRATIVE ASSISTANT

BASIC FUNCTIONS OF POSITION

1. The Administrative Assistant will work with the Innovative Agricultural Research Initiative (iAGRI), a project funded by the United States Agency for International Development (USAID). The project aims to strengthen the training and collaborative research capacities of Sokoine University of Agriculture (SUA) and the Tanzania National Agricultural Research System (NARS).
2. The incumbent will report to the Operations Manager of iAGRI and will work closely with the Deputy Project Director and other staff persons to implement the training and research activities of the project.
3. He/she will provide clerical and managerial support for all aspect of iAGRI.

SPECIFIC DUTIES/RESPONSIBILITIES

- Write dictated memos for project staff;
- Prepare and edit documents;
- Prepare draft reports as directed by project staff;
- Receive, inspect, and organize applications for iAGRI scholarship applications;
- Receive and organize proposals submitted for iAGRI's competitive research grants program;
- Run errands on the Sokoine University campus and in Morogoro;
- Travel to Dar es Salaam as courier when needed;
- Receive and send mail going through postal service;
- Order office supplies as needed;
- Update and manage directory of telephone numbers and email addresses relevant to project;
- Maintain door keys for project offices;
- Monitor the work schedules of persons cleaning projects office and providing security;

QUALIFICATIONS

- Minimum bachelor's degree in management, accounting, finance;
- 3+ years of work experience (exceptions can be made) as administrative assistant;
- High degree of comfort with technology and competence in use of standard software packages (Microsoft word processing, spreadsheets, etc.)'
- Exceptional English communication skills (written and oral) with individuals, groups, and the press
- Strong interpersonal skills, including the ability to work effectively on a team;
- Ability to multi-task, work under tight deadlines and effectively manage team members to deliver required documentation in a timely manner;
- Substantial knowledge of Sokoine University of Agriculture, Tanzania's National Agricultural Research System, and the Tanzanian agricultural sector would be an advantage.

Send CV and cover letter outlining your training and relevant work experience to:

Proj. Director, Innovative Agricultural Research Initiative (iAGRI)
Sokoine University
P.O. Box 3114, Chuo Kikuu, Morogoro, Tanzania
Email: admin @iagri.org

Only short-listed candidates will be contacted.

POSITION DESCRIPTION FOR OPERATIONS MANAGER

BASIC FUNCTIONS OF POSITION

1. The Operations Manager will work with the Innovative Agricultural Research Initiative (iAGRI), a project funded by the United States Agency for International Development (USAID). The project aims to strengthen the training and collaborative research capacities of Sokoine University of Agriculture (SUA) and the Tanzania National Agricultural Research System (NARS).
2. The incumbent will report to the Project Director of iAGRI and will work closely with the Deputy Project Director and other staff persons to implement the training and research activities of the project.
3. He/she will organize and manage procurement, tax exemption requests, travel arrangements, physical facilities, meeting arrangements, workshop registration, and other logistical aspects of iAGRI.

SPECIFIC DUTIES/RESPONSIBILITIES

- Work with the project's home office at Ohio State University (OSU) to develop project policies, procedures and processes in accordance with generally accepted accounting principles (GAAP), OSU policies and procedures, local government regulations, and USAID requirements;
- Develop and implement procurement, finance, human resources, and administration plans to ensure quality and timely delivery of results;
- Act as the focal point for human resources and procurement, ensure the speedy execution of requests and provide necessary input, such as documentation, to the processes to facilitate the delivery of support services and a smooth disbursement of funds;
- Facilitate and prepare project budget, budget monitoring and budget revision;
- Manage project accounts (receipts and payments) and petty cash fund;
- Handle all project banking operations;
- Ensure accountability, transparency and competitiveness in procurement and contracting aspects of the project;
- Prepare draft terms of reference for recruitment and procurement processes and initiate these in accordance with the plans, in accordance with USAID policies and procedures and in a timely manner;
- Manage all subordinate staff;
- Make travel arrangements for project staff and visitors, including handling visas and permits for visitors;
- Make arrangements for venue, materials, equipment, travel, and lodging arrangements for project-sponsored workshops;
- Coordinate and support the preparation of the project advisory board meeting and ad hoc meetings with partners as required;
- Ensure subcontractors comply with USAID regulations.

QUALIFICATIONS

- Minimum diploma in management, accounting, finance; degree preferred but not essential;
- 4+ years of work experience (exceptions can be made) in project operations management;
- Leadership / management skills;
- High degree of comfort with technology and competence in use of standard software packages (Microsoft word processing, spreadsheets, etc.)’
- Exceptional English communication skills (written and oral) with individuals, groups, and the press
- Strong interpersonal skills, including the ability to work effectively on a team;
- Possess comprehensive knowledge of Government of Tanzania policies and procedures relevant to donor-funded projects.
- Ability to multi-task, work under tight deadlines and effectively manage team members to deliver required documentation in a timely manner.
- Substantial knowledge of Sokoine University of Agriculture, Tanzania’s National Agricultural Research System, and the Tanzanian agricultural sector would be an advantage.

Send CV and cover letter outlining your training and relevant work experience to:

Project Director, Innovative Agricultural Research Initiative (iAGRI),
Sokoine University
P.O. Box 3114, Chuo Kikuu, Morogoro, Tanzania
Email: admin @iagri.org

Only short-listed candidates will be contacted.

SCOPE OF WORK AND QUALIFICATIONS FOR TRAINING, RESEARCH, AND OUTREACH ADVISOR

BASIC FUNCTIONS OF POSITION

1. The Training, Research, and Outreach Advisor will work with the Innovative Agricultural Research Initiative (iAGRI), funded by the United States Agency for International Development (USAID).
2. The incumbent will report to the Project Director of iAGRI and will work closely with the Deputy Project Director and other staff persons to assist in developing and implementing training, research, and outreach programs and activities for iAGRI.

SPECIFIC DUTIES AND RESPONSIBILITIES

A. Training

1. Prepare document recommending recruitment procedures and selection criteria for degree trainees;
2. Advise on fields of study and training venues (countries and universities) for degree training;
3. Advise on content of workshops for preparing degree training finalists for foreign study;
4. Prepare document on short-term training, recommending topics, modes of training, and trainee selection procedures;
5. Prepare document on recommended procedures for internship program for SUA students;
6. Prepare “thought pieces” on the current status of agricultural training, research, and outreach in Tanzania and innovations that could be supported by iAGRI.

B. Research

1. Advise on design of thematic research working groups for iAGRI-sponsored research, including research topics, methods of forming groups, and group communication methods;
2. Advise on design of a competitive grants program for iAGRI, including governance of the program, size of grants, the content of training workshops on grant preparation, proposal screening procedures, and research evaluation criteria.

C. Outreach

1. Advise on existing outreach activities at SUA that merit iAGRI support;
2. Advise on new outreach approaches and activities for iAGRI to support.

LEVEL OF EFFORT

One day per week, preferably split into two half days.

