

CLASSIFICATION PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

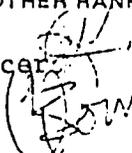
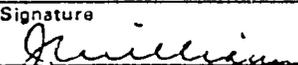
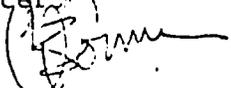
1. PROJECT TITLE Training for Rural Development Project.		2. PROJECT NUMBER 621-0149	3. MISSION/AID/W OFFICE TANZANIA
		4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 81-2	
		<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY 79	B. Final Obligation Expected FY 79	C. Final Input Delivery FY 80	A. Total \$ 6,000,000	B. U.S. \$ 6,000,000	From (month/yr.) 8/79	To (month/yr.) 2/81
					Date of Evaluation Review February 81.	

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., sirgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<p>The recommendations of the project are as follows:</p> <p>1. That AID, the TanGov and the Project Advisor, at as high a level as possible, thoroughly review the in-country, interministerial committee and national training plan components of the project for purposes of making clear-cut decisions as to their future status in Phase II of the project; also, the changes that have occurred in Phase I must be officially documented. It is recommended that this be done via the project implementation letter to which the TanGov indicates its agreement. This is not only a bureaucratic requirement, but is also necessary for proper project monitoring and evaluation.</p>	C. Bonner	April 81.
<p>2. That AID, monitor and insure that a comprehensive information data collection mechanism of sufficient reliability is being developed for the in-country training component of the project. This is critically important for accurately measuring training impact and for refining methodology. We feel major emphasis should be given to this activity over the remaining life of Phase I. Phase II will, of course, build on this to strengthen the process and then expands outward into new villages and perhaps regions.</p>	C. Bonner J. Poley	on-going
<p>3. As long-term participants begin to return to Tanzania it will be important for AID to monitor closely the TanGov's efforts in placing those earmarked for project</p>	C. Bonner J. Poley	on-going

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT		
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify)	A. <input type="checkbox"/> Continue Project Without Change		
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	B. <input type="checkbox"/> Change Project Design and/or		
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify)	<input checked="" type="checkbox"/> Change Implementation Plan		
<input checked="" type="checkbox"/> Project Agreement (PIL)	<input type="checkbox"/> PIO/P	_____	C. <input type="checkbox"/> Discontinue Project		

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval	
R. Gilson, Evaluation Officer		Signature 	
C. Bonner, Project Officer		Typed Name James E. Williams	
		Date _____	

implementation roles into slots consistent with and contributive to the project purpose. Unless the individuals who are carefully selected and trained to carry on the project when donor assistance is withdrawn are required to serve under the project, the chances of project success are greatly diminished.

4. That AID, the TanGov and the Project Advisor in the design of Phase II very carefully review the project in terms of scope and of how to make the in-country training component self-sustaining after donor staff and funding is withdrawn. We feel it is essential during the design of Phase II to define and develop linkages with the proper elements in the TanGov who will be responsible for the project when our support is withdrawn. We also feel it is essential to work out carefully what in the long term is practical and feasible in terms of implementing a village training effort in a country with 8,000 villages.

5. That AID and the Project Advisor, during the design of Phase II, build as much flexibility as is bureaucratically possible into its design so that the project can be as responsive as necessary in dealing with diverse socio-economic environments each with unique training needs and each calling for correspondingly unique delivery modals.

4. Action Officer - C. Bonner Date to be completed - on-going,
J. Poley

5. Action Officer - C. Bonner Date to be completed - on-going,
J. Poley

1 SUMMARY

The Training for Rural Development Project (TRD) was developed as a result of an acute shortage of trained manpower in Tanzania. The shortage was exacerbated by the government's development policy which since the mid-seventies has stressed decentralization and villagization. This policy required a rapid broadening of the human resource base which was accomplished by ministries and parastatal organizations sending their trained personnel to diverse regions, and through the employment of additional, often underqualified staff. The resulting organizational deficiencies created manpower and resource gaps between support divisions (primarily) in the Ministry of Agriculture and Prime Minister's Office and the villages they are meant to serve. The TRD project is intended as the first phase of a two phase effort to help alleviate the Tanzanian manpower shortage. The project focuses on known priority training areas which have been defined by USAID staff, US consultants, Tanzanian leaders and other field personnel as immediately critical for establishing a base from which rural village needs can be met.

