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April 25, 1969

SUBJECT - Non-Capital Project Paper (PROP):
Education Materials & Services (Revised)

REFERENCE - Project 621-11-690-065

Ref - M.O. 1025.1

Forwarded herewith is the Non-Capital Project Paper (PROP) for USAID/Tanzania's revised but continuing project entitled Education Materials & Services.

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Education Materials & Services
Non-Capital Project Paper (PROP)

I. STANDARD IDENTIFYING INFORMATION :

Country : Tanzania
 Submission Date :
 Project Title : Education Materials & Services
 U.S. Obligation Span : Continuing
 Physical Implementation Span : Continuing
 Gross Life of Project Financial Requirements :

U.S. Dollars	\$ 320,000 annually (approx)
U.S. Owned Local Currency	\$ -
Sub-Total	\$ 320,000 " "
Cooperating Country's Cash Contribution . . .	\$ 24.5 million total MinEd budget for recurrent expenditures (annual
Other Donor	\$ 2.6 million to Capital Development

II. SUMMARY STATEMENT :

This is the initial PROP prepared for this continuing but expanded project. This project began in FY 65 and has evolved from a combination of origins. Some activities have emerged in response to requests for advisory services, specific training opportunities and particular educational materials for Tanzania's schools and institutions. Other activities have emanated from the support of U.S. personnel (i.e., AID and Peace Corps) assigned to the nation's teachers colleges, secondary schools and the University College in Dar es Salaam. For further description, justification, achievements and background of this project, see CAPs FY 66-63 and PBS FY 69-70.

A. Justification : This project provides a flexible framework that enables AID to make a timely response to the rapidly changing educational needs of Tanzania. These needs cannot be precisely anticipated in long-range planning and, in themselves, do not warrant the administrative mechanism of separate projects, but are essential to the achievement of the nation's program of "Education for Self-Reliance".

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B. Project Goals: The overall purpose of this project is to assist the Government of Tanzania in achieving its program of "Education for Self-Reliance." Within this overall purpose, the project will be directed toward assistance to Tanzania's Ministry of National Education in developing and implementing teacher education and related activities. This would include but not be limited to activities which would enhance the Ministry's capabilities in administration (i.e., policy and planning) and in curriculum and instruction (i.e., materials and teacher training). For purposes of administration, the residual activities of Morogoro Agricultural College related to the transition of that institution to a degree institution are included within the project.

C. General Approach: USAID/T proposes to undertake particular activities and programs which are determined to be crucial to Tanzania's educational program and feasible within this project. Since the nature of this project does not lend itself to the establishment of time-phased, life-of-project output targets, specific activities will be programmed on an annual basis, as requirements are identified. Viewed separately, these activities comprise a ^{wide} range of discrete but related elements. Taken together, these elements form a coordinated approach in assisting Tanzania to achieve "Education for Self-Reliance." Activity targets, courses of action, and inputs programmed for FY 70 are listed in Section IV - Project Activities.

The following activities are proposed for FY 70: (1) Advisory Services; (2) Morogoro College; (3) Primary Teacher Training; and (4) Ministry Staff Specialists. Possible additional requirements are: University College Faculty of Education, Secretarial School, Dar Technical College, and Participant Training. Additional requirements will be programmed for FY 71 if funds are not available in FY 70. (see Section V B).

D. Summary of AID Inputs (FY 70):

1. Personnel

a. Direct-Hire Education Advisors (2)	\$ 65,000
b. Local-hire Administrative Assistant (1)	3,000
c. Local Travel	7,000
d. Senior Agriculturalist - Morogoro College Personnel Services Contract (1)	30,000
e. Morogoro College Staff (2)	40,000
f. Ministry Staff Specialists (2) OPEX	40,000
g. Short-term Consultants (NEA type)	<u>30,000</u>
Personnel Total	\$ 215,000

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2. Commodities

a. Books and Materials	\$ 16,000
b. Teaching Aids	9,500
c. Demonstration Equipment	<u>4,500</u>
Commodity Total	<u>\$ 30,000</u>

3. Participants

a. Extension funding 5 participants Morogoro College (5)	\$ 30,000
b. Ag. Ed. and Tech. Ed. to replace OPEX (2)	10,000
c. Group Observation (6)	15,000
d. One-year training Min. Ed. (3)	<u>15,000</u>
Participant Total	<u>\$ 70,000</u>
Grand Total FY 70	<u><u>\$315,000</u></u>

E. Host-Country Contributions : The precise financial contribution of the Government of Tanzania to the individual or collective activities of this project is difficult, if not impossible, to ascertain. More pertinent to this particular Education Materials and Services project is the nation's overall support to its Ministry of National Education.

