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TRAINING FOR RURAL DEVELOPMENT I & II
TANZANIA

FINAL REPORT

Submitted to USDA/OICD/TAD

BY

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TRAINING FOR RURAL DEVELOPMENT I AND II

FINAL REPORT

by

Janet Poley, Project Advisor

I. INTRODUCTION

The Training for Rural Development Projects I and II were implemented by the U.S. Department of Agriculture, Office of International Cooperation and Development. USDA's involvement in both projects dates back to 1978 when Dr. Poley was asked to assist in the development of the Phase I Project following the visit of President Julius Nyerere to the United States. During former President Nyerere's visit he requested USAID assistance in the area of human resource development, particularly as related to increasing agricultural and livestock production in Tanzania.

In July 1979 the Phase I Project was approved by AID/W for five years at a six million dollar level. Phase I focused largely on long-term degree training to assist the agricultural sector and pilot testing some new approaches to incountry rural development training.

Project implementation began in October, 1979, as Dr. Poley became the Project Advisor and three Tanzanian implementation officers traveled to the U.S. to assist in placement efforts for the long-term trainees. During this period strategic discussions were also held about possible approaches to incountry training development.

In February, 1980 Dr. Poley departed for long-term resident assignment in Tanzania, the first group of Tanzanian long-term trainees departed for U.S. in January and with the assistance of short-term USDA identified consultants initiation of incountry training design efforts began.

TRD was not the first U.S. human resource development effort in Tanzania. In many respects TRD was a culmination of earlier USAID efforts that had begun there in the 1960s. Many of the key Tanzanian project implementors had been American educated as part of USAID's involvement in Community Development, the Agricultural Manpower Development Project, the Masai Range Management Project, the Agricultural Education and Extension Project.

After evaluations of both the long-term training and incountry training initiated under TRD I, the Phase II Project was approved in September, 1981. TRD II was approved at an 18.5 million dollar level and was to continue through

FY 1987. Phase II was to develop a model rural development training system in five high production potential regions of Tanzania (Iringa, Mbeya, Ruvuma, Rukwa and Arusha), improve management capability in these regions and assist with additional short-term and long-term U.S. training as required to meet the country's rural development needs.

All USAID and Tanzanian evaluations of the Project judged it to be highly successful. However, certain circumstances were created over the life of TRD that reduced USAID financing, shortened the life of TRD II, extended the life of TRD I. (TRD II will close April 1986 and TRD I will close in September, 1986). 1985 was a very difficult year for the Project, but with Dr. Poley's departure in January, 1986 it appeared that TRD would be institutionalized in the Tanzanian system, with the Ministry of Community Development coordinating the TRD program and over time extending the efforts from a five region focus to a national effort.

In addition, following Dr. Poley's departure, former President Carter accompanied a Japanese entrepreneur to Tanzania and plans were developed for a five year program to assist Iringa, Mbeya, Ruvuma and Rukwa regions to continue efforts toward increasing agricultural production. Reports back from Tanzania indicate that TRD villages in the four regions will become the base for this new initiative.

I. TRD GOALS, PHILOSOPHY AND METHODS

Goals

Training for Rural Development has as its primary goals increasing agricultural and livestock production and improving the quality of life in villages in Iringa, Mbeya, Ruvuma, Rukwa and Arusha Regions.

To assist in achieving these goals TRD is attempting to establish a model rural development training system that is multi-disciplinary in scope, need and problem focused and accompanied with systematic follow-ups to assess progress.

Philosophy and Approach

TRD was designed to assist the Tanzanian Government in achieving its stated development philosophy of self-reliance and peoples' participation. The village is the primary focus of attention in the Project and TRD trainers and managers are attempting to empower villagers to identify and learn to solve their own problems and to better manage the affairs of their communities.

To accomplish this TRD has used a systems approach working at village, ward, district, regional and national levels with all those that must manage and cooperate in assisting villagers to achieve rural development.

A developmental process view of rural development is used, recognizing that rural development takes time and that creativity and flexibility are required to achieve the end results. All TRD activities are based on needs assessment so that training programs are designed after identifying the felt needs and problems of those to be trained. Follow-up and assessment are done to assist villagers and managers in implementation, identify new training needs and to determine how training programs can be improved.

Team Building and Networking were essential components of the entire TRD process. It is the project's view that groups of people, after identifying common goals and agreeing on steps to be taken to solve problems, can achieve more than individuals and can support each other in the process of implementation. More than 3,000 Tanzanians were involved in Project implementation and more than 15,000 villagers. Participatory leadership and management are emphasized and TRD has followed the assumption that people who work together should be trained together.

Status differences diminished over the life of the projects among rural development workers, with National, Regional, District and Training Center staffs working more equally and

comfortably with each other and with villagers. Listening to the ideas of others and jointly making decisions is emphasized.

Hard Work and commitment to creating change in the rural development system TRD norms developed. Ambitious Action Plans are prepared by those who must implement them (villagers, ward secretaries, district and regional officials) and shared with their colleagues. Satisfaction is achieved as teams are later able to report to others in the TRD system what they have been able to achieve. Support, concern and helpful feedback from others in the project also assisted in goal accomplishment.

II. PROJECT INPUTS: U.S.

Total Financing

TRD I received all the expected grant of six million dollars. TRD II because of 620 and 620Q restrictions received \$4.265 million, rather than the expected \$18.5 million. This TRD II allocation included a \$1.19 million allocation under 617, which also shortened the life of the project. Total USAID financing was \$11.455 million.

Beginning in 1983 TRD began to get substantial assistance from funds generated from the Food for Peace Program. As of December 1985, TRD had been granted 24.6 million shillings from PL 480 funds. In addition, the Tanzanian Government increased its local contribution to the Project and UNICEF contributed to Project implementation.

Considering existing pipeline money, TRD should be in a reasonable financial position until December, 1986, which should allow some time for working out new arrangements with other donors.

Technical Assistance

Long-Term

Dr. Janet K. Poley, Project Advisor (1980-85)
Dr. H. Gene Peuse, Assistant Project Advisor (1983-85)

Short-Term in Tanzania

(A number of these consultants made multiple visits to Tanzania and several also contributed to U.S. short course conducted in the U.S. for various Tanzanian groups).

Bill LeClere, Private Management Consultant

Bettye Harrison Burns, Private Management Consultant
 Dr. Frank Fender, USDA/OICD:Ag Economist
 Dr. John Moland, Southern University
 Ron Morgan, Private Management Consultant
 Sam Comer, North Carolina A & T
 Jake Pfohl, Private Trainer and AV Specialist
 Kathy Alison, USDA/OICD: AV Specialist
 Noel Berge, Thunder and Associates, Micro-Computer
 Charles North, Micro-computer
 Claudia Liebler, Private Management Consultant
 Bo Rezak, Private Management Consultant
 Dr. John Steele, USDA/OICD:Ag Economist
 Jim Toshima, Private Management Consultant
 Garry Thomas, Anthropologist, Ithaca College
 Katherine Heinman, Management Intern, Librarian

Charles North, Computer Consultant

In addition to the names mentioned above Dr. Joan Wallace, OICD Administrator visited the project as did Dr. A.J. Dye, OICD Africa Program Leader.

TRAINING

The Projects provided 95 Tanzanians with long-term degree training with 80 of these trained under Phase I of the Project. The majority of the long term training opportunities were provided in the fields of agriculture and livestock development, with some assistance in the fields of planning, management and natural resource development. These participants also received some specialized short course training in training and management and attended specially arranged Tanzanian mid-winter seminars.

Nearly 150 Tanzanians received short term U.S. training. Four U.S. Training of Trainers courses were conducted for 86 participants to staff the TRDCs, districts, regions, Institute for Development Management and Institute for Rural Development Planning. Twenty four senior Tanzanians participated in a five week Executive Management Training Seminar. Two Tanzanians received indepth micro-computer training, one received indepth audio-visual training and the remaining received technical training in the sectors with which the project was working.

Incountry more than 200 villages have participated in village training activities (these activities are described in the section of the report on village training). More than 15,000 villagers have received one or more trainings.

Forty incountry management training programs were conducted for 721 participants. (A computerized listing of management training participants is in the Coordination Office computer

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including names, locations, sectors and training attended.) Fifteen follow-ups were conducted to provide management consultation and assess results of the training. The early management training programs were conducted with co-training between American and Tanzanian trainers and the later training was conducted by IDM staff.

Five incountry training of trainers programs were conducted by the Project Advisor co-training with Tanzanians and the Assistant Project Advisor. One hundred and seventy-one participants were trained for TRDCs, Regions, Districts, Cooperative College Moshi, Community Development Training Institutes, Institute for Development Management, MATIs and LITIs.

One incountry audio-visual workshop was held training 24 TRD trainers.

Two incountry micro-computer workshops were conducted and additional consultancy provided.

Annual workshops were held incountry for all village trainers in either December or January to provide annual reports on village training progress, develop action plans for the coming year and to received refresher training. Reports from these workshops are on file in USAID.

In country training and consultancy were provided to the staff and village leaders involved in implementing the Mbeya Farm Service Center.

A number of the above mentioned activities from 1983 - 1985 were financed through sources other than direct project money, particularly PL 480 funds. However, project financing provided technical assistance and training materials support.

COMMODITY ASSISTANCE

Commodity assistance was provided over the life of the project to the four TRDCs, to the Mbeya Farm Service Center, Project Coordination Office, regional TRD coordinators, IDM, IRDP, CEC - Sokoine University, and CDTI Tengeru. This assistance included training supplies and materials, office furniture and equipment, kitchen and dormitory supplies and equipment, audio-visual, micro-computer, vehicles and vehicle spare, books, farm and demonstration equipment, and building supplies and equipment.

Sample computer inventories of TRD commodities is attached as is a computer distribution list for incoming USDA commodities not yet on site.

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Procurement sources included Tanzania, Kenya, Zimbabwe and the United States through Chemonics, Franklin Export and USDA.

III. VILLAGE TRAINING ACTIVITIES

INTRODUCTION

Village training is the most important TRD activity. Empowering the villages to identify their own problems, generate possible solutions, develop action plans and implement them is the core of TRD. Villagers are seen by the project as adults with experiences who do things as they do for a reason. TRD trainers act as facilitators to help villagers articulate their needs, give them new skills in management, planning, agriculture, livestock, natural resources, community development, cooperatives, home economics and family planning, and help them over time learn to solve their own problems.

At present TRD is working with more than 100 villages in the five regions.

WHO ARE THE VILLAGE TRAINERS

All village training is done by Tanzanians from the sectors of agriculture, livestock, community development, natural resources and cooperatives. All staff were seconded to the project already having completed certificates, diplomas or BSC degrees in their fields of specialization.

Before beginning work with the project these trainers attended a Training of Trainers course (There have been seven TOT courses since the beginning of the project. Four of these were held in the U.S. The last three have been held in Tanzania. The last two courses conducted were trained by Dr. Poley with Tanzanian co-trainers, so the skill of training new trainers can also be transferred incountry.). TOT involves learning how to help adults learn. It is based on the most modern research about how best to assist adults to gain new knowledge, change attitudes and practice new skills. During TOT trainees are given time to practice acting as a facilitator using their co-trainees as participants. They learn how to base training designs on participant needs, how to use participatory training methods, such as small group discussions, role-plays, case studies, games and exercises.

Trainees receive feedback on their training performance from the trainers and through the use of videotape which is played back to show them how well they performed.

After TOT trainers are assigned either to Training For Rural Development Centers (TRDCs) located at Ruaha, Uyole, Mlale and Monduli, or become Regional or District trainers who are to assist with village interventions and follow-up work.

By having a multi-disciplinary staff problems rural development problems requiring assistance from more than one sector can be more scientifically approached.

WHAT ARE TRDCs?

A Training for Rural Development Center (TRDC) is a residential training facility where villagers from three or more villages can be brought together for training. In addition to classroom and dormitory facilities TRDCs are being developed to include a variety of rural development demonstration projects. For example at TRDC Ruaha, the oldest of the Project's facilities, there are horticultural gardening demonstrations including use of bio-intensive gardening (use of compost and manure), maize, beans and fruit demonstrations. An improved dairy project and new milking parlor are in process. Piggery and poultry projects are operational. For natural resources the TRDC uses the near-by regional forestry unit. They have also re-furbished the fish pond (which was dry when TRD took over) and are establishing a beekeeping project. Oxen are also used by the Center to demonstrate with villagers. A biogas unit was located at the Center by SIDO and UNICEF has constructed an inexpensive attractive house of local materials.

To support the live demonstrations upon which villagers actually work during training the Center has been developing videotape and slide presentations to assist in training. A new audio-visual and micro-computer facility is being built at TRDC Ruaha, along with a new dormitory. Ruaha, which coordinates activities of the other TRDCs, will service other centers in assisting with village data processing and more sophisticated audio-visual development.

TRDC Uyole was the second center to begin operation, it has less land area than TRDC Ruaha, but cooperates with its next door neighbor SKU in using some of its facilities to train villagers, particularly in livestock. Gardening, maize and fruit demonstrations are in place and poultry and forestry projects are being established. New construction will include four additional staff houses, a store and new dormitory.

TRDC Mlale is a very large land area. Gardening and maize projects have been established, as has piggery. The facility for the dairy project is being renovated and dairy animals are being obtained from TRDC Ruaha and with the help of the Ruvuma RLDO. Other projects are in the planning

stages. Additional staff housing will be constructed by the project. A generator has been purchased and wiring of the facilities is nearly complete.

TRDC Monduli, the newest TRDC, is situated on a large farming site including coffee and cattle. Other additional small scale projects are being established this year. New staff housing, finishing the classroom and kitchen are scheduled construction projects.

VILLAGE TRAINING

All Project Regions have a Regional Coordinating Committee (RCC) chaired by the Regional Development Director and including Regional Functional Managers, District Executive Directors and TRD Coordinator for the Region. The RCC chooses the villages to be involved in the project according to established criteria. (The RCC also oversees all aspects of the Project in the Region under the guidance of NCC).

VILLAGE INTERVENTION

After a village has been chosen to join TRD, a team of 3 - 4 trainers go and live in that village for approximately 2 weeks, during which time they conduct a needs assessment survey for baseline and training design purposes. After conduct of the survey, they do the first training with the village around some of the priority problem areas the village has identified. At the end of the training, the villagers select from 12 - 15 of their members (again according to criteria) to attend a one month introductory residential training at a TRDC. Those who attend training are village leaders and progressive farmers. A special effort is made to try to encourage villages to also include women in the group.

INTRODUCTORY RESIDENTIAL TRAINING

This one month training program brings villagers from three to four villages together (whether it is three or four depends on Center capacity). Here according to the earlier identified needs, trainers assist them in learning management, planning, communication, coordination and leadership skills. They learn modern agricultural practices and livestock husbandry, forestry and fisheries, again depending on need. They practice these skills in the TRDC demonstration projects. During the fourth week the villagers sit together and develop an action plan which they will use upon return home to try to solve some of their priority problems. At the end of the week each village presents their plans to the others for comments and feedback.

Slides, videotapes, films, graphics and other teaching aids are also used during the training. When possible field trips to nearby villages are also included.

VILLAGE FOLLOW-UPS

After villagers have returned home they are visited later by TRD trainers to 1) assess the progress they have been able to make in completing their action plans 2) determine what problems they have encountered and identify new training needs and 3) assist them as consultants in solving problems on the spot. Follow-up reports are written and serve to guide future action on the part of TRD, as well as at Ward, District and Regional levels.

TECHNICAL NEEDS ASSESSMENT AND TECHNICAL TRAINING

TRDCs also offer specific technical training programs. Teams from the various sectors visit villages to do a more detailed analysis of their technical training needs in agriculture, livestock, home economics, natural resources, community development and cooperatives. After needs assessment villagers with similar technical problems are invited to another residential training at a TRDC for a more indepth training (usually 2 weeks in length). These technical training programs are followed up in the same manner as previously described.

LINKAGE WITH OTHER ACTIVITIES

NCC and RCCs have decided that when possible and appropriate TRD training should be linked with other projects providing material assistance to villages, so that these material inputs can be better utilized.

Also TRD trainers often serve a communicator linkage role with Ward, District and Regional managers and technicians to help acquire better services to the villages.

IMPACT OF VILLAGE TRAINING

During July and August of 1984 TRD conducted an impact survey of the first 14 villages in the Project. The results were very encouraging. The draft analysis has been prepared and reviewed with Dr. Maeda, IKULU, Dr. Keregero, Director Continuing Education Center, Dr. Mmbaga and Cashmir Nyoni, IDM, as well as TRD Principals and staff. A second draft of the report is nearing completion.

