

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE 2 TRAINING FOR RURAL DEVELOPMENT I		2. PROJECT NUMBER 621-0149	3. MISSION/AID/W OFFICE Tanzania
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit, e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No., beginning with 'No. 1' each FY) <u>32-5</u>			
<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION			

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY <u>79</u>	B. Final Obligation Expected FY <u>80</u>	C. Final Input Delivery FY <u>85</u>	A. Total \$ <u>7,180,000</u> B. U.S. \$ <u>6,000,000</u>	From (month/yr.) <u>January, 1980</u> To (month/yr.) <u>June, 1982</u>
				Date of Evaluation Review <u>August 16, 1982</u>

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

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. The Health and Accident Coverage (HAC) Program for all AID participants should be reviewed for comprehensive enrollment and payment problems and modified accordingly.	AID(ST/IT) & USDA(OICD/ITD)	10/82
2. Participant support allowances and especially book stipends should be reviewed for adequacy and adjusted if necessary.	AID(ST/IT) & USDA(OICD/ITD)	12/82
3. An explanation should accompany any check in an amount different from the usual (monthly) allowance. Maintenance checks should be mailed to reach participants before the end of each month.	USDA(OICD/ITD)	continuous
4. As part of pre-departure processing, L-T participants should be instructed to handcarry all records, such as transcripts, syllabi, course descriptions, etc. pertaining to post-secondary educational background to training site.	USAID/T	continuous
5. Consideration should be given to staging for video-tape recording a group discussion by recently returned Tanzanian participants on adjusting to life and education in the U.S. This would then be included as part of the orientation process for departing students.	USAID/T & TRD Project Staff	12/82
6. PIO/Ps should include to extent possible specific areas of program emphasis and indicate post graduate job placement.	USAID/T and TRD II Project Staff	
7. USDA short courses as well as the special TRD student seminars should continue to be included in all programs.	USDA(OICD/ITD)	continuous
8. Where academic deficiencies are noted during participant programming and processing, efforts should be made to provide remedial opportunities or adjust program objectives.	USDA(OICD/ITD) USAID/T	continuous

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

11. PROJECT OFFICER AND HOST-COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)	12. Mission/AID/W Office Director Approval
Janet Polley, Project Advisor Cameron Bonner, Project Officer	Signature <i>Arthur M. Handly</i> Typed Name Arthur M. Handly Date August 17, 1982

TRAINING FOR RURAL DEVELOPMENT

Project No. 621 - 0149

TANZANIA

EVALUATION OF LONG TERM TRAINING
OF PROJECT PARTICIPANTS IN THE UNITED STATES

May 16 - June 4, 1982

Robert W. Landry
Principal Investigator

PIO/T PIL #5 (Amend #1)

APP 72-1101021.5

ALL 045-621-00-69-23

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Executive Summary

QI. What constraints does this project attempt to overcome and who does it constrain?

This Project attempts to relieve the human resource constraint in Tanzania in the agricultural and livestock research, extension and training sectors. The Phase I Project contains two major components:

- 1) a long-term U.S. academic training program for 66 participants and
- 2) pilot testing incountry agricultural, livestock, planning and management training.

This evaluation focused only on component one.

QII. What technology does the project promote to relieve this constraint?

The Phase I TRD Project has tested a variety of training techniques and approaches in an attempt to improve the relevance of U.S. academic training in terms of application to Tanzanian conditions and problems.

The USAID financed Agricultural Manpower Survey provided preliminary data for determining the most critical participant training needs. A careful participant selection process was conducted involving both TANGOV and USAID. All U.S. participants doing MSC and PHD degrees are encouraged to conduct research on a Tanzanian problem and, when appropriate, return to Tanzania to collect their data. Prior to participant placement, a team of Tanzanian implementation officers and the U.S. Project Manager traveled to numerous U.S. universities to make judgements about the most appropriate locations for Tanzanians and the willingness of U.S. institutions to be flexible; modify and tailor academic problems to Tanzanian conditions. Periodic follow-up visits have been made to institutions training Project participants for review of progress with both students and advisors by both U.S. Project Manager and Tanzanian Implementation officers. Since Project implementation, two participant reunion seminars have been held during semester breaks for the purposes of:

- 1) bringing students up to date on Project progress incountry,
- 2) discussing Tanzanian development problems and issues,
- 3) learning more about participatory democratic methods of working with the rural poor,
- 4) solving individual administrative problems participants might be having

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- 5) serving as a networking vehicle so that the large group studying under this project return to Tanzania knowing each other and hopefully in a better position to work together.

The U.S. Department of Agriculture has been responsible for Project Implementation, both incountry and in the U.S., allowing for coordination of academic participant training and the variety of incountry training activities. In addition to academic training, nearly all TRD students have participated in USDA technical short courses and tailored practical experience relevant to Tanzanian conditions.

The professional and administrative support by USDA in support for the long term participants in the U.S. has been good.

Q-III. What technology does the Project attempt to replace?

It is expected that a number of technologies in agriculture and livestock, new to Tanzania, will be introduced as a result of this large infusion of trained manpower. It is further expected that these technologies will be taught to the rural poor through the Training for Rural Development system being established under Phase II of the Project in the high production potential regions of the country. Some examples include introducing animal power to replace the hoe, upgrading a number of subsistence farming methods, improved animal husbandry and breeding.

In addition the project is attempting to replace the authoritarian training models currently used with farmers and cooperatives with participatory democratic methods.

Q-IV. Why do project planners believe that intended beneficiaries will adopt the proposed technology?

It is further expected that tailoring the academic programs and the use of incountry research should help the returned trainees begin work immediately on real Tanzanian problems.

An evaluation at a later date could give data on technology transfer effectiveness both when the participants received the technology and how this technology was further transferred after return to Tanzania.

Q-V. What characteristics do intended beneficiaries exhibit that have relevance to their adopting the proposed technology?

This question is more relevant to the incountry training aspect of the project. Data related to this question is being systematically collected concerning all farmer and rural participants in the project and is the subject of separate reports.

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The subject evaluation was only partial. Its objective was;

- 1) to determine progress made by its long term U.S. based participants to date and,
- 2) to assess, to the degree possible, the effectiveness and responsiveness of the training institutions in providing the relevant training. In both regards, the results were determined to be positive.

Q. VI. What adoption rate has this project or previous projects achieved in transferring the proposed technology?

Again this question is more pertinent to the incountry training aspect of the project.

As noted in IV above, this partial evaluation of one aspect of the project could not reveal this information but could be the subject of a future study conducted in Tanzania.

Q.VII. Will the project set in motion forces that will induce further exploration of the constraint and improvements to the technological package proposed to overcome it?

The Phase I and Phase II Projects taken as a whole, particularly through regular planning and management training sessions with senior and mid-management Tanzanian government officials, through periodic incountry sessions including the long-term academic participants under Phase I of the Project, through cooperation with the new Tanzanian Agricultural Research Organization and the Tanzania Livestock Research Organization and through the Project's National Coordinating Committee, should be in an excellent position to encourage local groups to make their needs known to government and allow government to discuss and be responsive through action and funding.

Q.VIII. Do private input suppliers have an incentive to examine the constraint addressed by the project and come up with solutions?

While this question is not directly related to this partial evaluation, it is expected that the newly passed Tanzanian Local Government and Cooperatives Acts will have an impact in this area and the Training for Rural Development Phase II Project is in place and is establishing the mechanisms to assist in this effort.

Q.IX. What delivery system does the project employ to transfer the new technology to intended beneficiaries?

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Returning academic participants have been placed or are expected to be placed within the framework of the TRD Phase II Project to play key roles in transferring a variety of agricultural and livestock technologies to Tanzanian farmers.

Q.X. What training techniques does the project use to develop the delivery system?

The entire Phase I and Phase II projects are training. The specific training techniques related to this partial evaluation were articulated in responding to question 2 of this summary. For a more complete and detailed review of the variety of techniques being used throughout the system one can consult the TRD I Project Paper, the TRD I In-country Training Evaluation and the TRD II Project paper.