Phase 1 of this project was authorized in June of 1979 and was funded for five years at six million dollars. Training under the project was designed to be both U.S. long term (approx \$50 million) and in-country short term (approx \$1.0 million, 2 years only). Actual implementation began October 1979. The project as originally designed includes four major components:

1. U.S. Degree training for 66 Tanzanians in mostly agricultural disciplines. The priority areas for this training are: Agricultural Education and Extension, Crop and Livestock Production, Agricultural Marketing, Economic, Agribusiness, Agricultural Engineering, Farm Mechanization, Irrigation, Food Technology and Regional Planning and Administration.
2. Short course training, both in the U.S. and Tanzania for 283 Tanzanians. The first short courses were to be held in the U.S. for 3 Tanzanians in project implementation, monitoring and evaluation. This was to be followed by a U.S. course for 5 Tanzanians in Training for regional planning and finally by 11 in-country courses in regional planning to be held at the East African Management Institute in Arusha for 275 participants.^{1/}
3. 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 programs.

1/Soon after the project was authorized a series of meetings took place between USAID Mission staff and high level Tanzanian Officials to decide on the exact nature and target of the in-country training component. A strategy reformulation resulted which directed that emphasis of the in-country training should be at the village level rather than the district and regional levels. Even though there is documented evidence that this change was concurred in by both parties. (e.g. memorandums of conversations, bilaterally issued PIO/Ts for technical services related to in-country training) the absence of a more binding document such as PP amendment or a PIL indicating official agreement to the changes has created some difficulties in terms of USAID/Tan Gov responsibilities, and presented problems in evaluating the conformance of actual project activities to those which had been planned.

4. 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.

The project was also set up to make a deliberate effort to integrate women into training, as they play a key role in agricultural development. A special training program was to be designed and directed toward meeting the needs of training for village women. In order to make a firm commitment to the training of women, not less than 20% of all training funds allocated to this project were to be specifically earmarked for the training needs of Tanzanian women. The United Women of Tanzania (UWT) and other appropriate institutions were to be utilized in identifying qualified women candidates.

The current status of the project with respect to each component is described hereunder:

Long-term U.S. training: The long-term component of the project is right on track. Currently 62 of the 66 Tanzanians selected for training are in the U.S. Two more are scheduled to begin in January 1981 and two are still awaiting placement. The identification and selection of participants for this training was carried out in accordance with the PP and the participants are being trained in the proper agriculture and rural administration disciplines agreed upon. In addition, special seminars are being held periodically in the U.S. for the participants to help keep them grounded in Tanzanian conditions.

Short-course/In-country Training: As mentioned, there is in this component of the project considerable discrepancy between what is in the PP and what is actually being done. The focus has changed from regional/district to village level training. This change came about shortly after project authorization at the urging of high ranking officials in the Prime Minister's Office who felt that first establishing a base of awareness and leadership/planning skills at the village level was the quickest and most practical way of meeting the immediate needs of the rural village, and then secondly to move to the wards, districts and regions to conduct training related directly to these actual needs. Given that the project purpose as stated in the PP appears relevant to the new incountry focus, and that this project is considered as the pilot phase of a two phase effort, its ability to be responsive to changes in priorities must be taken into consideration. However, the attention given to effecting these changes through appropriate documentation procedures has been a shortcoming responsible for a good deal of confusion and ambiguities. Our assessment of the appropriateness and effectiveness of the village focused training is based on our limited exposure to and understanding of this activity through interviews and a field trip.

The village level training process currently being tested and developed in 8 villages appears to be of high quality and have excellent potential for assisting the small farmer. Village council members and other leaders in the villages are trained to better understand and carry out their roles as leaders. They are also taught how to organize their activities and time, coordinate their efforts and make decisions on village problems and projects. The training is provided over a six week period, two in the villages and four at a training center in Iringa. Subsequent to this, follow-up trips are to be made to the trained villages to determine progress made and further training needs.