QUALIFICATIONS

- A Ph.D. degree in education or a social science discipline;
- Minimum of ten (10) years of experience as a member of academic staff at SUA;
- Thorough knowledge of administrative procedures and history of SUA and Ministry of Agriculture, Food Security, and Cooperatives (MAFC);
- Substantial knowledge of Tanzanian agricultural sector;
- Established working relationships with senior personnel at SUA, MAFC, and agribusiness firms;
- Excellent oral communications skills to effectively present information and respond to questions;
- Exceptional writing skills for drafting and editing reports;
- Evidence of ability to multi-task and deliver required documents in a timely manner.

iAGRI Collaborative Research Strategy and Process

1. Background:

Collaborative Research features as objective number 2 in the approved iAGRI Project Document. Other objectives are long-term degree training and institutional capacity strengthening. The primary goal of the collaborative research component is to build capacity for multi-disciplinary and multi-institutional knowledge generation and dissemination. Greater collaborative research capacity will help to advance Tanzania towards achievement of the Feed the Future (FtF) and Comprehensive Africa Agricultural Development Program (CAADP) by increasing agricultural productivity sustainably and reducing malnutrition. A second goal of the collaborative research component is to conduct research on specific themes.

2. Some Definitions:

“Collaborative” in the context of iAGRI refers to multi-disciplinary and inter-institutional engagement in research within Tanzania. Inter-institutional refers to Sokoine University of Agriculture (SUA), National Agricultural Research System (NARS), the Ohio State University Consortium (OSUC), and the private sector. Multi-disciplinarity in turn refers to involvement of different bodies of knowledge within the bio-physical and social sciences. The expectation here is that using multiple lenses to investigate a problem (bio-physical, social, policy or economic) leads to more lasting solutions.

3. The Collaborative Research Process:

To set goals for the collaborative research program, it is envisaged to go through and or situate the process in the following stages:

- i) Learning from the Needs Assessment: A Needs Assessment was conducted in the first four months of the project which identified the kinds and types of agricultural research conducted by key national institutions and the gaps that remain to be filled by among others iAGRI;
- ii) Learning from the iAGRI Priority-Setting Workshop: A priority-setting meeting was held from 17-18 October 2011 as a follow-on to the Needs Assessment. A key objective of the workshop as regards collaborative research was to agree on research priorities based on the identified gaps.

During the Priority-Setting Workshop, the following priority themes were identified to guide iAGRI research activities:

- I. Crop improvement;*
- II. Value chain management (value addition, postharvest management, bulking and packaging and marketing);*
- III. Climate change;*

- IV. Gender and agricultural productivity;*
- V. Water resources management;*
- VI. Policy analysis, focusing on agriculture-related policies;*
- VII. Extension systems;*
- VIII. Nutrition and food science*

By design, the priorities above are broad. This was meant to provide adequate flexibility for iAGRI and interested researchers to further define areas of interest within these broad categories. It was also understood that these priorities were meant to provide to iAGRI some indication of the kinds of issues that stakeholders thought were important for research and that iAGRI would still attempt to modify (add, subtract, bundle, disaggregate, etc.) as we move along.

4. Development of Collaborative Research Background Papers:

Objective: to ensure a focused research program, it will be valuable for iAGRI to provide direction for faculty and student researchers investigating the research priority areas identified at the Priority-Setting Workshop. This will facilitate identification of gaps to be addressed in subsequent collaborative research activities. The specific objective of the assignment will be to produce a background paper of 25-40 pages (double-spaced) on each of the identified priority areas that will cover the following:

- Define the scope of the thematic area;
- Identify the actual and potential research needs on the topic in the context of the on-going agricultural sector development initiatives (ASDP, CAADP, Kilimo Kwanza, etc.);
- Provide a original, comprehensive literature survey and critical analysis of the research that has been done on this topic in Tanzania;
- Provide a review of leading international academic papers published on this topic, with emphasis on the past ten years, and assess the relevance of these papers for research in Tanzania;
- Identify gaps on this topic as it pertains to Tanzania and the clientele of SUA and MAFC;
- Analyze the existing knowledge gaps on this topic and provide insights on why the gaps exist;
- Propose an innovative research agenda on this theme and indicate how the proposed research would contribute to the objectives of Feed the Future and, specifically, iAGRI.

The background papers are intended to serve three functions:

- Refine the priority areas that were identified in the Needs Assessment report and by stakeholders in the Priority-Setting Workshop;
- Information obtained will guide the scope and content of the competitive research grants that will follow;
- Provide guidance to iAGRI-sponsored MSc and PhD students and their advisors in the choice of thesis and dissertation topics. It is critical that research by iAGRI graduate students be relevant and demand driven. These papers are expected to clearly demonstrate these two criteria in their development.

5. Procedure for the Background Papers Development:

- i) The PMU will form a task force of 24 persons from SUA, MAFC, and OSUC (a total of three from each institution) to prepare background papers on each of the eight thematic areas from the Priority-Setting Workshop. The content of the papers is described in the preceding section.
- ii) Timeframe: at beginning of March, task force members will meet by Skype, phone, or email to plan paper. Writing will proceed during March, April and part of May.
- iii) On 15 May, a Collaborative Research Workshop of task force members will be held at SUA to critique the draft papers and for task force members from Tanzania and the U.S. to develop research recommendations on each theme.
- iv) The Collaborative Research Workshop will also discuss the call for proposals for competitive research funds to be made available by iAGRI in 2012. The purpose of the call will be to --
 - Provide grants to researchers to work together with partner institutions and beneficiaries dedicated to technology and innovation transfer that shows promise for replicability and adoption;
 - Use the experience of funded projects to develop lessons and guidelines applicable to help solve the problems of technology transfer in Tanzania; and
 - Support projects that will make a positive contribution toward the region's economic development through investment in agriculture. The call will comprise, among others, the following:
 - a) Pre-proposal (concept note) and later proposal
 - b) Level of funding per research project
 - c) Funding eligibility
 - d) Quality control issues including monitoring and evaluation
 - e) Coaching and supervision
 - f) Duration
- v) The papers will be completed by 20 June 2012.
- vi) iAGRI PMU to develop Call for Proposals.

6. A Summary of Dates and Associated Activities⁷:

Date	Activity
10 March	By this date, writing teams identified for each of the eight papers
15 March	Writing teams begin corresponding by email and Skype to develop outline of papers.
30 March	Team leaders will provide PMU with outline identifying scope of the thematic area.
30 April	Team leader will provide PMU with a first-order draft of the paper.
5 May	Team leader will provide PMU with a first-order draft of the paper.
15 May	Collaborative Research Workshop in Morogoro for Task Force members (writing teams) to present, critique, and outline plans for improving the papers.
1 June	Call for Expression of Interest in joining thematic working groups.
20 June	Background papers completed by writing teams by this date.
1 July	Inception workshop at SUA to discuss the iAGRI Collaborative Research Program with technically-oriented institutional representatives from SUA and MAFC and to release first Call for Proposals.

KEY MILESTONES IN THE CALL PROCESS

31 July	Deadline for pre-proposals submission.
10 August	Concept notes evaluation team constituted.
30 August	Best pre-proposals selected and authors asked to write full proposals.
30 September	Full proposals due.
10 October	Proposal evaluation team constituted and begin work.
25 October	Evaluation of full proposals completed.
1 November	Final awards announced.

⁷ Details on the competitive research call for concept note and proposal development processes will be provided later.