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GENERAL

Inasmuch as this has been only a partial evaluation of an AID project, the normal PES format cannot be completely adhered to. The summary as well as the individual reports follow the same sequence as indicated in "Areas of Interest". The first, second and last of these "Areas of Interest" were mainly elicited from the participants. The remainder were gleaned from school officials, with participant input, and through personal observation. Although the reports follow the sequence of the "Areas of Interest" they are narrative in style. Elements of these "areas" are not repeated, therefore familiarity with all nine parts of the "areas" would facilitate comprehension of the report.

During this review, six colleges and universities were visited; 20 participants were interviewed as well as 9 academic advisors and 9 USDA Program Specialists and supervisors. There were also meetings with other academic officials with whom discussions were held relevant to this study.

Most judgments are qualified in presentation since the paucity of time at each location limited verification of all factual data upon which the judgments were made. However the observer's twenty-five years experience in the field should enhance the viscerality of these judgments.

OBJECTIVE

To assess the progress of the Training for Rural Development Project has made to date in training its long term U.S. based participants with the view toward identifying areas for improvements in the offshore training programs to be initiated under Phase II of the project.

AREAS OF INTEREST

Areas of interest addressed by the principal investigator were:

- a) To assess the degree of correspondence between the training objectives as outlined in the project paper and the individual PIO/P's, and the programs actually being undertaken for an appropriate sample of participants;
- b) To evaluate the adequacy and quality of the administrative support being provided to the participants by USDA/OICD/ITD, with special attention paid to the level of student/program specialist communication;
- c) To determine how responsive the universities have been to the participants' program and personal needs including an overall (subjective) assessment of the environment provided for the support and well-being of foreign students;
- d) To assess the general quality of the support given by the academic advisors at all degree levels, but in particular with regard to graduate student advisors with their performance in providing relevant (i.e., to developing countries) guidance in the formulation of courses of study and research problems;
- e) Where research problems have been investigated by participants in Tanzania, to assess the value of such efforts relative to the alternate U.S. based approach;
- f) To learn how various universities have evaluated and credited the participants, previous academic work and have tailored the duration and content of their programs to this prior experience;
- g) To investigate how universities and USDA have accommodated participants with academic deficiencies, either by providing remedial opportunities or adjusting program objectives;
- h) Where participants have been joined by family members, to learn (if situation permits) effect this has had on their programs;
- i) To elicit and document any other factors of a positive or negative nature that are related to the participants; successful achievement of program objectives.

SUMMARY

From all appearances, the implementation portion of the long term training in the U.S. component of the TRD project is an unqualified success.

With only minor variances, all participants interviewed were following the training objectives for which they were sent. All appeared to be mature, serious and dedicated. They indicated a desire to return to Tanzania to their appointed positions, most of which were known by the participants.

Professional, pragmatic^{from} and administrative support by USDA/OICD/ITD was on the whole very good. There were some irritations because of delays in communications, frequent changes in Program Specialists and less than desirable amounts of coordination between specialists and academic advisors in program development. These were not universal nor did they greatly impair the overall success of the program. The recent realignment between AID and USDA/OICD/ITD appears to have resulted, on the part of the latter, in some uncertainty in regard to its responsibilities and authority. This has apparently exacerbated the communication problem.

A festering problem was discovered in the health and accident insurance program which AID has for all participants. That program is performing poorly in regard to participants who are programmed through USDA. Rectification has been sought through AID's Office of International Training and a follow-up meeting scheduled for June 10, 1982.

The universities and colleges visited all had agricultural departments which were pragmatically oriented. All voiced welcome to foreign students, especially AID participants. All appeared to be very responsive to the participants programmatic as well as personal needs. All were flexible and somewhat liberal in their approach to academic credential analysis and credit transfers despite a lack of experience with Tanzanian educational facilities.

The inclusion of material in the classroom relevant to Tanzania's needs varied to a good degree in a ratio with the foreign experience of faculty members. All of the advisors, with one possible exception said they would consider new material if such is brought to their attention. Academic advisors, with one possible exception, were sensitive to and supportive of the participants' needs. They were generally warm in their relations with them and responsive to their desires. All but one of the graduate students had academic advisors with some international experience. One advisor had foreign experience but none in developing countries. This advisor had difficulty relating to the Tanzanian situation. Through the cooperation of the Dean, the advisor was replaced by one with greater such experience.

All graduate advisors and supporting university officials supported the idea of home country research where relevancy could not be achieved in the U.S.

With the exception of Western Illinois State College, all schools said they would approach academic weaknesses and deficiencies in a positive manner using all resources at their disposal to remedy the situation.

Western Illinois said they had no means for overcoming deficiencies of this nature and would hope such deficiencies could be remedied in Tanzania prior to departure.

None of the participants interviewed had families with them in the U.S. School officials were universal in saying that, based on the experience of other foreign students with accompanying families, the family would be a plus to the participant providing there were no financial problems. Neither social nor academic problems were anticipated.

With the exception of one small land-grant university and one private university, the schools were regional state supported institutions. Although all have been strong in their support of foreign students, their effectiveness in providing an education relevant to Tanzania's needs appeared to be related to the degree of experience in developing countries of their faculty members. Only Sam Houston State University volunteered that it had and continues to see TITLE XII (AID) money for this purpose.

RECOMMENDATIONS

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1. Proper selection of participant candidates for this project has been a critical factor in what appears to be its successful implementation. Continuation of the present process, and improvement, if possible, is considered necessary for ultimate success.

ACTION ORGANIZATION: TANGOV/USAID

2. Approximately fifty percent of the participants interviewed have had medical problems. While treatment has been prompt and adequate, payment by the insurance company for these services have not. This has resulted in considerable embarrassment to the participants; in some instances having confrontations with debt collectors. In other instances participants have left the country legally being responsible for medical debts and in other instances where they have paid these legitimate debts they have not been repaid by HAC. (Health and Accident Coverage, AID/TS/IT)

ACTION ORGANIZATION: USDA/AID

3. Students have book requirements, whether at the graduate level or undergraduate. The cost of books has risen dramatically in the last year. The book allowance authorized by USDA/AID has not risen in proportion to cost. This has created financial problems for participants already beleaguered by the high cost of living. The book allowance should be a subject of review and if found necessary, changed.

ACTION ORGANIZATION: USDA/AID

4. The maintenance allowance was categorized as being too low by most participants interviewed. Much of the difficulty appeared to be the Tanzanian proclivity to not want to share a domicile with another. The rationale seemed to be dictated by greater age, marriage status, dedication and the need for more intensive study. Academic advisors and other university officials interviewed considered the allowances somewhat meager in some instances but as a general rule within ten to twenty percent of adequacy. It is recommended that the maintenance allowance for colleges be reviewed to ensure adequacy of financing to meet the needs required.

ACTION ORGANIZATION: USDA/AID

5. A number of participants were befuddled by monthly checks arriving with discordant amounts and no explanation for the changes. It was asked that some explanation for changes accompany each check.

ACTION ORGANIZATION: USDA

6. Colleges and universities visited had had little experience with Tanzanian academic credentials. Participants suggested that they take with them copies of their past curriculum and also a detailed syllabus of each course so that accreditation and credit transfer could be facilitated.

ACTION ORGANIZATION: TANGOV/USAID

7. Several participants felt that their transition to U.S. mores and social standards could have been facilitated by a more extensive pre-departure orientation of what they could expect to find when they arrived in the United States as well as relevant backgrounds of their own nation and culture to be more informative emissaries while there. A suggestion for using closed circuit TV was thought to be worthy of consideration. A TV tape, updated periodically, of returned participants as well as U.S. informants could alleviate many difficulties inherent in any cross-cultural move.

ACTION ORGANIZATION: USAID/AID/TANGOV

8. Greater detail of the training program desired (PIO/P) would probably be less frustrating to the USAID. A call for a B. Sc. in Horticulture is rather easily implemented but if the participant is to receive a balance between vegetable and fruit production, that should be known before placement in order to get the best results.

ACTION ORGANIZATION: USAID/TANGOV

9. All too often, for whatever reasons, participants have received too little notice of acceptance at a school and their subsequent departure date. This has made it difficult for them to arrange for personal dislocations. This sometimes has been the result of USAID demands and sometimes the result of planning and placement difficulties by USDA. Attention should be directed to the redress of this problem.

