XD-AAA-115-A
621013/17
ISN-15121

EVALUATION

Agriculture Education and Extension Project (621-0135

USAID/Tanzania, October 15 - November 8, 1982

TABLE OF CONTENTS

	Page
TERMS AND ABBREVIATIONS	i
INTRODUCTION	1
EVALUATION SUMMARY	2
RECOMMENDATIONS SUMMARY	4
APPROACH USED	5
OVERVIEW	5
SCOPE OF WORK RESPONSE	8
A. Goals, Purpose, Outputs, Inputs	8
B. Implementation and Management	24
C. Tanzanian Government Support	29
D. Concerns for Continuation of Project	31
E. Final Analysis, Conclusions, Recommendations	33
LESSONS TO BE LEARNED	37
EXECUTIVE SUMMARY	38

ANNEXES

A. Statement of Duties (for Evaluators)

B. Notes on Development of the CCEA by the Faculty at Morogoro

C. Audio-Visual Commodity Procurement

TERMS AND ABBREVIATIONS USED

AEE	Agriculture Education and Extension
AID/W	United States Agency for International Development Washington, D.C. Headquarters
AV	Audio-Visual program, instruction materials, or specialist
BSc	Bachelor of Science degree
CCEA	Center for Continuing Education in Agriculture, Faculty of Agriculture, Forestry and Veterinary Medicine, University of Dar es Salaam, Morogoro
COP	Chief of Party (of the Utah State University Contract Team)
DAEE	Department of Agriculture Education and Extension, Faculty of Agriculture, Forestry and Veterinary Medicine, University of Dar es Salaam, Morogoro
EOPS	End of Project Status
FAF	Faculty of Agriculture, Forestry and Veterinary Medicine, University of Dar es Salaam, Morogoro
FTPP	Farmer Training and Production Project
KILIMO	Ministry of Agriculture (Swahili)
MATI	Ministry of Agriculture Training Institute
MOA	Ministry of Agriculture
MSc	Master of Science degree
PACD	Project Assistance Completion Date
Participant	Trainee; participant in an AID-funded training program
PhD	Doctor of Philosophy degree

PIO/P-C-T	An AID document, Project Implementation Order for Participants, Commodities or Technical Services
PP	Project Paper
RFP	Request for Proposal, and AID document soliciting a tender from a potential Contractor
RIDEP	Regional Integrated Development Plan (Tanzanian)
TanGov	Tanzanian Government
USAID	United States Agency for International Development, office in Tanzania
USU	Utah State University
WVU	West Virginia University, Contractor for the Farmer Training and Production Project

INTRODUCTION

The Agricultural Education and Extension Project was designed in 1978 to "develop a Tanzanian capability to adapt and communicate agricultural research results and technology to villagers." To achieve this goal, the project set out to "strengthen linkages between University faculty and village farmers through in-service training for Tanzanian operational and technical personnel; train a faculty capable of training students in agricultural teaching, extension, management, and technical skills." The site selected was the Faculty of Agriculture and Forestry of the University of Dar es Salaam at Morogoro.

The Project Paper envisioned a starting date of August 1978, but implementation officially began with the signing of a contract between AID/Washington and Utah State University on September 15, 1979.

After the Contractor had been notified by AID/W that his proposal was being accepted, two elements of his responsibilities were assumed by USAID: the procurement of vehicles and other commodities, largely of an audio-visual nature; and the handling of the participant training element of the project. The Contractor's objections were of no avail. Both factors are discussed in detail farther on.

The present evaluation was made in October and November of 1982 as the project began its fourth and final year. The evaluators were Oleen Hess and Robert Wesselmann, both retired from AID careers in agricultural development.

EVALUATION SUMMARY

Although the Goal was valid, the Measures of Goal Achievement and Assumptions were not valid. It is not possible for a project of four years' duration, establishing a BSc program in Agriculture Education and Extension, and a Center for Continuing Education in Agriculture, to realize the national level of achievement and impact envisioned. The best the project could do was to provide training on how to attack the achievement tasks. Accomplishing them is a longer-term function of the Ministry of Agriculture and other related institutions. Similarly, it was overly optimistic to assume that an effective extension service would be established from a poorly functioning extension service in four years' time from only the limited project inputs.

The TanGov provided participants for training, but virtually failed to provide local staff/counterparts for the project. The near void of local staff/counterparts has been and is the major problem impacting on and detracting from project progress. This requires that the Contract technicians perform an operational role, teaching a full load and other functions, leaving limited time for the planning/development thrust of the project.

The Project Purpose is valid. The Verifiable Indicators and Assumptions are not valid. By the anticipated completion date of the project, the DAEE and CCEA will not be self-sufficient programs fully staffed by Tanzanians capable of offering appropriate training. The level, amount and duration of participant training was modified and the initial target of eight participants to be trained for the DAEE was reduced to six. Only three of the six will have returned from training by PACD. The participant slated to be head of the CCEA will not complete his U.S. training until mid-1985. Unless the TanGov takes immediate action to assign at least an acting head of the CCEA, no one will receive on-the-job training to continue the program.

The assumption that the TanGov would effectively coordinate inputs, primarily assign staff and provide the necessary instructional facilities in a timely manner, is not valid.

The major responsibilities for the implementation of the project and the action agencies are as follows:

1) Construction of housing facilities for U.S. Technicians (by USAID and the Faculty of Forestry and Agriculture);

2) Construction of buildings to accommodate project activities (by the Ministry of Agriculture using funds provided by PL-480);

3) Provision of technical assistance by three technicians for four years, and additional consultants (Utah State University);

4) Procurement of commodities and vehicles (by USAID);

5) Training in the United States for approximately 16 Tanzanians (responsibility of USAID with assistance from FAF and the Contractor).

The project has generally remained on course, despite serious delays in the construction work and procurement of commodities, and unforeseeable health problems among the USU technicians which resulted in several months of position vacancies. The effects of the delays have been minimized to a considerable extent by the ingenuity and extra workloads of the USU and the FAF staff. A decision early in the implementation to upgrade the participant training element has depleted the on-board staff at the Faculty and left the American technicians without counterparts for prolonged periods. In the long run, the Faculty will be strengthened from this decision, but in the shorter run, there may be some serious gaps on the Faculty staff for at least one academic year after PACD.

Health problems and other factors beyond the control of the Mission and the Contractor further impacted negatively on the activity schedule. Aside from this, the quality and effectiveness of the present project management and contract staff are good. The support relationships and linkages which have developed augur well for the future collaboration of agriculture-related agencies both at the administrative and at the operational levels. The evaluators were not able to observe farmer-village operations during their visit, but there are many indications that these have been developed and are increasing.

Officials of the Ministry of Agriculture and the FAF are unanimous in desiring continued technical support of the project for at least an additional year. There is no question that the USU team could continue to render very useful service to the FAF, but the evaluators feel that an extension only to the end of the 1983 academic year should be considered. Staff shortfall in 1982, 1983 and 1984 should certainly have been foreseen when the participant training program was designed. There are other positions not related to participant training which should have been filled early on, and which are still vacant. Continuation of U.S. technical support may provide a "breathing spell" for the FAF, but it may also engender continued dependency on expatriates to operate what should be a Tanzanian institution.

RECOMMENDATIONS SUMMARY

	Responsible
1. The Agricultural Education and Extension Project be extended for three months, to December 14, 1983, to permit completion of the academic year at the Faculty of Agriculture and Forestry.	USAID - Contractor
2. The Contractor should engage an audio-visual consultant to assist the Chief of Party in inspecting and testing the recently arrived audio-visual equipment, effecting the necessary modifications or substitutions, and training in utilization.	Contractor
3. An Acting Director and other staff planned for the Center for Continuing Education in Agriculture by the FAF be appointed this year; the CCEA be administered as a separate department of the FAF.	FAF
4. The Phase I construction details be acceptably completed as soon as possible. This involves provision of window glass, roof repair on the hostel, and other details which hamper full utilization of the buildings.	KILIMO - USAID
5. The curriculum for agricultural extension majors at the DAEE be reviewed and revised downward (a) to eliminate unnecessary or duplicative courses, (b) to switch emphasis to village level field work, rather than classroom theory, and (c) to reduce the total course load which is unduly heavy in comparison with other majors.	FAF
6. Contractors for this project and for the Farmer Training and Production Project strengthen their collaboration and standardization of teaching and training materials.	USU - WVU

DETAILS OF THE EVALUATION OF THE AGRICULTURAL EDUCATION AND EXTENSION PROJECT

APPROACH USED

The two-member team met at the Contractor's home campus (Utah State University at Logan) on October 18th and 19th, with the project's campus coordinator, the original Chief of Party, several department heads concerned with backstopping services, the Dean, and a Tanzanian participant under training at USU. The project activities since its start-up were discussed in detail, as well as administrative and budgetary concerns. The team was presented with a set of semi-annual reports and other documents germane to the evaluation.

A one-day stopover was made at AID/Washington to meet with the Agency's backstopping desk and to procure additional documentation.

The initial action upon arrival at Dar es Salaam was to meet with the USAID Director and staff to discuss the scope of work and USAID guidelines.

From October 26 - 29, the team visited the project site at Morogoro. Among the people contacted were the Dean, Director of the Department of Agriculture Education and Extension, several faculty members, the three USU staff members, and three student Agriculture Extension majors.

Upon returning to Dar es Salaam, the evaluators met with officials of the Ministry of Agriculture, Principal Secretary, Director of Manpower Development Division, Director of Training and the Head of the Extension Information Department, and members of the West Virginia University contract staff for the Farmer Training and Production Project. Several members of USAID helped to fill the gaps in the accumulated information.

The first draft of this report was discussed with USAID and USU staff before it was finalized on November 12, 1982.

OVERVIEW

As in most bilateral developmental projects, the Agricultural Education and Extension Project has been beset by its share of problems, some of which could not be foreseen, but many of which should have been allowed for. All parties must share in the low marks, and the indicated net result will be an endeavor which falls short of self-sustenance by a time factor of at least one year.