To date the training has progressed to the follow-up stage, which we feel is the most critical. It is at this stage where it would seem absolutely essential

to have a mechanism in place for measuring at least in the short-term the impact of the training on actual development progress in the villages. The project is developing such a mechanism, but it is so far untested. We feel that to be effective the methodology employed must attempt to define clearly within what parameters behavioral changes by villagers and the leaders will take place if project activities are to be judged successful. The training process must be evaluated against indicators of change in the levels of development through comprehensive collection and analysis of selected baseline (already accomplished in the initial pilot villages) and impact data over time. We feel that unless an effective information feed-back system is established and in place, refinements to the training being provided as well as the measuring of actual village progress cannot be made. Project staff and consultants have been working towards these objectives, but it is too soon to predict the outcome. Project personnel recognize that the data collection and information feedback process is in need of improvement and efforts have started in this direction. The questionnaire for the village survey needs to be refined, particularly with regard to the attitude questions, which reflect an approach used in a Kenya survey which is probably not appropriate for Tanzania. Even though production on the collective and household plots is recorded in the survey, thought should be given in questionnaire to what is done and can be done to more accurately measure production to improve the reliability of the change statistics. Moreover, questions aimed at identifying communications and government problems can also be improved upon, and the instrument should have been pretested.

Another concern we have with this component of the project is its scope and how to make the village training process self-sustaining after outside staff and funding have been withdrawn. While many projects deliver services as long as subsidies continue, few are operated in such a manner that, over time, the host government can assume responsibility for these services. Apparently efforts have been made from the start to develop linkages with the proper elements of the local and national government, however it is too soon to determine their sufficiency in assuring that the village training process being developed will at some point become absorbed and carried on by the government. In this particular kind of training effort we also feel that considerable attention must be given to scope. A training effort geared at reaching the masses calls for a massive effort and such an effort cannot be made by the U.S. It must be made and maintained by the TanGov. Implementation of incountry training began in April, 1980 and has made rapid progress. However by the time its pilot efforts end in late 1981, it will have carried out village surveys, two week village interventions the four week residential courses and a series of two-week follow-ups for at most sixteen villages. There are 8,000 villages in Tanzania. Given Tanzanian serious economic problems there is question as to whether the Government is capable of carrying out a training effort of this nature on a large scale or has seriously considered the recurrent support requirements of an expanded program. This must be addressed in phase II.

Interministerial Committee: This component of the project has not functioned as originally designed. A committee was delayed in being formed, and has met only twice; The general feeling of the parties involved at the time of the evaluation was that the committee may not be the right mechanism for advising on project implementation. The problems here are many, but basically involve lack of clarity in its role -- whether an advisory or implementation body and the level of representation from the various agencies.

We feel this project should continue in its efforts to guide the inter-ministerial committee in becoming an effective advisory and planning body. Reportedly, there has been some recent improvements along these lines and project staff now feel rather sanguine about the committee's future.

National Manpower Training Plan: For many reasons, this component of the project is not being implemented as planned. The general feeling is that responsibility for developing a national training plan should not belong to the project, but rather that project experiences and results should feed into a more centralized and institutionalized endeavor. In fact this is occurring, with the Ministry of Manpower Development, who functions as the overall project coordinating institution, taking the responsibility for the Plans development. The TRD project as well as other donor resources are being applied to the effort which is scheduled for completion in 1981. We feel that a national training plan would in all probability make it easier for government structures and procedures to be adjusted to deal more effectively with the requirements of a rural development training program in Tanzania, and that the national plan being conducted by the Ministry of Manpower Development is extremely important and the project should continue in its attempt to feed into this effort.

Women in Development: Good progress is being made in integrating women into this training effort, particularly in the in-country component. Eight out of the sixty-six participants (12%) selected for long-term training are women and this is short of the 20% called for in the PP. However, in the eight villages where in-country training has been conducted the women village council members and other leaders participated fully, and many have been selected to attend the more intensive residential training in Iringa. The proportion of women trainees in this component has been a commendable 25%.