ACTION ORGANIZATION: USAID/USDA/TANGOV

10. Participants have suggested that USDA Program Specialists be more involved in the development of their academic programs to ensure relevancy and goal objectives. While such is highly desirable, personnel shortages in USDA at present apparently dictate a greater tendency toward placement rather than programming. If at all possible, this trend should be reversed.

ACTION ORGANIZATION: USDA/AID

11. The two instances of Tanzanian Project participants "meetings" in the U.S. have been considered by all interviewed as being highly productive and worthy of continuation after return to Tanzania. A suggestion was made that each such participant at a successive meeting bring with him a colleague who has not been a participant in the U.S. to help disseminate newly acquired knowledge more broadly and to defuse the possibility of the group being considered elitist.

ACTION ORGANIZATION: USAID/TANGOV

12. USDA supported agricultural seminars were universally held in high acclaim because of relevancy to developing countries as well as the opportunity to see theory put into practice. Use of these seminars should be continued.

ACTION ORGANIZATION: USAID/TANGOV

13. Tanzanian participants sometimes lack strength in the sciences and mathematics. A suggestion was made that these weaknesses be recognized in Tanzania and proper remedial work be available in-country prior to departure for the training program in the U.S.

ACTION ORGANIZATION: USAID/TANCOV

14. A number of participants complained that the allowance made for shipping books home had not been raised in four years despite increased postal rates. In reality the amount allowed for this purpose has been doubled but many participants are not yet aware of this. Passing this information on to the participants should be given some priority.

ACTION: ORGANIZATION: USDA/AID

15. Landlords, especially in the Los Angeles/Pamona area, where there is a shortage of affordable student housing, often have a strict rule that rent is due on the first of the month with no grace period. Checks which are late can result in dislocation of participants. It was suggested that maintenance checks be mailed so as to be received no later than the 28th of any month. If possible, this should be considered.

ACTION ORGANIZATION: USDA

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UNIVERSITY OF SOUTHERN CALIFORNIA

USC is an urban campus located in an area of Los Angeles that is being rapidly reclaimed from urban blight conditions which existed there only a few years ago. It is a private-endowed university with an extensive campus and modern buildings.

USC is unique in the universities visited in its clear commitment to foreign graduate students in the Department of International Public Administration. It provides highly personalized services to the students and their families. It works diligently and effectively in getting the students to know and understand U.S. culture and society.

There is a shortage of on-campus housing. However there is public transit available so housing is a matter of considerable choice for foreign students. The Department stands ready to assist in locating housing for foreign students but students usually rely on their fellow foreign students.

Bus tours to the Grand Canyon, Sacramento and to other places of interest are provided foreign students and their families on a frequent basis at little cost to the students. These trips are subsidized by the Department. Emergency overseas phone calls are also allowed foreign students at no cost. These extra services are financed by the students themselves through a \$375.00 per semester foreign student fee which is channeled back to the department for these purposes.

The Director of the International Public Administration Center, Prof. John Gerletti, was the academic advisor for both Tanzanian participants. He exhibited great simplicity in his relations with these students. His considerable experience in developing countries has helped greatly in his dealings with foreign students. He guides rather than leads and his effectiveness has won him acclaim.

The Center is one of the few places in academe with a very flexible approach to the subject of credit transfer. They are allowed to convert experience into fulfillment of academic requirements and use "in-service" methods as substitutes for classroom experience to fulfill degree requirements. All of this is done while maintaining the integrity of the degree. Remedial work is arranged for when it is required or indispensable. Since most of the students at the Center are experienced, mature adults, stress is placed on dignity of the individual rather than fulfillment of bureaucratic requirements.

Dr. Gerletti is a strong advocate of relevancy of research for foreign participants and is a keen advocate for having as much of it done in the participant's home country as is possible. The Center follows his endorsement without question.

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P. Luhanjo
Univ. So. California
M.P.A.

PEO/P 00009
Public-Admin. (Planning)
1/81-9/82

The implementation of the participant program followed the approved plan with one exception. Manpower Analysis and Planning was not an available course because of the loss of a key member of the teaching staff. While that faculty member was on campus there were not enough students to make up a class. The participant is making this up by supervised readings and a research problem. He should complete his program and get his degree later this year.

The participant was highly pleased with both administrative and professional support he received from USDA/IT staff. He was in frequent, effective communication with Mr. Winkleman and found his help very useful.

The participant stressed that the "union" of Tanzanian participants was of great value to him and he hopes they will continue in Tanzania.

The USDA seminars were revealing and valuable in getting a better understanding of how underdeveloped countries went about solving their problems.

He has been highly pleased with his program and looks forward to applying his new knowledge soon in his own country.

This participant appeared to be very highly motivated and intelligent.

ACADEMIC ADVISOR COMMENTS:

Professor Gerletti is highly pleased with the performance of Mr. Luhanjo with whom he enjoys an easy comradeship. He sees this participant as highly motivated and industrious and predicts a bright future for him. There are no problems of record.

K. Nungu
Univ. of So. California
M. Sc.

PIO/P 0001
Public Administration
9/80-7/82

The participant specialized in Public Administration as called for in his training plan. He is currently taking a USDA seminar and will top this off with a Training of Training Seminar before returning to Tanzania. He expects to be awarded his M. Sc. in Public Administration before departure.

The participant's Program Advisor in USDA is Dave Winkleman with whom he has established good rapport and communications. Other services provided by USDA have been fine.

He did feel that the book allowance and maintenance allowance were thoroughly inadequate as far as meeting expenses were concerned. He also felt that orientation, both pre-departure and in the U.S., should be more extensive. Mr. Nungu said that both the USDA seminars and the "union" of Tanzanian project participants were particularly valuable in widening the perspective of the participant.

ACADEMIC ADVISOR COMMENTS:

Professor Cerletti felt this participant had done excellent work during his stay at USC.

CALIFORNIA POLYTECHNIC - PAMONA

CalPoly/Pamona is a semi urban, freeway institution located in the north-eastern area of Los Angeles county. It has an excellent campus, once a rural estate belonging to the Kellogg family. Its facilities are modern and complete with the exception of campus housing which can only accommodate seven percent of the student body.

Thirteen hundred of the sixteen thousand students on campus are foreign students. Each school within the university is responsible for its own foreign students. The School of Agriculture has twenty-two foreign students and all faculty advisors interviewed found working with those students to be particularly rewarding. The School of Agriculture has a foreign student counselor and an assistant. The assistant devotes a good bit of her free time entertaining the foreign students (ie; pool parties, barbecues, etc.) and appears to be quite effective in establishing a strong rapport between the students and the school.

There is no strong COSERV organization in Los Angeles because of the distances involved so only the more outgoing foreign students get to socialize with American families.

By their attitude and actions, the staff of the School of Agriculture gives every evidence of welcoming these foreign students and providing them with extra assistance to help overcome any disadvantages they may have.

While the faculty members had little foreign experience, all with whom we spoke showed an inquisitiveness of the foreign students' home situation and, together with the student, would develop programs relevant to their needs. They all exhibited a healthy flexibility in dealing with foreign students.

There was no Tanzanian participant currently with the need for home-country research. The Dean and Associate Dean both endorsed the idea of home country research and said they would support it if so requested.

AID participants at CalPoly have their transcripts and PIO/P's sent to the Dean of Admissions. If accepted, the documentation is then forwarded to the relevant school on campus. Upon arrival of the foreign student, he/she will sit with the academic advisor and articulate in detail the syllabus of each course received at training institutions in Tanzania. Once convinced of content and merit the advisor will forward the results to the evaluation office with the recommendation that credit be allowed for each course approved. The recommendation is said to be rarely turned down.

Most of the Tanzanian participants held diplomas and certificates from Ministry of Agriculture Training Institutes (MATIS). The first is considered equivalent to one year of college in the U.S. and the latter usually are two year programs. Course work and documentation follow U.K. practices and the subject matter is generally less specialized and in less depth than equivalent U.S. courses.

CalPoly cont'd.

Tanzanian participants selected under this project have been outside of a classroom situation for two or more years. Dredging forth the details of course-content taken some years back proved more difficult for some than for others. Some have postponed this articulation and asked their respective Tanzanian institutions to send them detailed syllabi before having their meetings on articulation. Obviously the better the articulation, the better chance of getting credit transfers.