Pre-Contract Changes

The terms of reference for project implementation were altered by the USAID (May 1979) after the Contractor had been notified of its selection for this project, but before the signing of the Contract (September 1979). Of particular importance were:

1) the participant training component; and

2) ordering of project commodities.

Both of these responsibilities were transferred from the Contractor to the USAID despite USU's objections. The impacts of these changes have been both positive and negative.

The Project Design Components are discussed in detail in Section A. As is too often the case, the Project Paper built great expectations for an activity whose total life expectancy is four years. The assumptions which are the basis for output achievement often prove invalid at least to some degree; other assumptions are not identified, but may surface later as limiting factors. Whether or not the guidelines were overly ambitious or unrealistic, all of the parties involved were sufficiently experienced in overseas bilateral development project to "expect the unexpected." Nevertheless, it appears that, once again, time will run out before the job has been completed.

IMPEDIMENTS WHICH HAVE ARISEN

Where warranted, many of the constraints are more fully explained in this report. An overview reveals major causes by each of the responsible agencies, which have a negative bearing upon the progress of the project as a whole.

Tanzania Government Agencies

Personnel vacancies at the FAF have presented serious limitations for the Contractor. Some professional positions will not be filled until all participants have returned. In the interim, others should have been posted as counterparts or aides to the Contractor personnel. In addition, several professional and non-professional positions have not been filled since the inception of the project. Both of these actions would have provided more spin-off benefits and continuity for the project activities.

Building construction has lagged more than a year behind schedule with none of the six buildings actually complete as of this evaluation. Office furniture is still awaited. The Center for Continuing Education in Agriculture was of necessity first occupied in August of this

year, even though it is quite far from being "liveable." And Phase II plans for additional construction are being mapped out.

USAID/Tanzania

Commodity procurment, originally planned as a Contractor responsibility, was assumed by USAID after the Contractor was notified of his selection as implementer of the project. With a representative already on site, measures had been taken to obtain the principal commodities (vehicles and audio-visual equipment). The Contractor felt that its campus staff would be able to ensure the rapid and accurate filling of orders and the shipments to Tanzania, within the budgeted limits.

With the withdrawal of this function by AID, the entire process was subjected to onerous and time-consuming processes which were eventually manifested in:

1) delay of arrival of vehicles until well into the second year of project implementation. The fourth (and final) vehicle had not been provided by the beginning of the last year of the project;

2) delay in delivery of audio-visual commodities until well into the third year of the project;

3) extremely unsatisfactory compliance with the specifications given for the audio-visual equipment;

4) incomplete delivery of requested list; and

5) substantial overrun in anticipated cost.

The delay in vehicle delivery has caused a great deal of inconvenience for the Contract staff and has delayed many of the proposed activities in field work. The personal vehicles of the USU staff had been used as far as possible, but these were inadequate for the 4-wheel drive areas.

While the documentation indicates that semi-annual reviews of this project were held by the USAID, and that the present Project Manager has liaised closely with the Contractor staff, an externally staffed evaluation was not conducted until the fourth year (the current evaluation). Unless an extension of some kind is authorized, there is little to be done at this juncture other than to salvage the viable contributions of the project.

The Contractor (Utah State University)

High expectations characterize many of the Contractor's plans and actions. These become faults only if they detract from the original targets or if the setbacks demoralize the action agents. Both of these results have been manifested in the implementation of this project. The most apparent are discussed below.

The decision to up-grade the targeted participant effort is being paid for by a lack of counterparts for the U.S. technicians during their stay at Morogoro, and an interruption of continuity after they leave. The original more modest plan envisioned in the Project Paper would have resulted in fewer PhD recipients but more manpower on site to assist with project activities and to benefit from on-the-job experience with the Contract staff, and there would have been less trauma when the USU staff leaves. The lack of these counterparts has overloaded the USU staff and frustrated some of their planned activities.

Plans for the Audio-Visual Center also appear to be too ambitious. While acknowledging the chaos which has resulted from the equipment procurement debacle, the evaluators feel that the facilities and equipment planned for the AV Center are far more than could be managed by the planned staff of five people (Director, photographer, AV technician, 2 clerical). In the event that the technical staff were doubled, the Center would still be over-endowed with equipment. And if the equipment were to be fully utilized, the cost of expendable supplies and equipment maintenance might become a serious burden.

SCOPE OF WORK RESPONSE

A. Accomplishing the Project Goals, Purpose and Objectives with the Proposed Project Inputs

1. Logical Framework

The goal, measures of goal achievement, purpose, outputs and inputs, and the verifiable indicators, means of verifications and assumptions in the logframe are shown as valid or not valid in the logframe chart at the end of Section A. of this report. The non-valid factors are discussed in detail below.

a. Goal. While the goal and the means of verification are valid, the measures of goal achievement and assumptions are not valid.

1) Measures of Goal Achievement

It is not reasonable to expect in a project of four years' duration, training BSc level agriculture teachers and extension agents and offering limited in-service training, that achievements 1, 2 and 3 can be realized. Over the long term, these achievements may be realized when larger numbers of the senior extension staff are graduates of the DAEE, and the field staff has received received in-service training.

Achievement 1.

The original achievement was changed because it would require that data be collected to identify the conditions and problems; a majority

of the administrative supervisory and field staff attend training programs addressing this; and that preconceived notions and attitudes be changed to accept the fact. Knowledge is functional only when it is accepted as fact and appropriate actions are taken.

Achievement 2.

The original achievement was changed because it was contingent not only on training, but on adequate logistic support, vehicles with petrol, oil, lubrication and maintenance, access to demonstration materials, and more effective supervision of the field staff. The best the project can accomplish is to provide training in how to make more effective village contacts; how to place more effective demonstrations plots, and in providing more courses.

Achievement 3.

The original achievement was changed because it was contingent upon the availability and distribution of the inputs, and often credit with which to procure them, and a national extension effort. The best the project can accomplish is the training of the extension and other field services in improved technology and its transfer, and increased utilization of the appropriate inputs.

Assumption.

The original assumption is not valid since the project provided some training for, rather than having authority for the extension service.

b. The Project Purpose. The verifiable indicators (EOPS) and assumptions are not valid due to delays in construction of the physical facilities, receipt of commodities, and changes in the level and duration of participant training.

The physical facilities are not as yet completed, but can be by September 1983, assuming the TanGov takes action to install the windows, repair leaking roofs and other remaining details. However, tasks performed relative to completing the facilities and obtaining furnishings has taken time and energy of the technicians and detracted from the program planning thrust of the project.

1) DAEE

The Director is assigned. The logframe called for five professionals, requiring either the transfer of personnel or awaiting the return of the participants before the department attains, " a self-sustaining DAEE (fully staffed by Tanzanians) offering higher level BSc training in Agricultural Education and Agricultural Extension." The number of professionals was subsequently changed to four. The four participants will return about the following dates: May 1985, May 1983, May 1984 and May 1985. The clerical staff has been employed.

2) CCEA

No Tanzanian staff has as yet been assigned. The logframe calls for three professionals. This will entail the transfer of personnel now; otherwise it must await the return of the participants before "a self-sustaining CCEA (fully staffed by Tanzanians) capable of offering relevant in-service retraining for agricultural instructors and managers" can be accomplished. The number of professionals was subsequently changed to two. These two participants will return in December 1982 and September 1985. No clerical staff has been employed.

Assumption.

The TanGov did not provide the necessary instructional facilities on a timely basis. The physical facilities still require window glass, and the dormitory roof leaks badly. The CCEA (USU) technician spent an inordinate amount of time and effort obtaining the release of funds for construction of the buildings and the furnishings, arranging for funds, supplies and materials for workshops and related matters which a Tanzanian DDEA Director or administrative assistant could have done, had they been assigned.

c. Outputs

1) A minimum of student research and adaptation of agricultural technology for communication and dissemination to farmers is being conducted. This is expected to increase in the future as the DAEE becomes more fully staffed.

2) "A self-sustaining teaching materials, audio-visual capability" has not been achieved, although considerable service is being provided. The bulk of the audio-visual equipment arrived between February and July 1982 and is being unpacked and tested. With the return of the Tanzanian AV participant from training in December 1982, this function should show more progress.

3) Verifiable Indicators, Measure of Output Achieved (DAEE)

(a) The DAEE curriculum contains almost double the course offering of other departments and is very heavily biased toward education. According to the AEE students, some of the courses duplicate instruction. Both the Contract staff and faculty administration are aware of this and plan appropriate modifications. They are urged to do so as soon as possible.

Seventy-four lecture hours on the principles of extension education are being provided. Seventy-four lecture hours are being provided on administration/supervision of programs of agriculture education/extension. Practicals have been initiated, but the main emphasis is still on theory with a minimum of time allotted to actual field experience. This should be corrected.

Participant Training Schedule

Participant	Degree	Return Date	Dr. Giltrow AV Spec. Team Leader	Sensenig Rural Soc. Extension	Brewer CCEA Tech.	Position to be Filled	COMMENTS
A.Z. MATTEE	PhD	5/83				Lecturer DAEE	
E.E. MAEDA	PhD	9/82				Lecturer Food Science	
A.N. MADALLA	EdS	12/82	X			CCEA-AV Specialist	
Z. MUENA	PhD	5/84		X		Lecturer DAEE	
D. KAVISHE	PhD	5/83				Dean of Students	May also lecture in DAEE
V. RUTACHOKOZIBA	PhD	8/84				Lecturer DAEE	PhD funded under TPD II MSc under AEF project
E. SEMU	Special	9/81				Lecturer Soil Science	Local PhD Candidate Coursework in U.S.
P. MREMA	Special	9/81				Lecturer	"
M. MLAMBITI	Special	8/82				Head Rural Econ. Dept.	"
H. DIHENGA	PhD	9/84				Lecturer Agric. Eng.	
A. MUSHI	MSc	12/82				Min. of Education	
K. SIBUGA	MSc	6/83				Institute of Education	
I.J. LUPANGA	PhD	9/85			X	Head of CCEA	PhD funded under TPD I
K. KEREGERO	PhD	6/81	X			Department Head DAEE	Funded under AE Manpower Project

The project has been coordinating with the West Virginia University Farmer Training and Production Project on the production of training manuals and AEE training programs, emphasizing the practical approaches and methods. Both Contractors are urged to continue this coordination since both are involved with training agriculture education and extension personnel, but at different levels. Both projects are involved in field practicals, and providing practical, supervised experience working with small farmers in the villages. The Farmer Training and Production Project has developed an excellent approach for generating enthusiasm and participation among small farmers/villagers in technology transfer. The AEE students will not be able to spend as much time on practicals as the FTP students, but they will work together after graduating. The AEE graduates will generally be supervisors of the FTP/MATI graduates. If the supervisors and the field staff are trained in and accept the same approach for farmer contact and training, much conflict and confusion can be avoided and considerable time, effort and printing costs can be saved through joint efforts on manuals, especially of the same subject matter. In addition, the quality of the product should be improved through joint effort, and joint credit for production should suffice for pride of authorship.

