

PD-AA6-003 (2)

UNITED STATES GOVERNMENT

# memorandum

DATE: April 13, 1979

REPLY TO:  
ATTN OF: AFR/DR/EAP, Morris McDaniel

SUBJECT: Tanzania Project 621-0149: Training for Rural Development

TO: See Distribution

An Executive Committee for Project Review (ECPR) Meeting has been scheduled for Wednesday, April 18, 1979, at 3:00 p.m. in room 6944. A copy of the project paper and a copy of a corrected table of Agricultural Education/Extension Trainees are attached for your review. Also attached is a copy of a Background and Issues Memorandum.

Your participation is requested.

## Distribution

AA/AFR, GButcher  
DAA/AFR, WNorth  
SAA/AFR, GCobb ✓  
AFR/DR, JWKoehring  
AFR/DR, NCohen  
AFR/DR, LHeilman  
AFR/DR/EHR, GCorinaldi  
AFR/DR, MSpeers  
AFR/DR/ARD, HJones  
GC/AFR, JPatterson  
AFR/DR/EAP, JDefler  
AFR/EA, HJohnson  
AFR/EA, BKline  
USAID/T, MFuchs-Carsch



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

OPTIONAL FORM NO. 10  
(REV. 7-76)  
GSA FPMR (41 CFR) 101-11.6  
5010-112

TRAINING FOR RURAL DEVELOPMENT

PROJECT PAPER

# TRAINING FOR RURAL DEVELOPMENT

## Table of Contents

<b>PART ONE: SUMMARY AND RECOMMENDATIONS</b>	<b>Page</b>
1.1 Project Paper Facesheet	1
1.2 Recommendations	2
1.3 Project Summary	2
1.4 Findings	3
1.5 The Development Problem	3
1.6 Project Issues	4
 <b>PART TWO: BACKGROUND AND DETAILED DESCRIPTION</b>	
2.1 Background	7
2.2 Detailed Project Description	9
 <b>PART THREE: PROJECT ANALYSES</b>	
3.1 Technical Analysis	15
3.2 Financial Plan	21
3.3 Economic Analysis	25
3.4 Social Soundness Analysis	26
3.5 Initial Environmental Examination	29
 <b>PART FOUR: IMPLEMENTATION ARRANGEMENTS</b>	
4.1 Implementation Plan	30
4.2 Project Administration and Evaluation	37
4.3 Conditions, Covenants and Negotiating Status	40

## ANNEXES

- A. Logical Framework
- B. Detailed Training Plans
- C. Participant Training Schedules
- D. Detailed Budget
- E. Other Donor Activities in Education/Training
- F. Social Soundness Analysis
- G. PAF I and PAF II
- H. Detailed Justification for Waiver
- I. PID Approval Cable
- J. Letter from Ministry of Agriculture clarifying certain issues
- K. Statutory and Project Checklists
- L. Letter of Request

AGENCY FOR INTERNATIONAL DEVELOPMENT  <b>PROJECT PAPER FACESHEET</b>		1. TRANSACTION CODE  <div style="border: 1px solid black; display: inline-block; padding: 2px;">A</div> A ADD C CHANGE D DELETE	PP  2. DOCUMENT CODE  3
3. COUNTRY ENTITY United Republic of Tanzania		4. DOCUMENT REVISION NUMBER <input type="checkbox"/>	
5. PROJECT NUMBER (7 digits) <div style="border: 1px solid black; display: inline-block; padding: 2px;">621-0149</div>	6. BUREAU OFFICE A. SYMBOL: AFR B. CODE: <div style="border: 1px solid black; display: inline-block; padding: 2px;">06</div>	7. PROJECT TITLE (Maximum 40 characters) <div style="border: 1px solid black; display: inline-block; padding: 2px;">Training for Rural Development</div>	
8. ESTIMATED FY OF PROJECT COMPLETION  FY <div style="border: 1px solid black; display: inline-block; padding: 2px;">84</div>		9. ESTIMATED DATE OF OBLIGATION  A. INITIAL FY <div style="border: 1px solid black; display: inline-block; padding: 2px;">79</div> B. QUARTER <input type="checkbox"/> C. FINAL FY <div style="border: 1px solid black; display: inline-block; padding: 2px;">80</div> (Enter 1, 2, 3 or 4)	

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. LC	D. TOTAL	E. FX	F. LC	G. TOTAL
AID APPROPRIATED TOTAL	750.0	-	750.0	5,169.0	100.0	5,269.0
(GRANT)	750.0	-	750.0	5,169.0	100.0	5,269.0
(LOAN)						
OTHER						
U.S.						
HOST COUNTRY		25.0	25.0		1,180.0	1,180.0
OTHER DONOR(S)	750.0	25.0	775.0	5,169.0	100.0	6,449.0
TOTALS				1,280.0		

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>    </u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EHR	200	240		750.0		4,519.0			
(2)									
(3)									
(4)									
TOTALS				750.0		4,519.0			

A. APPROPRIATION	N. 4TH FY <u>    </u>		O. 5TH FY <u>    </u>		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	J. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1) EHR					5,269.0		<div style="border: 1px solid black; display: inline-block; padding: 5px;">                             MM   YY                              10   79                         </div>
(2)							
(3)							
(4)							
TOTALS						5,269.0	

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

2

1 = NO  
2 = YES

14. ORIGINATING OFFICE CLEARANCE  SIGNATURE: TITLE: Acting Director, USAID/Tanzania		15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION  DATE SIGNED: <div style="border: 1px solid black; display: inline-block; padding: 2px;">MM   DD   YY 02   22   79</div>
----------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 1 • Summary and Recommendations

### 1.1 Face Sheet

### 1.2 Recommendations:

The following actions are recommended herein:

A. Authorization and obligation of a grant in an amount not to exceed \$750,000 from FY 79 funds;

B. Approval of life of project funding, subject to the availability of funds, in an amount not to exceed \$5,29,000;

C. Approval of a source/origin waiver from AID geographic code 000 to code 935 for the procurement of one Landrover station wagon and spare parts in the approximate amount of \$15,000;

1.3 Project Summary: The project proposed herein is designed to meet a portion of the training needs of the Tanzanian Government (TanGov) in implementing the goals of its rural development program. Total project costs are estimated at \$6,352,000 of which the TanGov will provide in-kind resources in the amount of \$1,082,000 (17%).

The AID inputs will be as follows:

A. Degree training for approximately 66 Tanzanians;

B. Short course training in regional planning for approximately 58 Tanzanians;

C. Assistance in the creation and operation of a Training Project Coordination Committee;

D. The development of a National Training Plan for Agriculture and Rural Development;

E. Provision of vehicles, office supplies and training materials.

It is anticipated that obligation of AID funds will occur in two years and disbursements (principally in support of students in US degree programs) will be over a five year period.

#### 1.4 Findings:

On the basis of the analysis contained in this Project Paper (PP), the USAID Mission to Tanzania concludes that the project is technically, economically and financially sound and is consistent with both the AID mandate and the development plans of the TanGov. The analysis set forth in this paper supports the conclusion that this project meets all applicable AID criteria and will not have an adverse affect on the environment.

#### 1.5 The Development Problem

In the press of activities related to accomplishment of decentralization and villagization, a process which Mission concurs and supports, an already existing acute manpower shortage situation has become even more exacerbated. Central ministries and parastatals have been required to second scarce highly trained people to diverse regions and districts. This has disturbed many on-going responsibilities in various ministerial and parastatal divisions.

In-country training institutions have had to respond, almost overnight, to the training needs created by the government's rapid move to decentralize. These institutions lacked not only sufficient numbers but quickly found themselves almost entirely deficient in staff trained in new subject areas required to respond to regional, not central manpower problems.

The massive transfer of great numbers of trained people to the regions and districts has created wide gaps between the villages and backup/support divisions in the Ministry of Agriculture and the Prime Minister's office which are mandated to respond to rural outreach activities. It is to the diversity of these needs that this project is designed to respond.

USAID and other foreign donor supported projects planned for current and future implementation are faltering or are being held in abeyance because of the shortage of trained manpower. For instance, USAID has been requested to consider developing regional integrated development projects in Dodoma, Singida and Morogoro regions. The Mission has decided to defer consideration until assurances can be given by the TanGov that the manpower required will be available.

The negative effects of the quantitative and qualitative manpower shortages are manifested everywhere. Projects and plans are not well prepared, farmers are not effectively reached, agricultural policy issues are not thoroughly analyzed, implementation falters. The capacity of the rural sector to absorb resources is reduced and scarce resources are not used effectively. In addition to the Off-Farm Manpower constraints, tremendous training needs exist at the village level, as discussed below.

The Prime Minister's Office must train thousands of village workers in administrative areas and other fields external, but related to technical specialities such as bookkeepers/record keepers, storekeepers and small business/cottage industry specialists. Approximately 60 regional and 240 district planning staff officials must be trained in leadership, and administrative techniques as well as technical aspects of village development in order to motivate staff, promote teamwork and enhance productivity. Hundreds of tutors need to be trained in practical concepts of cooperative management so that they can then train village level managers.

In response to these new TanGov policies the Ministry of Agriculture and the Agricultural Parastatals must create new administrative, research and extension response systems to meet the needs of 20 heterogeneous regions. This imperative immediately resulted in the need to train 5,000 multipurpose agricultural extension agents at the certificate level for village level placement; the upgrading of the existing staff of 4,000 specialists (half of whom are crop and the other half animal husbandry specialists) to multipurpose agricultural extension agents for village level placement; to provide short term training for at least one farmer per village (about 9--10,000 by 1980); and upgrade the depth of technical and administrative knowledge transmitted in agricultural diploma training. To accomplish these goals the system of 12 regionally-based Ministry of Agriculture Training Institutes is woefully inadequate in the quantity and quality of trained staff. In addition, the 12 regional agricultural research stations, which must respond to the new needs of villages in food and cash crop production, are severely understaffed.

This project clearly is not able to meet all the needs noted above but proposes to help establish a manpower base and initiate and investigate in-country training capability to assist in meeting these manpower constraints.

#### 1.6 Project Issues

During the PID review and the initial review of the project paper several issues were raised. As a result the project was significantly revised and this paper reflects these revisions and addresses the salient comments raised earlier. The principal issues are:

A. Is it premature to commence a manpower training program in Tanzania until the results of the AID funded U. West Virginia Manpower Study become available in September, 1979? As discussed in the Technical Analysis section of this paper (Section 3.1) it can already be demonstrated that the lack of trained manpower in certain developmental fields is

retarding implementation of certain AID and other foreign donor rural development projects. The training proposed in this project is primarily directly supportive of the needs of these projects. The earlier proposal for a much expanded training program has been dropped and this paper describes a truncated version of this program which is designed to meet needs already well defined by actual experience.

B. Can the TanGov identify and recruit a sufficient number of qualified candidates for the US degree training portion of this project? Past USAID experience has shown that there are a large number of qualified candidates anxious to participate in such programs. AID has developed a prioritized list of critical specialities (See Annex B) within the field of agriculture and rural development for which degree programs will be offered. Given the predominately agricultural orientation of the economy, there is little doubt that the necessary number of qualified candidates will be forthcoming.

C. Is there a demonstrated linkage between the training proposed in this project and AID's mandate to reach the rural poor? The degree program will, in essence, train research and teaching experts who in turn will guide and or train village level development workers. The short course training proposed will more directly reach this level; both types of training are critical for enlarging and upgrading the pool of development workers who will be working directly with the rural poor.

D. Will this project, by proceeding in advance of the availability of planned manpower studies, perhaps contemplate training which is subsequently proved to be of lower priority? This is a corollary to A above. It is anticipated that only 20 degree candidates will start their schooling before the results of these surveys become available. There is sufficient flexibility within the project design to shift priorities within the list set forth in Annex B. Again, based on experience, it is believed that the list of training priorities in Annex B will rank high in whatever final conclusion is drawn. More importantly, the project will foster the development of a national training plan and policy, based on the best available data and which will serve as a guide for future manpower training.

E. Will there be the necessary degree of interministerial coordination to insure that this project can be successfully implemented? This factor is recognized explicitly in the project design and provision is made for assisting in the development of an interministerial Training Project Coordination committee. By involving the concerned developmental ministries in this committee, and charging them with the development, and implementation and coordination of a coherent national training plan, it is believed that the necessary degree of cooperation and coordination will be achieved.

F. Does the TanGov have the financial resources to provide for recurrent costs which will flow from this project? All Tanzanians to receive training under this project are presently serving as career officers in the Tanzanian Civil Service, with the possible exception of some women candidates who may not at present be civil servants. The TanGov, therefore, will not have to meet any significant increased costs for administrative, operational and maintenance expenses as a result of this project.

G. Should more emphasis be placed on building Tanzania's indigenous training capacity in that it is apparent that some of Tanzania's training institutions are underutilized? The long term academic training proposed in this project is very specialized. It would be unrealistic to expect that the university of Dar es Salaam/Morogoro could currently offer such training at the levels and numbers proposed by the Ministries requesting support for the training. The Faculty of Agriculture at Morogoro is a growing institution with allied problems of limited academic plant, shortage of trained staff and severe budget constraint problems. USAID and other donors (FAO, DANIDA) are currently helping develop institutional capacity at Morogoro (e.g., AID's new project for startup FY 79, Agriculture Education and Extension, designed to provide in service training for agricultural extension officers) to respond to the new TanGov manpower needs for decentralization and villagization. However, it is evident that manpower training needs are so immediate and acute that the TanGov must rely on foreign training in the interim until internal capacity can be developed.

This project will directly link U.S.institutions (the USDA and selected university/colleges) and an incountry training institution, the East African Management Institute/Arusha, for the delivery of short course training for Tanzanians in regional planning. This will allow for exploration of the feasibility of extending such relationships with this and other Tanzanian institutions for possible expansion of incountry training activities at a future date (e.g., extension of this AID project; a new AID project; possible multi-donor projects in training).

The National Training Plan for Agriculture and Rural Development, an output of this project, will provide a succinct analysis and set of recommendations for not only numbers and subject areas for future training, but also an analysis of how indigenous training institutions should be phased into a more comprehensive approach to meeting Tanzanian training requirements.

## 2. Project Background and Detailed Description

### 2.1. Background:

The initial idea for launching a project entitled "Training for Rural Development" occurred in August 1977, when the Tanzanian Minister of Agriculture met with A.I.D. officials during his stay in the U.S. with President Nyerere. The desire of the Ministry of Agriculture to sponsor a massive training program was discussed with A.I.D. and the Agency indicated that it would support a general training request from Tanzania.

Subsequently, the Principal Secretary of the Tanzanian Ministry of Manpower Development came to Washington and also discussed the training proposal with A.I.D. officials. His stated objective was to train 500 Tanzanians in the U.S.; of this total, 300 would be sponsored by the Ministry of Agriculture and 200 sponsored by the Ministry of Manpower Development. Early in 1978 USAID/Tanzania and the TanGov agreed to reduce the level of U.S. training from 500 to 300 Tanzanians because 200 of the positions were in areas (training of physicians, hotel management technicians, for example) that A.I.D. was unable to support.

On the basis of these understandings in early 1978, a PID was submitted and approved with conditions to be fulfilled during the PP design process. (See PID approval cable, Annex I)

After PID submission and approval, design efforts were begun. A series of meetings during the period August to October, 1978 were held with key representatives of the ministries of Agriculture and National Education and with the Faculty of Agriculture at Morogoro. Three meetings were held with key training officials in the Prime Minister's Office. Six management/technical training institutions were visited around the country to assess capacity and needs. During these meetings the design team discovered that training requirements for agriculture and rural development encompassed not only the needs of the Ministries of Agriculture (MOA) and Manpower Development (MMD) but also the Prime Minister's Office (PMO). The draft PP submitted by the team reflected the needs expressed by the MOA and PMO. Additionally, the MMD was assigned the leading role in project coordination, monitoring and evaluation.

Work continued on the PP, resulting in a document submitted to AID/W in February, 1979 requesting funding for a major five year training project at a \$20 million level. AID/W decided that this level was not

sufficiently supported by documentation and analysis of future training needs, but that sufficient justification existed to begin a more limited training project pending the availability of planned or on going manpower studies. This present document reflects a two year, \$5.3 million dollar level of support for training. It is contemplated that this truncated project will yield the basis for further support to the TanGov's training needs.

2.11. The TanGov's philosophy toward development can be discerned in a number of government statements, among the most significant being the Arusha Declaration (1967) and the Decentralization Act (1972). Tanzania has as its goal a society in which privileges and exploitative relationships are eliminated; people participate in decisions pertaining to their social and economic well being and have control over the nation's resources and means of production. In working toward this goal the government has emphasized the need for self-reliance, the need to direct major government services and investment toward Tanzania's rural poor (95% of the population), rather than toward the more advanced urban dwellers, the creation of modern villages - "villagization" - in order to increase agricultural production and social well-being, to more evenly distribute the benefits from development and produce a more active, responsive citizenry.

For a more complete discussion of issues of decentralization and villagization see Social Soundness Analysis. (Section 3.3 and Annex F)

#### 2.12. Training Needs:

The training implications of decentralization are the most critical impediments to villagization in Tanzania. It will thus be necessary to provide both technical and managerial training specifically tailored to the Tanzanian situation through this project. The Tanzanian Government and the design team has identified the following technical areas to be of high priority:

- A. Diffusion and application of research results.
- B. Crop and animal research and production.
- C. Agricultural economics including marketing management, ranch management and agribusiness.
- D. Agricultural engineering, particularly in the areas of irrigation, agricultural mechanics, food science/technology and soil conservation/utilization.

In the area of management and administration, high priority training needs include:

- A. Regional Planning
- B. Project management with particular focus on identifying appropriate projects and implementation - including planning, analysis, monitoring, control and evaluation.
- C. Accounting and record keeping.
- D. Management of small-scale village level agricultural business and industry.
- E. Storekeeping/shop keeping.

In the management area, specific needs exist with respect to improving communication skills and training methods. This calls for the training of trainers and outreach workers in practical skills necessary for providing non-formal education at the village level.

The list of needs outlined above is not exhaustive. USAID in cooperation with the Division of Manpower Development, Ministry of Agriculture, plans to undertake an agricultural manpower survey to further identify and clarify training needs specifically in the agricultural sector. This study is expected to further identify a number of specific agricultural training needs. The technical agricultural fields listed above, however, have been identified by USAID staff and consultants, Tanzanian leaders and field personnel interviewed as immediately critical to establish a base from which rural village needs can be met.

#### 2.20. Detailed Project Description:

The goal of this project is to increase farm income levels and social services to the rural poor in Tanzania. This is in phase with the TanGov's national rural development policy and U.S. economic assistance policy. The project's purpose is to train a selected number of Tanzanians in order to strengthen the TanGov's capability to implement its rural development policy. It has been noted that one of the chief constraints in designing technical assistance projects is the absence of adequately trained Tanzanians to carry out such activities.

The project will support the government's goals of villagization, decentralization and participation of the rural people in factors affecting their own development. These goals will be furthered by (1) increasing the numbers of government technicians and managers able to apply their training to the improvement of rural life; (2) improving the Tanzania Government's capacity to train Tanzanians effectively; (3) increasing the agricultural knowledge and skills of rural farmers leading to increased production and incomes.

#### 2.21. Project Elements: Outputs/Inputs:

This project is composed of four elements:

A. U.S. Degree training for approximately 66 Tanzanians in various agricultural disciplines. The priority areas for this training are: (1) Agriculture Education and Extension; (2) Crop and Livestock Production; (3) Agricultural Marketing/Economics/Agribusiness (4) Agricultural Engineering - Farm Mechanization, Irrigation, Food Technology and (5) Regional Planning and Administration. (For a complete list of training proposed see Annex B).

B. Short course training, both in the U.S. and Tanzania, in the field of regional planning for 55 Tanzanians. One U.S. short course will be held for 5 Tanzanians in regional planning. This will be followed by two in-country courses to be held at the East African Management Institute in Arusha for 50 participants (25 in each course). (See Annex B for details on short course training)

C. The creation of an interministerial committee with staff capability to coordinate agriculture and rural development related training activities, to assess the country's manpower needs in this area, and to formulate plans and policies to implement national training programs. (See section 4.2 for details)

D. The development of a coherent and systematic national manpower training plan for agriculture and rural development, based on an up to date assessment of current studies.

In order to achieve the outputs listed above, the project provides for delivery of the following inputs:

A. U.S. Technical Services: A full-time U.S. project advisor will be hired under a PASA agreement with the USDA for 24 person months. He/She will serve as counterpart/advisor to the Tanzanian Project Liaison officer (see below), and will function both in Tanzania and the U.S. for student placement in long term training

courses, designing and implementing short term training courses, and assisting in design of a national training plan for agriculture and rural development. (Estimated cost \$160,000). 36 person months of TDY technical assistance is provided to help the U.S. project advisor and the Tanzanian Project Liaison officer to carry out their functions as herein described and as detailed in the project implementation, administration and evaluation sections (Sections 4.1, 4.2, and 4.3). TDY specialists will be trained primarily under PASA agreements with the USDA. There will be a limited number of PSCs with university and/or PVO personnel, as needed. (estimated cost: \$204,000).

B. Tanzanian Technical Assistance: Funds are provided in the project to pay the salaries of the Tanzanian Project Liaison officer and two Tanzanian Secretarial assistants. Their work will contribute 72 person months of assistance throughout the life of the project. This officer will function principally as chief functionary to the project coordinating committee (see below) to carry out the work of the committee. (estimated cost: \$28,400).

C. 218 Person-Years of long term academic participant training is provided in agriculture and rural development. (estimated cost \$3,700,000). 20 person-years of short-term training is included in the project in regional planning. (estimated cost: \$216,000).