Tanzania's 1968-69 recurrent expenditure budget of \$150 million allocated \$24.5 million or 16% to its Ministry of National Education. Also, the Capital Development Budget of \$54.6 million provided \$1.9 million to the Ministry of National Education. In addition, the Ministry received \$2.6 million from External Donors for Capital Development.

III. SETTING :

A. Background : In 1961, Tanzania inherited a colonial educational system which proved to be inadequate in meeting the nation's development needs. Five basic weaknesses made educational reform imperative. First, the nation's educational program was incapable of producing a viable middle-class citizenry. Second, it failed to supply the middle and upper level manpower requirements for economic development. Third, schools were heavily biased with academics which ignored the practical life experiences of Tanzania's rural youth and the local communities the schools purported to serve. Fourth, the system depended largely on expatriate staffing. Fifth, the cost of the system was unjustifiable when compared to its actual contribution to national development.

B. Education for Self-Reliance : Tanzania's Ministry of National Education is now in the "throes" of developing an educational program to replace its out-dated system and to meet the demands of the government's proclamation of "Education for Self-Reliance," a sequel to the "Arusha Declaration". Broadly conceived, these directives constitute a national mandate for social and economic transformation with education designated as the prime agent of change. Specifically applied, "Education for Self-Reliance" envisages the establishment of an educational system which is pertinent to Tanzania's predominantly rural environment and agricultural economy.

As stated in 1967, "Education for Self-Reliance" articulates a cogent National Educational philosophy which reflects a penetrating cultural analysis. While this document abounds in basic educational principles, nevertheless it does not attempt to present the practical means by which these principles are to be translated into teaching-learning situations. Consequently, the nation is now engaged in a vigorous effort to develop the needed methodology to implement this program.

Already the Ministry of Education has been reorganized and renamed as the "Ministry of National Education." The new organization abolishes the traditional inspectorate system and replaces it with a plan which establishes directorates for all professional departments (i.e. Primary, Secondary, teacher education, etc.). The precise responsibilities of each directorate have not been fully determined by AID but the Mission believes that a new emphasis will be given to the development of improved professional services to local schools.

The newly organized Ministry of National Education will likely intensify previous efforts in nationalization and curriculum revision as major emphasis in the nation's Second Five-Year Plan.

C. The Second Five-Year Plan : Tanzania will begin its Second Five-Year Plan in July 1969. However, the plan has not been completed to date. References to the plan contained herein are based on information collated from reports

and discussions with responsible government officials mostly in the Ministry of National Education.

It is anticipated that the Plan will consist of a broad and flexible framework which requires annual programming and analysis. This less rigid approach is gaining acceptance in Tanzania as it coincides more directly with the dynamic pattern of the nation's emerging educational needs. The following description and projections of primary, secondary and teacher education comprises the Mission's best judgment as to the nation's probable course of action for its school system in the Second Five-Year Plan during 1969-1974.

1. Primary Education

In 1968 Tanzania operated approximately 5,000 primary schools with a total enrollment of 775,921 students. According to the 1967 census, this enrollment includes 35%-40% of the nation's relevant school-age population. Present indications are that primary enrollment will be kept at this level during the Second Five-Year Plan period and expanded to accommodate universal primary education through Grades 1-4 during subsequent Plan periods.

The nation's primary school system consists of a lower level including Grades 1-4 and an upper level, Grades 5-7. In 1968, the lower level enrolled 598,323 students and the upper included 177,598 students. During the same year, approximately 50% of Tanzania's youth gained admission to primary school. However, in the present system, only about one-third of those who enter primary school will have the opportunity to continue beyond Grade 4. Consequently, the nation has decided to provide practical training for primary Grade Schools 1-4 which will include basic skills in carpentry, masonry, and agriculture as a part of the general curriculum. This training will be provided also in Grades 5-7 for students who are unable to continue their education into secondary schools.

2. Secondary Education

The nation's secondary school system also has two levels. The lower level includes Forms 1-4 and the upper level Forms 5-6. The process of diminishing opportunity for Tanzania's youth grows even more acute in secondary schools. Only 13% of primary graduates in 1967 were able to secure admission into secondary school the following year. Likewise, only one of five Form 4 graduates in 1967 were able to enter Form 5 in 1968.