(b) It is highly unlikely, even if the faculty's maximum annual enrollment of 100 students is achieved, that 25 would choose the AEE option. There are seven departments competing for the students. Of 33 final year students this year, three chose the AEE option. The percentage choosing the AEE option is expected to increase somewhat, but not to 25 percent. About 10 students is a more realistic figure.

(c) Similarly, it is not possible to have 20 student research projects since the total research project time and effort requirements are equal to the total time and effort requirements of a major. A more realistic figure is about eight projects.

4) Verifiable Indicators, Measure of Output Achieved (CCEA)

(a) Six of the ten short courses/extension teaching modules called for in the logframe are in various stages of preparation. One has been completed. The USU April/September 1982 semi-annual report states "diverse tasks demanding immediate solutions and attention (including teaching a 30-hour graduate course in research methods with five days' notice)" precluded preparation of the courses. The report also states that, "Development of these modules, as called for in the PP, will be done, but at the expense of staff (technicians') members' individual research and writing." The evaluators feel that since individual research and writing were not a part of the project technicians' responsibility, this should not be a matter for concern, and that the Contract staff should assure that project objectives are met before non-project tasks are undertaken.

(b) No one- to three-month specialized workshops have been offered to date. Two are in the final stages of preparation for next year.

d. Inputs - AID Grant

1) Inputs.

The inputs are valid except for commodities and project support 2 and 3. A Peugeot station wagon was substituted for one of the three station wagons and was ordered in April 1980, but has not been received as yet. The 40-passenger bus was deleted.

2) Verifiable Indicators, Implementation Targets

(a) Technical assistance personnel

At the time of the evaluation, the contract field technicians had been as post 2 years and 9 months; 2 years; and 1 year. At PACD (September 1983) they will have been at post 3 years and 7 months; 2 years and 10 months; and 1 year and 9 months. One technician was at post 3 months, and one for 1 year before departing post for medical reasons. This is 9 years and 5 months out of a total proposed of 11 years and 7 months.

This translates into three years and seven months for the team leader/deputy DAEE Director/audio-visual technician. Serving a triple role has detracted from his major responsibilitiy of developing the audio-visual program. Also, except for nine months, he has been without the AV counterpart. The Tanzanian DAEE Director was not assigned until July 1982. In addition, receipt of the bulk of the AV commodities was severely delayed. Despite these constraints, considereable progress has been made in developing training materials and serving the needs of the total faculty. With the return of the AV counterpart in December 1982, the assignment of the DAEE Director and the resultant overlap and on-the-job training, both positions should be functioning well by PACD.

The position of Rural Sociologist was originally to double as the COP; however, the AV Specialist was later assigned the COP responsibilities. The Rural Sociology/AEE technician will be at post without a counterpart except for the last three months of the contract. Other Tanzanian DAEE staff will return from training as shown in the Participant Training Schedule, page 11, permitting a limited amount of overlap on DAEE operations. This will be a crucial factor regarding orientation on, and follow up implementation of the village practicals aspect of the agriculture extension training.

The CCEA Deputy Director (USU) has been at post without a counterpart since his arrival. This is a critical problem, and unless an interim Director is recruited and posted immediately, very little CCEA administration, management and planning capability or continuity will be left behind at PACD. The Tanzanian DAEE Director is also acting CCEA Director, but this is unsatisfactory since each position requires a full time Director giving undivided attention to the respective programs.

Both the team leader/AV and CCEA technician have been forced to spend an inordinate amount of time at the MOA and other TanGov offices obtaining the release of funds for construction and furnishings, ordering and collecting the materials and furnishings, pushing the construction contractor and related activities. This has detracted from achievements in their primary roles.

(b) Participants

The agreed upon number of 16 participants will have been trained but not by PACD. Three of the initial 16 graduate-level participants completed MSc's and were re-programmed for PhD's, reducing the number of individuals at the graduate level to 13. This, plus 3 short-term participants totals 16.

(c) Commodities

(1) Audio-visual not in full operation (Annex C)
(2) Three Landrovers are in use
(3) The bus was deleted
(4) One special seminar held to date

a. Inputs - TanGov

1) TanGov Contributions

The Tanzanian Director of the DAEE was assigned July 1982. Two technical staff are assigned to the AV unit. Two clerical staff are assigned to the DAEE. No professional staff, other than the DAEE Director, are as yet functioning at either the DAEE or CCEA.

2) Other Costs - Buildings (See Page).

3) Assumptions

The assumption is invalid insofar as the provision of TanGov personnel and resources is concerned. The houses for Contract staff were two years late in completion. The office block, conference hall, AV Center and hostel are not complete. Participant personnel have been provided, but there is a critical shortage of DAEE and CCEA personnel to counterpart the American technicians.

Actual Project Outputs Accomplished:

a. Proposed Outputs	Actual Outputs Accomplished 11/1/82
1) Courses provided to all FAF under graduates consisting of:	
(a) up to 30 lecture hours on principles of extension education	74 hours
(b) up to 50 lecture hours on administration/ supervision of programs of Agricultural Education and Extension	74 hours
(c) additional practicals in Extension/ Agricultural Education and agricultural projects	32 hours
2) Twenty-five Agriculture Education/Extension BSc graduates per year	3 (1982)
3) Twenty student research and demonstration projects per year	6
4) At least 10 short courses designed with at least five short courses presented to 100 students per year.	1 (1981) 157 attended 5 (1982) 93 attended 5 planned for 1983
5) At least three 1 - 3 month specialized workshops given each year	1 planned Conf. 1981 2 planned for 1983
6) Relevant audio-visual and teaching materials developed for use in CCNA course instruction, and for use by other FAF departments, MATIs and extension services	Initiated and Expanding
7) Fifteen participants trained	10 PhD, 2 MSc, 3 short-term
8) DAEE curriculum course offerings prepared and taught for undergraduate majors	Completed but needs modification
9) Agriculture Education/Extension curriculum/courses prepared for all FAF students and staff	74 hours being offered
10) Establish MSc program in AEE	Planned for 1984

11)	Assist faculty to create an evaluative capability for assessing extension performance and service needs among small farmers and villagers.	Underway and evolving satisfactorily. DAEE Director only faculty assigned to date to DAEE
12)	Provide academic leadership within the faculty to guide and support the development of the CCEA program	No CCEA Faculty assigned for training/ guidance
13)	Support relationship and institutional linkages established by preoject:	
	(a) Faculty of Agriculture	Excellent
	(b) Ministry of Agriculture	Fair
	(c) Agriculture Extension Service	Poor
	(d) Agricultural Research Stations	Fair
	(e) Villages	Fair

4. Restructuring Inputs to Accomplish the Outputs

a. Courses provided to all FAF graduates

The overriding input constraint to accomplishing the project outputs is the near void of local staff. At this point in time, it is too late to restructure the level, duration and amount of training. The evaluators feel it was a serious mistake, relative to project implementation, to increase the number of PhD programs and extend individual participants' time away from the project accordingly.

Granted, degrees play an all-important role in the academic world, and individual desire to obtain higher degrees is very high. However, to concur in permitting this at the expense of project implementation (programming local staff away for training for almost the duration of the project) indicates poor planning and judgment relative to establishing a self-sufficient project capable of continuing at PACD.

The evaluators also feel that the CCEA will be a near "disaster area" at PACD unless the TanGov takes immediate action to assign someone as Head of the Center, at least on a temporary basis, until the respective participant returns. The other staff planned by the FAF should be assigned as well. This will provide on-the-job training and continuity for the Center's operation. A retired former senior-level extension staff would appear appropriate for temporary Head.

b. Increased progress on the outputs development of short courses will require that the technicians reduce the time spent on activities peripheral to the project and concentrate on these outputs.

c. It is too late to restructure inputs on participant training.

d. The curriculum course offering for DAEE undergraduate majors requires reducing the overall curriculum offering and tightening up the instructional program.

e. Establishing an MSc program in AEE will require that Tanzanian staff qualified to implement graduate level training be assigned to DAEE immediately. The evaluators do not feel that appropriate personnel are available and recommend the MSc program not be implemented prior to PACD. This is listed in the scope of work in the evaluators' contracts, but is not an output of the logframe.

f. Establishing an evaluative capability within the DAEE will require that local staff be assigned to the DAEE. Three staff will return prior to PACD. The evaluators doubt this can be accomplished satisfactorily in the DAEE by PACD, although a start can be made.

g. The contract team is making about the maximum inputs possible for institutional linkages for all items a through c. The TanGov must increase its inputs and cooperation to improve the linkages.

The original Logical Framework and the proposed changes generated by the evaluation are shown below. The proposed changes are underlined and inserted following the verifiable indicator, outputs, etc. for which they substitute.