NAMES AND CONTACT INFORMATION OF AUTHORS OF BACKGROUND PAPERS

	THEMATIC RESEARCH TOPIC	SUA MEMBER	MAFC/TMA/TFNC MEMBER	OSUC MEMBER (Candidates)	MANAGEMENT TEAM CONTACT
1	Crop improvement	Dr Ashura Luzi Kihupi 0784 328495 aluzikih@yahoo.com	Dr Sophia Kashenge Killenga, Katrin Agricultural Research Institute, Ifakara 0716930054 sophykashenge@yahoo.com	Conrad Bonsi Tuskegee University cobonsi@mytu.tuskegee.edu	Amon Matee
2	Value chain management (value addition, postharvest management, bulking and packaging and marketing)	Dr Anna Temu 0755534436 aatemu2002@yahoo.co.uk	Revelian Ngaiza MAFC, Dar es Salaam rngaiza@hki.org	Jerzy Nowak Virginia Tech jenowak@vt.edu	Isaac Minde
3	Climate change and food security	Prof Salim Maliondo 0757996979 smaliondo@yahoo.co.uk	Dr Emmanuel Mpetwa Tanzania Meteorological Agency	Dr Jennifer Olson Michigan State University olsonjj@msu.edu	David Kraybill
4	Gender and agricultural productivity	Prof Joyce Lyimo-Macha 0754368877 Joylimac2@yahoo.com	Ms Theresia Msacky	Eunice Bonsai Tuskegee University ebonsi@mytu.tuskegee.edu	Amon Matee
5	Water resources management	Prof Henry Mahoo 0784300045 mahooHenry@yahoo.com	Lait Simkanga Isimukanga@gmail.com	Larry Brown Ohio State University brown.59@osu.edu	David Kraybill
6	Agricultural policy analysis	Prof Aida Isinika 0754470807 aidaisinika@yahoo.co.uk	Mr Gungu Mohamed Mibavu	John van Sickle University of Florida sickle@ufl.edu	Isaac Minde
7	Extension systems	Prof Raphael Wambura 0713274533 masandawambura@yahoo.com	Ms Kissa Kajigili 0754362340	David Acker Iowa State University dacker@iastate.edu	Amon Matee
8	Nutrition	Prof John Msuya 0754386746 J_msuya@yahoo.com	Dr Jocelyne Kaganda TFNC	Maurice Bennick Michigan State University mbennink@msu.edu	David Kraybill

iAGRI Training Plan

I. Trainee Selection and Placement Process, 2012

1. Advertisement Development and Placement in Papers

- i) The advertisement was developed by the PMU and shared with MAFC and SUA representatives for additions and or subtractions.
- ii) The advertisement was placed in two widely read national newspapers, the Guardian and The Citizen on **19 December 2011** with a deadline of **5 January 2012**.
- iii) In addition, SUA and MAFC administration were made aware of the advertisement and asked to share widely with potential applicants. The advertisement was shared with all Heads of Departments in the Faculty of Agriculture, placed on bulletin board on campus, and posted on the home page of the SUA website. Key individuals in MAFC were asked to do the same.
- iv) Between 20 December and 5 January 2012, the PMU was quite busy responding to questions from applicants seeking clarification on the application process.
- v) Very few applications were received from Tanzanians studying in the U.S., yet this seems like a good pool from which to draw qualified training candidates. A call was transmitted through the OSUC consortium universities for qualified Tanzanian citizens to apply by **January 20**.
- vi) No applications were received from Zanzibar by the Tanzania deadline of January 5. Because the isles are important in Feed the Future plans, the deadline for applications from Zanzibar was extended until **January 27** and assistance of the Zanzibar Ministry of Agriculture and Natural Resources was sought.
- vii) Applicants were asked to provide the following items: (a) Letter of intent that specifies the applicant's desired degree area and whether he/she would consider study outside Tanzania or prefers to remain within Tanzania for studies, (b) up-to-date curriculum vitae, (c) copy of university transcript, (d) a letter of recommendation from a referee, and (e) GRE and TOEFL scores if applicant has already taken these examinations. In future calls for application, it is recommended that applicants be instructed to provide a photocopy of their passport, if they have one; if they do not have one, they should provide a photocopy of a government ID, such as the Tanzanian voters card.

2. Establishment of iAGRI Trainee Selection Committee

A Trainee Selection Committee was established consisting of representatives from Ministry of Agriculture, Food Security, and Cooperatives (MAFC), Sokoine University of Agriculture (SUA), USAID/Tanzania, Ministry of Agriculture and Natural Resources of Zanzibar (MANRZ), and the iAGRI Project Management Unit (PMU). Members are Dr. Amon Maerere (Deputy Director of Post-Graduate Studies, SUA), Dr. Susan Nchimbi-Msola (Deputy Director of Research, SUA), Mr. Geoffrey Kirenga (Director of Crop Development, MAFC), Ms. Anne Assenga (Director of Training, MAFC), Dr. Juma Akil (Director of Planning, Policy and Research, MANRZ), Ms. Kim LeBlanc (Education Officer, USAID

Tanzania), Dr. Isaac Minde, (PMU), Mr. Emmanuel Rwambali (PMU), and Dr. David Kraybill (PMU).

Responsibilities of the committee are to choose a short list of applicants to be interviewed, conduct interviews, and select “semi-finalists.” The latter group will become “finalists” and will receive funding from iAGRI only after being accepted at a university for degree studies. Semi-finalists will be the “cream of the crop” and are likely to gain admission into degree programs though iAGRI cannot guarantee admission.

3. Compiling Applicant Information and Elimination on Basis of Key Criteria

- i) Information (name, age, grade point average, etc.) from 330+ applicants was recorded in Excel.
- ii) Acknowledgment of receipt of application was sent to applicants by email or phone by **January 20**.
- iii) The PMU rejected those who did not meet minimum criteria – specifically age, field of training and GPA.
- iv) The PMU contacted applicants who met minimum requirements stated in the advertisement to ask them to submit any missing information in their applications.

4. Preliminary Shortlisting

- i) The PMU prepared a preliminary short list of approximately 70 MSc and 60 PhD applicants. This was done with the understanding that the 2012 target is 20 PhD and 35 MSc trainees. It would be overly burdensome to send numbers larger than these to the Selection Committee. However, all information will be made available to anyone who would like to make reference to any applicant.
- ii) The PMU identified a number of applicant pools from the piles of 60 and 70. These pools may be as follows: a) SUA, MAFC and Zanzibar applicants, b) study venue USA, SUA, and other places, c) male and female applicants, and d) intended field of study, defined broadly.

5. Semi-Finalist Selection and Interviewing

- i) Selection Committee met on **30-31 January 2012** to short list applicants to be interviewed.
- ii) Short-listed applicants were informed on **31 January 2012** to appear for interview in Morogoro on **2-3 February** or in Dar es Salaam on **9-10 February**, whichever location was most convenient for the applicant. On the final day of interviewing, the committee selected semi-finalists (for study both in the United States and elsewhere).
- iii) On **15 February**, word was received from Prometrica, the company in charge of the TOEFL exam, that names had to be submitted immediately (that day) for those who would be taking the exam on March 9. The list of semi-finalists prepared by the committee contained less than the target number of 40 persons to sit for the TOEFL, because many of the Masters-level semi-finalists chosen on February 15 indicated they did not want to study in the United States. In view of the pending deadline, Minde and Kraybill went back to the list of interviewees and, using the ranking information provided by the committee, selected

additional persons to take the TOEFL. Ultimately, 43 individuals were chosen: 29 PhD aspirants and 14 Masters aspirants.