Results indicate that agricultural production has increased nearly threefold for most TRD villages. (This increase has been on both village shamba and individual plots). Agricultural practices such as ground preparation, planting, weeding, spacing, fertilizing (chemical and compost/manure)

have changed. Many more villagers are growing vegetable gardens, which should contribute to both improved nutrition and income. More villagers are raising dairy cattle and doing more intensive poultry keeping.

Several Villages are establishing cash crop production, where it did not exist previously. Villages are experimenting with various work arrangements and incentive schemes - such as tobacco brigades in Kiwera village based on five families working together.

Before TRD the majority of these villages had councils in names only and leadership was very authoritarian. Village participation in meetings has increased with more than 90% of the respondents reporting they participated in village meetings. These villages hold regular meetings, most have a meeting calendar (although it is not always followed), and most appear to know what participatory leadership should be. While leadership problems still exist many more average villagers can now identify the problem, which is the first step toward a solution. More villagers now appear to be taking responsibility for and initiatives in trying to solve some of their own problems, rather than waiting or others to do it.

The responsibility and meaning of Village Government now seems to be firmly established in all 14 villages. Regular meetings are held, the majority keep minutes and there is a high level of attendance at village assembly meetings.

Since village technicians receive TRD training along with the villagers with whom they work, it is interesting to note attitude shifts among those who have been TRD trained. They are much less likely to think villagers are irrational, conservative and unwilling to change and more likely now to collaborate and work with villagers in arriving at solutions to problems.

85% of all the respondents to the survey (both TRD and non-TRD trained) though TRD had contributed to village improvements. More than three-fourths of the non-TRD trained respondents reported learning something from a TRD trained person. (A higher than expected spread effect).

VILLAGE RECORD KEEPING AND INFORMATION SYSTEM

AT TRDC Ruaha computer records are kept of all types of training for each village, names of participants by sex and including the trainers who conducted each activity. Ruaha will keep a master set for all regions and other regions will have computer disks for their regions.

There still remains major computer data inputting with the Village Information System and most recent impact study. It is hoped that perhaps EEC financing and additional assistance for Aida Isinika, TRD micro-computer specialist, plus the incoming computers for TRDC Uyo'e, Mlale, and Monduli will help this situation so that each center can enter its own data and then transmit it by disk to TRDC Ruaha. The purchase of the new hard disk plus new software programs which are much less cumbersome than DB Master will make this job easier in the future.

IV. FARM SERVICE CENTER

Introduction

During the April 1983 Regional Functional Managers training in Arusha, the Mbeya team decided to work on planning to get at least one Farm Service Center built and operational. Farm Service Centers had been identified by the Region as a priority under the RIDEF study, but no concrete implementation action had materialized. They developed a comprehensive action plan by the end of training.

Financing and Organization

The RDD Mbeya was strongly committed to getting at least one FSC operational and after discussions with he and his team, it was decided that TRD could assist with some funding and that we would attempt to request PL 480 money to assist with local currency needs. Villagers would finance the remaining necessary funds and assist with self-help.

The Region prepared a proposal and the RDD presented the case to the PL 480 Committee, resulting in an increase in the PL 480 allotment to TRD for the purpose of assisting the Farm Service Center, with the understanding that the Center would be a Cooperative Joint Venture with 29 villages participating and at the end of the developmental period the FSC would be owned and operated by the villagers and they would have the capability to manage it themselves.

A cross-sectoral committee was set up under the chairmanship of the RDD including agriculture, cooperatives, community development, RIDEF staff, TRD and DEDs involved. It was agreed that the three government technicians identified

would assist the Cooperatives as technical assistance with the idea being that they should work themselves out of a job as villagers were able to take over their functions. It was agreed that these technicians should receive TRD training as trainers and management training.

Construction plans were prepared, needs assessment was conducted with villagers, and a detailed action plan was developed. TRDB was involved relative to a potential loan to the Joint Venture. Villagers applying for the Farm Service Center positions were interviewed and selected for positions. The Cooperatives were registered and the RCO worked with PMO on arrangements for the joint venture.

Villagers donated bricks and using PL 480 monies local commodities needed were procured. TRD financing was used to purchase a few construction materials unavailable locally, such as glass and purchased a lorry and piki piki for the project.

TRDC Uyole held a specially designed residential training program for village cooperative leaders and all those to be involved in implementing the Farm Service Center. The training focused on helping them to understand the FSC concept, how to make it a viable enterprise, cooperative legislation, communication, cooperation and management.

Current Status

The Iyula Farm Service Center is physically nearly complete, with a tremendous effort shown by the villagers. The initial training was well received and the trained technicians are on site assisting the villagers. TRDC Uyole is making a follow-up with Mbeya RIDEP staff so that FSC training needs can be incorporated in the 1986 TRDC Uyole Action Plan.

The Iyula Farm Service Center was dedicated by the Mbeya Regional Commissioner in July, 1984.

V. TRD MANAGEMENT DEVELOPMENT PROGRAMS

Number of Management Training Courses Held

Since March 1982 40 management training courses have been conducted under the project with approximately 450 participants. (The majority of participants at the regional and district levels have attended Part I and Part II training for a total of seven weeks of management training with follow-up between courses.)

Three Executive Senior Management training courses have been held, one in the United States for 24 top level executives and two in Arusha. These groups all issued their own reports to the Government recommending further training of this type.

The management training programs were begun after a needs assessment conducted to try to determine the priority problems Tanzanian managers were facing.

WHO ARE THE TRAINERS

Primary responsibility at present for conducting TRD Management Training Programs rests with IDM. During the first year of the project IDM trainers co-trained with short term American consultants to learn the training technics and most up-to-date approaches to management development.

Since the first year of pilot training programs the IDM training teams have conducted the majority of these programs with no American technical assistance. The only exception has been Senior Executive Management Training where TRD has continued to use some short term American assistance. Dr. Foley and Dr. Peuse, stationed in country, have continued to do some co-training with Tanzanian colleagues.

TRAINING CONTENT AND METHODS

The section on TRD Training Approach includes the key ideas on which the management training programs are based. Trainers do not provide answers in the sessions to Rural Development problems, but assist participants to develop their own answers and plans using modern management processes and techniques.

The courses have been supported by providing participants books and readings to which they can refer following the course.

Complete reports, notes and hand-outs on every TRD management training course conducted are on file in the Coordination Office and at IDM. Every course varies with the needs of the participants and the particular problems around which planning focuses.

The Positive Power and Influence Program (a one week intensive session) has been introduced with two of the Executive Management Groups and with a Part Three follow-up session for Iringa, Mbeya and Ruvuma Regional Functional Managers.

MANAGEMENT TRAINING FOLLOW-UPS

Two types of management training follow-ups are conducted. The first type is TRD Coordination staff visiting Regions and some Districts on a regular basis and talking with and consulting with managers and teams on problems they are facing, help that they need and progress toward their intended goals.

The second type of follow-up is more formal with IDM trainers using questionnaires as guides visiting managers trained and attempting to assess the impact of training, particularly for the purpose of improving the quality of training relative to implementation.

MANAGEMENT TRAINING RESULTS

All TRD Management Training programs have been rated very useful by those who have participated. On a 10 point scale TRD management programs over-all have rated between an 8 and 9, an exceptionally high rating.

The three senior executive management training groups recommended that TRD training should be offered to PSs, RCs, RDDs, DEDs, RFMs, DFMS, Parastatal Managers, all Directors in PMO, all ministry directors, Party Chairman and Secretaries, all members of ministry training units, Deans and Heads of Departments at Sokoine University of Agriculture, District Councilors, Divisional and Ward Secretaries, Village Leaders and all planners.

For the majority of TRD trained managers changes can be seen. Authoritarian Leadership is less frequently used, more teamwork is noticeable, communication and feedback is more frequent and honest, work habits, planning and scheduling are more systematic, time management is practiced, secretaries are used to screen visitors, delegation is utilized, problem solving skills are used, subordinates are given more responsibility and more work is getting accomplished.

As part of TRD Action Planning various teams have undertaken projects and either successfully completed them or are continuing to struggle to attempt to achieve their goals.

A number of the District Management teams still need assistance, particularly with real on the job problems. Delivering this type of assistance to Regions, being fewer in number and easier to reach logistically, has meant that District managers have not reached the same quality and intensity of follow-up as Regional teams.

The Mbeya Farm Service Center Project (described more completely elsewhere in this report) stands as an outstanding example of something made possible through TRD management training.

GROWING DEMAND SYSTEM AND SPREAD EFFECTS

The TRD training methods have been institutionalized with the IDM training team using the approaches and methods in training other management short courses outside the TRD system and in training done within their institution.

Currently TRD is getting more requests for managerial training assistance, for example CRDB, TARO, TALIRO, PMO, Cooperatives etc. than it has staff and financing to achieve. However, through use of the Training of Trainers approach, it is anticipated that with good planning groups incorporated can be broadened and quality remain high.

VI.COMMENTS ON STATUS OF CERTAIN TRD COMPONENTS

Institutionalization: Prior to the departure of the TRD Project Advisor the National Coordinating Committee made an intensive effort to assure Project institutionalization. Given that there were factions within the Tanzanian Government that had been attempting to kill TRD since March of 1984 for political reasons and that a new Tanzanian administration had come into power in October 1985 with some personnel changes, this effort was critical to TRD survival.

A decision was made to set up a Department of Training for Rural Development in the Ministry of Community Development with TRD Project Coordinator J. Mang'ung'ula to serve as its new director. The Principal Secretary of this ministry, the Commissioner for Community Development and their staffs attended the TRD Trainers Workshop in January to work out details for the institutionalization.

It was intended that the National Coordinating Committee would be retained and expanded incorporating Regional Development Directors that over time want to budget for and incorporate TRD into new regions. Linkages with new funding sources such as UNICEF, FAO and EEC were underway, as well as the potential in what is being called the Carter initiative.

It was also recommended that a new strong Assistant Director should be identified from existing TRD staff to assist Mang'ung'ula.

As the Project is institutionalized under the new Ministry it is hoped that the original institutionalization plan linking up with Tengeru can be implemented, including putting the new Tengeru syllabus in place.

Project Advisor left with the Project Coordinator the draft syllabus including the back-up computer disks.

Ideally all involved parties will meet under NCC auspices and assure that the collaborative relationships developed under TRD continue and that a five year future institutionalization plan be developed. If this plan is done appropriately and collaboratively it could allow the development of CDTI Tengeru along the lines described in earlier 1985 institutionalization work, over time spread of the project to other regions, eventual merger with Folk Development Colleges to be supported at least partially with Local Government money, putting training centers closer to village level and more in control of local population, a plan for retraining Extension staff in TRD methods and completing the retraining of MATI-LITI and Cooperative College staff. Nearly all of these suggestions have been

spelled out in the paper written earlier on Evolution of a Rural Development Training System in Tanzania and the Agricultural Extension aspect was set forth in a proposal provided to Ministry of Agriculture Commissioners in late October, 1985. Defining the role of the Continuing Education Center or Institute in relationship to this process is also very important and leaving IDM in isolation to the rest of the system would be a mistake.

All of the involved organizations have RD trained people and each of the organizations have policy makers familiar with the Project. A realistic, affordable, effective institutionalization plan will take top level political will, true cooperation among groups involved and considerable planning work to achieve the objective.

Ideally this work should be done immediately, or considerable momentum from TRD will vanish, as will personnel and linkages.

Commodities and Inventories: A computer listing of all TRD incoming commodities from USDA and their distribution has been prepared and reviewed and agreed to by TRD staff.

Draft computer inventories have been prepared of all commodities currently at TRDCs purchased by the Project, as well as the Coordination Office, the UN Flats and the DSM Warehouse. The Warehouse print-out shows where all warehouse items are to be distributed.

TRDCs have been told to document any differences in the original issuance of TRD commodities and what is currently in stock (see minutes of Principals meeting week of December 15, 1985).

LIBRARY SYSTEM

Sarah Mmari, Coordination Office Secretary, should be scheduled to provide technical assistance to the TRDCs that have not completed their libraries and entering them into the computer system. A complete copy of the library retrieval system is in the coordination office and the incoming books should be incorporated in the system as well.

AV and OFFSET PRESS

Paul Sinyangwe, Project Audio Visual Specialist, should be the primary consultant on any of the current or incoming equipment. TRDC Ruaha staff will be trained on sight on the offset press.

1986 Workshop and Action Plans

Action plans for village training were completed at the TRD Workshop in early January, and should be implemented under the auspices of NCCs, RCCs and the Ministry of Community Development.

Financing and Accounts

TRD staff is well aware of the projected funding it is expecting and what accounting will be required. The PL 480 report has been submitted to Ministry of Agriculture and 3 million shillings is being requested. A follow-up must be made with Treasury and DevPlan on the local currency to get it released for construction and the 1.7 million from USAID must be accounted for after Trainers Workshop. The 1.3 million from PMO should also be secured and put to work in the TRD System. Staffs should continue to work closely with Regions on the 1986/87 Budget estimates and should explore all possible reimbursable programs.

Training Materials and Manuals

Sarah Mmari, Coordination Office Secretary, completed the computer inputting of the TOT Manual as drafted by Liebler. IDM will work to complete the manual.

Nyoni and Mmbaga, IDM trainers, will work toward management training manuals.

If the CDTI syllabus work is revived IDM and Sokoine University would be expected to play key roles. The TOT manual as developed could be a basic working document for the adult education part of the syllabus, but many other manuals will have to be developed as well.

Computer

Mrs. Isinika, Project Computer Specialist, will provide the leadership for future development of the computer network, VIS, Village Record System, training and assistance to Regional Planning staffs trying to strengthen this type of work. Ideally an agreement, if there is remaining money, should be set up with a local computer store to provide service and spare parts to the computer. The spare parts might require USAID to pay a certain amount in foreign exchange.

VII. SUMMARY COMMENTS, CONCLUSIONS AND RECOMMENDATIONS

Training for Rural Development was designed as a long-term effort and on the basis of U.S. and Tanzanian evaluations conducted to date it appears to be a successful initiative in the area of human resource development focused on improving production and management in the rural areas.

The unfortunate early termination of U.S. assistance to the Tanzanian Training for Rural Development effort will make immediate institutionalization efforts more difficult. However, indications up to March, 1986 are that the Tanzanian Government in general is committed to institutionalizing and expanding the program on their own and with assistance of non U.S. donors, such as EEC, UNICEF and FAO as appropriate.

The Tanzanian Parliament has allocated money for the continuation of TRD Management training as conducted by the Institute for Development Management. The TRD Project Coordination staff is being established as a Directorate in the new Ministry of Community Development, with a strengthened and expanded staff and role in the Tanzanian Rural Development system.

The TRD Village Training system had adequate local financing to carry through 1986, but the 1986-87 Tanzania Budget allocations should be indications of commitment to carry on the work begun by the Projects. Regions already involved with the Project, as well as several new regions, intend to allocate more Regional budget to TRD training.

The year ahead will be critical as to the institutionalization, financing and spread of the Project in Tanzania.

While all TRD Project Paper expected outcomes were achieved (notably nearly two years ahead of expected Project completion date) more time will be required to make final judgements and conclusions about the long-term effects of the project on villagers.

Over the next several years more village level data should become available from the TRD village impact study process, which should increase ability to assess the utility of the TRD program.

It should also be noted that TRD resulted in a considerable amount of learning both in the U.S. and Tanzania, as well as other countries (such as Kenya) about how to design, manage and implement a human resource effort. Unfortunately

disruptions to Tanzanian-U.S. relations, decline in USAID Mission Management and early closure of the Project potentially hamper at present any further systematic attempts to study or assess these processes in more detail in the short run.

Many of the TRD learnings about design and implementation of successful Human Resource Development projects is contained in a separate paper prepared for the USAID Education and Human Resources conference held in Nairobi in 1985. Certain Project conclusions about conducting these types of activities can be derived from this paper, which is available from the Development Project Management Center, OICD, U.S. Department of Agriculture.

In addition to the types of learnings and conclusions presented there, the author believes that another level of learning potentially applicable in the long-run to more effective USAID Programs and Country-to-Country relationships, can be derived from the TRD experience. The following description of TRD management over time and some aspects particularly related to managing social change and conflict are presented. No hard and fast conclusions are drawn, as the author prefers that more time elapse in order to gain some distance from the material presented and a greater fix can be gained on long-run Tanzanian rural development outcomes can be judged relative to the Project inputs.