D. Women's Training Needs and Proposed Response:

This project will make a deliberate effort to integrate women into training, as they play a key role in rural agricultural development. About 80% of the agricultural work in Tanzania is done by women but agricultural training has always favored men. Besides agricultural work, women do all housework, child care, some marketing plus many engage in small handicraft industries such as pottery-making and basket weaving. For many decades to come, women will continue to form the majority of the people living in rural areas. Given the strong commitment Tanzania has made to involving women in all aspects of development, the project will give priority to further upgrading the skills of women currently in the system and will also identify women candidates for training who do not presently work for the government. In addition, special training programs will be designed and directed toward meeting the needs of training for village women. The training needs will be identified and analyzed by the village women themselves. In order to make a firm commitment to the training of women, not less than 20% of all training funds allocated to this project, especially those reserved for the PMO, will be specifically earmarked for and only for meeting

the training needs of Tanzanian women. The United Women of Tanzania (UWT) and other appropriate institutions will be utilized in identifying qualified women candidates. Admittedly, the figure of 20% is some-what arbitrary, but this specification does indicate that the TanGov is committed to the education and training of women. The figure 20% also reflects the very real difficulties to be encountered in seeking out and qualifying women candidates.

D. Commodities: 1 Land Rover vehicle and spare parts will be purchased for the use of the U.S. project advisor. (a waiver has been requested: see Annex H). Office equipment and furniture is provided for equipping the Project Liaison Officer's office. (estimated cost \$25,000)

E. Funds are provided for local costs to be incurred for vehicle rentals and fuel, oil and lubricants for the Land Rover vehicle. (estimated cost: \$25,000).

2.22 Project implementation and coordination in Tanzania will be carried out by the Tanzania Project Liaison Officer under the direction of the Project Coordinating Committee. In addition, each of the participating ministries (PMO and MOA) will make available the services of training officers to coordinate the identification and clearing of potential participants and to implement the conduct of "Tracer Studies" on returned participants, among other duties relevant to project operations.

2.23 Project implementation, monitoring and evaluation will be achieved and enhanced by coordinating training activities of the two recipient ministries through the Ministry of Manpower Development. This will be achieved by the formation of a Coordinating Committee to be chaired by a representative of the Ministry of Manpower. This committee will serve to screen all potential participants' credentials to ascertain if agriculture and rural development policies and goals are being met through the requested training. The committee will also monitor the overall direction and implementation of the project to ensure that all training conducted is in consonance with Tanzanian national educational policies and goals (See evaluation section 4.2 for details of the operation and terms of reference for the committee).

2.24 To assist in proper placement of participants in U.S. academic institutions, i.e., to place students into "best fit" academic programs and colleges/universities, assistance has been offered by the BIFAD Training and Education Committee, through its chairman. The U.S. Project advisor will call upon this committee on an "as needed" basis for advice on student placement.

2.25 The USDA International Training Office has the demonstrated capacity to furnish skilled technical personnel for long and short term assistance under PASA agreements as envisioned in this project. The design and implementation of the in-U.S. and in-Tanzania short courses in regional planning will be coordinated by the USDA and implemented by a U.S. university (Syracuse, Harvard, University of Pittsburg, for example). Also assisting in the role of implementation will be the BIFAD Committee on Education and Training. The design team finds these combinations of resources to be most compatible with the design of the project and with requirements for implementation.

2.26 Some other factors relevant to project implementation are as follows:

A. Since most of the long-term U.S. academic participants will immediately assume tutorial and managerial as well as technical responsibilities upon return to their Tanzanian posts, short term managerial and "teaching methods" training will be provided for those studying at the B.Sc. level during the summer months at both the conclusion of the sophomore and senior years. Similar, but more intensive training, will be provided at strategic points for those at the M.Sc. and Ph.D. levels. This training will be arranged through the USDA and conducted at selected universities.

B. To achieve, as quickly as possible, a basic foundation of skilled personnel in project administration, monitoring and evaluation, short-term training is proposed for the Tanzanian Project Liaison officer and two Tanzanian training officers. The first individual will be based in the Ministry of Manpower Development (see above); one of the latter two will be based in the Ministry of Agriculture and the other in the Prime Minister's Office. (See Evaluation Section for more detail on the duties of these individuals). As soon as possible after project approval, these three Tanzanian officers will be brought to the U.S. to participate in the USDA short course in Project Implementation, Monitoring and Evaluation. A target date has been set for June 1979.

## 2.27 Project Evaluation

A. Informal internal evaluation (chiefly through PES's) will be accomplished throughout the life of the project as a result of the actions of the Project Liaison Officer, the U.S. Project Advisor, the TDY technical assistance personnel, the Project Coordinating Committee, and the Direct-hire Project Manager.

B. There is one major point in the project when a substantive outside evaluation is required. This will occur at the time the AID-supported Agricultural Manpower Survey is completed (estimated September, 1979). Other manpower assessment studies now underway, including the German Supported overall national manpower needs survey and analysis and the NORDIC funded survey of village level manpower needs are also scheduled for completion sometime in the near future. The outside evaluation team will analyze the findings of these, and perhaps other studies and reports to assess their validity in comprehension of the overall manpower problems in agriculture and rural development and the quality of analysis. The team's findings will be made available to the TanGov and the USAID mission for their review. The TanGov and USAID mission will then jointly decide whether to proceed with the development of the National Training Plan for Agriculture and Rural Development as herein envisioned.

2.28 Possible Project Extension. The National Training Plan will serve as the basis of a new project paper which will be submitted to AID/W for continuation of the project for an additional 3 to 4 year period at a level of \$15 to \$20 million.

### 3.1 Technical Analysis:

The outputs of this proposed training project are predominately slanted towards the reinforcement of Tanzania's existing national agriculture systems. The technology generation and delivery system is largely composed of research, extension and training. The second system is made up primarily of parastatals whose functions center around input supply and marketing. USAID's country program is heavily supportive of both systems through assistance to agriculture research, extension, seed multiplication, credit and marketing. Both systems are badly in need of the manpower being trained under this project which is highly essential to the development of Tanzania's number one industry, agriculture and the villagization process. Regardless of what forms and mechanisms evolve over time, for whatever reasons, the two systems being supported by the project will remain basically essential to overall development.

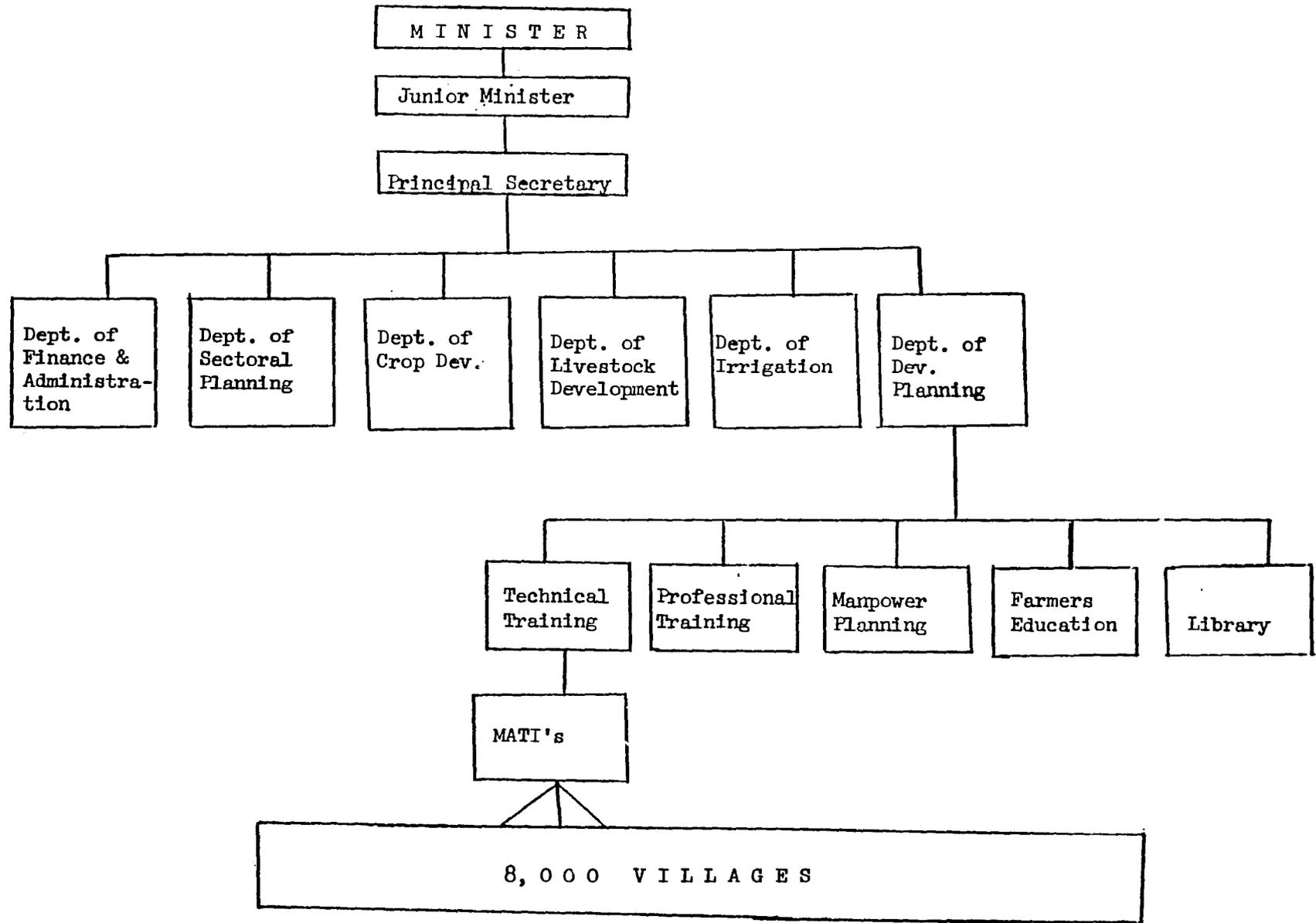
Gaps do exist in the integration for total effectiveness of the technology system, research, extension and training. The basic components are generally in place and have a high potential for impacting favorably on agriculture development. Trained manpower in certain disciplines as set forth in the project paper is intended to improve the overall integration of components and to strengthen the linkages with essential entities involved in the decentralization process. Some linkages with villages already exist in the form of extension, seed supply, and marketing. Overcoming some of the major person-power constraints together with the project support of a functioning coordination mechanism promises greater linkage with the village and other sub-systems involved in agriculture and the villagization process.

It is highly essential that the farm service parastatals become viable. Trained person-power is the key constraint to this needed viability which is largely dependent on administrative and managerial functions. The project's long-term training addresses several of the key constraint areas, thus supplementing AID's ongoing assistance.

The project accommodates the degree of conservatism that should be exercised in this, the initial phase of person-power training. Such moderation is essential since no clearly defined prioritized national training plan will be in place prior to the project start-up. Such a plan is expected to emerge within a year or so from the ongoing person power surveys, including one being conducted by A.I.D. In the meantime the proposed project is highly rational and relevant for raising the capability of existing essential systems by helping to meet the major person-power constraints.

It is obvious that some sort of strategic balance is highly imperative between the requirements of villagization, a responsibility

THE MINISTRY OF AGRICULTURE ORGANIZATIONAL CHART



of the PMO, and the objectives of the Ministry of Agriculture. The U.S. has a comparative advantage and is clearly committed to the development of agriculture in Tanzania. Agriculture is near absolute as the prime mover for overall development and provides the means for increased production, capital generation and the stabilization of food prices.

The project reinforces A.I.D. commitment to keep agriculture in its deserved perspective, while providing at the same time an essential output in the form of local training for the villagization process.

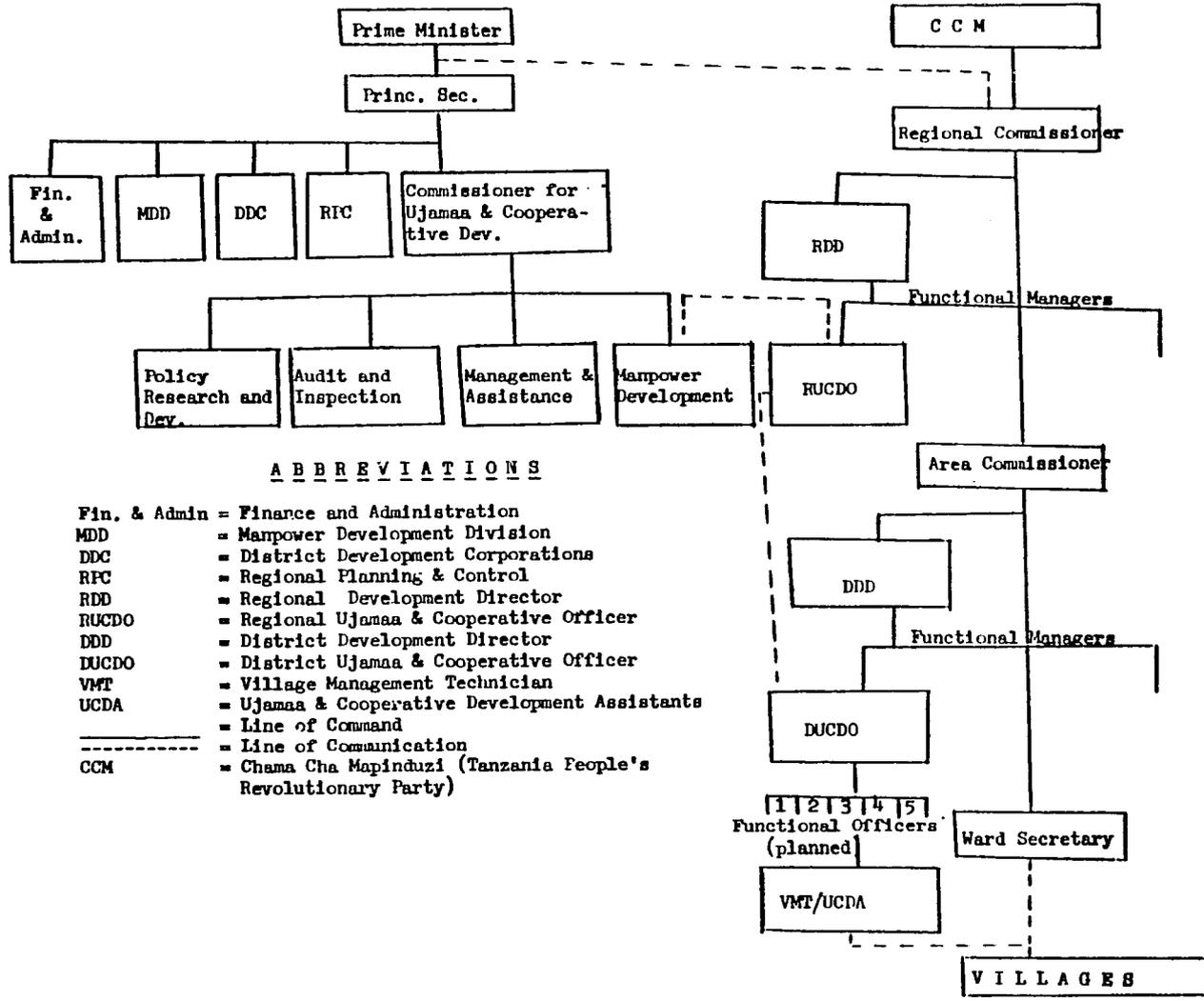
This project does not adequately attempt to promote a greater involvement/linkage with the Ministry of Education. The Ministry of Education has a major role in the basic responsibility for human resource development at all levels, making it imperative and appropriate that strong linkages and interrelationships exist with all user Ministries. This issue was called to the attention of the A.I.D. sponsored person power survey team now in Tanzania. They are expected to examine the situation and recommend means of improvement, particularly in the follow-on phases of this training project. Too, the project coordinating mechanism, an output of this project, is expected to strengthen overall linkages and cooperation of the various relevant entities directly and indirectly related to human resource development and utilization.

- 3.12 The training proposed herein is not now provided through the present portfolio of ongoing USAID-supported agriculture projects, because these present projects do not adequately cover all training needs in the rural sector. The training positions described in the PP are supportive of and consistent with the overall USAID program and the rural sector strategy of the Tanzanian Government.

During project development several points of view for and against B.Sc level training for Government staff of developing nations were carefully evaluated in light of both current Tanzanian Government training policy as well as extensive experience over the last ten years with returning technically trained Tanzanian B.Sc participants.

Two basic hypotheses were tested as follows: (1) the view that four years away from home will alienate the individual from country culture, beliefs and attitudes. This is not accurate in Tanzania since the Tanzanian educational system requires that an individual work for a minimum of a two year period between each successive level of training. The typical Tanzanian mid-level agriculture/rural development professional will have had a personal career development history as follows: completion of Form VI - 1 year national service--1 year of work - 1 year of certificate level training - 2 years of work - 2 years training to the diploma level.

THE PRIME MINISTER'S OFFICE, UJAMAA AND COOPERATIVE DEVELOPMENT DEPARTMENT



The typical student for training in this project therefore, will have had significant levels of experience. It is unlikely that cultural disruptive factors will occur.

(2) The view that U.S. B.Sc. training is after all irrelevant to the situation tasks and environment in which a returned participant must work. This is also proven to be substantially not the case. USAID/Tanzania has trained large numbers of technical staff in its various projects since A.I.D. has been operational. The overall record of performance is excellent with the large majority of participants working with obvious varying degrees of effectiveness in the system. Nor has there been serious problems with individuals being reluctant or unwilling to return to Tanzania.

3.13 Five factors must be kept in mind in reference to the proposed training as follows:

- (1) The training proposed in this project represents only a very small percentage of total manpower training needs in the agricultural and rural development sector as noted in the section of this PP titled "The Development Problem."
- (2) The list represents critical agricultural and related disciplines which are deemed essential by both U.S. and Tanzania Government analysts to meet the most immediate and highest priority needs affecting rural development consistent with villagization policy.
- (3) All participants, when they have returned from training will be working in in-service training programs at either regional or national levels.
- (4) All participants upon their return will fill positions in one of the two governmental development priority areas. Those who return to the Ministry of Agriculture will participate in the generation, dissemination and utilization of appropriate rural technology. Those who return to agriculture parastatals will be primarily concerned, at the national level, in aspects of the distribution and marketing of agriculture inputs and outputs. Both of these systems are critical to the Tanzanian decentralization and villagization programs and to increasing rural income/productivity.

3.14 The training priorities as established by the Tanzania Government and USAID are as follows:

- (1) Agriculture Extension and Education - well trained and motivated Tanzanians are required to provide in-service training for those working at village level to provide for extension of new and more productive agriculture practices to farmers. There is a very critical shortage of personnel in this area which is a high priority of Tanzanian Government.

- (2) Crop and Livestock Production - rapid implementation of decentralization programs by the TanGov have resulted in transfers of trained and supervisory Ministry of Agriculture personnel from central Ministry posts to regions and districts. These actions are believed by the TanGov to be the most efficient and appropriate means to lead to critically important and effective impact on rural citizens which will effect their income and social welfare. AID's strategy supports this view. However, as a result, important ongoing research and extension programs have been affected as these personnel reassignments have occurred.
- (3) Agriculture Marketing/Economic/Agribusiness - the lack of trained marketing and accounting personnel is the single most serious deficiency in agriculture parastatals. Several have declared bankruptcy during the past five years. Record keeping and basic cost control functions are in a primitive stage of development in most parastatals and in some, are non-existent.
- (4) Agriculture Engineering - Farm Mechanization Irrigation - Food Technology - the lack of trained Tanzanians to use and repair both simple and complex machinery, including processing equipment, is a grave problem throughout the country. Small scale irrigation projects have been identified by the Tanzanian Government as priority development targets for districts and wards. Food storage/quality control is a critical need in order to reduce heavy post-harvest grain losses. Practical "hands-on" training is essential in these areas.

### 3.2 Financial Plan

Total grant project costs are estimated at \$5,269,143 of which \$100,914 will be financed with local currency funds. The Tanzanian Government contribution will be \$1,182,000. See Tables I, II and III following for classification and breakdown of project costs.

Table II provides an estimate of AID expenditures for each project implementation year. Since project implementation will begin in the third quarter of FY 79 (May 1979), the first implementation year runs from May 1979 to April 1980.

\$750,000 is programmed for the first year of implementation. This is insufficient to handle the large U.S. academic training program plus other project start-up components. Therefore, the remainder of life-of-training funding for participants is programmed for FY 1980.

A.I.D. will disburse funds provided in accordance with procedures to be set forth in Project Implementation letters. It is anticipated that advances followed by quarterly reimbursements will be made for local currency costs. Standard PIO/P procedures will be used for participant training abroad.

TABLE I  
Summary of Cost Estimate and Financial Plan  
 (U.S. \$000)

	<u>A.I.D.</u>		<u>TANGOV</u> <sup>1/</sup>		<u>TOTAL</u>	
	FX	LC	FX	LC	FX	LC
1. Technical Services <sup>2/</sup>	364	-		120	279	120
2. Training <sup>3/</sup>	3,882	30	-	792	3,882	822
3. Project Coordination	-	28 <sup>4/</sup>	-	240 <sup>5/</sup>	-	268
4. Commodities/Miscellaneous <sup>6/</sup>	25	25	-	30	25	55
5. Contingency <sup>7/</sup>	427	8			427	8
6. Inflation <sup>8/</sup>	470	9			470	9
Total	5,168	100	-	1,182	5,168	1,282

1/ All TanGov contributions are in-kind.

2/ Per diem and travel costs included.

3/ Includes U.S. long-term academic, U.S. short-term, and incountry costs. Includes international and U.S. travel.

4/ Includes salaries of Tanzanian project liaison officer and two secretaries

5/ Includes salaries of two Tanzanian training implementation officers, one for PMD and one for MOA; operation and management of incountry training sites and recurrent costs associated with above.

6/ Includes costs of one land rover vehicle and office equipment; fuel, oil, lubricants; miscellaneous vehicle rentals.

7/ Calculated at 10% of rows 1 through 4.

8/ Calculated at 10% of rows 1 through 5.