LOGICAL FRAMEWORK

Goal	Measures of Goal Achievement	Means of Verification	Assumptions
To help Tanzania develop its own capability to adapt and communicate agricultural research results and technology to the village level.	(1) Within TanGov Agric. service institutions, an improved knowledge of village level agricultural conditions and problems. Surveys, research findings and improved knowledge of village level agricultural conditions and problems made available to TanGov agric. service institutions.	(1) Analysis of curriculum, research, and field studies done by TanGov agricultural service institutions.	TanGov continues to emphasize relevant village level agricultural development and provides adequate financial and human resources to support it.
	(2) More effective village level contact by extension personnel and agricultural service institutions, i.e., increased number of extension visits, more demonstration polts, more courses given, etc.	(2) Kilimo and Parastatal records on extension work.	An effective extension service is established.
	(3) Through offering more courses/ training programs related to agriculture rural constraints and field work, provide training and experience in how to make more effective village-level contacts, place more effective demonstration plots and conduct meaningful dialog with villagers.		The TanGov will employ the graduates of the MAE program and fully utilize the CIAT program, about and implement the approach, methods and practices the trainees learn.

Goal	Measures of Goal Achievement	Means of Verification	Assumptions
	(3) Increased farmer adoption of improved technology, i.e., increased tonnages of improved seed and fertilizer, increased farm implements sales, etc.	(3) Kilimo and Parastatal records of input sales and distribution.	
	(3) Provide training for the extension and other field services in improved technology and its transfer to and utilization by the villagers, and increased utilization of appropriate inputs.		

Project Purpose	Verifiable Indicators End of Project Status	Means of Verification	Assumptions
To strengthen the linkage between the University and villages by developing the University's capacity to train and retrain middle and upper level agricultural manpower in agricultural teaching, extension, management and technical skills.	(1) A self-sustaining DAEE (fully staffed by Tanzanians) offering higher level (BSc) training in Agricultural Education and Agricultural Extension.	(1) Univerisy of Dar es Salaam records, on-site inspections, contractor reports and expert evaluation.	TanGov will be able to provide necessary instruction facilities on a timely basis. TanGov will effectively coordinate inputs. TanGov projects/programs will effectively utilize project-trained manpower.
	(2) A self-sustaining CCEA (fully staffed by Tanzanians capable of offering relevant in-service retraining for agricultural instructors and managers.	(2) MATI and FTC records, on-site inspections, and professional evaluation of: (a) Quality of teacher retraining. (b) Performance of MATI instructors (c) Performance of others who have attended CCEA courses.	

Outputs	Verifiable Indicators, Measures of Output Achieved	Means of Verification	Assumptions
1. DAEE (a) Required courses developed for all FAF undergraduates in Agricultural Education and Agricultural Extension. (b) Curriculum developed for undergraduate majors in Ag Education and Ag Extension. (c) Relevant student research and adoption of Agricultural technology for communication and dissemination to farmers.	1. DAEE (a) Courses provided to all FAF undergraduates consisting of: up to 30 lecture hours on principles of extension ed; up to 50 lecture hours on the administration/supervision of programs of ag. education and extension; and additional practicals in extension, ag. education and ag projects. (b) 25 Ag Education and Extension BSc gradues per year. (b) 10 Ag Education and Extension BSc graduates per year. (c) Twenty student research and demonstration projects per year. (c) Eight student research and demonstration projects per year.	University Course Catalog, course enrollment records, and teaching records. Professional evaluation.	TanGov and all donors will continue to coordinate their efforts, support and inputs. TanGov will provide suitable staff for training at the proper time to accomplish the training schedule.
2. CCEA (a) Lesson plans developed for various short courese in agriculture. (b) Short courses presented to Kilimo staff and parastatal managers. (c) Self-sustaining teaching materials/Audio-Visual capability developed.	2. CCEA (a) At least 10 short courses designed with at least 5 short courses presented to 100 students per year. (b) At least three 1 - 3 month specialized workshops given each year. (c) Relevant Audio-Visual and teaching materials developed for use in CCEA course instruction and for use by other FAF Departments, MATIs and extension services.		

INPUTS

Inputs	Verifiable Indicators Implementation Targets	Means of Verification	Assumptions
1) AID Grant	1) AID Grant		
a. U.S. Technical Assistance Personnel	a. Technical Assistance Personnel	a. AID ProAg. PIO/T, University records Contractor records.	AID, Tanzania and Contractor will provide adequate resources and personnel in a timely and effective manner to implement the project as designed.
(1) Department Head of DAEE	(1) 4.2 years		
(2) CCEA Director	(2) 3.5 years		
(3) Teaching Materials AV Specialist	(3) 4.0 years		
(4) Short term consultants	(4) 18 months		
(1) Rural Sociologist			
(2) Department Head of DAEE and Teaching Materials Specialist			
(3) CCEA Director			
(4) Short-term consultants			
b. Participants	b. Participants	b. Participant Training records of Contractor	
(1) PhD, U.S. Academic Trng.	(1) 6 PhD's produced		
(2) MSc, U.S. Academic Trng.	(2) 10 MSc's produced		
c. Commodities, Project Support	c. Commodities, Project Support	c. Project and University equipment and inventory records.	
(1) Audio-Visual and Office equipment	(1) Audio-Visual Dept. in operation		
(2) Three 4-wheel drive Landrovers, 1 station wagon (Peugeot)	(2) Landrover in use during Project life		
(3) 40-passenger bus (eliminated)	(3) Bus in use during Project life (eliminated)		
(4) CCEA Special Workshop/ Seminars	(4) At least 4 special seminars held.		

INPUTS (Continued)

Inputs	Verifiable Indicators Implementation Targets	Means of Verification	Assumptions
2) TanGov Contributions	2) TanGov Contributions		
a. Personnel	a. Personnel		
(1) DAEE staff	(1) DAEE; 5 professionals and 2 clerical		
(2) CCEA staff	(2) CCEA; 3 professionals and 2 clerical		
(3) Participant trainees	(3) Salary while in the U.S. for 16 participant trainees.		
b. Commodities and Project Support	b. Commodities and Project Support		
(1) Vehicle repair and P.O.L.	(1) Vehicles and equipment in use		
(2) Misc. equipment supplies			
c. Other Costs - Buildings	c. Other Costs - Buildings		
(1) DAEE Instruction facilities	(1) 325 m^2 constructed		
(2) Hostel	(2) 490 m^2 constructed		
(3) Conference Center	(3) 408 m^2 constructed		
(4) CCEA Instruction facilities.	(4) 600 m^2 constructed		

B. Project Implementation and Management

1. Assess Project's Implementation Plan and Progress

The implementation proposed in the PP assumed a start-up date of August 1978 when, in reality, the Contract with USU was signed in September of 1979. This would move proposed action dates to approximately one year later. Additionally, certain functions of the Contractor had been deleted from the RFP. Soon after the Contract was effected, the USU team developed its own implementation plan to accommodate the changes.

The evaluation team's appraisal is based upon a hybrid of the three documents:

(1) the Implementation Plan in the Project Paper (time shifted);

(2) the Implementation Plan in the AID/USU Contract;

(3) the Implementation Plan developed by the Contractor after arrival at Morogoro.

Staffing - The Contractor has generally complied with the staffing inputs, although beset by some delays in obtaining formal approvals and a few medical problems which resulted in vacancies of the Contract staff for several months. Consultants have been drawn upon as needed.

Participants - Some of the participant training was begun promptly in the initial year. Responsibility was transferred to the USAID before implementation, which affected the Contractor's initial plans. Nonetheless, the target dates for commencement of studies have been fairly well complied with. A modification in the degrees of training provided (hence, duration of training) will present serious problems when Contract terminates, because some key positions will not be filled until participants return.

In-service training for Tanzanian staff is extremely in arrears, partially because participants remain in the U.S. longer than originally planned, and partially because some appointments have not been filled.

Commodity Orders - Originally planned as a Contractor function, this responsibility was assumed by the USAID before the implementation date. The ordering itself was delayed by several months. Three of the four vehicles arrived between early 1980 and mid-1981; and the drastically distorted audio-visual commodities arrived from February 1982 to July 1982. The delays of approximate 18 months have resulted. (Annex C provides more details.)

New Construction - Three houses for occupancy by the Contract staff were scheduled for completion by December 1979. All three were ready for occupancy two years behind schedule.

Construction of the office block CCE Center and AV Department, and the CCE Hostel was undertaken under a separate accord between KILIMO and

the USAID using PL-480 generated funds. These facilities, commenced in early 1980, are partially complete as of this writing (November 1982), but are already being used to some extent. Full operations are not yet possible, and the project is in its final year.

Program Planning and Linkages - The elements in this category are of long duration and somewhat intangible. The evaluators feel that the project is addressing these issues but should seek to further strengthen and broaden linkages between the FAF, other bilateral projects, KILIMO, (particularly Training, Extension and Research Departments), Prime Minister's Office and the operating elements, including extension services, research stations, RADOs and DADOs and parastatals. The "pay off" has already been evidenced in its successful collaborative activities with MATIs, the Farmer Training and Production Project, Training for Rural Development Project and RIDEPs. Inviting research specialists to provide lectures at the DAEE and the CCEA can strengthen future collaboration among Research, Training and Extension. Supposedly, these efforts were to extend to September 1982. They should be continuous.

The evaluators were not able to observe student-village activity during this visit which coincided with the examination period. This activity is to continue for the duration of the project.

Assistance in Completion of the CCEA- With all of the new construction of the office block, hostel and AV/CCEA deplorably behind schedule, it is not realistic to expect the planned results to be realized. It appears that the Contractor and USAID have applied as much pressure as can be expected on the responsible agencies.

The new hostel has been turned over to the FAF, but construction deficiencies seriously limit its use. It would seem futile to expend much attention on a Phase II of the construction work while Phase I continues to languish. The Contractor has repeatedly called attention to, and offered suggestions for filling the staff vacancies at the CCE, but the positions remain vacant. The FAF, in turn, has advertised publicly for applications, but no satisfactory responses were obtained.

Center for Continuing Education Activities

Despite the construction delays and the lack of Tanzanian personnel, the USU technicians have managed to create a functioning Center which is providing some of the intended services. It is to their credit that hard work and improvisations have provided fine examples of what a Center can do, and have revealed a felt need for this activity at the Morogoro campus. Unfortunately, there will be very little residual value, given the lack of Tanzanian counterparts or support staff.