Particularly the last year of TRD implementation was fraught with conflict, particularly between USAID managers and TRD Project managers and advisors. Much of the literature in managerial conflict resolution indicates that interpersonal conflicts often revolved around bureaucratic issues such as procedures and roles, when usually the source of the problem is differing goals.

It is the perception of the author that such goal differences resulted in conflict, albeit unpleasant, conflict that may have had both positive and negative outcomes.

TRD staff, including Project Advisors, were working toward a stable rural development training system that would assist Tanzanians in the future to be more productive and better able to manage their own affairs. (Goal) TRD Project staff and advisors had little internal project difficulty with role conflict, the attitude being each one does what he/she can do to move us closer to the shared goal. (Non-rigid role definitions). Consequently procedural issues internally were relatively easy to manage, because they were approached merely as technical problems to be resolved. (procedures)

TRD overtime had to live through reacting to various configurations within USAID/T around this model. In the TRD start-up phase Mission staff along with Tanzanian policy makers spent considerable time, sometimes in conflict trying to establish the Project Goal: Was TRD to be mainly long-term U.S. training, would village training be incorporated etc. The debate was hot and heavy. The resolution to the debate (which also carried political elements) was to phase the project. Conflict that occurred during this period among USAID/W, USAID/T, Project Advisor and Tanzanian policy makers was largely focused on debating the merits of the various directions the Project might take.

Ultimately a compromise solution was the TRD Phase I Project that met the Ministry of Agriculture desire for long-term training (which carried political weight) and the testing of the village training program.

TRD I implementation moved relatively smoothly, results of the new methods and processes being tested for village training began to show promise, U.S. trainees generally did well in school and the TRD II development process began. By this time considerable consensus had developed among the Tanzanians working with the Project as to what should be the TRD II goals. USAID/T Project Officer worked closely with the Tanzanians and Project Advisor in facilitating the drafting of the paper.

In May, 1981, what those of us working on the paper believed would be a final Mission review meeting of the draft, resulted in conflict with the USAID Mission Director over the goals of the project. He believed that the Project should be directed largely toward managerial and accounting training for the parastatals. Verbal conflict ensued and it became apparent that a cooling off period was desirable prior to attempting resolution. The Project Advisor took leave and the Mission Director decided to retire. Following this the Mission, Tanzanians and Advisor were able to resolve goal differences and complete the paper and submit it to USAID/W.

USAID/W had originally indicated that it expected the PP to go through with no difficulty, but enter a new administration. TRD was the first Project to go through ECPR with newly appointed AA for Africa. Fortunately the goals had not been focused on parastatal training or TRD II would never have survived. Parastatals were out, working with private producers—where TRD II was focused, was in. After four weeks of work, considerable conflict played out in Washington — conflict which was now focused on whether there should be any USAID program in Tanzania. After Project Advisor returned to Tanzania with no definite decision on the fate of the Project, it was finally signed late in FY 1981.

The rest of 1981 and 1982 into beginning 1983 were relatively stable. While the U.S.-Tanzanian differences remained in the background - Mission staff/American Project and Tanzanian Project staff worked smoothly together getting the village training system moving. Embassy and Mission management both understood and supported the directions of the management and village development aspects of the program. While occasional role or procedural conflicts developed, they stemmed more from the intensity of the field work and a growing group of project staff learning about their individual and work habit differences.

1983 began the period of disruption with 620 and 620Q. Political considerations came more heavily into play, but the interpersonal relationship base which had been built during the stable period kept overt conflict to a minimum.

As deeper divisions became apparent and the beginnings of the shutting down of the TRD Projects began to be seen, TRD Mission Project Officer and Program Officer departed. Mission discussions focusing on 617 funding request appeared to Project staff to be giving TRD lower funding priority than other Mission Projects. It became apparent that the Mission goal to send a message to Tanzania by shutting down and the Project goal of developing a sustainable rural development training system were not compatible. However, this period of conflict resulted in long discussions between the Mission Director at this time and Project Advisor where these goal differences were acknowledged and agreement reached as to the differences in respective roles.

During 1984 the shut down became a fact of life with which everyone had to cope. TRD received the 617 financing, which in retrospect, may have been a mistake to accept. TRD Project field and Mission staffs worked comfortably together. New Mission Project Officer quickly learned and appeared to agree with TRD goals and processes and developed good relationships with Tanzanians. This was also a very intense year for American Project staff, with nearly all time spent in the field with multiple training programs conducted, mid-term evaluation, beginning of institutionalization discussions, intense work with the Advisor to the President for Rural Development. The beginning of left-leaning Tanzanian opposition to the Project became evident in March of this year. (This basically came from two high placed officials who favored a radical socialist approach with Eastern orientation).

Changes in the Ambassador and DCM also occurred during this year and Tanzanian views of lack of good will on the part of the U.S. grew stronger. TRD Project staff was trying to extend the remaining foreign exchange to make it go as far as possible for as long as possible. Again differing Mission and Project goals evidenced themselves in conflicts

over how money should be spent and what priorities should be. Mission management style changed from a collaborative approach to top-down and largely concerned with commodities and accounting issues.

Early 1985 saw the Tanzanian opposition move strongly to try to kill the Project, largely because it was American. This group, committed to the goals of directive leadership and an Eastern block view of mobilization was resisted by the National Coordinating Committee and Tanzanian Project implementors.

Mission management during this time appeared to move completely away from developmental goal orientation toward strictly a procedural, "keep our skirts clean view." The majority of 1985 discussions with the Mission focused on physical things and a caustic element of lack of trust by Acting Mission Director of TRD personnel was introduced.

These forces culminated in what we consider to be the most crucial lost opportunity for a resolution to the difficulties. When it was learned that TRD I money remained, it offered NCC an opportunity to buy time with the forces working in opposition to it by getting an agreement to allow things to continue under the auspices of TRD I until September, 1986. Tanzanian policy-makers felt strongly that this would allow administration change disruptions and budgeting processes to smooth out and provide a better opportunity for TRD to survive.

NCC requested that USAID help in allowing the TRD Project Advisor to extend until September, 1986 and support from the Mission in assuring that remaining TRD II money would be used to institutionalize the program. The May 22 meeting with the DCM, in the absence of the Ambassador again manifested the goal differences described and was the first use of direct intimidation by management as a means for dealing with conflict. Several significant things stood out in this meeting 1) the fact that the DCM asked the Project Advisor if she had been in Tanzania for about two years (although DCM was relatively new, it appeared he was poorly briefed) 2) the fact that he indicated that what he was going to say was in his position, not necessarily because he as an individual thought it was the right thing to do 3) he discussed the phase-out plan with the Mission Director and told him that if he did not stick to the numbers in the phase-out plan, which had been violated when the Mission Director extended himself, this was his last chance to demonstrate good faith with the Embassy (trying to intimidate Mission Director). He then asked if Mission Director would be willing to consider keeping the TRD Project Advisor, but send another American home (the Farming Systems Research COP was mentioned by name), to which the Mission Director replied he would not 4) he then indicated

to me that keeping me on would not be in the "spirit" of 617 and until I left the Tanzanians would not take seriously the Mission close down.

Two months later this same message was formally communicated to the Chairman of NCC by the Mission Director and thus began the efforts of the Tanzanian Government to search for their own means to keep the Project alive.

From this point forward it became impossible to find goal co-terminality with the USAID Mission. By thrusting a successful long-term collaborative U.S.-Tanzanian human development program, into the middle of a highly polarized U.S. and Tanzanian Government disagreement about how to restructure the economy, set the stage for intense role and procedural conflict and considerable lost opportunities that did not achieve the expected U.S. Mission goals.

It is the view of the author that two major mistakes were made on the official American side. One mistake was that the Project Advisor's value as a bargaining chip was overestimated and secondly and related to the first, was the fact that lack of consensus over continuation of TRD on the part of some Tanzanians was not well understood politically by USAID/T. Thus, TRD was thrust in the middle of the table as a point of contention between differing ideological forces on the Tanzanian side. A rather bizarre three way tug of war ensued, with ironically the Tanzanian left and the official U.S. Government Mission focusing on destroying or weakening the same target - the Tanzanian group overtly, the U.S. Mission, by trying to take one U.S. effort that was successful and through bargaining and blackmail try to get something else it wanted.

The following paragraph from a letter received by the Project Advisor February 24, 1986 after return to the U.S., from Dr. Maeda, Julius Nyerere's Advisor for Rural Development perhaps summarizes the view of many Tanzanian TRD staff.

"I cannot find appropriate words to express the disappointment I have at our inability to ensure that the unique, and indeed the very promising ideals and methodologies underlying the TRD project which you developed were advanced, or at least retained on the lines we had envisaged. I know it doesn't help to continue crying over spilt water, but I cannot refrain from expressing my bitterness not only at the attitudes of the Dar es Salaam USAID officials towards the life of the Project, but also at the irrationality and obvious lack of prudence for Tanzanian peasant long-term interest that was displayed by a couple of misguided government officials who were determined to discontinue your precious services. My sincere hope is that the ideals and spirit, as well as the enthusiasm and sense

of commitment that you have so successfully implanted in committed rural development practitioners in Tanzania will continue to flourish."

All indications to date have been that the Project is flourishing, the demand system is growing and the managerial, administrative structure has been institutionalized. Expansion plans are underway to incorporate TRD activities into two or three more Regions in the coming fiscal year.

Ninty percent of TRD design, development and implementation was challenging, exciting, rewarding and strongly seemed to be showing results. At least 10% of what transpired in the six year of implementation (a procedural oriented USAID in last years of project- rather than development goal oriented and the potential damage that this approach might have done in a less well grounded project) should be analyzed systematically and prevented in future such undertakings.

Conclusions and Recommendations for Consideration in

Design and Implementation of Future Human Resource

Development Programs

Train: Rural Development I and II in general validated (at Tanzanian environment) that certain frequently discussed about development can work successfully and even while facing financial and political difficulties. (It could be argued that the necessity to face these difficulties together actually strengthened rather than weakened the TRD team, albeit an unintended consequences of the actors cutting the life of project and financial support).

1. A learning, consultative approach to technical assistance, both long and short term, helped provide the necessary managerial, training and technical skills to sustain the Project after departure of U.S. technicians.
2. A systems approach that involved village, ward, district, regional and national levels and all sectors involved with rural development worked successfully, was instrumental in problem solving, improving vertical communication, breaking down status barriers and assisted in viewing rural development problems in more wholistic ways.
3. The rolling design approach to TRD II allowed adequate flexibility to adjust and adapt to government reorganizations, policy and legislative changes and still achieve project goals and outputs.

4. The phased approach with TRD I primarily involved with long-term participant training, while pilto testing incountry village training, assisted in building a sound human resource base for later activities, as well as developing a viable and well managed village training program.
5. Consciously building on the human resource and infrastructure base built through earlier USAID project activities in rural development contributed to goal achievement.
6. Collaborative planning and goal agreement developed early in the Project among key Tanzanian officials and U.S. Project technicians was critical to implementation and problem solving. The strong role played by the National Coordinating Committee in this regard allowed program continuation in the face of the constraints discussed earlier in the paper.
7. While the TRD process was originally envisioned to be at least a ten year U.S. assisted effort, with a three year TRD III for expansion and institutionalization purposes, the six year life of projects, along with continuity of both Tanzanian and U.S. personnel did allow a potentially viable base to be built and current indications are that it will survive.
8. Development over the life of the project of a commonly held TRD philosophy, established norms, procedures and language were crucial.
9. Involving large numbers of people at the various levels of the system, rather than a "counterpart" approach, and assisting in the development of teams and networks cutting across various levels improved technical and managerial performance. This widespread involvement fostered by training and meetings built a political support base and allowed smooth replacement of personnel required to leave the project implementation for further studies or promotions.
10. Consistency of personnel both U.S. and Tanzanian was maintained. The long-term technicians remained the same through the life of the project, short-term consultants were largely consistent throughout the life of the project working both in Tanzania and with Tanzanians studying in the U.S. The Tanzanian National Coordinating Committee agreed there should be as few staff changes as possible, not only in the TRD Coordination Office and Training Centers, but in the Project Regions as well and this was adhered to.
11. In general TRD tried to avoid linear thinking and attempted to manage a number of simultaneous activities thus

continually stretching Tanzanian capability, but in nearly all cases success was possible but required some additional work and effort.

12. Team planning and goal development, adherence to regularly scheduled meetings and action plan timetables were important. The annual trainers workshops held every year of the Project in December allowed reporting, refresher training and development of action plans for the coming year.

13. The managerial development and training methods used (largely real life problem, experiential learning focused) fostered independence, respect, practical and pro-active learning of many types (including technical agriculture, livestock, natural resource development). In addition the methods worked equally well with groups from various levels of the system and with differing educational backgrounds.

14. Approaching gender issues in all levels of training programs, having a project goal explicitly focused on incorporating more women in to all elements of the project and the fact that the Project Advisor happened to be a woman, created over the life of the project a steady, gradual increase of TRD women staff members, it meant more and more village women were being incorporated in the training programs and there was a discernable improvement in awareness and sensitivity on the part of TRD men to the importance of dealing with this area if development was to occur.

15. Systematic needs assessment and on-going assessment processes allowed training to be better targeted to needs and implementors to make continual improvements and corrections.

16. Establishment from the beginning of a project management system within the U.S. Department of Agriculture, which allowed access to USDA's resources, U.S. universities and the private sector. This arrangement facilitated long-term participant placement, commodity orders of a technical nature, consultant recruitment and access to appropriate literature and materials.

17. The large number of coordinative linkages established over the life of the project and TRD's strong reputation for quality training and efficient management facilitated a relatively smooth transition to financing from other local and external sources when USAID money was cut.

18. All the early project attention to involving and integrating necessary technical sectors to work as teams and develop common managerial, training and work approaches-

plus training to improve technical capability all worked together in "common sense" fashion to contribute in the threefold increase in maize production in the Project regions during the six years. (Iringa, Mbeya, Ruvuma and Rukwa Regions are now called The Big Four).

There are many more learnings that with time and analysis can be derived from TRD. In many respects it was a simple, down to earth, common sense approach to rural development. It's success was built by teams of competent, committed people working together. Many hope that the Projects built a base for future training improvements in the country.

ATTACHMENT ONE-TRD VILLAGES

The following is a list of TRD Villages current through February, 1985. An additional 70 villages came into the program since that time and the names of the new villages can be obtained from the TRDC annual reports which will be out by the end of January.

In general the villages which entered the TRD system in 1980, 1981 and 1982 have completed all cycles of the training from village intervention through impact evaluation, although not all of the 1982 villages have yet received impact evaluation. Some of these villages do still receive follow-up and consultation services from TRD trainers as needed.