CalPoly has stated that it is, and would be flexible in its approach to remedying academic deficiencies by providing additional classes or remedial work. In the one instance of academic weakness, the school preferred to provide remedial work rather than meeting the participant's first request which was to change the program objective.

The university would have no objections to accompanying families, but the high cost of living, the housing difficulties and the lack of organized amenities the university can provide these dependents give the officials pause in granting blanket approval. Their preference would be to view each request on a case by case basis. Much would depend on the participant's academic progress, maturity and solvency.

Amiri Kaisi
Cal Poly - Pomona
B. Sc.

PIO/P 00064
Soil Science
6/81-12/83

The participant is following the program which is in conformity with the approved plan.

The Program Specialist in USDA/IT is Jane Tolbert with whom he has sufficient communications and of whom he is satisfied. Other services provided by USDA/IT are equally satisfactory. He did have two other comments:

1. AID/USDA should provide a clothing allowance and,
2. When participants are to attend seminars in the Washington area, they should be given an allowance for airport taxi service and not have it taken out of their maintenance allowance.

However, clothing allowances are a responsibility of the host country and a clothing allowance was given him before departure. In addition, the travel per diem allowed by AID takes into consideration first day taxi fares.

The participant feels that he is weak in the sciences as are most of his fellow participants. He thinks not enough consideration was given to these weaknesses in the selection process making it a potential point of embarrassment to the participants if they fail or have to ask for prolongation of their course work. He agreed with Dr. Poley's suggestion that strengthening of candidates' science background in Tanzania might be a solution.

ACADEMIC ADVISOR COMMENTS: Dr. James Pomerening

The advisor acknowledged the participant's weakness in science and has tried to help by scheduling him heavily in basic science subjects. As was acknowledged by both participant and advisor, the participant is concentrating on this weakness rather than on ancillary subjects which he could master with little effort if he gave them enough attention. As a result, his GPA is about 2.5 or 2/6. This is not a dishonorable average and the academic advisor, in his role of pusher and prodder, is not unhappy. But the participant feels a loss of pride and has asked for a transfer to the less science oriented field of agronomy. This request was not honored. It was the consensus that he would do well once his confidence in himself was regained.

The advisor said that under the circumstances that prevail in Tanzania, a student should not be put into a time-mold that might be impossible to fulfill. It was explained that there were no time limits; that an arbitrary period had to be developed for planning and budgeting purposes. He was informed that there was flexibility built in the program to accommodate any reasonable participant or faculty need.

After discussion with Dr. Poley, Dr. Pomerening said he would pursue a previous plan to arrange on-the-job-training with a state or federal soils agency for the participant this summer.

Daniel Kyando
CalPoly - Pomona
B. Sc.

PIO/P 00034
Horticulture
2/30-7/82

The participant's program was pretty much as planned except that he added plant breeding and statistics because he felt he would need this knowledge in his work. He should complete in July 1982.

He has a good rapport with his Program Specialist, Mr. Earl Terwilliger. He considers him helpful and communication is fairly frequent. Other services provided by USDA were good with the exception of some late checks.

Mr. Kyando feels that the faculty members are generally sociable although there are exceptions.

He did complain that his government had not been paying his family allowance. Dr. Poley told him that this required a written request to the Ministry by the participant. She told him that after he had done that she would try to intervene with the TANGOV.

ACADEMIC ADVISOR COMMENTS: Robert Tullock

The participant has been a good, serious student who got right to work upon arrival. Some of his credits were not transferred which created some uncertainty at the beginning. He apparently is resigned to this fact.

Godfrey Mandari
CalPoly - Pomona
B. Sc.

PIO/P 00069
Animal Breeding
Compl 7/82

The participant is following the training plan approved by the USAID and TANGOV. Due to the departure of a key faculty member in that department he did have a problem when he arrived. He was told that his research would be with rats, which he refused to accept. Because of his determination, and the arrival of a new faculty member in the department, he was able to rectify the situation with a minimum loss of time in his program.

Mr. Mandari is in frequent contact with his Program Specialist, Ms. Jane Carstairs, and thinks highly of her work. He praised the administrative and financial procedure of USDA/IT.

Unfortunately, Dr. Edward Nelson, the participant's academic advisor, was unavailable during the visit. However the participant spoke glowingly of him as supportive, understanding, and helpful. It was Dr. Nelson who was responsible for approval of his research focusing on goat breeding. The Associate Dean, M. Asbell, said that any request for home country research would be reviewed on a case by case basis. In valid cases, he would recommend approval and knew of no reason why the school would overturn his recommendation.

Mr. Mandari received his under-graduate degree at the Haile Selassie University School of Agriculture located in Ethiopia. Because of the troubles in Ethiopia in the 1970's, it took him seven years to complete. This initially created some problems relating to credit transfers but this problem was quickly resolved.

The participant had some initial health problems. Although medical payments eventually were made by HAC, reimbursement to him for medications he purchased has never been received.

The "union" of Tanzanian Project participants was highly praised. However he felt that the second time he attended was a repetition of his first involvement. He has suggested that these unions be continued but, except for one or two general sessions, that the members be divided; the repeaters in one group and the initiates in another, each with their own agenda.

Mr. Mandari also urged that a strong orientation program be given departing participants in the home country. He feels this would greatly assist the participants in assimilating in the U.S. society and academic environment.

BEST AVAILABLE DOCUMENT

Omar Mgeni
CalPoly, Pomona
B. Sc.

PIO/P 00084
Horticulture
2/80-12/83

The participant is pursuing a program in Horticulture, specializing in vegetable production, as called for in his training plan. He expects to complete in three more quarters. While he will meet the requirements for the degree, he will have had only three courses in vegetable production. The academic advisor verified the fact that the vegetable program is not a strength of the school but said that the general horticulture courses would more than offset the paucity in the specialization desired. The problem was aggravated because the PIO/P called for horticulture with no mention of emphasis on vegetable production.

The participant feels he has received adequate financial, administrative and professional support from USDA/IT with the exception that on occasion his maintenance checks have been late. He explained that landlords expect payment on or before the first of each month; no grace period is given; and that the landlords want to move the tenants out to allow them new tenants in at higher rentals. This story was repeated in a variety of ways by all but one of the participants interviewed at CalPoly. The participants were together in asking that their checks reach them no later than the 28th of each month.

The participants were also unanimous in asking that the maintenance allowance be increased substantially to offset the high cost of housing, as well as living, they are having to experience. The campus housing shortage (only 7% of the student body) makes off-campus living mandatory. The paucity of public transportation in the area restricts them as to where they can live. Food prices were checked by the writer and found considerably higher than in the D.C. area.

The Tanzanians met with Dean Christensen to plead their cause and ask for his intervention. He passed on their plea without comment to USDA.

The academic advisors and the Dean were all asked to comment on the validity of the request for an increase in the maintenance allowance. They all acknowledged the high cost of living and knew the tight housing situation very well. While sympathetic with the students, they did not feel that much of an increase was necessary. Dean Christensen pointed out that all but three of the participants lived alone. Their costs could be cut considerable by sharing their housing.

The book allowance was considered too small to meet actual costs. Advisors verified the fact that books had increased considerably in the last year and felt an adjustment was warranted.

While Mr. Mgeni felt he had received adequate support from USDA/IT he did say that there should be greater contact with the Program Specialist (Mr. Terwilliger) and visits by him to the campus.

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Omari Mgeni cont'd.

Mr. Mgeni felt that he was unfortunate in that he had been out of school for an extended period and had difficulty in describing course content during articulation. As a result he had less credit transfers than his companions, creating some discontent on his part. On the other hand, his classroom performance at Pamona, as reflected by his grades, seems to vindicate the judgment made on credits transferred. He has strongly urged that participants coming to the U.S., be given detailed syllabi by their training institutions.

ACADEMIC ADVISOR COMMENTS: C. Asbell

Because of his long absence from the classroom, Mgeni is the weakest of the three project members he advises. His work is good enough but he could do better if he pushed himself.

BEST AVAILABLE DOCUMENT

Adassa Swai
CalPoly - Pomona
B. Sc.

