6210050 (3)

AID 1020-25 (7-68) PROJECT APPRAISAL REPORT (PAR) (U-446) See M.O. 1026.1	SECURITY CLASSIFICATION UNCLASSIFIED	001 PROJECT NUMBER 621-11-660-050

002 PAR AS OF:	MO. 6	DAY 30	YR. 69	003 U.S. OBLIGATION SPAN FY 64 Thru FY 70	004 PROJECT TITLE Technical Education

008 COOPERATING COUNTRY - REGION - AID/W OFFICE: TANZANIA

PD-AAB-241-D

A.I.D. Reference Center Room 1656 NS

006 FUNDING TABLE

AID DOLLAR FINANCING-OBLIGATIONS ($000)	TOTAL	CON-TRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT	DIR. PASA	CON-TRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 19)											
PROPOSED OPERATIONAL YEAR (FY 19)											

CCC VALUE OF P.L. 480 COMMODITIES ($000) → Thru Actual Year : | Operational Year Program :

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate descriptive code in columns b and c, using the coding guide provided below.

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE b.	TYPE CODE c.	d. CONTRACT/ PASA/ VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	1.				
		2.				
		3.				

PART I -- PROJECT IMPACT

I-A. GENERAL NARRATIVE STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

This summary narrative should begin with a brief (one or two paragraph) statement of the principal events in the history of the project since the last PAR. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

(1) overall performance and effectiveness of project implementation in achieving stated project targets;

(2) the contribution to achievement of sector and goal plans;

(3) anticipated results compared to costs, i.e., efficiency in resource utilization;

(4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

Include in the above outline, as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can best be done after the rest of PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced appraisal of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous PAR has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary): This is the initial PAR for this continuing project which began in FY 1964 and is scheduled for termination in FY 1972 with final funding in FY 1970. Project implementation has been accomplished jointly by AID and the Government of the United Republic of Tanzania through an AID institutional contract with the California Polytechnic College (Cal Poly) hereafter referred to as the contractor.

Clearances: ED:WAWhitten ED:NTMyers CO:JDTillman AD:CMGeorge

MISSION DIRECTOR APPROVAL →	SIGNATURE	DATE June 30, 1969

Drafter: ED:WAWhitten

SECURITY CLASSIFICATION

PRINTED 9-68

The overall project purpose is to establish a middle level Engineering technicians training program at the Dar es Salaam Technical College, capable of meeting Tanzania's manpower requirements. Activity targets consist of: (a) developing an academic and instructional program for a three-year engineering technician course in civil, mechanical and electrical engineering; (b) providing supplementary equipment, books and materials for the College; (c) furnishing U.S. technicians to serve as department heads and senior instructors; and (d) training a cadre of Tanzanian replacement staff.

(1) HIGHLIGHTS OF PROJECT ACTIVITIES AND ACCOMPLISHMENTS 1964-1968

	1964	Month
1.	AID agrees to provide long-range assistance to Dar Tech College	June
2.	TanGov MinEd officials visit Cal Poly campus	September
3.	Cal Poly conducts preliminary study	October
	1965	
4.	AID contracts Cal Poly to provide technical assistance	March
5.	Contractor assigns two engineers to College (Electrical-Belcher and Management-Sherman)	April
6.	170 students sit for crafts and certificate City & Guilds exam with 112 passes and 58 failures	May
7.	Contractor assigns Civil Engineer-King and Mechanical Engineer-Wilpert to College	May-August
8.	Project work plan submitted--department organization, course outlines, schedules and staff requirements included (see progress report dated August, 1965)	August
9.	Four Tanzanians sent to Cal Poly for degree training (Civil, Mechanical, Electrical and Tech Arts)	September
10.	Curriculum revision begins and partial implementation	October-December
11.	Industrial Management Department and Curriculum established	October
	1966	
12.	Expansion of diploma technician course syllabi begun	January
13.	College opens new session with intake of 126 diploma candidates	January
14.	Began development of uniform student record system	January
15.	College conducted 23 supervised student field visits to Tanzanian industries	January-April
16.	Began initial screening for 6 additional participants	March
17.	Submission of College staff requirements and projections to TanGov MinEd officials	March
18.	College employs part-time Dean of Students	April
19.	AID-funded commodity procurement for College lab equipment completed	April
20.	Two Management Training courses provided for local industries	April

21.	165 students sit for Crafts and Certificate City & Guides exam with 119 passes and 46 failures	May & December
22.	College offers new class in telecommunications	May
23.	AID provides 29-passenger bus for College	June
24.	Final selection and departure of 6 Tanzanians for U.S. training	June
25.	Equipment specialist Ray Allen arrives Dar 60 days TDY to survey equipment needs of Zanzibar Technical College (see Ray Allen Report)	June
26.	Contractor assigns two additional engineers to College staff Electrical-Sutton and Mechanical-Wassel	July
27.	Contractor provides two short-term consultants (Mechanical Engineers)	July
28.	Crafts program brought under technician program	July
29.	New contractor Campus Coordinator (West) visits Dar Tech for short consultation	July
30.	College moves from 6-day to 5-day class week	September
31.	Two Management Training programs provided for Tanzanian industries	September-November
32.	Contract team assists Radio Tanzania in educational radio programs	September
33.	First group of 21 students sit for ordinary diploma City & Guilds exam with 9 passes and 12 failures	December
34.	Contractor provides Food Service Consultant (Lee) for 2-week study of College cafeteria services	December