MBEYA VILLAGES

Mbeya District

1. Isitu, 1984
2. Songwi Mantanji 1984
3. Izira, 1984
4. Iwala, 1984
5. Nyeregete, 1984
6. Inyala, 1980
7. Mahange, 1983
8. Uyole, 1982
9. Igawilo, 1982
10. Imezu, 1985
11. Shibolya, 1985
12. Iwindi, 1985

Rungwe District

13. Kapugi, 1984
14. Matwebe, 1984
15. Mpanda, 1983
16. Idweli, 1983
17. Isange, 1981
18. Syukula, 1985

Kyela

19. Lema, 1984
20. Ibanda, 1984
21. Ngonga, 1982
- 22.. Ikolo, 1982
23. Isuto, 1983
24. Matwebe, 1984
25. Tenende, 1982
26. Ikulu, 1985
27. Kingila

Chunya

- 28.. Mkwajuni, 1984
29. Makongolosi, 1984
30. Matwiga, 1982
31. Lualaje, 1983
32. Ifumbo, 1983
33. Galula, 1981
34. Mtanila, 1985
35. Lupa, 1985

Ileje

36. Ikumbiro, 1984
37. Smia, 1984
38. Isoko, 1985
39. Ibaba, 1983
40. Izuba, 1982,
41. Malangali, 1983
42. Kapelekesi, 1985
43. Mbebe, 1985

Mbozi

44. Songwe, 1980
45. Ilembo, 1983
46. Iyula, 1982
47. Itumpi, 1982
48. Isansa, 1983
49. Ilembo, 1983
50. Idiwili, 1984
51. Ivuna, 1984
52. Igale, 1984
53. Itumbula, 1984
54. Kamsamba, 1984
55. Weru, 1985

RUKWA VILLAGES

Sumbawanga

1. Kazi, 1980
2. Sopa, 1982
3. Mkowe, 1983
4. Milepa, 1983
5. Mawenzusi, 1981
6. Ntendo, 1982
7. Ulinji, 1983
8. Lwanji, 1984
9. Mshani, 1985
10. Ninga, 1985

Mpanda

11. Nsenkwa, 1980
12. Lwega, 1982
13. Mtapenda, 1983
14. Usevya, 1983
15. Majalila, 1984
16. Kibaoni, 1984
17. Songambebe, 1985

Nkansi

18. Kipande, 1981
19. Sintali, 1982
20. Mtenga, 1983
21. Ntamila, 1984
22. Chonga, 1984
23. Isale, 1984
24. Ntuchi, 1985

ARUSHA REGION

Monduli

1. Kimokouwa, 1984
2. Majengo, 1984
3. Engaruka Chini, 1985
4. Barabarani (Mtu wa Mbu), 1985

Arumeru

5. Oldonyowa, 1984
6. Mareu, 1984
7. Ngorbob, 1985
8. Msitu wa Mbogo, 1985

Mbulu

9. Endananchan, 1983
10. Kambi ya Simba, 1984
11. Harsha, 1985
12. Mewadani, 1985

Hanang

13. Gehandu, 1984
14. Endakiso, 1985
15. Endasword, 1985
16. Gendabi, 1985

Kiteto

17. Naisinyai, 1984
18. Engusero, 1984
19. Shambarai Sokoni, 1985

Ngorongoro

20. Sakala, 1984
21. Endulen, 1984
22. Sale, 1985
23. Oloasokwani, 1985

RUVUMA VILLAGES

Songea

1. Mgazini 1980
2. Namtumbo, 1981
3. Nakahegwa, 1982
4. Muungano, 1981
5. Muhukusru Lilai, 1983
6. Muhukuru Makawale, 1983
7. Nambecha, 1984
8. Mgombasi, 1984
9. Lusewa, 1984
10. Ligunga, 1984
11. Luhimba, 1985
12. Kitanda, 1985
13. Chengena, 1985
14. Ligera, 1985

Tunduru

15. Marumba, 1982
16. Misijaje, 1982
17. Mbatu, 1983
18. Mhako, 1983
19. Manwinyi, 1983
20. Muhuwesi, 1984
21. Someni, 1984
22. Lukumbuli, 1984
23. Namakungwa, 1984
24. Ligoma, 1985
25. Makoteni, 1985
26. Chelweni, 1985
27. Tinginya, 1985

Mbinga

28. Lukarasi, 1980
29. Ndongosi, 1983
30. Mdembi, 1983
31. Ilela, 1983
32. Ndumbi, 1983
33. Tukusi, 1983
34. Mango, 1982

35. Longa, 1984
36. Mpapa, 1984
37. Liparamba, 1984
38. Kilosa, 1985
39. Chimate, 1985
40. Mpepai, 1985
41. Maperera, 1985

IRINGA REGION

Iringa

1. Lulanzi, 1984
2. Luganga, 1984
3. Kihorogata,, 1983
4. Kitowo, 1981
5. Isupilo, 1982
6. Kiwere, 1981
7. Mafruto, 1982
8. Itunundu, 1982
9. Maguliliwa, 1985
10. Nzihi, 1985

Njombe

11. Igongoro, 1983
12. Yakobi, 1983
13. Imalinyi, 1982
14. Makoga, 1980
15. Matembwe, 1982
16. Uwemba, 1982
17. Uhambule, 1985
18. Mayale, 1985

Makete

19. Ihela, 1984
20. Isapulano, 1982
21. Lupalilo, 1982
22. Mag'oto, 1985

Mufindi

23. Igomaa, 1984
24. Matanana, 1982
25. Mtula, 1982
26. Sawala, 1980
27. Ikongosi, 1985
28. Nundwe, 1985

Ludewa

29. Lupanga, 1984
30. Lusala, 1984

31. Luilo, 1983
32. Mapogoro, 1982
33. Masimbwe, 1982
34. Ligumbiro, 1981

ATTACHMENT TWO -TRD TRAINING APPROACH

The following chart shows what TRD DOES and DOES NOT do in assisting Tanzanian participants to develop:

TRD DOES

1. Focus on learner as participant
2. Use proven adult education methods -case studies, role plays, small group discussions, exercises, videotapes
3. Believe learners (villagers, managers) are a rich resource and have knowledge and experience to share with each other.
4. Believe needs assessment and problem identification must be done before training design.
5. Believe training must be practical and connected to real work and solving actual problems
6. Believe facilitators, not lecturers can best help people learn new behavior.
7. Believe training is a long-term developmental process.

TRD DOES NOT

1. Expect learner to be passive and sit receiving information
2. Use lecture and telling as primary mode of presentation
3. Believe teacher has all knowledge
4. Believe curriculum can be in isolation.
5. Believe training is confined to classroom and isolated from real life
6. Believe lectures work well in learning new behavior
7. Believe crash training is effective

KEY IDEAS USED IN TRD TRAINING PROGRAMS

1. ACTION PLANNING: A systematic written plan developed by an individual or group that includes problem to be solved, agreed upon solution, steps to be taken, timing, responsibilities for acting, resources required and contingencies.

2. **AFFECTIVE DOMAIN:** One of three types of learning objectives used in planning training. Objectives related to affect relate to feelings, values and beliefs. To solve certain problems may require a change in beliefs of people.

3. **ANDRAGOGY:** The art and science of helping adults to learn.

4. **BEHAVIORAL:** What the person does, his or her behavior. More objective than trying to guess at personal intents or motivations.

5. **BRAINSTORMING:** A technique used to assist people to become more creative. TRD trainers are taught how to use the technique to assist others in exploring new possible solutions to problems.

6. **CASE STUDY:** A Training method used by TRD, where a situation or incident is described and participants are asked questions in order to deeply probe and analyze the situation. It assists people to learn analytical thinking.

7. **CLARIFYING:** A behavior encouraged in TRD trainers and participants. It is closely linked to listening, in that in clarifying the person attempts to more completely understand what the other person is saying by asking questions.

8. **CLIMATE SETTING:** A technique used by trainers and managers to start training sessions or meetings so that people are mentally ready to focus on the goals and feel good about working together.

9. **COGNITIVE DOMAIN:** One of three types of learning objectives used in planning training. Cognitive objectives focus on what new knowledge do people need to change the situation.

10. **COMMUNICATION (2-Way):** When individuals or groups are able to come to shared understanding. Two-way communication requires participation of both parties (not just telling) so as to understand each other.

11. **COOPERATION (in groups):** Process of learning how to work together and behaviors that can assist work groups to both reach their targets and have harmonious relationships.

12. **CO-TRAINING:** More than one trainer working together in a training session. Co-training facilitates better understanding of the participants in that different participants may related more easily to one trainer than another. Co-training also allows for a more complete mix of ideas in planning the training because each trainer brings his/her own experience and skills, as well as perspective on the session.

13. CREATIVITY DEVELOPMENT: Assisting others to see new possibilities and new ways of doing things. Creative thinking ranges freely and allows people to develop innovations.

14. DELEGATION: Skill of manager to fully utilize his/her subordinates. Delegation allows the organization to accomplish more work, fully utilize all its people and assist subordinates to develop.

15. EXPECTATION SHARING: When people come together (for training or in a meeting setting) they all come with certain things they expect to happen or to result from the session. Sharing these "expectations" at the beginning is a part of the process of mutual goal setting for the training or meeting.

16. EXPERIENTIAL LEARNING CYCLE: The learning model around which TRD training is designed. The model has four stages: concrete experience, processing, generalizing and application. In TRD training facilitators assist learners to have new experiences and examine previous ones. Through processing (asking questions) participants share and discuss the experience, in generalizing the group tries to agree on what they have learned and set principles that will help them in new situations and in applying or planning for application they are able to make the exercise practical and useful.

17. FEEDBACK: Feedback is getting a response from another individual or group. Helpful feedback as used in training may be either confirming or correcting. Confirming feedback is telling another person what they have done right, specifically, so they will know what they should continue doing. Correcting feedback is telling another person what behavior he needs to change to improve performance.

18. FINANCIAL MANAGEMENT: Process of planning, budgeting, and controlling money in systematic fashion to accomplish objectives.

19. GROUP DYNAMICS: Term used to describe the way individuals working in groups get along with each other. TRD participants are assisted in learning to identify behaviors that people use that help in accomplishing goals and targets (task behaviors) and behaviors that people can use to develop group harmony (maintenance behaviors).

20. INTERVENTION: Term used by TRD to describe the first time TRD village trainers meet with village leaders, conduct needs assessment survey and do initial training in the village. The selection of the term comes from the idea of someone coming from outside (intervening) and changing what is happening in the present situation.

21. **LEARNING GOALS-OBJECTIVES:** After needs assessment, facilitators in collaboration with trainees set goals and objectives to be accomplished through training. These goals may be to provide new knowledge, assist in changing beliefs or attitudes or assist in developing new skills. Learning goals guide evaluation after training so as to determine whether change has taken place.

22. **LECTURE:** An experiential training method, where the facilitator gives a short presentation or explains a model. It differs from a lecture in that it is short and concise and always accompanied by participant discussion.

23. **MANAGEMENT:** The process of getting work done with and through other people.

24. **MANAGING CHANGE:** In environments where uncertainty exists and developmental goals have been established requiring change, the manager of change can use certain processes to better control the uncontrollable and better plan for those things which can be planned.

25. **MEETING MANAGEMENT:** Skills of planning and conducting meetings so as to get intended results without wasting time.

26. **MOTIVATION:** Forces that cause people to behave as they do. People are motivated by different things. TRD training includes work with a motivation profile that looks at 12 different factors which may motivate subordinates to improve their performance.

27. **MULTI-CULTURAL MANAGEMENT:** As the world becomes smaller and smaller and more and more tasks require people with different cultural backgrounds to work together, multi-cultural management techniques assist people to examine and understand how culture affects the way they see and decide about situations and how it also affects others. Better understanding these forces allows managers to create teams that use the strengths and skills of everyone in moving toward goal achievement.

28. **ORGANIZATIONAL ASSUMPTIONS:** Organizations like people have personalities. The personality of the organization is based on assumptions that the organization hold about people and about work. An organization might hold very authoritarian, top down views (Type A organization), participatory views (type B Organization) or more free form, independent views (type c). These underlying assumptions often determine how work is organized, what gets done and how people feel about working in the organization.

29. **NEEDS ASSESSMENT:** Finding out people's views and problems, desires and views before training or planning

programs. Can be done informally by talking with people or more formally through use of questionnaires.

30. NORMS: Informal rules, standards or regulations operating in a situation. In organizations agreement among the people working together on what the norms should be, will stimulate improved cooperation and performance improvement.

For example, if hard work is an expected norm stated by those people doing the work, they will more often police themselves and live up to the standard than if imposed by others.

31. ORGANIZATION DEVELOPMENT: An applied discipline based on principles derived from behavioral science. It is a data-based, problem-solving, systems approach process for improving the functioning of organizations and individuals.

32. PARAPHRASING: A communication technique, where before responding to another person you attempt to repeat what he has told you in your own words. The other person is then free to correct you so that both parties are sure they understand each other.

33. PERCEPTION: Meanings are in people and each person sees things in his/her own unique way. Perception is how any one person sees or looks at a particular situation.

34. PERFORMANCE IMPROVEMENT: A systematic management process which can be used to get increase work performance. It involves setting specific performance objectives with subordinates and regular and clear feedback and discussion of progress toward work goals.

35. PERSONAL STYLE INVENTORY (MBTI): A questionnaire which TRD has used, based on 40 years of research into different personality types and how personality can affect work and personal preferences. Each style has its own unique strengths and weaknesses and when people work together in teams, understanding and valuing differences can enhance ability of people to cooperate.

36. POSITIVE POWER AND INFLUENCE: A one week workshop that involves self-assessment and assessment of others with whom the person works as to types of behaviors the person most often uses. The goal of the workshop is to assist all participants to become better at using all styles of influence and to learn when each style may be appropriate. Three possible categories of behavior are practiced (Persuading and Bargaining) , Moving With (Understanding, Bridging and Disclosing) and Disengaging (more of a tactic, to be used to let things cool down).

37. **PROBLEM CHAINS:** Getting to the real problem can be difficult, many problems are linked together in chains and understanding these linkages is necessary to untangling the situation.

38. **PROBLEM PACKAGES:** Much like the problem chain, problem packages are problems that must be looked at together. For example the Tanzania fertilizer problem is a problem package involving use, supply, transport, communication etc.

39. **PROJECT MANAGEMENT:** Skills needed to plan, implement, monitor, control and evaluate projects.

40. **PRO-ACTIVE MANAGEMENT:** A set of analytical skills used to resolve the uncertainties facing managers. Pro-active management involves learning how to rationally evaluate, assess and make sound decisions.

41. **PROBLEM - SOLVING:** Skills involved in systematically identifying the real problem (not symptoms), the underlying causes of the problem, describing what the situation should look like when the problem is solved, brainstorming possible solutions and setting criteria for deciding upon the best solution, selecting the solution, developing an action plan and evaluating results.

42. **PSYCHO-MOTOR DOMAIN:** One of three types of learning objectives used in planning training programs. Psycho-motor objectives are learning objectives related to the development of skills.

43. **RIGHT BRAIN-LEFT BRAIN:** Recent research has shown more completely how the human brain works. In most people one side of the brain is more dominate over the other. The left brain is where logical, analytical functions are located. The right brain is where verbal and creative functions are located. During training participants are helped to exercise the less dominate function to improve ability to work more wholistically.

44. **ROLEPLAYING TECHNIQUE:** An experiential training method used to assist participants explore attitudes and feelings about situations and to practice new skills such as leadership.

45. SIMULATION: An experiential training method involving setting up in the training room a situation based on real life and having participants carry out the exercise - for example exploring power relationships and how they work. After the simulation, group discussion analyzes application to real life.

46. SITUATIONAL LEADERSHIP: Model describing four possible leadership styles - telling, selling, consulting and joining (sometimes used in three steps- authoritarian, participatory and laissez faire). All leadership styles may be appropriate depending on situation. Participants learn to match leadership styles to situations appropriately, depending on time available, task to be done, and skill and maturity of subordinates.

47. SOLUTION CRITERIA: In solving problems standards must be set that will assist in arriving at the best possible solution - these standards are solution criteria.

48. SUPERVISION: Skills required of a manager in controlling people, money and materials and assisting the growth and development of his subordinates.

49. SYSTEMS THINKING: Learning to see interdependency and interaction of components or parts and an identifiable wholeness as well. Systems thinking involves studying the external environment, the inputs to the system, the transforming mechanisms, the outputs, the user, external and internal interfaces and feedback mechanisms. It is particularly useful for analyzing complicated situations, such as the Tanzanian Rural Development System.

50. TEAM BUILDING: Helping groups of people learn how to better work together. Team building involves understanding yourself and others with whom you work, learning to trust others, learning to share leadership and goal setting and providing positive support systems.

51. TIME MANAGEMENT: Learning to set priorities, schedule work, avoid interruptions, minimize crises and use time effectively.

52. TRAINING DESIGN - MACRO, MICRO: After needs assessment and expectation sharing TRD trainers produce a macro (over-all) design for the training session which is shared with participants to get their views and input. After agreement on the over-all design, trainers develop daily learning designs at the end of each day to guide the learning process for the next day. This type of design process allows constant flexibility and adaptability to the needs of the learners.

53. VIDEO-FEEDBACK: Use of the video camera and taperecorder during skills practice sessions and then played back so people can see how they performed. These videotape replays assist people to see what they are doing correctly and what things need improvement.

ATTACHMENT THREE - TANZANIAN TRD CONTRIBUTORS

Over the life of the projects the following Tanzanians, made important contributions to project design and development, project implementation, project preservation and political support, as well as institutionalization planning and management.