Evaluation Methodology:

The evaluation constitutes the first in-depth evaluation of the training for Rural Development Project. USAID/T is currently in the process of planning an expanded in Phase II effort to this project. Therefore, the primary reasons for this evaluation were: (1) to assess accurately the experience gained to date as well as problems and successes encountered on the TRD Phase I project and (2) to offer substantial recommendations which can be applied to future training for rural development efforts.

The evaluation is based on four days spent in the field divided between the training for rural development center in Iringa and Makoga Villages, discussions and interviews with TRD project staff, TanGov officials and USAID personnel; and reports and documents.

External Factors:

A. Government Reorganization

The TanGov has recently undergone a large scale reorganization, which has resulted in the combining of the Prime Minister's Office and the Ministry of Manpower Development. For the project, the reorganization is seen as a propitious move as key personnel from both of the above Ministries are assigned to and involved with implementation of the project. It is felt inter-ministerial coordination problems should be lessened as a result. Tanzania also has a newly appointed Prime Minister who has a strong background in

community development and has already shown a keen personal interest in the project. It is expected that he will be increasingly supportive of project objectives.

B. The assumptions established during the PP design for the project remain valid:

1. Goals - The TanGov continues to place high priority on rural development efforts.
2. Purpose - While it still too early to determine assumption validity in the long-term training component of the project, under the short-term in-country training element, the TanGov has made special efforts in returning participants to areas related to their training. It is expected the long-termers will be treated in the same manner.
3. Outputs - Qualified participants are being made available and approved for training and the training is appropriate to the needs of the project. The evaluation team was extremely impressed with the competence of the project staff it had the opportunity to meet.
4. Inputs - To date, inputs have been provided in a timely manner.

Inputs :

Only minor problems have been experienced to date in the area of commodity procurement. Three landrovers ordered for the project arrived in a reasonably timely manner along with several shipments of materials and supplies, audio-visual equipment, paper, etc. Unfortunately, some of the latter were lost due to theft in Dar es Salaam Port or the U.S. mail pouch system. It perhaps should be noted here that these losses are becoming increasingly disruptive to the overall Mission program and steps need to be taken to minimize this kind of thing in the future.

All of the short-term consultants, with the exception of one, have been able to contribute to the development of the project. The selection, processing and replacement of participants has proceeded very smoothly. This is due in great part to a sensitive and excellent planning effort by USDA.

The TanGov has held to its commitments regarding resource input. Qualified personnel were assigned to the project, salary support is being provided to them, as well as to the participants, and the physical facilities for a training center have been found and it is being adequately staffed and maintained.

One financial bottleneck which has arisen involves the release of funds for local travel and expenditures. The project was initially designed to handle payments for training vouchers on a regional basis. However, now that the focus has changed and training is being carried out at the village level, accommodation needs to be made for handling a large number of smaller expenditures. Although tedious, this problem is being addressed and hopefully will be resolved in the near future. The AID Mission also experienced a large staff turnover during this period, including the Mission controller, and it is felt these changes may have delayed consideration of and attention to this problem.

Finally, due to a high Mission turnover rate, which occurred over almost the entire ten month period of this project's implementation, five different AID

project officers have been assigned to monitor this activity. This excessive changing of responsibilities from one individual to another has resulted in documentation gaps, which need to be filled as quickly as possible to meet bureaucratic requirements and for proper monitoring and evaluation.

Outputs

A. Degree trained Tanzanians in the U.S.

The PP established the following breakdown for this element of the project: Training for 40BS, 20MS and 6PhD long-term participants. To date all 66 participants have been selected and are receiving the following degree training: Ministry of Agriculture - PhD - 7, MS-15, BS-38; Prime Minister's Office - MS-6.

B. Non-Degree trained in U.S. and Tanzania

Under this component of the project the focus has changed from district and regional level training which was to take place at a management training Institute in Arusha to Village level training conducted in Iringa and select villages.