1967

35.	Cal Poly team prepares list of library reference books	January
36.	College opens with 120 new student inputs	January
37.	Two sandwich programs in Civil Engineering prepared for Water Development and Tanzanian Federation of Builders	January
38.	AID-funded lab equipment arrives	January-April
39.	Began screening and selection of 4 additional participants for U.S. training at Cal Poly	April
40.	College draws up plans for Higher School Certificate program	April
41.	Special technician class provided for new students in upper academic level	April
42.	Conducted study of industry training needs	April
43.	89 students sit for the Crafts and Certificate City and Guilds exam with 61 passes and 28 failures	May
44.	Contractor and AID recommend to MinEd that 4 Tanzanians be trained for College Administrative positions (no reply)	June
45.	All three Engineering Departments complete curriculum revision	July
46.	President Kramer of Cal Poly visits Dar Tech	July
47.	Begin phase-out of Crafts program	July
48.	Contractor replaces 4 U.S. Engineers on Dar Tech faculty	July-August
49.	Four participants depart for U.S. training in Engineering	September
50.	Bulk of lab equipment, library books and supplies received from U.S. procurement	September-November

51. Cal Poly faculty donates 500 used text books to Dar Tech	November
52. 27 students sit for ordinary diploma City & Guilds exam with 20 passes and 7 failures	December

1 9 6 8

53. Higher School Certificate program added to College curriculum	January
54. College makes 24 visits to Tanzanian industries	Nov 67 - Apr 68
55. Industry Liaison Committee set up	April
56. President Kramer visits Dar Tech	May
57. 46 students sit for the City & Guilds ordinary diploma exam with 34 passes and 12 failures	December

(See Section II A-1 for major actions during the report period July, 1968 to June, 1969.)

(2) ANNUAL PROJECT FUNDING FY 1964 - APRIL 30, 1969 (Dollars)

	Obligations	Adjustments	Actual
FY 1964			
Personnel Services	$240,000		$ 240,000
Commodities	30,000		30,000
Participants	25,000		25,000
Other Costs			
Total	295,000	-	295,000
FY 1965			
Personnel Services	90,000		90,000
Commodities			
Participants	11,000	- 4,877	6,123
Other Costs			
Total	101,000	- 4,877	96,123
FY 1966			
Personnel Services	123,000		123,000
Commodities	43,000	+ 580	43,580
Participants	27,000		27,000
Other Costs			
Total	193,000	+ 580	193,580

	Obligations	Adjustments	Actual
FY 1967			
Personnel Services	118,000		118,000
Commodities			
Participants	30,000		30,000
Other Costs	20,000		20,000
Total	168,000	-	168,000
FY 1968			
Personnel Services	372,000		372,000
Commodities			
Participants	74,000		74,000
Other Costs			
Total	446,000	-	446,000
FY 1969 (as of 4/30/1969)			
Personnel Services	170,000		170,000
Commodities			
Participants	75,000		75,000
Other Costs			
Total	245,000	-	245,000

SUMMARY PROJECT FUNDING FY 1964 - APRIL 30, 1969

Personnel Services (contract)	$1,113,000
Commodity ($33, Direct; $40 Contract)	73,580
Participants (U.S. agencies$6,000; $231,123 Contract)	237,123
Other Costs	20,000
Total	$1,443,703

(3) DESCRIPTION OF PROJECT INPUTS

(a) AID Inputs

Personnel Services. As noted above, the bulk of AID assistance in this project consists of personnel (contract) services. In 1965, the first group of four U.S. instructors were assigned to the College; team strength reached a peak of seven in 1969 and a total of 14 resident contract personnel have served at the College since 1965 constituting 24½ man years to date. Team strength will be

maintained at seven through July 1970, then reduced to four in 1971, and further reduced to one in 1972. The remaining technician will assist in the in-service training of returned participant staff and supervision project phase-out (see FY 70 CAP).

TABLE I

CONTRACT STAFF ASSIGNED TO DAR TECH

	Name	Speciality	Duties	Arrival	Departure
1.	Belcher	Elec. Eng.	Dept. Head (COP)	April, 1965	July, 1967
2.	Sherman	Bus Mgt.	Dept. Head	April, 1965	Dec., 1966
3.	King	Civil Eng.	Dept. Head	May, 1965	July, 1967
4.	Wolpert	Mech. Eng.	Dept. Head	August, 1965	August, 1967
5.	Wassel	Mech. Eng.	Instructor (COP)	July, 1966	July, 1968
6.	Sutton	Elec. Eng.	Instructor	July, 1966	July, 1968
7.	Mylander	Mech. Eng.	Dept. Head	July, 1967	July, 1969
8.	Bruns	Elec. Eng.	Dept. Head (COP)	July, 1967	July, 1969
9.	Ogle	Civil Eng.	Dept. Head	August, 1967	July, 1969
10.	Smith	Ind. Eng.	Instructor	August, 1967	July, 1969
11.	Allen	Ind. Eng.	Zanzibar*	August, 1968	August, 1969
12.	Jarrett	Civil Eng.	Instructor	August, 1968	July, 1970
13.	Nesin	Mech. Eng.	Instructor	August, 1968	July, 1970
14.	Schoenwetter	Elec. Eng.	Instructor	August, 1968	July, 1970

* Ray Allen, Equipment Specialist, provided for Zanzibar Technical College was funded under this project and contract for administrative reasons.