MINISTERS AS OF JANUARY, 1986

J. Makwetta, Minister of Education (Formerly Minister for Rural Development in Prime Minister's Office)

P. Ng'wando, Minister of Housing, Water and Lands (Formerly Minister of Manpower Development and Administration)

G. Mongela, Minister of Natural Resources and Tourism (Formerly Minister for Social Welfare in Prime Minister's Office)

REGIONAL COMMISSIONERS AS OF JANUARY, 1986

L. Gama, Regional Commissioner Ruvuma Region

R. Makame, Regional Commissioner Mbeya Region

PRESIDENTIAL STAFF

Dr. J. Maeda, Advisor to former President Nyerere for Rural Development

W. Shellukindo, Deputy Principal Secretary to President (formerly Principal Secretary Ministry of Manpower Development and Administration)

PRINCIPAL SECRETARIES

B. Mulokozi, Principal Secretary, Ministry of Labour and Manpower Development

C. Keenja, Principal Secretary Ministry of Local Government and Cooperatives, formerly Deputy Principal Secretary in Prime Minister's Office

S. Tunginie, Ambassador for Tanzania, The Hague: Formerly Principal Secretary to the Prime Minister

S. Galinoma, Principal Secretary for Defense; Formerly Deputy Principal Secretary Prime Ministers Office

C. Omari, Principal Secretary Ministry of Education; Formerly Principal of Institute for Development Management (IDM)

M. Mkumbwa, Principal Secretary Home Affairs; Formerly RDD Mbeya

REGIONAL DEVELOPMENT DIRECTORS

M. Nyitambe, RDD Mara; Formerly RDD Arusha and RDD Mbeya

E. Mudogo, RDD Iringa

E. Mwambulukutu, former RDD Arusha and Ruvuma, currently member of Parliament from Tukuyu, Mbeya

Dr. S. Madalali, former RDD Mtwara and PS Ministry of Agriculture and Livestock Development, currently Member of Parliament from Shinyanga

Rutaihwa, RDD Lindi, formerly RPLD Iringa

COMMISSIONERS

J. Kyambwa, Commissioner of Livestock

B. Rimisho, Commissioner of Agriculture (former RDD Ruvuma)

Mwahagama, Commissioner of Agricultural Planning

J. Kinunyu, Acting Commissioner of Community Development, Prime Minister's Office (recently assigned as Planning Officer Iringa)

V. Mrisho, Chairman of PL 480 Committee, Ministry of Agriculture and Livestock Development

SOKOINE UNIVERSITY OF AGRICULTURE

Dr. J. Keregero, Director Continuing Education

Dr. Matee, Chairman Department of Agricultural Extension

UNIVERSITY OF DAR ES SALAAM

George Makusi, Acting Director Institute for Development Studies

MINISTRY OF LABOUR AND MANPOWER DEVELOPMENT

J. Ogola, Director of Manpower Development and Administration

J. Mang'ung'ula, TRD Project Coordinator

T. Mgawe, Assistant TRD Project Coordinator

S. Mmari, Administrative Assistant and Computer Operator for TRD

MINISTRY OF AGRICULTURE AND LIVESTOCK DEVELOPMENT

M. Mziray, TRD Project Implementation Officer

V. Rungambwa, former TRD Project Implementation Officer and current Principal LITI Morogoro

REGIONAL PLANNING OFFICERS

Lugome, RPLO Mbeya

Z. Abuya, RPLO Ruvuma

INSTITUTE OF DEVELOPMENT MANAGEMENT; MZUMBE

C. Nyoni, TRD Project Implementation Officer

W. Mmbaga, TRD Project Implementation Officer

All IDM Trainers

TRAINING FOR RURAL DEVELOPMENT CENTERS

N. Masumba, Principal TRDC Ruaha

J. Okeyo, former Principal TRDC Ruaha in U.S. academic studies under TRD

Mjema, Vice-Principal, TRDC Ruaha

M. Kabelele, former Vice-Principal, TRDC Ruaha, in U.S. academic studies under TRD

R. Nkalla, Principal TRDC Uyole

Nyiriga, Vice-Principal TRDC Uyole

I. Kapinga, Principal TRDC Mlale

Nyiriri, Vice-Principal TRDC Mlale

R. Ole-Kuney,, Principal TRDC Monduli

Lyarou, Vice-Principal TRDC Monduli

Kifanga, Regional TRD Coordinator Arusha

G. Ponera, Regional TRD Coordinator Ruvuma

Mwinyikambi, Regional TRD Coordinator Iringa

S. Gerson, Regional TRD Coordinator Rukwa

P. Sinyangwe, TRD Audio Visual Specialist

P. Chiwile, Institute for Rural Development Planning;
formerly TRD micro-computer specialist and Acting TRD
Project Coordinator

A. Isinika, TRD Micro-Computer and Research Specialist

All 150 TRD Village Trainers working in TRDCs, Regions and
Districts

TRD MANAGEMENT TRAINERS (IDM)

C.J. Nyoni
W. Mmbaga
M. Sepeku
D. Maziku
Warioba
S. Mukuyogo
Rutahiwa
D. Magiswa
T.P. Minja (deceased)
T. Mbise (now with World Bank)

TRD STAFF AT VILLAGE TRAINING CENTERS AND DISTRICTS

TRDC RUAHA

J.A. Okeyo, Community Development (on leave in U.S. MSC program)
M. Kabelele, Cooperatives (on leave in U.S. degree program)
N.A. Masumba, Agriculture
S.M. Mjema, Natural Resources
B.A. Gadau, Agriculture
E.S. Lema, Natural Resources
J. Mwanyembe, Livestock
R. Mwilike, Livestock
E. Ngwira, Agriculture
A. Isinika, Agriculture, Computer
P.P. Sinyangwe, Audio-Visual
F. Dominic, Audio-Visual
B. Kapwani, Health
G. Mtewele, Agriculture

TRD IRINGA REGIONAL AND DISTRICT TRAINERS

W. Wagine, Livestock
I.R. Kimaya, Agriculture
A.M. Lema, Cooperatives
C.S. Ugulumu, Cooperatives
J. Sewa, Natural Resources (deceased)
M.J. Mgombela, Agriculture
D.V.S. Gwimile, Livestock
H.H. Mambosho, Community Development
H.H. Mursally, Community Development
E.M. Mtandu, Natural Resources
R. Kalinga, Agriculture
P.T. Kikoti, Community Development
L. Mafuru, Agriculture
C.J. Ngoye, Community Development
A.S. Kiwango, Cooperatives
A.L. Mgeni, Natural Resources
E. Mgalihya, Natural Resources
E.S. Zayumba, Cooperatives
C. Dulle, Livestock
H.U. Mwinyikambi, Cooperatives

TRDC UYOLE

R.M. Nkalla, Cooperatives

T.A. Nyeriga, Livestock
N.B. Magulu, Agriculture
F.D. Ngarambe, Community Development (on leave in U.S. MSC program)
A.E. Kubeta, Agriculture
M.I. Mushi, Natural Resources
A.A. Mkallah, Audio Visual

TRD MBEYA REGIONAL AND DISTRICT TRAINERS

J.S. Mbeeje, Cooperatives
H. Mwasanyamba, Community Development
D.-Mwakamoja, Agriculture
W.S. Mwakalila, Planning
R. Yatera, Natural Resources
J.C. Manyama, Cooperatives
V.A. Komesha, Water
A.M. Mponzi, Agriculture
R.L. Ngesi, Lands
B. Mwaipaja, Community Development
H. Mwanshiga, Accounting
E. Mwamalumbili, Planning
A. Dominic, Agriculture
R. Nang'uku, Livestock

TRDC MLALAE

I.S. Kapinga, Agriculture
S.M. Mbunda, Livestock
K.D. Fussi, Agriculture
G.G. Nyiriri, Community Development

TRD RUVUMA REGIONAL AND DISTRICT TRAINERS

N. Nasolwa, Community Development
C. Kinunda, Agriculture
P.M. Mdaki, Natural Resources
C.D. Mwakisyalal, Community Development
P. Mbilinyi, Community Development
M.K. Gunda, Livestock
J.M. Nindi, Livestock
S.S. Nyoni, Agriculture
Z. Ngonyani, Agriculture
A.F.H. Kapinga, Natural Resources
S. Tito, Natural Resources
M. Mwarabu, Community Development
A.E. Nyoni, Cooperatives
J. Mapunda, Natural Resources
F.H. Chilambo, Cooperatives
M.M. Kindole, Agriculture
G.G. Ponera, Cooperatives
J.B. Komba, Community Development
A.M. Magotto, Agriculture

TRD RUKWA REGIONAL AND DISTRICT TRAINERS

R. Luseya, Agriculture
B. Mwenda, Agriculture
J. Salu, Livestock
S.G. Mshana, Community Development
F.M. Mafuru, Cooperatives
L. Chimwaga, Natural Resources
F. Mtuya, Cooperatives
H. Chomola, Agriculture

TRDC MONDULI AND ARUSHA REGIONAL AND DISTRICT TRAINERS

R. Ole-Kuney, Rural Sociologist
R.C. Nyakyi, Community Development
D.M. Shayo, Agriculture
M.L. Mlay, Natural Resources
A. Fute, Community Development
P.E. Lyimo, Natural Resources
J.N. Mshashi, Cooperatives
D.P. Munishi, Community Development
N.S. Mmbaga, Community Development
J. Makongo, Livestock
J. Ngemera
M.J. Mshana, Cooperatives
N.C. Mwaijibe, Natural Resources
F.M. Galinoma, Cooperatives
J.S. Ngoi, Cooperatives
S.M. Mashausi, Agriculture
F.J. Lyaruu, Livestock
B.A. Kimaro, Cooperatives
A. Nguma, Agricultures
D.J. Mmari, Livestock
B.Z. Masanja, Community Development
R.N. Tondi, Natural Resources
S.S. Koillah, Community Development
M.H. Mkinde, Livestock
A. Iddi, Cooperatives
M.A. Assenga, Natural Resources
N.M. Kaaya, Livestock
C.B. Kavishe, Natural Resources
P.N. Msabaha, Agriculture
R.S. Mgonja, Livestock

ATTACHEMENT FIVE: Distribution of Remaining USDA Commodities

File: USDA COMM

Report: USDA

ITE DESC.	TOTAL	DIST.
1 VIDEORECORDER	7	R,1; U,1; ML,1; MO,1; I,1; S,1; C,1;
2 VIDEOMONITOR	7	R,1; U,1; ML,1; MO,1; I,1; S,1; C,1;
3 VIDEO CAMERA	7	R,1; U,1; MI,1; MO,1; I,1; S,1; C,1;
4 CHARGERS/CABLES	7	R,1; U,1; MI,1; MO,1; I,1; S,1; C,1;
5 TRIPOND	7	R,1; U,1; MI,1; MO,1; I,1; S,1; C,1;
6 CARTSTAND	7	R,1; U,1; MI,1; MO,1; I,1; S,1; C,1;
7 CARRYING CASES	7	R,1; U,1; MI,1; MO,1; I,1; S,1; C,1;
8 LIGHTING KIT	14	R,2; U,2; MI,2; MO,2; I,2; S,2; C,2;
9 VIDEO CASSETTES	120	R,20; U,20; MI,20; MO,20; I,20; S,20;
10 VIDEOCASSETTES	120	R,10; U,10; MI,30; MO,30; I,20; S,20;
11 HEADCLEANER	24	R,6; U,3; MI,3; MO,3; I,3; S,3; C,3;
12 MICROPHONES	30	R,5; U,5; MI,5; MO,5; I,5; S,5;
13 MISTANDS	16	MI,4; I,4; S,4; C,4;
14 MIXER	5	MI,1; R,1; I,1; S,1; C,1;
15 RECHAR BATTERIE	30	R,6; U,6; MI,6; MO,6; I,6;
16 BAT CHARGER	5	R,1; U,1; MI,1; MO,1; I,1;
17 TRANSFORMERS	36	R,7; U,7; MI,7; MO,7; I,3; S,3; C,2;
17A VOLSTAGE REG	10	U,2; MI,2; MO,2; I,1; S,1; C,2;
18 BATTERY PK-60	20	R,3; U,3; MI,3; MO,3; I,3; S,3; C,2;
19 BATTERY PK-80	20	R,3; U,3; MI,3; MO,3; I,3; S,3; C,2;
20 MIC BATTERY	30	R,5; U,5; MI,4; MO,4; I,4; S,4; C,4;
21 GD. ADAPTORS	30	R,4; U,4; MI,5; MO,5; I,4; S,4; C,4;
22 MONITORS-PVM	6	U,1; MI,1; MO,2; I,1; S,1;
23 TAPERECORDER	6	U,1; MI,1; MO,1; I,1; S,1; C,1;
24 AUDIOCASSETTES	100	R,15; U,14; MI,14; MO,15; I,14; S,14; C
25 REELTO REEL	3	R,1; S,1; C,1;
26 REEL TAPE	30	SR,10; S,10; C,10;
27 OVERHEAD	8	R,2; U,1; MI,1; MO,2; I,1; C,1;
28 TRANSPARENCY 38	100	R,15; U,15; MI,15; MO,15; I,15; S,15; C
29 TRANSPARENCY 50	150	R,30; U,20; MI,20; MO,20; I,20; S,20; C
30 TRANSPARENCY 38	50	R,8; U,7; MI,7; MO,7; I,7; S,7; C,7;
31 THERMOFAX	5	U,1; MI,1; MO,1; I,1; C,1;
32 EXT CORD	40	R,8; U,5; MI,6; MO,6; I,6; S,6; C,3;
33 MULTIMETER	10	R,1; U,2; MI,2; MO,2; I,2; C,1;
34 SLIDE PROJECTOR	10	R,3; U,2; MI,2; MO,2; C,1;
35 SLIDE TRAYS	30	R,9; U,6; MI,6; MO,6; C,3;
36 FILM PROJECTOR	5	R,1; U,1; MI,1; MO,1; C,1;
37 SCREENS	6	U,1; MI,1; MO,1; I,1; S,1; C,1;
38 REWINDERS	5	U,1; MI,1; MO,1; I,1; C,1;
39 NIKON	3	MI,1; U,1; C,1;
39A 35MM	12	R,3; U,2; MI,2; MO,3; I,2;
40 CASE	3	MI,1; U,1; C,1;
41 TRIPOD	3	MI,1; MO,1; C,1;
42 BLOWER	5	R,2; MI,1; MO,1; U,1;
42A REFILLS	3	MI,1; MO,1; R,1;
43 SLIDE FILM C	600	R,150; U,100; MI,100; MO,100; I,50; S,5
44 PRINT FLIM C	600	R,150; U,100; MI,100; MO,100; I,50; S,5
45 FILM BW	600	R,150; U,100; MI,100; MO,100; I,50; S,5
46 SLEEVES	500	R,100; U,100; MI,100; MO,100; C,100;
47 NEG SLEEVES	500	R,100; U,100; MI,100; MO,100; C,100;

File: USDA COMM

Report: USDA

ITE DESC.	TOTAL	DIST.
48 POLA FILM	500	R,100; U,100; MI,100; MD,100; I,50; C,5
49 PROCESSOR	6	R,1; U,1; MI,1; MD,1; I,1; C,1;
50 TRAYS	20	R,4; U,4; MI,4; MD,4; I,4;
52 TANKS	10	R,2; U,2; MI,2; MD,2; I,2;
53 ENLARGER	5	R,1; U,1; MI,1; MD,1; I,1;
54 THERMOMETER	20	R,4; U,4; MI,4; MD,4; I,4;
55 LIGHTS	15	R,3; U,3; MI,3; MD,3; I,3;
56 ROLLERS	20	R,4; U,4; MI,4; MD,4; I,4;
57 DRIERS	5	R,1; U,1; MI,1; MD,1; I,1;
58 TWEEZERS	20	R,4; U,4; MI,4; MD,4; I,4;
59 PAPER	50	R,10; U,10; MI,10; MD,10; I,10;
60 DEV-D76	50	R,10; U,10; MI,10; MD,10; I,10;
61 DEV-DEKTOL	50	R,10; U,10; MI,10; MD,10; I,10;
62 TIMER	5	R,1; I,1; MI,1; MD,1; I,1;
63 STANDS	5	R,1; U,1; MI,1; MD,1; I,1;
64 VIEWER	5	R,1; U,1; MI,1; MD,1; I,1;
65 REFRI	5	R,1; U,1; MI,1; MD,1; I,1;
66 STENCILMAKER	5	U,1; MI,1; MD,1; I,1; C,1;
67 STENCILS	600	R,100; U,100; MI,100; MD,100; I,100; C,
68 TYPESTAR	6	R,1; U,1; MI,1; MD,1; I,1; C,1;
69 RIBBINS	100	R,17; U,17; MI,17; MD,17; I,16; C,16;
70 SELECTRIC	1	C,1;
71 RIBBONS	250	R,200; C,50;
72 MANUAL TYPE	10	R,2; U,2; MI,2; MD,3; C,1;
73 PAPER	2400	R,1500; U,250; MI,250; MD,250; C,150;
74 PAPER	1500	R,700; U,200; ML,200; MD,200; C,200;
75 BINDERS	1000	R,100; U,100; MI,100; MD,100; I,600;
76 3 HOLE PUNCHES	30	R,5; U,3; ML,3; MD,10; I,5; C,4;
77 DRAWING LAMPS	10	R,3; U,2; ML,2; MD,2; I,1;
78 EXACTO KNIVES	20	R,6; U,2; ML,4; MD,6; I,2;
79 FRENCH CURVE SE	10	R,5; U,1; ML,1; MD,2; I,1;
80 DRAWING TABLE	6	R,1; U,1; ML,1; MD,1; I,1; S,1;
81 T-SQUARES	10	R,2; U,2; ML,2; MD,2; I,2;
82 LETTER GUIDES	20	R,3; U,3; ML,3; MD,3; I,3; S,3; C,2;
83 DRAWING PENS	20	R,3; U,3; ML,3; MD,3; I,3; S,3; C,3;
84 TRANSFER LETTER	50	R,10; U,7; ML,7; MD,10; I,6; S,6; C,4;
85 TRANSFER LETTER	50	R,10; U,7; ML,7; MD,10; I,6; S,6; C,4;
86 MASKING FRAMES	10	R,2; U,2; ML,2; MD,2; I,2;
87 MAGIC MARKERS	700	R,100; U,100; ML,100; MD,100; I,100; S,
88 REUSABLE MARKER	200	R,30; U,30; ML,30; MD,30; I,30; S,20; C
89 BLACK INK	5 GAL	R,1; U,1; ML,1; MD,1; I,1;
90 RED INK	5 GAL	R,1; U,1; ML,1; I,1; MD,1;
91 GREEN INK	5 GAL	R,1; U,1; ML,1; MD,1; I,1;
92 BLUE INK	5 GAL	R,1; U,2; C,2;
93 REUSABLE FLIP C	3000	R,500; U,400; ML,400; MD,500; I,400; S,400
94 FLIP CHARTS	700	R,100; U,100; ML,100; MD,100; I,100; S,10
95 MASKING TAPE	500	R,80; U,70; ML,70; MD,70; I,70; S,70; C
96 FLIP CHART STAN	20	U,2; ML,3; MD,5; I,5; S,3; C,2;
97 PAPER CUTTER	10	R,1; U,2; ML,2; MD,3; I,1; S,1;
100 FIXER	50	R,20; U,10; ML,10; MD,10;

