

ARUSHA WOMEN'S PARTICIPATION

IN

DEVELOPMENT

PROJECT PAPER

621-0162

APPROVED BY: USAID/TANZANIA

DATE: AUGUST 15, 1979

PROJECT DESIGN TEAM: MOHAMED GULLETH, IAE/ARUSHA

ALISA LUNDEEN, ACLF PILOT PROJECT

ROSE MARIE DEPP, USAID/TANZANIA

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ARUSHA WOMEN'S PARTICIPATION
IN DEVELOPMENT

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ACTION MEMORANDUM FOR THE DIRECTOR

THRU: PRM: ^{WJH} William Faulkner
FROM: CDPO: Rose Marie Depp ^{RMD}
SUBJECT: Arusha Women's Participation in Development (621-0162) Project Paper Authorization

Problem: Your approval is required to authorize a life-of-project total funding of \$400,000 from the Agriculture, Rural Development and Nutrition (ARDN) appropriation to the Government of Tanzania to execute a grant in FY 1979 in the amount of \$400,000, subject to availability of funding, and pending expiration of the notification to Congress, for the Arusha Women's Participation in Development Project.

Discussion: The Tanzania CDSS submitted in January 1979, emphasizes the program goal of assisting the Government of Tanzania accelerate the transfer and adoption of appropriate technologies, services, and systems to the rural poor. This project builds on the experience of the Audio-Cassette Listening Forums (906-0001) project which developed and tested a methodology for involving women in a process which enhances their ability to utilize the technologies, services, and systems being provided by the Tanzanian Government. The new project would provide AID's support to allow an expansion of activities from two to approximately sixteen villages. It will further test the audio-cassette and dialogue methodologies used in the pilot phase, modify it as necessary, and make recommendations for the use of the technologies throughout Tanzania.

The proposed project design is the result of collaboration between the Institute of Adult Education (IAE) and AID. The Government of Tanzania will receive the grant through the IAE. The Director of the IAE/Dar es Salaam, through the person of the Resident Tutor, IAE/Arusha, will implement the project.

The purpose of the project is to encourage and facilitate local planning, implementation and evaluation of development projects. Specifically the project will lead to an increased awareness of women of their

potential to improve the quality of their lives through self-determined action plans and an increased capability of the IAE to provide adult education services by training of IAE staff, development of a Handbook for IAE regional centers and provision of some logistic support and commodities.

In order to achieve these objectives AID will provide: two long-term technicians, Tanzanian enumerators, consultants, the salary of one IAE counterpart, training costs for seminars and short-term U.S. or Third Country training and study tours, audio-visual equipment, two vehicles and funding for an indepth evaluation. AID life-of-project funding is summarized below (\$000):

Technical Assistance	200.0
Training	51.0
Commodities	30.0
Evaluation	5.0
Other Costs (includes contingency & inflation)	51.0
TOTAL	400.0

There are no major conditions, precedents, or covenants that would delay the negotiation and execution of the Project Agreement. Approval of a source-origin waiver for two Land Rover vehicles and IEE were approved in the PID authorization by the AA/AFR. (See Annex C of the PP)

Project issues are summarized in Part I of the PP. The project committee met on August 15, 1979, and recommended you approve the project. It was decided no issues were outstanding or will prevent timely implementation of the project.

Recommendation: That you approve the project paper and authorize negotiation of a project agreement by signing the attached PAF II.

Attachments:

- A. PAF I
- B. PAF II
- C. Project Paper

Clearances:

A/DIR: J. French
PRM: W. Faulkner
ADO: M. Fuchs-Carsch
Arusha/Area Coordinator: Luche
EXC: R. Johnson
CONT: W. Miller

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AGENCY FOR INTERNATIONAL DEVELOPMENT
**PROJECT AUTHORIZATION AND REQUEST
 FOR ALLOTMENT OF FUNDS PART I**

1. TRANSACTION CODE

A ADD
 C CHANGE
 D DELETE

PAF

2. DOCUMENT CODE
 5

3. COUNTRY/ENTITY
 UNITED REPUBLIC OF TANZANIA

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)
 621-0162

6. BUREAU/OFFICE
 A. SYMBOL: AFR
 B. CODE: 06

7. PROJECT TITLE (Maximum 40 characters):
 Arusha Women's Participation in Dev.

8. PROJECT APPROVAL DECISION ACTION TAKEN
 A APPROVED
 D DISAPPROVED
 I AUTHORIZED

9. EST. PERIOD OF IMPLEMENTATION
 YRS 0 3
 CTRS

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

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY ⁷⁹		M. 2ND FY		K. 3RD FY	
		C GRANT	D LOAN	F GRANT	G LOAN	I GRANT	J. LOAN	L GRANT	M LOAN
1. ARDN	201	200		400.0					
2.									
3.									
4.									
TOTALS				400.0					

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED (ENTER APPROPRIATE CODE(S)) 1 - LIFE OF PROJECT 2 - INCREMENTAL LIFE OF PROJECT	A. GRANT	B. LOAN
	Q GRANT	P LOAN	R GRANT	S LOAN	T GRANT	U. LOAN			
1. ARDN					400.0			2	
2.									
3.									
4.									
TOTALS					400.0				

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)

A. APPROPRIATION	B. ALLOTMENT REQUEST NO.	
	C GRANT	D LOAN
1. ARDN	400.0	
2.		
3.		
4.		
TOTALS		400.0

13. FUNDS RESERVED FOR ALLOTMENT

TYPED NAME (Char. NFR FM FSD)

SIGNATURE

DATE

14. SOURCE ORIGIN OF GOODS AND SERVICES
 000 941 LOCAL OTHER 935

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

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FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE
	USAID/Tanzania	MM DD YY 08 24 79		MM DD YY

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS - PART II

NAME OF COUNTRY: United Republic of Tanzania
NAME OF PROJECT: Arusha Women's Participation in Development
PROJECT NUMBER: 621-0162

Pursuant to Part I, Chapter 1, Section 103 of the Foreign Assistance Act of 1961, as amended, the ("FAA") I hereby authorize a Grant to the United Republic of Tanzania (the "Cooperating Country") of not to exceed Four Hundred Thousand United States Dollars (\$400,000) in FY 1979 to assist in financing certain foreign exchange costs of goods and services required for the project as described in the following paragraph.

The project consists of providing technical assistance; goods and services; training and support for the initiation of a participatory development project in approximately 16 villages in Arusha Region including (a) non-formal education instruction through seminars and short-term study tours; (b) development project planning, implementation and evaluation in the project villages; and (c) a Handbook for national use by regional centers of the Institute of Adult Education (hereinafter referred to as the "Project").

I approve the total level of A.I.D. appropriated funding planned for the project not to exceed Four Hundred Thousand United States Dollars (\$400,000), Grant, in Fiscal Year 1979.

Subject to the expiration of the Congressional Notification and approval of the cost sharing requirement of section 110(a) of the FFA, I hereby authorize the initiation of negotiations and execution of the Project Grant Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority, subject to the following terms, together with such other terms and conditions as A.I.D. may deem appropriate:

a. Source and Origin of Goods and Services

Goods and services financed by A.I.D. under the Project shall have their source and origin in the Cooperating Country or in countries included in A.I.D. Geographic Code 941, except as A.I.D. may otherwise agree in writing. Ocean shipping financed under the Grant

shall be procured in any eligible source country including the United States or the Host Country. There is hereby authorized the financing of local currency costs in an amount not to exceed \$200,000 of the total financing of \$400,000 provided in this authorization.

b. Conditions Precedent to Disbursement

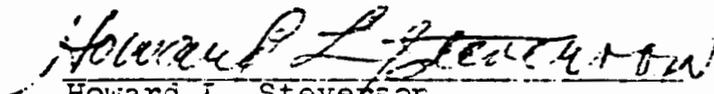
Prior to the first disbursement under the Grant, or the issuance by A.I.D. of documentation pursuant to which disbursement will be made the Grantee will, except as the Parties may otherwise agree in writing furnish to A.I.D. in form and substance satisfactory to A.I.D. a statement of the name of the person holding or acting in the office of the Grantee together with a specimen signature of each person specified in such statement.

c. Covenants

A.I.D. and the Host Government agree to establish an evaluation program as set forth in the Project Paper.

d. Waivers

Notwithstanding paragraph (a) above a source origin waiver for purchase of two Land Rover vehicles has been provided in the PID authorization cable (State 20291) by the AA/AFR.


Howard L. Stevenson
Mission Director, USAID/Tanzania

Clearances: as on Action Memorandum
REDSO/RLA:R. Lester (phone)

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <input type="checkbox"/> A ADD <input checked="" type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE		PP 2. DOCUMENT CODE 3
3. COUNTRY ENTITY UNITED REPUBLIC OF TANZANIA		4. DOCUMENT REVISION NUMBER <input type="checkbox"/>		
5. PROJECT NUMBER (7 digits) [621-0162]	6. BUREAU OFFICE A. SYMBOL AFR B. CODE [06]	7. PROJECT TITLE (Maximum 40 characters) [Arusha Women's Participation in Dev.]		
8. ESTIMATED FY OF PROJECT COMPLETION FY [8 1]		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY [7 9] B. QUARTER [4] C. FINAL FY [1] (Enter 1, 2, 3 or 4)		

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$)						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	200.0	200.0	400.0	200.0	200.0	400.0
(GRANT)	200.0	200.0	400.0	200.0	200.0	400.0
(LOAN)						
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY						
OTHER DONOR(S)						
TOTALS	200.00	200.0	400.0	200.0	200.0	400.0

11. PROPOSED BUDGET APPROPRIATED FUNDS \$000:									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY		K. 3RD FY	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) ARDN	201	200		400.0					
(2)									
(3)									
(4)									
TOTALS				400.0					

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	
(1) ARDN					400.0		MM YY [0 8 8 1]
(2)							
(3)							
(4)							
TOTALS					400.0		

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

YES
 NO

14. AUTHORIZING OFFICE CLEARANCE SIGNATURE: <i>Howard L. Stevenson</i> TITLE: Mission Director, USAID/Tanzania		15. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION DATE SIGNED: [08 24 79]
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PART I - SUMMARY AND RECOMMENDATIONS

A. Grantee and Implementing Agencies:

The grantee will be the Government of the United Republic of Tanzania and the primary executing agency will be the Institute of Adult Education, (IAE). The implementing Agency will be the IAE/Arusha Regional Office through the person holding the office of Resident Tutor.

B. Recommendation:

1. That a grant to the United Republic of Tanzania in the amount of \$400,000 be approved for the Arusha Women's Participation in Development Project,
2. For the reader's information a source-origin waiver for two Landrover vehicles and the initial environmental examination were approved in the PID authorization cable STATE 202921 (contained in Annex 3).

C. The Project:

Although rural women are responsible for most food crop production, care of children, provision of firewood and water, cooking, cleaning and washing, they are not involved in identifying and planning of developmental projects. USAID financed a pilot project in two villages of Tanzania's Arusha Region to assist in identifying and testing of methodologies which might help women recognize the importance and viability of their role in development. A successful process of dialogue, problem identification, action planning, project implementation and evaluation was initiated and continued after the end of the pilot project.