Commodities. AID commodity inputs have been minimal consisting mainly of specific equipment, books and materials required for upgrading the instructional program. Also, a 29-passenger bus was supplied to provide student transportation for field trips and visits to industrial sites.

Participant Training. Fourteen Tanzanian participants were sent to Cal Poly for degree training; one was returned in 1969 for medical reasons. Of the 13 remaining, 3 will return in 1969, 6 in 1970, and 4 in 1971. All are bonded to serve at the College upon the completion of their U.S. training. Recently, the Tanzania Ministry of National Education requested that AID provide training for 10 additional Tanzanian participants who would depart for training in 1969 and return in 1973.

(b) Other Donor Inputs

The campus and facilities of Dar Tech, valued at approximately one million dollars, were provided mainly by the U.K. The administrative block, including 11 classrooms and offices, was opened in 1957. Subsequent additions bring College facilities up to 29 classrooms, 6 laboratories, 10 workshops, 2 lecture theatres, 4 drawing rooms, and 3 dormitories, with dining and recreational facilities.

The Government of Canada has been primarily responsible for the development and implementation of the crafts program located at the College until 1967. Since 1962, they have provided basic staff and $175,000 in equipment for this program which during 1962-67 constituted the largest enrollment at the College. In 1968 the total crafts program, including 6 Canadian staff and the bulk of Canadian equipment, was transferred to another location to provide space for expanding the diploma and other middle level technical programs.

(4) REVIEW OF THE COLLEGE PROGRAM

(a) Academic Program

Throughout its history, Dar Tech has provided a variety of programs ranging from basic crafts to post secondary sub-professional technician training. In 1964, at project inception, the Government of Tanzania designated middle level technician training as the institution's primary objective. The College operates four basic programs at the middle level. In addition to the three-year Ordinary Diploma course which was started in 1965, the College began a three-year Higher School Certificate program in 1968 designed especially to prepare undergraduate entrants to degree engineering studies. A four-year telecommunications course was also begun in 1968 which prepares students for supervisory and technician levels in such organizations as the Post Office, External Communications, the Armed Forces, and organizations dealing with radio transmission. The telecommunications program follows the City and Guilds course No. 49 with external examinations given at the conclusion of each year.

A fourth course of study is conducted by the College in conjunction with the University College, Dar es Salaam, consisting of a laboratory technician's Ordinary Certificate program comprising 34 weeks duration in which half of the course will be spent in the College and half "on the job" with the sponsoring organization. University College, Dar es Salaam, depends on this course as the principal source for training laboratory assistants in its science faculty. The course follows the City and Guilds syllabus No. 119 requiring one external examination.

Moreover, various special courses are mounted each year at the request of governmental, private and other sponsoring agencies. One such course is designed to train hydrological assistants for the department of Water Development. This is a three-year sandwich course in which students are at the College the first two terms and the last five terms of the course. The balance of the time, students are engaged in supervised survey and construction work at Ubongo and a 4-5 week river gauging assignment at Kibungo.

Although providing the above variety of programs, the Ordinary Diploma course remains as the major purpose of the College. This course was organized and prepared initially as a two-year program by the City and Guilds Institute of London. Students were admitted to either Civil, Mechanical or Electrical Engineering studies with external exams required at the end of each year. In 1965 one of the first activities of this project was to extend the program to three years and revise the curriculum accordingly. This additional year enables a stronger emphasis on shop and practicals and supplements the limited technical background of Tanzanian students. During the three-year period, students attend classes and laboratory work 6½ hours per day, 5 days each week for 16 weeks to complete one semester. The College operates on a two semester year with the first beginning in January and the second in July.

Students entering the City and Guilds course No. 328 leading to the Ordinary Diploma in Civil Engineering are trained to serve as design assistants, structural draftsmen, quantity surveyor assistants, etc. The City and Guilds course No. 300 leading also to the Ordinary Diploma is conducted jointly by the Mechanical and Electrical Engineering departments. Upon completion, diplomats are prepared for work performance at the technician level with suitable qualifications for design assistants and production engineering assistants.

(b) Administration and Staff

The College is administered by the Ministry of National Education through a Principal who is appointed by, and responsible to, the Ministry. Backstopping in the Ministry is the responsibility of the regular secondary school section of the Inspectorate. The school is without the services of an academic board or a functioning administrative board. Moreover, the College does not have an overall administrative and academic plan worthy of the name. The limited planning achieved to date reflects the lack of joint thinking and deliberation normally obtainable through a responsible and competent professional body.

To strengthen the administrative and professional structure of the College, the Ministry plans to appoint a technical specialist to the inspectorate or to the College who will be responsible for planning and coordinating the total technical program of the nation. Also, the Ministry has appointed its first Tanzanian Principal for Dar Tech to be installed July, 1969. Heretofore, the position of the College Principal has been filled exclusively by British expatriate personnel.