Tanzania recognizes the inequity of this system and desires to provide additional educational opportunities for its youth who complete primary school. However, the nation is equally cognizant of its limited economic resources and for the present, it does not plan to expand secondary education beyond the projected rate of growth required to meet the nation's essential manpower needs. Rather, the Ministry does propose to develop a more effective curriculum for the nation's secondary schools.

This new curriculum for secondary schools will include agricultural education as a part of the regular instructional program required of all students. The Ministry is now in the process of negotiating for a World Bank loan for capital costs and is repeating a four-year old request to AID to provide technical assistance for the project.

3. Teacher Education

The facilities for both primary and secondary teacher training will continue to be expanded and up-graded with some modifications during the Second Five Year Plan, according to the Planning Division of the Ministry of National Education.

Primary Teacher Training - In 1967, the nation's primary teaching force consisted of over 15,000 teachers. Of this number, nearly 12,000 were Grade "C" teachers, (primary education plus two years teacher training). During the First Five Year Plan, the Ministry decided to phase out Grade "C" colleges and to establish Grade "A" training (Form 4 leavers plus two years teacher training) for all primary teachers. Recently the Ministry was required to delay this ultimate plan by reactivating Grade "C" training to meet critical shortfalls in the primary teaching force, particularly in Grades 1-4. The bulk of future primary teachers will continue to receive Grade "A" training, however, and the facilities for Grade "A" training will be expanded.

By 1970 the Ministry plans to establish an annual output capability of 1500 Grade "A" teachers, 250 Grade "C" teachers, and approximately 350 Grade "B" teachers, or a total of 2,100 teachers completing primary training each year.

Secondary Teacher Training - Traditionally, Tanzania's Secondary Schools have been staffed predominantly by expatriates. However, in 1968 the nation increased its stock of Tanzanian Secondary teachers to 519 teachers out of a total of 1,280 Secondary teachers. This reduced the level of expatriate staff from approximately 70% in 1967 to 60% in 1968. However, Tanzania plans to fully nationalize its secondary teaching force by 1977 and at the same time to expand this force to meet the nation's essential manpower requirements. To achieve complete self-sufficiency in Secondary Schools, the nation will be

required to increase its cadre of Tanzanian Secondary teachers from 519 teachers in 1968 to 1,689 total Secondary teachers in 1977.

This triple increase of the nation's Secondary teaching force during the next eight-year period is expected to be accomplished through two main sources of supply. The University College, Dar es Salaam will train graduate teachers to man the upper secondary level and the Changombe Teachers' College in Dar will supply diploma (EO-III) teachers to staff the lower level (Form 1-4) instructional positions.

The build-up of these two sources appears capable of accommodating the nation's secondary teacher needs by 1977 but will be inadequate during the Second Five-Year Plan period 1969-1974. To fill the gap, the Ministry plans to use Grade "A" teachers from primary teachers colleges.

One of the serious weaknesses in this plan is the nation's shortage of highly qualified math and science instructors for Secondary Schools. During the Second Five-Year Plan, this shortfall will likely continue and result in the nation's dependence for 2-3 years on expatriate instructors in the science-based instructional areas at the upper secondary level. One reason for this critical shortage is that Tanzania has adopted the New Math and Science programs and is rapidly introducing these programs at all levels. At present, the main impediment to these programs is this shortage of qualified instructors.

D. Project Relevance to Tanzanian Conditions ; Tanzania's rapidly changing educational program requires flexible and dynamic planning. Therefore, external assistance to the nation's educational efforts must also have corresponding adaptability. In its new program, the Ministry will be required to perform new and different services which will call for the introduction of additional skills and expertise.

This project can assist by providing highly trained specialists to fill essential personnel "gaps" until qualified Tanzanian replacements can be trained. Through annual programming and periodic revisions and adaptations, this project is capable of meeting a variety of Tanzania's educational development needs.

IV. STRATEGY :

A. U.S. Assistance Strategy : USAID/T currently has no formal goal plan stated as such. Rather, Mission programming is now conducted within the framework of the E.A. Regional Council and in concert with AID Education Sector guidelines. In keeping with these guidelines, this Mission is endeavoring to provide assistance to Tanzania which is consonant with the priorities established in the nation's development plans.