The proposed project would provide assistance to the Institute of Adult Education (IAE) to expand their capability to villages in Tanzania and initiate the same process of project identification planning, and evaluation in approximately sixteen additional villages in Arusha Region. This is to

be accomplished through provision of technical assistance for the IAE, training for village groups, leaders, and project staff, and the provision of certain commodities, including audio-visual equipment and vehicles. A summary of Project Contributions follows:

<u>AID contributions</u>	(ooo's)
Technical Assistance	200.0
Training	65.0
Commodities	30.0
Evaluation	5.0
Contingency	15.0
Inflation	35.0
Total	400.0

IAE Contributions

Salaries	32.2
Local Procurement	20.5
Women's Labor	75.6
Inflation	12.8
Total	141.1

TOTAL PROJECT \$541.1

D. Summary Findings:

The USAID/Tanzania project committee has reviewed this project and find it consistent with Tanzania Development policy and goals and the Mission assistance strategy. The technical approach has been found sound, based upon the experience of the pilot project and final project evaluation. It is a project which is the least costly of the alternative approaches.

The project is socially and environmentally acceptable to the beneficiaries as project activities will be designed and undertaken by the project beneficiaries. Appropriate technical advice for the self-help development projects is available from Regional and District personnel, on agricultural, health and water technologies (see Part III, Project Analysis). The Committee has reviewed the

criteria for selection of villages to participate in the project and find them adequate and acceptable (see Part III, Social Soundness Analysis).

E. Legal Criteria

The project meets all applicable statutory criteria (see Annex E). Planning and costing requirements of Section 611(a) of the 1961 FAA are considered satisfied (see Financial Plan, Part IV) and with respect to the Host Country Contribution requirement of Section 110(a) of the FAA. Tanzanian inputs are estimated at 25%. The letter of request is contained in Annex E.

F. Issues

There are no outstanding issues. - The issue raised in the PID with respect to A.I.D. hiring of technical assistance team has been resolved. If Host Country contracting is not possible PSC's will be negotiated directly by A.I.D. AID/W has increased the Mission PSC ceiling for FY79 funds to allow negotiation of contract with the expatriate staff.

The Project Committee meeting on August 15, 1979, examined the following additional issues.

1. Host Country Contribution - The contribution of village women was judged to be a reasonable estimate of labor, time and resource commitment representing a legitimate assessment of Host Country Contributions.

2. The possibility of overlap with the similar activities of the Arusha Region Planning and Village Development Project (621-0135) - This could cause confusion on the part of villagers and could make evaluation of project results difficult. It was decided this was a project implementation action and problems could be avoided by close liaison with Regional and District officials. Since activities in the ARFVD project are limited to selected villages in three districts, it was decided overlap should not be a problem.

3. Coordination with the Regional Authorities - The PID was translated into Kiswahili and copies were presented to the Regional Management Team and Regional Development Committee by the Resident Tutor of the Institute of Adult Education who is a member of both. The project was presented as part of the IAE's plan for activities in the upcoming year. The project committee was satisfied that coordination was not an issue.

G. Project Evaluation

The evaluation arrangements are described in Part VI. The Project incorporates an on-going evaluation system. Baseline data will be obtained during the village needs surveys. Project staff will prepare annual evaluations. Project evaluation summaries will be prepared, based on these documents with the assistance of the A.I.D. Area Coordinator in Arusha and the Mission evaluation officer. A final in-depth evaluation will be prepared by the IAE Research and Planning Department in collaboration with the Mission Evaluation Officer.

PART II - DESCRIPTION OF THE PROJECT

A. The Problem and Response

The project assists in enabling rural Tanzanian women to participate meaningfully in matters affecting their daily lives and recognize the importance of their roles to their families and the country as a whole. The crucial question here is one of participation since in reality the problem is worsened by not involving women in the active planning, monitoring and evaluating the various projects undertaken in the country on their behalf despite the fact that women are always on the forefront in the actual implementation of the said plans and projects.

Historically Tanzanian rural women have consistently been providing the most essential support to the development of the nation in various dimensions such as bearing and caring of children,

fetching water and firewood for meal preparation and actively laboring in the fields for the production of commodities and goods for the national economy. Just as was done in the pilot project, this project will focus itself towards rural women conscientize them in becoming effective decision makers in matters affecting their lives and enable them to initiate self-determined action plans and solve some of their persistent socio-economic problems.

The pilot project which was functioning in Arusha Region (The Audio-Cassette Listening Forums Project - Project No. 906-0001) helped to start an educational program for women using small media resources, namely audio cassettes, in the framework of discussion groups. This was a follow-up project of the successful Tanzania Radio campaigns, namely "Mtu ni Afya" (Man is Health) and "Chakula ni Uhai" (Food is Life). In these national mass campaigns, radio was the basic medium used, however audio cassettes were the basic instruments used in the pilot project. The pilot project goal was to improve the quality of Tanzania women's and their family's lives by having better access to basic human needs and being more self reliant in terms of confidence to influence their lives. It is this latter part that calls for more attention to this follow-on project.

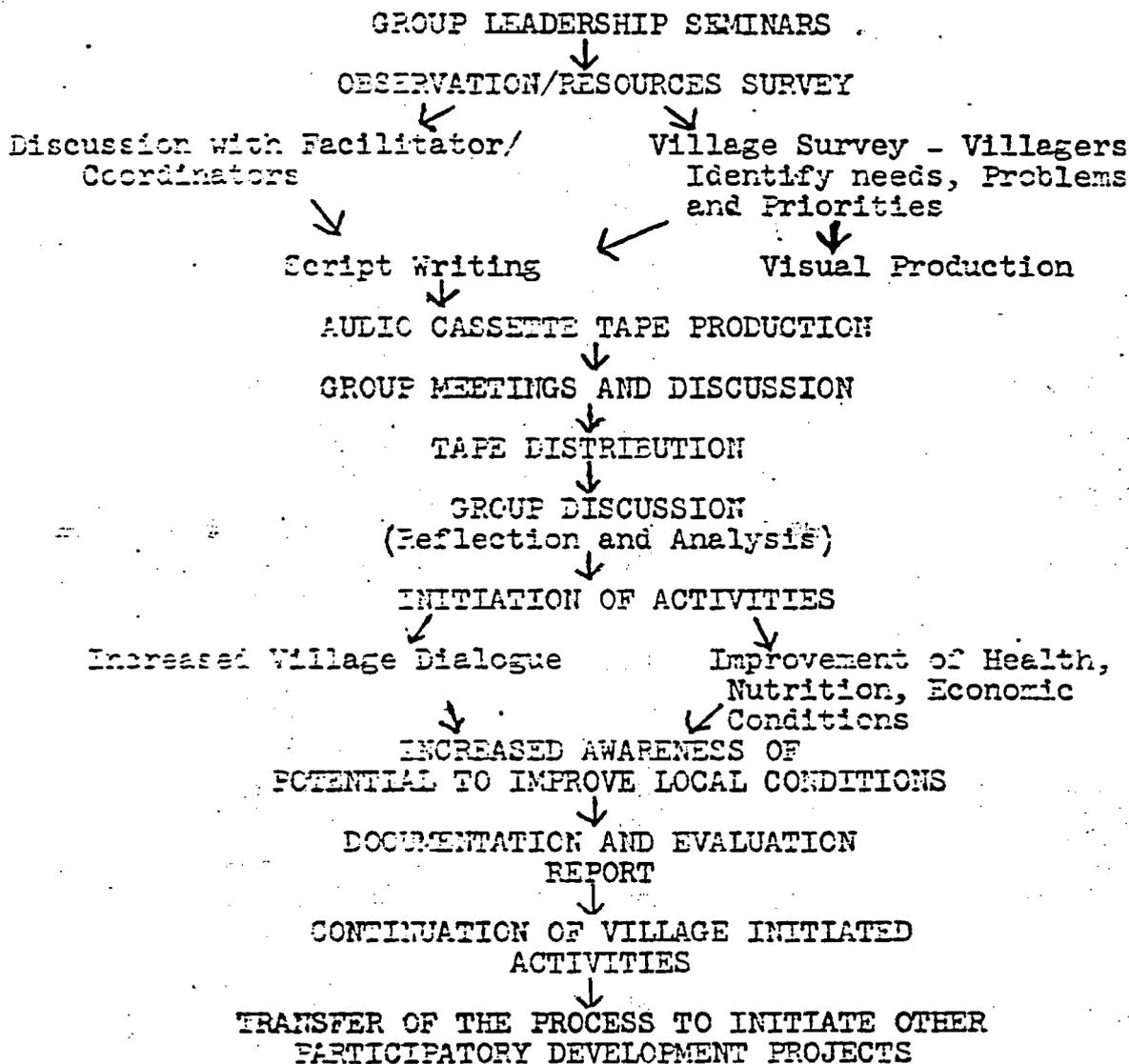
The Arusha "Women's Participation in Development Project" will include approximately sixteen villages over a period of three years, ^{four villages the first year} of which two will participate as control villages without cassettes. Six villages will be added in each of the two successive project years. This phasing is possible because project activities become self supporting after a year or so. Project activities and implementation will follow more or less the same design as the pilot project (see project model on the following page). However, the following aspects will be added.

- (1) Preparation of a Handbook for Participatory Development Programs which incorporate information and conclusions from ACLF/Phase one, other participatory projects conducted by IAE such as Chiwanda in Songea and Kyagata in Musoma and other such projects conducted in some selected

MODEL

ARUSHA WOMEN'S PARTICIPATION IN DEVELOPMENT PROJECT

The project staff will work closely with Regional, District, and village leaders, liase with UWT, identify villages, and select group leaders.



developing countries; (2) the addition of the full time IAE counterpart as Administration Evaluation Coordinator who will work closely with the Project Manager and who is to assume full responsibilities for project implementation in year three; (3) a vigorous evaluation of the role in audio cassettes in the project process; (4) expansion of the group leadership training to include approximately four seminars per year; and (5) support for the IAE to strengthen the institutional base of the project and its other educational activities in the region.

B. Project Goal, Purpose, Outputs and Inputs

The Mission program goal is to accelerate the transfer and adoption of appropriate and improved technologies, services, and systems to the rural poor.

This project contributes to this strategy by using educational methodologies which will enable women to become more confident and more aware of their own and others resources which can potentially improve their lives, and thus facilitate their access to improved technologies, services, and systems. Project activities will encourage and facilitate village level local planning, implementation, and evaluation of development projects on a participatory basis. This is to be achieved by providing AID and IAE resources which should lead to the following: (1) An increased awareness among village women of their potential to improve the quality of their lives by involving women in development projects that would otherwise be planned without their participation; (2) to have women play a role in initiating some self-determined action plans that would solve their perceived needs; (3) to develop a process of communication that is dependent on dialogue and group action; (4) to evaluate the costs and effectiveness of audio cassette technology for development education in rural Tanzania (see Technical Feasibility, Part III C); (5) to increase the capability of the IAE to provide village level adult education services; and (6) to publish a Handbook with a description and assessment of participatory development approaches in Tanzania and in other developing countries.

