

## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

(Morogoro Ag College)

PROJECT COMPLETION REPORT

(Finance Summary)

I. PROJECT: Agricultural College (Tanzania)PROJECT NO.: 621-11-110-044LIFE OF PROJECT:

	(FY) <u>BEGAN</u>	<u>END</u>
Obligations:	<u>1962</u>	<u>1969</u>
Expenditures:	<u>1963</u>	<u>1970 (est.)</u>

II. TOTAL US CONTRIBUTIONS:a) BY FISCAL YEAR FOR LIFE OF PROJECT: (\$000)

	<u>Net Obligations</u>	<u>Expenditures</u>
FY 1961		
FY 1962	<u>784</u>	<u>-</u>
FY 1963	<u>--</u>	<u>89</u>
FY 1964	<u>24</u>	<u>160</u>
FY 1965	<u>127</u>	<u>105</u>
FY 1966	<u>121</u>	<u>359</u>
FY 1967	<u>80</u>	<u>232</u>
FY 1968	<u>201</u>	<u>167</u>
FY 1969	<u>33</u>	<u>185</u>
TOTAL	<u>1370</u>	<u>1297</u>

b) BY INPUTS FOR LIFE OF PROJECT: (\$000)

Personnel	<u>470</u>	<u>470</u>
Participants	<u>488</u>	<u>415</u>
Commodities	<u>193</u>	<u>193</u>
Other	<u>219</u>	<u>219</u>
TOTAL	<u>1370</u>	<u>1297</u>

\* Unliquidated as of 6/30/69 \$73,000

UNCLASSIFIED

SECURITY CLASSIFICATION

AID 1020-25 (7-68)

**PROJECT APPRAISAL REPORT (PAR)**

(U-446) See M.O. 1026.1

SECURITY CLASSIFICATION

*Unclassified*

001 PROJECT NUMBER

621-11-110-044

15A

3795

002 PAR

MO. DAY YR.

003 U.S. OBLIGATION SPAN

004 PROJECT TITLE

AS OF:

FY 69 Thru FY 69

005 COOPERATING COUNTRY - REGION - AID/W OFFICE

000209

TANZANIA

7737

AGRICULTURAL COLLEGE

6210044

**006 FUNDING TABLE**

AID DOLLAR FINANCING OBLIGATIONS (\$000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1969)	1,370	965	-	-	470	243	245	162	31	-	219
PROPOSED OPERATIONAL YEAR (FY 1970)	-	-	-	-	-	-	-	-	-	-	-

CCC VALUE OF P.L. 480 COMMODITIES (\$000)

Thru Actual Year :

Operational Year Program :

**007 IMPLEMENTING AGENCY TABLE**

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

TYPE CODE b	TYPE CODE c	a. IMPLEMENTING AGENCY	TYPE CODE		d. CONTRACT/PASA/VOLAG NO.	e. LEAVE BLANK FOR AID/W USE
			b.	c.		
1. U.S. CONTRACTOR 2. LOCAL CONTRACTOR 3. THIRD COUNTRY CONTRACTOR 4. PARTICIPATING AGENCY 5. VOLUNTARY AGENCY 6. OTHER:	0. PARTICIPATING AGENCY 1. UNIVERSITY 2. NON-PROFIT INSTITUTION 3. ARCHITECTURAL & ENGINEERING 4. CONSTRUCTION 5. OTHER COMMERCIAL 6. INDIVIDUAL 7. OTHER:	West Virginia Univ.	1	1	AID/afr-527	

**PART I - PROJECT IMPACT**

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

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

- (1) overall performance and effectiveness of project implementation in achieving stated project targets;
- (2) the contribution to achievement of sector and goal plans;
- (3) anticipated results compared to costs, i.e., efficiency in resource utilization;
- (4) the continued relevance, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

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

**Clearance:** 008 NARRATIVE FOR PART I-A (Continue on form AID 1020-25 I as necessary): Morogoro College was initially

conceived in 1959 when the Govt. of Tanganyika (now Tanzania) decided to establish its own Diploma level Agricultural College. The College was launched in 1961 on a 815 acre site at Morogoro with assistance from a \$300,000 Rockefeller grant for partial construction costs.