File: USDA COMM

Report: USDA

ITE DESC.	TOTAL	DIST.
100 PAMPHLET HOLDER	50	R,10; U,10; ML,10; MO,10; C,10;
100 POCKETS	1000	R,200; U,100; ML,100; MO,200; C,400;
100 BOOK ENDS	75	R,20; U,10; ML,10; MO,20; C,15;
100 LABELS	1000	R,200; U,100; ML,100; MO,200; C,400;
101 Apple 2e comput	6	R,1; M1,1; Mo,1; S,2; U,1
102 FX PRINTER	5	ML,1; S,2; Mo,1; U,1
103 1500 PRINTER	2	R,1; C,1;
104 PRINTER RIBBON	25	R,5; U,5; MO,5; I,5; C,5;
105 FX 100+ P/RIBBO	25	R,5; M1,5; U,5; I,5; C,5
106 PRINTER RIBBONS	50	R,25; C,25
107 COMPUTER PAPER	50	R,10; U,3; ML,3; MO,4; I,10; S,10; C,10
108 CARDS	3	R,1; MO,1; C,1;
109 ROLODEX TRAYS	18	R,5; U,3; ML,3; MO,4; C,3;
110 VACUUMS	5	ML,1; C,1; I,1;
110 KNIFE	5	R,1; U,1; ML,1; MO,2;
111 SUPERBASE	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
112 Hard Disk	1	R,1
113 Print Shop	1	R,1
114 CASES	100	R,30; U,10; ML,10; MO,10; I,10; S,10; C,10
115 ALBRECHT BOOK	7	R,1; U,1; ML,1; MO,1; I,1; S,1; C,1;
116 ANTHONY BOOK	8	R,1; U,1; ML,1; MO,1; I,2; S,1; C,1;
117 AGOR BOOK	7	R,1; U,1; ML,1; MO,1; I,1; S,1; C,1;
118 LABORDE BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
119 KEEGAN BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
120 SCHARFER BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
121 KING BOOK	20	R,1; U,1; ML,1; MO,3; I,5; S,1; C,8;
122 DESATMIC BOOK	20	R,1; U,1; ML,1; MO,3; I,5; S,1; C,8;
123 MAGER BOOKS	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
124 KARLINO BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
125 SMITH BOOK	20	R,2; U,2; ML,2; MO,2; I,2; S,2; C,8;
126 Bafa Bafa	2	R,1; C,1;
127 STARPOWER	10	R,1; U,1; ML,1; MO,2; I,2; S,1; C,2;
128 PFIEFER BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
129 HANDBOOK	6	U,1; ML,1; MO,1; I,1; S,1; C,1;
130 UPDATE	6	R,1; ML,1; MO,1; I,1; C,1;
131 FORBASE	3	R,1; I,1; C,1;
132 WORKSHOP BOOKS	3	R,1; C,1; I,1;
133 DEV BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
134 FRANCIS BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
135 GOOD BOOK	250	R,200; I,25; S,25;
136 FESDER BOOK	3	R,1; I,1; C,1;
137 LASSEY BOOK	6	R,1; U,1; ML,1; MO,1; I,1; C,1;
138 BRADFORD BOOK	3	R,1; I,1; S,1;
139 FOWLER BOOK	30	R,5; U,1; ML,1; MO,4; I,8; S,10; C,2;
140 YIN BOOK	12	R,1; U,1; ML,1; MO,2; I,3; S,3; C,1;
141 MAJCHIZAK BOOK	2	I,1; C,1;
142 DUNTEMAN BOOK	1	I,1;
143 LINCOLN BOOK	2	I,2;
144 FINK BOOK	25	R,3; U,1; ML,1; MO,3; I,5; S,5; C,7;
145 BESAG BOOK	2	I,1; C,1;

ITE DESC.	TOTAL	DIST.
146 THOMAS BOOK	2	I, 1; C, 1;
147 WHYTE BOOK	10	R, 2; U, 1; ML, 1; MO, 2; I, 1; S, 1; C, 2;
148 DOUGLAS BOOK	10	R, 2; U, 1; ML, 1; MO, 2; I, 1; S, 1; C, 2;
149 HEISE BOOK	2	R, 1; C, 1;
150 BROWNELL BOOK	6	R, 1; U, 1; ML, 1; MO, 1; I, 1; C, 1;
155 MARGOLIS BOOK	250	R, 200; I, 25; S, 25;
156 LYNTON BOOK	250	R, 200; I, 25; S, 25;
157 MORIS BOOK	250	I, 150; S, 100
158 KORTEN BOOK	250	R, 50; I, 100; S, 100;
159 FRENCH BOOK	500	R, 100; I, 300; S, 100;
160 KEIRSEY BOOK	500	R, 250; I, 200; S, 50;
161 CHAMBERS BOOK	500	R, 55; U, 2; ML, 2; MO, 10; I, 100; S, 300; C
162 GITTENGER BOOK	15	R, 1; U, 1; ML, 1; MO, 1; I, 5; S, 5; C, 1;
169 WILEY BOOKS	10	R, 1; S, 8; C, 1;
170 HUNTER BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
171 JOHNSTON BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
172 JOHNMSON BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
173 DIXON BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
174 CHAMBERS BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
175 MANSFIELD BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
176 CARNES BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
177 MUSRRAY BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
178 DALY BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
179 ADRONE BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
180 SWANSON BOOK	10	R, 1; U, 1; ML, 1; MO, 1; S, 5; C, 1;
199 SYRINGE	12	R, 3; U, 2; ML, 2; MO, 5;
200 SYRINGE	12	R, 3; U, 2; ML, 2; MO, 5;
201 NEEDLES	60X4	R, U, ML-1DZ EA; MO, 2DZ EA;
202 HOLDER	10	R, 2; U, 1; ML, 2; MO, 5;
203 NEEDLE	5	R, 1; U, 1; ML, 1; MO, 2;
204 TROCAR	3	R, 1; U, 1; ML, 1; MO, 2;
205 TUBE	20	R, 4; U, 4; ML, 4; MO, 8;
206 FORCEPS	5	R, 1; U, 1; ML, 1; MO, 2;
207 NEEDLE	5X4	R, U, ML-1 EA; MO-2 EA;
208 ELASTRATOR	5	R, 1; U, 1; ML, 1; MO, 2;
209 RINGS	2	R, 1; MO, 1;
210 Knife	5	R, 1; U, 1; ML, 1; MO, 2;
211 CLIPPER	5	R, 1; U, 1; ML, 1; MO, 2;
212 DEHORNER	5	R, 1; U, 1; ML, 1; MO, 2;
213 HOBBLE	10	R, 2; U, 2; ML, 2; MO, 4;
214 BOOTS	60	R, 15; U, 15; ML, 15; MO, 15
215 SCISSORS	5	R, 1; U, 1; ML, 1; MO, 2;
216 CATGUT	4X3	R, 1; U, 1; ML, 1; MO, 1;
217 SEPARATOR	4	R, 1; U, 1; ML, 1; MO, 1;
218 CHURN	5	R, 1; U, 1; ML, 1; MO, 2;
219 JAR	15	R, 4; U, 3; ML, 3; MO, 5
220 KNIFE	3	R, 1; U, 1; ML, 1;
221 KNIFE	3	R, 1; U, 1; ML, 1;
222 TAPE	4	R, 1; U, 1; ML, 1; MO, 1;
223 KNIFE	3	R, 1; U, 1; ML, 1;

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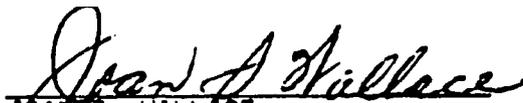
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Introduction

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Seriously, field reality (at least the way I perceive it) and the way we talk about it often seem pretty far apart. Sometimes the most important dimensions of what we are doing get overlooked and very important contributors to project success and failure don't get written down or discussed. Some learnings that have come from TRD to date seem worth passing on, if only as a reminder that they can make a big difference. Most of the following is not theoretically new (but most of it is well grounded in research), and many of these are easy to say and often not so easy to do.

Learnings (or ideas) applying to program or project design are presented in one section; and those applying to program/project implementation in a second section. Many of these lessons are applicable to sound development work in fields beyond EHR, to USAID management and effective U.S. host country policy dialogue. All of the ideas are being (or were) used with TRD. A number of them constitute the TRD philosophy and belief system. As was pointed out in the best selling In Search of Excellence, having a philosophy and belief system that is articulated and known is an important characteristic of productive American businesses. We have found it to be important to managing a successful development project.

Project Design

1. Real collaborative planning between USAID designers and the host government is critical to implementation. People have long given lip service to this, yet frequently it is not done because it requires time and designers who know how to be collaborative and use those skills. It also requires USAID Project Officers who know their way around the host country and can bring U.S. TDY designers and the right host country officials together. Time lost in slowing down design to do collaborative planning will be gained in implementation commitment.

2. Continuity of capable personnel, both American and host country, from design through implementation helps a great deal.
3. Flexibility and mechanisms for continual redesign of approaches, methods and other elements to reach the goals are important. (This is sometimes called a "rolling design," which does not mean "loose design.")
4. A "moving with" strategy for program/project development is usually more successful than a "moving against," bargaining, or confrontation approach. Hostility breeds hostility, not a very effective environment in which to attempt development and change. If you can start the design around an area where there is already host country energy, commitment and desire to change (in Tanzania, grassroots rural development was such an area), and supplement this with the rolling design approach, you lay groundwork which facilitates expansion from the base area all parties agree needs to be worked on, into other improvement areas. (For TRD this has meant starting with village/farmer training, then training rural development managers at all levels of the system, then training policy makers, moving to substantive discussions with policy makers, then to current planning work on cooperative and local government development in the country.)
5. Analyze the broad system early in the design process and cultivate a sense of the interaction patterns. This can be critically important to avoid making political or administrative mistakes that could kill implementation. (Locating TRD's Coordination Office in a small neutral ministry rather than in MOA or the Prime Minister's Office was a strategy based on systems analysis in the design process to support our task of developing interministerial cooperation.)
6. Learn from others' mistakes. Look for patterns in past failures and attempt a design to overcome weak elements of the system right from the start.
7. Design teams should write well and quickly to allow rapid sharing of materials while in country. This alone can increase dialogue and communication. Too many design teams stay in country only long enough to gather data then take the data home for analysis, thus disallowing a forum for discussion. Small, technically competent teams with good writing and human relations skills can greatly assist in achieving collaborative planning (No. 1 above).

Project Implementation

1. People make projects work. Selecting the right people (U.S. and host country) to design and implement the program or project is the most important project decision. Criteria for selection should include more than technical skills and experience. It is critical that U.S. technicians have technical skills and like the country and its people. Too often in Africa, we have not applied these criteria in selecting American technicians.
2. Human relation skills are important, but sincerity and a genuine dedication to development that can be perceived by colleagues can compensate for a host of human relations sins.
3. People who know themselves, their values, their strengths and weaknesses, and can admit them non-defensively, generally are better development workers.
4. People who have a bias for action, for getting on with it, backed by sound intellectual reasoning, are critical. U.S. technicians with this bias coupled with good transfer skills can help move a seemingly paralyzed system. Many programs suffer from too much talk and not enough action.
5. Development people need to be willing to do whatever needs to be done (drive a Landrover, collate papers, type, pay bills, help someone's sick child, deliver messages, hitch a ride in the field). These characteristics are important for both U.S. and host country people and are particularly critical if the technician is supposed to be transferring this development sense to host country colleagues. In fragile environments, such as we find in Africa (left in many cases with rigid colonial organization systems), often it is the U.S. technician who must make the first move in the direction of the practical doing.
6. U.S. technicians must transfer their skills, not solve other peoples' problems for them. The job of an expatriate technician is to help people become independent, i.e., building others' skills and helping them learn the process for solving problems or developing policy, rather than completing the task for them or giving the solutions of the "correct" policy. This requires a willingness to take satisfaction indirectly, when not the U.S. technician, but those with whom he/she are working get public recognition for the job well done.

7. Team building and paying attention to personal chemistry are important. Too often good people (host country and American) get locked into relationships that have to be close to perform their work even though they just don't like each other and never will. To succeed, a project has to pay attention to this and have available ways to move people around and -- in some cases -- out, in order to stay on track to achieve goals.

On the issue of team building (which is related to No. 3), much can be done to assist team members to know themselves and each other. TRD has found the Myers Briggs Type Indicator to be an excellent tool for fostering team understanding and for forming work groups around strengths. It can reveal insights to cultural tendencies; information necessary for anyone trying to function as a change agent.

8. Spend time in the field; stay overnight in a village home. Successful rural development efforts in most African countries means difficult traveling and lots of it. But family issues and attitudes often deter both U.S. and host government officials from spending enough time in the field. Rural development rarely happens in the capital city. However, policy and money decisions often get made in the capital by people who rarely see a farmer or know what problems village women face.
9. Keep long-term in-country technical assistance teams as small as possible and don't locate them in the same place. Large TA teams living together take on a life of their own that interferes with communication and development of real relationships with host country colleagues. Administrative support requirements go up exponentially with large in-country teams. Often a well qualified chief of party can't get to the technical work because he/she spends full time on administration. In cases where large teams are necessary, don't make best technical advisor chief of party; or, if you must, give him/her an administrative coordinator.
10. Rules and norms for cooperative work should be clear, specific, direct and frequently renegotiated (particularly with the inevitability of personnel changes). In many cases, perceptions of "The Rules" are strikingly different along the project implementation chain of actors: USAID Director, USAID Project Officer, U.S. Chief of Party, Host Country Policy Makers and Host Country Implementors. All American personnel in the system should know USAID policies and procedures and, over time, host country colleagues

also should develop a good working knowledge of them. Damage to programs and projects can often be done (sometimes intentionally, sometimes unintentionally) as people stand behind the rule book.