Table II  
Obligations - Inputs by FY

<u>Category</u>	<u>FY 79</u>		<u>FY 80</u>		<u>Total All Years</u>	
	<u>FX</u>	<u>LC<sup>10</sup></u>	<u>FX</u>	<u>LC<sup>10</sup></u>	<u>FX</u>	<u>LC<sup>10</sup></u>
1. Technical Services						
(a) full time coordinator	32,000 <sup>1/</sup>	-	145,000 <sup>1/</sup>	-	177,000	-
(b) TDY assistance	41,000 <sup>1/</sup>	-	61,000 <sup>1/</sup>	-	102,000	-
2. Tanzania Project Coordinating Office	-	14,200 <sup>2/</sup>		14,200 <sup>2/</sup>	-	28,400
3. U.S. Short Course	34,200	-	72,000 <sup>3/</sup>	-	106,200	-
4. In-Country Short Courses	-	-	80,000	30,000	80,000	30,000
5. U.S. Long-Term Training	460,000 <sup>4/5/</sup>	-	3,321,000	-	3,781,000	-
6. Commodities <sup>6/</sup>	25,000	-	-	-	25,000	-
7. Miscellaneous <sup>7/</sup>	-	10,000	-	15,000	-	25,000
8. Contingency <sup>8/</sup>	59,200	2,420	367,990	5,920	427,190	8,340
9. Inflation <sup>9/</sup>	65,140	2,662	404,699	6,512	469,839	9,174
10. Totals by FY	716,540	29,282	4,451,689	71,632	5,168,229	100,914

1/ Includes travel, per diem and miscellaneous costs

2/ Includes salaries of one Tanzanian project liaison office, two secretaries.

3/ Includes \$10,000 program development costs - honoraria, per diem, travel for USDA, university and possibly PVO personnel

4/ Costs include int'l travel for students. Total for U.S. training also includes \$10,000 for miscellaneous program development costs.

5/ Balance of training funds to provide for life of training costs to be supplied from FY 80 budget allocation.

6/ Includes one Land Rover vehicle and spare parts plus costs of office equipment and supplies for Project Liaison Office

7/ Includes fuel, oil, lubricants plus miscellaneous vehicle/bus rentals

8/ Contingency = 10% of total of rows 1 through 7

9/ Inflation = 10% of total of rows 1 through 8

10/ Exchange rate: U.S. \$ = 8.25 shillings

TABLE III  
TANGOV CONTRIBUTION  
 (Totally In-Kind U.S. \$000)

1. Tanzanian Administration/Supervision	120
2. Support of Training	
a. Salary Support to long-term trainees and short-term in U.S.	642
b. Salary Support to in-country short-term training	150
3. Operation, Management costs and Facilities, Supplies Equipment,	240
4. Workshop Training	
Recurrent and other miscellaneous costs in connection with in-country workshops	30
Total	1,182

### 3.3 Economic Analysis

This project does not lend itself to cost benefit analysis. The project is, however, cost effective and will provide qualitative benefits.

Manpower constraints at all levels of the public sector reflect on the rate of economic and social development. By increasing the cadre of trained administrative personnel and technicians this project will improve considerably the Government of Tanzania's effectiveness.

3.31 Specific training programs for each individual will be designed to match his/her career goals as well as to meet the needs of his/her parent organization, and should result in much more viable and practical training. Orienting the project toward in-country training, sequentially planned as implementation proceeds, should leave Tanzania with not only improved managers and technicians at the completion of the project, but enhanced indigenous training capacity as well.

3.32 Tanzania's major post-secondary educational institution for agriculture--the university of Dar es Salaam at Morogoro--is not equipped to offer the long-term training specified in this project. Its physical plant is too small, sufficient numbers of trained faculty are not available and the budget is too limited. The pace of decentralization, which has resulted in heavy demand for trained manpower, cannot await the development of local institutions to provide this training.

3.33 The present reliance upon expatriate assistance for project implementation in both Tanzania--and donor-instigated development programs is indicative of the need for massive training programs for high level personnel. The continued use of expatriates for this purpose at the expense, if this is the case, of directing funds into high level training, is not cost effective in the long term. USAID/Tanzania's present estimate of maintaining one expatriate expert for one year in-country is \$80,000. For approximately \$100,000, three post-graduate students could receive support for finishing an M.Sc. Degree. These graduates would return to Tanzania to provide over 75 man-years of expert indigenous assistance, at a total donor cost of \$100,000, versus two years of expatriate assistance (the usual length of contract) at a cost of \$160,000. The benefits of training indigenous personnel are amplified even further if one considers that the average expatriate must spend at least one year in Tanzania orienting himself before his presence can be judged to be effective.

3.34 The design team finds that this project's multi-level training approach is the most cost effective means to meet the enormous training needs of this country, especially in terms of future supply of highly trained manpower which will be required to absorb the level of project inputs anticipated by the Government of Tanzania and its donors.

### 3.4 Social Soundness Analysis

The social soundness analysis found in Appendix J is summarized here.

#### 3.41 Relation to Government Policy:

Tanzania's development policies emphasize the development of rural areas through decentralization and villagization. The policy of Ujamaa and self reliance is contained in the Arusha Declaration of 1967. The policy stresses equality; social equity; sharing of resources, work and respect for one another.

Since independence, Tanzania has attempted to effect rural development through several different approaches. The first approach was the "Improvement Approach" which refers to the continued use and expansion of extension services relying primarily on local institutions. This approach was abandoned because it created classes in the rural areas as it was aimed at progressive farmers. The second approach was the "Transformation Approach" whereby village settlement schemes and block farms were established. The government and foreign donors injected funds into these schemes which became highly capitalized undertakings. This approach collapsed because of the high costs involved. When these two approaches failed, the Ujamaa villages approach was tried with emphasis on self-help, local resources and local leadership. Decentralization took place in 1972 to give power to the people to decide on matters affecting their own lives. The Villagization Act of 1975 was effected to provide an organizational framework for popular participation in the development process.

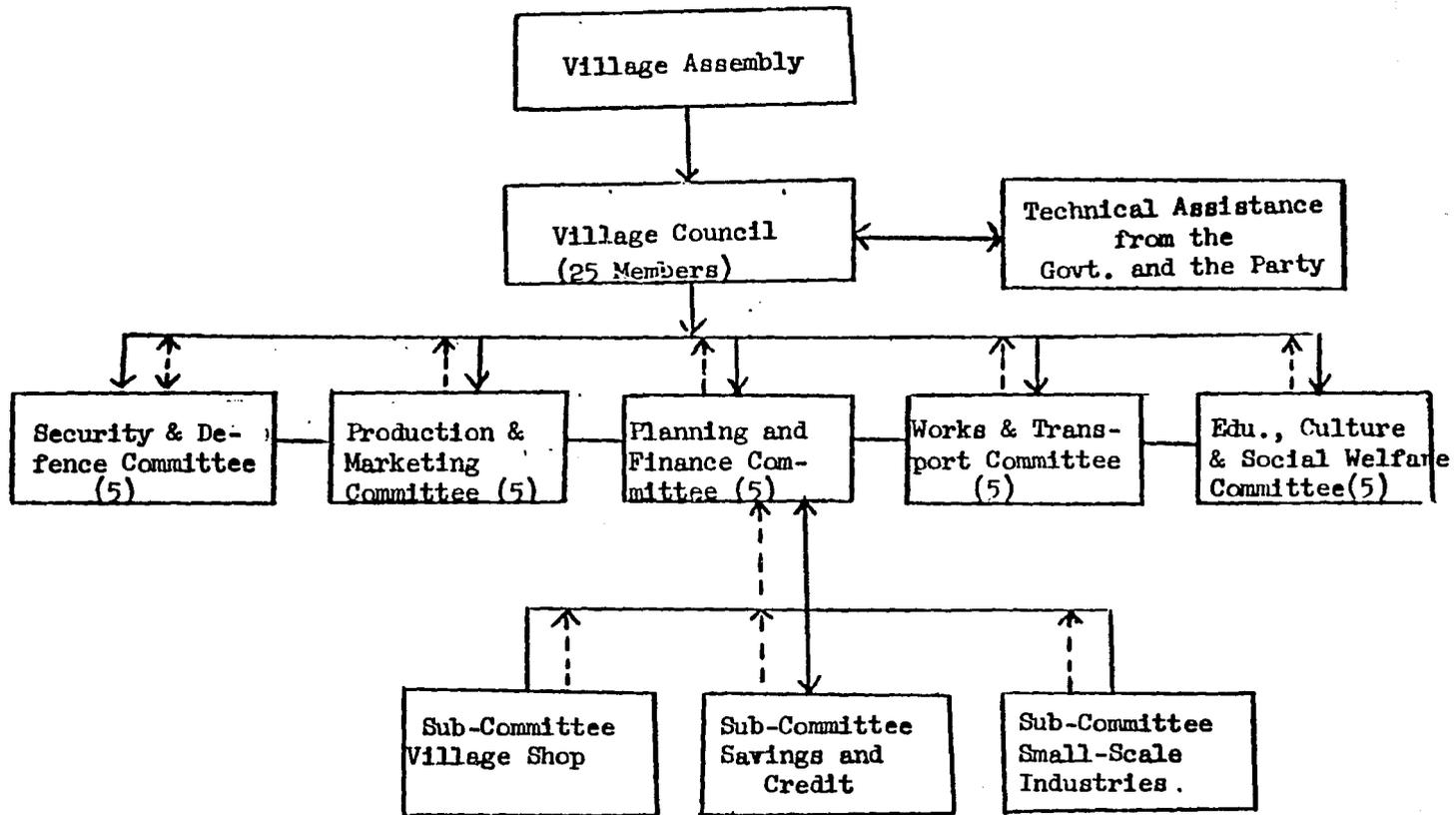
The implementation of decentralization and villagization requires trained manpower. Training needs at the village level are many and varied. Recently the Government of Tanzania introduced the Village Management Technician Training Program with financial assistance from IDA. Some of the Village Management Technicians have been appointed as Village Managers. Each ward is to have one VMT, and the total number of wards is 1,500. About 7,808 villages have already been registered under the Villagization Act. About 8,000 Village Managers and Agricultural Extension Officers will be needed to cover all the villages. The village personnel currently undergoing training include:

- village managers
- village shopkeepers
- village shop managers
- village storekeepers
- building brigades

For the district and regional levels, training is needed for the supervisors of VMT's and their tutors. The tutors teach in training institutions which operate under the district and regional functionaries and heads of departments in the Prime Minister's Office.

The Ministry of Agriculture has critical manpower constraints which have been created by decentralization and villagization. There is need for long and short term technical training and training in managerial and administrative skills. The proposed agricultural manpower survey to be undertaken by the USAID Mission will identify training needs specifically

UJAMAA VILLAGE GOVERNMENT STRUCTURE



in the agricultural sector. Training at the national level provided in the TFRD project is intended to improve the capacity of the Prime Minister's Office and the Ministry of Agriculture, particularly their field staff to support decentralization and villagization.

### 3.42 Role of Women

Since women play a major role in agricultural production and represent the majority in the rural areas, the TFRD Project will provide a means for helping women effectively participate in national development. The training needs of women with emphasis on managerial administrative skills are contained in the full text of the Social Soundness Analysis in Appendix J.

### 3.43 Beneficiaries

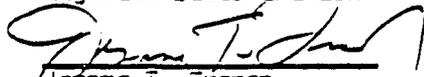
The immediate beneficiaries of the TFRD Project will be the technical and managerial people trained at the national, regional and district levels. The ultimate beneficiaries will be the villagers these people are to assist, who will benefit from improved delivery of technical and administrative services to the villages. In particular the people trained will help strengthen village structures through which villagers can plan and implement their own development. The Project will encourage the participation of women in all training activities - at all levels.

### 3.44 Summary of Findings

As the project focuses on the training of trainers, a significant diffusion of knowledge, skills and technology is expected to occur during and after the life of the project. Overtime, positive impact on the rural population should be considerable. However, it would be unrealistic to expect that the status of villagers (and especially that of women) is going to change dramatically during the years of the project's life or as a direct result of the project. It is considered realistic to expect that the project will materially assist the broader rural development process in which the TanGov is now engaged and which derives from lessons learned through earlier unsatisfactory experience. Changes in beliefs and attitudes of the farmers will take time to occur; nevertheless some immediate benefits to the farmers will be increased agricultural knowledge, development information, and improved skills, technology and support services resulting from larger rural development efforts of which the TFRD forms an integral part.

The goals and objectives of the TFRD project are socio-culturally consistent with the Tanzania Government's development policies and strategies which are directed to the rural majority. The emphasis on the training of trainers and upgrading in-country training capacity fosters the multiplier effect. The total system of training, in which the TFRD will provide significant assistance, provides a direct linkage between the training included in this project and the ultimate beneficiaries in the villages. The IDA loan and the Nordic assistance described elsewhere in this PP will help insure the effectiveness of the other elements of the system.

### 3.5 Initial Environmental Examination

Project Location: United Republic of Tanzania  
 Project Title: Training for Rural Development  
 Funding: \$5.3 million  
 Life of Project: FY 1979--FY 1980  
 IEE Prepared by: USAID/Tanzania  
 Date: February 1979  
 Environmental Action Recommended : Negative Determination  
 Concurrence:   
 Jerome T. French  
 Acting Mission Director.

---

### 3.51 Project Description

See Part I, Project Summary.

### 3.52 Evaluation of Impact

Training activities per se do not have an environmental impact. It is the utilization of skill and knowledge acquired in this project which will lead to action in individual work assignments that will ultimately have an impact on the Tanzanian environment. The project analyses sections explore the possible long-term implications of this project. There are no construction or land use components in this project and therefore there is no impact on the physical environment.

A recent AID Circular (A.22 "Revised Environmental Procedures and Presently Acceptable Actions", dated January 21, 1979) informed missions of the Agency's intent to revise procedures to expand the categories of activities not expected to have a significant impact and therefore not normally requiring IEE's. Training projects are included in this area. For these reasons it is appropriate to improve a negative determination for this project.

### 3.53 Recommendation

That you approve a negative determination for the proposed project.

APPROVED : \_\_\_\_\_  
 Assistant Administrator for  
 Africa Bureau

PART 4: IMPLEMENTATION ARRANGEMENTS

4.1 Implementation Plan

4.11 TanGov Responsibilities

The Ministries that will be chiefly involved in this project are: Agriculture (MOA), Prime Minister's Office (PMO) and Manpower (MMD) in cooperation with the Union of Women of Tanzania (UWT) and the Ministry of National Education. The PMO has major responsibility for rural development outreach in Tanzania. Both PMO and MOA, through their respective manpower divisions, coordinate their personnel requirements with MMD. MMD, therefore, is the logical office for coordinating the affairs of this project for the TanGov. It is to be responsible for overall project monitoring and coordination. Day-to-day implementation activities will be undertaken by PMO and MOA, as follows:

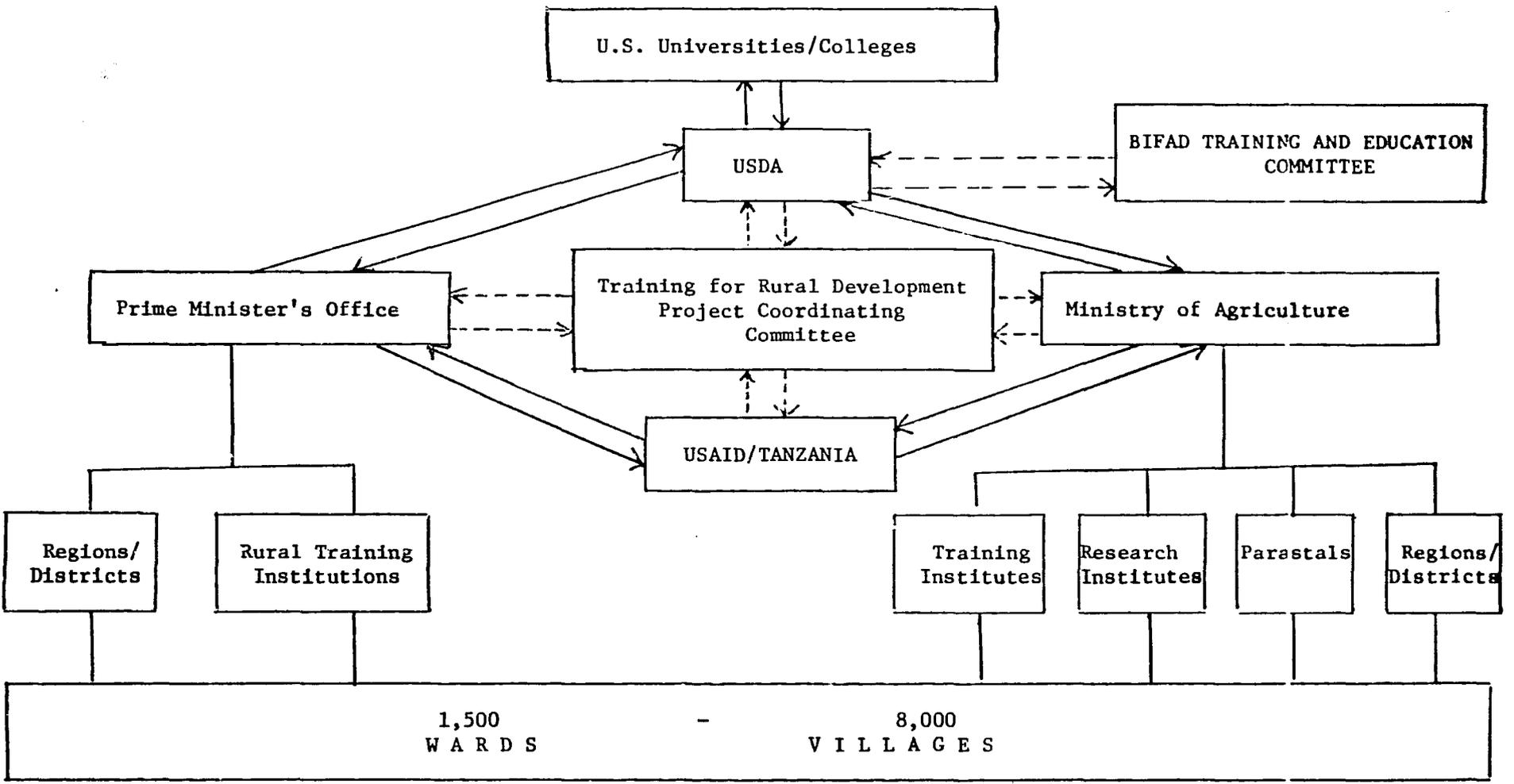
- A. Organization and administration of training activities
- B. Implementation of training activities
- C. Program scheduling
- D. Participant identification
- E. Communications with participants preparing for departure on study grants
- F. Development of training materials
- G. Logistical preparations in relation to in country short courses
- H. Provision of instructional personnel for in-country activities

4.12 A project coordinating committee will be formed especially for the purpose of this project. The composition and responsibilities of the Committee are outlined in the evaluation section in detail. In essence, this Committee will provide each ministry an equal opportunity to participate in the day-to-day operation of the project. Also, vital coordinative linkages between MOA and PMO and village level outreach programs will be enhanced.

USAID is to provide the budgetary expenses for one Tanzanian Project Liaison Officer and two secretarial assistants including office equipment, for the Project Coordinating Office. This office is to be located in the MMD. The responsibilities of the Tanzania Project Liaison Officer are outlined below:

- A. Monitor actions on part of Tanzanian Government in respect to the Implementation Schedule and other affairs of the project.
- B. Coordinate the participation of the Tanzanian Government in cooperation with USAID in preparation of the National Training Plan.
- C. Assist in the preparation of participants for entering training programs.

PROJECT COORDINATION / IMPLEMENTATION



---- lines of project coordination, monitoring, evaluation

\_\_\_ lines of project administration/implementation

D. Coordinate the efforts of Tanzanians in the conduct of in-country short courses.

E. Assist with the preparation of reports required by the Coordinating Committee.

F. Cooperate with USAID in carrying out joint responsibilities for the successful coordination of the project.

G. Others to be developed as needs arise.

For detailed responsibilities of the Coordinating Committee see evaluation section.

#### 4.13 USAID Responsibilities

This project is designed to support Tanzanian efforts to identify manpower constraints in rural development, provide training skills required, and strengthen in-country training capabilities to insure the continuation of manpower development. To this end USAID is to cooperate in the following ways:

A. Provide the services of a U.S. Project Advisor (PASA/USDA) whose principal responsibilities will be to (1) assist the Project Liaison Officer to carry out his duties; (2) assist in the placement of students in U.S. universities and colleges; and (3) assist in developing and implementing the in-country courses as planned for herein. It is envisioned that this individual will divide his/her time 50% in Tanzania and 50% in the U.S.

B. Provide TDY technical assistance from USDA, university and PVO sources at strategic points during project implementation: (1) development and delivery of in-country short courses; (2) provide technical backstop services to the project coordinating committee as required for development of the Tanzania National Training Plan for Agriculture and Rural Development; and (3) provide for informal and in-depth evaluations as planned; among other needs as may arise.

C. Provide one Land Rover vehicle and office equipment; and local costs for vehicle rental and fuel, oil, lubricants.

D. Cooperate to the fullest extent with the Tanzanian Coordinating Committee and the Tanzanian Project Liaison Officer.

E. Meet administrative expenses of the Coordinating Office and the Project Liaison Officer. (This will be done through funds provided in the project).

F. Provide the services of the USAID/Tanzania training office for assistance in processing and clearing proposed participants.

G. Other backstop services as required for the success of the project.

#### 4.14 Records

The standard records established by AID training divisions are to be maintained in the offices of USAID/Tanzania and the Office of International Training in Washington. In addition project managers are to maintain records sufficient for administration and control of the training aspects of this project.

#### 4.15 Procedure for Participant Selection

Trained personnel are the principal outputs of this project and, therefore, carefully prepared selection procedures are required. Following is a description of procedures to be followed in this project to guide participant training.

A. Ministries nominate candidates to the Coordinating Committee.

B. The Coordinating Committee determines if each individual's qualifications meet selection criteria. (See Technical Analysis section for these criteria).

C. Participant nomination list is submitted to USAID/T.

USAID is to arrange for the administering of English aptitude and proficiency tests and other tests to determine the individual's readiness to study at university degree levels.

D. Ministries are to furnish to the Coordinating Committee the following for each nominee:

- Description of type of training
- The present position of trainee
- Contemplated plans for dissemination of skills and knowledge gained
- Bio-data on individual
- Medical Examination Reports (Muhimbili/Aga Khan Hospital)
- Listing of special courses and observation experiences desired for each individual

E. USAID/T, with TDY assistance from OIT, is to prepare the final draft of the PIO/P for each individual for whom U.S. or Third Country training is intended.

F. AID/W Office of International Training is to receive PIO/P's in the case of long-term degree training 150 days in advance of enrollment date intended; for short-term training programs PIO/P's are due in AID/W 50 days in advance of enrollment. All in U.S. contacts and correspondence are the responsibilities of the Office of International Training and the USDA office of International Training.