MISSION DIRECTOR APPROVAL

SIGNATURE

Charles J. Nelson, Director

DATE

Drafter: EDU:NTMyers

SECURITY CLASSIFICATION

1-19-70

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621-11-110-044

## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

In 1962, AID negotiated a contract with West Virginia University to provide long range assistance for the College centered in basic institution building. AID also provided a capital development loan in the amount of \$1,250,000 for College construction which began in 1965 and was completed in 1967. Subsequent developments led to the graduation of its first class of diplomates in 1967, its second class in 1968, and the third in 1969.

*copied from initial PAR*

This PAR incorporates the following summary of Project activities and accomplishments prior to the report period.

Highlights of Project Background, Accomplishments and Activities  
1959 - 1967

	<u>Date</u>
1. TanGov decision to establish Agriculture College	1959
2. Rockefeller provides \$300,000 grant to College	1961
3. Contractor (West Virginia) conducts AID funded preliminary survey	1961
4. Negotiated contract AID/W.V.U. long-range assistance	1962
5. TanGov acquired 815 acre site for College	1962
6. First group of 17 Tanzanians sent to W.V.U. for training (3 M.S. and 14 for Diploma)	1962
7. Contractor provides two short-tour consultants for planning College plant design	1962
8. TanGov began development of teaching farm	1963
9. USAID provides Capital Development loan for College construction	1963
10. Redesign of College Plant and facilities began	1963
11. Sixteen Tanzanians sent to W.V.U. for two-year diploma training (Field Officer Staff)	1963
12. Preliminary plan for curriculum, staff and operation	1963
13. Contractor provides two consultants (COP and Advisor) to Ministry of Agriculture	1964
14. TanGov Parliament enacts legislation creating college governing council	1964
15. First year courses of study completed	1964
16. Building design completed and bidder approved	1964
17. Twenty-eight Tanzanians sent to Uganda for two year diploma course	1964
18. Construction on College Plant begun	1965
19. First group of 17 Tanzanians return from W.V.U. (3 with M.S. and 14 with Diploma). Also second group of 16 returned with diploma	1965
20. TanGov establishes and appoints college governing council	1965
21. Acting Principal (Baughman COP) named for College	1965
22. Contractor posts 5 instructors to college staff	1965
23. College begins first session in temporary facilities with fifty-five enrolled	1965
24. Netherlands Govt. contributes \$700,000 for further college cost	1965
25. College equipment and materials assessed and procured	1965
26. Second year courses of study completed	1965
27. Twenty-eight participants completed diploma course in Uganda	1965
28. Estimated completion of construction extended 6-9 months (Dec)	1965
29. College begins second session	1966
30. Working Party conducts study and assists in long-range plan	1966

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ACTIVITIESDate

31. Bulk of equipment and materials received	1966
32. Other donors (Netherlands, UAR, WHO) provide additional staff	1966
33. Final completion date for college construction set for May, 1967	1966 Oct.
34. Tanzanian returned participant installed as Principal	1966
35. College Organizational Plan completed and implemented	1966
36. Third year courses of study completed	1966 Dec.
37. College begins third year session	1967 Jan.
38. New resident/Liaison Officer arrives (Holmes)	1967 April
39. Construction completed and new campus occupied	1967 July
40. College farm shop completed and in operation	1967
41. College farm machinery inventory and utilization plan enacted	1967
42. Physics Lab organized and in use	1967
43. Agronomy and Biology Labs near completion	1967
44. Records and Management plan for college farm developed	1967
45. Applied research in farm animals and soil conservation begun	1967
46. Second phase construction begun (Netherlands Govt.)	1967 Oct.
47. Plan developed for student co-curricular practical work activities	1967 Aug.
48. College graduates first class of 57 diplomates	1967 Dec.
49. College graduates second class of 46 diplomates	1968 Dec.
50. College graduates third class of 48 diplomates	1969 Dec.
51. College enrolls 29 degree students	1969 Jan.

(1) Overall performance and effectiveness of project implementation in achieving stated project targets:

AID, through a contract with W.V.U. made satisfactory progress in achieving the overall purpose and specific activity targets set for this project. The contract and project was successfully terminated on schedule in FY-69.

Project implementation throughout the history of the project has proceeded with no substantive alteration in original purpose or need for major remedial actions. The course of action has required periodic adjustments resulting in a reduction of total contract technicians and a shift from a COP to a Liaison Officer. An 18 month construction delay necessitated additional adjustments and prolonged use of temporary and inadequate college facilities. In these and other problems encountered, satisfactory measures were utilized to enable continued progress in achieving project purposes.