This project emphasizes educational approaches which enhance the ability of the village women to undertake

problem solving actions. This is based on the assumption that development needs are best defined by the people and should be addressed at the local level with local resources. This assumption is compatible with the Tanzanian development goal of self-reliance and self-sufficiency. The purpose of the project, therefore, is to encourage and facilitate local planning, implementation, and evaluation of self-help development projects so that viable self-help and income generating activities will be undertaken.

It is not possible in this project to define outputs in terms of numbers of buildings constructed or number of participants trained. This is principally because the project purposefully seeks to have "outputs" determined by the participating women; and therefore, it will not be possible to predict exactly what activities will be undertaken. However, the experience of the ACLF pilot project allows some reasonable predictions. For example, women defined the following priority problems: lack of piped water, lack and non-use of latrines, lack of child care and health facilities, poor nutrition, drunkenness, lack of transport, and insufficient food and clothing. Most importantly, in this project the priorities were set by village women and not by the ACLF staff or project design team. Consequently, the resulting development projects that were undertaken - building and stocking of a village cooperative store, group farming, building of latrines, provision of a water pump - all were solutions devised by villagers in response to those self-determined priority problems. Therefore indicators within the project output will be verified by the number of activities that will lead to the improvement of the quality of life and that the size and number of group actions will be raised as more women make use of the audio-cassette and dialogue techniques.

Outputs have been defined in the logical framework in terms of number of women's groups and other verifiable indicators. ~~This includes an~~ output of the project which will be a field worker's Handbook on Participatory Development Approaches. Preparation of the handbook will involve research on similar projects in Tanzania and in other developing countries. This will entail visits to other project sites and interviews with project leaders and participants. The handbook will be

a step-by-step document on how to organize seminars, conduct needs assessment surveys, and develop tools used, encourage project participation and articulate perceived needs, problems, their solutions, and proposed actions. The preparation of the handbook will constitute an important component of a follow-on activity and will be used by both the IAE headquarters as well as the 20 regional centers. With some assistance from the Arusha project staff this project has the potential for expansion throughout Tanzania.

Several seminars will be conducted by the IAE and the AID-funded project staff for the group leaders identified by the UWT village groups. Seminars will be followed by village visits by project staff and additional seminars will be held as the need arises. Training will also be provided to the project staff in the form of seminars, periodic workshops, and short courses. Funds are also provided for in-country and third-country study tours which will acquaint project staff and participants with similar efforts and new problem solving ideas. Other inputs include logistic support for project staff and limited commodity inputs for audio-visual equipment, two project vehicles and camping equipment. The IAE will provide support staff, office facilities and operating costs for one vehicle. Other inputs such as credit, farm supplies and health services are available to villages in Tanzania from other institutions. The project staff and the IAE serve as resource linkers by assisting village women to identify and utilize these resources. Thus it is expected, as in the pilot project where the women sought and obtained other donor financing from OXFAM for stocking the store and technical advice from health agricultural extension agents, the Arusha Appropriate Technology Project and the Ministry of Water, Energy, and Minerals, that the project participants will benefit from existing services. The idea is for the villagers to identify such institutions and how best they can utilize them.

AID inputs include salaries for the project administration/evaluation coordinator, the Adult Education Coordinator and Adult Education Coordinator Counterpart and several enumerators; two vehicles and operating costs for one vehicle; audio-visual equipment; production cost for the Handbook, the

funding for seminars and in-country and third-country training. The IAE will contribute salaries for the Resident Tutor of the IAE/Arusha who will serve as Project Manager, and Administrator/Evaluation Coordinator Counterpart, a typist, a driver and an accountant, as well as, office space, furniture and operating costs for one vehicle. Village women will provide their time, labor, and in some cases, land or other capital resources.

PART III - PROJECT SPECIFIC ANALYSES

A. Economic Analysis

AID

Total project costs have been estimated at \$500,000, including the Tanzanian Government contribution. There will be direct project activities in sixteen villages. Based on the experience of the pilot project, approximately 120 women per village are expected to participate in the village meetings and project activities. Estimating between 5 and 7* family members per woman, project costs would range from approximately \$34 - 47 per beneficiary. These costs are high but do not account for project outputs, such as the Handbook and evaluations, which will lead to an increased capability of the IAE to provide services throughout Tanzania, nor does this estimate relate costs to possible additional benefits resulting from directly productive village activities that will be undertaken as a result of this activity. The pilot activity resulted in several income generating activities, e.g., building of a village store, cooperative gardening, making of clothes. Since these activities will be defined and initiated by the villagers during project implementation, it is not possible to estimate a cost benefit relationship.

*The estimated size of the nuclear family in Tanzania is five people; however, a BRALUP research paper (Paul S. Maro, "Population Growth and Agricultural Change in Kilimanjaro - 1920-1970," December, 1979, p. 18) states, "For Kilimanjaro, the average family size was found to be seven people." Using a family size of five may therefore under-estimate benefits and over-estimate costs.

Alternative design strategies were examined and the team chose what it believed to be the least costly alternative. Specifically, to train village women in problem identification, action planning and evaluation of their activities. Group leaders and facilitators are needed. Several approaches could be taken: hiring and training of new IAE staff to undertake these activities in the villages, training of agricultural extension or health personnel, or training of village women. Since the latter implied no recurrent costs for salaries, this method was chosen.

Audio-visual technologies other than cassette recorders and still cameras have been used in other adult education projects. These include video tape machines which have been proven to be an effective tool for problem identification and communication of ideas (see Part III, Technical Feasibility). This equipment, however, is expensive, difficult to maintain, and requires highly trained technicians to repair. The pilot project demonstrated satisfactory performance of the cassettes, the availability of repair facilities, and project participants were able to learn quickly to use and maintain the equipment. This project will also allow testing and evaluation of the hypothesis that such equipment significantly enhances the ability of the project to achieve its purposes. Two control villages, without cassettes, will participate in the project. This control will enable the Research Department to determine whether the technology is feasible, cost effective and appropriate for use throughout Tanzania.

Expatriate technical assistance has been kept to a minimum. Two persons will be hired for 27 months each. Only persons already in Tanzania and with Swahili language capability will be considered for employment. These factors significantly reduce transport costs and loss of productive consulting time because of inadequacies in language or cultural adjustments. Further, these individuals' terms of reference will primarily call for training of Tanzanians so that a host country capability can be built and remain in place after termination of the project.

For these reasons, the project is considered to be cost effective and economically sound assistance activity.

B. Social Soundness Analysis

1. Village Selection

The project will function in the Arusha Region, Tanzania, in approximately 16 villages over a three-year period. These villages will be chosen by the Regional and District authorities in collaboration with the Institute of Adult Education, Arusha.

Based on the pilot project recommendations, the following criteria for village selection will be taken into consideration:

a. The participating villages will have had little or no previous on-going development assistance.

b. The participating villages will be those with basic needs, e.g., increased food production and improved agricultural methods, improvement of health services and/or practices, increased opportunity for income production, etc.

c. The participating villages will be ready for change in that they are receptive to the project but will not have yet found the means or acquired conceptual or technical skills necessary for self-determined, self-sustaining development.

2. Beneficiaries

a. Rural Women

In the past there has been the tendency to focus development assistance efforts toward the rural male, primarily because of his position as the head of the household and major decision maker.

Yet, woman play an equal, if not more important, role in determining the actual welfare of their families. They care for the children, prepare the meals, are responsible for fulfilling the health needs of their families and take equal

or major responsibility for food and cash crop production. Some women's involvement extends even further through their participation in craft cooperatives and community self-help projects.

Women's involvement is essential to the maintenance of their families and to community development, yet many women have remained uninvolved in development programs that could increase their effectiveness in these national building activities. In some cases women have been hesitant to participate, feeling they have little or no influence on their own or their community's development. In other instances, development programs, which concentrate on educating the rural male, have not invited their participation.

In contrast to most development efforts, the project will focus itself towards rural women and assist them in becoming more effective in providing for their families and in developing their communities by initiating with them self-determined action plans to resolve their perceived needs.

These needs will be determined through community surveys to be conducted shortly after the project commences. From experience in implementing the pilot project, however, it is anticipated that likely problem areas will include inadequate income for food and clothing; lack of sanitation with respect to water supply and waste disposal; lack of information regarding health and nutrition practices, and agricultural methods; lack of general health facilities and, in particular, special medical services for mothers and children; drunkenness; and overpricing of commodity goods.

To help rural women solve problems, such as these, the project will:

1. Assist women to organize themselves into functioning development groups at village level.

2. Assist women to determine, define, and articulate those problems, concerns and issues which are perceived by them as being priorities for action.

3. Assist village-chosen women's leaders to develop communication, adult education and development program planning, implementation and evaluation skills.

4. Assist women to develop appropriate action plans that utilize local human and material resources.

5. Assist, as-needed, the women to identify and utilize government extension personnel and other resource persons.

6. Monitor group activities and, as necessary, offer practical advice for the improvement of leadership skills and/or effective project planning and implementation.

7. Evaluate, with the women, the progress they make in achieving their self-determined goals and in assessing the effect and effectiveness of the project process in facilitating their individual and collective initiatives.

An often expressed concern among development program planners involves village men's reaction to village women's actions; many fear that by focusing development programs toward the rural women, rural men feel their authority is being threatened and eroded, and thus will be apt to hamper project implementation.

Past experience in the pilot project has shown that, in fact, village men often openly welcome their wives' participation in activities that could improve the quality of their families' lives. By initiating income producing activities, women are no longer dependent upon their husbands for money to buy food, clothing

and household necessities. Improved health and nutrition practices means less time for the women at health centers and more time to care for their families and work in the fields. Improved agricultural methods result in a higher crop yield and thus an increased family income. As a result of these benefits, few problems in this respect are anticipated.

b. The Institute of Adult Education

The Institute of Adult Education will participate in the planning, implementation and evaluation of the entire project. This involvement will help to develop the IAE's capacity for continuing the core project as well as for initiating similar projects in the future.

The project is particularly relevant to the IAE which has conducted group/media programs in the past and whose commitment to participatory development extends to their conscious attempts to involve women at all levels. This commitment is most clearly illustrated by the initiation of two mass radio campaigns that were organized by the IAE (in cooperation with an inter-ministerial network that extended from the national level to the local level) that emphasized people's participation at all levels.

The campaign topics were "Mtu ni Afya" (Man is Health)* and "Chakula ni Uhai" (Food is Life) and the communication strategy utilized was a combination of group discussion and media tools.

The campaigns were successful on many levels. Millions of rural people participated in the discussions which resulted in observable changes in health and nutrition practices that, in some cases, were quite outstanding. During the "Mtu ni Afya" campaign, for example, hundreds

*The literal translation is, "Person is Health"

of thousands of latrines were constructed and over fifty percent of the participants began to boil their water.