PIO/P 00036
Food Industries
1/82-12/82

The participant's program was to be in horticulture with emphasis on fruit and vegetable production. Because of the school's admitted weakness on the vegetable side, her program was mainly directed to fruit production and processing, in which she is currently eligible to receive her degree. She will stay on, however, until about December 1982 for an additional two quarters of studies and research directed toward vegetable production. Her USDA Program Specialist is Mr. Terwilliger. Although a new training implementation plan was written on May 7, it was not communicated to the mission until May 25 for approval. As yet she has not heard whether her extension has been approved or not.

Miss Swai currently lives in an apartment which costs \$450 per month. She has a roommate who is completing later this month. Miss Swai has been looking hard for a new roommate but has been unable to come up with one. She cannot afford the apartment alone. She has asked for a transfer to Riverside or Davis, both of which have campus housing. She would prefer to stay at CalPoly if she could get campus housing. The Dean has interested himself in the situation.

The participant has had considerable medical problems since her arrival. None of these problems, apparently, have been diagnosed. While doctor and hospital bills have eventually been paid, this participant has not been reimbursed for prescription medicines. This means that her maintenance allowance is further impeded upon.

ACADEMIC ADVISOR COMMENTS: C. Asbell

He considers Miss Swai the best of the participants he advises. She has a keen mind, good habits and is industrious.

BEST AVAILABLE DOCUMENT

Isaac Shitael
CalPoly - Pomona
B. Sc.

PIO/P 00042
Animal Nutrition
1/80-8/82

The participant's program was to be one emphasizing animal nutrition but the program he took emphasized both nutrition and breeding. He is due to complete in two quarters. Both he and his advisor feel that knowledge of animal breeding will be valuable in his work in Tanzania.

Fiscal, administrative and professional support from USDA/IT were all more than satisfactory. There is good communications with the Program Specialist, Dr. Carstairs, of whom he has a high regard.

He has yet to receive his HAD card or claim forms. Those medical expenses he has had he has absorbed himself.

Mr. Shitael is enjoying his stay at CalPoly but has financial difficulties. He was in campus housing but moved off-campus because it was too expensive on campus - \$800 per quarter.

ACADEMIC ADVISOR COMMENTS: John Trei

Dr. Trei felt that Isaac was doing quite well and should complete all his work in August. He enjoys working with him and has learned a good deal about Africa from him.

BEST AVAILABLE DOCUMENT

Ismail Uledi
CalPoly - Pomona
B. Sc.

PIO/P 00020
Soil and Water Management
12/80-12/82

The program is basically tracking the training plan approved by the TANGOV and the USAID. His original program specialist at USDA/IT was Dr. Aflick and is now Ms. Tolbert. He feels communications have been adequate. Other services provided were considered fine.

The participant's academic background as well as work experience was in agronomy. He had some weaknesses in the sciences. His first placement was at New Mexico State where he was enrolled for nine months. New Mexico refused him any credit transfers. When Dr. Poley discovered this she arranged for his transfer to CalPoly where, after the articulation process, he was given between forty to fifty credit transfers.

He has enjoyed good health except at the beginning when he was hospitalized for a few days. His insurance claims have not yet been paid and he considers the whole insurance program a joke.

ACADEMIC ADVISOR COMMENTS: R. Tullock

The advisor feels that having to retake some basic courses at New Mexico might have been a blessing to the participant even though it meant lengthening the program. He feels Mr. Uledi is doing very well and enjoys working with him.

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CALIFORNIA STATE UNIVERSITY - CHICO

This university is located in a small town amidst a pleasant setting. It has a total of 14,000 students of which approximately 700 are foreign; the preponderance being Iranian and Iraqi. Although foreign experience is not considered extensive in other faculties, of the eleven members of the Department of Agriculture, six have had considerable experience abroad, and only two members have had none. There are seven AID participants among the twenty-five or so foreign students in the department. The Dean's administrative aid is also the point of contact for the AID participants. There is an over-all foreign student advisor, Mr. James Luyirka-Sewaggudde. Both the Dean and Dr. Mannard stated they would like more AID participants since they feel that the information flow is two-way and American students are stimulated by the injection of non-American problems.

There appeared to be a good understanding of AID's requirements for its participants and the desire of the agriculture faculty to adhere to their requirements. There is close attention paid to the development of programs and considerable follow-up to see that these programs are followed. Both participants said they had close and continuing contact with their academic advisors.

There were no graduate students from the project. There is no reason not to believe that the faculty would not be equally facilitative and dynamic in dealing with Tanzanian graduate students than they have with undergraduate students.

Although there was no experience in the department for having graduate research done in the home country, the Dean and Dr. Mannard both felt that such made sense and were thoroughly supportive of such an action.

Chico State makes full use of AACRO in determining validity and creditability of course work received in a non-U.S. environment. A library of AACRO materials is available to all departments for this purpose. For those countries where AACRO materials do not exist, the faculty depends on student performance in class over an extended period before making a retro-active recommendation to the Evaluation Unit of the University.

Both participants needed special help to overcome background deficiencies in science and math. This was accomplished through existing channels and means available. The one problem the university does not want to deal with is inadequate capability in English. For everything else, they feel that their flexibility would allow them to cope.

Although no project participants had accompanying families, other foreign students with families experienced no troubles, provided they had adequate financial means.

Stephen Mathias
CSU - Chico
B. Sc.

PIO/P 00072
Agricultural Engineering
8/80-12/84

Mr. Mathias's is going as approved and will meet target objectives. He has frequent and good communications with Jane Tolbert, the USDA Program Specialist. Although the participant had been employed in Tanzania for 8 years after leaving school, he had had a two year break in service four years ago for training. This academic experience helped him greatly when he did get to the U.S. for further training. He adjusted easily and study habits did not have to be plumbed from the bottom.

He did complain that his orientation program in Washington was too short (3 days). In addition, he arrived at the school after start of classes which meant there was no supplementary orientation at the university. This made it difficult getting around early on but he quickly overcame these problems.

He feels that most of faculty were socially and academically accommodating although some are more helpful than others.

ACADEMIC ADVISOR COMMENTS:

Although Dr. Mannard was not Mr. Mathias's advisor, as Department Chairman, he was well acquainted with performances which he considered good. He knew of no problems.

Lothar Ngonyani
CSU - Chico
B. Sc.

PIO/P 00091
Water Management
2/81-6/83

The program is following approved training plan with no deviations. Jane Tolbert is the USDA Program Specialist and communication is frequent, good and productive. Fiscal and administrative matters are satisfactory.

The participant had for several months been building a case for having his family join him at TANGOV expense. He succeeded in gaining a number of ardent sympathizers among faculty members as well as friends. Reports had reached the USAID to the effect that he was in deep despair. When interviewed he again pleaded his case. When informed of the TANGOV and USG policies on such matters, he dropped the subject without too much dejection. It was as if he had resigned himself to another year without the benefit of his family but that he should make the plea anyway. This was confirmed by his academic advisor, Dr. Michael Mannard, who said that Lothar had reached a low point last Nov/Dec but seems to have pulled out of it.

Lothar said that the cost of books is rising in quantum leaps. An increase in book allowance should be considered. The cost of shipping books home has increased also and perhaps an increase in this allowance should be studied.

He attended the "union" of Tanzanian Project participants and thought it valuable. He expressed his high satisfaction with his experience at Chico.

ACADEMIC ADVISOR COMMENTS:

Dr. Michael Mannard has a high regard for Lothar whom he considers to be diligent and hardworking.

WESTERN ILLINOIS UNIVERSITY

WIU is located in a rural setting in west-central Illinois. It is situated in Macomb, a town of 24,000 when all 11,500 students of the school are on campus. The off-campus amenities, other than watching the corn grow, are few. The physical plant is excellent and for the most part recent in construction. Of the total enrollment there are some 450 foreign students of which less than ten are AID sponsored. Many of the facilities are attractive to foreign students. There is an International Student Office which is very well housed and staffed. In addition to the Director there are two foreign student advisors and support staff. There is a center for teaching English as a second language which has staff and equipment that would be the envy of most such centers. The Student Union is another attraction. The new library is a multi-purpose building completed some two years ago capable of holding a million volumes, not all of which are yet there.