The Deputy Director of the Center (USU technician) has even demonstrated that financial support is available to permit the Center to be self-sustaining. This can be facilitated if the CCEA is organizationally

separated from the DAEE, especially for budgetary managment. The Audio-Visual Center, which will serve the entire Faculty of Agriculture, Forestry and Veterinary Science, is slated to be administered by the CCEA which will be the primary user of its services. The AV Center is already physically located in the same building. The CCEA has already conducted several conferences and short courses, and demands for increased future use of the facility are very evident from governmental and paratatal organizations, but, thus far, it has been practically a one-person operation.

Audio-Visual Services

This field of activity was delayed because of facility construction and a delay in the arrival of officially ordered commodities. Nevertheless, after a slow start, most of the planned services and functions are being performed on a regular, though limited, basis. These services should markedly increase, starting in December, with the return from training of the designated AV Center Head. A sample campaign-type of extension effort on cowpeas, exploiting AV aids has been packaged by the project and the USU campus backstops and is being field tested now. The AV participant in the U.S. assisted in the preparation of the package.

DAEE Activities

The FAF and the Contract staff are satisfactorily complying with the elements of this sector. AEE option courses have been offered this year, and the FAF hopes to publicly announce the Master's degree possibility next year, but more probably in 1984. The project has encouraged the inclusion of more extension courses vis-a-vis education courses, and a greater proportion of village/farm fieldwork. The Head of the DAEE and the Dean both assured the evaluators that this has long been an objective of the Faculty. Many of the courses offered are being personally presented by the Contract staff members until the replaced Tanzanian return from training abroad.

Project Evaluation

As mentioned above, the Contract staff has developed its own Implementation Plan which closely follows the Contract outline, allowing for changes promulgated by the USAID. Indicators have needed to be adjusted to some extent due to variations in enrollment and other factors treated in Section A. of this Evaluation Report. The Contractor is to be complimented on the thoroughness and readability of the semi-annual reports. They have been very useful to the evaluators. USAID reviews have been conducted, but the present document is the first formal in-depth evaluation. This may be due to a great extent to the completeness of the semi-annual reports, to the close collaboration of the USAID Project Manager, both with the Contract team and with the USU campus coordinating staff, and the semi-annual project reviews conducted by USAID.

2. Quality and Effectiveness of Project Implementation and Management

The evaluators were very favorably impressed by the quality and effectiveness of both the Contractor and the USAID efforts in project implementation except for the factors already indicated in Section B.1. Despite the many unforeseen impediments, the activities at Morogoro have been kept on track and quite well on schedule. A few decisions taken early on have not proved to be advantageous, but they were made altruistically at the time. The Contractor has been obliged to "make do" with limited resources and has made an impressive impact on the FAF and outside agencies which should be collaborating with the Faculty. The USAID Project Manager has provided the necessary support and guidance while still permitting the Contractor to "run his own show." The chief shortfalls in achievement of objectives result from (a) lack of counterpart and support personnel to share responsibilities and to maintain the momentum of project activities, (b) delays in provision of commodities, and (c) delays in building construction.

3. Support relationship and institutional linkages established between the Faculty of Agriculture and Kilimo, Extension Service, Agricultural Research Stations and the villages in order to develop improved training for agricultural staff who will in turn train, organize and supervise village-level workers and farmers

The project has made good strides in this regard. Relationships with the Ministry of Agriculture are stronger and promise to become even more closely knit when the Faculty is given university status. Plans are now under development for massive in-service training of Kilimo staff at the CCEA next year in the Wolverhampton "How to Teach" course. This three-month training has previously been provided by the British Institution on an expensive visitation basis. Wolverhampton is collaborating with the CCEA to develop the capability at the Faculty's Center. The Agricultural Extension Service is involved in the development and testing of "training packages" to be used at the villages. Local extension agents are involved in the students' village practicals as are the RADOs and DADOs. At the time of the evaluation visit, this particular linkage appeared to need strengthening. The Kilimo MATI tutors are being provided with in-service courses by the CCEA. Research has collaborated in the development of the "training package" and presumably will be requested to provide initial inputs for future packages. The CCEA was involved in the FAF-sponsored Conference on Farming Systems and Farming Systems Research in Tanzania in April 1981. The USAID financially supported this 3-day event which brought together 157 technical agricultural specialists and administrators from many agencies. It was held at the Arusha International Conference Center. Even stronger ties must be made with researchers, if only for the faculty's self-interest in keeping its staff and students current on latest research findings. This can be accomplished by inviting researchers as guest lecturers and by visits to research stations by staff and students. The varied training possibilities of the CCEA can also promote this linkage.

Beyond these relationships, project personnel have sought collaborative opportunities with other USAID-supported projects such as the Farmer Training and Production Project, and Training for Rural Development, and with the West German TIRDEP Project. An agreement with the West Virginia University technicians in the FTPP activity will standardize content and format of the teaching materials which will emanate from both projects. And the personal relationship with the Rockefeller Foundation provided stop-gap resources to the project in its early stage.

4. Strengthening DAEE Capabilities

a. to offer core courses in small farmer extension and organization skills -

Village surveys, student activities at the farmer level, course presentation by Contract staff (many of whom had years of previous experience in Tanzania and other countries), interfacing of DAEE and Contract staff, and U.S. training of DAEE staff have all contributed to this end. Some of the participants are conducting or will conduct research at the Tanzania rural level in pursuit of their advanced degrees.

b. to implement a new degree major in Agriculture Education and Extension -

This was not a new innovation, but the FAF's previous efforts did not endure. The Faculty, with the support of the Contract staff, reinitiated this program in 1982, with an enrollment of three students. This trial has indicated the need for revision in some of the required courses and more emphasis on village-level work.

c. to develop an in-country MSc program for mid- and upper-level agriculturalists -

A program has been developed but will not start until 1983 or 1984, depending upon response and availability of teaching staff.

d. to assist the Faculty in creating an evaluative capability on extension performance and service needs of small farmers -

Contract staff, consultants, and the DAEE staff have collaborated to incorporate this aspect into the curriculum. Students are required to conduct baseline surveys in the villages in which they do their field work. The evaluative capability will be strengthened as PhD participants return to Morogoro.

e. to provide the academic leadership within the Faculty to guide and support the development of the CCEA program -

As detailed elsewhere in this report, a Contract technician has been almost solely responsible for the development of the CCEA. It is now functioning at a fairly high level despite the fact that the facilities

are not complete. Other departments of the Faculty as well as outside allied agencies are being serviced with short courses, conferences, and in-service training courses. The lamentable factor is that no counterpart assistance has been provided to benefit from the accruing experiences.

f. to assess the project's technical backstopping and support at Utah State University -

The evaluators visited the home campus prior to coming to Tanzania. The originally designated Chief of Party for the Morogoro project has been serving as Campus Coordinator since his return to the U.S. and continues to compile training materials for use at the FAF. His knowledge of the Tanzanian situation and the FAF have facilitated the support services. Recent organizational changes at the USU have assigned responsibilities for this project to the Department of Sociology, Social Work and Anthropology and the appointment of a new Campus Coordinator for the final year of the project. These changes should not have any detrimental effects since the same resource people are still available.

C. Tanzanian Government Support

1. Physical Facilities

The PP called for the TanGov to provide 1,833 m^2 of office, instructional, laboratory and dormitory space. At the outset, some space was provided by the FAF but in scattered locations. It was determined that a separate DAEE/CCEA facility was needed, consisting of an office block, classrooms, AV unit, conference hall and dormitories to be constructed during Phase I. During Phase II, additional facilities are to be constructed: a second story on the CCEA/AV building, a kitchen and dining hall and additional dormitory space.

It was agreed that financing for construction would be provided from PL-480, for which the MOA has primary responsibility. Unfortunately, no agreement was signed as to the completion date for the construction. The MOA has indicated a completion date of December 30, 1982. The buildings are not complete as of early November 1982. Building construction is far behind any rational completion date for project implementation. This is partially due to the scarcity of construction materials, but largely due to the construction contractor's attitude. The University of Dar es Salaam has parliamentary authorization for proprietary contracting arrangements and can select contractors who they know through experience are more reliable and prompt about construction. It might be feasible for the MOA to release the funds for Phase II directly to the University for the second phase, making the University responsible for construction rather than the slow, unsatisfactory bid process used in Phase I.

Short course/workshops have been held, but since the CCEA facilities were not completed, arrangements had to be made for facilities elsewhere. The USU technicians spent an inordinate amount of time on tasks related to building construction and furnishings, seriously reducing the time and energy available for organizing and conducting short courses/workshops.

Two of the houses for the technicians were to be constructed by the TanGov and one by USAID. The houses were completed more than a year after the technicians arrived. However, the FAF provided adequate housing during the interim, and, therefore, no impediment resulted. The house plans included an outside storage facility at each house, which remains to be done. This has not had an adverse effect on the project although it may have resulted in some personal inconvenience. Nevertheless, the facilities should be constructed as per the plan. Generally, late completion of the physical facilities have impeded project programs.

2. Adequacy of Tanzanian Personnel Assigned to the Project

There is and has been a near void of Tanzanian personnel assigned to the project to date. Participants were selected and programmed for training to fill positions upon their return, but only three will return prior to PACD. Subsequent changes in the level and duration of training programs reduced the total number of participants from 16 to 13, and the number trained for the DAEE/CCEA from 8 to 6.

A Tanzanian Director of DAEE, assigned July 1, 1982, is performing satisfactorily, and will be capable of handling the position at PACD. No other professional staff have been assigned. Clerical staff have been provided for the DAEE.

The Tanzanian Rural Sociology/Extension staff member completed a MSc under the project and returned to the department for nine months before being programmed for a PhD. He will not return to the department prior to PACD. One other DAEE staff member will return from training May 1983. The other three DAEE staff will return from training after PACD. No replacement substitute staff was assigned to the department while the participants were in training. This has required that the technicians teach a heavy courseload and carry other operational responsitilities, seriously reducing time and energy for planning and organizing a program and providing guidance to a Tanzanian staff for developing departments more capable of continuing at PACD.