11. Don't assume that something can't be done just because everybody tells you it can't. TRD has worked consistently on the premise that things can be done (related to No. 4, A Bias for Action). A TRD example: people said, "You can't mix principal secretaries, high level regional officials and district officials in the same management course." Lots of reasons were given, but the project said, "Let's try it. Without vertical communication, managerial problems here just can't be solved." It worked and has been one of the major contributing factors in on-the-job implementation of the project managerial skills training.
12. Get policy makers involved (not just courtesy or pro forma) early. The training environment provides a good place to build relationships, learn to understand each other's points of view, discuss sensitive issues and lay the foundation for future problem solving. TRD's Executive Management Training Seminar built such a base.
13. Don't let experience go by without examining and analyzing it. In TRD the Experiential Learning Model forms the basis for nearly everything we do. The model embodies a cycle for learning. Simply stated, using a training session as an example, the model says an experience happens or is created; people are given an opportunity to reflect on it, discuss it, investigate implications; people are then helped to generalize and draw principles to guide future action from the event; and, finally, the principles are applied and tested in real life. This approach can help a great deal in turning mistakes and managerial problems into opportunities for learning. Redirecting time and energy to learning of this type rather than blaming is productive.
14. Planning, replanning and replanning again is critical. Planning should be collaborative and participatory. TRD's experience has been that with each replanning cycle the job gets easier; participants learn the process of planning.
15. Keep things as simple as possible, build in redundancies and repeat activity series. Systematic processes applied, reapplied and "shown to work" will usually get adopted. In training, this means don't expect "one shot" courses to do much. Bring people together, let them go practice, follow-up,

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examine what happens, come together again, etc. Too many training programs are artificial, unrelated to the environment and carry exaggerated expectations of what really will be applied.

16. Help build common language around concepts you are introducing among people who need to work together (related to No. 7, Team Building). Training vertical slices of organizations and developing common language foster and reinforce behavioral change. TRD has found this to be very important to the adoption of managerial behavior change. TRD provides an example where subordinates' time was wasted because a boss would continually interrupt meetings to accept phone calls. After TRD managerial training, it became legitimate for subordinates to kid the boss about "time wasters" and usually a stop is put to the phone calls.

While doing field follow-up after management training, the new words or jargon you hear being used can be a guide as to what stuck, and what images or training techniques seemed to be particularly appealing. A favorite in Tanzania has come from a humorous, but serious American article on delegation titled "Who Has the Monkey." (Incidentally, American training staff almost didn't use it, because they weren't sure it was culturally appropriate.) It worked, and also guided project staff to a deeper understanding of how ideas might be presented in the future.

17. Expect everything to go wrong, but tell others you think it will work. This view of the world and this type of separation is far preferable to cynicism. Cynics can hinder rather than help development processes. Publicly stating you think something will work and generating that belief in others can be a partial cause of it working. By keeping personal expectations low, you save yourself from frustration, anger and despair and are in a better position to guide what learning can come out of the "disaster." Humor and developing inside jokes save many a situation.

18. Don't collect information for the sake of collecting information. Everybody always wants to know everything. Donors want data, host countries want data, you want data. TRD started collecting too much data, couldn't rapidly analyze it and found much was outdated before it could be fed back into the system. We are working toward an improved system. We're trying to simplify and reduce data collected, to be sure we know what we will do with

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what we collect. We are concentrating on establishing a data collection process using a microcomputer. We have lowered our expectations about how well or rapidly we will really be able to do this.

20. Keep building toward a "critical mass," but not in random scattered fashion, such as "shot gunning" long-term academic participants all over the United States. While participants do come back with useful education and some common experience with our system, most likely they will also be scattered back into their system. When scattered, they are less effective. A critical mass is developed as people who work together come to common agreements and understandings about how things can and will be done. Building a critical mass requires long time frames and clarity among the participants about what they are a "mass" to do.

Conclusion

In short, development really isn't such a complicated thing. It takes patience, love, hard work, willingness to go the extra mile, flexibility and openness to change and new experiences.

As a field development practitioner, I've found my reading selections moving away from the development literature to that of business, management, human development, psychology and fiction and non-fiction about other countries and cultures. It is here I often get new ideas from one place that might be transferred to another. Many of our in-house publications repeat messages over and over and do little to help those of us on the front lines.

In the area of EHR I argue for: practical approaches (well grounded in research from a variety of fields); more flexibility in design; treating methods such as participant training and third country training as tools, not ends in themselves; better selection of both Americans and host country officials to do the job of development; and an approach to policy dialogue (based on what we currently know about human beings) that has a real chance of working.

DPMC

Development Program Management Center

(PA-AB/674)

An international cooperation and resource center that supports program design and management in developing countries.

Some Lessons From the Tanzania Training for Rural Development Project (TRD)

by

Janet Poley
TRD Advisor

February, 1985

U.S. Department of Agriculture
Office of International Cooperation and Development
Technical Assistance Division

In cooperation with the

U.S. Agency for International Development
Bureau for Science and Technology
Office of Rural and Institutional Development

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5. Analyze the broad system early in the design process and cultivate a sense of the interaction patterns. This can be critically important to avoid making political or administrative mistakes that could kill implementation. (Locating TRD's Coordination Office in a small neutral ministry rather than in MOA or the Prime Minister's Office was a strategy based on systems analysis in the design process to support our task of developing interministerial cooperation.)
6. Learn from others' mistakes. Look for patterns in past failures and attempt a design to overcome weak elements of the system right from the start.
7. Design teams should write well and quickly to allow rapid sharing of materials while in country. This alone can increase dialogue and communication. Too many design teams stay in country only long enough to gather data then take the data home for analysis, thus disallowing a forum for discussion. Small, technically competent teams with good writing and human relations skills can greatly assist in achieving collaborative planning (No. 1 above).

Project Implementation

1. People make projects work. Selecting the right people (U.S. and host country) to design and implement the program or project is the most important project decision. Criteria for selection should include more than technical skills and experience. It is critical that U.S. technicians have technical skills and like the country and its people. Too often in Africa, we have not applied these criteria in selecting American technicians.
2. Human relation skills are important, but sincerity and a genuine dedication to development that can be perceived by colleagues can compensate for a host of human relations sins.
3. People who know themselves, their values, their strengths and weaknesses, and can admit them non-defensively, generally are better development workers.
4. People who have a bias for action, for getting on with it, backed by sound intellectual reasoning, are critical. U.S. technicians with this bias coupled with good transfer skills can help move a seemingly paralyzed system. Many programs suffer from too much talk and not enough action.
5. Development people need to be willing to do whatever needs to be done (drive a Landrover, collate papers, type, pay bills, help someone's sick child, deliver messages, hitch a ride in the field). These characteristics are important for both U.S. and host country people and are particularly critical if the technician is supposed to be transferring this development sense to host country colleagues. In fragile environments, such as we find in Africa (left in many cases with rigid colonial organization systems), often it is the U.S. technician who must make the first move in the direction of the practical doing.
6. " U.S. technicians must transfer their skills, not solve other peoples' problems for them. The job of an expatriate technician is to help people become independent, i.e., building others' skills and helping them learn the process for solving problems or developing policy, rather than completing the task for them or giving the solutions or the "correct" policy. This requires a willingness to take satisfaction indirectly, when not the U.S. technician, but those with whom he/she are working get public recognition for the job well done.

7. Team building and paying attention to personal chemistry are important. Too often good people (host country and American) get locked into relationships that have to be close to perform their work even though they just don't like each other and never will. To succeed, a project has to pay attention to this and have available ways to move people around and -- in some cases -- out, in order to stay on track to achieve goals.

On the issue of team building (which is related to No. 3), much can be done to assist team members to know themselves and each other. TRD has found the Myers Briggs Type Indicator to be an excellent tool for fostering team understanding and for forming work groups around strengths. It can reveal insights to cultural tendencies; information necessary for anyone trying to function as a change agent.

8. Spend time in the field; stay overnight in a village home. Successful rural development efforts in most African countries means difficult traveling and lots of it. But family issues and attitudes often deter both U.S. and host government officials from spending enough time in the field. Rural development rarely happens in the capital city. However, policy and money decisions often get made in the capital by people who rarely see a farmer or know what problems village women face.
9. Keep long-term in-country technical assistance teams as small as possible and don't locate them in the same place. Large TA teams living together take on a life of their own that interferes with communication and development of real relationships with host country colleagues. Administrative support requirements go up exponentially with large in-country teams. Often a well qualified chief of party can't get to the technical work because he/she spends full time on administration. In cases where large teams are necessary, don't make best technical advisor chief of party; or, if you must, give him/her an administrative coordinator.
10. Rules and norms for cooperative work should be clear, specific, direct and frequently renegotiated (particularly with the inevitability of personnel changes). In many cases, perceptions of "The Rules" are strikingly different along the project implementation chain of actors: USAID Director, USAID Project Officer, U.S. Chief of Party, Host Country Policy Makers and Host Country Implementors. All American personnel in the system should know USAID policies and procedures and, over time, host country colleagues

also should develop a good working knowledge of them. Damage to programs and projects can often be done (sometimes intentionally, sometimes unintentionally) as people stand behind the rule book.

11. Don't assume that something can't be done just because everybody tells you it can't. TRD has worked consistently on the premise that things can be done (related to No. 4, A Bias for Action). A TRD example: people said, "You can't mix principal secretaries, high level regional officials and district officials in the same management course." Lots of reasons were given, but the project said, "Let's try it. Without vertical communication, managerial problems here just can't be solved." It worked and has been one of the major contributing factors in on-the-job implementation of the project managerial skills training.
12. Get policy makers involved (not just courtesy or pro forma) early. The training environment provides a good place to build relationships, learn to understand each other's points of view, discuss sensitive issues and lay the foundation for future problem solving. TRD's Executive Management Training Seminar built such a base.
13. Don't let experience go by without examining and analyzing it. In TRD the Experiential Learning Model forms the basis for nearly everything we do. The model embodies a cycle for learning. Simply stated, using a training session as an example, the model says an experience happens or is created; people are given an opportunity to reflect on it, discuss it, investigate implications; people are then helped to generalize and draw principles to guide future action from the event; and, finally, the principles are applied and tested in real life. This approach can help a great deal in turning mistakes and managerial problems into opportunities for learning. Redirecting time and energy to learning of this type rather than blaming is productive.
14. Planning, replanning and replanning again is critical. Planning should be collaborative and participatory. TRD's experience has been that with each replanning cycle the job gets easier; participants learn the process of planning.
15. Keep things as simple as possible, build in redundancies and repeat activity series. Systematic processes applied, reapplied and "shown to work" will usually get adopted. In training, this means don't expect "one shot" courses to do much. Bring people together, let them go practice, follow-up,

examine what happens, come together again, etc. Too many training programs are artificial, unrelated to the environment and carry exaggerated expectations of what really will be applied.

16. Help build common language around concepts you are introducing among people who need to work together (related to No. 7, Team Building). Training vertical slices of organizations and developing common language foster and reinforce behavioral change. TRD has found this to be very important to the adoption of managerial behavior change. TRD provides an example where subordinates' time was wasted because a boss would continually interrupt meetings to accept phone calls. After TRD managerial training, it became legitimate for subordinates to kid the boss about "time wasters" and usually a stop is put to the phone calls.

While doing field follow-up after management training, the new words or jargon you hear being used can be a guide as to what stuck, and what images or training techniques seemed to be particularly appealing. A favorite in Tanzania has come from a humorous, but serious American article on delegation titled "Who Has the Monkey." (Incidentally, American training staff almost didn't use it, because they weren't sure it was culturally appropriate.) It worked, and also guided project staff to a deeper understanding of how ideas might be presented in the future.

17. Expect everything to go wrong, but tell others you think it will work. This view of the world and this type of separation is far preferable to cynicism. Cynics can hinder rather than help development processes. Publicly stating you think something will work and generating that belief in others can be a partial cause of it working. By keeping personal expectations low, you save yourself from frustration, anger and despair and are in a better position to guide what learning can come out of the "disaster." Humor and developing inside jokes save many a situation.

18. Don't collect information for the sake of collecting information. Everybody always wants to know everything. Donors want data, host countries want data, you want data. TRD started collecting too much data, couldn't rapidly analyze it and found much was outdated before it could be fed back into the system. We are working toward an improved system. We're trying to simplify and reduce data collected, to be sure we know what we will do with

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what we collect. We are concentrating on establishing a data collection process using a microcomputer. We have lowered our expectations about how well or rapidly we will really be able to do this.

20. Keep building toward a "critical mass," but not in random scattered fashion, such as "shot gunning" long-term academic participants all over the United States. While participants do come back with useful education and some common experience with our system, most likely they will also be scattered back into their system. When scattered, they are less effective. A critical mass is developed as people who work together come to common agreements and understandings about how things can and will be done. Building a critical mass requires long time frames and clarity among the participants about what they are a "mass" to do.

Conclusion

In short, development really isn't such a complicated thing. It takes patience, love, hard work, willingness to go the extra mile, flexibility and openness to change and new experiences.

As a field development practitioner, I've found my reading selections moving away from the development literature to that of business, management, human development, psychology and fiction and non-fiction about other countries and cultures. It is here I often get new ideas from one place that might be transferred to another. Many of our in-house publications repeat messages over and over and do little to help those of us on the front lines.

In the area of EHR I argue for: practical approaches (well grounded in research from a variety of fields); more flexibility in design; treating methods such as participant training and third country training as tools, not ends in themselves; better selection of both Americans and host country officials to do the job of development; and an approach to policy dialogue (based on what we currently know about human beings) that has a real chance of working.

TANZANIA'S CHANGING VILLAGE LIFE

BY JANET K. POLEY

Rural development is a process without shortcuts, without easy solutions. It takes time, careful planning, patience, commitment, and a great deal of hard work. In Tanzania the ongoing Training for Rural Development



(Left) An instructor trained at the TRD center in Ruaha conducts a class for villagers at Mbeya (below).

(TRD) program is succeeding because it is a team effort involving thousands of Tanzanians who are willing to meet the challenge of building a better life for themselves and their children.

The aim of the project is twofold: to improve agricul-

tural production in Tanzania, and to assist local officials in their planning and management responsibilities.

The TRD story started in 1977 with the visit of President Julius Nyerere to the United States and his request to the U.S. Government for

assistance in training and human resource development. As a result, TRD Phase I was approved in 1979 as a \$6-million effort to train 70 Tanzanians in American universities and in the initial incountry training programs.

Starting with 10 Tanzanians with backgrounds in agriculture, livestock, natural resources, community development, and cooperatives, the project initiated its village work. These trainers acquired self-help teaching tools and guided others in problem solving, leadership, and project management.

The next step was right into the village. Trainers, assisted by American consultants, lived for several weeks in the selected villages. They learned about the villages and their priority problems, conducted socioeconomic surveys, and began to train village leaders in the same skills that they themselves had just acquired.

Establishing the first training center was another early activity. When TRD staffers arrived in Ruaha, Iringa, its condition after a history of short-lived training programs was greatly in need of

improvement. With paint, pipes, boards, and fumigation its outward appearance was upgraded. New management systems, hard work, and an influx of trainees from project villages brought new life to the community. Ruaha became the hub of activities for the 100 villages now participating in the project, and other centers were formed in Mbeya, Ruvuma, and Arusha.

The highways and byways that connect the four centers and the villages with which the project works are set off by an impressive natural backdrop. Small village communities dot the countryside, interspersed with rich patches of promising agricultural land.

But it is the people of Tanzania—not its scenic beauty—that capture the attention of TRD workers. It is the man working the land with his hoe and the woman who often walks several kilometers for water and firewood. It is the hope of increasing agriculture and livestock production, improving village incomes, and building a better life that keeps the project on the move.

The energy propelling this eight-year, more than \$30-million joint effort by the United States and Tanzania is supplied by people working together. On the Tanzanian side, nearly 4,000 people from policymakers to villagers are involved as trainers, managers, and stu-

dents. On the American side, the project is being financed by the U.S. Agency for International Development (USAID) and implemented by the U.S. Department of Agriculture.

While the project also provides some commodity and materials assistance, the ma-



PHOTOGRAPHS
BY LEE BATTAGLIA

(Above) James Okeyo, principal of the TRD center in Ruaha. (Right) Trainees in a forestry nursery water seedlings.



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majority of funds provided are used for training—experiential, practical, and adult-oriented—with emphasis on solving problems at the local

What does TRD participation really mean to a village? According to James Okeyo, TRD Ruaha Principal, "villagers previously were not accustomed to workers coming into their communities to advise, consult, and assist them." Okeyo feels that TRD is successful because we "really get to know the community firsthand and the people come to know us and our approaches. Then they choose 15 of their leaders to join with leaders from other villages for a four-week session at the TRD center.

"Through group discussions, role playing, simulations, and practical work on our demonstration projects they learn new managerial and technical skills. We follow up later, in fact we work with a village for approximately three years, assisting with types of training appropriate to their needs and problems."