The five specific output targets established at the outset (see part IB) were realistically conceived in terms of achievability with available resources. The targets relating to diploma level manpower requirements proved to be consonant with Tanzania's needs at this level.

This project has established Morogoro College as an institution with a physical capability of meeting Tanzania's training needs for its agricultural field officer force. The College, while not fully mature, is showing significant growth and

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development towards institutional maturity. The College has demonstrated its ability to meet desired outputs by graduating 57 diplomates in 1967, 46 in 1968, and 48 in 1969. Based upon initial indications of satisfactory performance of the first graduates, the Mission believes that the curriculum and instructional program of the College are adequately focused on the pertinent agricultural training needs of Tanzania at the diploma level.

The curriculum comprises five broad areas of study; namely (1) Agronomy, (2) Animal Husbandry, (3) Agricultural Economics and Sociology, (4) Agricultural Engineering, and (5) Agricultural Biology. These five areas include 27 courses of study requiring 3,128 clock hours instructional time to be completed in the three year diploma program. It is planned to add a program of agriculture teacher training by 1971.

The total curriculum contains an emphasis of formal academic studies with some practical student work experience on the college farm and in the laboratories. The first year provides some practical experiences with a major emphasis on academic courses in the latter two years. However, practical farm work experiences are integrated to some extent throughout the entire 3-year program. Emphasis on practical experience is essential to overcome the traditional reluctance of students for manual work and to provide the essential farm skills normally expected of students prior to formal study in agriculture.

College management originally in the hands of the W.V.U. contract team was gradually transferred to Tanzanian leadership. One hurdle developed when contract COP relations with local staff deteriorated and necessitated the shift to a more flexible arrangement with a Liaison Officer replacing the COP concept. This new position was filled by a competent and effective technician who rebuilt team morale and relations with the College Principal and local staff.

The U.S.-trained Tanzanian College Principal and the Liaison Officer were successful in introducing the team approach in college planning, resulting in significant steps toward a needed esprit de corps. Faculty and staff took additional initiative in course revisions, constructing teaching aids and in generating student activities and action research.

Essential College staff was provided by W.V.U. in the beginning of the project and subsequently through a combination of U.S.-trained participants and instructors furnished by other donors (Dutch-4, WHO-1, and UAR-1). The U.S. team level decreased (from 6 instructors in 1965 to 3 during the latter part of 1968) and through 1969. College staffing for 1968-69 included the following:

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<u>Positions</u>	<u>Nationality of Staff Members - 1968-69</u>			
	<u>Tanzanian</u>	<u>American</u>	<u>Other Donor</u>	<u>Total</u>
1. Administrative	1	-	-	1
2. Office and Sec.	5	-	1	6
3. Food and Services	1	-	-	1
4. Maintenance	3	-	1	4
5. College Farm and Shop	1	-	-	1
6. Agronomy	3 (2)*	1 (0)	5 (3)	9 (5)
7. Animal Husbandry	2	-	2 (1)	4 (3)
8. Agricultural Economics	1	1	-	2
9. Agricultural Engineering	-	2	-	2
10. Agricultural Biology	1	1 (0)	-	2 (1)
<b>Total:</b>	<b>18 (17)</b>	<b>5 (3)</b>	<b>9 (6)</b>	<b>32 (26)</b>

\* Number in parenthesis reflect reductions during the year and indicate the number <sup>at post</sup>/<sub>at end</sub> of the year.

The AID/W.V.U. contract, signed in 1962, specified a team strength of 10 resident contract technicians to be assigned to the College. Construction delays, however, necessitated that this number be reduced in accord with actual staffing needs. Peak team strength reached a total of six U.S. technicians in 1965. From July, 1966 through August, 1968 the number was reduced to five U.S. instructors and further reduced to three members during August-December 1968. W.V.U. has provided a total of 9 resident U.S. instructors and staff to-date including COPs and a Liaison Officer.

With assistance from other donors and the return of 3 U.S.-trained Tanzanian participants, the College achieved adequate staffing during 1968 for the first time. Previously, College staff, mainly composed of U.S. and other donor instructors, was sufficient to perform only the basic classroom functions and minimal management and advisory services required for College operation. The desired Advisory and consultative Services specified in the contract and essential to effective institutional growth was neglected. During 1968-69, however, the College was able to make some progress towards overall institutional development.