But, one of the least mentioned, and yet most significant achievements of the campaigns, was their inclusion of rural women in every aspect of planning and implementation. Women participated as trainers of group leaders, actors on the radio programs, group leaders, writers of the study guides and radio scripts, and as evaluators. In all, fifty-two percent of the participants in the "Mtu ni Afya" campaign and approximately fifty-four percent of the participants in the "Chakula ni Uhai" campaign were women (Hall, 1976).

The success of these campaigns in reaching and mobilizing the rural people of Tanzania is reflected in a suggestion made by the "Chakula ni Uhai" evaluators. They proposed that small, localized programs be initiated to continue the momentum of learning and, especially, to enhance women's continued participation in self-reliant, self-development programs (Mahai, 1975).

The project will assist the IAE to build up its capacity for initiating these localized rural development programs through:

- (1) The continuous and total involvement of IAE personnel in all aspects of the village level project planning, implementation and evaluation.
- (2) Providing short course training to build upon and enhance the skills of the IAE personnel.
- (3) Involving the IAE in the research and preparation of the Handbook on Participatory Development Approaches.
- (4) Establishing village consulting teams who can be called upon by the IAE in future project expansion.

- (5) The phased withdrawal of expatriate involvement, thus ensuring that the staff gain experience in all aspects of project coordination before outside support ceases.

Additionally, the project will assist the IAE on a national level through:

- (1) The distribution of the Handbook on Participatory Development Approaches that can be utilized by the other regional offices in planning, implementing and evaluating their development programs.

- (2) Training regional IAE staff, as requested, in the project techniques and by offering to advise them on initiating rural development programs.

3. Communication Strategy

A communication strategy based upon the active participation in the development process by all those concerned has been developed and will be activated on two levels:

a. Liaison with Regional and District Officials

In 1971, TANU, the then rural party of Tanzania, issued "Mwongozo", (the TANU guidelines), followed by the Policy on Decentralization in 1972, both of which were policy statements that called for a renewed emphasis on the people's participation in the decentralization process. Out of these declarations developed what might be called a simultaneous or dialogical communication model - with dialogue in the Tanzanian context meaning equal reciprocity. The goal was to stimulate critical self-generated opinion messages from the populace so that messages would flow in

two directions. The government, the people "in control" were to become a responding as well as a directing body. The dichotomy between those who possess knowledge to "extend" and those who "do not know and must be taught" is thus eliminated. The emphasis of development began to focus on a model which centered on people participation in all aspects of development.

The project will attempt to facilitate this process of two-way communication between government officials and villagers by:

- (1) Maintaining continuous and close contact with Regional and District officials regarding the progress and results of the project.
- (2) Acting as a liaison between government officials and villagers.
- (3) Assisting villagers identify and utilize, as necessary, government extension personnel and other government resource persons.

b. Village Level

"If the people are to be able to develop they must have power. They must be able to control village communities. And they must be able to mount effective pressure nationally also. The people must participate not just in the physical labor involved in economic development, but also in the planning of it and the determination of priorities. At present the best intentioned governments - my own included - too easily move from a conviction of the need for rural development into acting as if people had no ideas of their own. This is quite wrong. At every stage of development people do know what their basic needs are. And just as they will produce their own food if they have land.

so if they have sufficient freedom they can be relied upon to determine their own priorities for development and then work for them." (Nyerere, 1979)

The project will respond to this call for increased participation of the people in rural development by involving them in the planning, implementation and evaluation of development activities that serve to resolve their perceived priorities.

In order to achieve this, the project will utilize a process of development education that was designed by the Brazilian educator, Paulo Freire, as a result of his development work in Latin America. Called the Psycho-Social, or Dialogue Method, this process assists people determine priorities, recognize needs, utilize local material resources and human expertise, and develop and implement concrete action plans to solve their priority problems.

There are four separate, yet inter-related phases of implementation:

The Community Survey: Listening and Observing
Action Plan Development: Reflection and Analysis
Action: Implementing Solutions
Evaluation: Reflection and Planning

(1) The Community Survey: Listening and Observing

The community survey is crucial to the successful implementation of the development process. If the project coordinators are to assist the participants to respond to and resolve their major priorities, they must first understand the community itself. It thus becomes of utmost importance that consideration is given both to what the community is doing and why, and how the community

members perceive themselves in their own social reality.

(a) Survey of Generative Themes

More and more adult educators are becoming aware of the fact that people usually act on those problems, issues and concerns they feel most strongly about. In order to determine these generative themes of concerns and identify the community's priorities, the coordinators enlist the assistance of a cross section of the community to conduct a "listening" survey.

Implementing the listening survey entails four weeks of the community survey team members going about their daily business, but making the attempt to listen for and remember the comments people make when speaking with strong feelings about their lives. These comments are then discussed and recorded at regularly scheduled meetings. At the end of the survey, the major themes of concern have emerged and priorities for action are established.

(b) Survey of Community Life

At the same time, the survey team and coordinators attempt to collect information on the community's customs and practices relevant to the six areas of life common to all communities: Family, Subsistence, Education, Decision-making, Recreation, and Beliefs and Values. Emphasis is placed on determining what the community does, understanding why a community does what it does (the economic/political reasons and cultural reasons), and analyzing the consequences of the community's actions.

By the completion of the survey, the coordinators, as well as the survey team, have gained a comprehensive understanding of the participating community. This understanding forms the basis for subsequent program implementation.

(2) Action Plan Development:
Reflection and Analysis

The next phase of the process is to assist the community to reflect upon and analyze its existent situation and develop appropriate action plans as a prerequisite to problem-solving action. This is achieved through the formation of community "culture circles," or discussion groups, in which the participants enter into analytical dialogue.

To facilitate analysis, the coordinators of the program prepare "codes" based upon the chosen priorities. A code can be a skit, picture, story, song, taped socio-drama or photograph. It does not give information or solutions but rather replays, or "mirrors" the problem as it is occurring in the community.

The group discussion facilitator uses the code with the following questions to provide the participants with a focus for dialogue:

-What do you see happening? (Reflection on the existent situation)

-Why is this happening? (Analysis of causes)

-Does this happen in our situation? (Reflection - moving from the "imaginary" situation to the reality)

-What problems does this cause? (Analysis - identifying consequences)

-What are the root causes of these problems? (Analysis - identifying root causes)

-What can we ourselves do about this situation? (Action plan development - moving from reflection and analysis to problem-solving plan development)

Through this combination of reflection and analysis, the participants "decodify" their existent situation: they begin to not only focus on what the community is doing, but they also begin to analyze the causes and consequences of the community's actions. As the discussion progresses, the participants become aware of local expertise, both within the community and within the culture circle; and so, in other words, they begin to know that they know, and that they themselves are capable of acting to transform their lives and environment.

Once this realization has occurred, action planning takes place. Because the participants have already thoroughly analyzed their existent situation, their concerns and their recourses, plans are developed which reflect local needs, utilize the available resources and which are thus appropriate solutions to the problem.

Reflection and analysis thus emerge as the cornerstone of the development process, assisting the participants to "uncover" their social reality - not as something which is, but as something which is in the making" (Freire, 1975), and in the process, discover for themselves their individual and collective potential for becoming actors in determining the future course of events that will shape community life.

(3) Action: Implementing Solutions

The community members then proceed to implement their plans. The project

coordinators monitor the progress achieved and, as needed, offer advice to the participants.

Sometimes a plan will call for obtaining additional information. In these cases, the project coordinators assist the participants to identify and utilize resources outside of the community, for example, government extension personnel. This new information is assimilated into the general action plan and action implementation continues.

(4) Evaluation: Reflection and Planning

The final phase of the process entails reflecting on the development activities which have been initiated and evaluating the effectiveness of these activities in achieving the participants' goals.

It is essential that this step not be omitted from the development process. The need to constantly evaluate the progress being made is important when implementing the individual actions that contribute to problem-solving. But, if the community is to gain experience in planning and implementing their own programs, they must also periodically stop what they are doing, reconsider the appropriateness of their plans and, as needed, re-assess their original goals. It is at this point that any revisions in the original plan are made.

The project will, therefore, manifest the ideology of self-reliance within its own context, enhancing a process of local self-reliant development. The participants will not be told what they must do to develop themselves, but will be offered the conceptual tools for developing pride,

awareness and problem-solving techniques so that what is learned can be applied to other aspects of their lives. Through the women's total involvement in program planning, implementation and evaluation, it is hoped that the people involved on every level will realize that they do have control over their lives and that they are capable of solving some of their own problems. The importance of this project is not only the initiation of improved practices, but also the development of self-reliant, self-development skills. It aims at providing a tool, a process for continued self-development.

3. Spread Effects

a. Village Level

It is anticipated that approximately 120 women per village will participate in various aspects of the project. Assuming that there are 5 family members per participant, the project will have impact on 600 people per village for a total of 9600 people in the 16 participating villages.

The continued spread effect of the women's actions beyond their families and to their communities could be considerable. In the pilot project, women built a shop to lower the prices of essential commodity goods in the community; they began communal farming activities in order to provide the women's group with income to finance further development activities; they began a sewing group to make previously unobtainable clothing available; they initiated a cooperative basket weaving group in order to obtain money to supplement their families' incomes; some women initiated improved child care and health practices; others began small home gardens to improve the nutritional quality of their families' diets. Very importantly, subsequent visits to the

participating villages have shown that these activities are self-sustaining.

Through the women's involvement in the project and their subsequent actions, it is foreseen that the activities they initiate will ultimately affect their families and their communities to result in significant social change.

3. The Institute of Adult Education

The impact of the project on the Institute of Adult Education's capability for expanding program activities is also considerable. Through the establishment of trained village consultants, the IAE will be able to expand the project to other areas of the region without hiring additional staff. Additionally, the Handbook on Participatory Development Approaches will provide the staff with the information required to adapt the method to other development programs they initiate in the future. Finally, the emphasis of full participation by IAE staff in all aspects of project planning, implementation and evaluation, and the provision for short-course training, will result in a highly trained and experienced team who will be able to work effectively in expanding the program.

The project will also aim to disseminate its experiences nationally. Considerable interest in the pilot project - its approaches and its utilization of small media tools to facilitate program activity - has already been expressed by the resident tutors of the IAE regional offices. This need for additional, more specific information will be fulfilled by the distribution of the Handbook to all IAE regional offices as well as by making project staff available to train regional tutors in the project techniques.

These activities should pave the way for widespread replicability of the project on both a local and national level.

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C. Technical Feasibility

1. The Technology

The purpose of introducing audio cassettes is to utilize a simple, versatile educational technology that has a great potential for fulfilling the specific communication goals of the project.

It is today an accepted fact that by combining a mass medium with interpersonal and group communication there is a greater chance for active social change than when one approach is used exclusively. This theory has been well documented through field experiments in both developed and developing countries (Hall, 1976, 1978; Rogers, 1971; Schramm, 1973; Ingle, 1974; McAnany, 1973). Yet, a predominant concern today is whether or not these media/group programs are:

- Relevant to local situations thereby encouraging local support and involvement.

- Allow for the necessary element of feedback from the message receiver to the source (Sagasti, 1975).