G. List of participant training candidates is submitted to the BIFAD Training and Education Committee for review. The U.S. project advisor works with selected committee members who will advise as to the most appropriate college or university for training for individual candidates.

H. USAID, AID/W, and the USDA are to monitor the progress of each participant studying in the U.S. and report periodically, or otherwise appropriately, to the Project Coordinating Committee in order that ministries may be so informed. This will be accomplished chiefly through the work of the U.S. Project Advisor.

I. Amendments to PIO/P study programs, if any, are to be made through the Coordinating Committee to the Ministries.

#### 4.16 Implementation Schedule

The major factors in project implementation will follow the schedule below:

<u>Date</u>	<u>Activity</u>	<u>Responsibilities</u>
4/79	Project Approved	USAID-AID/W
4/79	Allotment of funds	AID/W
4/79	Candidates nominated by MinAg	TanGov
4/79	Candidates reviewed and approved by selection committee	TanGov/USAID
5/79	ProAg signed	USAID/TanGov
5/79	PIO/P's completed and sent to AID/W	USAID
5/79	Recruitment for U.S. Project Advisor begins	AID/W-USDA
6/79	Tanzanian Project Coordinating Committee formed	TanGov/USAID
6/79	U.S. Project Advisor hired and on board	AID/W-USDA
6/79	Tanzanian Project Liaison Officer hired and office set up	TanGov/USAID
8/79	Academic placement completed for initial group of long-term participants	USAID/AID/W-BIFAD-USDA

<u>Date</u>	<u>Activity</u>	<u>Responsibilities</u>
9/79	Short course for Project Liaison Officer and Project Implementation Officers begins	USDA
9/79	Ag Sector Manpower Survey completed	USAID/WVU
9/79	Major outside evaluation of USAID Manpower Survey and other surveys conducted by the donors	AID/W/OIT; ARD/EHR outside consultants
12/79	Work begins on development of National Training Plan	USAID/AID/W
1/80	Academic placement completed for remaining group of long-term participants	USAID/AID/W-BIFAD USDA
2/80	National Training Plan completed, submitted and approved by TanGov	USAID/AID/W
2/80	Short course in U.S. regional planning begins	USDA/U.S. university
3/80	Decision point on extending or terminating project. If decision made to continue, design work commences.	USAID/AID/W
5/80	New PP submitted to AID/W	USAID
7/80	In-country training in regional planning begins (first course)	USDA
12/80	In-country training in regional planning begins (second course)	USDA
6/84	Last participant returns to Tanzania	

#### B. Commodity Procurement Procedures

USAID/Tanzania will, through its General Services Office, initiate procedures for the purchase of one Land Rover vehicle and spare parts estimated to cost \$15,000. The GSO, through the AAPC, will also

initiate procurement for approximately \$10,000 of office equipment, furniture and supplies to equip the Project Liaison Officer's office.

The local costs for vehicle and bus rental, fuel, oil and lubricants will be handled by the USAID/T controller with 25,000 in project funds controlled by the Mission.

## 4.2 Project Administration and Evaluation

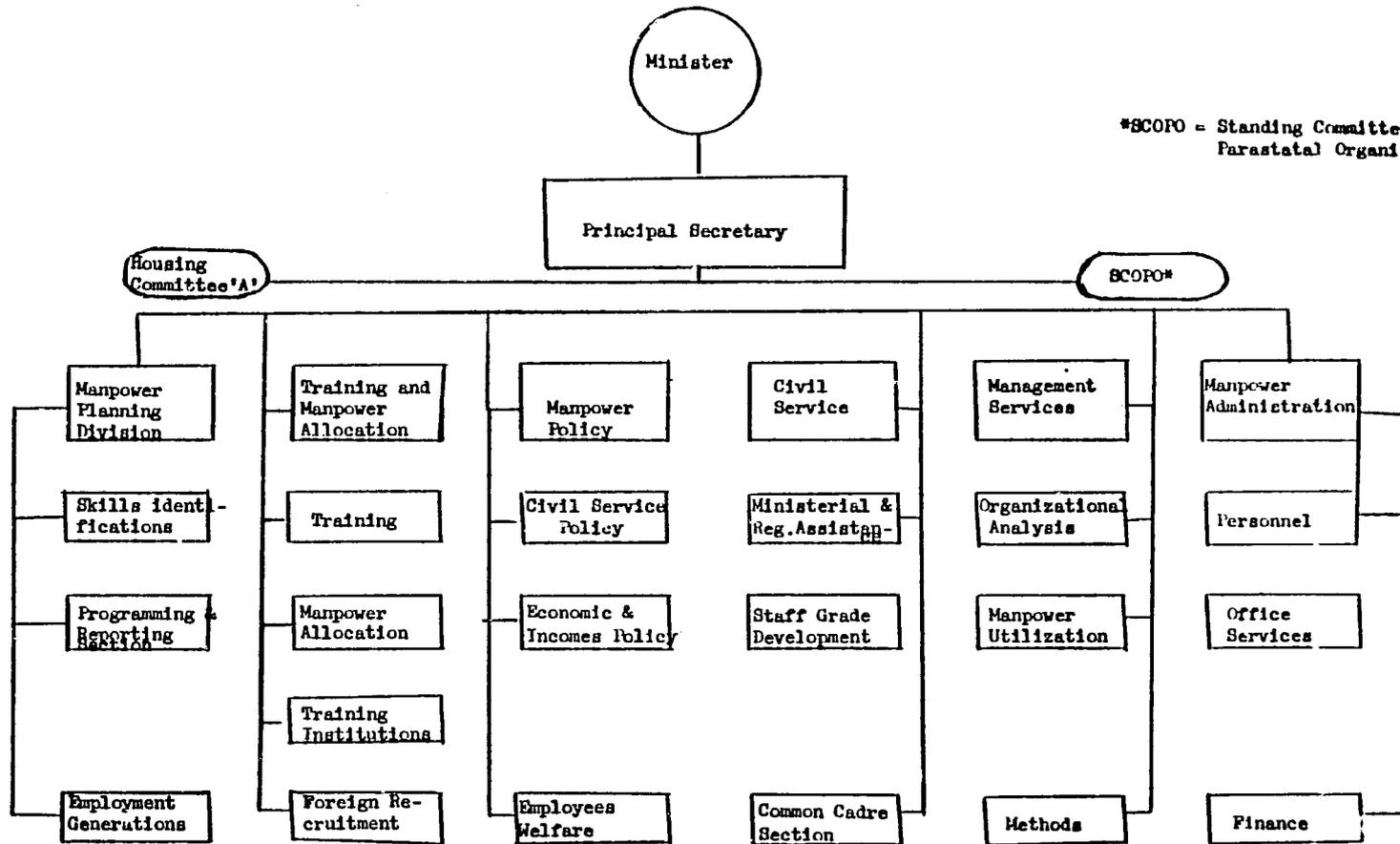
### 4.21 Project Coordination (Tanzania)

Project coordination and evaluation will be undertaken through a Training Project Coordinating Committee consisting of representatives of the Ministry of Agriculture, Prime Minister's Office, Ministry of National Education, Union of Women of Tanzania, Ministry of Manpower Development and USAID. The design team emphatically recommends that this committee be formed and made operational for two important reasons. This is an inter-ministerial project to provide training to meet village level development needs. This is a new approach which will require careful backstopping for essential training candidate selection, project monitoring and evaluation. Also, many donors are proposing duplicative training programs in several subject areas. (Example: individual donors responsible for regional integrated rural development projects are developing separate training approaches for regional planning. One of the activities of this committee will be to help coordinate with these various donors to develop a single approved curricula in regional planning.)

The Training Project Coordinating Committee will:

- a. Develop a National Training Plan for agriculture and rural development.
- b. Establish procedures for the collection of baseline data on management constraints to the effective delivery of resources and services to the village population for development purposes.
- c. Establish procedures for the collection of baseline data on training needs of PMO and MOA in order to help overcome these constraints.
- d. Monitor the resource investment and development approach used in training; that is, the inputs--funds, commodities and technical assistance.
- e. Monitor the initial immediate results of inputs and outputs, i.e., trainers trained, officials trained; this will be accomplished, primarily, through returned participant tracer studies.
- f. Evaluate the effectiveness of training programs in terms of skill transfer and behavior change.
- g. Diagnose which types of training program components work best in different administrative and social situations with various applications of resources and techniques.

MINISTRY OF MANPOWER DEVELOPMENT ORGANIZATIONAL CHART



\*SCOFO = Standing Committee on Parastatal Organizations

h. Assist the implementing ministries (PMO and MOA) in the coordination of training needs.

i. Assist in establishing linkages between this project and other donor training activities, where feasible and possible.

j. Advise USAID how funds shall be allocated between PMO and MOA and how funds shall be spent.

#### 4.22 Project Liaison Office (Tanzania)

To carry out the work of the Committee, a full-time Tanzania Project Liaison Officer will be posted at the Ministry of Manpower Development. Assisting this person will be two full-time secretaries. USAID funds are provided for the salaries of these three individuals as well as supporting commodities--typewriters, office equipment and materials. The Project Liaison Officer shall act as the direct link between USAID and the coordinating committee. The scope of work for this officer is in the implementation section.

#### 4.23 Project Coordination (Tanzania and U.S.)

A full-time project advisor will be hired under a PASA/AID agreement. This individual will travel extensively in Tanzania and the U.S. to assist in the placement of students entering long-term training in U.S. universities and colleges; will make sure that each student's program of study meets his/her personal career goals and the needs of his sponsoring ministry or parastatal; will assist in the identification of qualified students for all levels of training; will assist in the coordination of all aspects related to short-term training in the U.S. and in-country; and will coordinate the efforts of TDY technical training specialists who will serve to assist him/her in carrying out these and other responsibilities as presently contemplated or later assigned.

Assistance to the Tanzania Project Coordinating Committee will be provided by the Project Advisor and TDY technical assistance personnel. This assistance will be concentrated during two critical periods. The first period will be that during which the Tanzania Agricultural and Rural Development National Training Plan is developed. The second period of critical work will occur when PIO/P's are written. TDY personnel will be provided to assist the Project Liaison Officer and the USAID/T Training office in drafting these documents to assure that the training specified will meet each individual's career requirements and is in consonance with the needs of his/her sponsoring institution.

Also assisting the Project Liaison Officer in project coordination will be two full-time Tanzanian training officers. One will be provided from the MOA and one from PMO. These officers will be charged with the duty of implementing project training activities and will serve as the point of linkage between the implementing ministries and the Project Coordinating Committee. Each ministry shall provide funds for the payment of the salaries for these individuals.

Training will be required for the Project Liaison Officer and the two project implementing officers from PMO and MOA, in order to provide a trained manpower base in educational project development, monitoring and evaluation. Short course training in the U.S. is provided for these individuals for this purpose.

#### 4.24 Project Evaluation

Informal evaluation will occur throughout the life of the project through the activities of the Tanzanian and U.S. advisory personnel. Annual Project Evaluation Summaries will be submitted.

A major, substantive outside evaluation is planned on or about October 1979. At that time the draft of the USAID-supported Agricultural Manpower survey will be available. Also, the results of other studies (e.g., German supported overall national manpower survey and NORDIC assessment of village level manpower needs) will be available. The evaluation team will analyze the results of these studies and reports and report its findings to the TanGov and the USAID/Tanzania Mission. Should the TanGov and USAID/T find the surveys to be sufficiently comprehensive and reflective of their needs, a decision will be made by all parties to proceed to develop the National Training Plan for Agriculture and Rural Development. This National Training Plan will serve as the basis for the development of a new PP for continuing the project for an additional three to four year period at a funding level of \$15 to \$20 million.

#### 4.3 Conditions, Covenants and Negotiating Status

The design and concept of the project, as well as the content of the PP, have been thoroughly discussed with and concurred in by the Ministry of Agriculture, the Prime Minister's Office, the Ministry of National Education, and the Union of Tanzanian Women.

In addition to the standard conditions precedent to disbursement and covenants, the agreement will include a special condition. This CP will require the TanGov to formally and legally recognize the responsibilities, functions and powers of the Training Project Coordinating Committee as herein described prior to the disbursement of funds in FY 1980. (See PAF II, Annex G).

**ANNEX A**

**PROJECT LOGFRAME**

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTION
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To increase farm income levels and social services to the rural poor in Tanzania</p>	<p>Measures of Goal Achievement: Increase in agricultural output income levels and social services to poor majority.</p>	<p>Official GOT records of economic performance.</p>	<p>Assumptions for achieving goal target: GOT continues to place priority on rural development.</p>
<p>Project Purpose: To train a selected number of Tanzanians for strengthening the TanGov's capability to implement its rural development policy.</p>	<p>Conditions that will indicate purpose has been achieved. End of project status. Trained personnel assigned and working in support of GOT's Rural Development program.</p>	<p>Evaluation/tracer study</p>	<p>Assumptions for achieving purpose: GOT places return participated in areas relating to rural development resources provided in the use of returned participants in place.</p>
<p>Outputs: A. Degree trained Tanzanians in U.S. B. Non-degree trained in U.S. and host country C. National training plan in agr and rural development. D. Project Coordinating Committee</p>	<p>Magnitude of Outputs: A(1) 40 BSc (160 py) (2) 20 M.S. (40) (3) 6 Ph.D (18 py) B. 58 persons C. One plan prepared and approved. D. GOT Committee</p>	<p>Evaluation Study AID training records</p>	<p>Assumptions for achieving outputs: Required number of qualified made available and approved for training. Training provided is appropriate to needs Inter-Ministerial Coordination - achieved.</p>
<p>Inputs: <u>U.S. Resources</u> A. U.S. technical services B. Tanzanian Tech Services C. Participant training D. Commodities E. Other Resources <u>GOT Resources</u> A. GOT technical services B. Salary support to participants C. Physical facilities</p>	<p>Implementation Target (type &amp; quantity) A. long term (24 pm)   short term (36 pm) B. long term (72 pm) C. long term (218 py)   short term (20 pm) D. Land Rover (1)   Office equipment E. Local costs</p>	<p>Evaluation study AID records</p>	<p>Assumptions for achieving outputs: Resources will be provided as described in the PP.</p>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTION
<p>(1) Office for in-country training</p> <p>(2) Office for coordinating committee</p>	<p>A. 96 pm</p> <p>B. Long term 218 py</p> <p>    Short term 20 pm</p> <p>C. Buildings/equipment</p>		

**ANNEX B**

**Long Term and Short Term Training to be conducted in the project.**

Abbreviations used in the following training Chart are as follows:

ARI      Agricultural Research Institute  
MATI     Ministry of Agriculture Training Institute  
U.A.C.-  Uyole Agriculture Center Central Veterinary Laboratory  
L.B.S.=  Livestock Breeding Station  
NMC      National Milling Corporation  
CVL      Central Veterinary Laboratory  
LIDA     Livestock Development Authority  
GAPEX    General Agricultural Products Export Corporation  
  
TSA      Tanzania Sisal Authority  
TAT      Tanzania Tea Authority  
KATRIN   Kilombero Agricultural Training and Research Institute

Agriculture Education/Extension

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Ag Ed/Extension	1	M.Sc.	MATI, Ukiriguru	No trained Tanzanians at this level. Required to lead curriculum development activities for training large numbers of Tanzanians to work at village level.
Ag Education	1	M.Sc.	MATI, Nyegezi	Only one trained Tanzanian at this level, insufficient to design and implement curriculum in critical areas of irrigation and agro-mechanization.
Ag Extension	3	M.Sc.	One each for Kili-manjaro, Ruvuma and Mbeya regions.	Only one Tanzanian Regional Agricultural Development Officer trained to this level. Require similarly trained individuals for each of 20 regions. These individuals will return to work in the highest priority regions.
	4	B.Sc.	One each for Tabora, Kigoma, Mwanza and Shinyanga regions	
<u>Crop Development/Production/Protection</u>				
Horticulture (Research)	1	Ph.D.	ARI - Tengeru	No under- or post-graduate trained Tanzanians in horticulture. No capacity at present in government to assist farmers with vegetable gardening problems. New Horticultural Institute to be opened at Tengeru relying initially on expatriate scientists. No training or extension capability at present.
Horticulture/Extension	1	B.Sc.	MATI, Tengeru	
Horticulture/Research	1	B.Sc.	Uyole Agriculture Center, Mbeya	

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Rice Breeding <sup>1/</sup>	1	M.Sc.	ARI - Ilonga	No trained Tanzanians in rice breeding. Rice is a major demand food item in Tanzania
Root & Tuber <sup>1/</sup> Production	1	M.Sc.	ARI - Naliendele	Root and tuber production vital in dry areas of the country. No trained Tanzanians now exist. This individual absolutely required to meet research requirements to develop high yielding, pest and disease resistant varieties.
Plant Pathology	1	Ph.D.	ARI - Lyamungu	Only <u>one</u> trained Tanzanian in country, at present insufficient to diagnose or recommend treatment for serious plant disease problems in Northern Regions.
Entomology	1	Ph.D.	Uyole Agriculture Center, Mbeya	No trained Tanzanians in this field. Needed for assistance in both food and cash crops.
Plant Pathology	1	Ph.D.	ARI - Marukū	No trained Tanzanians at present. This person to be located at West Lake, the prime banana growing area in the country. Coffee is second most important crop in the Region.
Crop Production (Grains)	1	M.Sc.	MATI - Ukiriguru	None at this level at any MATI. Needed for critical Curriculum development activities in order to make program more responsive to farmer needs. His/her work would be applicable to all MATI's.

<sup>1/</sup> It is planned to incorporate rice and root/tuber components into the on-going USAID/Tanzania supported Agricultural Research Project in the future. The project revision necessary has not been completed, and therefore training cannot begin in these subject areas utilizing project funds. Starting the training now, under this project, will allow for a head start position.

Animal Development/Production/Protection

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Animal Breeding	1	Ph.D.	Livestock Breeding Station, Mpwapwa	Only one trained Tanzanian in animal breeding in the country. Required to work on problems related to breeding for higher milk production, early maturity, beef production and disease resistance.
Animal Parasitology	1	M.Sc.	Central Veterinary Laboratory, Temeke	No trained Tanzanians at present. Livestock disease problems extreme, especially virus diseases in cattle, poultry and pigs. Need to develop capacity for vaccine production. Protozoan diseases, especially East Coast fever and Tripanosomiasis are decimating cattle herds.
Animal Virology	1	M.Sc.	- do -	
Animal Production	1	M.Sc.	MATI, Mpwapwa	No Tanzanian at this level at Mpwapwa. Needs cover teaching responsibilities as well as curriculum design.
Pasture Production	1	M.Sc.	U.A.C., Mbeya	No trained Tanzanians. Proper utilization/development pastures critical to proper development, increased carrying capacity of government-run ranches. TanGov intends establish Pasture Development Institute, but no trained personnel.
	1	M.Sc.	Livestock Breeding Station, Mpwapwa	
	1	B.Sc.	L.B.S., Malya	
	1	B.Sc.	L.B.S., Mpwapwa	
Range Management	1	B.Sc.	L.B.S., Mpwapwa	No trained Tanzanians. Mandate of government to extend techniques to villages for creation of small ranches requires increased level of teaching personnel.
Ranch Management	1	B.Sc.	MATI, Morogoro	
Animal Nutrition	1	B.Sc.	U.A.C., Mbeya	No trained Tanzanians at present. Need is to help peasant farmers convert farm by-products into animal feed, and to work in pasture production and utilization.
Poultry Production	1	B.Sc.	Dar Es Salaam region	No trained Tanzanians. Needed to help develop extension activities to assist small scale poultry producers.

Agricultural Marketing/Economics/Agribusiness

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Ag Econ. (Planning)	1	Ph.D.	Ministry of Agriculture headquarters	Needed for sectoral planning activities to implement strategies of decentralization of agriculture research/extension processes.
Marketing Sectoral Planning	1	M.Sc.	Market Development Bureau	<u>Only one</u> trained Tanzanian at present, insufficient to develop needed capacity in crop estimating and price forecasting.
Marketing Management	1	M.Sc.	Gen. Ag Products Export Corp. (GAPEX)	No trained Tanzanians at present to develop marketing plans/strategies for rural storage of cash crops;
Accounting	1 1 1	B.Sc. B.Sc. B.Sc.	- NMC - GAPEX - LIDA -	Accounting is probably greatest need area facing parastatals. Chief problem areas are budget control, preparation of balance sheets, cost control. Very deficient in numbers of personnel. These trained personnel will return to train other Tanzanians on an in-service basis in their respective parastatals.

Agricultural Mechanics/Engineering

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Mechanical Engineering				
- Sisal	1	B.Sc.	Tanzania Sisal Authority	No trained Tanzanians in mechanics engineering. Severe lack of engineers to maintain sisal processing equipment. No capacity, no trained Tanzanians for good quality cotton oil production. Chief by-product of cotton milling. Sisal Authority is now producing rope, mats, fibres directly. Same as for Textiles. Little capacity to maintain/repair machinery.
- Oil	1	B.Sc.	Tanzania Cotton Authority	
- Textiles	1	B.Sc.	Tanzania Sisal Authority	
- Fibre	1	B.Sc.	- do -	
- Tea	1	B.Sc.	Tanzania Tea Authority	
Agriculture Engineering/Irrigation	2	B.Sc.	KATRIN, Kilombero	Needed to work in small scale irrigation design and construction. Same as above Same as above
	2	B.Sc.	Iringa Region	
	2	B.Sc.	Mara Region	
Soil and Water Conservation/Management	1	B.Sc.	MATI, Mbeya	Soil erosion problems very severe in Tanzania. They will conduct training in soil and water conservation at MATI's.
	1	B.Sc.	MATI, Nyegezi	
	1	B.Sc.	Singida Region	Will work directly at the Ward/Village level to assist farmers in soil/water conservation management. These regions experience most severe problems in the country.
	1	B.Sc.	Arusha Region	
Mechanical Engineering	1	B.Sc.	Central Veterinary Laboratory, Temeke	No trained Tanzanians. Needed to conduct laboratory analysis design/construction simple laboratory equipment.
Chemical Engineering	1	B.Sc.	Pyrethrum Board	No trained Tanzanians. Needed to work on pyrethrum extraction process and its subsequent compounding from various domestic and other uses.
Chemical Engineering/Sugar Processing	2	B.Sc.	SUDECO, Kilombero & Mtibwa	No trained technicians at this level. Essential to develop and maintain quality/quantity of sugar output.