B. Host Country Development Emphasis : In 1964 Tanzania set out to achieve three overall objectives by 1980:

- (1) To raise per capita income from \$55 to \$126.
- (2) To achieve self-sufficiency in all trained manpower requirements.
- (3) To raise life expectancy from 35 to 50 years.

This long-range program includes three consecutive Five Year Development Plans, the first of which will be completed in 1969. Immediate priorities are rural development, education, and transportation. This project comprises assistance to the first two priorities.

Moreover, Tanzania is engaged in a major effort to increase its agricultural production rate by stepping up the pace of traditional subsistence farming toward modern agricultural production. Thus, the training of a competent cadre of agricultural field officers at Morogoro College will enable the nation to enhance its capability for improved agricultural production.

The Ministry of National Education is now updating its school curriculum and instruction to meet the needs of Tanzania's rural youth. To achieve this objective the Ministry is giving increasing priority to the development of appropriate courses of study and to the upgrading of its teacher training colleges. This project provides specific assistance in these efforts.

C. Alternate Approaches : An optional plan for achieving the objectives of this project is to establish separate and distinct projects for each activity, now proposed within this project. This separate project approach would enable more precise programming but would not contribute to overall effectiveness of activities undertaken. Also, to program each activity as a separate project may tend to create unwarranted expectations by the host government. Due to the limited AID involvement in each activity, the Mission is convinced that a combined activity approach under one project is the most feasible way to achieve the objectives set for this project.

D. Cooperating Country Leadership : Tanzania's program of "Education for Self-Reliance" has a broad base of support from senior government officials to local citizens. The nation's mood for change and the inherent logic of the program has produced a compelling momentum that tends to offset many obstacles.

The ultimate success of the program, however, will depend on the extent to which the nation is able to maximize the use of its scarce resources. Also, the country will continue to need particular assistance in finance and personnel to fill "gaps" in specific areas.

The activities of this project were selected because of their obvious and recognized need on the part of the Tanzanian Government. Likewise, the proposed level of AID inputs are calculated to assume small but significant portions of rather extensive undertakings. The Government of Tanzania welcomes this type of assistance as a pattern for future external assistance.

E. Cross Relationships : The several activities in this project tend to "cluster" around teacher education, curriculum enrichment, and agricultural education. This emphasis complements the nation's thrust in effecting a more pertinent school system for Tanzania.

Assistance to teacher training in this project is closely coordinated with the Teacher Education for East Africa project (TEEA). The regional TEEA project has provided specialists in curriculum development for the Institute of Education who took part in Tanzania's teacher upgrading program. This education support project also assisted in Tanzania's upgrading effort by supplying NEA Teach Corps instructors for the upgrading sessions.

This project proposes to continue residual activities from the Morogoro Agricultural College project and the Entebbe Math project, thus enabling AID to assure continued success of previous efforts and to successfully terminate these projects on schedule.

V. PROJECT ACTIVITIES

The variety of activities included in this project are programmed on an annual basis. This section combines the targets, courses of action, and AID inputs for these activities to facilitate the monitoring of particular activities. The following description includes activities programmed for FY 1970 and possible additional requirements.

A. FY 1970 Programmed Activities :

1. Advisory Services Activity

- a. Target - To plan and implement jointly-sponsored activities undertaken by AID and the Tanzania Ministry of National Education.
- b. Course of Action - Tanzania's emerging educational program is requiring increased planning and evaluation. USAID/T proposes to continue the services of two direct-hire Education Advisors and one local-hire Administrative Assistant who comprise the staff of the Mission's Education Division.

These Education Advisors will furnish consultative services to the Ministry, mainly within the bounds of the activities of this and other projects of the USAID/T Education Division, but may

include additional services upon request. Also, the advisors will perform a liaison function between the Ministry and USAID/T providing essential information and reports to the Mission as needed.

c. AID Inputs -

(1) Personnel

(a) Two direct-hire Education Advisors	\$ 65,000
(b) One local-hire Administrative Assistant	3,000
(c) Local Travel	<u>7,000</u>
	\$ 75,000

2. Morogoro College Activity

- a. Target - To achieve a successful transition of the Agricultural Diploma Course to a degree program during 1969-1971.
- b. Course of Action - In 1965, Tanzania began its Agricultural Diploma College at Morogoro with assistance from the United States and other donors. AID provided a capital development loan for college construction and a grant for institutional development. The project is being successfully terminated in 1969.