By using audio cassette technology (hereafter ACT) that provides the message to the group, there will be an attempt to address these concerns.

Based on reports of other development education projects which have used ACT (Colle, 1976; Hoxeng, 1973; Lundeen, 1977) and the experience gained in the pilot project, several other additional benefits are assumed. ACT:

- a. Extends the reach of extension personnel by enabling a locally produced message to reach greater numbers of rural people.

- b. Transfers control of the communication process into the hands of the project participants.

c. Provides the opportunity for immediate feedback. By using machines that record as well as playback, villagers are able to articulate their views and needs without intermediaries.

d. Increases the potential for multiplication and preservation of an information message. Unlike radio programs, audio cassette tapes are easily duplicated enabling repetition of the message, adaptation to other programs dealing with the same content and, very importantly, availability of the message to the participants even when the project is completed.

e. Enables groups and individuals to listen to an information message at a time and place convenient to them.

f. Are literacy free - the participants do not have to be able to read or to depend on someone who can read in order to receive the message.

g. Are reusable, thereby enabling the participants to listen to a message over and over again as frequently as the listener wishes.

h. Can be useful for both problem posing socio-dramas and for straight information tapes.

i. Can be produced on location and in the local language, if necessary.

j. Enables both experts and local persons to be involved in the tape production, thus ensuring both local relevancy and extendable credibility of each message.

k. Can operate on battery power and are low cost.

l. Are simple to operate - the pilot project experience showed that after a demonstration and "hands-on" workshop, the participants experienced few problems in operating the machines.

2. Host Country's Ability to Transfer and Maintain Technology

This is an often expressed concern in media programs. Must experts be relied upon for training to use a technology and/or for repairing the technology? If there are breakdowns, will the users be dependent on outside technology or experts for repairs?

The group leaders of the pilot project learned to operate and maintain the tape recorders during one evening session at the group leadership seminar and in both villages, all the participants learned how to operate the machines and teach others in their use.

With the abundance of radios and their similarity to ACT, repair persons are easy to find and spare parts, unless there is a major breakdown, are easily available for any model.

Based upon the pilot project results, ACT remains a sturdy, dependable technology that functions well in field conditions.

3. Spread Effect

There have been many questions about ACT's ability to be used outside of the participating areas since the messages are usually localized. However, the machines can be used both for locally or centrally produced messages, depending upon the project goals. The adaptability and flexibility of this particular technology stands out in this case.

As a versatile technology, ACT can be utilized in many programs as a discussion impetus and/or in the transfer of information. One such project grew out of the initial pilot project when health extension personnel began to utilize audio cassette information messages at their maternal health classes and in the waiting room of the clinic. This program, integrated into the district's overall health education program is ongoing.

As more and more educators and extension personnel become aware of ACT and its potential, it is anticipated that they may wish to incorporate ACT into their programs. The project will support their efforts through assisting interested organizations in planning programs using ACT.

Additionally, there remains the potential of utilizing ACT in IAE projects elsewhere in the country. At the 1979 annual meeting of all the regional tutors, considerable interest was expressed in extending the method and ACT as a means of reinforcing the impact of the mass radio campaigns.

4. Training

A major problem in expanding grassroots development project is obtaining sufficient project staff to effectively and efficiently implement village level programs. This problem is compounded by the fact that the more staff that are attached to a project, the larger it becomes and thus the more difficult it is for the supporting government agency, in this case the IAE, to maintain the project once outside assistance is withdrawn.

To ensure that the IAE will have the capability of expanding the project and to facilitate the phased expansion of the activities, a training of trainers component will be integrated into the overall project process. Implementing this component will initially entail making use of the original pilot project group leaders as facilitators for training seminars. As facilitators they will help plan and conduct the seminars for the group leaders from the preliminary four villages. As the IAE expands the project into additional villages, the process will be repeated; the trained group leaders from the initial four villages who have experience in implementing the program will serve as facilitators, training new group leaders. By utilizing group leaders as trainers, the project will be reinforcing their newly acquired skills and knowledge, thus facilitating continued development in the participating villages through the existence of local trained people. The IAE will essentially be developing teams of trained village level consultants who can be enlisted to assist in future project expansion by sharing the technique with other villages. In this way the project can potentially spread to other villages outside the IAE framework.

With respect to the Institute and their staff the project will provide the following training:

a. Periodic Staff Workshops - Before the project implementation commences, all project staff will participate in a planning workshop. The purpose of this workshop will be to acquaint all project staff with one another, familiarize new project staff with the pilot project process, identify the various training needs of individual staff members and plan in detail the new project including the delegation of responsibility, the development of a detailed implementation plan and the formation of a time frame. Subsequent staff workshops will be conducted periodically in order to discuss, analyze and evaluate the progress of the project on all levels.

b. Short Course Training - In order to build upon the present skills and knowledge of the project staff; short course training will be provided. The content of these training seminars will be dependent upon the needs of individual staff members.

c. Handbook Preparation - Through researching and preparing the Handbook on Participatory Development Approaches, IAE project staff will have the opportunity to learn about other participatory programs - their designs, approaches, implementation plans and evaluation techniques - and apply this knowledge to their work with the IAE.

d. Phased Withdrawal of Expatriate Involvement - A phased withdrawal of expatriate involvement will take place over a 27-month period. The purpose of this phased withdrawal will be to facilitate the takeover of the project by the IAE and to give project staff the opportunity to conduct the program with active outside support.

During the first year and a half the expatriates will work closely with the IAE staff in implementing the field program in the initial four villages.

After this period of time, the expatriates will begin to withdraw their active support from the field program and focus on the research and preparation of the Handbook. The IAE staff will take over responsibility for the field program, calling upon the Project Manager and expatriates for assistance as necessary. At the end of 3 years, employment of the Adult Education Coordinator counterpart will be assumed by the IAE, Arusha. Together with the Project Manager, and the Administration/Evaluation Coordinator, the IAE will continue to implement the project in Arusha Region. Through dissemination of the Handbook and the consultations of the expatriate staff with other regional IAE offices, the project can be replicated throughout Tanzania.

5. Costs

The capital investment of the tape recorders and accessories is \$2700.00, approximately .72% of the total project budget. Considering the benefits that are expected from its utilization, ACT remains an inexpensive educational technology.

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D. Administrative Feasibility

1. The Implementing Organization: The Institute of Adult Education

The implementing organization is the Institute of Adult Education, a national institution which was formerly operating under the University of Dar es Salaam since the early sixties. The Institute is an autonomous parastatal organization established by an Act of Parliament in July 1975 and is responsible to the Commissioner of the Ministry of National Education. During the Second Five Year Plan the IAE was given the task of educating adult educators and field workers through the Diploma Course in Adult education which is now in 1979 celebrating its ten-year anniversary. The training department (now called the Andragogy Department) also offers short courses and seminars in adult education and offers assistance to other institutions such as the University of Dar es Salaam for its B.A. and M.A. courses. A specific subject called Rural Development is an integral aspect being offered in the Diploma Course. The course, so far, has attracted foreign students from Gambia, Somalia, Mozambique and Nigeria who come to pursue this course in Dar es Salaam. The Mass Education Department publishes neo-literate follow-up materials as well as conducting mass education campaigns through the radio. The Correspondence Education Department offers courses to about 90,000 students throughout the country. Some of the courses are designed to help those who have reached an advanced level of literacy through the literacy campaigns. Courses include political education, simple book-keeping, mathematics, Kiswahili and other secondary education subjects such as English, geography, history and other advanced subjects such as production management and management and administration. The Institute also helps in supplementing courses for the Universal Primary Education (UPE) teachers through correspondence education. The Institute also provides leadership in innovation and research for the national adult education network. The planning and research department helps the Institute plan its activities, conduct educational research as well as initiating planning

and evaluating various educational projects. The Arusha Women's Participation in Development Project is such a project which will derive some assistance from the Research and Planning Departments. Such projects are conducted in the twenty (20) regional centers throughout the country and the basis of such projects is to accelerate rural learning by helping people help themselves.

The pilot phase of this project was funded by AID and the Institute has had another AID funded project, The Accelerated Rural Learning Project - 698-0397.2). Its evaluation is now being worked upon by AID and the Institute. The Institute has the capability to implement and monitor such projects as evidenced in other education projects (Kijagata, Chiwanda, Bwakire, Chini, Wawela, etc.). With respect to this project the IAE has the national educational infrastructure through which this technique used in this project can be expanded to the entire country.

2. The Administrative Capabilities of the Institute of Adult Education - Arusha Center

The Arusha Center is one of the twenty regional centers established throughout the country. The center among other things runs evening classes, conducts weekend schools and short courses, provides counseling service to adult learners, administers and enrolls correspondence students, provides library facilities to Arusha people and conducts educational projects meant to bring about behavioral change by the participating people.

3. Project Staff

The Institute of Adult Education/Arusha is presently staffed by (1) a resident tutor/Head of the Center, (2) an organizing tutor, (3) an executive officer, (4) a clerical officer/typist, (5) a messenger, and (6) a cleaner. The Resident Tutor represents the national director on all matters concerning the Institute at the regional level. Hence he participates in both the meetings of the Regional Management Team and the Regional Development Committee. The Resident Tutor

will act as the Project Manager and will be responsible for overall project leadership.

In order to conduct the project efficiently and effectively and be able to expand the IAE's capability for continuing the project once outside support is withdrawn, it will be necessary to recruit and train additional IAE staff to work with the project. These will include a typist, a driver and an accounts assistant.

To assist the Project Manager in both implementing the project and in training additional staff, two expatriates - an Administration Evaluation Coordinator and an Adult Education Coordinator - will be hired to work with the project for a 27-month period.

The Administration/Evaluation Coordinator and counterpart will work closely with the Project Manager. Together they will be responsible for:

- a. Administering, coordinating and monitoring overall project activity.
- b. Initiating and maintaining close contact with Regional, District and village government and Party Officials.
- c. Arranging for short course training for the IAE project staff.
- d. Researching and preparing the Handbook on Participatory Development Approaches.
- e. Designing and conducting an evaluation of the project process.
- f. Hiring and training as necessary of enumerators and field assistants to assist in the evaluation component of the project.

The Adult Education Coordinator and her counterpart will be responsible for:

- a. Coordinating and monitoring all field program activity, such as seminars and the needs assessment surveys.
- b. Initiating and maintaining close contact with Division, Ward and Village government and Party Officials.
- c. Coordinating and conducting the group leadership seminars.
- d. Preparing and distributing audio and visual materials.
- e. Researching and preparing the Handbook on Participatory Development approaches.
- f. Evaluating the on-going effectiveness of the project process.

4. Arrangements for the Provision of Technical Assistance and Contracting Mechanism

It is expected that this project will utilize host country contracting. While the IAE has no previous experience with direct contracting with expatriates, it is planned that this project examine the feasibility of the IAE directly contracting with the technicians. AID would provide dollar payments based on Vouchers submitted by the Institute. The Mission contract officer will provide assistance to the Institute in making these arrangements.