The Tanzanian Director of DAEE is also Acting Head of the CCEA. Other than that, the CCEA had no professional or clerical personnel assigned. The clerical staff and an administrative assistant have been included in the plans for early 1983. This can relieve the technician of some of the "nuts and bolts" tasks and alleviate the problem of management, planning and operations of the Center.

3. Adequacy of Funds Budgeted for the Project by the University of Dar es Salaam

Budget funds have been adequate.

D. Assess the need to continue to provide technicians at the Faculty of Agriculture past the present PACD of February 1983.*

1. All of the objectives will not have been achieved by September 1983.

The reasons have been detailed in various sections of this report.

The Tanzanian staff and Kilimo officials most closely associated with the project are unanimous in requesting an extension of the technical assistance: (1) Looming on the horizon is the expected designation of the Morogoro facility as a full-fledged university and the administrators foresee a great need for further assistance at that juncture; (2) The academic final examinations are held in late October and early November, and normal academic practice requires that the final exams be designed and graded by the instructor who taught the course. Since the USU staff is actively teaching, the September 14 departure would preclude a normal conclusion of the courses they will have conducted; (3) The loss of the USU staff will also present a dire shortage of faculty during the 1984 academic year because some of the faculty will still be completing their PhD training in the U.S., including the person designated to Head the CCEA; (4) Master's degree courses will probably be presented for the first time in 1984, and the expertise of USU will be needed to guide it through its initial year.

The Contract staff adds another factor. (5) The late arrival of the audio-visual commodities and irregularities in the shipment received, resulted in delays and complications in the training of AV technicians in the utilization of the equipment. Lack of familiarity with the items and with USAID procedures for claims and modifications will present formidable and prolonged tasks for the Tanzanians, but to a far lesser degree for a Contract technician. Alternatively, some expensive items will be a total loss for the project and the FAF.

Given the history of bilateral development projects and the present financial constraints of both parties, the evaluators respond to the above supposed justifications as follows:

(1) Assistance during the upgrading of the FAF to university status does not come within the parameters of this project. Other avenues should be explored.

(2) Since the DAEE does not have enough staff at present to teach all of the courses, it follows that neither would it have staff to handle the additional examinations and grading. It seems reasonable to consider extending the three present USU technicians for three additional months (to December 14, 1983) if funds are available in the Contract.

---

* The AID/USU Contract indicates a PACD of September 14, 1983, and the evaluators were advised that this is the planned PACD.

(3) This personnel shortage in the DAEE was forseeable at the time participant training programs were planned. The original plans in the Project Paper would have been more practicable. If the gaps cannot be temporarily filled by talent from other departments, the FAF should attempt to borrow visiting professors to fill the 1984 gaps until the original staff members return. The CCEA Director will also be delayed, but it should be possible to borrow or hire a person conversant with agricultural extension outreach who could serve as Acting Director and counterpart to the USU technician. If this were done immediately, that person could receive almost a year of on-the-job experience before the project terminates.

(4) With the DAEE expertise available by then, the administrative guidance which should be available from the University of Dar es Salaam, and the relatively few MSc candidates expected for the first year, the DAEE should be willing to "try its wings." If the resources are not sufficient, it may be necessary to delay offering the MSc for another year.

(5) With the workload currently being carried by the Chief of Party, and the lengthy task of sorting out the commodity shipments, it is very doubtful that the AV component of the project can be adequately satisfied by September 1983. The evaluators suggest that the Contractor utilize a consultant in audio-visual equipment from the home campus (or elsewhere) for perhaps three or four months to assist the COP in the very near future. (This assumes that funds are available.)

2. Recommendations Concerning Future Inputs (AID)

Commodities

The station wagon which remains from the original order of four vehicles is still needed. Substitutions and modifications for many audio-visual items will be necessary if the original plans for the Audio-Visual Center are to be realized. Orders for expendable AV materials have been delayed pending the arrival of the equipment. In view of the time remaining, this order should be compiled at once and filled in a most expeditious manner. It will include photo film, photo paper, chemicals, plates, lamps, mimeo paper, printing stock, magnetic tape, spare parts and office supplies.

Participants

No additional participants should be considered at this time.

Technicians

Continue the present level of support to December 14, 1983. Provide short-term audio-visual consultancy for 3 - 4 months.

E. Analysis, Conclusions and Recommendations

The evaluation team is of the opinion that this project is making noteworthy and potentially long-lasting contributions to the improvement of agricultural education and extension institutions in Tanzania. The output indicators at the "grass roots" may not be apparent as early as expected in the Logframe of the Project Paper, but should become more evident as the graduates of the FAF begin functioning in the field. The cost of the project seems relatively low for the benefits which should eventually evolve. It is incumbent upon the Faculty of Agriculture and Forestry, KILIMO, the Contractor, and USAID to facilitate an orderly phase-down of the project in order to maintain the continuity of the FAF functions. The roles of each agency are spelled out in the recommendations.

The PACD, unfortunately, arrives at an extremely inconvenient time of year, academically. This disruption can be minimized by authorizing the three Contract technicians to complete their teaching years -- an extension of three months. The glut of work remaining in putting the Audio-Visual Center into full operation can be largely handled with the use by the Contractor of a short-term audio-visual specialist during the final year. The solution of other "inconveniences" rests upon the FAF.

The implied additional costs for the Contractor are estimated:

3 technicians X 3 months = 9 technician months (includes overhead)	$63,000
1 AV consultant X 4 months (including travel and per diem)	22,000
	$85,000

RECOMMENDATIONS

1. The Agricultural Education and Extension Project be extended for three months, to December 14, 1983, to permit completion of the academic year at the FAF.

The Contractor's four-year Contract expires on September 14, 1983. All three members will be engaged in the teaching of courses, inasmuch as several DAEE faculty members will still be undergoing advanced degree training in the U.S. The normal procedure at the Faculty is for the class lecturer to prepare, administer, and grade the final examinations which are given about November 1st. With an already existing shortage of faculty, it is improbable that the responsibility could be passed on to someone else. In fairness to the students and the DAEE faculty, this three-month extension seems reasonable.

2. The Contractor should engage an audio-visual consultant to assist the COP in inspecting and testing the recently arrived audio-visual equipment, effecting necessary modifications or substitutions, and training local staff in utilization of this equipment.

The Chief of Party of the Contract Team also serves as the Audio-Visual Specialist. As COP he handles administrative matters for the entire team, serves on several FAF advisory committees and liaises with USAID, other project groups, MILDMO, Utah State University; visitors and consultants and provides overall supervision of the Contract responsibilities. As Audio-Visual Specialist, he teaches regular classes in communications techniques, short courses, supervises the work of the Audio-Visual Center, and provides on-the-job training for technicians of the Center. He will be relieved of part of this load in December 1982 with the return from training of the Tanzanian designated as Head of the Audio-Visual Center.

An unexpected task has emerged with the late arrival and miscarriage of the audio-visual commodity order. The evaluators estimate that several person-months of work will be required (a) to unpack and assemble the items, (b) to put many electronic machines into operation, (c) to repair or modify many other items which do not meet the requested specifications, (d) to reorder those items which did not arrive, (e) to comply with AID procedures in redressing the procurement errors, and (f) to take immediate steps for procuring the expendable supplies required for the Center's operations.

3. An Acting Director and other staff for the Center for Continuing Education in Agriculture be appointed this year; the CCEA be administered as a separate Department of the FAF.

Up to the present, the establishment and implementation of activities at the newly created CCEA have provided an impressive demonstration of what can be done in the way of innovation. The USU technician has

undertaken this function, virtually singlehandedly, and a CCEA has been actively operating for more than a year, presenting short-courses and in-service training sessions, and co-sponsoring a national research conference for 157 people. Plans for the coming year are even more ambitious, and the Center is already recognized as a facility for convening and sharing resources of the many entities in Tanzania which are concerned with agricultural progress.

This commendable headway has been achieved despite the fact that the U.S. technician has been working without a counterpart; the designated Head will not return from overseas training until 1985; there will be no one who has been "through the ropes" when the Contract ends unless measures are taken immediately. The non-academic appointments of a secretary and an administrative assistant for the CCEA have been similarly neglected.

This "result demonstration" has been successful. Time may run out before the "method demonstrations" can be exploited. The FAF should appoint a Tanzanian as Acting Head with great urgency, lest the CCEA growing pains shall have been in vain. The additional positions of Executive Officer and Administrative Assistant are long overdue.

Inasmuch as the Center will serve the entire FAF as well as allied outside organizations, and will be generating its own funds, there seems to be no advantage to remaining administratively under the DAEE. As soon as the Acting Director and supporting staff are appointed, the Center should begin functioning as a separate department as envisaged in the Project Paper.

4. <u>The Phase I construction details be acceptably completed as soon as possible. This involves provision of window glass to all buildings, roof repair on the hostel and other details which hamper full utilization of the buildings.</u>

Construction delays have been pointed out by the Contractor in each of his semi-annual reports since 1980. Some seemingly slight details remain which preclude the full utilization of the three buildings of "Phase I." These include such matters as glass for the windows, a leaky roof on the hostel, final details of wiring and plumbing, and the provision of office furnishings. This has hampered the project quite seriously: outside facilities have needed to be used for CCEA courses; class sizes have been limited; and the Audio-Visual Center's organization and productivity have been curtailed.

The funds have been available for some time, the plans and necessary guidance are at the ready -- officials of the host government must take decisive action.

5. The curriculum for Agriculture Extension majors at the DAEE be reviewed and revised downward.

a) to eliminate unnecessary or duplicative courses;

b) to switch emphasis to village-level fieldwork, rather than classroom theory in education; and

c) to reduce the total course load which is unduly heavy in comparison with other majors.

FAF and USU staff members are aware that the Extension majors are required to take many of the Agricultural Education courses which are not particularly applicable to extension work. Some courses have been reported by students as duplications of others. (Ex: Courses 302 and 310; Courses 303, 304, and 305.) With the emphasis on field work, additional time loads are required. At present, Extension majors must carry about twice the time load of majors in other disciplines. This is very likely a reason for the low number of students who are selecting Extension as their major.