The College continues to be staffed predominantly by expatriates as indicated in Table 2.

TABLE 2

DAR TECHNICAL COLLEGE STAFF - JANUARY, 1969

Departments	Nationality of College Staff						
	Tanzanian	U.S.	British	Canadian	German	Other	Total
1. Civil	1	2	3		1		7
2. Electrical	2	2	2	1	1		8
3. Mechanical		3	4	1	2	1	11
4. Physics & Cehmistry	1		1			2	4
5. Engineering Math			1	1		1	3
6. Pure/Applied Math			1	1		1	3
7. Eng. & Gen. Studies		1*	2			2	5
Total	4	8	14	4	4	7**	41

* U.S. Volunteer
** 3 from Denmark, 2 from India, 1 from Japan, and 1 from Yugoslavia

Because of the shortage of qualified Tanzanians and the four-year period required for degree training, the Ministry will be unable to fully nationalize its technical college staff during the next 4-5 year period.

The varied national origin of College staff is accompanied by wide gaps in professional capabilities, limited teaching experience of volunteer instructors, differing and sometimes conflicting educational philosophies and methodologies and a rapid staff turnover. For instance, 15 of the 37 foreign instructors are young volunteers, mainly from Europe, who came to Tanzania in most instances for a one-year assignment, without previous teaching experience and limited in the subject areas they are qualified to teach. The resulting situation is a lack of essential academic continuity, proliferation and duplication of course offerings, particularly in the science courses, a disparity of faculty teaching loads and an inordinately low student/teacher ratio as indicated in Table 3.

TABLE 3

DAR TECH STUDENT/TEACHER RATIO - MAY, 1969

Departments	Enrollment	Teachers	Ratio
1. Civil	142	12	11/1
2. Mechanical	65	10	6/1
3. Electrical	84	8	10/1
4. Science	132	12	11/1
5. Humanities	21	2	10/1
Total	444	44	10/1

Consequently, contract personnel continue to assume a major share of senior instructional responsibility involving substantial teaching loads. These loads were decreased during the first term of 1969 as indicated in Table 4, enabling the contractor to focus more specifically on overall College development.

TABLE 4

TOTAL STUDENT CONTACT HOURS FOR CAL POLY INSTRUCTORS

Team Members	3rd Term, 1968				1st Term, 1969			
	Diploma	HSC	WDID*	Total	Diploma	HSC	WDID*	Total
1. Bruns (Dept. Head)	4	0	0	4	4	0	0	4
2. Schoenwetter	14	0	0	14	15	0	0	15
3. Nesin	20	0	0	20	12	0	0	12
4. Mylander (Dept. Head)	6	0	2	8	6	0	0	6
5. Smith	9	9	0	18	8	6	0	14
6. Jarrett	4	0	15	19	18	0	0	18
7. Ogle (Dept. Head)	8	5	0	13	9	0	0	9
Total Hours	65	14	17	96	72	6	0	78

* WDID Special Diploma course on Water Development

(c) College Enrollment and Output Performance

Current student records at the College are inadequate and incomplete. Consequently, precise enrollment and other vital data concerning College operation, over the past several years, are not available. Only recently, with assistance from U.S. contract personnel has the College begun a formal Student Record System in the office of the registrar. Fortunately, U.S. instructors have maintained cumulative student records for diploma students by departments since 1965. These records were transferred recently to the Registrar's office. Annual enrollment totals are shown in Table 5.

TABLE 5

DAR TECH DIPLOMA ENROLLMENT 1965-1969

Departments	1965	1966	1967	1968	1969*
1. Mechanical	36	35	68	53	65
2. Electrical & Telecom.	45	82	82	88	84
3. Civil	74	27	112	110	142
4. H.S.C.	0	0	0	62	132
5. Special Courses	24	0	-	41	21
Total	179	194	262	354	444

* as of May, 1969

Table 5 indicates that diploma student enrollments (Civil, Mechanical and Electrical) have almost doubled during 1965-1969. However, diploma students in 1969 constitute only 65% of total student enrollments due to new starts in the H.S.C. and special course programs. Thus, a significant portion of College staff and resources as in the past, continues to be devoted to courses other than the diploma program. Moreover, Ministry officials now indicate that current needs make it necessary to continue the H.S.C. and special course programs at the present level with probable expansion. Consequently, the Ministry has requested AID to assist in developing a master College plan which will coordinate all programs, eliminate duplications and provide for a more efficient utilization of total College resources.

The absence of a master College plan, and the inadequacy of basic College records make it difficult, if not impossible, to make a definitive evaluation of overall College performance at this time. However, this lack of adequate planning and almost complete void of significant evaluative data constitute prima facie evidence that overall institutional growth and development has been retarded.

Available criteria for measuring College output performance consists mainly of City and Guilds examination results. The following is an annual summary of City and Guilds results in all programs offered by the College during 1964-68 for which external exams are required.