The faculty of agriculture is within the College of Applied Sciences. There are eighteen agriculture faculty members of which roughly one-third have had some experience abroad, although not necessarily in developing countries. All AID participants are channeled through the office of the Dean of this college, Dr. Rodney Fink, who himself has had considerable experience in less developed countries.

While there is an expressed dedication on the part of the university and its staff to the well-being of the international student, there is an impression on the part of this observer that this dedication, while well meaning and sincere, appears naive or shallow in application. There seems to be too little real experience in the international arena to beget the closeness and relevancy with foreign students to be expected where the Americans have had the advantage of greater familiarity with the problems inherent in developing countries. While foreign students, especially the younger ones, are well treated here, there appears to be an air of superiority on the part of most Americans in their dealings with them.

The above notwithstanding, there is a general desire among most of the academic advisors to be as helpful as possible. While Dr. Fink would like to arrange for greater foreign experience for his faculty, budget limitations make this very difficult. Relevancy of materials and/or research projects for graduate students are hampered by the same restrictions.

One Tanzanian participant is to leave for his home country for data collection for his thesis. His program was delayed considerably because the student and his academic advisor could not agree on the thesis topic. The advisor kept insisting on subject matter not relevant to Tanzania's needs. A new advisor is to be appointed for the participant. This problem had not been brought to the attention of the Project Manager or the USAID by either the school, the participant or USDA. Only the intervention of the Project Manager, upon her visit, allowed the program to get back on course. This facility does endorse home country research.

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WIU cont'd.

Evaluation for admission follows AACRO guidelines but evaluation for credit transfer appears to be more amorphous. It is an under-graduate requirement that 44 credits be in the humanities or non-technical subjects. Since most Tanzanian participants are graduates of technical agricultural training institutes, emphasis during their study in Tanzania was on technical subjects. The school bases credit-transfer of allowable subjects on "an educated guess after some discussion with the student and other advisors."

Dean Fink said that there were no remedial opportunities at the school to correct basic deficiencies and would hope this would be done prior to the student's arrival. Where there is a weakness rather than a deficiency, he indicated a willingness to arrange for special tutoring.

There was no experience with participants with accompanying families at this school. However judging from other married foreign students with resident families, the Dean felt there should be no problem, either social or academic.

This observer was treated with great courtesy and hospitality during the visit. A more positive impression may have been reached if the semester break had not made it impossible to meet with the more internationally experienced faculty members.

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Attar Gupta
Western Illinois University
B. Sc.

PIO/P 00079
Water and Soil Management
1/82-1/85

The participant is following the program approved by the TANGOV and the USAID. Although this is only his first semester at the institution and he has adjusted well both socially and academically.

The participant's USDA Program Specialist is Ms. Jane Tolbert. Communication is open and only limited by Mr. Gupta's lack of need of direction or assurance at this time. Fiscal and administrative matters are satisfactory. The participant does feel that the maintenance allowance is adequate for room and board. But he feels there is no margin for anything else. Since, in a great sense, this is a commuter campus, students leave at noon on Friday and don't return until Monday, leaving a deserted campus. This accentuates the loneliness which the participant could surpress in a crowd. His pleas to "work for nothing" have been to no avail. He feels that USDA should request a review of both maintenance rates and book allowance rates.

The participant has enjoyed good health. He did ask that some means be found to convey to the faculty that, when examples are used during lectures, the faculty members use examples which are applicable to foreign students as well as those applicable to Americans. He further suggested that some means be found to expose the faculty members to developing countries -- their agricultural problems and approaches to solutions.

ACADEMIC ADVISOR COMMENTS: Dr. Dean Wesley

Grades for the first semester were at a low B average, as to be expected of a new international student. The advisor feels that because of his maturity and open personality, Attar will do well in the future.

Iddi, Mshara
Western Illinois University
M. Sc.

PIO/P 00012
Agric Economics
8/80-12/82

The participant is pursuing a program in Agricultural Economics. His academic advisor is from the Agriculture Faculty but most of his course work was received in the Dept. of Economics located in the College of Arts. The student has received relevant course work on three subjects at the graduate level in agricultural economics. His degree will be an M.A. in Economics with emphasis on agricultural economics. A difficulty became obvious during the visit. The bifurcation of the participant's program has put a strain on his loyalties and the advisor's direction. The participant has tended to rely more on his major professor in the Faculty of Economics than on his assigned academic advisor. The latter, Dr. Wehrly, was asking for a thesis topic inappropriate for Tanzania. His major economics professor on the other hand helped him design a program around cooperatives in Tanzania. When this was presented to the academic advisor, it was, in good part, rejected. This dispute delayed the participant's return home for his research.

The participant on the other hand has been less candid with either party. Sympathy for the participant's rather difficult situation has therefore been less than wholehearted by either faculty.

Resolution of the problem appears at this time to be attainable. Dr. Fink, Dean of the College of Applied Sciences is cooperating in attempting to have Mr. Mshara assigned a different academic advisor.

The participant has had five Program Specialists in USDA since his arrival in the U.S. The current Specialist is Chin K. Lee. The participant met Dr. Larry Morgan, one of the five, in December 1981 in Washington and has been communicating with him weekly even though Dr. Morgan is no longer his Program Specialist. Dr. Morgan has been not only understanding of Mr. Mshara's problem but very supportive in finding a resolution. Fiscal and administrative support has been good.

Mr. Mshara feels that the maintenance allowance allows him to do little except eat, sleep and study. This is compounded by the fact that the book allowance is far too low, especially for graduate students. Research papers often require two to three books that are not available at the library, meaning that additional purchase is necessary. This makes inroads into the already marginal maintenance allowance.

ACADEMIC ADVISORS' COMMENTS:

Dr. James S. Wehrly	Dept. of Agriculture
Dr. V. Rao	Dept. of Economics
Dr. Rodney Fink	Dean

There is concurrence that Mshara is a competent, bright young man. Some of his problems are of his own creation but on the other hand he was put into other problem areas not of his own doing. Dr. Fink does not agree that the maintenance allowance is inadequate but feels that better monetary management on the part of the participant would help.

This university is located in Huntsville, Texas, a backwater town equally famous for housing five of the state's seventeen prison facilities as it is for its university. The population (twenty-five thousand) includes students as well as inmates.

There are eleven-thousand-four-hundred students on campus of which three-hundred-fifty are foreign. Of these only a half dozen are AID participants. The remainder are "contract" participants financed either through the World Bank or foreign governments. A few are non-sponsored.

There are seven faculties on campus, the best known being the Faculty of Criminal Justice. The Faculty of Industrial Technology not only houses the department of agriculture but also the Center for International Programs headed by Dr. Ray Agan. The Center is responsible for all foreign students on campus except those in Criminal Justice programs who are handled by its own faculty.

The department of agriculture has approximately twelve faculty members, over half of whom have had some foreign experience. It is hoped that this foreign experience will be extended to all members through the Title XII (AID) program as well as through the foreign government contracts already in place. The approach to agriculture is one of pragmatism with little or no emphasis on research or writing. The students' application of the theory learned in the classroom is built into the curriculum.

The Center for International Programs is thinly staffed and is responsible for all foreign student counselling. It does not initiate contact but reacts to problems brought to its attention. It is self funded through its contracts and AID participant field-trip overhead fees. Dr. Agan is a graduate school professor and that time not attributed to the center is paid for from state funds.

The faculty of the Department of Agriculture is open, friendly and helpful with foreign students.

Non-campus social life is minimal for foreign students except those from Saudi Arabia. There are only a small number of "host families" in the community. The reason given was that Huntsville, in addition to the relatively small population with the freedom to provide this hospitality, serves as a bedroom community for Houston, often with both members of the family working.

Agricultural students have to do most of their laboratory work at the campus farm located a little over a mile from classroom buildings. There is no transportation provided by the school. Heat, humidity and tight time-frames mean that having an automobile is more a necessity than a luxury.

It is the visceral feeling of this observer that for a serious foreign student, this university is more than acceptable.

It appears as if the more extensive international experience that the faculty of agriculture possesses results in their being sympathetic,

helpful, and in tune with the foreign students. Although the participants have said that, while not lenient, advisors were friendly and flexible; ready to try a different route if a problem is not applicable to the needs of Tanzania. Special mention was made of the interest taken by Dr. Moman and the dedication of Dr. Harrell in explaining those items in programs with which the participants were not completely familiar. The one common problem of the Tanzanian participants was linguistic. Even after extended periods, all had difficulty understanding English spoken with a Texas accent.