6. Semi-Finalist Preparation and Test-Taking

- i) On **23-24 February**, a GRE and TOEFL workshop was held in Morogoro for all semi-finalists who are being considered for study in the United States. February 23 was devoted to the GRE while February 24 was devoted to the TOEFL. Two instructors from OSU presented the instructional material by teleconference. Instructor Deborah Morbitt taught the GRE workshop and Instructor Nanette Bouvier taught the TOEFL workshop. David Kraybill and Emmanuel Rwambali served as in-classroom facilitators.
- ii) The ME, with assistance from the PM you, registered US-bound applicants for TOEFL and GRE.
- iii) TOEFL examination date: the paper-based version of the TOEFL examination will be taken by all applicants on March 9 at Peace Haven Academy in Dar Es Salaam.
- iv) GRE examination date: it would have been the preference of the PM you and the need to have the applicants take the paper-based version of the GRE, but the exam date did not match well with our schedule. Applicants were therefore registered for the computer-based version of the GRE beginning on March 8. The GRE examination room at the University of Dar es Salaam is too small to accommodate all the iAGRI applicants at one time. Therefore, the applicants will take the exam on various dates, with the last test date being March 28.
- v) Score reports will be sent to the four largest university programs (OSU,UFL, MSU, Va Tech). At the GRE and TOEFL workshop, US-Bound candidates were informed of additional application materials to be submitted to PMU by **15 March**: three letters of recommendation (two in addition to the one submitted with the initial application), A-level transcript, a well-developed one page statement of educational/professional experience and goals. Later, US-bound applicants will be informed of additional deadlines (e.g., online applications) and requirements (passport, medical screenings, exam, obtaining leave from Tanzania employer).

7. Application to Universities

Decisions about universities to which semi-finalists will apply will be made by iAGRI (the PMU and ME) based on study venue preferences of semi-finalists (preference for Tanzanian or foreign institution) discipline of study, and expressed interest of OSUC universities and other universities in hosting applicants.

- i) US Bound Admissions Process
 - a) PMU will forward to ME by **April 2** a spreadsheet of semi-finalists, updated with GRE and TOEFL test scores and scanned dossiers (complete applications).
 - b) ME will forward the spreadsheet and dossiers to OSUC partner universities on **April 2**.
 - c) Partner universities will propose their department/advisor match by **April 24**.
 - d) ME and PMU will make final decisions on student placements by **April 27**.

- e) ME will notify semi-finalists and universities of proposed placements by **April 30**.
- f) Students will complete on-line graduate applications for assigned program and send passport and biographical data forms to ME by **May 7**.
- g) University graduate committees accept/decline students, provide departmental letter of admission/offer of fellowship which includes dates, terms and conditions of fellowship by **May 25**.
- h) ME will begin immigration proceedings.
- i) Medical screening exams will be completed by (date),
- ii) Non-US Bound Admissions Process
 - a) For university destinations in Africa, RUFORUM will oversee the placement of students, including obtaining information on admission requirements and procedures and guiding the applicants as they apply. RUFORUM will also oversee the matching of students with mentors at African host universities and will monitor students' progress during the course of study, including during the time they are conducting research back in Tanzania. In principle, iAGRI students destined for African universities could be placed in any of the RUFORUM-member institutions, though a smaller list of preferred institutions will be developed by the PMU and ME in conjunction with RUFORUM.
 - b) A small number of iAGRI students may study in Asia, perhaps at Punjab Agricultural University (PAU), China Agricultural University, University of Los Banos, or other universities. These placements will be handled by the ME.
 - c) For SUA, the PMU will get information on the admissions process.

8. Summary of Dates

- 19 December 2011 – Call for Applications published in Tanzanian newspapers.
- 5 January 2012 – deadline for applications (time extensions for applications from persons currently studying in U.S. and applicants from Zanzibar).
- 20 January 2012 – acknowledge receipt of applications.
- 20 January 2012 – cull applications on basis of age, field of training, and GPA.
- 23 January 2012 – contact applicants with missing documents.
- 28 January 2012 – PMU prepares preliminary short list of 100 MSc and 50 PhD applicants (approximately).
- 30-31 January 2012 – Trainee Selection Committee selects short listed applicants.
- 31 January 2012 – finalists invited for interview.
- 1 February – ETS contacted about arrangements for bulk registration for GRE and TOEFL.
- 2-3 February 2012 – interviews held in Morogoro.
- 9-10 February 2012 – interviews held in Dar es Salaam.
- 15 February 2012 – semi-finalist who will take GRE and TOEFL are identified.
- 23-24 February 2012 – workshop held in Morogoro for semi-finalists destined for the US.
- 20 February 2012 – bulk application for GRE and TOEFL.
- 9 March 2012 – TOEFL exam
- 8-23 March 2012 – GRE exam
- 15 March 2012 – all university application materials will be sent to ME.

- 2 April 2012 – spreadsheet of completed information on semi-finalists and scanned dossiers will be sent to ME.
- 27 April 2012 – final decisions on university placements will be made.
- May 7 – semi-finalists will complete university applications.
- May 25 – target date for OSUC partner universities to make decisions to accept or reject applicants.

II. Types of Degree Programs

1. Conventional programs with degree awarded by host institution

Most students will fall in this category.

2. Sandwich degree programs

Sandwich-degree arrangements may be made for some students. For example, iAGRI-sponsored students to study at African universities could spend a year in a research lab in a US university and then return to the African University to complete their degree.

III. Advising

1. Role of and selection of advisor at host institution outside of Tanzania

The ideal advisor is someone who is willing to advocate for the student. Those most students from cohort 1 performed well in their graduate programs, GRE /TOEFL scores were relatively low, and the advocacy of the advisor with their graduate committee was essential in some cases.

2. Role of and selection of advisor in Tanzania for students who study outside

3. Protocol for initiating and maintaining contact with advisors

IV. Settling Assistance

1. The host university should assist students in obtaining housing either on or off campus in a setting that is convenient and appropriate for international students.

V. Students' Research

1. Location of the research

Every iAGRI-sponsored student will conduct his/her research in Tanzania except in special cases where the PMU and ME agree in advance that the research should take place in a different location. Early communication with the student and foreign advisor is essential to make clear that this is the expectation.

2. Funding for research

An amount of \$5000 has been budgeted for each MSc student and \$x for each PhD student to support their data gathering when they return to Tanzania. These funds will be available only for research in Tanzania.

3. Collaboration with other projects

The PM you has made contact with CRSP program directors and CG-center personnel seeking advisors and funding for field research. Specifically, directors of the Integrated Pest Management CRSP, Dry Grain Pulses CRSP, Horticulture CRSP, SANREM CRSP, and Peanut CRSP have been contacted. They express interest in varying degrees. Contacts have

been made with staff members at IITA-Tanzania, Arusha of Vegetable Research and Development Center (AVRDC). In addition, the Rob Bergstrom, Jerry Glover, and Julie ? of USAID's Bureau Food Security, whose members liase with the CG-centers, have been made aware of our interest in placing students with the CRSPs and the centers.

VI. Relations with Students' Employers

1. Obtaining leave

Trainees should provide the PMU with a document from their employer, which in most cases will be SUA or MAFC, saying the employer grants them leave for study. The leave of study is for a defined period. iAGRI Masters students who wish to remain in the U.S. to pursue a PhD must obtain additional permission from their employer to extend their leave.

VII. Reference and Resource

USAID. "ADS Chapter 253: Participant Training for Capacity Development." <<
<http://www.usaid.gov/policy/ads/200/253.pdf>>>.

Provides policy directives and required procedures for the design and implementation of participant training activities financed and managed by in whole or in part by USAID.

GRE and TOEFL TRAINING WORKSHOP

23-24 February 2012

EVALUATION REPORT

iAGRI Training Specialist

April 2012

Introduction

Innovative Agricultural Research Initiative (iAGRI) project is a partnership of Tanzanian institutions and the Ohio State University Consortium. The latter consists of six US universities, namely; The Ohio State University (as the lead institution), Michigan State University, Virginia Tech and State University, University of Florida, Tuskegee University and Iowa State University.

iAGRI is funded by United States Agency for International Development (USAID) as part of its Feed the Future(FtF) program. The goal of FtF is to reduce global poverty and hunger in a sustainable manner. Under this goal there are two main objectives-inclusive agricultural sector growth and improved nutritional status especially of women and children under the age of five.