If host-country contracting is not feasible, the contracting arrangements between the expatriate will be done through the negotiation of personal services contracts (PSC) between AID and project technicians. The Mission PSC ceiling has been increased to allow for this alternative.

E. Environmental Concerns

The Assistant Administrator for Africa has approved a negative determination for this project. The Initial Environmental Analysis is contained in the PID. The project description and proposed activities are as outlines in the PID, and therefore no revision or further analysis is required in this document.

PART IV , FINANCIAL PLAN

Detailed project funding requirements are presented in Annex B. The following tables summarize funding requirements and expenditures.

Table 1: Summary Cost Estimate and Financial Plan
(U.S. \$ 000)

SOURCE	A.I.D		Host Country	TOTAL		
	FX	LC	LC	FX	LC	Total
Technical Assistance	183.0	16.5	32.2	183.0	48.7	231.7
Training	46.0	17.3	-	46.0	17.3	63.3
Procurement	42.0	38.2	20.5	42.0	58.7	100.7
Evaluation	2.5	2.5	-	2.5	2.5	5.0
Contingency	13.6	3.7	-	13.6	3.7	17.3
Women's Labor	-	-	75.6	-	75.6	75.6
Inflation	<u>27.3</u>	<u>7.4</u>	<u>12.8</u>	<u>27.3</u>	<u>20.2</u>	<u>40.0</u>
TOTAL	314.4	85.6	141.1	314.4	226.7	541.1

Table 2: Projections of Expenditures by Fiscal Year

<u>Fiscal Year</u>	<u>A.I.D.</u>	<u>I.A.E.</u>	<u>VILLAGE WOMEN</u>	<u>TOTAL</u>
1980	145.6	17.7	10.1	177.3
1981	100.2	17.5	25.2	142.9
1982	102.2	17.5	40.3	160.0
Inflation	34.7	5.3	-	40.0
Contingency	<u>17.3</u>	<u>-</u>	<u>7.5</u>	<u>24.8</u>
TOTAL	400.0	58.0	83.1	541.1

Project requirements were prepared on the basis of the pilot project. Cost estimates were prepared by AID and the IAE.

No direct cash funds are provided project beneficiaries. All assistance will be provided by technical consultants, through training and audio visual equipment. Vehicles are provided for the project staff. Adequate funding is provided to implement the project for a three-year period.

Village women's labor contribution was estimated at approximately \$1.50 per day for approximately 15 each. This includes an estimate for attendance at meetings and labor hours spent on activities undertaken as a result of these meetings.

Cost effectiveness is discussed in Part III. A., Economic Analysis and impact on beneficiaries in Part III, B., Social Soundness Analysis.

PART V - THE IMPLEMENTATION PLAN

The first year of the project will focus on identifying and initiating activities in four villages (two control villages without cassettes and two villages with cassettes). As in the pilot project the field program will include training group leaders selected by UWT in each participating village, conducting needs/resource surveys in each village, discussing within large and small groups priority topics chosen by the participants, activity planning and implementation of those plans. The UWT affiliated to the Chama cha Mapinduzi (CCM), the national political party, is charged with management and development activities for Tanzanian women. It is involved in various mother and child care programs with the rural population, construction and management of child care centers, nursery schools, hostels and sponsoring self-help rural development projects. This institution will work very closely with the Institute of Adult Education in implementing this project.

In the second year, project activities will be undertaken in an additional six villages. Project implementation responsibility will be shared among the Administration/Evaluation Coordinator and Counterpart, who is expected to be able to assume the major responsibility for the expanded efforts. This will

enable the expatriate staff to begin phasing out of project implementation and devote most of their time to the completion of the Handbook.

In the final year an additional six villages will be included in the project. The expatriate staff will work for only three months and then be available on a consulting basis to provide assistance to the IAE project manager as he assumes full responsibility for project implementation. The expatriate staff will also provide consultant services to other IAE regional centers to initiate similar projects and to conduct training seminars in the use of the Handbook and its recommended techniques.

A detailed project implementation schedule follows:

1st Year

<u>Date</u>	<u>Activity</u>	<u>Responsibilities</u>
August 1979	Project agreement signed	IAE/Dsm
September 1979	Budget for local currency prepared and approved	USAID/Dsm IAE/Dsm, Arusha
November 1979	Office set up, procurement of project equipment, local currency advance	USAID/Arusha IAE/Arusha
December 1979	Official survey, liaison with UWT party/government officials	IAE/Arusha
	Technicians contract signing	IAE/Dsm USAID/Dsm
January 1980	Project staff recruitment and familiarization to project activities/project team workshop/short courses	IAE/Arusha
January 1980	Workout implementation/evaluation strategy	Project staff

<u>Date</u>	<u>Activity</u>	<u>Responsibilities</u>
February 1980	Select villages earmarked for the project and seminars planning.	IAE/Arusha
March 1980 April 1980	Village observations/ resource surveys/ project staff seminars/short courses Pre-testing	Project staff
April 1980	Distribute, collect and tabulate information from questionnaires given to village officials.	Project staff
May 1980	Choice of village group leaders.	Project staff
May/June 1980	Group leadership seminars	Project staff
July 1980	Tape production workshops (problem posing and information tapes). Project staff training/ short courses	Project staff
August 1980	Group discussions.	Project staff
September 1980	Post-testing, evaluation and annual report. PES prepared.	Project staff USAID/Arusha, Dsm
<u>2nd Year</u>		
October 1980	Handbook preparation planning	Project Manager/ Technical staff
Nov.-Dec. 1980 January 1981	Survey of other participatory development projects/ short courses	Project Manager/ Technical staff
Oct.-Nov. 1980	Continued implementation of group discussions and action plans implementations.	Project staff
Dec. 1980/ January 1981	Planning for the second phase of the project evaluating the role of audio cassettes as a medium of communication.	Project staff

<u>Date</u>	<u>Activity</u>	<u>Responsibilities</u>
Feb/March/April/ May 1981	Selection of six additional villages: -observation -Choice of group leaders -Four group leadership seminars -Tape production -Group discussions -Action plans -Action plans implementation.	Project staff
Feb/March 1981	Handbook first draft preparation	Technical staff
April/May 1981	Handbook testing	Technical staff
June 1981	Project staff seminars/ short courses	Project staff
July 1981	Evaluating the progress of initial four villages and assessing the role of audio cassettes	Project staff
August 1981	Continuation of listening forums of the six additional villages	Project staff
September 1981	Overall annual report of all the ten villages.	IAE/Dsm USAID/Dsm, Arusha
<u>3rd Year</u>		
October 1981	Project staff workshop/ seminar.	Project staff
November, December 1981	Final draft of handbook prepared	Technical staff

<u>Date</u>	<u>Activity</u>	<u>Responsibilities</u>
January 1982	Publication of hand-book and distribution to the IAE regional centers.	IAE/Project staff
February 1982	Project team seminar	Project staff
March 1982	-Review of all actions and projects undertaken by the ten villages. -End of expatriate contracts.	Project staff
March/April/ May/June 1982	Select six additional villages -Observations -Choice of group leaders -Four group leadership seminars -Tape production -Group discussions -Action plans -Action plan implementation	Project staff
July/August 1982	Overall project evaluation for the sixteen villages	Project staff IAE/Dsm USAID/Dsm/Arusha REDSO/EA
September/ October 1981	Project staff seminar to review the recommendations of the evaluation team	Project staff
November/ December 1982	Final accounting and disbursements	
January 1, 1983	PACD Follow on activities.	IAE and AID

PART VI - EVALUATION ARRANGEMENTS

A. Rationale for Evaluation

The project will be evaluated periodically in terms of efficiency and effectiveness to the accomplishment of the project objectives. The evaluation exercise will facilitate (1) measurement of progress towards planned targets, (2) explain why the project is not achieving its planned targets, and (3) explain whether the project purpose continues to be relevant to Tanzanian development needs. The project will be evaluated against the logical framework matrix developed in the Project Paper with special emphasis placed at the purpose level and indicators associated with it. Specifically it will examine whether there will be 30 women's groups formed by the year 1982 and a substantial number of local self-help and income-generating activities undertaken and evidenced at the end of the project.

B. Participatory Approach

An evaluation team will be formed and take an active role in the process of evaluation. The project participants will also take an active role in the process of evaluation. They will be involved from the beginning to ascertain whether inputs have been procured in time, that seminars are planned and implemented on time, that the listening forums and discussion groups are formed and are useful and meaningful to them.

C. Evaluation Team Composition and Arrangements

The evaluation exercise will be a collaborative effort between AID and IAE. The evaluation team will include the following members:

The Project Manager - Arusha/IAE
The Administration/Evaluation
Coordinatory - Arusha IAE
IAE Headquarters - One participant
from the Research and Planning
Department
USAID/Arusha Project Officer
USAID/Dar es Salaam Evaluation
Officer
REDSO/EA - One participant for final
evaluation

D. Evaluation Funding

<u>Inputs (\$)</u>	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>	<u>Total</u>
Consultant (Local)	-	-	\$600	\$600
Per Diem	\$400	\$500	600	1500
Materials	200	200	300	700
Fuel and Travel	400	600	300	1800
TOTAL	1000	1300	2300	4600

E. Implementation Schedule

<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>
November 1979	Collection of baseline data	Project staff
September 1980	End of first year survey for four villages	Evaluation Team
September 1981	Evaluation of the ten villages	Evaluation Team
August 1982	Final overall project evaluation	Evaluation Team

F. Evaluation Reports

Three evaluation reports are expected, the first two giving information with respect to annual performances and the third one giving a final report to the whole project. The evaluation reports will be available to the IAE for host government officials, including the Prime Minister's Office, Regional Government and Party Officials; USAID offices in Tanzania and AID/W; and to the village governments involved in the project whereupon a Swahili translation might be deemed necessary.

PART VII - CONDITIONS, COVENANTS AND NEGOTIATING STATUS

No implementation issues are outstanding. No conditions precedent to disbursement are necessary other than the standard CP requiring the Ministry of Finance and Planning to delegate authority to the IAE to receive the grant funding on behalf of the Tanzanian Government.