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Agricultural Engineering / Farm Mechanization	3	B.Sc.	One each at MATI's Mbeya, Mlingano, Nyegezi	MATI, Nyegezi has 3 trained Tanzanians; MATI, Mlingano, one and MATI, Mbeya, none. Needed to increase capability to train students in agro-mechanics. Present staff insufficient to teach great numbers of students taking diploma courses in agro-mechanics.
Food Technology	2	B.Sc.	One each for NMC and Tanzania Tea Authority	<u>No</u> trained Tanzanians at present. Needed for food quality control work.
	1	B.Sc.	MATI, Ilonga	<u>No</u> trained Tanzanians. Needed to teach students in food preservation, storage, nutrition who can then transfer knowledge to the villages.

Rural Development-Related Training\*  
(Prime Minister's Office)

Subject Area	No.	Degree Level	Location	Justification
Manpower Planning	2	M.A.-Public Adminis.	Prime Minister's Office-Dodoma	Critical deficiency in the Prime Minister's Office which has chief responsibility for analyzing and projecting manpower requirements for decentralization
Cooperative Management	5	M.Sc.-Ag Economics	Selected regional development offices	Villages in Tanzania are organized as prime Co operative Societies. Need highly trained personnel to develop small scale cooperatives in the villages.

\*Note: As noted in this PP, training in regional planning is a critical need. In-country training through short courses is being provided through this project (see following pages). There is a need for highly trained personnel, however, in regional planning. Through the Arusha Planning and Village Development Project (planned for start-up in July, 1979) 10 Tanzanians will be trained to the M.Sc. level in regional planning. This is why regional planning is not included in the training list for this project. If a subsequent training project follows upon this effort, it is very likely that this training would be provided for at that time.

## SHORT COURSE TRAINING

The plan for providing short course participant training in this project is as follows:

(1) The first short course will be held in the United States for a four-month period as early as possible after the project is approved. The course, to be conducted by the USDA, will be in project implementation, monitoring and evaluation. There will be three participants: the Tanzanian Project Liaison Officer; the training implementation officer from the Ministry of Agriculture; and the training implementation officer from the Prime Minister's Office. The purpose of this course is to provide essential training in this field for Tanzanian officials who will be primarily responsible for the implementation and monitoring of this project.

(2) The second short course will be held in the United States for a four month period during October or November, 1979. The course, to be conducted by the USDA in cooperation with a U.S. University(ies), will be regional planning/management/administration. There will be 5 participants: key officials from selected regions in Tanzania. The purpose of this course is to provide essential training in this field. The deficiency in trained Tanzanian officials in regional planning is resulting in massive delays in implementation of regional, district and village development projects. These five Tanzanians will return to Tanzania to serve as teaching assistants in two in-country courses. to be held during FY's 1980 and 1981, as set forth below.

(3) The third course, in regional planning, will be held in Tanzania at the East African Management Training Institute in Arusha. It will be conducted by the USDA in cooperation with a U.S. University(ies). The five Tanzanian participants who will have returned from the U.S. after completion of the course described above, will serve as teaching assistants. The course will be conducted for 25 participants over a 2 month period.

(4) A second in-country course in regional planning will be held, same as above, at an appropriate date.

It is expected that the following benefits will be derived from this training:

(1) A trained, cohesive group of three Tanzanian training/implementation/coordination officers to oversee and direct the operation of this project.

(2) USDA and a University(ies) involved in the training in regional planning will have experimented and found the most effective means of conducting the course in ways to respond to Tanzanian conditions.

(3) Means will have been found to make most effective use of Tanzanians trained in the U.S. short course as they make the transition to becoming trainers themselves upon their return to Tanzania.

(4) The USDA, the University(ies) and the East African Management Training Institute will have cemented professional and institutional relationships which will have a multiplier effect on future in-country training activities.

IDENTIFICATION OF TRAINERS IN THE PRIME MINISTER'S OFFICE

LEVEL	WHO TO BE TRAINED	SUBJECT AREA	KIND OF TRAINING	DURATION	BACKGROUND	COUNTRY OF TRAINING	QUANTITY	REMARKS
Village Level	1. Village Managers (VM) 2. Village Shopkeepers 3. Village shop managers 4. Storekeepers (later) 5. Building Brigades	• Bookkeeping • Management • Leadership etc.	• IOT and • Short courses in the • Folk Dev. Colleges	1-2 months	Both Secondary (for VM) and Primary School leavers.	Tanzania	VM are about 8,000. Each village to have a shopkeeper, shop manager and later, a storekeeper.	Tanzania Government and UNICEF
Extension/Ward Level	Village Management Technicians (VMT)	• Village Management • Village Bookkeeping • Village Planning • Village Data • Corp Management and • Law • Crop Storage	Short Courses	3-4 months for training 2-3 years for up- grading (dip.)	Secondary School leavers	Tanzania at - Tengeru - Morogoro - Binyawa - Iringa - Mwan • Corp College Mtwara (for upgrading)	1,500 to be trained	Tanzania Govern- ment and UN
District and Regional Levels	A. Desk officers and Specialists in the various specialized fields-Bookkeeping -Shop managers -Retail & wholes. -Stores officers -HQ. Brigades  B. District & Regional Facilitators TMD's & RMD's	• Accountancy • Wholesale & Retail distribution • Savings & Credit • Communication Skills • Corp. Management • Rural Development	• Degree training • Degree training • Short study tours	1-2 yrs (MA's) 3 yrs (BA's) 2-3 months	Graduates Diploma holders Graduates	• Tanzania • ICA • Third Countries	Approx. 500 total to be trained	Tanzania Govern- ment (for person- nel assistance)
Prime Minister's Office Dodoma (Headquarters)	Personnel in: 1. Policy Development and Research 2. Management & Assistance 3. Nonpower Planning 4. Audit Inspection	• Research & Statistics • Ag. Economics • Management Systems • Nonpower Planning • Auditing etc.	• Degree training • Study tours • Nonpower training • Degree training	1-2 yrs (MA's) 2-3 months 1-2 yrs (MA's) 1-2 yrs	Graduates	USA Tanzania Third Countries	Approx. 150 total require training	(see proposed ICMID and Annex)

BEST COPY AVAILABLE

A N N E X   C  
PARTICIPANT TRAINING SCHEDULES

SCHEDULE  
PARTICIPANT TRAINING  
ENTRY BY FY

TYPE OF TRAINING	FY-79	FY-80
Ph.D's Entering Training	1	5
M.Sc's Entering Training	6	14
B.Sc's Entering Training	13	27

SCHEDULE  
RETURNING PARTICIPANT  
U.S. TRAINING

FY-79	FY-80	FY-81	FY-82	FY-83	FY-84
	Returning Ph.D's		4	5	
	Returning M.Sc's		6	14	
	Returning B.Sc's			13	27

Annex D

Two-Year Project Detailed Budget

U.S. Technical Assistance

- |                                                                                                                              |           |
|------------------------------------------------------------------------------------------------------------------------------|-----------|
| (1) Project Coordinator (PASA/USDA)                                                                                          | \$160,000 |
| (2) TDY - 10 person months (for design of Tanzania National Agriculture/Rural Development Training Plan - PASA/USDA @\$7,000 | 70,000    |
| (3) TDY - 2 person months (to design/adapt USDA short courses to meet Tanzanian requirements) @\$7,000/month                 | 14,000    |

Travel for Above:

- |                                                                                                                                                                                                                                                                                                                                         |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| For project coordinator - 4 U.S.-Tanzania RTs @\$3,000 + \$5,000 for in-U.S. travel                                                                                                                                                                                                                                                     | 17,000    |
| For TDY specialists - 6 U.S.-Tanzania RTs @\$3,000                                                                                                                                                                                                                                                                                      | 18,000    |
| (4) Program development costs associated with in-country courses and later in-country training to be conducted in FY 1980--salaries, per diem and travel of representative of institution where course is held to travel to Tanzania to consult with officials of East Africa Management Institute in Arusha (estimate 2 person months) | 10,000    |
| (5) Program development costs in connection with long-term U.S. Academic Training, to include honoraria, per diem, travel for USDA, PVO, University and other personnel (estimate 13 person months)                                                                                                                                     | 75,000    |
| Sub-Total U.S. Technical Assistance                                                                                                                                                                                                                                                                                                     | \$364,000 |

Local (Tanzanian) Salaries:

Cost of funding salaries of Tanzanian Project Liaison Officer and 2 secretaries \$14,200/year for 2 years	28,400
-----------------------------------------------------------------------------------------------------------	--------

U.S. Short Courses:

- (1) 4-month course in project implementation/monitoring/evaluation for 3 Tanzanians; Project Liaison Officer (Ministry of Manpower); and two project training implementation officers (one each from Prime Ministers Office and Ministry of Agriculture)

Annex D

Two-Year Project Detailed Budget

3 persons @\$2,100/month for 4 months + \$3,000 each for international travel	34,200
(2) 4-month course series in the U.S. in regional planning/management/administration for 5 Tanzanian officers	
5 persons @\$2,100/month 4 months + \$3,000 each for international travel + \$1,000 each U.S. travel	62,000
Sub-Total, Costs Associated With U.S. Short Courses	96,200
<u>In-Country Short Courses:</u>	
Two specially adapted short courses to be conducted in Tanzania during FY 1980 for total of 50 participants in regional planning, management and administration at East African Management Training Institute, Arusha	
2 courses, 2 months each @\$40,000	80,000
Board and lodging for 50 participants for 120 days @\$40-45/day	30,000
Sub-Total, In-Country Course Costs	110,000
<u>Long-Term U.S. Academic Training:</u>	
(2) 6 Ph.D.s for 3 years @\$17,000	306,000
(3) 20 M.S.c.s for 2 years @\$17,000	680,000
(4) 40 B.S.c.s for 4 years @\$17,000	2,720,000
Sub-Total, Long-Term Training	\$3,706,000
<u>Commodities:</u>	
(1) One Land Rover station wagon plus spare parts	15,000
(2) Office supplies, equipment for Project Liaison Office (to be located in Ministry of Manpower Development)	10,000
Sub-Total, Commodities	25,000
<u>Local Costs:</u>	
Vehicle rentals, fuel, oil, lubricants	25,000

Annex D

Two-Year Project Detailed Budget

Sub-Total	4,354,600
Contingency, 10%	435,460
Sub-Total	4,790,060
Inflation @10%	479,060
Grand Total	5,269,120

ANNEX E  
OTHER DONOR ACTIVITIES  
IN  
EDUCATION/TRAINING

OTHER DONOR ACTIVITIES IN EDUCATION/TRAINING

Besides the U.S. Government, the other major donors of funds and technical assistance for training of Tanzanian nationals are the following:

<u>Donor</u>	<u>Major Area of Investment</u>
UNDP	Agriculture, rural development, Industry and human resources training.
Canadian Govt.	Agriculture, human resources training.
Britain	Health, rural development, education.
Holland	Agriculture, rural development, health, water transportation and vocational training.
West Germany	Health, technical education, rural development.
Denmark	Health, technical education and other fields where facilities are not available in Tanzania.
Finland	Training in cooperatives, land planning, health, training of pilots and water technicians.
Norway	Education, health, water and power and general training.
Sweden	General training, water, rural health, education and industry.
India	Training of engineers and technicians.
Socialist Countries	Tanzania maintains cultural and scientific agreements with various Socialist Countries. Exchange of expertise is also part of the agreements. Training includes both undergraduate courses, short courses and study tours.

IDA	Short courses in finance and economic planning, international finance and economics.
UNICEF	In-country workshops.
WHO	Specialized training for doctors.
FAO	Short courses for the Ministry of Agriculture.

The TFRD Project preparation team has analyzed the relationship of specific other-donor activities in education/training which are related to this project. (See Social Soundness Analysis).

A N N E X F

SOCIAL SOUNDNESS ANALYSIS

## SOCIAL SOUNDNESS ANALYSIS

### 1. SUMMARY HISTORY OF TANZANIA'S DEVELOPMENT POLICIES AND STRATEGIES SINCE INDEPENDENCE

This section describes the social context in which the project will operate. It also addresses the question whether the project is compatible with the socio-cultural environment. Decentralization and villagization are two major moves towards rural transformation. They also have an important bearing on this particular training programme, and as such they will be discussed in detail.

#### Background to Tanzania:

Tanzania is one of the largest countries in Eastern Africa with a population of 17.5 million people. It is basically agrarian with about 95% of the people living in rural areas. Tanzania is unique in that it has more than 120 ethnic groups yet none of these is powerful enough to dominate the national political life. All the ethnic groups are bound together by one language, Kiswahili, which is also a national language. The widespread use of Kiswahili has had a significant impact on the educational system.

Tanzania is one of the 25 poorest countries in the world with a per capita, income of \$100 per annum. Agriculture is the backbone of the country's economy. There is a predominant reliance on subsistence crops. The export sector consists of cash crops such as coffee, tea, cotton, cashewnuts, sisal and pyrethrum. The sales of export crops generate cash to buy manufactured and consumer goods.

The geographical distribution of the population is uneven. The areas which are endowed with good rainfall and good soils are densely populated. Such areas are the highlands in the northeast, northwest and the south; areas around the lakes and rivers; and the coastal plain. The urban areas too are densely populated but they have better access to social services and communication is easier. There is a marked contrast between the urban and the rural areas in terms of living standards. The sheer size of the country; the uneven regional development and the location of the large urban centers on the periphery, are factors which pose complex communication problems.

Tanzania's racial and religious policies are those of equality. All human beings are equal, and have freedom of worship. As such, there is no state religion although Christianity and Islam have a large following.

#### The ideological setting:

The ideological setting provides the foundation of Tanzania's rural development strategy. The broad policy of Ujamaa and Self Reliance is contained in the Arusha Declaration of 1967. The concept of Ujamaa (meaning Familyhood), is based on the following principles which are rooted in the traditional African society:

- (1) The Equality and centrality of man not simply as a means of bringing about development but as the main target of development.
- (2) Respect for one another.
- (3) The sharing of resources.
- (4) Work by all and exploitation by none. Generally speaking, the policy of Ujamaa and self-reliance seeks to provide solutions to Tanzania's problems and aspirations. The concept of self-reliance is an attempt to define and refine a strategy for domestic mobilization of resources and to arrange development priorities.

The Ujamaa Village approach (the grouping of people into producer oriented, multipurpose cooperative communities) which is being developed is seen as a reasonable option relative to lessons learned from previous approaches, which can enable the peasants to raise their productivity to an appreciable level through:

- \* a collective introduction of new instruments of production
- \* an introduction of cooperation and division of labour to increase both output and labour productivity
- \* a collective utilization of social and infrastructural government services, and
- \* facilitating the provision of bank credit for economic development more easily than if credit were dispensed to individuals.

#### Rural Development Efforts:

Tanzania's development strategies have always been man-centered, hence the emphasis on rural development, - Agricultural products account for 80% of foreign trade and 40% of G.D.P. It is not being claimed here that all rural development strategies attempted since independence have been successful. What is being emphasized is the fact that Tanzania has consistently striven for rural development.

Soon after independence Tanzania attempted two major rural development strategies. The first was the "Improvement Approach". By this strategy the government used rich progressive farmers as agents for rural development. They were helped with extension services and agricultural inputs. Poor peasants were expected to emulate these progressive farmers who employed labour and had sufficient capital to invest in agriculture. This strategy was abandoned in 1966 as it did not realize desired results. It consolidated classes and stratified rural populations instead of increasing initiative and improving technical skills and management techniques amongst the common peasants. The strategy contradicted the principles of human equality and equity.

The second approach, called the "Transformation Approach" was more radical than the former. By this strategy village settlement schemes and block farms were established. The government and foreign donors

injected funds into these schemes which became highly capitalized institutions. However resources to effect smooth running were absent. This approach collapsed not only because of high costs involved but also because it could not serve as the basis for widespread structural change required. Many people had joined the schemes, through false promises by politicians or through the conscription of the urban unemployed. These people lacked unity of purpose because they were not united by a common ideology. Moreover the educational level of the peasants was not raised sufficiently to enable them to innovate basic solutions to technical problems. The agents did not impart sufficient knowledge and skills to the peasants. Communication between peasants and extension agents did not utilize educational methods to effect desired changes in the attitudes of the peasants. Although both the "Improvement and the Transformation" approaches failed, a genuine desire by the government to provide the people with means which would lead to their own development were identified. For the future the government emphasized self-help Ujamaa Village development which provided for maximum mobilization of local leadership. Instead of emphasizing reliance on capital intensive methods of production, the Ujamaa Village approach stresses the effective use of labour which is abundant in Tanzania.

Following the Arusha Declaration serious efforts were made by both the Party and the Government to mobilize peasants into village communities and initiate communally owned production activities. Between 1968 and 1973, 5628 such villages including about 2 million people, were recorded. Out of these, 342 were registered as Ujamaa Cooperatives. The Party then directed that by December 1976, the task of villagization had to be completed. It was indeed a very challenging and difficult task.

a) Villagization:

In 1975 the Tanzania Parliament passed the Village and Ujamaa Act which gave legal status to villages. A village registered under this Act had to develop a form of local government with responsibility to encourage and oversee all development activities undertaken in the village. The villages were to become multipurpose cooperative societies and economically viable and self-reliant communities.

When a village is registered under the Village Act, all villagers who are eighteen years of age and above, and who together form a village assembly, elect a village council consisting of not more than 25 members. This is the village Government. Where there is a Party branch, the Chairman and the Secretary of the Party become automatically the Chairman and Secretary of the Village Council. The Village Council operates through the five committees, namely:

- (1) Finance and Planning.
- (2) Production and Marketing.
- (3) Construction and Transport.
- (4) Education, Culture and Social Welfare.
- (5) Security and Defence.

The village council has the following functions:

- to plan for all development activities in the village
- to administer the implementation of all development plans of the village

- to purchase all crops produced in the village and act as an agent of all crop marketing organizations
- to establish any economic activities in the village
- to regulate and monitor land use and the use of all other natural resources in the village
- to keep all important data and statistics concerning the village, and
- to make village by-laws.

All major decisions and plans decided upon by the villagers must go through the village assembly before they can be implemented.

By January 1979, a total of 7,808 villages had been registered and the majority of these have formed village councils. More than 13 million people are not living in villages. A village has an average of 362 families. (See Village structure chart in Appendix)

b) Decentralization:

Villagization and the implementation of the village Act have provided an important organizational framework for grassroot participation in the development process. The village organization is closely related to the supportive governmental and parastatal organizations. The decentralization of the government machinery; the reorganization and strengthening of the marketing and distribution systems; the rural credit arrangements and the formation of a new organization of the cooperative movement are some of the significant organizational responses in support of rural development.

The decentralization of the government machinery was introduced in 1972 was a logical follow up of the development strategy expressed in the Arusha Declaration. The previous government machinery was a product of the British colonial administration with a heavy concentration of power at the centre. Ministerial headquarters were located in Dar es Salaam. It became difficult to effect institutionalized grassroot participation in decision making within the existing centralized government structure. Decentralization was designed to promote socialist development by altering the country's institutional performance on a wide specimen of matters. The objectives suggested in the President's proclamation speech were political, administrative and economic.

The Political objectives were:

- \* a wider and more constructive popular participation in plan formulation and implementation
- \* an enhanced teaching role for the Party
- \* a more equal distribution of development more equally in the country.

Administrative:

- \* Increased effectiveness and efficiency in the performance of the government

- \* more effective integration of government programmes and
- \* increased accountability.

#### Economic:

- \* to improve government capacity to assist villages and institutions in their production efforts
- \* to facilitate rural social and economic development
- \* to increase government capacity to successfully implement development projects.

Much autonomy was given to the regional authorities to decide on their own development plans within the general context of national policies and guidelines. Included here is the setting up of the planning machinery beginning from the village level to the Regional level. Regions received the necessary financial and manpower allocations through a massive re-assignment of staff in ministries. The Prime Minister's Office has a coordinating and control role for the regional development planning and implementation and the relationship of these plans to national and sectoral planning. Decentralization is an input from which the government expects outputs.

## 2. RELATIONSHIP OF HUMAN RESOURCE DEVELOPMENT TO GOVERNMENT RURAL DEVELOPMENT STRATEGY

This section describes the overall rural development training program currently in effect, of which the TFRD Project will form an integral part.

Tanzania is one of the few countries in the developing world which places unqualified emphasis on the development of adult education. In Tanzania, adult education forms part of the national development plans and as such, has an allocation of funds in the national budget.

Education in Tanzania — formal, non-formal and informal — is recognized as a chief agent for rural development. Budd Hall wrote in 1976, "Education is one of the main themes throughout Tanzania's ideology of Ujamaa and self-reliance". Education is for everyone — for the rural peasants, urban youth, University students, cooperative assistants, development planners, herdsmen, mechanics and medical assistants as well as for young people in classrooms throughout the country.

The importance and priority which is increasingly given to adult education can be traced back to President Nyerere's policy statement in Parliament in 1964 when inaugurating The First Five Year Development Plan (1964-1969):

First we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of the adults on the other hand have an impact now.

One of the objectives of adult education emphasizes practical rural skills to lead to the production of more goods. Adult Education has the task of raising national economic productivity, particularly in agriculture. Rural development is implemented through improving existing agricultural practices rather than replacing the entire farming system.

In relation to socio-cultural feasibility, the Training for Rural Development Project (TRFD) is seen as part of the wider adult education efforts to bring about rural development. The project is well timed as it will be implemented during the time when the Tanzania Government critically needs trained manpower for the formation of regional and village development plans. One of the basic purposes of the project is to strengthen the capacity of institutions on national, regional and district levels to help the villagers plan and implement their own development. Villagers need technical and management skills so that they can plan production. The mechanisms through which the local population will participate have already been created on the village level.

In terms of facilities for training, Tanzania has a long history of adult education experience. The adult education movement through various mass campaigns starting in the early seventies has given rise to numerous institutions at all levels throughout the country. The implementation of this project will be facilitated through these institutions.