TABLE 6

CITY AND GUILDS EXAMINATION RESULTS 1964-1968: DAR TECHNICAL COLLEGE

Courses Offered	1964 P	1964 F	1965 P	1965 F	1966 P	1966 F	1967 P	1967 F	1968 P	1968 F	Total P	Total F
I. Regular Craft Program (discontinued 1967)	75	34	79	33	61	31	29	20	discont.		244	118
II. Special Crafts Program	9	11	18	12	37	9	20	5	20	14	104	51
III. Lab Tech Certificate									14	8	14	8
Sub-total Crafts Program	84	45	97	45	98	40	49	25	34	22	362	177
IV. Ordinary Certificate (second year)	2	6	15	13	21	6	12	3	discont.		50	28
V. Ordinary Diploma (second year)					9*	12	20	7	34	12	63	31
VI. TeleComs A							10*	2	22	0	32	2
B									16*	0	16	0
Grand Total	86	51	112	58	128	58	91	37	106	34	523	238
Total Sitting for Exam	137		170		186		128		140		761	
Pass rate	62%		65%		68%		71%		75%		68%	

* First candidates for final exam. P = Passed F = Failed

Table 6 shows the phase-out of the regular Crafts and Ordinary Certificate programs at the beginning of the middle-level technicians courses. During the Five-Year period, 617 out of the total 716 students taking City and Guilds exams were Crafts and Certificate candidates.

(5) OVERALL PERFORMANCE AND EFFECTIVENESS OF PROJECT IMPLEMENTATION IN ACHIEVING STATED PROJECT TARGETS

Considerable progress has been made in meeting stated targets set for this project. Curriculum development, classroom instruction, departmental organization and participant training have been satisfactory in most major aspects. (See Part IB-1, page 2.) However, current project targets do not encompass the full range of elements effecting overall institutional growth and development in which progress has been minimal and inadequate. (See Narrative Comments Part II-B, page 7.)

The most obvious shortfall in stated project targets has been in student output at the Diploma level. The target set in 1964 to graduate 500 diploma technicians by 1969 was unrealistic, if not impossible, to achieve. The three-year diploma course began in 1964 allowing for only 3 graduating classes during the period. To achieve an output capability of 166 diplomats annually during 1966-69 or a total of 500 by 1969 would have required a crash program by the College in which all other courses, including crafts, would have been eliminated in 1964.

A more realistic target in retrospect would have been to set an output capability target for producing 50-75 diplomats annually by 1969. Prospects are good that the College will achieve this target by the end of 1969. Also, this target will be increased to 100 diplomats annually by 1971-72. In addition, the College is attempting an annual output capability of 50 H.S.C., 15 lab technicians, and 20 special course graduates by 1972. Thus, the new overall target is to achieve a total output capability of approximately 185 graduates annually by 1972 including all middle-level technician training courses in the College.

(6) THE CONTRIBUTION TO ACHIEVEMENT OF SECTOR AND GOAL PLANS

The Mission programming is currently conducted within the framework of the East African Regional Council. In keeping with these guidelines, USAID/T is endeavoring to provide assistance consonant with the nation's development priorities which are Rural Development, Education, and Transportation. This project relates generally to the nation's educational development emphasis and more specifically to its manpower requirements at the sub-professional engineering level.

(7) THE CONTINUED RELEVANCE, IMPORTANCE AND SIGNIFICANCE OF THE PROJECT TO COUNTRY DEVELOPMENT AND/OR THE FURTHERANCE OF U.S. OBJECTIVES.

Dar Tech is the nation's only resource at present for producing the middle-level engineering technicians required during the Second Five-Year Plan, 1969-1974. Currently, there is a backlog shortfall of these technicians from the First Plan period. So urgent is the need that Tanzania plans to establish a second technical college during the Second Plan period subject to the availability of resources.

D 1020-25 A (7-68)

SECURITY CLASSIFICATION	UNCLASSIFIED	PROJECT NUMBER	621-11-610-050

PART I-B – PROJECT EFFECTIVENESS

9 I-B-1 – OUTPUT REPORT AND FORECAST – (See detailed instructions)

CODE NO. ID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3. ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
	(1) To provide by 1969 a total of 500 diploma-level engineers qualified in Civil, Mechanical, Electrical and Industrial Engineering.	399	500	399	125	809
	The target of 500 City and Guilds diplomats by 1969 has not been met (see Part 1A, P-1K). However, the College has graduated 94 diploma candidates, 50 in Telecoms., 22 as laboratory technicians, 78 ordinary certificate candidates, and 155 in advanced crafts. Thus, excluding 362 in crafts, the College has produced 399 graduates capable of filling middle-level type manpower positions. Although only 279 qualified on the City and Guilds, many of the remaining 120 failures have entered the labor market in positions for which they were trained. The projected output total for project life has been set at 809. Annual targets are 125 for 1970, 135 for 1971, and 150 for 1972, or a total of 410 projected outputs during 1970-72. Thus, with 399 accumulated to date, the addition of 410 yields a total project output of 809 by 1973.					
	(2) To establish departments of Civil, Mechanical and Electrical Engineering within the College.	3	3	3	None	3
	Four departments were established originally and chaired by contract technicians. However, the department of Industrial Engineering has been discontinued, with the departments of Civil, Mechanical and Electrical Engineering to comprise the academic program of the diploma course.					
	(3) To develop a curriculum which meets the needs of Tanzanian industry, commerce and government.	94	94	94	None	94
	Thirty courses of study in Mechanical, 28 courses in Electrical, and 36 courses in Civil Engineering have been developed or adapted using the broad content areas of the City and Guild syllabus. Although these courses have been prepared to include the requirements of the City and Guilds syllabus, pertinent revisions have been made to meet the requirements of Tanzania's particular technical education needs.					
	(4) To establish by 1972 a cadre of Tanzanians who will have the capability of functionally replacing all U.S. instructors.	None	None	None	9	23
	Fourteen Tanzanians were sent for U.S. training, one of which was returned for medical reasons, leaving 13 in training to be completed during 1969-71. Ten more participants are programmed for departure in FY 70.					