To date, in accordance with the PP, 3 Tanzanians assigned to assist in project implementation from the Prime Minister's Office Ministry of Manpower and Development and Ministry of Agriculture have received short-term training in the U.S. Two remain with the project and are assisting in project implementation. One has been taken off the project for performance reasons. A replacement has been assigned to fill in his place.

Ten Tanzanians, selected from the Prime Minister's Office, rather than the five originally planned, have received short-term training in U.S. Seven remain with project and are involved in village level and residential training. Two have been lost to attrition and one is on maternity leave. The latter is expected to return to the project.

Leaders from eight villages, predominantly council members, totaling approximately 240 people have received leadership and problems-solving training in their villages and approx. 120 of these individuals were sent to Iringa for more intensive village project action training at the Training for Rural Development Center.

Plans are in the making for expanding this training to include 8 additional villages. The plans also include the training of an additional 15 trainers. The trainers would receive part of their training in the U.S. and part in Tanzania.

A number of strengths and weaknesses were noted by the evaluation team under this important project component. They are listed hereunder for purposes of consideration during the design of Phase II.

1. Strengths:

a. Ultimate beneficiaries - The project is concerned with the production and income of the rural poor who constitute 90% of population and whose agricultural activities account for 40% of the GDP. The selection of target group is obviously the right one, and the project's techniques for affect-

ing the behaviour of this group is unusually direct.

b. Training Methodology - While we feel the training methodology needs to be much more fully worked out, the general approach (participatory, village focused) seems right. The training begins with basic village problems concerning communication, leadership, cooperation and general approaches to problem solving and planning. It later moves on to more specific and technical problems of agricultural production. It is the second phase which now needs to be more fully worked out - recognizing that problems of organization and government invariably accompany the so-called technical problems. The concepts being used to date (identification of problems, analysis, the distinction between root causes and symptoms, re-definition of problems, solutions, projects, resources, etc) are excellent additions to the village leaders management skills, and the audiovisual and game techniques are also good. It would appear that the approach used to date has been successful in maintaining the interest and attention of the trainees.

c. Capability and Performance of GOT Officials - Based on our observations while in Iringa and Makoga Village during the evaluation we would call the work and infer that the capability of key trainers selected and trained under the project is outstanding. Whether this leadership can be counted on throughout the project, or on leadership as strong, must be an important consideration; for without it, the project would be less likely implemented successfully. Due to the interest shown in this project from those at high levels of government, there is good reason to believe that efforts to attach high quality personnel to the project will continue and will be successful.

d. Chief of Party's Relationship with GOT Officials - The Chief of Party has been able to develop excellent rapport with key individuals on the TanGov side. This has helped the project immensely. If the project is expanded to cover more technical areas, particularly agriculture, it will be important to assure that similar working relationships will be associated with this new expertise.

e. Rolling Design - A project of this nature, i.e. pilot and experimental, requires as much flexibility as possible so that shifts in emphasis when required can be carried out and documented in a rapid manner. This flexibility must be made clear in the design, and redesign should be documented when it occurs.

f. Women in Development - Tanzania has probably done more in this area than most African countries. TanGov insistence that women be represented in the village councils is of enormous importance. During evaluation, the self-confidence demonstrated by one of the women who first said that village council men could be spared for four week residential training during maize planting time, but not the women, and then made a show of accepting her inclusion as one of 15 trainees was evidence of the project's potential role for re-distributing the workload in the village and improving the role of women as producers and beneficiaries.