In Tanzania, adult education is for everyone. Radio study groups have been formed throughout the country whereby farmers meet regularly, i.e. twice a week to discuss action oriented topics like agriculture, nutrition, health, politics, water, handicrafts and other topics related to their daily lives. The purpose of these groups is to enable farmers to make collective decisions and implement them. Each forum has a group leader who facilitates group discussions and deals with logistics.

This Project, being part of the wider adult education efforts, will be facilitated by the existing adult education institutions. It will also take advantage of the experiences gained through the various adult education campaigns.

#### Training Levels:

##### a) Village Level Training

The Ujamaa Village approach to rural development involves changing the existing form of land use including adoption of improved farming techniques, reorganization of land use patterns and therefore a basic alteration in the economic relationships among individuals. Consequent social changes with shift of residence can occur where appropriate, Villages are becoming increasingly more complex. New roles are emerging which call for proper leadership and training in a variety of skills. Although there have been traditional village governments before, the new system of village government places much more development responsibilities on villages than was the case under traditional rule. These new structures demand leadership skills and development knowledge, which at the moment are lacking.

The training needs at the village level are many and varied. Each ministry has its own training institutions but the technical knowledge of the staff of these institutions is not adequate.

The Decentralization Research Project which is administered by the University of Dar es Salaam recommended that the government start a technical assistance program whereby the government extends aid to the villages along the same lines as foreign donors assist Tanzania. In response the Government introduced the Village Management Technician Program in 1977, and later The Village Managers Program.

Currently the following personnel on the village level are undergoing training:

- \* Village manager (one per village)
- \* Village shopkeeper (one per village)
- \* Village shop manager (one per village)
- \* Village storekeeper (later stage - one per village)
- \* Building brigades (number yet to be determined)

All the above are either being trained on the job or in the Folk Development Colleges. There are 47 of these colleges scattered all over the country. Funding for training the village personnel is provided by the Tanzania Government plus funds from the Nordic Council. There are several outreach workers in villages through whom innovations are spread to the peasants. These include the primary school teacher, the agricultural extension officer, the functional literacy teacher, the priest, the nun, the village midwife, the radio study group leaders, the Party Leaders and others. The Training for Rural Development Project will not make direct interventions at the village level although the villagers are the ultimate beneficiaries of the Project. The Project will intervene on the district, regional and national levels.

b) Ward Level Training:

The Village Management Technician Training Program was initiated to meet some of the training needs and shortcomings which cause village level programs to falter. Under this program the Ujamaa and Cooperative Development Assistants (UCDA's) are being re-trained as Village Management Technicians (VMT's) for a period of 3 - 4 months so that they become Ward Extension Officers. A ward is collection of about 6 villages.

Financially, the re-training program is handled by the World Bank to cover administrative costs of housing for VMT's and materials, including bicycles, pocket calculators and books. The training of new recruits, utilizing secondary school leavers as VMT's, is going on at Tengeru Training Institute with local funding from the TanGov. The VMT's and UCDA's are eventually due for upgrading at the Moshi Cooperative College and also at the Institute of Development Management, (IDM) Mzumbe with local funds.

The output of VMT's is 90 - 120 per year. After the planned expansion of the Cooperative College, the output should be 200 per year.

The appointment of Village Managers has created a gap which has to be filled. The target is to train 1,500 VMT's, one for each ward.

The subjects covered by the program include:

- \* Village Management
- \* Village Training
- \* Agriculture
- \* Book-keeping
- \* Farm Accounting
- \* Savings and Credit
- \* Village Shopkeeping
- \* Village Planning
- \* Political Education; and
- \* Village Study.

The contributions of the TFRD Project will be the training of tutors and supervisors of the VMT program. The basic institutions which handle the VMTP are:

Kizumbi (Shinyanga)	}	re-training of UCDA's as VMT's
Mwanhala (Nzega)		
Ruaha (Iringa)		
Mbulu (Arusha)		
Tengeru (Arusha)		

Most tutors at these institutions are diploma holders and some are University graduates. The training needs of these tutors will be discussed below.

c) District and Regional Levels: (Project Interventions)

Training needs at this level include specialised, long and short term training for tutors at the Cooperative College at Moshi, Tengeru Training Institution and training institutions for the VMTP. District and regional supervisors of the VMT's and the district and regional planning functionaries, also require specialized training.

(1) Tutors and Supervisors:

The district and regional supervisors of VMTP need training in accountancy, wholesale and retail distribution, savings and credit. These areas are being handled locally but with limited institutional capacity and would therefore need support from USAID to strengthen the training through short term courses. The Training for Rural Development Project will provide short term courses incountry for the supervisors. The purpose of the project training is to strengthen the capacity of the supervisors to function more effectively, in delivering guidance to the VMT's.

The tutors at the Cooperative College in Moshi and the Institute of Development Management are University graduates. There is a need to train these professionals at the post graduate level in subjects like accountancy, savings and credit, and banking. In addition, the Cooperative College tutors need to be trained in teaching methods and communication skills.

The VMTP training institutions have tutors who are both University graduates and diploma holders. The diploma holders need undergraduate training. The tutors who already possess B.Sc.'s need short term programs in communication skills and teaching methods as they have only training in specialized subjects at present.

During the second year of the project it is planned to send participants to the US or third countries for short term courses and study tours. They will return to Tanzania prepared to help in conducting in-country courses in the third through fifth year.

(11) District and Regional Planners:

Decentralization is a complex system to operate as it requires officers who can both manage and administer. When decentralization was first introduced in 1972, the initial cadre of regional and district development directors and functionaries were selected from key central ministries. These functionaries did not receive sufficient training to enable them to assume management roles. Many of them have specialist technical backgrounds but have not been prepared to manage in a generalist context. The new regional staff had to immediately respond to regional rather than central requirements. From handling administrative policies at the central ministry level, these individuals had to assume succinct management roles almost overnight.

The reality of management in the regions at present is complicated by the fact that the decision makers are overloaded with problems of high expectations from the public and pressure from Party Authorities. The lack of trained regional and district staff to handle these management related difficulties is hindering decentralization. Creative problem solving techniques need to be included in the training sessions for managers. This can be done by holding frequent orientation and refresher seminars.

Besides managing, the officers are faced with the task of preparing and implementing Regional Integrated Rural Development Plans. Each of the 20 regions has a specific donor who is assigned to help regional authorities to plan rural development. Regional authorities require training in project planning and implementation, which the TFRD Project may be able to provide in cooperation with other donors.

The Tanzania Government has requested financial assistance from the EEC and from the British Government to train regional staff in planning. Nine different types of short in-country

courses have been proposed for Tanzania during 1979 at various local training institutions. Such short courses will include:

- \* Management services
- \* Management Consultancy Techniques
- \* Appraisal, Planning and control of Industrial Projects
- \* Training methods and techniques for Training Officers and Instructors
- \* Urban Local Government
- \* Manpower Planning and the Planning and Administration of Training
- \* Appraisal Planning and Control of Rural Development Projects
- \* Purchasing, Supply and Materials Management
- \* Planning and Management of Effective maintenance of Vehicles, Plant and Equipment

The Prime Minister's Office has requested long term training at post graduate level and study tours for regional and district planners through the TFRD Project. Plans are now underway to attempt to coordinate a multi-donor approach to regional planning. Once such coordination is achieved it is likely that training in regional planning will be done under the TFRD Project.

#### d) Complementary Training Activities

Training at the national level is directed to the Ministry of Agriculture and the Prime Minister's Office. The Training is intended to improve the capacity of these two ministries to support decentralization and villagization efforts.

##### (i) The Prime Minister's Office

The Prime Minister's Office (PMO) is the central ministry which directs and coordinates the activities of the regions. Its role is to ensure a common direction of the regions, to arbitrate between conflicting priorities among the regions and to decide on transfers of staff, among other functions. The Ministry is divided into five divisions:

- \* Finance and Administration
- \* Manpower Development
- \* District Development Corporations
- \* Regional Planning and Control
- \* Ujamaa and Cooperative Development.

The TFRD Project will provide training for all these divisions. However, Ujamaa and Cooperative Development is the entity with which the TFRD Project will initially coordinate training requirements. Following are the training needs for its sub-

departments:

- (1) Policy, Research and Development. This department is manned with graduates with first degrees. There is a need to train these graduates for WA's in:
  - Research Statistics, and
  - Agricultural Economics.
- (2) Audit and Inspection. The staff in this department are former cooperative auditors, and inspectors who have not been trained professionally. There is need for long term training in auditing and inspection.
- (3) Management and Assistance. There is a need to develop management systems thus the need for short-term courses tailored to Tanzania needs in management and management systems.
- (4) Manpower Planning. No personnel in this department have been trained in the field of manpower planning. There is need for long-term degree training in this field.

Given the central and important role that the PMO has to play, the PMO needs to be strengthened. The Office is constrained by lack of adequate manpower, especially senior staff to direct and assist the regions. Another constraint is the poor planning of use of available resources. Given the flexible nature of the TFRD Project, assistance in this area is possible during the life of the project.

(ii) The Ministry of Agriculture:

As a result of decentralization, the Ministry of Agriculture lost a substantial number of its qualified staff who were picked up by the government to go to the regions in the new system.

The request made by the Ministry of Agriculture for long term and short term training under the TFRD Project is a genuine attempt to fill the gap created by decentralization within the ministry and its parastatals.

Villagization too has created a demand on the Ministry of Agriculture. It is planned that each village should have an agricultural extension officer. About 8,000 extension officers will be needed for the villages. This project will strengthen the capacity of the training institutions (MATIS), and research stations to train the agriculture extension officers so that they can offer more efficient services to the farmers.

3. SOCIAL ANALYSIS

The TFRD Project is socio-culturally consistent with the Tanzania Government development policies and strategies. The Project will support and strengthen the capability of the Tanzania Government to train manpower for accelerated rural development.

### Benefit Incidence:

The primary beneficiaries of the TFRD will be the selected participants from the organizations at the National, Regional and District levels. The ultimate beneficiaries will be the farmers. In terms of reaching the grassroot farmers to make the impact self sustaining the most important feature of this project is replication achieved through the training of trainers concept. Lack of trained manpower particularly at village levels is one of Tanzania's greatest development problems. Decentralization has multiplied this problem several fold. As such it is evident that skilled managerial and technical personnel able to relate to village problems are urgently required. Upgrading current staff by introducing new skills training for managers and technicians and tutors will create a cadre of supervisors and trainers to significantly multiply development skills needed to respond to village problems.

The TFRD Project will help to strengthen the village manpower structure so that villagers can plan and implement their own development and at the same time, become more productive. The Project will encourage the participation of women in all training activities at all levels. Courses will be focused toward meeting the particular immediate needs expressed by women, as well as getting them into the mainstream of modern society through management and technical training.

The participants trained under this Project should be able to multiply their training by training others. The participants should be able to perform better in their work and bring innovative practices to their jobs, gaining more effective results which in turn will bring greater career satisfaction. Ultimate beneficiaries are the 17 million villagers throughout Tanzania who will benefit from the introduction of technical innovation and more effective training and management at all levels. Villagers will obtain better services from the extension and outreach workers who will have acquired improved technical and communication skills. The village Council personnel will give more efficient services to the villagers through improved managerial and administrative skills. Ultimately, farmers will be able to improve their own skills. The farmers may undergo attitudinal change which will lead to innovation and increased productivity. If the new village structures can function more effectively, villagers will be in a better position to raise their standards of living.

Additional potential beneficiaries include trainees from other African countries who should be able to take advantage of the increased training capacity to be developed in Tanzania under this Project.

### Spread Effects:

As this Project focuses on the training of trainers it appears possible that diffusion of knowledge, skills and technology will occur during the life of the project. After the project has been completed, when all the trainees have gone back to their jobs, the spread effect should be even greater.

Immediate needs for the initial year have been identified. This training is critical as all subsequent training will depend on experience gained, data collected and feedback from the recipients of training.

It would be unrealistic to program in detail the full five year implementation of the project due to social and policy changes that Tanzania is going through, and also changing priorities. Decentralization and villegization are processes that are still developing.

Many of those selected for training will be assigned to several Training Institutes in Tanzania where they will train development cadres and technical personnel. The diffusion of new ideas and training techniques in these Training Institutes should be greatly enhanced. This should enhance benefits for future trainees, and result in the continual expansion of the development cadre.

#### The Role of Women:

Women in Tanzania play the primary role in the production of food and cash crops. It has been estimated that about 80% of the food production in Tanzania is done by women.

Surveys conducted in various tribal groups in Tanzania have revealed that women play a major role in agriculture. The following examples illustrate this point: Among the Wazaramo in the Coast Region, women grow all the rice. The Wagogo Women in Dodoma produce and control the use of grain. In Bukoba District, virgin land is traditionally cultivated by women who also do all the weeding in the banana and coffee plantations. The Wameru women do most of the work with maize including cultivating, planting and weeding.

The role of women in agriculture is not limited to food crops. Cash crops are mostly considered the property of men. Men control the cash received from the sales of cash crops although the women do the bulk of the work. Women usually do the tedious tasks of weeding, sowing and harvesting. For instance, among the Wameru, women do most of the cultivating, weeding and harvesting of coffee.

Besides agricultural work, women have the primary responsibility for food processing, storage and preparation; social responsibilities in households and the community at large; the rearing and educating of children and other community obligations. All these responsibilities are vital for the survival of any community but there has been a tendency of attaching less significance to these traditional roles played by women.

The division of labour between women and men is such that women spend much more time in arduous work without receiving a fair share of their labour. Moreover, women have limited access to resources like land, information and labour, which would allow them to become more productive. President Nyerere has written on the exploitation of women that:

"It is impossible to deny that the women did and still do more than their fair share of the work in the fields and in the homes. By virtue of their sex they suffered from inequalities which had nothing to do with their contribution to the family welfare."

Women often count on their children, especially girls, for labour both in the farms and in the households. The most burdensome activities which constrain women's participation in any development program include:

1. Pounding and grinding of grain
2. Walking long distances to fetch water and firewood
3. Carrying heavy loads on the head, and
4. Using traditional tools for cultivation.

The provision of labour and time saving devices are essential for relieving women of these burdensome activities so that they can have time to expand efforts on vital development projects. Women, as well as men, can be trained to operate simple ploughs, grinding mills and pushcarts.

Extension programs have traditionally concentrated on male farmers in modern agricultural practices. Generally, new information is conveyed through male officials to male villagers assuming that the male recipients of the new knowledge will pass it on to women. This does not always happen. Besides the lack of training in agriculture, the provision of formal education for women lags behind that of men despite the numerous innovations effected in education. For instance, women represent only 2% of the managerial cadre in Tanzania. In professions, women represent only 24%. It is only in nonformal education programs, especially functional literacy, where women predominate. Although 97.5 percent of the economically active Tanzanian women are involved in agriculture, only 5 percent are agricultural employees. Women are increasingly seeking employment in urban areas, but because they lack formal qualifications, most of them are employed as unskilled labourers. For those women who are civil servants, the majority of them are found mostly in teaching, nursing and secretarial work.

The low economic and social status of women in Tanzania has been caused by a number of factors. For instance, the world economic order with its inequalities has undermined the status of women in Tanzania. Cultural beliefs and attitudes play a significant part. The division of labour along sex lines contributes to women's exploitation and low status, as women do not share the benefit of their labour equally with men. Lack of access to education and training is one of the major problems which effect the participation of women in development.

Although Tanzanian women play a very significant role in development, they still are the most disadvantaged in the development process. The Party and the Government of Tanzania do recognize women's crucial role in development but there is no general agreement between policy makers and planners as to what are the problems faced by women and how these should be overcome.

Some men in villages which were visited felt that women were already doing well in villages on individual and collective farms and there was no point in singling women out for training. On the contrary, when women were interviewed, both on the village and national levels, they expressed a strong desire for training in skills which would make them more productive and earn them income from agriculture. They complained bitterly about their attempts to set up small scale income - generation projects. They claimed that their lack of managerial and administrative skills has caused many of their projects to collapse. They were concerned about their lack of leadership skills which was another handicap on their performance.

Women identified the following training needs to be of immediate concern:

1. Management and Administration
2. Leadership
3. Small scale industries and other income generating skills
4. Day care centre management
5. Cooperatives
6. Agricultural skills in specific crops especially subsistence crops
7. Nutrition
8. Food processing, storage and preservation

Given Tanzania's emphasis on equality of opportunities and also its strong commitment to promoting the social and economic status of women, the TFRD project will give priority to training women in specified skills needed for rural development in the new structure of decentralization and villagization. This project has already identified a short course in "Management for Women and Development" for women trainers who will replicate the same course through incountry workshops. This is in line with the Tanzania Women's Organization's recommendation that training for rural women be done through short courses, workshops and seminars as most women cannot afford to be away for longer periods. This recommendation has been unanimously supported by women in the villages. Women in the villages spend most of their time working in the fields outside their homes as well as inside the homes. During the planting and harvesting seasons for instance, women barely have time to rest. In areas like Kilimanjaro, women have to cut grass for cattle and also do some marketing in addition to the other chores. This suggests that seasonal activities have to be taken into consideration while planning training programs for the women farmers.

The Prime Minister's Office and the Ministry of Agriculture have made a firm commitment to ensure that a large proportion of women is included in the TFRD Project at all levels. The ministries' commitment that not less than 20% of the training funds will be spent on the training of women is a clear indication. The UWT is willing to cooperate in identifying the appropriate candidates for training.

Planning programs which take women's needs and roles into account is not an easy task due to the differing perspectives concerning women's needs, and how these should be met. What is important here is that planners and implementers of the TFRD Project must be aware of these differing perspectives. Since women's training needs are part of the total training needs for the whole nation, the TFRD Project should be directed to the total family as an interacting communicating system of society rather than using a fragmented approach with isolated individuals. Trained women extension officers could be used to guide and advise women farmers and their families.

It is very important that men too be involved in women's programs since in most cases they are the family heads and community leaders and as such their support and cooperation are needed for the success of women's programs.

At this stage of the project it would be unrealistic to project how the status of women is going to improve during the life of the project. However, the involvement of women in all phases of the project in identifying their needs is an educational experience for women.

Conclusions, Recommendations and Cautions:

This project is socio-culturally feasible and its training activities directly support the government's efforts to effect rural development. The emphasis on training of trainers and upgrading training institutions fosters the multiplier effect.

The Project will be implemented during a time when other donors to the Tanzania Government are intensely involved in rural development. For instance, currently each region in the country has a donor who helps that region to plan and implement integrated rural development. The Canadian Government, Holland, West Germany, Norway and Finland are all involved in Tanzania's rural development through financial and technical assistance. Lack of coordination of donor agencies on the part of Tanzania is likely to constrain the implementation of this Project. It is for this reason that the planners of this project have carefully researched what other donors are doing to avoid duplication of activities.

Even understanding that the changing priorities and needs of Tanzania have been undergoing changes there have been in the last few years, too many crash training programs. There has not been enough time for these programs to mature as each program has interrupted the previous one. Project planners are aware of such problems and therefore have allowed sufficient flexibility in the Project to accommodate such situations. Related to this problem is also a problem of the frequent transferring of staff from one region to another or from one institution to another. This problem is likely to continue until sufficient highly trained personnel are in place to meet critical needs.

Communication in the rural areas is one of the major constraints which could affect the Project. The roads are poor and sometimes impassable during the rainy season, hence isolating some areas. Transportation of staff and training materials will be difficult.

The TFRD Project provides the means for offering development opportunities which are compatible with expressed needs. However, it will be necessary to ensure that training programs designed for women are consistent with the rural socio-cultural environment. In this connection it is recommended that consideration be given to utilizing the more than 10,000 women primary school teachers who are presently spread throughout the rural areas. This seems to be the only large trained cadre which is rural based and conversant with rural realities.

ANNEX G

PAF I and PAF II

AGENCY FOR INTERNATIONAL DEVELOPMENT <b>PROJECT AUTHORIZATION AND REQUEST          FOR ALLOTMENT OF FUNDS PART I</b>	1. TRANSACTION CODE <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	PAF 2. DOCUMENT CODE 5
-----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------

3. COUNTRY ENTITY United Republic of Tanzania	4. DOCUMENT REVISION NUMBER <input type="checkbox"/>
--------------------------------------------------	---------------------------------------------------------

5. PROJECT NUMBER (7 digits) <input type="text" value="621-0149"/>	6. BUREAU OFFICE A. SYMBOL: <input type="text" value="AFR"/> B. CODE: <input type="text" value="06"/>	7. PROJECT TITLE (Maximum 40 characters) <input type="text" value="Training for Rural Development"/>
-----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

8. PROJECT ACTION TAKEN APPROVAL DECISION <input type="checkbox"/> A: APPROVED <input type="checkbox"/> B: DISAPPROVED <input type="checkbox"/> C: DEAUTHORIZED	9. EST. PERIOD OF IMPLEMENTATION YRS. <input type="text" value="0"/> <input type="text" value="9"/> QTRS. <input type="text" value=""/>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY79		H. 2ND FY80		K. 3RD FY	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EHR	200	240		750.00		4,519.0			
(2)									
(3)									
(4)									
TOTALS				750.00		4,519.0			

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		PROJECT FUNDING AUTHORIZED (ENTER APPROPRIATE CODE(S)) 1: LIFE OF PROJECT 2: INCREMENTAL LIFE OF PROJECT	A. GRANT	B. LOAN
	C. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN			
(1)					5,269.0				
(2)									
(3)									
(4)									
TOTALS					5,269.0				

C. PROJECT FUNDING AUTHORIZED THRU   FY

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)			13. FUNDS RESERVED FOR ALLOTMENT		
A. APPROPRIATION	B. ALLOTMENT REQUEST NO. _____		TYPED NAME (Chf. SER/PM/PSD)		
	C. GRANT	D. LOAN			
(1) EHR	750.00		SIGNATURE _____ DATE _____		
(2)					
(3)					
(4)					
TOTALS					

14. SOURCE/ORIGIN OF GOODS AND SERVICES  
 000  941  LOCAL  OTHER \_\_\_\_\_

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

FOR PRC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE			18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE		
		MM	DD	YY		MM	DD	YY

PROJECT AUTHORIZATION

. AND

REQUEST FOR ALLOTMENT OF FUNDS - PART II

Name of Country: United Republic of Tanzania  
Name of Project: Training for Rural Development  
Project Number: 621-0149

Pursuant to Part I, Chapter I, Section 105 of the Foreign Assistance Act of 1961, as amended (The "Act") I hereby authorize a Grant in FY 1979 to the United Republic of Tanzania (the "Cooperating Country") of not to exceed Seven Hundred Fifty Thousand United States Dollars (\$750,000) to assist in financing certain foreign exchange and local currency costs of goods and services required for the project entitled, Training for Rural Development (hereinafter referred to as the "Project") as described in the following paragraphs:

The Project shall be implemented through the Ministry of Agriculture and the Prime Minister's Office and consist of providing training, technical assistance services and vehicular and operating costs support for

- (a) training for approximately 66 long term participants;
- (b) training for approximately 50 in-country participants;
- (c) the creation of a National Training Plan for Agriculture and Rural Development;
- (d) and the establishment of a Project Coordinating Committee to be comprised of representatives from the participating ministries (PMO and MOA) the Ministry of Manpower Development, the Ministry of National Education and the Union of Women of Tanzania.