SECURITY CLASSIFICATION	UNCLASSIFIED	PROJECT NUMBER	621-11-610-050

PART I-B – Continued

010 B.2 – OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:

	X					

Unsatisfactory ← Satisfactory → Outstanding

PART I-C – PROJECT SIGNIFICANCE

011 C.1 – RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance

SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal

a. CODE NO. (AID/W USE ONLY)	b. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	(1) See Part 1A (6), p. 1K		
	(2)		
	(3)		
	(4)		

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 I):

PART I-C – Continued

C.2 – GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	Y
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	Y
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	Y
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	N
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N

021 NARRATIVE FOR PART I-C.2 Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):

014 The continuation of various programs by the College (i.e., special courses, H.S.C. and Lab technician), made it impossible to give priority to the Diploma program. Also, the large number of expatriate staff, including the British Principal, were often unsympathetic to project objectives.

015 The British influence has tended to perpetuate rigid adherence to the City and Guilds program, examination oriented instruction, rote-learning, and a de-emphasis on lab and shop work.

017 To achieve optimal continuity in contract and project performance it is necessary that the contractor provide a liaison officer who is especially experienced in administration and one whose services can be continued for at least a two-year period.

018 The limited technical background of Tanzanian students is generally recognized, but the particular ways and means to overcome this deficiency through improved and/or remedial instruction (i.e., visual aids, etc.), needs additional research and experimentation.

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PART II – IMPLEMENTATION REPORT

II-A – STATUS OF SCHEDULE

022 A-1 – INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS – PLACE AN "X" IN ONE COLUMN (1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1.*	Prepare course schedules and teaching assignments for new year with in-take of 175 students.		X	
2.	Prepare long-range master plan for College development--significant portions prepared but total plan not complete to date.	X		
3.	Develop and implement a plan for phase-out and transfer of College crafts program.		X	
4.	Establish a permanent repository and students records system in the office of the College Registrar--some improvement, but the system is still inadequate.	X		
5.	Establish an adequate maintenance program for College labs and shops.		X	
6.	Begin a 3-year Higher School Certificate (HSC) technicians program--the H.S.C. program was begun but it has not been fully and effectively integrated into the total College program.	X		
7.	Plan and implement move from 3-semester to 2-semester College year in line with City and Guilds exam schedule.		X	
8.	Plan and conduct orientation and in-service training program for new instructors.		X	
9.	Initiate staff training program for lab assistants.		X	
10.	Set up teacher training program for Tanzanian participants studying at Cal Poly for Summer, 1969.		X	
11.	Set up reference section in College library for use by students.		X	
12.	Revise syllabi for Civil Engineering Surveying course.		X	

* A PIP for this project has not been prepared, thus these items were compiled from contractor progress reports and other project records.

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PART II – IMPLEMENTATION REPORT

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(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS – PLACE AN "X" IN ONE COLUMN (1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
13.	Prepare supplementary materials for power production and prime mover course in Mechanical Engineering.		X	
14.	Consolidate heat engine and power production labs.		X	
15.	Revise list of tests used in Civil Engineering.		X	
16.	Order new and replacement equipment and supplies for all labs.		X	
17.	Initiate free-time volunteer student lab and shop projects to improve student work experience.		X	
18.	Introduce a volunteer junior engineer training program (JETs) for students at College. The program was introduced on a volunteer basis but has not been fully established.		X	
19.	Develop a College sports and recreational program for students. Some activities (i.e., tennis) were begun but a total program has not been fully achieved.	X		

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PART II – Continued

023 II-A.2 – OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

	(a) On schedule	
	(b) Ahead of schedule	
BLOCK (c): If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.	(c) Behind schedule	X
	(1) AID/W Program Approval	
	(2) Implementing Agency (Contractor/~~Participating Agency/Voluntary Agency~~)	X
	(3) Technicians	
	(4) Participants	
	(5) Commodities (non-FFF)	
	(6) Cooperating Country	
	(7) Commodities (FFF)	
	(8) Other (specify):	

II-B – RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	N
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	N
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	N	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	N
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements	N	040 Other (describe):	

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP 052 Appropriateness of original selection	P
PREDEPARTURE 042 English language ability	P	053 Relevance of training for present project purposes	P
043 Availability of host country funding	P	054 Appropriateness of post-training placement	
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	
046 Quality of technical orientation	P	057 Adequacy of performance	
047 Quality of general orientation	P	058 Continuance on project	
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	
050 Participants' availability for training	P	061 Other (describe):	
051 Other (describe):			

PART II-B – Continued

3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF		063 NON-FFF		064 NO COMMODITY ELEMENT	