Dr. Agan was wholly sympathetic with the idea of research in the home country and did not foresee any problems coming from it. Since none of the faculty has had experience in Tanzania, it was felt that, if research were to be conducted in Tanzania, it would be prudent for an academic advisor to visit the participant in-country for mid-course corrections if such should prove necessary.

The Department of Agriculture has a rule that half of the undergraduate course credits should be earned on campus prior to the award of a degree. Other than this inflexibility there seems to be no fixed guideline. These were the first Tanzanians accepted at this school. The lack of experience with Tanzanian academic records and performance resulted in some confusion with a Tanzanian academic records and performance resulted in some confusion the students, the faculty became more expansive on allowing credit transfer.

It is the policy of the University, according to Dr. Agan to do everything possible to help foreign students overcome academic weaknesses through tutoring, extra class work, projects or any other help that would be of value. There was no need to do so with the Tanzania students who have been so far admitted.

The subject of participants with accompanying families was overlooked in discussions with Dr. Agan. Although there is married student housing, it certainly appears as if it would be a rather sterile existence unless the spouse was also a student. Unless the participant had supplementary income, it should not be encouraged.

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Kitujime Simon Mbwilo
Sam Houston State University
M. Sc.

PIO/P 00059
Agri-Business
2 years

This participant had been a financial officer for the National Milling Corporation and was supposed to major in accounting. Because he did not pass his GRC the first time, while at the Economic Institute, his major was switched to Agri-business but with heavy emphasis on finance, accounting, business, economics and marketing.

Administrative and financial support provided by USDA/OICD/IT was highly praised. Professional support was less than satisfactory due to the high turnover in Program Specialists. The latest was Dr. Morgan who had not contacted him in the six months of his appointment and whom he only met when he came to Washington to attend a USDA sponsored short course.

The participant's academic advisor was given high praise because he was sympathetic and flexible. He listened well to problems and arranged suitable solutions within the university. Mr. Mbwilo hinted at "color" problems with undergraduate students who would not fraternize but said he had no problems with graduate students who were "older and more experienced in life". Although the school had no program to enhance social contact that he knew of, he felt that was not a problem.

Mr. Mbwilo praised Dr. Moman as being flexible and when told a problem or solution was not applicable to Tanzania, went to great lengths to correct the situation.

He felt that the Health Insurance system (HAC) was not paying legitimate claims or pays them 6 to 10 months after billing. This has resulted in considerable embarrassment.

Mr. Mbwilo said that it is imperative that USDA Program Specialists communicate with the participants so they can have professional contacts in addition to the university professors.

USDA short courses were excellent because they inject reality to the theory they have been studying and allows the participants to see how these practices are put in place in the American environment and compare how they can be applied to the Tanzanian environment.

The bringing together of all Tanzanian participants of the TRD project once a year was an excellent idea because it allowed all to re-dedicate themselves to the mission they were brought to the U.S. for. In addition it allowed members to meet and know each other for future cooperative efforts.

He considered participant selection to be the critical factor in this project. Without the students' eagerness to acquire the offered training, there would be no success.

Simon Mringo
Sam Houston State University
P. Sc.

PIO/P 00084
Agriculture Mechanization
8/80-12/82

The program being undertaken is identical to that approved by the TANGOV and the USAID. One problem Mr. Mringo has is that the degree to be conferred will be a P. Sc. in Agriculture with no mention of the agricultural - mechanization major. He hopes that this specialization will not be overlooked by the TANGOV.

The participant's USDA/IT program specialist originally was Mr. Shultz but is now Dr. Hoffman. His communications with Dr. Hoffman have been through an intermediary, Dr. Agan. There were some disturbing communications with USDA in the past but these have been cleared up. The main one was USDA's insistence that he complete and depart in May. This turned out to be an administrative error but was disconcerting to the participant. Fiscal and administrative support has been good.

He feels that the health and accident insurance program (HAC) is a shambles. Three months after arrival he was hospitalized and the bills were not paid until 18 months later despite repeated calls to Washington, letters, repeated resubmission of pertinent documents, etc. During that period, the participant was billed and rebilled; hounded by doctors' offices and finally by credit collectors - to his utter horror and embarrassment.

The participant does not feel \$495 per month is enough except for the basics at this university. He lives off campus and pays \$265 per month rent plus utilities. He has been looking for a suitable roommate but has not found any to date. He finds the cost of food in the area to be high - higher than in Houston. He did live on campus in the past but, since roommates are assigned, he decided to move off-campus rather than risk discord. Financial problems are exacerbated by the fact his maintenance allowance is further eroded since he has to tap this source to supplement his book allowance. With books costs rising almost 100% in the last year, the current book allowance is inadequate to meet needs. UN participants are paid an allowance of \$650 per month. This is a net of \$100 more than ATD maintenance plus book and other allowances.

Mr. Mringo has twice attended the "union" of Tanzanian project participants and both times was highly pleased. He said it gave him an opportunity to meet fellow project participants with whom he will be working in the future and also rededicate himself to his country and his project.

He has not attended any USDA sponsored seminars but has gone on a number of field trips with Dr. Agan. This has proven very helpful in seeing how Americans approach their agricultural problems and solve them.

ACADEMIC ADVISOR COMMENTS:

Dr. Harrell, Professor of Agricultural Mechanization, was away during the visit. Dr. Agan said he felt he could speak for him. Mr. Mringo was doing well both in course work and its application but felt that he could work harder.

Mwashilindi
Sam Houston State University
B. Sc.

PIC/P 00065
Agricultural Mechanization
2 years

The program requested in the PIC/P and developed in the TIP was followed closely by the school although the participants felt that not all subjects were covered completely. This program called for practice teaching at which he did very well.

The participant felt he received full and adequate financial and administrative support from USDA/IT. He was not as supportive of the USDA Program Specialist role. He feels that that person should inject himself/herself more fully in the development of the student's program by more close communication with the academic advisor. Dr. Hoffman was the Program Specialist and with the exception mentioned above was considered to be helpful.

The university was supportive of the participant's program but did little to enhance the social environment. There are a large number of foreign students, most of them from Indonesia and Malay. They all got along well.

Dr. Moman, his academic advisor, was highly praised for adaptability and flexibility in implementation of the program, making changes when informed that the program didn't meet Tanzania's needs.

The participant felt that the university was unsophisticated in assessing foreign academic credentials. He had particular trouble in having his previous academic work credited but he was able to persuade officials to give more than they originally intended.

Mr. Mwashilindi said that he was leaving the country owing a hospital bill, about which he was troubled. He thought the insurance program should have paid it. Further, bills that he paid when he first arrived two years ago have never been paid him by HAC. He also cited cases of fellow students who were never paid of medical facilities who were only paid 6 to 10 months after billing. He strongly condemned AYD's HAC program.

He said that the WIC orientation he received (9 days), was too short since it did not allow him sufficient time to adjust to the dialect differences he was to meet. The Texas accent is unique.

He also felt that the equipment he was trained on was too sophisticated by Tanzanian standards but he would have to make the necessary adjustments from mechanized horsepower to oxpower.

Mwashilindi thought that the USDA seminars were excellent and important. Without them he would have lost much of the knowledge he has of U.S. agricultural practices.

ACADEMIC ADVISOR COMMENTS:

Dr. Moman was not on campus but Dr. Agan stated that the participant work was very good. He was a serious mature student who got all he could from his experience.

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UNIVERSITY OF MISSOURI - COLUMBIA

The University of Missouri is a land grant institution adjacent to Columbia, Missouri. It has a student body in excess of 24,000 of which 1361 were international students in the 1961/62 school year. Of those, 48 were AID or UN sponsored in the College of Agriculture. Four of those were participants under the Tanzanian TRD project but only one was on campus during the visit.

The university's long history in international agricultural work is reflected in a high degree of international experience of its agricultural faculty which was quoted to be in excess of two hundred.

The AID participants in the College of Agriculture have their programs coordinated by the office of International Training Programs headed by Dean E. K. Leslie. Dean Leslie has no international experience and is new in this position. His assistant, Elizabeth Barron, has worked with Dean Leslie's predecessor for some time and is well versed in USDA/AID practices and regulations.