I approve the total level of AID appropriated fundings planned for the Project of not to exceed Five Million, Two Hundred Sixty Nine Thousand U.S. Dollars (\$5,269,000), Grant during the period FY 1979 through 1980, including the amount authorized above and additional increments of Grant funding during such period subject to the availability of funds and in accordance with AID allotment procedures.

I hereby authorize the initiation of negotiations and execution of the Project Grant Agreement by the officer to whom such authority has been delegated in accordance with AID regulations and Delegations of Authority, subject to the following terms, together with such other terms and conditions as AID may deem appropriate:

#### A. Source and Origin of Goods and Services

Except for ocean shipping and as provided under paragraph D.-below: goods and services financed by AID under the Project shall have their source and origin in the Cooperating Country or in countries included in AID Geographic Code 941, except as AID may otherwise agree in writing. Ocean shipping financed under the Grant shall be procured in any eligible source country except the Cooperating Country.

#### B. Conditions Precedent to Disbursement

1. Prior to disbursement of funds under the Grant, or to the issuance of commitment documents with respect thereto for FY 1980, the Cooperating Country shall confirm in writing to USAID/Tanzania that the Training Project Coordinating Committee has been formed and shall have vested in it the following responsibilities, functions and powers:

The Committee will:

- a. Develop a National Training Plan for Agriculture and Rural Development. United States Technical Assistance personnel will be provided to help in this work.
- b. Establish procedures for the collection of baseline data on management constraints to the effective delivery of resources and services to the village population for development purposes.
- c. Establish procedures for the collection of baseline data on training needs of PMO and MOA in order to help overcome these constraints.
- d. Monitor the resource investment and development approach used in training; that is, the inputs--funds, commodities and technical assistance.
- e. Monitor the initial immediate results of inputs and outputs, i.e., trainers trained, officials trained; this will be accomplished, primarily, through returned participants tracer studies.
- f. Evaluate the effectiveness of training programs in terms of skill transfer and behavior change.
- g. Diagnose which types of training program components work best in different administrative and social situations with various applications of resources and techniques.
- h. Assist the implementing ministries (PMO and MOA) in the coordination of training needs.
- i. Assist in establishing linkages between this project and other donor training activities, where feasible and possible.

j. Advise USAID how funds shall be allocated between PMO and MOA and how funds shall be spent.

2. Submit a legal opinion.

3. Prior to the disbursement of funds for the second year, FY 1960, the TanGov shall have provided space for the establishment of a Project Coordinator Office in the Ministry of Manpower Development.

### C. Covenants

The Project Agreement shall contain covenants, providing in substance, as follows:

1. That the implementing and coordinating ministries involved will expeditiously take steps to establish a Project Coordinating Committee. This Committee shall consist of representatives of the Prime Minister's Office, the Ministry of Agriculture, the Ministry of National Education, the Union of Women of Tanzania and the Ministry of Manpower Development. The chairperson of the committee shall be the representative of the latter ministry.

2. That the Cooperating Country agrees to post each returned participant to a position as agreed prior to his or her departure from Tanzania.

3. The Project shall be coordinated on behalf of the Cooperating Country by the Ministry of Manpower Development.

4. The selection of activities for financing under the Project shall be in accordance with criteria set forth in the Project Agreement (as described in the Project Paper) which may be modified from time to time by mutual agreement to reflect periodic evaluation of the Project.

5. The Cooperating Country shall ensure that competent personnel are assigned in a timely manner to fill the staff and training positions in the Project. Special attention is directed to the project liaison office to be established in the Ministry of Manpower Development, as described in the Project Paper.

D. Notwithstanding paragraph A above and based on the justification set forth in Volume I, Appendix E of the Project Paper, I hereby:

1A. Approve a procurement source waiver from AID Geographic Code 000 (U.S. only) to AID Geographic Code 935 (Free World) for one Land Rover type vehicle at an approximate cost of \$15,000.

1B. certify that exclusion of procurement of above described vehicles, and spare parts from countries included in Code 935 would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program; and

1C. find that special circumstance exist to waive, and do hereby waive, the requirements of Section 6363 (i) of the Act.

Date: \_\_\_\_\_

\_\_\_\_\_  
Administrator

Drafted: USAID/T/CDPO: AGR: BHill

ANNEX H

DETAILED JUSTIFICATION

FOR WAIVER

DETAILED JUSTIFICATION FOR WAIVERREQUEST FOR PROCUREMENT SOURCE/ORIGIN WAIVER

Problem: Request for Source Waiver from Geographic Code 000  
(Selected Free World). AID Geographic Code 935  
(Free World).

- (a) Cooperating Country: United Republic of Tanzania
- (b) Authorizing Document: PP and PAF II
- (c) Project: Training for Rural Development
- (d) Nature of Funding: Grant
- (e) Description of Commodities and Approximate Value:  
One Landrover-type Vehicle and spare parts \$15,000
- (f) Procurement Origin: United Kingdom

Justification for Procurement Source/Origin Waiver RequestsMotor Vehicles

Discussion: Training activities are being initiated by the Government of Tanzania with AID support. Transportation will be required for field trips and TDY specialist travel. Over 90 percent of the travel will be on poorly maintained secondary or unsurfaced roads off the main arteries. The main arteries themselves are often badly maintained. Indicative of the transportation problems to be confronted is the location of the Training Centers at which training workshops will be held. In each case the centers are located in remote sections of Tanzania. Therefore, the need exists for especially ruggedly constructed vehicles which can be maintained by local mechanics using local facilities.

The type of "Land Rover" to be procured will be a one four-cylinder station wagon with a metal top, 109 inch wheelbase, four side and one rear door, and with a carrying capacity of 10 persons (including the driver) plus 200 lbs. A waiver is requested for the vehicle and spare parts of an approximate value of \$15,000.

U.S. manufactured vehicles, are not common in East Africa, including Tanzania. Section 636(i) of the Foreign Assistance Act of 1961, as amended, provides that none of the funds made available to carry out the Act shall be used to purchase motor vehicles unless such motor vehicles are manufactured in the United States, Section 636(i) further provides, "that where special circumstances exist, the President is authorized to waive the provisions of this section in order to carry out the provisions of the Act."

In the Conference Report on the Foreign Assistance Act of 1967 (which added Section 636 (i) to the Act) it was reported that the committee of conference was in agreement that motor vehicles manufactured in the United States should be procured except where there are emergency or special situations such as a need for right-hand drive or other types of vehicles not produced in the United States (House Report No. 892, dated November 7, 1967).

The Administrator has the authority to waive the provisions of Section 636 (i) by virtue of Executive Order No. 10073 and State Department Delegation of Authority No. 104.

**Primary Justification:** Experience with American-made "Jeep Wagoneers" in Tanzania indicates that frequent breakdowns have been the rule rather than the exception and access to adequate supply of spare parts is impossible because of the wide dispersion of project vehicles. Even minor breakdowns prevent operation of U.S. vehicles for days and perhaps weeks while spare parts are obtained from Dar es Salaam or even the U.S. This situation becomes more serious yearly as U.S.-made vehicles get more complicated. The vehicle to be furnished under this project will be used very widely through Arusha Region often at considerable distance from the TanGov regional repair facilities. Project personnel must then depend on local village mechanics for maintenance and repairs. It is impractical to attempt to stock adequate repair parts at each district for a U.S.-made vehicle which probably will be the only one type in the entire district.

A system of preventive maintenance for "land rovers" has been developed by the Ministry of Communications and Works. When breakdowns occur an adequate supply of parts is available in all cities and large towns, making it unnecessary to deadline the vehicles for long periods. The manufacturers of the "Land Rovers" has had long experience in Tanzania and can guarantee services which, until American firm is established in Tanzania, will not be available. The rugged construction of the "Land Rover" plus its lighter weight than the jeep and other U.S. models, makes it more adaptable to road conditions in Tanzania. The Ministry of Agriculture and Arusha Region have strongly urged USAID/Tanzania to request this source/origin waiver in order to maintain the standardization of vehicles, (in this case Land Rovers) for which they must provide servicing and to enable the Tanzanian Government to provide the best possible transportation services to the Centers. Spare parts can be purchased locally, therefore, the TanGov has dependable, experienced mechanics familiar with the overall maintenance of Land Rovers. An adequate supply of spare parts is also available in the country to ensure continual operation and reduction of down time.

By law all driving in Tanzania is on the left hand side of the road. In view of the project need for ruggedly constructed right-hand drive vehicles with an adequate backup of drivers, mechanics, spare parts and the unavailability of a comparable vehicle with maintenance and parts support from the United States, it is appropriate to exercise the waiver authority in these circumstances.

A N N E X    I

PID APPROVAL CABLE

OFFICIAL FILE

# TELEGRAM

PROJ 621-0149 (PID)

SEND DISTR. (8/30/78)

UNCLASSIFIED

Classification

INFO  
H-5  
REC  
MB  
/DCM  
OCS  
FROM  
/ADMIN  
P

ACTION: AFR

INFO: FROM DCM TO RF CR

R 300121Z AUG 78  
FM SECSTATE WASHDC  
TO AMEMBASSY DAR ES SALAAM 4638  
BT  
UNCLAS STATE 220228

STATE 220228  
Aug 30, 1978  
1105 Hrs

ACTION COPY

NO ACTION NECESSARY

REFILED BY

✓

*[Signature]*  
Initials

AIDAC

E.O. 11652: N/A

TAGS:

SUBJECT: TRAINING FOR RURAL DEVELOPMENT - (621-0149)

1. PROJECT COMMITTEE MET 8/16/78 TO REVIEW REVISED PID FOR SUBJECT PROJECT. AA/AFR AUTHORIZES DEVELOPMENT OF PP ALONG LINES OUTLINED IN PID AND IN 7/27/78 STEVERSON - JOHNSON MEMORANDUM.

2. FOLLOWING ARE SPECIFIC QUESTIONS/ISSUES RAISED BY PC WHICH SHOULD BE ADDRESSED IN PP:

A. PROJECT PURPOSE

(1) WHAT ARE THE IMPLICATIONS OF FIELDING THE PP AND BASELINE (I.E., AG MANPOWER SURVEY) TEAMS SIMULTANEOUSLY? I.E., HOW CAN THE PP IDENTIFY THE SPECIFIC TRAINING NEEDS IF THE BASELINE STUDY HAS NOT YET ESTABLISHED SKILLS AVAILABILITY AND REQUIREMENTS?

--(A) THE PP MUST PROVIDE DETAILED PLANS AND JUSTIFICATION FOR THE NUMBER AND SKILL TYPES OF TRAINING TO BE PROVIDED EACH YEAR DURING THE LIFE OF THE PROJECT AND HOW THEY WILL BE LINKED TO THE STATED GOALS OF TANGOV. THIS SPECIFICITY WILL BE EXTREMELY HELPFUL IN EXPEDITING THE

PP APPROVAL PROCESS. (FYI: THE PC IS CONCERNED THAT ABSENCE OF THE BASELINE DATA WILL HINDER THE PP TEAM'S ABILITY TO ACHIEVE THE HIGH DEGREE OF SPECIFICITY NEEDED. END FYI).

--(B) THE PP SHOULD, FURTHER, PROVIDE A DETAILED DESCRIPTION OF THE CRITERIA TO BE USED TO SELECT CANDIDATES FOR THE TRAINING. CLEAR INDICATION OF THE ROLES OF

UNCLASSIFIED

Classification

OPTIONAL FORM 107 (M)  
(Formerly FS-612 (M))  
January 1975  
Printed on GPO

# TELEGRAM

UNCLASSIFIED

Classification

-2-

THE USAID AND THE TANGOV SHOULD BE INCLUDED. IT IS THE MISSION'S RESPONSIBILITY TO DEMONSTRATE THROUGH THE DESCRIPTION OF SELECTION CRITERIA IN THE PP THAT THIS IS NOT A QUOTE BASKET PROJECT UNQUOTE.

--(C) FACTORS AFFECTING THE CHOICE OF LOCATIONS FOR THE TRAINING SHOULD ALSO BE LAID OUT. WHILE THE PID REFLECTS CERTAIN FACTORS AND THE PC RECOGNIZES OTHERS (EG, NO COMPETITION WITH LOCAL INSTITUTIONS, MULTIPLIER EFFECT, EMPHASIS ON IN-COUNTRY TRAINING), ALL SUCH FACTORS AND CRITERIA SHOULD BE DESCRIBED IN THE PP.

--(D) SINCE THE FIRST PARTICIPANTS ARE SCHEDULED FOR TRAINING BEGINNING IN SEPTEMBER 1979 AND IT IS LIKELY THE BASELINE DATA WILL NOT BE AVAILABLE, THE PP SHOULD CLEARLY EXPLAIN THE PROCEDURES FOR CHOOSING THOSE WHO WILL BE INITIALLY TRAINED AND IN WHICH SKILLS AREAS.

(2) THE PC IS CONCERNED THAT U.S. TRAINING MIGHT COMPETE WITH LOCAL INSTITUTIONS FOR THE MOST HIGHLY QUALIFIED STUDENTS. CAN THE MULTIPLIER EFFECT DESIRED TO RESULT FROM THE TRAINING OF ADVANCED PARTICIPANTS TO TRAIN OTHERS BE ACCOMPLISHED THROUGH TRAINING AT THE UNIVERSITY OF DAR ES SALAAM? IS US ADVANCED-DEGREE TRAINING NECESSARY?

(3) THE PP MUST DEMONSTRATE HOW THE TRAINING OF MID-LEVEL GOVERNMENT AND PARASTATAL PROFESSIONALS WILL BENEFIT THE RURAL POOR.

(4) THE PP SHOULD ADDRESS WAYS IN WHICH QUOTE AT LEAST 20 PERCENT OF THE PEOPLE TRAINED UNDER THIS PROJECT WILL BE WOMEN UNQUOTE. AN EFFORT SHOULD BE MADE TO DESIGN A PROJECT WHICH WILL NOT LIMIT TRAINED WOMEN TO THE RATIO PRESENTLY OCCUPYING UPPER AND MIDDLE LEVEL CIVIL SERVICE POSITIONS. THE PC SUGGESTS THAT CONSIDERATION BE GIVEN TO PROVIDING TRAINING FOR WOMEN NOT CURRENTLY IN CIVIL SERVICE OR SIMILAR POSITIONS WHILE LIMITING THAT FOR MEN TO IN-SERVICE TRAINING.

(5) IS IT POSSIBLE TO, AT A LATE STAGE OF THE PROJECT, UTILIZE THE IN-COUNTRY TRAINING CAPABILITIES FOR TRAINING OF NON-TANZANIANS?

UNCLASSIFIED

Classification

50161-102

OPTIONAL FORMATTING:  
For more info: PB-412111  
January 1979  
Dept. of State

# TELEGRAM

UNCLASSIFIED

Classification

-3-

(6) A KEY ELEMENT OF EVALUATING THE SUCCESS OF THIS PROJECT WILL BE MONITORING THE UTILIZATION OF THE NEWLY ACQUIRED SKILLS OF THE RETURNED PARTICIPANTS. THE PC SUGGESTS THAT THE PP TEAM CONSIDER THE PROVISION OF A GRANT AS PART OF THIS PROJECT TO DEVELOP THE CAPABILITY OF THE MINISTRY OF MANPOWER TO MONITOR AND EVALUATE THE EFFECTIVENESS OF THE SKILLS TRAINING.

## B. DESIGN MECHANISMS

(1) AN IEE SHOULD HAVE BEEN INCLUDED IN THE PID. IT MAY BE DONE AT ANY TIME, HOWEVER, BUT AT THE LATEST IT MUST BE INCLUDED IN THE PP.

(2) POLEY AND T. WARD WILL BE AVAILABLE TO SERVE ON THE PP TEAM ALTHOUGH NOT FOR THE TWO-MONTH PERIOD PROPOSED IN THE DRAFT SOW. THE PC SUGGESTS, SINCE BOTH POLEY AND WARD HAVE INTIMATE KNOWLEDGE OF THE PROPOSED PROJECT THROUGH THEIR WORK ON THE DRAFT OF THE PID, THAT THE PP REPARATION TIME BE REDUCED TO ONE MONTH. THE PC FURTHER SUGGESTS THAT TWO ADDITIONAL SKILLS BE ADDED TO THE TEAM:

--(A) A PROJECT DESIGN OFFICER FROM THE MISSION, REDSU/EA OR AID/W.

--(B) A TANZANIAN SOCIAL SCIENTIST TO PARTICIPATE IN THE ANALYSIS OF THE FIELDS OF TRAINING REQUIRED, THE SOCIAL SOUNDNESS OF PROVIDING TRAINING AND THE POSSIBILITY OF INCREASING THE ROLE OF WOMEN IN THIS PROJECT. (FYI: DS/EHR SUGGESTS MS. HILDA KOKUHIRAWA, WHO WILL BE AVAILABLE DURING PLANNED POLEY-WARD TDY, CV BEING POUCHED.) END FYI

--(C) THE PC ALSO BELIEVES THAT THE PP TEAM'S EFFECTIVENESS WILL BE GREATLY ENHANCED BY THE DESIGNATION AND PARTICIPATION OF THE USAID PROJECT OFFICER IN THIS ACTIVITY.

## C. MANAGEMENT

(1) THE PC STRONGLY RECOMMENDS THAT THE TANGOV MINISTRY OF MANPOWER BE THE GRANTEE FOR THIS PROJECT.

UNCLASSIFIED

Classification

OPTIONAL FORM 1071  
(Priority Form 1071)  
January 1975  
GPO: 1975-0-250-000

# TELEGRAM

---

UNCLASSIFIED

Classification

(2) WHAT WILL BE THE MANAGEMENT BURDEN ON THE USAID TO ADMINISTER THIS PROJECT? WHAT WILL BE THE USAID STAFF REQUIREMENTS, BOTH DIRECT HIRE AND CONTRACT/PASA (IF ANY)? WHAT WILL BE THE AID/W PARTICIPANT PLACEMENT MECHANISM? CHRISTOPHER BT #0228

UNCLASSIFIED

Classification

50154-102

OPTIONAL FORM 1070H  
(Formerly PS-4121-1)  
January 1975  
Dept. of State

A N N E X J

LETTER FROM MINISTRY OF AGRICULTURE CLARIFYING  
CERTAIN PROJECT ISSUES

THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF AGRICULTURE

Telegrams: Kilimo, Dar es Salaam. Manpower Development.....Division  
Telephone: 27231. Pamba House.  
In reply please quote: P.O. Box 2066, .....  
Ref. No. MAC.26/116..... DAR ES SALAAM.

20th February, 1979.

Mr. Barry H. Hill,  
Asst. Agric. Dev. Officer,  
U.S.A.I.D.,  
P.O. BOX 9130,  
DAR ES SALAAM.

Dear Mr. Hill,

Thank you for your letter of January 25, 1979 addressed to Dr. John Mchechu, seeking further clarification regarding our training proposal in the U.S.A. for 1979 as relates to item (a) thru (c) of your letter.

We wish to confirm that:-

- a) The responsibilities of the personnel from this Ministry and parastatals will be continued without disruption of organisational duties when the serving officers will proceed to the USA for further training.
- b) Specialised fields of study being sought in the USA are, in part, not offered in the local university and it is also on the other hand a way and means of supplementing the limited enrollment capacity at the University of Dar es Salaam and other local institutions.
- c) There are enough numbers of adequately qualified candidates to pursue the study programs.

Thanking you for your consideration,

Yours sincerely,

  
M.S.L. Mziray,  
for PRINCIPAL SECRETARY.

A N N E X

STATUTORY AND PROJECT CHECKLIST

STATUTORY CHECKLIST

A. GENERAL CRITERIA FOR COUNTRY

1. FAA Sec. 116. Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in consistent pattern of gross violations of internationally recognized human rights? - Yes. See Social Soundness Analysis in Fr.
2. FAA Sec. 481. Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully? - No.
3. FAA Sec. 620(B). If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement? - Yes
4. FAA Sec. 6210(C). If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government? - Not to our knowledge.
5. FAA Sec. 620(e)(1). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities? - There were several nationalization issues in the early 1970's. While settlement has been made there are several problems with repatriation of funds. These cases are being processed.
6. FAA Sec. 620(a)&(b); App. Sec. 107, 114. Is recipient country a Communist country. Will assistance be provided to the Socialist Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola? - No

7. FAA Sec. 620(1). Is recipient country - Not to our knowledge.  
in any way involved in (a) subversion of,  
or military aggression against, the United  
States or any country receiving U.S.  
assistance, or (b) the planning of such  
subversion or aggression?
8. FAA Sec. 620(j). Has the country permitted - No  
or failed to take adequate measures to prevent,  
the damage or destruction, by mob action of  
U.S. property?
9. FAA Sec. 620(1). If the country has failed - No  
to institute the investment guaranty program  
for the specific risks of expropriation, in-  
convertibility or confiscation, has the AID  
Administrator within the past year considered  
denying assistance to such government for this  
reason?
10. FAA Sec 620(o); Fishermen's Protective - TanGov has not to our knowledge,  
Act, Sec. 5. If country has seized, or seized or imposed any penalty  
imposed any penalty or sanction against, or sanction against U.S. fishing  
any U.S. fishing activities in inter- activities in international  
national waters. waters.
- a. has any deduction required by Fisher-  
men's Protective Act been made?
- b. has complete denial of assistance been  
considered by AID Administrator?
11. FAA Sec. 620(q) App. Sec. 503. (a) Is - No  
the government of the recipient country in  
default on interest or principal of any AID  
loan to the country? (b) Is country in  
default exceeding one year on interest or  
principal on U.S. loan under program for  
which App. Act appropriates funds, unless  
debt was earlier disputed, or appropriate  
steps taken to cure default?
12. FAA Sec. 620(s). "If contemplated assist- No unclassified information  
ance is development loan (including Alliance regarding military spending on  
loan) or security supporting assistance, has Zanzibar and Mainland Tanzania  
the Administrator taken into account the are available.  
percentage of the country's budget which is for  
military expenditures, the amount of foreign  
exchange spent on military equipment and the  
amount spent for the purchase of sophisticated  
weapons systems? (An affirmative answer may  
refer to the record of the taking into account,  
e.g.: "Yes as reported in annual report on  
implementation of Sec. 620(s)." This report  
is prepared at the time of approval by the  
Administrator of the Operational Year Budget.