Projections for future staffing are not so bright. Three instructors provided by other donors departed in late 1968 and one of the five U.S.-trained participants assigned to the staff was transferred to a position in the Ministry of Agriculture in December, 1968. Also, the four additional U.S. instructors proposed in the FY 1970 FBS have been discontinued. Unless some of these vacancies are filled, the College will be required to revert to the "tight-scheduling" and increased instructional loads so characteristic of its past. Furthermore the influx of degree members will mean increase in <sup>quality</sup> as well as quantity.

Participant training has proceeded at a slow pace, due mainly to the continuing unavailability of qualified Tanzanian candidates for training. The following table

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indicates progress made to-date in participant training and shows projected estimates for essential college staffing of the diploma course through 1971:

A SUMMARY OF COLLEGE STAFF PARTICIPANT TRAINING SCHEDULE

<u>Field of Study</u>	<u>Training Status</u>			<u>Type Degree</u>			
	<u>Returned</u>	<u>In Training</u>	<u>Programmed for 1969*</u>	<u>Total</u>	<u>BS</u>	<u>MS</u>	<u>Total</u>
1. Agronomy	1	2	1	4	0	4	4
2. Animal Husbandry	1	1	1	3	0	3	3
3. Agric. Econ. & Soc.	2	2	2 Ext. 1 Soc.	7	0	7	7
4. Agric. Engineering	0	3	-	3	0	1	3
5. Agric. Biology	1	0	0	1	0	1	0
				Ethiopia <sup>2</sup>			
<b>Total:</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>18</b>	<b>2</b>	<b>16</b>	<b>18</b>

\* See FY-70 PBS for job descriptions of proposed participants.

Having previously indicated the successful progress in the achievement of overall project purpose and targets to date and the termination of the project on schedule in 1969, the Mission recognizes that the continued impact and further relevance of this project is in the successful development of a degree program which began in July, 1969. Further comments and recommended actions are provided in Part IV.

(2) The contribution to achievement of sector and goal plans:

Mission programming is conducted within the guidelines of the E.A. Regional Council. In keeping with these guidelines, this Mission is endeavoring to provide assistance to Tanzania which is consonant with the development priorities set out in the nation's development plans. These priorities now comprise three essential development areas: Rural Development, Education, and Transportation. The development of Morogoro Agricultural College is directed toward two of these priorities; namely, Rural Development and Education.

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

See Part IV A.

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PROJECT NUMBER

621-11-110-044

PART I-B - PROJECT EFFECTIVENESS

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

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	3. ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	5. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL		
(1)	<u>To Graduate 50 Diplomates Annually by 1969</u>  Fifty-seven students were graduated in 1967 and assigned to scheduled Ministry positions. Forty-six students received diplomas in 1968, all of whom are to be assigned to Ministry posts. Preliminary indications of job performance of first graduates are positive and satisfactory.	151	50	48	151	151
(2)	<u>To Establish Effective Administrative And Academic Capabilities</u>  A thorough institutional evaluation of the College has not been made but the Mission shares the optimistic view of most Tanzanian officials that the College has achieved satisfactory growth in overall institutional maturity. The College is administered as a faculty of the University College, Dar es Salaam by a fully operational Board of Governors. Instructional policies and standards are established by an academic board and administered by the Dar es Salaam University Principal. The College is served by a competent U.S. trained Tanzanian Asst. Dean and the staff is composed of 11 Tanzanians, 3 Americans, 4 Dutch, 1 PAO and 1 UNR instructors. The College is capable of accommodating 250 resident students at present with current expansion plans by the Netherlands Govt. to increase this capacity to 450 resident students by 1970.					
(3)	<u>To Develop a Three-Year Diploma Curriculum</u>  Twenty-eight courses of study have been developed requiring 3,128 clock hours instructional time during the three year diploma program. Each week students are required to attend 20 hours of formal instruction and 12 hours in practical work experience. This balance between academic and practical experience is believed, by the Mission to be achieving the desired competence essential to job performance of Tanzanians field officer force. No job analysis of field officer responsibilities is available for definite measurement, however.	28	28	28	28	28