A draft project grant agreement has been prepared and copies provided to the Director of the IAE and the REDSO legal advisor for review. The grant agreement is expected to be signed not later than August 31, 1979.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Total Project: \$541,000
From FY 79 to FY 82
Total U.S. Funding \$400,000
Date Prepared: August 12,
1979

PROJECT TITLE & NUMBER: Arusha Women's Participation
In Development (621-0162)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>GOAL</u></p> <p>To assist the Government of Tanzania accelerate the transfer and adoption of appropriate technologies, services and systems to the rural people with specific emphasis on women's participation.</p> <p><u>SUB-GOAL</u></p> <p>Women being self-reliant in terms of confidence to influence their lives.</p>	<p>Improved socio-economic life, improved health, education and economic conditions by 1983</p> <p>Actions evidenced by successful projects undertaken</p>	<p>Project reports and surveys of participants, group leaders and project staff</p> <p>Evidence of action</p>	<p>Women are rational and have equal rights of access to improved technologies and services</p> <p>Government and party officials will cooperate</p>
<p><u>PURPOSE</u></p> <p>To encourage functioning women's groups which will participate in local planning, implementing and evaluating self-help development projects through the use of small media resources</p> <p><u>SUB-PURPOSE</u></p> <p>Increase the capabilities of the IAE render its services in the rural areas.</p>	<ol style="list-style-type: none"> 1. 80 women groups formed by 1981 2. Local self-help and income generating activities undertaken 3. Increased participants involvement in other educational activities of the Institute of Adult Education 	<ol style="list-style-type: none"> 1. Project reports and survey of participants 2. Evidence of actions 3. IAE quarterly and annual reports 	<ol style="list-style-type: none"> 1. Target groups perceive behavior change as advantageous 2. Socio-economic, political and cultural incentives to change existing conditions 3. Targeted plans followed

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Total Project: \$541,000
From FY 79 to FY 82
Total U.S. Funding \$400,000
Date Prepared: August 12, 1979

PROJECT TITLE & NUMBER: Arusha Women's Participation
In Development (621-0162)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
OUTPUTS:			
- Village groups formed (meetings held)	80 = 20-1979; 30-1980; 30-1981; 300 = 200-1979; 300-1980; 300-1981	Annual Reports	1. Village women willing to participate
- Trained Village Group Leaders	80 = 20-1979 (5 from each village; 30-1980; 30-1981	Seminar Reports	2. Transport available
-Needs Survey	16 (one for each village)	Needs assessment surveys	3. Transport available
-Audio Cassettes Tape prepared	160 (ten for each village)	Number of cassettes prepared	4. Tape recorders are maintained
-Listening Sessions	15 Sessions per group per village (control villages no tapes) 300-1979; 600-1980; 900-1981 Total - 1,800	Group secretary records	5. Good favorable climate/rains, etc.
-Evaluation Surveys (16 villages)	48 3 surveys per village	Evaluation team reports	
-Evaluation of effectiveness of audio cassettes technology	3 (Annual evaluation)	Evaluation team reports	
-Handbook preparation surveys	10 trips	Survey team reports	

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Total Project: \$541,000
From FY 79 to FY 82
Total U.S. Funding \$400,000
Date Prepared: August 12, 1979

PROJECT TITLE & NUMBER: Arusha Women's Participation
In Development (621-0162)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>OUTPUTS</p> <ul style="list-style-type: none"> -Handbook prepared -Number of participants -Possible action plans & self-help projects undertaken -IAE increased capability to render services 	<p>100</p> <p>1,600</p> <p>32 (two per village)</p> <p>Increased number of students and counseling services by 20%-1990; 30%-1991</p>	<p>Technical staff reports</p> <p>Final project evaluation</p> <p>Annual IAE reports</p>	<p>Students will respond to services</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Total Project: \$541,000
From FY 79 to FY 82
Total U.S. Funding \$400,000
Date Prepared: August 12, 1979

PROJECT TITLE & NUMBER: Arusha Women's Participation
in Development (621-0162)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<u>AID INPUTS:</u>			
1. Technical Assistance	27 pm Administration/ Evaluation Coordinator 27 pm Adult Education Coordinator 36 pm Adult Education Coordinator Counterpart 216 pm Enumerators 6 pm Consultants 316 pm Total	Team reports and con- tracts	Technical Assistance team is available locally and can be hired quickly by IAE through PSCs.
2. Training	36 Seminars and Workshops 10 Research/Study Travel 3 Short-term U.S. or 3rd- Country Course	PIO/Ps and project records	Villagers identify group leaders for training
3. Commodities	25 Cassette players 250 tapes and batteries 2 Project vehicles -operating expense for one vehicle 1 Camera, projector & screen Camping Equipment	PIO/Cs and inventory	Equipment is ordered on a timely basis

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Total Project: \$541,000
From FY 79 to FY 82
Total U.S. Funding \$400,000
Date Prepared: August 12, 1979

PROJECT TITLE & NUMBER: Arusha Women's Participation
In Development (621-0162)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>IAE INPUTS:</u></p> <p>1. Technical Assistance and Staff</p> <p>2. Commodities</p>	<p>144 pm Accountant, Drivers, Typist</p> <p>Part-time Resident Tutor as Project Manager</p> <p>36 pm Administration/Evaluation Coordinator Counterpart</p> <p>pm Short-term Consultancies IAE Headquarter staff</p> <p>Office space, furniture, operating costs for one vehicle</p>	<p>Annual IAE reports</p>	<p>The IAE receives budget allocations as requested</p>

WOMEN'S PARTICIPATION IN DEVELOPMENT PROJECT

ILLUSTRATIVE BUDGET - SUMMARY COSTS

1. <u>Salaries and Benefits</u>	A.I.D.		I.A.E.	TOTAL		
	FX	LC	LC	FX	LC	TOTAL
Project Manager (IAE Arusha Resident Tutor)			13.5		13.5	13.5
Admin/Evaluation Coordinator @ \$18,000, 19,000 & 20,000 for 27 months	42.0*		5.7	42.0	5.7	42.0
Admin/Eval. Coordinator Counterpart @ \$1,800, 1,890 & 2,000 for 36 months						5.7
Adult Education Coordinator @ \$15,000, 15,750, & 16,500 for 27 months	34.9			34.9		34.9
Adult Education Counterpart @ \$1,800, 1,890, & 2,000 for 36 months			5.7		5.7	
Typist @ \$100 for 36 months			3.6		3.6	3.6
Drivers - 2 @ \$80 month for 36 months/each			5.8		5.8	5.8
Accountant @ \$100 month for 36 months			3.6		3.6	3.6
Enumerators/Field Assts - 6 @ \$50 month for 36 months		10.8			10.8	10.8
Consultants - 4 person months @ \$3,500 month	14.0			14.0		14.0
Overseas Differential	11.5			11.5		11.5
R & R (14 trips @ \$1,500)	21.0			21.0		21.0
Return Travel to U.S. (7 @ \$2,000)	14.0			14.0		14.0
Airfreight (2 @ \$1000 per 250 lbs.)	2.0			2.0		2.0
Sea Freight (2 @ \$2.00 for 2,500 lbs.)	10.0			10.0		10.0
Medical or Other Emergency Travel	10.0			10.0		10.0
Cost of Living	3.5			3.5		3.5
Education Allowance (3 @ \$1.150 p.a.)	10.4			10.4		10.4
FICA	4.7			4.7		4.7
Sub-Total	183.0	16.5	32.2	183.0	48.7	231.7

*PAF II Authorized up to a total of \$200,000 in local currency to allow for local hire of technical assistance in lieu of expatriate if desired.

	A.I.D.		HOST COUNTRY		TOTAL		
	FX	LC	LC		FX	LC	TOTAL
11. Training							
Seminar Costs (14 with 30/each for 3 days @ \$10 day)		12.6				12.6	12.6
Seminar Participants Per Diem (14 x 30 x 3 x \$1.50 day)		1.9				1.9	1.9
Seminar Trainers Per Diem (14 x 6 x 3 x \$5.50 day)		1.4				1.4	1.4
Seminars for Project Team (11 for 5 days @ \$25 each)		1.4				1.4	1.4
Travel: 10 International Trips @ \$1,000	10.0				10.0		10.0
International Per Diem (120 days @ \$50 day)		6.0				6.0	6.0
Short Course Training (3 months @ \$10,000 month)	30.0				30.0		30.0
Sub-Total	46.0	17.3			46.0	17.3	63.3
III. <u>Off-Short Procurement</u>							
Slide projector, film projector, screen, still camera, film and processing		1.5				1.5	1.5
25 Tape recorders @ \$50 each		1.3				1.3	1.3
25 Rechargeable Battery Packs @ \$15 each		.4				.4	.4
250 Audio-cassette Tapes @ \$3 each		.8				.8	.8
1 Four-person tent, mosquito nets, cooking utensils, 4 cots, 4 sleeping bags		1.0				1.0	1.0
2 Land Rovers and Spares		34.0				34.0	34.0
3. Editing tape recorders @ \$175 each		.5				.5	.5
1 Typewriter		.5				.5	.5
Air freight for Equipment	2.0				2.0		2.0
Sub-Total	42.0				42.0		42.0

IV.. Local Procurement	A.I.D.		HOST COUNTRY	TOTAL		
	FX	LC	LC	FX	LC	TOTAL
Project Travel: 18 In-country trips @ \$125 each		2.3			2.3	2.3
Per Diem: Local 180 days @ \$22 day		4.0			4.0	4.0
Local 180 days @ \$7 day		1.3			1.3	1.3
Vehicle Rental (2000 km @ \$.80 km plus 6 weeks @ \$20 day)		2.4			2.4	2.4
Petrol/Maintenance/Insurance (800 miles month @ 60 for 36 months for each vehicle)		17.3	17.3		34.6	34.6
Handbook Preparation: Duplication (7000 pages @ \$45 per thousand)		.3			.3	.3
Handbook Printing (100 copies @ \$20 each)		2.0			2.0	2.0
Office Rental (36 months @ \$60 month)			2.2		2.2	2.2
Telephone (36 months @ \$100 month)		3.6			3.6	3.6
Furniture			1.0		1.0	1.0
Expendable Training Supplies		5.0			5.0	5.0
Sub-Total		38.2	20.5		58.7	58.7

V. Village Labor Contribution

4 villages x 120 women = 480 @ \$1.50			75.6		75.6
day x 15 = \$10,080					
10 villages x 120 women = 1200 @ \$1.50					
day x 15 = \$25,200					
16 villages x 120 women = 1920 @ \$1.50					
day x 15 = \$40,320					
Sub-Total = \$75,600					

		A.I.D.		HOST COUNTRY	TOTAL		
		FX	LC	LC	FX	LC	TOTAL
VI. <u>Evaluation</u>	Sub-Total	2.5	2.5		2.5	2.5	5.0
V. <u>Other Costs</u>							
	Sub-Total All Categories	273.5	74.5	128.3	273.5	202.8	400.7
	Contingency 5%	13.6	3.7	-	13.6	3.7	17.3
	Inflation 10%	27.3	7.4	12.8	27.3	20.2	47.5
	Total	314.4	85.6	141.1	314.4	226.7	541.1
	GRAND TOTAL		\$400.00	\$141.8		\$541.1	

ANNEX C

FID Facesheet and Authorization

Cable

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET TO BE COMPLETED BY ORIGINATING OFFICE	1. TRANSACTION CODE <input checked="" type="checkbox"/> A A = ADD <input type="checkbox"/> C C = CHANGE <input type="checkbox"/> D D = DELETE	PID 2. DOCUMENT CODE 1
-----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------

3. COUNTRY/ENTITY UNITED REPUBLIC OF TANZANIA	4. DOCUMENT REVISION NUMBER <input type="checkbox"/>
--------------------------------------------------	---------------------------------------------------------

5. PROJECT NUMBER (7 DIGITS) 621-0162	6. BUREAU/OFFICE A. SYMBOL B. CODE	7. PROJECT TITLE (MAXIMUM 40 CHARACTERS) WOMEN'S PARTICIPATION IN DEVELOPMENT
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8. PROPOSED NEXT DOCUMENT A. <input type="checkbox"/> 1 = PRP 2 = PRP <input checked="" type="checkbox"/> 3 = PP	B. DATE MM YY 08 79	10. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 = 8.25)
---------------------------------------------------------------------------------------------------------------------------	---------------------------------	----------------------------------------------------------

9. ESTIMATED FY OF AUTHORIZATION/OBLIGATION a. INITIAL FY <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 9 b. FINAL FY <input type="checkbox"/> <input type="checkbox"/>	10. ESTIMATED COSTS (CONTINUED) FUNDING SOURCE \$000 A. AID APPROPRIATED 395 B. OTHER 1. U.S. 2. 3. C. HOST COUNTRY 5 D. OTHER DONOR(S) TOTAL 45
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

11. PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)							
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. FIRST FY 79		LIFE OF PROJECT	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN
(1) ARDN	201	200		395.0			395.0
(2)							
(3)							
(4)							
TOTAL				395.0			395.0

12. SECONDARY TECHNICAL CODES (maximum six codes of three positions each) 240 610 740

13. SPECIAL CONCERNS CODES (MAXIMUM SIX CODES OF FOUR POSITIONS EACH) BRW BRW	14. SECONDARY PURPOSE CODE
-------------------------------------------------------------------------------------	----------------------------

15. PROJECT GOAL (MAXIMUM 240 CHARACTERS)

To assist the Government of Tanzania accelerate the transfer and adoption of appropriate technologies, services and systems to the rural poor.