The International Student Center in Reed Hall provides assistance, both academic and social, to all other foreign students but extends its social hospitality services to sponsored agricultural students as well.

Participants' academic advisors are teaching faculty members. The advisor of the one Tanzanian participant on campus was on a field trip. The advisor of another, absent, Tanzanian was interviewed in depth. If Dr. Glenden is representative of the overall faculty, the degree of advisor interest in the participants can be considered very good. Discussions with Dr. Melvin Blase and Fred Mann supported this perception.

Research in one's home country was actively supported by faculty members interviewed. It was presumed that the administration would also support any such reasonable request.

Information on participants' home country academic records evaluation and credit transfer potential was difficult to arrive at. Dr. Leslie, because of his short tenure in the position, was in no position to be enlightening despite his desire to be helpful. Faculty and administration officials interviewed indicated that, in the past, considerable reliance was placed on AID and AACRO's credential evaluation results submitted with applications. Tanzanian participants interviewed, (both AID and non-AID) felt satisfied with the credits they had transferred. USDA officials in Washington said that the university's approach to the problem was liberal and fair.

Dr. Leslie had had no experience with assisting participants whose previous academic background required remedial work. He did indicate that he felt the faculty would try to be helpful in this regard. No participant interviewed said they had had a weakness or deficiency which they had not overcome through more intensive effort, without outside help.

Most of the Tanzanian participants on campus were married but none with accompanying families. However there are known to be over fifty married foreign students, with families, studying in at the university at the present time. No particular problems, social or academic, were known

Lordtu Kuraru
University of Missouri
M. Sc.

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PIO/P: 00086
Veterinary Science
3/30-8/52

The participant received his undergraduate training, and work experience in virology. His program called for veterinary science which he is currently receiving. His major research work is centered on the differences in rabies virus and is being done in the U.S.

The USDA program specialist for Mr. Kuraru is Dr. J. Carstairs. She is satisfied with his current program. From his folder, it was learned that a request for an extension of Mr. Kuraru's program had been made to allow him to get his doctorate. A noncommittal but basically responsive answer was received directly from the participant's ministry. It was unclear whether the request had been made directly to the TANGOV or through USDA/AID channels. The possibility of an extension had been obliquely referred to in discussions between Dr. Blennden and Dr. Poley at the University of Missouri but the writer was not aware that a request, official or otherwise, had gone out. Inasmuch as the participant is due to depart in early August, some decision is needed.

The participant was not interviewed since he was on a field assignment at the time of the visit. His academic advisor, Dr. Blennden, spoke highly of the participant's capabilities and performance. It was evident that he was hoping that Mr. Kuraru could continue to his doctorate with a major focus on rabies research. There was no question but that the research would be performed in Tanzania.

Maniamba, E. Maniamba
University of Missouri
M. Sc.

PIO/P 00085
Agricultural Extension, and
Education
2 years

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The program, with only minor adjustments, followed the training plan approved by the USAID and TANGOV.

USDA administrative and financial support was considered good. His Program Specialist, J. Evans, was considered helpful. It was felt that he could have benefited by more extensive communication with the subject matter specialists in USDA/IT, especially extension specialists.

The participant felt that the university was doing a good job on meeting his needs. There is a housing shortage which caused some inconvenience. He was pleased with the benefits derived from the international student societies and the community hospitality groups in Columbia. He had no social problems. He felt the university did an excellent job in orienting the program to meet Tanzania's demands. The advisors were helpful and solicitous.

Research data was collected in Tanzania after the research project had been partially developed at the university. No academic advisor accompanied but he did communicate extensively as the data was collected. It worked out very well (although the participant's original personal preferences were to gather data in the U.S. After return he realized the greater benefits he derived from research in Tanzania.)

The participant made the following comments:

1. Maintenance checks will often vary in amounts and no explanation accompanies the checks. It was suggested that a copy of an explanatory voucher should be included with checks.
2. Health Insurance (HAC) payments were not received until long after the fact.
3. The WIC orientation was very good and helpful to him.
4. USDA special seminars were extremely useful.

Frank Manzi
University of Missouri
M. Sc.

PIO/P 00090
Agricultural Extension and
Education
2 years

The program did not deviate from the approved plan and the participant claimed satisfaction with USDA/IT support and assistance. He would have liked greater communication with the subject matter specialist such as someone from the extension service. His Program Specialist was Judy Evans.

He felt the University did a good job in helping him both academically and socially especially when supplemented by the Community Services organizations located on campus and in Columbia. The participant was particularly pleased with the assistance provided by his academic advisors. He found them helpful and responsive to his needs.

Research data was gathered in Tanzania after the research project had been formulated by his academic advisor and approved by the department. Guidance was provided by mail by the advisor. It was successful and no problems developed.

Health insurance was a continuing problem. Late payments to medical facilities and doctors resulted in embarrassment to him. The special USDA seminars were very useful. The yearly "union" of all projects participants was especially commended. It was recommended that such a practice be continued in Tanzania.

The maintenance allowance of \$535 per month in Columbia was considered to be inadequate. Mr. Manzi thinks that, when research is done in the home country, provision should be made for the reentry month's allowance to be the same as a new arrival to allow for rent and security deposit which is required.

Wasihi Mnyau
University of Missouri
B. Sc.

PIO/P 00070
Agricultural Mechanization
1/81-12/82

The participant followed the program developed for him and approved by the TANGOV and USAID. He has achieved 80% of degree requirements and expects to complete all by the end of this year.

The Program Specialist in USDA/IT for this participant is Dr. Joe Hoffman. He has an excellent rapport - and communications - with him and the only inhibition to more frequent communication is the lack of problems. Fiscal and administrative support has been very good.

He said the book allowance has been very inadequate and this has meant using maintenance allowance money for this purpose.

The low maintenance allowance has put a heavy constraint on the lifestyle he can maintain. He lives off campus in very modest surroundings with few luxuries.

USDA seminars are highly considered, being a vehicle for viewing an American's approach to solving their problems. It gives participants an opportunity to see the real America.

The "union" of Tanzanian Project participants, twice attended, was very valuable in giving the participants an opportunity to enhance their knowledge of the project as well as up-date themselves on Tanzania's current progress.

He felt that more extensive orientation in the home country would have helped in the early days in the U.S. Some early assistance in locating suitable housing would also have been invaluable.

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K. Wapalila
West Texas State
M. Sc.

PIO/P 00014
Agricultural Economics
1/81-5/82

The participant satisfied the objective of the training plan which was an M. Sc. degree in Agricultural Economics.

He received his undergraduate training at Makerere College which has a history of exacting standards and tough grades. His USDA Program Specialist attempted placement at major U.S. universities but was unable to obtain acceptance. Placement was finally made at West Texas to the despair of both the USAID and the participant. After some academic experience at West Texas, it became evident that his grades at Makerere had not be interpreted correctly and, at the insistence of the USAID, attempts were made to transfer him to an institution with a stronger curriculum in agricultural economics. Again the attempt failed. During this period he was assigned to a number of USDA Program Specialists including the present, Mr. Chin K. Lee. The participant said that his association with USDA as well as the support provided was satisfactory. He is currently enrolled in the USDA seminar on Agricultural Planning and Implementation. Upon completion, he will return to Tanzania.

West Texas State was not one of the universities visited by the evaluation team and information about the school was elicited from the participant. It is located near a small town and has a total enrollment of 6800 of which approximately 120 are foreign students. Mr. Wapalila was assigned to the Department of Agriculture and his advisor was from that department despite the preponderance of his courses being in the Department of Economics in the School of Business Administration. There were only two agricultural economics faculty members, neither of whom had had international experience. He completed 51 hours of class work to qualify for his degree. Five of the eight agricultural economics courses was at the undergraduate (senior) level.

While he expressed overall satisfaction with both the academic and social experience at West Texas State, Mr. Wapalila said this experience could have been considerable enriched if there had been a more experienced faculty and if situated in a more sophisticated area.

The participant felt strongly that others who may follow him in the same field at smaller colleges should be enrolled directly with the Department of Economics, and have advisors from that department rather than from the Agriculture faculty.