Under the inclusive agricultural sector growth the focus is on four value chain aspects and iAGRI is addressing three of those which are: Improved agricultural productivity, increased investment in agriculture and nutrition related activities, and improved enabling policy environment both agriculture and nutrition. Thus, the goal of iAGRI is to improve food security and agricultural productivity in Tanzania.

2.0 Objectives of iAGRI

- Provide advanced degree training in agricultural, biological and social sciences for 120 Tanzanian post-graduate students.
- Establish a programme of collaborative agricultural research between Sokoine University of Agriculture (SUA) and the Ministry of Agriculture, Food Security and Cooperatives (MAFC) through National Agricultural Research System (NARS) and the private sector.
- Strengthen the capacity of SUA to develop and implement instructional, internship and outreach programmes that respond to the demands of Tanzania's emerging agricultural and food systems.
- Promote co-operation between SUA, US universities and universities in the Global South.

iAGRI is focused on building capacity of two key stakeholder organizations in Tanzania: SUA and MAFC. Within the SUA the project mainly targets the Faculty of Agriculture, and within MAFC it targets the NARS.

2.1 Long-Term Graduate Degree Training

The goal of the project's long-term training component is to improve research and outreach performance of SUA and NARS. The training will strengthen Tanzania's leadership in agricultural and nutrition training and research. The training effort is focused and targeted on the needs assessment and subsequent priority setting workshop. The training opportunities are expected to expose the trainees to a wide range of agricultural contexts and educational models so that this experience can be shared upon their return to Tanzania. For example, those who will be heading to the US will have a chance for being directly exposed to the land- grant model for agricultural development.

The target is to train 100 M.Sc. and 20 PhD students. It is anticipated that at least 50% of the degree training participants will be women. Similarly, the anticipation is for at least 50% of the applicants to pursue their studies in the US.

2.2 Pre-departure Preparation

In order to cope with US graduate programmes skills in English language as well as analytical reasoning are necessary. Thus, as a requirement to most Universities in US one needs to pass the Graduate Record Examination (GRE) and Test of English as a Foreign Language (TOEFL) examination before securing admission.

In order to familiarize the iAGRI scholarship applicants with the nature of GRE and TOEFL examinations, iAGRI organized a two day workshop (23 – 24 February 2012) for possible US bound iAGRI scholarship candidates. It was made possible by David Kraybill, iAGRI Director in collaboration with Ohio State University (OSU) through video/teleconferencing at Oasis Hotel. It was an historic event since for the first time this technology was used for training at SUA in Tanzania. Overseas trainers were organized by OSU while internal facilitation was made by iAGRI staff. The first day was devoted to GRE and the second day to TOEFL.

On 23 February 2012 participants were taken through GRE materials and techniques through teleconferencing from OSU by Instructor Deborah Morbitt with in-classroom facilitation of David Kraybill and Emmanuel Rwambali. On 24 February 2012 participants were taken through TOEFL materials and techniques of answering questions through teleconferencing from OSU by Instructor Nanette Bouvier with in-classroom facilitation again of David Kraybill and Emmanuel Rwambali. Similarly, on this day they were briefed on admissions in the US and the necessary application requirements and procedures by David Hansen (OSU).

In total 43 applicants attended the workshop with 15 being MSc candidates and 28 PhD candidates. Among the 43 candidates, 20 were females and 23 were males (Table 1).

Table 1 Distribution of workshop participants by degree program and by gender

Degree program	Female	Male	Total
MSc	8	7	15
PhD	12	16	28
Total	20	23	43

3.0 Workshop Evaluation

This report is based on the responses of the GRE and TOEFL training workshop participants who responded to a mailed questionnaire which was meant to solicit their perceived opinion about various aspects of the workshop. The opinions were sought on the characteristics of the training materials, quality of instruction provided during the training, the internet technology used during the workshop, the nature of written materials as well as logistics pertaining to the organization of the workshop.

3.1 Characteristics of the TOEFL and GRE Course Materials Presented

Participants were requested to rank the materials that were used in the workshop as excellent, very good, satisfactory or not satisfactory. Based on the criteria, most of the participants (74.4%) thought the technical content of the TOEFL and GRE course materials presented were excellent while 23.3% rated them to be very good and only 2.3% thought they were just satisfactory. With regard to the utility of those materials almost an equal number of participants regarded those materials to have excellent (46.5%) to very good utility (48.8%) against 4.7% who thought they had a satisfactory utility. Similarly, for test taking the same kind of sentiment was expressed with a distribution pattern close to the one above. Most participants thought test taking was very good to excellent (Table 2).

Table 2 Percentage distribution of participants' opinions on TOEFL and GRE course materials

Evaluation criteria	Excellent	Very good	Satisfactory	Not satisfactory	Total
Technical content	32 (74.4)	10 (23.3)	1 (2.3)	0	43 (100)
Utility	20 (46.5)	21 (48.8)	2 (4.7)	0	43 (100)
Test taking	19 (44.2)	19 (44.2)	5 (11.6)	0	43 (100)

3.1.1 Comments, Observations and Suggestions about TOEFL and GRE Materials

Apart from the good rating of the TOEFL and GRE materials various positive comments were also made with regard to the materials as well as providing suggestions for future improvements. However, only 46.5% made comments or gave suggestions. Among those who made comments and suggestions, 55.0% made one comment, while 45.0% made two or more comments or suggestions. Comments, observations and suggestions that were made in relation to the characteristics of the TOEFL and GRE course materials as well as to improve future presentations of the GRE and TOEFL materials included the following:

- Allocate more time/days for GRE and TOEFL training workshops.
- The workshop materials were so helpful but the workshop time was brief.
- The learning materials should be provided to the participants several days before the training workshop.
- Execute more GRE exercises during the workshop.
- Allow participants to have hands on exercises first, then presentations later (e.g., in the TOEFL session). In other words go from the “concrete to the abstract” or from “practice to theory.”
- Provide practice on GRE computer operations such as deleting, going forward, etc.
- It would be better to have the presenter at the same venue to have a face to face interaction.
- When using Internet or teleconferencing technology, there is need to improve the audio quality.
- Improve audio and video transmissions quality to have uninterrupted presentations.
- Presentation should be based on sub-sections.
- Teleconferencing should use headphones and microphones for easy listening and asking questions (interaction).
- Internet technology was unreliable and affected the facilitation from US hence the need to improve both audio and visual transmissions.
- Candidates need longer time (several months) for preparations before the examination especially on TOEFL’s vocabulary.

3.2 Quality of Instruction Provided

In conjunction with course materials presented participants were also requested to rate various elements of the presentations of GRE and TOEFL that were made by workshop instructions.

Such elements included the English used, examples that were provided, organization of the presentation materials as well as the interaction that transpired during the sessions.

3.2.1 Quality of Instruction Provided under GRE

In ranking the GRE presentation most participants thought the English used was excellent (79.1%) to very good (18.6%). Similarly, with regard to examples that were provided during the presentation, 37.2% regarded the amount of examples provided to have been excellent and 51.2% as very good. Only one person regarded the examples provided to be insufficient. Organization of materials was considered to have been very good (41.9%) to excellent (53.5%), while interaction in the class was considered to be excellent (39.5%) to very good (46.5%) and only 14.0% thought it was just satisfactory (Table 3).