065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).	P	072 Control measures against damage and deterioration in shipment.	P
066 Quality of commodities, adherence to specifications, marking.	P	073 Control measures against deterioration in storage.	P
067 Timeliness in procurement or reconditioning.	P	074 Readiness and availability of facilities.	P
068 Timeliness of shipment to port of entry.	P	075 Appropriateness of use of commodities.	P
069 Adequacy of port and inland storage facilities.	P	076 Maintenance and spares support.	P
070 Timeliness of shipment from port to site.	P	077 Adequacy of property records, accounting and controls.	N
071 Control measures against loss and theft.	P	078 Other (Describe):	

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-25 I as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance. The Dar Technical College has made considerable progress in particular areas of instruction and departmental organization. However, achievements in overall development, and growth toward institutional maturity have been minimal and inadequate. The College is not capable of a self-generative administrative and academic program at present, and external assistance will be required for a minimum of three years. The following elements summarize the status of College developmental problems.

Lack of Definitive Purpose: Dar Tech has been assigned the broad task of producing a supply of middle-level engineering technicians sufficient to meet the nation's manpower requirements at the technician level. However, the College has included a scatteration of crafts and other programs which have overlapped each other in some instances, and duplicated the work of the Technical Secondary Schools in other instances. It has not had a precise role clearly articulated in sufficient detail to permit meaningful planning or purposeful management. In fact, the school does not have an official stated objective available to this writer to date.

Weak Administrative Structure: The College has been served entirely by expatriate administrators with minimal experience and preparation and without the guidance of an administrative or academic board. College management has been conducted by unilateral actions between the Principal and the Ministry of Education without the council of a technical education specialist or a functioning industrial advisory board. No real progress is expected until a capable Tanzanian Principal is able to identify himself and his future with the College and its future. A Tanzanian will be installed as Principal of the College in July, 1969.

Inadequate Planning: The College does not have a Master Plan but operates on a year-to-year and often a term-to-term basis. The minimal planning achieved is often hastily prepared and does not reflect continuity of purpose. Often, old programs are terminated and new ones begun before senior faculty members are aware of the decisions made and by whom. Thus, a continuous shift in class schedules, teaching assignments and physical faculty utilization are not unusual but characteristic.

Itinerant Staff: The College to date, has not developed an adequate program for the selection and training of permanent College staff and instructors. A continuous procession of temporary instructors come and go each year, resulting in discontinuity and low faculty morale.

Ineffective Curriculum: Though pertinent revisions have been made, courses of study are still slanted toward the needs of a more industrial society. However, a completely new curriculum is not feasible at this time since the City and Guilds certification remains the lingua franca of technical education in East Africa. The ultimate resolution during the next 3-5 year period is for the East African Examinations Council to develop a more relevant program, based on the technical needs of East Africa.

Duplication of Resources: The low student-teacher ratio is due partly to student status or grade consciousness, but mainly to the proliferation of courses in the science department. Math courses are too highly specialized for a diploma level institution (i.e., Pure vs. Applied Math). Also, there is considerable overlapping between the 3-year Ordinary Diploma and the 3-year H.S.C. programs. Here, status and grade consciousness is the fundamental cause.

Lack of Student Entrance Standards: The College has had little to do with student selection and only recently has there been a move to develop a program of student testing. Many students admitted are unsuited for academic and vocational performance in technical fields.

Absence of Permanent Student Files and Records: Some former students have had difficulty in securing employment simply because the College had failed to maintain permanent files. Again, some recent graduates have been known to be unable to secure an official transcript of their work. Individual faculty records have been the most reliable source for preparing student transcripts.

b. Implementing Agency. The contractor demonstrates adequate understanding of project objectives and appears capable of achieving these objectives. However, implementation performance has not been effective in several important aspects, particularly in the past $2\frac{1}{2}$ year period (see Part II-B). Moreover, the overall impact of the project in establishing a viable and permanent institutional capability at Dar Tech has been minimal and unsatisfactory.

The Mission recognizes and appreciates the commendable performance of contract personnel especially in individual instructional responsibilities and in their general effectiveness in representing U.S. interests. Several team members have been active in church and community life although contract personnel have not developed a wide range of Tanzanian contacts and friends generally.

The principal weakness in contractor performance has been in the failure to provide a full measure of campus resources when needed. Dar Technical College has needed more than operational Heads of Departments and classroom teachers. It has and continues to need assistance in basic planning and administration. Though, traditionally, these tasks are the most sensitive and difficult to achieve. Nevertheless, they constitute the heart of institutional development, without which this project amounts to little more than a supply of teachers.

For instance, the contractor has not taken the initiative in developing a master College plan which would include an overall administration and staffing plan, an academic plan and a long-range plan for physical faculty expansion and utilization. Only recently, after considerable urging by the Mission and a specific request of Tanzania's Ministry of National Education, has the contract team begun work on this plan. Moreover, work on the plan to date is incomplete and inadequate for the reason that current contract personnel are not professionally qualified for this type task. Their experience and training has been primarily in classroom teaching. Also, team members are divided in their response to the need for them to perform overall College planning. Several members feel that this is an AID bureaucratic requirement and not a legitimate function of the project or contract.