Tanzania's degree level manpower requirements have increased at such a pace that a major shift in training resources has become necessary. Consequently, in 1969, the nation began the upgrading of Morogoro College from a 3-year diploma college to a 4-year degree institution with the diploma program to continue for three years concurrently with the degree program.

The nation will require external assistance in establishing the degree program at Morogoro College. However, no request for such assistance has been received by AID and if received, the request would be viewed on its own merits, separate and apart from this Education Materials and Services project. The main concern of USAID/T at present is that the inherent validity of the diploma program be preserved to serve as a reliable foundation for the degree program.

USAID/T considers its best contribution during this transition to be in providing up to three agriculturalists for the college staff until incumbent Tanzanian replacements can be returned from U.S. training. These instructors will fill essential teaching slots and furnish such consultation as needed to guide the diploma program during the period it is to exist and hopefully to influence the course and ultimate direction of the degree institution. (See PAR 621-11-110-044, dated 2/23/69.)

c. AID Inputs -

(1) Personnel

(a) One Senior Agriculturalist Personal Services Contract (second year funding)	\$ 30,000
(b) One Agricultural Engineer (OPEX) (first year funding)	20,000
(c) One Animal Husbandry Instructor (OPEX) (first year funding)	<u>20,000</u>
Total Personnel	<u>\$ 70,000</u>

(2) Participant Training

(a) Extension Funding Residual (5)	\$ 30,000
Total Participant	<u>\$ 30,000</u>
Activity Total	<u>\$100,000</u>

3. Primary Teacher Training Colleges Activity

- a. Target - To upgrade the instructional capability of selected primary teacher training colleges in Tanzania.
- b. Course of Action - Tanzania is continuing an intensified effort to upgrade the training of its primary teachers. Traditionally, Tanzania's primary teachers have been trained in Grade "C" teachers colleges which provided two years teacher training for Primary (Std. VIII) graduates.

In 1966, partly on the basis of the AID-funded "Schindler Report," the Ministry developed a plan to phase out all Grade "C" colleges and to consolidate primary teachers training into Grade "A" colleges. These Grade "A" colleges provide two years teacher training for secondary (Form IV) graduates. The target of this plan was to establish a total of eleven Grade "A" colleges with a combined output capacity for graduating 1,100 teachers annually, by 1971. Nine Grade "A" colleges were established by 1968 and a total of approximately 1,000 teachers were graduated during the year.

In June 1969, the Ministry began the implementation of a revised plan. This plan provides for seven Grade "C" teacher training colleges to be reactivated, at least as an interim measure, to supplement the Grade "A" teacher training program; also, the Grade "C" upgrading program will now be concentrated in one college instead of several colleges as was previously the case.

Since this plan is consistent with AID's interest in primary teacher training, AID plans to continue the provision of specialized books materials, teaching aids, tools, equipment and services. Although this assistance will continue to be focused on Grade "A" teachers colleges, some attention may be given to selected Grade "C" colleges. These commodity requirements are deemed essential to an improved instructional program ^{and} to the establishment of a practical curriculum for the nation's Primary Teacher Training Program.

c. AID Inputs -

(1) Commodities

(a) Reference books and Instructional Materials	\$16,000
(b) Teaching aids	9,500
(c) Equipment (science lab etc.)	<u>4,500</u>
Activity Total	\$30,000

4. Ministry Staff Specialists and Consultants' Activity

- a. Target - To expand and upgrade the professional service capability of the Ministry of National Education in particular highly specialized areas.
- b. Course of Action - Tanzania's program of educational reform, highlighted by an immediate "push" toward nationalization has brought about conspicuous staffing inadequacies. Ministry officials recognize the seriousness of the situation and indicate that the nation will continue to need external assistance in filling these "gaps" until qualified Tanzanian replacements can be trained.

Agricultural and technical education are two obvious areas of need. Although the nation is in the process of introducing

practical courses in agriculture and crafts in its primary and secondary schools, the Ministry of National Education is without the professional staff to back-stop these specialties. USAID proposes to supply two U.S. technicians (i.e., Agricultural Education and Technical Education Operational staff) until Tanzanian replacements can be secured.