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		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30		6. PROJECTED TOTAL FOR PROJECT LIFE
			a. PLANNED	b. ACTUAL			
	(4) <u>To Provide Participant Training for College Staffing</u>  Five participants are now serving on the College staff and 8 more are in training. Five additional participants were sent for training in 1969. This total of 18 qualified instructors will be required for adequate staffing of the program. The slow pace of this training has resulted in inadequate staffing and constitutes a delay in achieving this target.	5	5	5	7	18	
	(5) <u>To Train 59 Tanzanian Agricultural Field Officer Staff</u>  This target was achieved when 31 participants were trained at W.V.U. and 28 in Uganda during 1962-66.	59	59	59	59	59	



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## PART I-C - Continued

## C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	Y
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	N
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	Y
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	Y
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

015 Efforts by the W.V.U. contract team to ~~introduce~~ modern techniques in teaching were not assisted and were sometimes impeded by instructors provided by other donors to the College. Throughout the project time, these instructors continued to perpetuate the almost exclusive use of the lecture and other traditional approaches which the contract team endeavored to replace.

017 In future projects of this type, additional measures should be taken to assure functional design in construction projects. A & E services were provided by the host government for this AID-funded construction project which caused many difficulties. This circumstance should never be repeated. A brief should be supplied by AID specifying professional standards for floor space per pupil in classroom units, laboratory arrangement, the size and location of toilets, etc. Also the services of an AID resident or regional engineer should be maintained to provide objective assessments of overall progress and workmanship during construction.

018 See 017.

019 A success story would be appropriate.

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## PART II - IMPLEMENTATION REPORT

## II-A - STATUS OF SCHEDULE

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

PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) Complete <del>YES/NO/NA</del> SCHEDULE
	CONTRACT SCOPE OF WORK			
A.	Assist the College in defining its relationship to the cooperating country's overall agricultural program and the existing educational institutions in East Africa.		X	X
B.	Develop and supervise the layout of a teaching farm.		X	X
C.	Develop courses of study to provide practical instruction and research on the teaching farm.		X	X
D.	Provide staff members as faculty and staff for the College who will perform research and extension work during school vacations.		X	X
E.	Assist in determining staff requirements of the College.		X	X
F.	Select and procure specialized instructional materials and equipment for laboratories, visual and audio visual centers, library, teaching farm equipment and furniture and furnishings for contract staff offices and for their housing at the College.		X	X
G.	Provide guidance to the cooperating government's Public Works Department through the Ministry in preparing the site plan and architectural design of the College.		X	X
H.	Train Tanganyikans at the College and in the U.S. for future faculty roles.		X	X
I.	Assist the College and the Mission in the selection of participants for training in the United States.		X	X
J.	Provide, at the Contractor's campus, a specially-tailored two-year Diploma of Agriculture course for approximately thirty participants commencing about September 1963 and each year thereafter.		X	X

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

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

**BLOCK (c):** If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

(a) On schedule	X
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

II-B - RESOURCE INPUTS

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

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

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

2. FACTORS-PARTICIPANT TRAINING

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

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## PART II-B - Continued

## 3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	062 FFF	063 NON-FFF	064 NO COMMODITY ELEMENT			
					072 Control measures against damage and deterioration in shipment.	P
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).					073 Control measures against deterioration in storage.	P
066 Quality of commodities, adherence to specifications, marking.				N	074 Readiness and availability of facilities.	N
067 Timeliness in procurement or reconditioning.				P	075 Appropriateness of use of commodities.	P
068 Timeliness of shipment to port of entry.				P	076 Maintenance and spares support.	N
069 Adequacy of port and inland storage facilities.				P	077 Adequacy of property records, accounting and controls.	P
070 Timeliness of shipment from port to site.				P	078 Other (Describe):	
071 Control measures against loss and theft.						

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

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

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

a. Overall Implementation Performance.

Satisfactory progress was made in overall project implementation activities during the contract tenure. College construction was completed and the campus occupied. All equipment and supplies were procured, delivered and in use. The College graduated its first class of diplomats. Having thus achieved full operational status, the College was able to move forward with more concentration on basic institutional development.

During the period of this report, the College made effective use of staff and instructors. Instructional contact time averaged 16-20 hours for all faculty members. Total staffing was adequate during most of the year and staff turn-over resulted in minimal disruption in the instructional schedule. Three Americans completed tours and were replaced by three incumbent participants in mid-year. The college concluded its most effective year of operation in 1969.

b. Implementing Agency.