16. PROJECT PURPOSE (MAXIMUM 480 CHARACTERS)

To encourage and facilitate local planning, implementation and evaluation of development projects.

17. PLANNING RESOURCE REQUIREMENTS (staff/funds)

18. ORIGINATING OFFICE CLEARANCE Signature: <i>Terence T. French</i> Title: Acting Director, USAID/Tanzania	DATE FORWARDED MM DD YY 08 19 79	19. DATE DOCUMENT RECEIVED / AID/W, OR FOR AID/W DOCUMENT DATE OF DISTRIBUTION MM DD YY
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BEST AVAILABLE COPY

TELEGRAM

202921
AUG. 3, 1979
CLASS RES
MSG: 021-0162(FP)

ACTION: FRM
INFO: RF
CHRON

UNCLASSIFIED
Classification

ACTION:
INFO:
AMB, DON, EDW, FER, CHRON, AF

1 041135Z AUG 79
FM SECSTATE WASHDC
TO RUEVDA/EMBASSY 011 25 201AAA 0451
INFO RUEVDA/EMBASSY 011 25 201AAA 0451
UNCLAS STATE 202921

AIDAC NAIROBI FOR REUSO

E.O. 12855 N/A

TAGS:

SUBJECT: WOMEN'S PARTICIPATION IN DEVELOPMENT (021-0162)

1. AA/AFR AUTHORIZES PREPARATION OF A PROJECT PAPER FOR THE SUBJECT PROJECT AS SUBMITTED IN THE PID DATED JUNE 19, 1979. THE PP IS TO BE PREPARED IN CONFORMANCE WITH THE FOLLOWING GUIDANCE.
 2. RELATIONSHIP WITH OTHER USAID/T PROJECTS. THE ENCOURAGEMENT AND FACILITATING OF LOCAL PLANNING; IMPLEMENTATION AND EVALUATION OF DEVELOPMENT PROJECTS IS A PURPOSE CONSISTENT WITH THOSE OF OTHER USAID PROJECT. FURTHER, THE EXPERIENCE GAINED THROUGH THIS PROJECT, PARTICULARLY THE USE OF UMI AS A CATALYST FOR STRENGTHENING THE ROLE OF WOMEN IN THE DEVELOPMENT PROCESS, SHOULD BE USED TO INCREASE THE ROLE OF WOMEN IN THE PLANNING AND ADMINISTRATION OF OTHER USAID-FUNDED DEVELOPMENT PROJECTS.
 3. PROJECT DESIGN. THE PP IS TO CAREFULLY DESCRIBE THE CRITERIA TO BE USED FOR SELECTING THE VILLAGES FOR PARTICIPATION IN THE PROJECT.
- RM FUNDING.
- A. LCP FUNDING IS TO BE INCREASED TO DOLS 432,000 TO INCLUDE FINAL EVALUATION COSTS, NOT IDENTIFIED IN THE PID, IN THE PROJECT. THIS IS CONSISTENT WITH AFR BUREAU POLICY AND PREFERENCES FOR FUNDING EVALUATIONS, RATHER THAN USING PDS FUNDS.

UNCLASSIFIED

OPTIONAL FORM 10/64
(Formerly 05-611041)
January 1975
Page 01-000

TELETYPE

UNCLASSIFIED

Classification

B. \$400,000 HAVE BEEN CARRIED BY THE MISSION'S FY 79 PROGRAM FOR THIS PROJECT. FURTHER, THIS FY 1980 IS AUTHORIZED BY AUGUST 15, 1979, THE FUNDS WILL BE REPROGRAMMED AND THIS PROJECT CONSIDERED FOR FY 80 FUNDING. IT IS ESSENTIAL THAT THE FUNDS BE OBLIGATED NOT LATER THAN AUGUST 30, 1979.

C. AOA IS BEING SUBMITTED CONCURRENT WITH TABLED APPROVAL TO EXPEDITE OBLIGATION TIMING. SEPTER WILL PROVIDE DETAILS.

5. IMPLEMENTATION

A. THE MISSION'S PSC LIMITATION FOR FY 1979 IS BEING INCREASED BY DOLS 193,000 TO PERMIT THE USE OF PSCS FOR THIS PROJECT.

B. AA/ASH HAS, CONCURRENT WITH THE APPROVAL OF THIS PID, AUTHORIZED A PROCUREMENT SOURCE ORIGIN WAIVER FROM GEOGRAPHIC CODE 500 (U.S. ONLY) TO GEOGRAPHIC CODE 999 (SPECIAL FREE WORLD) TO PERMIT PURCHASE OF INQ LANDROVER VEHICLES FOR USE IN THIS PROJECT.

C. APPROVAL AUTHORITY. THIS PROJECT MAY BE APPROVED WITHIN THE MISSION, UPON COMPLETION OF THE PP, UNDER DELEGATION OF AUTHORITY 141. VANCE

BT
#2921

UNCLASSIFIED

Classification

ORIGINAL FORM 15 (Rev. 10-1-76)
(Formerly DD FORM 13)
January 1976
Dept. of State

STATUTORY CHECKLIST

I. COUNTRY CHECKLIST - Submitted with Training for Rural Development PP (621-0150)

II. PROJECT CHECKLIST

A. General Criteria for Project

1. App. Unnumbered; FAA Sec. 653 (b); Sec. 671

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) Country or International Organization allocation reported to Congress (or not more than \$1 million over that figure)?

A CN has been prepared by AID/W to Congress notifying of the intent to obligate \$400,000 in FY79

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance.

Cost estimates are included in the financial plan of Part III of the PP

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

None

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

N/A

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

6. FAA Sec. 209. Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. N/A
7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. the project is a rural development/ education activity. Project activities may lead to increased agricultural production and use of the credit from the Tanzanian Rural Development Bank.
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). N/A
9. FAA Sec. 612(b); Sec. 636(b). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services. See Financial Plan Part III of the PP.
10. FAA Sec. 621(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release? No.
11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Commodity procurement will be on a competitive basis. Technical services will be provided through a host country personal services contracts.

12. FY 79 App. Act Sec. 608. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

N/A

B. Funding Criteria for Project

1. Development Assistance Project Criteria

- a. FAA Sec. 102(c); Sec. III; 113; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local government institutions? (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

the project process is based on the Friere dialogue method. It by definition involves beneficiaries in project planning, implementation and evaluation. See Technical Analysis and Social Soundness Analysis in Part III of the PP. The project is specifically for women and worker through the Union of Women of Tanzania

- b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor?

The pilot project showed the technique led to increase production and income generating activities.

- c. (107) is appropriate effort placed on use of appropriate technology?

Yes

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

No. A waiver is contained in the PP Annexes

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

N/A

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

the project will increase the capability of the Institute of Adult Education provide adult education services and thereby enable villagers to more effectively participate in rural development

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

Yes

III. STANDARD ITEM CHECKLIST

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed?

N/A

2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under the delegation from him? Yes. A waiver has been granted for purchase of non U.S. vehicles

3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? Yes

4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? N/A

5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? N/A

6. FAA Sec. 603. (a) Compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. - flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. Project Agreement so stipulates

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities or other Federal agencies will be utilized, are the particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs? Yes. Host country contracting will be used

8. International Air Transport. Fair Competitive Practices Act. 1974.
If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available? Yes
9. FY 79 App. Act. - Sec. 105. Does the contract for procurement contain a provision authorizing the termination of such contract for the convenience of the United States? Host country contracting will be done

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest? None
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable? N/A
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million? N/A

C. Other Restrictions

1. FAA Sec. 122(e). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter? N/A
2. FAA Sec. 301(d). If funds is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A
3. FAA Sec. 620(b). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.? Yes

4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction? A waiver for two non-U.S. vehicles has been approved.
5. Will arrangements preclude use of financing:
- a. FAA Sec. 104(f). to pay for performance of abortions or to motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to practice sterilization? Yes
 - b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property? Yes
 - c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs? Yes
 - d. FAA Sec. 662. for CIA activities? Yes
 - e. FY 79 App. Act. Sec. 104. to pay pensions, etc., for military personnel? Yes
 - f. App. Sec. 106. to pay U.N. assessments? Yes
 - g. App. Sec. 107. to carry out provisions of FAA sections 209(d) and 251(h)? (transfer to multilateral organization for lending). Yes
 - h. App. Sec. 112. to finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields? Yes
 - i. App. Sec. 501. to be used for publicity or propaganda purpose within U.S. not authorized by Congress? Yes

INSTITUTE OF ADULT EDUCATION

P. O. Box 20679, DAR ES SALAAM - TANZANIA

Telephone No: 25211-2/3/4/5

Our Ref: IAE/R.30/2

Your Ref:



Date: 14/8/1979

The Director,
U.S.A.I.D.
P.O. Box 9130,
DAR ES SALAAM

Dear Sir,

REQUEST FOR UNDERTAKING THE ARUSHA WOMEN'S PARTICIPATION
IN DEVELOPMENT PROJECT

The Institute of Adult Education requests the USAID to kindly undertake the following:

- a) To assist in funding the Arusha women's participation in development project.
- b) To provide technical staff one Adult Education Coordinator who will be contracted by USAID subject to the approval of the host government.

The execution of this project will be undertaken in Arusha region under the supervision of the Institute of Adult Education Office in Arusha.

Thank you for assistance and cooperation in this matter.

Yours sincerely,

20 mn
Ag. DIRECTOR *Jr.*

QUOTATION OF REF: No. IS ESENTIAL

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