Generally, participants regarded the language used, the examples provided, the organization of materials and the interaction by the GRE instructor to have been superb. This can also be reflected in some of the comments and observations that were made.

Table 3 Percentage distributions of participants’ opinions on English used, examples, organization and interaction in GRE presentation

Evaluation criteria	Excellent	Very Good	Satisfactory	Not satisfactory	Total
English used	34 (79.1)	8 (18.6)	1 (2.3)	0	43 (100)
Examples provided	16 (37.2)	22 (51.2)	4 (9.3)	1 (2.3)	43 (100)
Organization of materials	23 (53.5)	18 (41.9)	2 (4.7)	0	43 (100)
Interaction with class	17 (39.5)	20 (46.5)	6 (14.0)	0	43 (100)

3.2.1.1 Comments, Observations and Suggestions about GRE Presentation

Among the 43 participants, only 46.5% responded and made comments or gave suggestions about GRE instructions. Among those who made comments and suggestions (22), 65.0% had made one comment, while 35.0% had made two or more comments or suggestions. Despite the good ratings, there were comments, observations and suggestions that were made in relation to the GRE instruction and improvements to future presentations and they included the following:

- Have hands on exercises first then presentations later (e.g., the strategy that the TOEFL instructor adopted during the TOEFL training session).
- Allocate more time/days for GRE learning process.
- Institute GRE model tests/exercises during the workshop.
- During the workshop there is need to provide opportunity to practice computer based GRE exercises so that people can familiarize themselves with computer based exam.
- GRE practice should be computer based as it is in the exam.
- Presentation should be based on sub-sections.
- There is need to provide several examples that reflect the true nature of the GRE examinations.
- Include real test for analytical writing skills. This will also assist people to gauge their speed.
- Apart from teleconferencing, it will be nice to have an expert in GRE who can provide face to face explanations. In other words have the GRE instructor physically present at the training site.

3.2.2 Quality of Instruction Provided under TOEFL

In rating the TOEFL presentation as it was with GRE, most participants thought the English used was very good (9.3%) to excellent (88.4%) and only one person thought it was just satisfactory (Table 4). With regard to examples that were provided during the presentation 58.1% regarded the amount of examples provided to have been excellent and 39.5% as very good. Only one person regarded the examples provided not to have been sufficient (Table 4). Similarly, the organization of materials was considered to have been very good (37.2%) to excellent (58.1%), while interaction in the class was considered to be very good (37.2%) to excellent (48.8%). About 11.6% of the participants thought interaction in class was just satisfactory, while one person thought it was not satisfactory (Table 4).

Again as it was with GRE instruction, generally, participants regarded the language used, the examples provided, the organization of materials and the interaction by the TOEFL instructor to have been fabulous. The participants however, noted the fact that intermittently poor Internet connectivity during the TOEFL workshop interfered with the smooth presentation of the materials, especially on the audio part. This concern is reflected in their various suggestions.

Table 4 Percentage distributions of participants' opinions on English used, examples, organization and interaction in TOEFL presentation

Evaluation criteria	Excellent	Very Good	Satisfactory	Not satisfactory	Total
English used	38 (88.4)	4 (9.3)	1 (2.3)	0	43 (100)
Examples provided	25 (58.1)	17 (39.5)	1 (2.3)	0	43 (100)
Organization of materials	25 (58.1)	16 (37.2)	2 (4.7)	0	43 (100)
Interaction with class	21 (48.8)	16 (37.2)	5 (11.6)	1 (2.3)	43 (100)

3.2.2.1 Comments, Observations and Suggestions about the TOEFL Presentation

With regard to comments, only about 20.9% were able to provide their opinions and among those (9), 77.8% provided one suggestion and 22.2% provide two or more suggestions. Various comments, observations and suggestions with regard TOEFL instruction and improvements to future presentations were made. Some of their opinions reflected the transmission problems that were experienced during the training and those opinions included the following:

- The instructor did very well.
- The practice test was very helpful and it should be maintained in the future.
- The need to have more exercises in TOEFL listening section.
- Provide more TOEFL learning materials.
- Adjust speed especially in the initial recorded presentation (i.e. increase speed).
- Use several sound speakers in the room proportional to the class size or alternatively use headphones.

3.3 Internet Technology Used

Participants were also requested to rate the visual presentation, oral clarity and facility of interaction of the internet communication technology used in the workshop. With regard to visual presentation participants were almost evenly distributed among the three criteria by considering it to be excellent (32.6%), very good (32.6%) and satisfactory (32.6%). Only one person considered it to be unsatisfactory (Table 5). Oral clarity was considered to be excellent (30.2%) to very good (58.1%) and only 9.3% considered it just satisfactory and one person thought it was unsatisfactory. A very close similar pattern emerged when it came to facility of interaction where 20.9% thought the interaction was excellent, 53.5% very good and 23.3% regarded it as just satisfactory and one person thought it was unsatisfactory (Table 5).

Generally, one can say participants considered the Internet technology used during the workshop to be sufficiently good for conducting such training.

Table 5 Percentage distributions of participants' opinions on internet technology used during workshop presentations

Evaluation criteria	Excellent	Very Good	Satisfactory	Not satisfactory	Total
Visual presentation	14 (32.6)	14 (32.6)	14 (32.6)	1 (2.3)	43 (100)
Oral clarity	13 (30.2)	25 (58.1)	4 (9.3)	1 (2.3)	43 (100)
Facility of interaction	9 (20.9)	23 (53.5)	10 (23.3)	1 (2.3)	43 (100)

3.4 Written Materials

In this evaluation exercise, participants were also requested to assess and rate the written materials that were provided during the workshop using the same criteria. The written materials in this case represented workbooks and practice exams. With regard to workbooks, the majority evaluated them to be excellent (93.0%) and very good (7.0%) and there was nobody beyond that categorization (Table 6). In general, they thought the workbooks were extremely relevant to the training they were engaged in. Similarly, the majority of the participants regarded the practice exam to be important. Thus, 69.8% rated it to be excellent 27.9% to be very good and only one person thought to have been just satisfactory (Table 6).

Again these sentiments are reflected in their general additional opinions expressed about the training workshop. Participants expressed the view that written materials provided both for GRE and TOEFL were sufficient, good and quite helpful.

Table 6 Percentage distributions of participants' opinions on written materials used during the workshop

Evaluation criteria	Excellent	Very good	Satisfactory	Not satisfactory	Total
Workbooks	40 (93.0)	3 (7.0)	0	0	43 (100)
Practice exam	30 (69.8)	12 (27.9)	1 (2/3)	0	43 (100)

3.5 Logistics

Participants were requested to rate several dimensions of logistical support provided to them during the workshop. They included the meals that were offered during the workshop, the monetary support provided to attend as well as to subsist during the workshop period and communications before and during the workshop. With regard to meals the majority thought it was very good (37.2%) to excellent (48.8%) and only a few individuals thought it was just satisfactory (9.3%) and unsatisfactory (4.7%). Unfortunately, those who thought the meals to be unsatisfactory could not describe what was unsatisfactory about them (Table 7).