Further delay in making these changes and equalizing the student work loads will be counterproductive to the project objectives.

6. Contractors for the project and for the Farmer Training and Production Project continue to strengthen their collaboration and standardization of teaching and training materials.

Both of these USAID-supported projects list the production of teaching manuals and training materials as expected outputs. The FTP Project is geared to improving training at the MATI and village levels, while the Agriculture Education and Extension Project is directly aimed at the Agricultural Faculty and students at Morogoro, and, through the CCEA, at present MATI staff, extension field staff and village farmers. Ultimately, the technology presented and the approaches used with small farmers should be uniform throughout the government agencies and should represent the most effective and appropriate techniques as determined by studies and experience.

Where the subject matter is to be treated and documented by both projects, each can benefit from the experience of the other, and the resultant documents should be a joint effort. This may mean expanding the opus in some cases, or dividing a broad topic into smaller, specific elements. Lesson plans for in-service training courses should follow uniform layout patterns. And all teaching materials, curricula delineation, handouts, lesson plans and manuals should be standardized in size as far as possible.

The evaluators were encouraged to find that both Contractors have already made a beginning in this effort.

LESSONS TO BE LEARNED FOR FUTURE GUIDANCE

1. An underestimate of time requirements has plagued this project as it has many other development projects over the years and in most parts of the world. Rare is the project which does not experience a time crunch before the objectives are reached. Time, a voracious "pac man," can be found in various phases: recruitment of personnel, settling-in of technicians, construction of houses and other facilities, selection and call forward of participants, ordering of commodities, ordering of vehicles, and final delivery of vehicles and commodities. AID's many years of experience should be a guide in future project startups.

A lead time of at least one year should be automatically allowed between Contract signing and project implementation date.

2. With good reasons, the United States Government has imposed a myriad of regulations on the procurement of commodities. If adequately justified, waivers of certain regulations can be obtained. At the same time, in many technical fields, individual technicians have developed their own favored sets of equipment which have proved most suitable for their tasks -- and have identified others which are unsuitable. To commit such shopping lists into the government system of generic procurement leads to disappointing results, long delays, many chances for errors in recopying of lists, and often unnecessarily high costs. This has been deplorably demonstrated in this project, as well as countless others.

In projects which include substantial or specialized commodity inputs, the implementing agency should be delegated the responsibility for procurement, within the government regulations on costs and countries of origin.

3. U.S. universities have become notorious for inflating the importance of obtaining advanced degrees, especially at their home campuses, for participants from developing countries. Project designers, on the other hand, take a more pragmatic stance and usually set training goals to the direct needs of the project, relying on on-the-job training in-country to be of equal importance. With this project, the USAID's decision to handle the participant training element has avoided the "in-breeding" which can result from all training being done at one institution -- but it appears that the joint decision to upgrade many grants from the master's level to doctorate level will be counterproductive to the project's immediate objectives. It has left the Contract technicians without counterparts during much of the project and will leave a gaping void in the Faculty for one or two years after project completion. Training schedules ought to be carefully tailored and staggered to ensure the on-site presence of adequate local staff throughout the project's life.

Participant training should be limited to the realistic needs of the project; the spread of participants among several institutions promotes the cross fertilization of concepts and ideas. Counterpart interfacing throughout the project can be as valuable as overseas training.

EXECUTIVE SUMMARY - (AFRICA EVALUATION GUIDELINES)

This evaluation summary of Tanzania Agriculture Education and Extension Project was made in October and November 1982. It is being implemented by Utah State University at the University of Dar es Salaam's Faculty of Agriculture and Forestry at Morogoro.

For the purposes of the responses below, the immediate beneficiaries are considered to be the Morogoro Agricultural Faculty and the students who pursue academic courses at that institution, as well as agricultural specialists who utilize the Faculty's Center for Continuing Agricultural Education. Ultimately, improvement in the output of the Morogoro Faculty should be reflected in improved and more effective services to Tanzania's small farmers and the country as a whole.

I. What constraint does this project attempt to relieve?

The project addresses the dearth of adequately trained personnel for organizing and implementing agricultural development efforts at the Tanzanian village level.

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

The project strengthens the staff capability at the Faculty of Agriculture and Forestry at Morogoro, establishes a Center for Continuing Education in Agriculture, and establishes an Audio-Visual Center to support both of these entities.

III. What technology does the project attempt to replace?

The Faculty of Agriculture, and particularly the Department of Agricultural Education and Extension, have had little expertise in the fields of rural sociology and agricultural extension methodology. Furthermore, the coursework provided has been almost entirely theoretical. The project is providing professional staff training and encourages the inclusion of a large amount of farm-level practical experience for agricultural students.

IV. Why did project planners believe that intended beneficiaries would adopt the proposed technology?

The staff on the Faculty are highly motivated toward professional improvement; students already subjected to the curriculum changes express inner satisfaction with the practical approaches and fieldwork with farmers. Faculty staff feel that audio-visual support already provided makes their teaching more effective.

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

Teaching staff has been exposed to more effective teaching methods and is aware of advances in their fields. Agriculture students have voluntarily chosen to study in the agricultural field. Personal and national pride motivates both staff and students to greater competence in their fields.

VI. What adoption rate has this project achieved in transferring the proposed technology?

The proposed technology has been accepted and implemented as fast as present conditions permit. Limiting factors are the number of available personnel and time.

VII. Has the project set forces into motion that will induce further exploration of the constraints and improvements to the technical package to overcome them?

Advanced training provided in the U.S. encourages participants to conduct their research projects in rural Tanzania. Master's degree programs are in the plans for the Morogoro Faculty, thus requiring in-depth studies of Tanzanian agricultural themes.

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

No. Further inputs into the educational institutions are expected to be limited to the Tanzanian government and donor agencies.

IX. What delivery system does the project employ to transfer technology to extended beneficiaries?

The project provides further academic training for existing Faculty staff who, in turn, train the country's future agricultural extension staff, agricultural school teachers, and government farm operators. The Center for Continuing Agricultural Education being established under the project will provide a venue for short courses, in-service training and conferences for agricultural specialists in education, extension, research and related services.

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

Participant training in the U.S., visiting professors at the local faculty, and on-the-job training for counterparts to a lesser degree.

XI. What effect did the transferred technology have upon those impacted by it?

At the staff level, a manifested desire to increase the local effort to develop a Master's degree program in agriculture; to modify the existing curricula to incorporate more practical field work; to provide more personnel for the Audio-Visual Aids Center; and to promote linkage of education-research-extension at the new Center for Continuing Education in Agriculture.

At the student level, demonstrated enthusiasm for classes which permit them to test classroom theory with village farmers in their own setting.

of the same until December 1, when the trial of the case starts.

MOROGORO — A new ultra modern centre with decumentation, information dissemination and conference facilities has been opened at the Faculty of Agriculture Forestry and Veterinary Science, Morogoro.

Known as the Centre for Continuing Education in Agriculture (CCEA), its construction was financed by the Ministry of Agriculture and the US Aid for International Development.

TANZANIA DAILY NEWS
Nov 11 1983

ANNEX A

ARTICLE I - STATEMENT OF DUTIES

I. Objective

The Contractor shall provide technical assistance to USAID/Tanzania for a mid-project evaluation of the Agriculture Education and Extension Project, 621-0135, and prepare a report setting forth its findings and reasons thereof.

II. Scope of Work

The Contractor shall serve as a technical resource to USAID/Tanzania in conducting a mid-project evaluation of the subject project and as a drafter of a final evaluation report of findings, reasons, and analysis. In performing this function the Contractor shall investigate and evaluate project components according to the outlines set forth below. However, the Contractor shall not limit its investigation to these project components, nor to current activities within each component. The Contractor shall investigate other components and/or related issues -- both past and current -- which it considers relevant for performing a comprehensive evaluation.

A. Concerning project goals, purpose and outputs, the Contractor establish:

1. whether project goals, purpose, outputs and verifiable indicators as stated in the Project Paper and Logframe are realistic and can be accomplished with the proposed project inputs;

2. if the present Logframe is not a viable instrument against which to test the project's progress, a substitute Logframe shall be prepared;

3. actual project outputs accomplished; and

4. how project inputs could be restructured to accomplish the present or revised project outputs.

B. Concerning project implementation and management, the Contractor shall:

1. assess the project's proposed implementation plan and Contractor's timetable to ascertain whether the project has remained on course with its required schedule of implementation actions; if project is behind schedule, determine the degree to which project objectives can be accomplished by the PACD;

2. assess the quality and effectiveness of the project implementation and management;

3. assess the support relationship and institutional linkages the project has established between the Faculty of Agriculture, Ministry of Agriculture, Agricultural Extension Service, Agricultural Research Stations, and the villages in an attempt to develop improved and more relevant training for agriculture

staff who will in turn train, organize, and supervise village-level workers and farmers.

4. assess the extent to which the project has strengthened the Faculty's Department of Agriculture Education and Extension (DAEE) capability to: (a) offer core courses in small farmer extension and organization skills; (b) implement a new degree major in Agricultural Education and Extension; (c) develop an in-country MSc program for middle and higher level agriculturalists; (d) assist the Faculty to create an evaluative capability for assessing extension performance and service needs among small farmers and villages; (e) provide the academic leadership within the Faculty to guide and support the development of the Center for Continuing Education in Agriculture (CCEA) program; and (f) assess the project's technical back-stopping and support at Utah State University (the project Contractor).

C. Concerning Tanzanian Government support, the Contractor shall:

1. establish the extent to which the TanGov support has facilitated or impeded implementation and achievement of project objectives (i.e., construction delay in the CCEA seminar and office buildings);

2. comment on adequacy of Tanzanian personnel assigned to the project and

3. determine whether adequate funds are being budgeted by the University of Dar es Salaam to support the project.

D. Concerning continuation of the project, the Contractor shall:

1. assess the need to continue to provide technicians at the Faculty of Agriculture to carry out the objectives of the project past the present PACD of February 1983 (i.e., to assess the feasibility of the project activities meeting their objectives both with and without the continued participation of the technicians).