In accordance with original project objectives, contractor performance has been satisfactory. It is significant that the contract objectives were concise and specifically indicated the areas of staff supply and participant training. These two prime objectives were well met and technically were all that was demanded of the contract.

Not stated as an objective, but ordinarily expected of institutional contracts, was the purpose of developing a viable institution. It is believed that a greater contribution could have been made along this line had this purpose been carefully considered both by AID and the contractor at the inception of the contract.

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## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

## PART II-B - Continued

## 3. FACTORS-COMMODITIES

## 079 NARRATIVE FOR PART II-B

## b. Implementing Agency - continued

A result of very limited planning by both AID and the contractor has been the assignment of contract teaching staff with interests and abilities confined largely to classroom functions. The development aspects of a service orientated institution involving curricula evaluation and development, staff standards and development, student counselling, co-curricular activities, school community relations, institution finance and physical facility planning and utilization were largely left to ad hoc consideration. Only in the last two years of the contract did an able Chief of Party take action for institutional development opportunities. However, in general, most contract staff lacked the depth perceptiveness, the ingenuity of innovation and the community service motivation for developmental opportunities.

Contractor visits to the project were infrequent and campus backstopping could have been more understanding and more prompt. However, services from the contractor field headquarters in Kampala were promptly and effectively provided whenever the Mission so requested. A significant example of this was the contract consultant services to assist in writing the report, "Agriculture Science for Tanzania Secondary Schools."

While attention to participant training can be considered as satisfactory, there was too much delay in reporting progress and in adjusting programs where such was required. An example of this was establishment of a course in teaching methods for Tanzania students. Repeated and insistent demands of the Mission were finally acted upon after nearly two years of delay.

Reporting has been a consistent weakness of contractor effort. All required reports of the contracting campus officer were delayed. Semi-annual reports were converged into annual reports to bridge the time lapse and even these were late in execution and delivery. The contractor has never provided a time phased work plan. The impression of the Mission has been that the contractor's priority interests were in larger contract operations in Uganda and Kenya. The Tanzania project appeared at times to receive less consideration for qualitative personnel assignment and for campus backstopping.

## c. Participants.

The selection, orientation, U.S. training in agricultural specialities, assignment, and in-service training after return of all participants has been satisfactory. Participants selected were found to be capable and motivated students. U.S. training has been highly effective in technical areas but lacking in essential preparation for teaching tasks. The Mission has made repeated requests both to the contractor's home office and to AID/W that participants be given short, but intensive courses and practice teaching experience as a part of U.S. training with no positive response and appropriate action until the summer of 1969.

Two of the seven returned participants were assigned directly to the Ministry of Agriculture and not to the College staff as scheduled. These participants are performing needed tasks in the field of agriculture constituting ample justification for U.S. training.

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PART II-B - Continued

## 3. FACTORS-COMMODITIES

079 NARRATIVE FOR PART II-B

## d. Commodities

## d. Commodities

The bulk of commodity procurement funded under this project was accomplished directly by AID. The selection, quality and control of procurement and delivery was accomplished without major difficulty.

Construction delays resulted in commodity delivery 10 months prior to completion of campus facilities. Temporary storage was inadequate. Consequently, office and farm equipment deteriorated slightly due to rust but nearly all equipment and supplies were salvaged and put into use upon completion of College construction. Only minor breakage was incurred in glassware.

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## PART III - ROLE OF THE COOPERATING COUNTRY

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

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

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

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

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

Tanzania gave firm support to all major aspects of project implementation. However, the nation was unable to make substantial financial contributions other than current operating budget, providing the College site, and loan commitments for the College plant. Also the nation's supply of qualified candidates for participant training was inadequate. Candidates were usually intelligent and eager to learn but lacking in routine farm skills and experience that normally precedes formal study in agriculture.

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Tanzanian officials initiated effective procedures to achieve optimal utilization and adequate maintenance of project equipment and supplies. For example, ordinary residential electric ranges were inadvisably supplied by AID for the College Cafeteria. The inadequacy of these stoves soon became apparent and excessive deterioration was noted. To resolve the problem, the College repaired the stoves, transferred them to staff residences and purchased additional ranges that were more serviceable for Cafeteria use.

Explanatory NotesItem 082

Manpower requirements for degree level agriculturalists were under-estimated at the beginning of the project. Subsequent revisions of these estimates resulted in a significant modification of the ultimate purpose and end result of the project (See Part IV). Accurate and up-to-date projections would have greatly facilitated more realistic and timely project planning.