Table 7 Percentage distribution - participant opinions on logistics during the workshop

Evaluation criteria	Excellent	Very good	Satisfactory	Not satisfactory	Total
Meals offered	21 (48.8)	16 (37.2)	4 (9.3)	2 (4.7)	43 (100)
Monetary support	7 (16.3)	19 (44.2)	13 (30.2)	4 (9.3)	43 (100)
Communications	17 (39.5)	22 (51.2)	4 (9.3)	0	43 (100)

Regarding monetary support, the majority indicated it was excellent (16.3%) or very good (44.2%) and 30.2% regarded it to be satisfactory. A few individuals thought it was unsatisfactory (9.3%) and the reasons advanced were based on the rising costs of living and as a result they could not meet some of their needs during the workshop (Table 7). Communications before and during the workshop were generally considered to be fine since the majority rated them as excellent (39.5%), very good (51.2%) and satisfactory (9.3%) and no one considered them to be unsatisfactory (Table 7).

3.6 Additional Feedback on the Workshop

Finally, participants were requested to provide any additional feedback on the workshop, including recommendations for changes, strengthening of specific aspects of the programs offered, particularly in regard to the use of the Internet, written materials provided and logistical support provided. About 76.7% of participants provided their opinions and the rest had no additional suggestions. Among those who provided additional feedback (33), 27.3% had one opinion and 72.7% had two or more opinions or suggestions. Comments, opinions, observations and suggestions about the workshop that were made included the following:

- Written materials that were provided both for GRE and TOEFL were sufficient and good and they were quite helpful.

- Logistical support and communication well provided.
- So far communication has been good and information has been timely.
- The training was well organized and logistic support was superb.
- Benefitted a lot especially in becoming aware of the structure and the nature of the two exams as well as in identifying which areas we need to improve.
- Too much material to be covered in two days.
- Teleconferencing technology was good and can be used in the future if better preparations are made in terms of connectivity.
- Improve quality of teleconferencing transmission. It would be important to ensure strong bandwidth to cope with the visual presentation especially during video conferences.
- The need to practice with GRE computer based materials.
- Allocate more days (4) to such training.
- Workshop well conducted, very useful and helpful.
- Communicate to the participants about the training workshop early enough for them to seek permission from their employers as well as making travel arrangements.
- Allocation of adequate time for personal preparation between the training and the actual tests.
- Time for holding the training workshop should be at least one month before the actual tests.
- We had good reading materials but time was very limited.
- The training quite useful since it provided helpful tips.
- The need to have instructors on site especially for TOEFL.
- Provide practice tests for GRE during the training sessions as it was with TOEFL.
- Subsistence allowances not enough due to high costs of living.
- Generally the workshop was good and instructors were very good.

4.0 Conclusions

In general most participants thought the workshop was well organized in terms of having excellent TOEFL and GRE course materials, having excellent GRE and TOEFL instructors who were able to use clear English, provided relevant examples, interacted well with class and had their materials well organized. Similarly, with regard to internet communication technology used during the workshop, despite the hiccups due to connectivity, they still thought it was relevant given the circumstances and costs. Participants appreciated quality written materials that were provided, meals that were served, and communications that were made before and during the workshop as well as the monetary support for attending the workshop. Some participants indicated that without such support they would have not afforded to attend the workshop.



iAGRI Project Update March 2012



iAGRI operates in Tanzania within Feed the Future, a USAID initiative aiming to improve food security under the guidelines of Tanzania's CAADP (Comprehensive Africa Agriculture Development Program) Compact, prepared by the Government of Tanzania in 2010. The primary stakeholders of iAGRI are Sokoine University of Agriculture and the National Agricultural Research System (NARS) of the Ministry of Agriculture, Food Security, and Cooperatives. iAGRI's objectives are (1) degree training, (2) collaborative research, (3) capacity building, and (4) strengthening of Tanzanian-US-Global South research linkages.

Progress on Degree Training. Following review of 340 applications received in January and interviews conducted in February, iAGRI provided training in early March for 43 semi-finalists selected as candidates for Masters and PhD studies in the United States beginning in 2012. Most of the semi-finalists are employees of SUA and MAFC, while several are from the private sector. The purpose of the training was to prepare the semi-finalists for the TOEFL and GRE, examinations required for application to American graduate programs. A two-day TOEFL and GRE workshop was held in Morogoro with instruction provided interactively via teleconference by instructors at Ohio State University. The semi-finalists sat for the TOEFL examination in the second week of March and for the GRE at various dates throughout the month. Scores from the examinations will become available in April 2012. During March, 10 individuals were targeted for study in African universities outside Tanzania. Another group of candidates will soon be chosen for study at SUA. A final group will be selected for study in Asia, most likely India and China.

Progress on Collaborative Research. During March, iAGRI launched the writing of Research Background Papers on eight priority research themes identified at the iAGRI Priority-Setting Workshop in October 2011. The papers will provide guidance for the iAGRI Competitive Research Grants program later this year and will also provide guidance to iAGRI-sponsored post-graduate students and their advisors in the selection of thesis and dissertation topics. Each paper will be written by three persons consisting of a Team Leader from SUA, a member from MAFC, TFNC, or TMA, and a member from the Ohio State University Consortium. The themes of the eight papers are as follows: (1) crop improvement, (2) value chain management, (3) climate change and food security, (4) gender and agricultural productivity, (5) water resources management, (6) agricultural policy, (7) agricultural extension systems, and (8) nutrition. The teams will work collaboratively, connecting via e-mail and teleconference.

Administration and Facilities. Hiring of staff members of the Project Management Unit in Tanzania was completed during March with the addition of Operations Manager, Japhet Nyang'oro. Renovation and equipping of the office building allocated to iAGRI by SUA is in progress. During March, TANESCO began installation of a three-phase electricity line and TTCL installed telephone lines. Lighting and an uninterruptible power supply (solar/battery backup) were installed and public toilets were constructed.

Visitors. Dr. Mark Erbaugh, Director of the Office of International Programs in Agriculture at The Ohio State University visited during the March, combining an administrative visit to iAGRI with participation in a workshop sponsored by the Integrated Pest Management CRSP Project. Dr. Erbaugh heads the Management Entity of iAGRI at Ohio State University.

Meetings. Dr. Vedasto Muhikambe, Director of Research and Postgraduate Studies at SUA, and Dr. David Kraybill, Project Director of iAGRI, attended a workshop on Tertiary Agricultural Education in Africa at Wageningen, Netherlands. The workshop brought together leaders from African universities, RUFORUM, ANAFE, the World Bank, and donors to seek ways of integrating tertiary agricultural education into the CAADP (Comprehensive Africa Agriculture Development Program) framework. SUA was selected as one of two case studies on development partner collaboration at the workshop.

David O. Hansen
iAGRI Trip Report
February 16-25, 2011

This is intended to be a summary report of my visit to the iAGRI project at Morogoro, Tanzania. It includes several recommendations for action surrounding issues of high priority to the program.

GRE/TOEFL Workshop

I participated in the workshop which stretched over two days. It was attended by 23 male and 20 female candidates for graduate degree training in the U.S. this fall. The technology worked very well for the first day when Debbie Morbitt taught about the GRE. There were no interruptions in transmissions and the students obviously learned much from the process. The technology, on the second day, was not as cooperative due to damage sustained by the fiber optic cable off the coast of Mogadishu. Nanette Bouvier taught the students about the TOEFL and had to endure multiple interruptions in transmission. Despite the interruptions, the students learned much from the process. In the morning they took a TOEFL practice exam which was extremely valuable. They reviewed this exam in the afternoon and learned other important tips about taking the exam.