Upward changes in the Sec. 620(s) factors occurring in the course of the year, of sufficient significance to indicate that an affirmative answer might need review, should still be reported, but the statutory checklist will not normally be the preferred vehicle to do so.)

13. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States: If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? - No

14. FAA Sec. 620(u). What is the payment status of the country's U.S. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? - Payments are current.

15. FAA Sec. 620A. Has the country granted sanctuary from prosecution to any individual or groups which has committed an act of international terrorism? - No

16. FAA Sec. 659. If (a) military base is located in recipient country and was constructed or is being maintained with funds furnished by the U.S., and (b) U.S. personnel carry out military operation from such base, has the President determined that the government recipient country is authorized regular access to U.S. correspondents to such base. - No such base exists in recipient country.

17. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA? - No

18. FAA Sec. 669, 670. Has the country after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specific arrangements or safeguards? Has it detonated a nuclear device after August 3, 1977 although not a "nuclear-weapon State" under the nonproliferation treaty? - No

19. FAA Sec. 901. Has the country denied its citizens the right or opportunity to emigrate? - No

B. FUNDING CRITERIA FOR COUNTRY

1. Development Assistance Country Criteria.

a. FAA Sec. 102(c)(1). Have criteria been established, and taken into account, to assess commitment and progress of country in effectively involving the poor in development, on such indexes as: (1) small-farm labor intensive agriculture, - Being satisfactorily considered.

(2) reduced infant mortality, (3) population growth, (4) equality of income distribution, and (5) unemployment.

b. FAA Sec. 104(d) (1). If appropriate, is this development (including Sahel) activity designed to build motivation for small families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, and assistance to urban poor?

C. FAA Sec. 201(b) (5), (7) & (8): Sec. 208, 211(a) (4), (7).

(1) Making appropriate efforts to increase food production and improve means for food storage and distribution.

(2) Creating a favorable climate for foreign and domestic private enterprise and investment.

(3) Increased the public's role in the development process.

(4) (a) Allocating available budgetary resources to development.

(b) Diverting such resources for unnecessary military expenditure and intervention in affairs of other free and independent nations.

- This project is specifically designed to assist agriculture production and rural development.

- Country currently undertaking programs with goal of reaching food self-sufficiency by 1981. Program includes grain storage and marketing components.

- Tanzania's socialist policy and development strategy stresses public investment. It has a Foreign Investment Protection Act and has entered into an Investment Guaranty Agreement.

- TanGov is attempting to implement decentralization program which places decision making responsibility for development programs at the regional, district and village levels.

- (a) Satisfied. In recent years recipient country has experienced difficulty in increasing budget because of drought and balance of payment problems caused largely by oil crisis.

- (b) Defense expenditures have averaged about 12% of total since 1975. Recipient country has a record of non-intervention into affairs of other nations.

(5) Making economic, social and political reforms such as tax collection, improvements and changes in land tenure arrangements, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise.

(6) Otherwise responding to the vial economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.

. FAA Sec. 115 Will country be furnished, in same fiscal year, either security supporting assistance, or Middle East peace funds? If so, has Congress specifically authorized such use of fund, or is assistance for population programs, humanitarian aid through inter-national organization, or regional programs.

Tan Gov is committed to an egalitarian system of distribution for land and wealth. Tanzania is weak in conventional-political and legal rights. The one-party system controls internal media and does not allow dissent from basic party government policies. Detention without trial is not uncommon. In early 1978 the government released a number of detainees.

The government policy is specifically aimed at poorer classes, and at improving the opportunity and welfare for all people.

No. Recipient country will receive development assistance.

**A. GENERAL CRITERIA FOR PROJECT**

**1. App. Unumbered; FAA Sec. 653(b); Sec.671**

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;

(b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure?

(a) Project described in FY 79 Congressional Presentation

(b) Yes

**2. FAA Sec. 611(a)(1).** Prior to obligation in excess of \$100,000, will there be

(a) engineering, financial, and other plans necessary to carry out the assistance and

(b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) No

(b) Yes

**3. FAA Sec. 611(a)(2).** If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

Further legislation not required

**4. FAA Sec. 611(b); App. Sec. 101.** If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?

Not applicable - project only training

**5. FAA Sec. 611(e).** If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

Not applicable - project only training

**6. FAA Sec. 209, 619.** Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multilateral organizations or plans to the maximum extent appropriate?

This project is not directly compatible with existing and planned multilateral programs

A

7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

- (a) The project will not effect international trade
- (b) The project will have some effect on small-scale local enterprises
- (c) The project will encourage the development of cooperatives
- (d) The project will encourage small farmer initiative
- (e) The project will improve agriculture efficiency
- (f) The project will not effect free labor unions

8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

Project will not directly encourage U.S. private trade and investment in Tanzania. Many participants will be exposed to the U.S. system while training in the U.S.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

TanGov will contribute its share of local currency in salaries and facilities. See Section 4., Financial Plan. The U.S. does not own foreign currencies in Tanzania.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?

No. The U.S. does not own excess foreign currency.

11. ISA 14. Are any FAA funds for Fy 78 being used in this Project to construct, operate, maintain, or supply fuel for, any nuclear powerplant under an agreement for cooperation between the United States and any other country?

No

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

(a) & (b) This project is specifically designed to reach the poor at the village level. See Section 2, Description of Project.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source).

/103/ for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; /103A/ if for agricultural research, is full account taken of needs of small farmers.

Project designed specifically to increase agriculture development capabilities to pass on the benefits of the technology to the poor at the village level. See Section 2, Description of Project.

c. FAA Sec. 110(a); Sec 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Tanzania is a relatively least developed country and the 25% cost-sharing requirement has been waived. However, the TanGov will make a significant contribution. See Section 4, Financial Plan.

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?

Yes. Length of project described in FY 79 Congressional Presentation.

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on: (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -8). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

- 1) A significant portion of the training provided by this project is specifically directed towards assisting the development and administration of institutions at the village level.
- 2) The agriculture training will contribute to meeting the country's food needs.
- 3) The project will provide over 1500 trained trainers.
- 4) The project will contribute to country's health needs in that the village leaders administering the village program will be better trained.
- 5) The better trained region, district, and village leaders will better administer the various programs.
- 6) Emphasis is placed on training women.

Project directly supports the TanGov policy of decentralization and development at the regional, district and village level.

Yes

B1

h. FAA Sec. 201(b)(6); Sec. 211(a)(5),(6).  
Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

Project funds financing U.S. training and consultants will be used in the U.S. and have no effect on U.S. balance-of-payments. Those funds financing in-country training will have a negative effect on the U.S. balance-of-payments.

ANNEX L

LETTER OF REQUEST

THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF AGRICULTURE

Telegrams: Kilimo, Dar es Salaam.  
Telephone: 27231.

Manpower Development Division  
Pamba House,  
P.O. Box 2066

In reply please quote

Ref. No... MAC.26/118...

DAR ES SALAAM.

27th March, 1979.

The Director,  
U.S.A.I.D.,  
P.O. Box 9130,  
DAR ES SALAAM. (Attention: Mr. Michael F.C.,  
Ag. Development Officer).

Dear Sir,

We thank you for your letter dated March 22, 1979.

We wish to inform you that we agree to the proposals contained in the Draft Project Paper for the Training for Rural Development Project.

However, we do not think it is necessary to create a Project Liaison Office within the Ministry of Manpower Development, a unit that is intended to be devoted entirely to the Project implementation activities. Our Ministries have got units already developed with adequate capacity to handle this new project under the direction and supervision of the respective Directors of Manpower Development. We, therefore, confirm our intention to appoint officers and our ability to handle the project with officers experienced in handling such a project given its diversified and complex nature.

We do agree to establish an Inter-Ministerial Co-ordination Committee composed of representatives from the Ministry of Manpower Development, Ministry of Agriculture, Prime Minister's Office, Ministry of National Education and the Union of Women of Tanzania, which will co-ordinate and monitor implementation of the Project activities from time to time under the guidance of the Ministry of Manpower Dev.

Future annual training programmes will, as much as possible, be based on the manpower studies and surveys being proposed or undertaken.

As soon as the Project is approved by your Government we shall notify the Treasury to make a formal request to AID for assistance proposed under the Training for Rural Development Project.

Yours sincerely,

1. Mr. J. *Amurysani* Nyakizang'ali,  
for PRINCIPAL SECRETARY,  
MINISTRY OF MANPOWER DEV.

2. Dr. J.E.U. Mchechu,  
for PRINCIPAL SECRETARY,  
MINISTRY OF AGRICULTURE.

c.c. The Principal Secretary,  
The Prime Minister's Office,  
P.O. Box 980, DODOMA.

c.c. The Principal Secretary,  
Ministry of National Education,  
P.O. Box 9121, DAR ES SALAAM.

c.c. The Secretary,  
U.W.T.,  
DAR ES SALAAM.

## memorandum

DATE:

REPLY TO  
AFFIN OF:

AFR/DR, John W. Koehring

SUBJECT:

Training for Rural Development Project - Tanzania, 621-0149 --  
Background and Issues Paper

TO:

AA/AFR, Mrs. Goler T. Butcher

1. Summary: The attached Project Paper represents a modification of the original PP brought to Washington in February 1979. The original PP requested funding of \$20.2 million. The present version requests \$5.269 million. The rationale for reducing the funding level is explained below.

A Project Committee meeting was held on April 5, 1979. At this meeting the technical divisions involved (AFR/DR/APD and AFR/DR/EHR) and AID General Counsel recommended approval at the \$5.269 million level. The committee further recommended that the project be presented at an ECPR because of the circumstances surrounding its evolution to its present status.

2. Chronology of events in the development of this project:

(a) August/September, 1977: The Tanzanian Minister of Agriculture, Malacela, met with AID/W Africa Bureau officials to discuss increased training efforts. Upon his return to Tanzania he reported to USAID staff that AID/W supported an agricultural training program which would train three hundred Tanzanians.

(b) October: The Tanzanian Principal Secretary (PS) for the Ministry of Manpower Development (MMD) discussed with AID/W officials the possibility of training an additional two hundred Tanzanians in MMD-related subject areas in addition to the already discussed three hundred agricultural trainees. The Principal Secretary reported on this discussion upon his return to Tanzania.

(c) December, 1977: USAID/T informed the PS, MMD that AID was unable to support his request for two hundred MMD-related trainees because AID's mandate does not include training for physicians, hotel management specialists, and the like.

(d) January, 1978: A PID for the subject project was submitted to AID/W. It was rejected but negotiations between AID/W and the Tanzanian Mission yielded an agreement to submit a new PID. Accordingly, mission design work continued.



Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

(e) July, 1978: Representatives of AID/W Office of International Training and USDA International Training Office assisted in the design of a new PID, which was submitted to AID/W.

(f) August, 1978: AID/W approved the PID and defined issues to be resolved during PP design.

(g) November, 1978: PP design team presented a draft PP to AID/W.

(h) February, 1979: A final PP proposing a \$20.2 million project was presented to AID/W, which recommended a modified project of more modest proportions of \$5.269 million.

(i) March, 1979: The PP for the \$5.269 million project was rewritten in AID/W.

(j) April 5, 1979: The Project Committee recommended approval of the project at the \$5.269 million level.

3. Comparison between the original (\$20.2 million) and modified (\$5.269 million) PPs:

An itemized comparison of the original and modified training projects is set forth in the attached table.

Attachment: a/s

Training for Rural Development

ORIGINAL PP

Budget

\$20.170 million

Duration

5 years

Training Plan

- (a) 300 Long term U.S. academic (majority would be one to two year specialized training programs)
- (b) 1000 trained through short courses in the U.S. or in-country

Project Components

- (a) interministerial project coordinating committee to be formed and made operational
- (b) Tanzania project liaison officer to be hired and paid from project funds.
- (c) TDY technical assistance for helping Tanzanian project liaison officer in his duties in project coordination, monitoring and evaluation.

Inputs

- U.S. Tech Services -
- (a) 127 person-months of TDY tech assistance (short term)

Tanzania Tech Services

- (a) 180 pm long term
- (b) 60 pm short term

Commodities

- (a) approximately \$390,000 for purchase of vehicles, POL, vehicle rentals, office equipment, training materials.

REVISED PP

Budget

\$5.269 million

Duration

2 years

Training Plan

- (a) 66 Long term U.S. academic (all B.Sc., M. Sc. or Ph.D.)
- (b) 8 trained in U.S. in short courses; 50 trained thru in-country short courses.

Project Components

- (a) interministerial project coordinating committee to be formed and made operational
- (b) Tanzania project liaison officer to be hired and paid from project funds.
- (c) U.S. project advisor to be hired (full time) to assist the Tanzanian Project Liaison Officer carryout his duties in project coordination, monitoring and evaluation; also TDY technical assistance to help supplement needed assistance, as required.

Inputs

- U.S. Tech Services
- (a) 24 pm long term
- (b) 36 pm short term

Tanzania Tech Services

- (a) 72 pm long term

Commodities

- (a) approximately \$50,000 for purchase of vehicles, rentals, office equipment, training materials

GOT Resources

Approximately \$4.6 million for salary support for participants in training; operation and management of training centers; salaries of Tanzanian support personnel; and recurrent costs

Participant Training

- (a) approximately 950 person years of long term training
- (b) approximately 250 person years of short term training

Outputs

- (a) 207 Tanzanians trained in the U.S. on long-term basis
- (b) 100 Tanzanians trained on short term basis in U.S. and in-country
- (c) Project Coordinating Committee formed, operational and recognized by TanGov

GOT Resources

Approximately \$1.2 million for salary support for participants in training; operation and management of training centers; salaries of Tanzanian support personnel; and recurrent costs

Participant Training

- (a) 218 person years long term training
- (b) 20 person years short term training

Outputs

- (a) 66 Tanzanians trained in U.S. on long term basis
- (b) 58 Tanzanians trained on short term basis in U.S. and in-country
- (c) Project Coordinating Committee formed, operational and recognized by the TanGov
- (d) National Training Plan for Agriculture and Rural Development completed and approved by TanGov

Agriculture Education/Extension

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Ag Ed/Extension	1	M.Sc.	MATI, Ukiriguru	No trained Tanzanians at this level. Required to lead curriculum development activities for training large numbers of Tanzanians to work at village level.
Ag Education	1	M.Sc.	MATI, Nyegezi	Only one trained Tanzanian at this level, insufficient to design and implement curriculum in critical areas of irrigation and agro-mechanization.
Ag Extension	3	M.Sc.	One each for Kili-manjaro, Ruvuma and Mbeya regions.	Only one Tanzanian Regional Agricultural Development Officer trained to this level. Require similarly trained individuals for each of 20 regions. These individuals will return to work in the highest priority regions.
	4	B.Sc.	One each for Tabora, Kigoma, Mwanza and Shinyanga regions	
<u>Crop Development/Production/Protection</u>				
Horticulture (Research)	1	Ph.D.	ARI - Tengeru	No under- or post-graduate trained Tanzanians in horticulture. No capacity at present in government to assist farmers with vegetable gardening problems. New Horticultural Institute to be opened at Tengeru relying initially on expatriate scientists. No training or extension capability at present.
Horticulture/ Extension	2	B.Sc.	MATI, Tengeru	
Horticulture/ Research	1	B.Sc.	Uyole Agriculture Center, Mbeya	

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Rice Breeding <u>1/</u>	1	M.Sc.	ARI - Ilonga	No trained Tanzanians in rice breeding. Rice is a major demand food item in Tanzania
Root & Tuber <u>1/</u> Production	1	M.Sc.	ARI - Naliendele	Root and tuber production vital in dry areas of the country. No trained Tanzanians now exist. This individual absolutely required to meet research requirements to develop high yielding, pest and disease resistant varieties.
Plant Pathology	1	Ph.D.	ARI - Lyamungu	Only <u>one</u> trained Tanzanian in country, at present insufficient to diagnose or recommend treatment for serious plant disease problems in Northern Regions.
Entomology	1	Ph.D.	Uyole Agriculture Center, Mbeya	No trained Tanzanians in this field. Needed for assistance in both food and cash crops.
Plant Pathology	1	Ph.D.	ARI - Maruku	No trained Tanzanians at present. This person to be located at West Lake, the prime banana growing area in the country. Coffee is second most important crop in the Region.
Crop Production (Grains)	1	M.Sc.	MATI - Ukiriguru	None at this level at any MATI. Needed for critical Curriculum development activities in order to make program more responsive to farmer needs. His/her work would be applicable to all MATI's.

1/ It is planned to incorporate rice and root/tuber components into the on-going USAID/Tanzania supported Agricultural Research Project in the future. The project revision necessary has not been completed, and therefore training cannot begin in these subject areas utilizing project funds. Starting the training now, under this project, will allow for a head start position.

Animal Development/Production/Protection

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Animal Breeding	1	Ph.D.	Livestock Breeding Station, Mpwapwa	Only one trained Tanzanian in animal breeding in the country. Required to work on problems related to breeding for higher milk production, early maturity, beef production and disease resistance.
Animal Parasitology	1	M.Sc.	Central Veterinary Laboratory, Temeke	No trained Tanzanians at present. Livestock disease problems extreme, especially virus diseases in cattle, poultry and pigs. Need to develop capacity for vaccine production. Protozoan diseases, especially East Coast fever and Tripanosomiasis are decimating cattle herds.
Animal Virology	1	M.Sc.	- do -	
Animal Production	1	M.Sc.	MATI, Mpwapwa	No Tanzanian at this level at Mpwapwa. Needs cover teaching responsibilities as well as curriculum design.
Pasture Production	1	M.Sc.	U.A.C., Mbeya	No trained Tanzanians. Proper utilization/development pastures critical to proper development, increased carrying capacity of government-run ranches. TanGov intends establish Pasture Development Institute, but no trained personnel.
	1	M.Sc.	Livestock Breeding Station, Mpwapwa	
	1	B.Sc.	L.B.S., Malya	
	1	B.Sc.	L.B.S., Mpwapwa	
Range Management	1	B.Sc.	L.B.S., Mpwapwa	No trained Tanzanians. Mandate of government to extend techniques to villages for creation of small ranches requires increased level of teaching personnel.
Ranch Management	1	B.Sc.	MATI, Morogoro	
Animal Nutrition	2	B.Sc.	U.A.C., Mbeya	No trained Tanzanians at present. Need is to help peasant farmers convert farm by-products into animal feed, and to work in pasture production and utilization.
Poultry Production	1	B.Sc.	Dar Es Salaam region	No trained Tanzanians. Needed to help develop extensive poultry producers.

Agricultural Marketing/Economics/Agribusiness

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Ag Econ. (Planning)	1	Ph.D.	Ministry of Agriculture headquarters	Needed for sectoral planning activities to implement strategies of decentralization of agriculture research/extension processes.
Marketing, Sectoral Planning	1	M.Sc.	Market Development Bureau	<u>Only one</u> trained Tanzanian at present, insufficient to develop needed capacity in crop estimating and price forecasting.
Marketing Management	1	M.Sc.	Gen. Ag Products Export Corp. (GAPEX)	<u>No</u> trained Tanzanians at present to develop marketing plans/strategies for rural storage of cash crops.
Accounting	1 1 1	B.Sc. B.Sc. B.Sc.	- NMC - GAPEX - LIDA -	Accounting is probably greatest need area facing parastatals. Chief problem areas are budget control, preparation of balance sheets, cost control. Very deficient in numbers of personnel. These trained personnel will return to train other Tanzanians on an in-service basis in their respective parastatals.

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Agricultural Engineering / Farm Mechanization	8	B.Sc.	Two each at MATI's Mbeya, Mlingano, Nyegezi and two to be assigned for curriculum development.	MATI, Nyegezi has 3 trained Tanzanians; MATI, Mlingano, one and MATI, Mbeya, none. Needed to increase capability to train students in agro-mechanics. Present staff insufficient to teach great numbers of students taking diploma courses in agro-mechanics.
Ag Engineering/ Irrigation	2	B.Sc.	KATRIN, Kilombero	Needed to work in small scale irrigation design and construction.
	2	B.Sc.	Iringa Region	Same as above
	2	B.Sc.	Mara Region	Same as above
Soil and Water Conservation/ Management	1	B.Sc.	MATI, Mbeya	Soil erosion problems very severe in Tanzania. They will conduct training in soil and water conservation at MATI's.
	1	B.Sc.	MATI, Nyegezi	
	1	B.Sc.	Singida Region	Will work directly at the Ward/Village level to assist farmers in soil/water conservation management. These regions experience most severe problems in the country.
1	B.Sc.	Arusha Region		
Mechanical Engineering	1	B.Sc.	Central Veterinary Laboratory, Temeke	No trained Tanzanians. Needed to conduct laboratory analysis design/construction simple laboratory equipment.
Chemical Engineering	1	B.Sc.	Pyrethrum Board	No trained Tanzanians. Needed to work on pyrethrum extraction process and its subsequent compounding from various domestic and other uses.

Agricultural Mechanics/Engineering

Subject Area	No.	Degree Level	Location To Be Assigned at Completion of Training	Justification
Food Technology	2	B.Sc.	One each for NMC and Tanzania Tea Authority	No trained Tanzanians at present. Needed for food quality control work.
	1	B.Sc.	MATI, Ilonga	No trained Tanzanians. Needed to teach students in food preservation, storage, nutrition who can then transfer knowledge to the villages.