The results of the training program are visible and im-

pressive. Village production has increased in the four project regions—a tangible contribution to meeting the food needs of the country. A number of village projects are stronger economically and more able to provide income to rural communities. From this cooperative effort there is a growing awareness not only of improved agricultural production methods, but also of the need to conserve soil and establish forests. Many farmers have adopted techniques and innovations first learned through TRD.

The four training centers carry on demonstration projects on how to grow different crops. At present the concentration is on maize as the staple food crop, and on export crops such as coffee, tea, and pyrethrum. The crops vary so much from one part of the country to the other that initial work with a village examines existing agricultural practices and considers the potential of that particular area. Through the course of a project, a village may change its mix of agricultural production or improve its skill in some particular crop. For example, some vil-

lages in the tobacco area may be able to improve agricultural and drying procedures.

But clearly the first thing to worry about is that a village has enough food. Priority is given to the issue of subsistence, which in most villages means assessing maize production. There is also emphasis on horticultural crops, particularly of vegetables, trying to improve nutrition by adding more variety to the diet. After taking a look at nutritional problems the trainers estimate crop export possibilities to obtain money for the village as well as help Tanzania gain foreign exchange.

The first step is to ask the people what they see as the most severe problem in the village, and then build on what they feel they want to work on. If a village says the number one priority is safe water, the program begins there and later moves to crop production, livestock, or other income-generating possibilities for villagers.

TRD Phase II, approved in 1981, added an intensive management development program, included the Arusha region in the project, and

extended the coverage of village training. The management training programs are designed to bring together specialists in various technical fields who work together to catalyze rural development. The emphasis is multidisciplinary with participants from Tanzania's national policymaking level, along with regional and district workers.

The methods for training managers are similar to those used with the villagers and are coupled with on-the-job and followup consultancy. Initial programs were conducted by U.S. management consultants with experience in government, private enterprise, and work in other countries. These experts were teamed with Tanzanian trainers from the Institute for Development Management (IDM), who learned the training skills from their U.S. colleagues.

IDM trainers are independently conducting most of the TRD management development programs and are spreading the experiential methods into other spheres of their responsibilities.



(Above) Trainees learn to yoke oxen so they can be used to transport goods to the villages.

students agitate water in the pond to increase the supply of oxygen.



(Right) In a fish-rearing program.

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TANZANIA'S CHANGING VILLAGES

TRD II brought with it new sights, sounds, and micro-computer technology. In addition to slides, films, and graphics, the project makes use of videocassette taping for demonstration and feedback purposes. The micro-computers assist with village data collection and analysis, record keeping, filing, and word processing.

TRD-trained managers say they have implemented improved office management practices, learned to train and use their workers more effectively, and instituted time-management and problem-solving practices. They have developed a clearer approach in managing the multiple forces that present a challenge in the changing environment of a developing country.

There are regions that have undertaken special projects as an outcome of management training. The Mbeya region, for example, is building the first Farm Service Center in Tanzania to be operated and managed as a



(Right) At the end of the four-week course at Ruaha, participants discuss plans for improvements in their villages. (Below) Training sessions are videotaped for demonstration and discussion.





cooperative venture involving 29 villages. The Farm Service Center will bring resources, equipment, and supplies required by these villages closer to where they are needed, and in the process the cooperative will learn how to manage an economically viable enterprise.

Cooperation and networking throughout the project regions continue to grow, and communication is flowing more smoothly among different levels of rural development workers. Village governments are stronger and more participatory, with a greater role for women. The people are taking an active, lively part in deciding their future, and many are looking forward to further developments of the TRD program. □

Dr. Janet K. Poley, a project adviser with the U.S. Agency for International Development (USAID), went to Tanzania in 1978 to develop the Training for Rural Development Program.

At the TRD center in Ruaha, villagers apply chemicals to control pests and diseases endangering fields of maize and beans.

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TRAINING FOR RURAL DEVELOPMENT IN TANZANIA

"A Case Study in Sustainable Development"

I. INTRODUCTION

Tanzania, the country where modern man may have originated, is a land of great size and beauty. More than 60 different ethnic groups with distinctive histories, language and traditions people this mosaic of more than 19 million. Physically, the nation extends over 362,000 square miles, ranging from the coast of the Indian Ocean to the height of Mount Kilimanjaro to the interior rich farm earth of the Southern Highlands.

"Experimentation" might best capture the development path of Tanzania since independence. Use of a national language - Kiswahili; stressing of education and literacy; and fostering of deep seated national pride and interest in political stability have served the country well.

Economic experimentation has been less successful, leaving the country among the poorest in the world. After considerable pressure from the IMF, World Bank and other donors Tanzania in 1986 devalued the shilling and began to open up its economy.

But this story from a USAID perspective began in 1978 and ironically closed officially in 1986.

The Training for Rural Development I Project was designed originally in response to a request by then President Julius Nyerere to then President Carter to assist the country to develop more human resource capacity, particularly in the agricultural sector. At the beginning two strains of thought existed as to project direction: The Minister of Agriculture favored a massive long-term U.S. training project and the Minister for Rural Development favored a grassroots improvement in outreach and extension in the fertile, rain-fed regions of the southern highlands.

TRD I became a bifurcated effort attempting both, providing degree training for 80 Tanzanians and pilot testing improved organizational, management and incountry training approaches for reaching villagers. TRD II built on the particular success of the incountry pilot efforts and explicitly using a systems approach attempted to improve agricultural production and quality of life in five high production potential regions in the country. The two projects were implemented with USAID assistance from 1979 - 1986, at a level of \$11.45 million. Due to the Tanzanian default to the U.S. Government TRD II was terminated more than two

years ahead of schedule. Tanzania continues it today through its own resources and ingenuity.

The author was the primary American involved with the Project from the time of the Tanzanian request until USAID withdrawal and has continued to follow incountry developments closely. The data sources are wide-ranging.

II. THE TARGET SYSTEM

"Static"

This is the part of the Tanzanian Rural Development set-up that was directly targeted by TRD. Its territory included five (there are 20 mainland regions) regions of the country, Iringa, Mbeya, Ruvuma, Rukwa and Arusha., including within these regions 300 villages, four village training centers, 22 District Development Directorates, five Regional Development Directorates, as well as local governmental organizations at Ward and District levels. At national level the system included a National Coordinating Committee (NCC) composed of Principal Secretaries of the involved Sectoral Ministries, a small Project Coordination Office within each of the Sectoral Ministries (Agriculture, Livestock, Natural Resources, Community Development and Cooperatives). It also included educational and support institutions in Tanzania charged with village improvement and management improvement, including the Institute for Development Management (IDM) and the Continuing Education Centre of Sokoine University of Agriculture.

The target system was a natural subsystem of the larger Tanzanian rural development system, operating within national policies, politics, goals, institutions and financial arrangements.

For the purpose of this discussion the environment includes the rest of the Tanzanian system, beyond the scope of the description above and the external international environment, particularly influencing macro level policies and decision-making within Tanzania.

Initially key stakeholders included President Julius Nyerere, the Minister of Agriculture, the Minister of Rural Development, the Principal Secretary of the Ministry of Manpower Development and the USAID Mission Director. Rather quickly the circle of stakeholders expanded to include a rather large group of previously U.S. trained middle and upper middle managers and the author.

There was rather general agreement from the beginning that the system for "delivering the goods" to villagers was in decay. Village training centers in the target system were in two

cases empty and in two cases poor managed and underutilized. The two operating centers received some budget support from the government. Built originally with donor funds - in one case USAID and the other Nordic money - neither had a functioning village outreach program. Staff, many technically well trained, largely sat in the centers waiting. An organized demand system - from above or below did not appear to exist.

While well structured and decentralized, the regional and district management support systems were inefficient, fairly isolated and non-interactive. It was interesting to note that after the signing of the agreement Regional Development Directors in the two of the Project regions, were rather quickly replaced with capable, energetic U.S. trained leaders. (A key stakeholder, the Principal Secretary of the Ministry of Manpower Development - now Deputy Principal Secretary to the President of Tanzania played a key role here). Most of the villages in the Project regions had governments in name only, agricultural production was declining and there was a general attitude of sitting and waiting for the Government to deliver development as promised.

"Dynamic"

As captured in an earlier paper about Tanzanian decentralization by Dr. Garry Thomas, titled "The Center and the Periphery" - the further from the Center one traveled the greater the decline in both capacity and performance. Environmentally, authority came from the top down, yet the country's stated development philosophy and the decentralized structure called for it to push up from below. Behaviorally managers reacted to orders from above then directed, ordered and controlled those below. Behaviorally trainers provided "right" answers to villagers on the rather infrequent occasions when they met.

While peopled with government workers with technical skills and at the village level a great deal of indigenous know-how, the system was largely reactive, frustrated and somewhat paralyzed. There were few opportunities for the system to learn and change as a system. The scattering of highly trained individuals over the large geography of a country with poor communication systems, isolated people who together might devise ways of acting. Few positive incentives existed for improved performance although negative sanctions were applied rather whimsically if a "big person's" expectations were unmet.

Economically, it was a tough time. Oil prices were high and the war with Uganda had nearly bankrupted the country. Salaries were low, although higher officials received more

perquisites such as housing, vehicles and opportunities to travel outside the country.

The Project rather early deduced that the country's decentralized structure, positively stated grassroots development philosophy and goals and the number of technically well-trained people in the system might be able to "orchestrate" a new path with strategic and technological change.

III. INDUCED CHANGE: THE FACILITATION OF THE TARGET SYSTEM

The intervention was designed to catalyze the "target" system into action so as to better assist grassroots villagers to improve their incomes, production and quality of life. Without the benefit of the SCOPE model TRD used systems theory as a guide. (For example the first exercise in TRD management training, asked participants to map the existing Tanzanian rural development system as they saw it.) Systematically scheduled cycles of experiential training for managers and trainers were followed by routine follow-up and consultation on-the-job so that performance could be observed. Initially these tasks for performed by outside TA by the end of the Projects these tasks were performed entirely by Tanzanian staff. External orientation was explicitly treated with units on managing change, managing the external environment and sessions of positive power and influence. Many within the Project came to believe they could and would change the system, in fact to such a degree that they became a political force, rather threatening to some elements in the country uninterested in movement toward a more participatory, democratic operational mode. Fortunately the key, key stakeholders in this Project identified themselves from the beginning. The Minister of Rural Development (mentioned earlier and now the Minister of Agriculture) and the Principal Secretary of the Ministry of Manpower (now the Deputy Principal Secretary to the President) strongly influenced the direction of the project and have supported it in every conceivable way up to the present. The advisor to the President for Rural Development (a Yale trained PhD in political science and a well published scholar) became actively engaged early in year three of the Project and deserves much of the credit for strategizing and thinking the Projects into sustainability. The Regional Development Directors provided the real day to day leadership, dynamism and over time more money from their budgets for both implementation and sustainability. Much went on behind the scenes of a political and influence nature that was real, hard hitting and at times highly risky for those involved. The deep relationships built among the ever expanding TRD family, the common beliefs, norms, language and jokes were probably essentially to surviving the shock of the Project close-out.

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From the beginning TRD paid particular attention to ... involving women throughout the system from the village to senior women politicians and managers. Village impact studies seemed to indicate that much of the spread effect of learnings gained in TRD village training to others not attending the training came from the women involved (men often tended to adopt the practices on their own plots, but were not so likely to share the knowledge with others in the village). Women managers also appeared to play essential roles in managing the projects over the stress hump of USAID pull-out. Women as a group appear to be key stakeholders.

In terms of increased valuation of outputs, four of the five TRD Regions are now called "The Big Four". Agricultural production increased threefold in these areas over the life of the Project. TRD certainly does not claim entire credit but village impact studies and comparisons with other regions have shown that it was definitely a contributing factor. Over the life of the project a large demand system for TRD services developed at all levels of the system and continues to this day.

The following quotation from the May 1984 evaluation of TRD speaks rather directly to the SCOPE notions without identifying them as such:

"The progress of TRD to date indicates that, in general, the project purpose will be achieved by the end of project, although the degree of achievement will probably vary between project specific regions based on the extent of involvement. TRD appears to have wide-spread acceptance within the TANGOV and with villagers which has lead to positive results."

"TRD shows that a systems approach to improved utilization of existing government resources is possible. Too often planners and donor agencies complain about the inefficient use of human and other resources within governments, but shy away from tackling the problem in a systematic manner. Instead, they address specific constraints within an organization rather than focusing on the linkages between organizations or parts of organizations which affect operations. An overall, general effort to improve the system can lead to positive results, since it requires several types and levels of organizations working together in a coordinated manner for rural development to occur. The TRD management training program for officials is proving that it is possible to achieve this."

"The TRD management training is based on the premise that training can lead to changes in attitudes and behaviors when teams of colleagues receive the same training and that training is phased and punctuated with performance and follow-up. This overcomes the often encountered problem of

well-trained individuals not being able to utilize newly acquired skills and knowledge because of inflexibility in their working environment."

"Also TRD demonstrates the power of adult education methods centered on experiential, problem-solving techniques to evoke change. It shows that these methods are applicable to working with highly educated people as well as illiterate villagers. The strength of this educational approach is using the trainee as the focal point. The trainee is actively involved in the learning process."

TRD was designed and developed to sustain (we then called it institutionalized), to be as natural as possible (within, rather than outside the normal government set-up) and to learn from and influence its external environment. Creativity and flexibility were explicit learning objectives.

Two major artificialities must be noted, however - 1) a large amount of external inputs including vehicles, equipment, micro-computers, limited recurrent budget support in early days of project and 2) nine years of long-term consistent technical assistance - six years for the author and three for a second TA and a large number of short-term consulting and training TAs.

These rather large resource infusions were also rather abruptly withdrawn by USAID due to the default situation. The long-term consistent TA had both positives and potential negatives. The author stayed so long and was so much the hub of Project catalyzing/adapting and communicating that her departure - as well as the end of external financing - were severe system shocks, both practically and emotionally. It is potentially easier for external advisors to cross subsystem boundaries and the incentives for doing so are in most cases greater for the TA than for those in regular organizational positions.

IV. SUSTAINABILITY: FUNCTIONING OF THE INDUCED SYSTEM

The long-term advisor that served with the author in Tanzania returned very recently from a field visit to the Project. The prognosis - just as the all the signs posted at going away parties for the U.S. advisors said - "TRD will never die."

The training center created first under the Project is the strongest (as predicted in the May 1984 evaluation) and is in ever increasing demand to provide training and consulting to an ever widening set of clientele. Multiple funding sources support activities and income generating activities continue to grow. While the lack of foreign exchange has yet to be felt in a damaging way, vehicles are aging and

could become problematic to continuing village activities if not addressed. While USAID has shown no interest in the Project since U.S. TAs departed and in fact so poorly managed close-out activities that vital equipment purchased with project funds was never delivered, engineering assistance promised was paid for and not delivered and many files are currently either missing or shipped back to Washington, other donors are beginning to use the centers and will assist in supporting some of their needs.

Training for Rural Development is now a national program and the former Project Coordinator is now the TRD Director. The National Coordinating Committee was meeting while the author's colleague was in the country and nine Regions are now involved or about to begin the program. (It is interesting that in this case transfers of RDDs to new regions is resulting in spread and increased demand systems).

The IDM management trainers are in demand throughout the system and by other donors. One TRD trainer is now consulting almost exclusively to the World Bank working to incorporate some of the TRD approaches into the Bank system with considerable developing interest.

On the political and economic front, the economy continues to become more open, entrepreneurship is emerging and the TRD staff is beginning to see a whole new set of possibilities. Politically some of the "power elite" most outspoken against TRD are no longer in government, although still active in the party and some of the more intellectual and less ideological politicians are overtly moving to advocate the types of changes brought to the system by TRD.

Six individuals stand-out in this transition which now appears to be emergent and sustainable. Two are leaders at the national level, two are regional directors, one is the woman principal of the first TRD Center and one is the TRD Project Director. Strategically they were able to cross old uncrossable system boundaries and together reform, re-plan, act, influence their environment and keep people together believing that indeed TRD would never die.

In terms of SCOPE TRD took a systems view from the beginning, built on a reasonably sound decentralization structure, appears to have overcome the terrific economic problems experienced by Tanzania, used the best of what is known about developing capacity/performance and kept working the politics. In revisiting what was done, recovery from project close-out might have been quicker and deeper if:

*More strategic "what if" work had been done

*More analysis of the real roles played by long-term

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committed TAs and how to restructure the communication, catalytic and linkage of various system elements not naturally tied together (in fact TAs are in U.S. they are still interacting rather regularly to help keep this part going

*Better economic planning, for non-donor dependent income