2. make recommendations concerning the future inputs of the project. Based on the analysis in Part A, recommend whether and at what scale project activities should continue.

E. For final analysis, conclusions, and recommendations the Contractor shall:

1. write a thorough analysis of their findings concerning the issues set forth in the above project components; and

2. based on this analysis, develop recommendations as to whether the project should move to a phaseout mode in order to terminate as originally planned or be extended to continue the objectives of the project. A revised implementation plan and budget should support these recommendations.

ANNEX B

UNIVERSITY OF DAR ES SALAAM

FACULTY OF AGRICULTURE, FORESTRY AND VETERINARY SCIENCE

MOROGORO

A NOTE ON THE PRESENT AND FUTURE DEVELOPMENTS OF THE CENTRE FOR CONTINUING EDUCATION IN AGRICULTURE (CCEA)

A College/Faculty of Agriculture which trains manpower for research, training and extension, must itself be engaged in agricultural research and extension/demonstration. For this reason, the Regional authorities in Morogoro allocated twenty-five (25) villages to be used by the Morogoro campus for teaching extension methods to students. At the same time, the College of Agriculture has to serve as a source of new knowledge to old graduates working in agricultural administration, planning, research, training and extension. Since the facilities at the Morogoro campus were committed throughout the year for formal undergraduate and post-graduate training, the Centre for Continuing Education was established with the support of the USAID in order to cater for short courses for various cadres of agriculturalists.

PROGRESS THUS FAR

Due largely to problems on the part of contractors, the construction of the buildings took a long time, and even now there are a few items which need to be completed. The hostel which was completed earlier than the main building in which the conference hall seminar rooms and offices are located has already developed some cracks on the roof and it is leaking.

The glass for windows in the main building and office block has yet to be provided by the Ministry of Works. The drawings for Phase II of the project which includes seminar rooms, staff offices and another hostel block have already been approved by the Government and tenders to contractors who might be interested in constructing the structures will be announced in December 1982.

The manpower provided by USAID through Utah State University have done a commendable job. They would have done better if the buildings for the CCEA had been completed on schedule. The Team Leader has initiated a lot of programmes. His colleagues from Utah State have all played their part. The following programs have been run by the CCEA: (a) a workshop on tractor mechanized operations for farm managers drawn from National Agricultural and Food Corporation (NAFCO) farms (6 weeks); (b) a seminar for extension workers in Morogoro District for testing a Cowpea Training Package (5 days)

(c) a short course for secondary school agricultural teachers (4 weeks); and (d) a short course for Ministry of Agriculture (MATI) tutors (2 weeks). A six-week course to teach foresters from Eastern African countries research methodology has been organized for November to December 1982 through the International Research Centre of Canada (IDRC). A ten-day short course on extension methodology to Regional Livestock Development Directors of the Ministry of Livestock Development will take place early in 1983. A three-month teaching methodology course for MATI tutors, is being planned for May, June and July 1983 while plans for a nutrition conference next year are being finalized.

Specialists in all Departments of the Faculty of Agriculture, Forestry and Veterinary Science have been called upon to offer lectures from time to time.

FUTURE PROSPECTS OF THE CCEA

(a) The Importance of the Centre in Helping the Faculty/College of Agriculture to Integrate Research, Education and Extension

The realisation by the Government of Tanzania that the extension aspect of the Ministry of Agriculture forms the weakest link in the country's efforts to raise agricultural productivity, means that the CCEA will have to team up with the Ministry of Agriculture in preparing Extension aids and in running short courses for the field staff. Similarly, the newly created Research Organisations for Crops, Livestock, Forestry and Fisheries will require facilities such as those provided by the CCEA for training young scientists in research project preparation, report writing, etc. The tutors at the Training Institutes of the Ministries of Agriculture, Livestock Development and Natural Resources and Tourism will need to come to the CCEA to upgrade their knowledge in their areas of specialization and in teaching and extension methodologies.

(b) Linkage with Upcoming Farming Systems Research (FSR) Project

We note with interest that the prospects for the USAID-funded FSR project are very high now. It is our hope that somewhere along the line this new project will require an extension and dissemination activity. Although the extension component is not so clearly defined, training courses and materials preparation have been given some attention in the proposed budget for that project. This puts the CCEA in a very good position to offer FSR courses as well as some extension/training materials for the project.

(c) Linkage with On-Going Training for Rural Development Project (TRD)

The TRD Project is seen as a quite successful effort in rural development management training. We see the CCEA as a potentially useful facility for harmonizing the approaches used by TRD Project with those of the Ministries of Agriculture, Livestock and Natural Resources.

(d) Need for the Extension of the Project, Especially in the Provision of Expert Manpower.

The present termination date (Sept. 14, 1983) is a very awkward time

for the active teaching project staff members as they will have to leave before students' final examinations which come up in November. This means that they will not be able to mark the scripts for the courses that they will have taught at the beginning of 1983 and complete supervision work for students' special projects. Thus, as a minimum, the active teaching project staff could best help us if they could be allowed to stay on up to the end of next year.

Further, the delays in the completion of the main building for the CCEA have subsequently delayed the assembly of specialised equipment from the U.S.A. This equipment, especially that for Audio-Visual Aids, would have facilitated the handling of the courses the CCEA has been running. The only one year remaining before the team provided by the USAID is due to leave is not adequate to enable the staff to put some of this equipment securely in place and to allow Tanzanian staff to be trained and take over the management of this equipment. With the exception of Dr. K.J.B. Keregero, most of the Tanzanians in the Department of Agricultural Education and Extension who are expected to contribute much towards the teaching and programming for the CCEA are away on training abroad. These include Messrs: Luganga, Mvena, Mattee, Rutachokozibwa and Malalla. This means that when the present USAID-sponsored team leaves next year, there will be little or no continuity in running CCEA activities as most of the staff will not be back then.

Considering all the above, a genuine and strong request is therefore being made to USAID that the project, including technical assistance, be extended for at least two years more, i.e., October 1983-84 and 1984-85.

SUMMARY

The University of Dar es Salaam expresses its great appreciation to USAID for providing the Centre for Continuing Education in Agriculture and for initial manpower in running the Centre. The facility has been provided at an opportune time when Tanzania is reviewing the performance of its agricultural sector with the view to strengthening the funding of agricultural development, and improving the efficiency of its research training and extension components. We have an interest in building a strong affiliation between the CCEA and the new projects mentioned above. We also have a desire for working out specific programmes in connection with these projects especially in extension, training and materials production. A request is finally being made that instead of terminating the technical assistance component in September 1983, the project be extended up to at least September 1985.

AUDIO-VISUAL COMMODITY PROCUREMENT

The audio-visual commodity procurement has provided headaches galore for the Contractor, the USAID Project Manager, the USAID Supply Management Officer, and the procurement agent (Franklin Export Trading Company).

The process started off on a shaky footing. The RFP received by USU assigned the responsibility for procurement of commodities to the Contractor and his bid contemplated these functions. In early 1979, USU was notified by phone that it would probably receive the Contract. With USU's intended Chief of Party already in Tanzania on another assignment, pre-contract activities were started in order to gain time. These included inventorying existing audio-visual equipment at Morogoro, planning additional AV needs by the USU backstop, and lining up potential participants and their training needs. Before the Contract was actually signed in September 1979, the USAID advised USU that the commodity procurement and participant training elements of the project were being transferred to USAID. The drafted list which was considered sufficiently specific for procurement by the Contractor, turned out to be woefully inadequate for U.S. government procurement. The Contractor was unfamiliar with procurement requirements but relied on the descriptions and price estimates to guide the purchaser.

USAID issued the PIO/C in July of 1981, twenty-two months after Contract signing. A blizzard of correspondence between Franklin Export Trading Company, acting as agent for the TanGov, and the USAID attempted to clarify many questionable points in the PIO/C. When the commodities arrived between March and August of 1982, the USU team at Morogoro was dismayed with the results:

(1) The late arrival, toward the end of Year 3 of the project;

(2) The disregard of voltage and cyclage requirements for many items. The entire list had been prepared with the requirement for the 240-volt, 50 Hz standard. Some of the items were provided with the U.S. standard of 120 volts, 60 Hz, but can be adapted with step-down transformers, but those for which the speed factor is vital (sound recorders, motion picture projectors) may not be able to be modified;

(3) The estimated cost price of items were unreasonably disregarded as a guide. A few examples typify the general state of the deliveries. Item 80 in the audio-visual list called for a "Titling Set with plastic letters, estimated cost, $20." Admittedly the description is very skimpy. The item provided was an electric machine costing $650. Item 24 called for a "Workbench with machinists' and woodworking vices (sic) with drawers, back tool rack, estimated cost, $130."; what arrived was one huge blacksmith vise only at a cost of $294. A plastic waste water pipe with trap in the darkroom equipment section was cost-estimated at $4, and supplied at $75. An item described merely as a "color video recorder" resulted in the delivery of an obsolete model which has been superseded many times in recent years. The lenses requested in item 47 to match the camera bodies in

item 46 were not compatible. An item inscrutably called, "A.3 double fullscap" in the Printing and Graphic Arts section was estimated at $25 and the provided item was filled as an electric ditto duplicator valued at $1,975! Many of the electronic items came without instruction manuals of any kind, let alone maintenance and repair handbooks. Several items are still missing;

(4) If and when the required items are received and put into service, the total cost is expected to run to about 50% above the original estimate.

Considerable effort and time will be required to salvage the AV equipment. It may be possible to modify or adapt some of the items; some will need to be replaced; missing items will need to be reordered; and spare parts and expendable supplies must be requisitioned in order to utilize the equipment.

One can conclude that the commodity orders carried improper or inadequate descriptions for procurement by USAID, but these should have been rectified before the PIO/C was issued. The supplier attempted to correct some of the deficiencies but let many items slip through and did not monitor the electrical compliances. Price estimates should have served as partial guides to the items.

The slip-ups are legion, and while the entire process has been deplorable, it behooves the USAID as the implementer, to minimize any such experiences in the future. A suggestion is presented in the "Lessons to Be Learned" section near the conclusion of this report.