Similarly, the Ministry is in need of short-term consultants to assist in training manuscript writers, conducting workshops for the teaching of English as a second language, developing in-service teacher training programs, preparing guides for regional Education Officers and staff, demonstrating the construction and use of local made teaching aids and conducting short courses in teaching methodology. USAID proposes to provide the services of consultants of this type as requested by the Ministry of Education.

c. AID Inputs -

(1) Personnel

(a) Agricultural Education (1) OPEX	\$20,000
(b) Technical Education (1) OPEX	20,000
(c) Manuscripts writing specialist (1) NEA type, 90 days	7,500
(d) English Language specialist (1) NEA type 90 days	7,500
(e) Educational Administration Advisor (1) NEA type, 90 days	7,500
(f) Teaching Aids specialist (1) NEA type, 90 days	<u>7,500</u>
Total Personnel	<u>\$70,000</u>

(2) Participant Training

(a) Agricultural Education (1)	\$ 5,000
(b) Technical Education (1)	5,000
(c) Group Study Short-Term (6)	15,000
(d) One-year Training (3)	<u>15,000</u>
Total Participant	<u>\$40,000</u>
Total Activity	<u>\$110,000</u>

B. Possible Additional Requirements FY 70 :

1. University College Faculty of Education Activity

- a. Target - To enhance the instructional capability of Tanzania's future secondary teachers by upgrading the University College Faculty of Education in selected fields.
- b. Course of Action - Tanzania's degree-level secondary teachers are trained at the University College, Dar es Salaam. The Faculty of Education in the College has a shortage of qualified instructors, particularly in the areas of science, math, and teaching methodology. This shortage threatens the success of the nation's new science and math programs at this crucial stage of implementation.

Consequently, USAID/T proposes to provide up to three highly experienced U.S. instructors in the fields of Math, Science and Teaching Methodology to upgrade the Faculty of Education and in so doing, to improve the nation's secondary teacher training capability.

c. AID Inputs -

(1) Personnel

(a) Science Education Instructor (1) OPEX	\$20,000
(b) Math Education Instructor (1) OPEX	20,000
(c) Teaching Methods Instructor (1) OPEX	<u>20,000</u>
Total Personnel	\$60,000

(2) Participant Training

(a) Science Instructor	\$ 5,000
(b) Math Instructor	5,000
(c) Teaching Methods Instructor	<u>5,000</u>

Total Participant Training \$15,000

Activity Total \$75,000

2. Dar Technical College Faculty Activity

- a. Target - To upgrade instruction in Dar Technical College.

- b. Course of Action - The Technical College is staffed predominantly by expatriates and until the 14 Tanzanians now in U.S. training are all returned in 1971, this situation will not be resolved.

AID has set 1971 as the phase-out date for its current project at the Dar Technical College. Final funding will be complete in FY 70. Therefore, AID proposes to provide two instructors under an OPEX arrangement to fill instructional vacancies during 1969-70.

- c. AID Inputs -

(1) Personnel

- | | |
|--|---------------|
| (a) Instructor in Mechanical Engineering (1) OPEX | \$20,000 |
| (b) In-Service Training Technical Education (1) OPEX | <u>20,000</u> |

Activity Total	<u>\$40,000</u>
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3. Secretarial Training Activity

- a. Target - To upgrade the instructional capability of the nation's Secretarial Training program.
- b. Course of Action - Secretarial training in Tanzania has been conducted in "bits and pieces" without adequate coordination. As a result the nation has a paucity of trained Tanzanian secretaries. Tanzania plans to establish a secretarial school in Dar es Salaam administered by Central Establishments or the Ministry of National Education during the Second Five Year Plan period according to information from several Government of Tanzania officials.

External assistance will likely be requested and Kenya's plan, whereby technical staff were secured through I.L.O. and construction costs were provided by the Government of Sweden, appeals to Tanzania. Initial inquiries by the Ministry are under consideration by I.L.O. and Tanzania Ministry officials believe the prospects are good for a favorable response. Provided sufficient assistance can be secured, the finalization of this assistance and the subsequent implementation of the project will take considerable time. During this interim the nation will continue to increase its already substantial backlog of secretarial needs.

USAID/T proposes to provide up to two U.S. technical staff during this interim to teach in the present secretarial school branch of

the Dar Technical College. This staff input would enable AID to make an immediate impact on secretarial training and to be in a position to provide further assistance if present efforts by the Tanzanian Government to secure other donors are unsuccessful. However, further assistance, if requested, would constitute the need for a separate and distinct project.

c. AID Inputs -

(1) Personnel

(a) Secretarial Science Instructor (1) OPEX	\$20,000
(b) Office Management Instructor (1) OPEX	<u>20,000</u>

Total Personnel \$40,000

(2) Participant Training - (to be determined)

Activity Total \$40,000