- Recommended that this workshop be repeated next year because candidates will probably see a very important increase in their scoring on their tests as a result of it;
- Recommended that students at the workshop provide feedback to the PMU as suggested so that the activity might be improved the following year (recommended that Emmanuel Rwambali, PMU training staff member, follow up with the applicants after they have completed these examinations);
- Recommended that Mary Anne Rose and Emmanuel Rwambali begin a conversation about the training process (Emmanuel began his assignment with the PMU this month. Over time, it would be good for him to take on responsibility for this activity, thus freeing Kraybill and Minde to take on other iAGRI program challenges);
- Recommended that, when possible, the paper based test be taken (Some of the candidates do not type which is a required skill for much of the exams. Others have limited access to computers and internet in Tanzania).

Training in 2012

Our reference for 2012 was to support 55 new candidates for training in 2012 an addition to the six that were place in 2011. Forty-three candidates attended the GRE/TOEFL workshop on February 23-24. The

imperative was to place 20 PhD candidates because iAGRI will end in four years and the PhD programs will, in most cases, take four years to complete.

Of the 43 candidates who attended the workshop, 29 are candidates for the PhD. This large number probably guarantees that we will be able to place 18 in PhD programs. Two PhD slots have been reserved for Tanzanian students currently enrolled in graduate programs in the U.S.

The downside of decision to have 29 PhD aspirants at the workshop is that only 14 aspirants declared an intention to pursue MS degree programs. Assuming that 50% of them score sufficiently well on the exam, we may only have 7 enrolled in MS degree programs in the U.S. in the fall for a total of 27 students enrolled.

To meet the 55 candidate limit, additional attention will need to be given to placements in other country institutions and at SUA. We are currently in the process of negotiating an agreement with RUFORUM to place up to 15 MS candidates at RUFORUM member institutions. This will take considerable burden off the PMU and ME regarding placements. RUFORUM has indicated that it will need the names and support materials for these candidates soon since placement will need to be finalized in March and April for programs beginning in the fall.

The PMU interviewed over 90 candidates from the initial application pool of over 300. Thus, it has a list from which to select additional candidates for placement through RUFORUM. This list could also be used to identify candidates for placement at SUA.

Only one Zanzibar candidate for U.S. training participated in the workshop. Apparently, there is a dearth of good candidates from Zanzibar. The Department of Agriculture and Natural Resources has requested that we consider providing undergraduate degree training to candidates from Zanzibar as part of our training program and USAID Tanzania has indicated tentative support for this activity. This would entail diverting \$200-300,000 from the training dimension of the program – the equivalent of 2 MS degree slots.

- Recommended placement of as many of the candidates for MS training who attended the workshop;
- Recommended that sub-agreement with RUFORUM be negotiated quickly to enable them to place up to 15 MS candidates at their member institutions this year;
- Recommended that PMU prepare a list of candidates for MS training through RUFORUM by March 15;
- Recommended that ME identify 2 PhD candidates for coming year from list of Tanzania students currently studying in the U.S.; if not possible, recommended that two additional students be selected from pool of 29 PhD candidates who attended the workshop;
- Recommended that PMU prepare a list of 10 candidates for MS degree training at SUA and begin negotiations with SUA for their entry in the fall, 2012;

- Recommended that PMU continue discussions with USAID Mission about placement of Zanzibar students in BS degree program at SUA and at other institutions.

Research Program

The research dimension of iAGRI has been delayed because of the imperative to place students in graduate degree programs. Currently, the PMU is working on the preparation of background papers for 8 areas that were identified in the needs assessment activity as high priority for future development of the agricultural sector. Preliminary discussions have been held with research scholars at SUA who have the potential to contribute to this activity. The list of these scholars is found in the attachment to this report.

The assumption is that the papers would focus on the state of the art in research on the eight areas identified. This would involve a review of existing literature, but also a focus on important research gaps related to each, particularly taking into account future development of agriculture in Tanzania. Thus, the papers would include an assessment of existing research activity and the need for critical research in each area in order to facilitate agricultural development.

The background papers would involve participation by scholars from SUA, MAFSC and the OSUC. Each paper would be prepared by a team representing each of these institutions. Primary responsibility for these papers would rest with the SUA representative.

It is proposed that \$10,000 be allocated preparation of each of these papers by the PMU. These funds would be used to compensate scholars in Tanzania for their contributions to the paper and for related costs. This amount would be sufficient to guarantee quality products. Payment would be made for deliverables consisting of the finished papers. An advance would be provided to get the process initiated.

Researchers from OSUC member institutions would be invited to participate in the preparation of these papers. These individuals would be responsible for reviewing drafts and making suggestions for improvements. It would be expected that OSUC member institutions would use funds available to them through their sub-agreements with OSU to fund this activity.

Once prepared, a workshop would be convened at SUA to review the content of these papers and to recommend additional research involving scholars in Tanzania, the U.S. and other nations. This information would be fed into the future competitive research grants program. OSUC member institutions would be expected to fund the participation of their researchers at this workshop through their existing sub-agreements with OSU.

- Recommended that PMU continue development of preparation of these papers and proposed a time schedule for their completion as well as for the follow up workshop;

- Recommended that ME identify members for each of these teams from the OSUC through consultation with representatives of these institutions;
- Recommended that FTF Partners working on projects related to each of the identified areas be consulted in the process of preparation of each of these papers;
- Recommended that MS and PhD training programs benefit from each of these papers through adequate dissemination of them to students and their U.S. and Tanzanian advisors.

Conference Center at SUA

One of the major limitations to program development at SUA is access to sufficient internet band width. It reduces the capacity of faculty members to conduct research and to access up-to-date materials for their classes. Part of this problem is the expense of additional band width. Part of the problem is the lack of adequate physical infrastructure at SUA to properly utilize this band width.

The workshop on TOEFL and GRE testing was successful, but had to be held at the Oasis Hotel rather than on the SUA campus. This workshop illustrated the power of the internet and the importance of its use in promoting modern instructional programs.

iAGRI has ample space for its PMU on the SUA campus. It is, however, limited in its capacity to access sufficient electrical power for its electronic equipment. The office space available would make it possible to create a modern conference center that could serve to demonstrate the importance of this technology in teaching and research programs...and conceivably outreach programs in the future. It could be used to facilitate the joint research envisioned under iAGRI that involves researchers from the OSUC with researchers at SUA. It could be used to facilitate joint advising of MS and PhD candidates as well as the defense of their dissertations. And it could be used for facilitate communications between the PMU and the ME on the OSU campus.

- Recommended that the PMU arrange to have access to more electrical power for its Office facilities;
- Recommended that the PMU explore with OSU communication technology specialists the creation of the SUA conference center (Ken Kulka has experience with setting up these facilities on other campuses around the world).

Executive Exchange Visits

I discussed these potential visits with Dave Kraybill and Isaac Minde. They are both in strong agreement that we pursue them for several reasons, including the need to build their support for iAGRI and the need for them to familiarize themselves with alternative university governance systems. We agreed that were they to visit the U.S. it would be advisable to take them to Washington, D.C. to meet with key individuals involved in the "Feed the Future" Initiative, including those in USAID and USDA. We could then arrange for a reverse visit by some of our OSU leadership, particularly from CFAES.

Probably the best time for them to come would be the time of the Farm Science Review. Mark Erbaugh intends to visit SAU next month and could use that opportunity to meet with SUA leadership and extend this invitation. Unfortunately, it was not possible for me to meet SUA administrators during my stay since we were very much engaged in preparing for the TOEFL and GRE workshops.

- Recommended that Erbaugh meet with the SUA leadership when he visits SUA in March and extend an invitation to them to visit OSU in September;
- Recommended that they have the opportunity to meet with OSU and CFAES leadership while in the U.S. as well as to meet with key individuals in Washington, D.C. involved in the FTF Initiative.