Item 088

Generally, the Tanzanian Government provided satisfactory resource inputs for this project with the notable exception of inadequate clerical services for U.S. contract members assigned to the College.

Item 099

Participant training was substantially impeded by the lack of a sufficient number of qualified candidates to enter post graduate agricultural training. Tanzania's degree level agriculturalists have been supplied principally by Makerere College. From this small number each year, assignments were made to local Ministry positions thus leaving few prospects for U.S. training. Also, local government policy requires that each new degree holder must enter service for one year before consideration is given for further training. While professionally justifiable, this policy resulted in a one year delay in the training of urgently needed Tanzanian College staff.

Item 101

The nation has a paucity of trained Tanzanian agriculturalists at the degree level. These upper level positions are now filled predominantly by expatriate staff.

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## PART IV - PROGRAMMING IMPLICATIONS

## IV-A - EFFECT ON PURPOSE AND DESIGN

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

For example, changes might be indicated if they would:

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

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

The Tanzanian Government began a 4-year degree program at Morogoro in July, 1969 to replace the 3-year diploma course. Government thinking is to continue the diploma program for three years concurrent with the degree program during 1969-71.

Some Tanzanian officials would like to transfer the diploma program to another location but money constraints and the inherent duplication of a 2-year certificate, 3-year diploma and a 4-year degree program will probably eliminate this possibility. FAO has been requested and is considering assistance for two 2-year diploma schools.

The Mission is convinced that the conversion of Morogoro College to a degree granting institution is logical and professionally defensible. Tanzania's rapidly increasing agricultural manpower needs at the degree level must be met if the nation is to achieve its increased agricultural production goals.

Present projections indicate the need of over 600 degree level agriculturalists during the period of the nation's Second Five-Year Plan beginning in 1969.

Continued on Page 9A

## IV-B - PROPOSED ACTION

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

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

109 NARRATIVE FOR PART IV-B:

See narrative for Part IV-A above

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Continued from Narrative Section Part IV A

Also, Tanzania expects to replace the more than 100 expatriates now manning agricultural degree level positions. Consequently, the nation will be required to produce more than 700 degree graduates if it is to meet its manpower needs. Thus, Tanzania's commitment to a degree program is not only firm but well founded and the Mission concurs with the nation's decision.

The fact that Tanzania now considers the conversion of the College to a degree institution to be possible and feasible is convincing evidence of the nation's realization of need for high level manpower in Agriculture. The Mission believes that the current 3-year diploma course can be effectively upgraded to a 4-year degree program with the addition of one year of advanced work and other minor adjustments.

The continued relevance of this project, therefore, lies in the ability to effect a successful transition from the diploma to a degree program. This transition must include adequate measures to preserve the practical characteristics of the diploma program. Of prime importance is the practical and functional bias inherent in the diploma course. The Mission, therefore, affirms that the validity of the diploma program has substantive transference value to the degree program which merits AID consideration of future support in select areas.

The Mission terminated this project on schedule in FY 69, rather than pursue a proposed extension of W.V.U. contract services through 1971. This extension indicated in the FY 70 PBS was designed to fill "gaps" in technical specialities that were not included in previous planning. With the impending transfer to a degree program, the need for this particular input as a part of this project has diminished. It is assumed that Tanzania will endeavour to reevaluate needs for additive elements in the construction of the degree curriculum.

Tanzania will probably require considerable external assistance in the establishment of the total degree program. To-date, the USAID has received no formal request and would view such a request, if received, solely on its own merits. The Mission's primary concern is limited to ensuring that the valid achievements of Morogoro College are maintained and utilized to enable as great a contribution as possible to the future success of the institution.

The Mission concluded that upon termination of this project in FY 69, the U.S. can best serve the Tanzanian Government by providing assistance in bridging the transition to a degree program. The assistance provided is:

1. The training of five prospective members for staff.
2. To provide the continued services of the former contract liaison officer under a personnel services contract for 24 months.
3. To provide two faculty members on a "topping off" basis.

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4. To assist in the financing under AHEP of additional students at Alamaya Agricultural College.
5. To provide, if requested, terminal degree training for the present Principal of Morogoro College, especially if he is to remain at the College.

This assistance has been incorporated into the Educational Materials and Services Project.

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