Contract administration has been particularly weak recently, in that the role of the Liaison Officer has deteriorated into an ineffective function. The Mission considers the position of liaison officer as strategic in overall project effectiveness. However, to make the position effective a person with administrative experience and with unique personal leadership qualities is needed. For the past two years the Liaison Officers have been effective teachers but they were unable to perform the administrative and planning tasks required for effective project implementation.

The function of the liaison officer has been impeded not only by minimally qualified personnel but by the one-year tenure system. Each year, the contractor selects one member of the existing team to serve as liaison officer during his second and last year of a two-year tour. The purpose being to provide continuity and experience in the position. Not only has this prupose not been realized, but the system has been counter-productive. There has been an absence of essential project continuity and team members compete for the position of liaison officer (5% supplement in salary for the liaison officer), resulting in team dissension and low morale.

The one-year tenure for the liaison officer is totally unsatisfactory given the current problematic status of the project and given the limited time to complete the project. The Mission informed President Kramer of Cal Poly, during his recent visit to Dar, that the project now requires a liaison officer with strong leadership and administrative abilities and his appointment should be for the duration of the contract. However, a two-year tour would be acceptable. President Kramer agreed with the Mission rationale and further agreed to provide such an assignment. Also, he agreed to recruit a person especially for the position of liaison officer rather than to select one of the existing team members. At one

point in the discussion, President Kramer suggested the possibility of assigning the Cal Poly Dean to the position. To date, the contractor has not lived up to the above agreement but has resorted to the old system by appointing one of the existing team members as liaison officer.

c. Participants. The selection, orientation and U.S. training has been satisfactory in nearly all aspects. Fourteen Tanzanians departed for the U.S. training and one returned for medical reasons. Three participants are having difficulty in maintaining grade average requirements and may have to be returned unless considerable improvement is made. Qualified candidates for degree engineering training are difficult to come by in Tanzania. Th s, selection has to be made on a best available basis.

d. Commodities. The commodity element of this project has been minimal and satisfactory in all major aspects. All equipment, supplies and books procured by AID or under the contract were received in good condition and are currently being used and maintained satisfactorily.

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PART III – ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

SPECIFIC OPERATIONAL FACTORS:	
080 Coordination and cooperation within and between ministries.	P
081 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	P
082 Availability of reliable data for project planning, control and evaluation.	P
083 Competence and/or continuity in executive leadership of project.	N
084 Host country project funding.	P
085 Legislative changes relevant to project purposes.	P
086 Existence and adequacy of a project-related LDC organization.	N
087 Resolution of procedural and bureaucratic problems.	P
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	N
089 Maintenance of facilities and equipment.	P
090 Resolution of tribal, class or caste problem.	P
091 Receptivity to change and innovation.	P
092 Political conditions specific to project.	P
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	P
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	P
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	P
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	P
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	P
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	N
100 Planning and management skills.	P
101 Amount of technician man years available.	P
102 Continuity of staff.	P
103 Willingness to work in rural areas.	N
104 Pay and allowances.	N
105 Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

083 The lack of a technical education specialist to backstop the project in the Ministry has been a serious impediment to overall project performance. Also, Ministry channels with contract team have not been easily maintained.

086 See 083 above.

088 The quantitative and qualitative supply of supporting staff and instructors at Dar Tech has been inadequate.

099 The nation has a serious deficiency in Tanzanians who are trained and experienced in technical education.

103 Students have a traditional disdain for working in rural areas; however, this factor does not present a serious obstacle to this project.

104 Pay and allowances are inadequate which makes it difficult to attract good Tanzanian faculty and students at Dar Tech. Salary for graduates is inadequate, also resulting in a similar difficulty in keeping Tanzanians employed in technical vocations at the sub-professional level.

Tanzania continues to provide the capital and recurring costs of the Technical College. Also, in the past six months the Ministry of National Education has been giving increased attention and support to overall College administration. With this new impetus, considerable progress has been made to enhance the effectiveness of the College and this project.

PART IV – PROGRAMMING IMPLICATIONS

IV-A – EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.
For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I):

Though project implementation has been less than satisfactory to date, USAID/T does not recommend a change in overall project purpose or design. Rather, the need is to improve project planning and implementation. This need and the measures to meet the need have been communicated to, and agreed upon by, both AID and the contractor. A summary of these items agreed upon are:

(1) Priority will be given to basic institutional development during the remaining phase of the project. The contractor will provide the necessary personnel and services to prepare and implement a Master College Plan. This plan will constitute one of the major permanent contributions of the project. Consequently, sufficient time and expertise will be devoted first, to the plan itself to ensure that it is viable and workable and, second, to make sure that the plan is actually implemented during the remainder of the project.

(2) Participant training will be provided for 10 additional Tanzanian participants, seven of which will enter degree engineering training and three will enter short-term training in administration.

(3) A teacher training program will be developed to provide a permanent supply of instructors, teaching assistants and shop personnel for the College. (con't. p. 9A)

IV-B – PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

1. Continued as presently scheduled in PIP.	
2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W).	
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo.____ Day____ Yr.____. Explain in narrative, PROP will follow.	
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo.____ Day____ Yr.____	X
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

See Narrative above (Part IV-A).

(4) A plan to coordinate the H.S.C. and Diploma Programs will be prepared and implemented.

The Mission considers it possible and feasible to achieve the above activity targets during the three-year period remaining in the project.