2. Weaknesses and Concerns

a. Scope and TanGov Support - Considerable attention needs to be given in the design of Phase II to project scope and feasible TanGov village training support. In general, reaching the masses calls for a massive effort particularly when the effort (continued overleaf)

is to reach them directly. This kind of effort cannot be made by the U.S. It must be made and sustained by the TanGov. Whether the TanGov can and will make the effort to provide training on a significant scale beyond what is provided through USAID assistance must be a central consideration.

b. Village Survey - The questionnaire needs improvement and this is being worked on. The attitudinal questions need to be reformulated, as they reflect an approach which proved workable in Kenya, but is probably inappropriate in the Tanzanian village context. Also, the survey does not provide important kinds of information which is needed to measure effectiveness. Since increased production is final goal, what is done and can be done to measure this must be determined.

c. Keeping the Production Goal Paramount - Adult and community development call for strong interest in interpersonal relations. This can draw attention from the more prosaic production goals. Problems of communication and cooperation will need to be dealt with through training continuously, and much of the training itself will need to be extended beyond the three phases specified above. This is all the more reason it will be necessary to keep an eye on the production goals, and to tailor the training accordingly. Phase II must definitely include those additional components.

d. Need to improve the Iringa Center Demonstration Projects - The facilities being used for residential training were originally constructed with AID financing back in the 'sixties as a farmers training and demonstration center. Most of the agricultural demonstration projects were started several years back but are now in varying stages of deterioration, primarily because more recently the center was being used to house other donor financed projects and funds were not available to keep them up. These agricultural projects now need to be upgraded as rapidly as possible, for as one of Tanzanians remarked, "peasants who observe only mediocre quality in vegetable cultivation, dairy, swine and poultry raising at the training center are likely to take the training less seriously". This may call for some input on the US side, perhaps only funding, but perhaps some technical assistance as well.

C. Inter-ministerial Coordinating Committee

An inter-ministerial committee has been formed, however has only met twice. The problems with getting the committee to function effectively seems to stem mostly from the fact that rural development cuts across many traditional sectors and ministerial lines and task of getting the various parties to understand, accept and implement new roles and responsibilities in a coordinated manner is an exceedingly difficult one. Also, the representatives involved are extremely busy people with many other responsibilities.

D. National Training Plan

This output is not being implemented within the project; however, the project intends to provide input into and to utilize the data collected from a national training plan being conducted by the Ministry of Manpower Development.

Purpose

The purpose of this project is, "To train a selected number of Tanzanians for strengthening the TanGov's capability to implement its rural development

policy".

Considerable progress has been made toward achieving the project purpose: 62 participants are in the U.S. receiving long-term degree training. They will start returning in the near future and will help alleviate Tanzanians manpower shortage by filling gaps in priority development areas. On the in-country training side, 13 Tanzanians have been sent to the U.S. for special training, all have returned and 10 remain with the project. Nine (one is on maternity leave) are now intimately involved in the planning and implementation of the village level training element of the project. To date, approximately 240 villagers from 8 villages have received training under the project.

Goal

The program goal is, "To increase farm income levels and social services to the rural poor in Tanzania".

As the project is still in its early stages, it is too early to measure project contribution to program goal achievement. It is expected, however, that as the training progresses, particularly the in-country village level training, villages will improve their capacity to select, develop and implement better agriculture production and other development projects. They will also be better able to understand and carry out their roles as village council members thereby improving the services offered in their villages. What also is important here, however, and must be worked on under the project is developing an effective mechanism for measuring the above.

Beneficiaries

The primary beneficiaries are the selected participants who are being trained under the project. The ultimate beneficiaries will be the farmers. The participants trained under this project should be able to multiply their training by training others. They should also be able to perform better in their work and bring innovative practices to their jobs, thus gaining more effective results. Villages should obtain better services from the extension and other technical personnel who have acquired improved skills. Village council personnel should give more efficient services to the villagers through improved managerial and administrative skills and ultimately farmers should be able to improve their own skills. Hopefully, the villagers and their leaders will undergo attitudinal as well as behavioral changes 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.

Unplanned Effects:

The project is receiving close attention by several of the highest offices in the country, including the Prime Minister himself. This keen interest is of course, commendable and increases the chances not only of continued Government commitment to the project and to an expanded phase II but also to its prospects for applying the necessary quality resources to the entire effort.

Lesson Learned:

One lesson already in this project is the need for flexibility. Information and good intentions will not help a project locked into a rigid and poorly designed format. Flexibility is required, not to change overall objectives, but to change approaches, organizational vehicles, types of training modes

etc. , until solutions to problems are found which are proven and accepted by small farmers in the area.