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→ BREN
SERIAL NO. 79-81

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE ACCELERATED RURAL LEARNING - TANZANIA			2. PROJECT NUMBER 698-11-690-387*2	3. MISSION/AID/W OFFICE USAID/TANZANIA
5. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY)	
A. First PRO-AG or Equivalent FY <u>76</u>	B. Final Obligation Expected FY <u>76</u>	C. Final Input Delivery FY <u>80</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ <u>296,620</u> B. U.S. \$ <u>200,000</u>	
			7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>September 1976</u> To (month/yr.) <u>September 1979</u> Date of Evaluation Review	
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION				

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

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<p>The major activity to be carried out is the determination of the project's special and economic impact on the beneficiaries. This will be implemented through a social science type survey during the second phase of this two-part evaluation.</p>	<p>GOT (Mr. B.A.P. Mahai, Mr. Y.K. Masisi)</p> <p>USAID (Bob Gilson)</p> <p>AID/W (George Corinaldi)</p>	<p>June 1980</p>

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

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval	
<p>B.A.P. Mahai, Head Research and Planning Department Institute of Adult Education Dar es Salaam, Tanzania</p>		<p><i>Howard Steverson</i> Typed Name Howard Steverson USAID/Director Date September 11, 1979</p>	

13. Summary

All four regional centers have been establishing and operating as programmed in the project agreements. The four centers are located at: Kigoma (Western Tanzania); Simbawanga (Southwest); Singida (Northeast); and Tanga (Eastern shore).

Programs in each center focus on rural training, in record keeping, and simple basic village planning. Evening classes for out-of-school 6 leavers and correspondence education are held while specific courses taught are in the areas of health, nutrition, literacy and other farmer education courses. Thus the overall programming objectives have been met.

Fortunately, during the implementation period from September 1976 to September 1979, the Institute of Adult Education has not encountered any major problems.

14. Evaluation Methodology

The purpose of this evaluation is to measure the Institute's progress in carrying out its adult education programs under this project in order to determine whether or not a follow on project supported with AID funding would be justified.

A brief statement concerning evaluation and feedback is contained in the sub-project paper, a sub-project under the African Bureau Regional Project for Accelerated Rural Learning (ARL) dated April 15, 1976. The Institute has followed this outline so that baseline data on all participants in the activity have been collected. Further, the data are collected on a monthly basis at each of the four centers where the data is then collected and maintained in IAE's Research and Planning Department. Periodic field visits by the Research and Planning Department's staff have been made in order to assist field directors in program implementation.

Now that the project has terminated the Institute will conduct standardized tests and assess behavioral changes on the part of participants as a basis for determining the project's impact.

The methodology used in this evaluation seeks to determine if the project purpose has been achieved has been through:

- (1) Discussions with Project Officers, both from the GOT and USAID.
- (2) Use of AID/W consultant services
- (3) Use of collected data by the Research and Planning Department of IAE
- (4) Periodic visits to the Regional Centers.

15. External Factors

To date IAE has not been able to identify any external factors which might have had either a positive or a negative impact on the project.

The Institute views this as a long-term evaluation issue which can only be determined over time. However, since the regional centers have been established and are operable, one must conclude, at least tentatively, that the assumptions made in the project's design are still valid.

16. Inputs

The major inputs into the project were commodity assistance and participant training. No major implementation problems were encountered. One tape recorder was lost and a claim for it has been submitted. All commodity items, including four vehicles, are in place.

17. Outputs

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| (a) Four new Centers for Rural Transportation | (a) Four centers established: Each center has a landrover, office furniture and equipment, printing paper, audio visual aids. |
| (b) Professional and Voluntary staff trained | (b) Four professional participants have been trained. Two of the four have returned to the IAE, while the remaining two are still in training in the U.S.
No other participants have been trained under this project. |
| (c) Innovative Educational Programs Introduced | (c) During the evaluation period no innovative educational programs were introduced. However, the Institute plans to work with the resident tutors in each center on this matter. |
| (d) Improved National Mass Campaigns | (d) Since 1975, which represents the last mass national campaign (Food is life) in Tanzania, the GOT has not launched any other national effort. However, there is a possibility that the Institute might become involved in a proposed <u>Mass Media Health Practices</u> campaign. IAE has been contacted and preliminary discussions with other GOT offices and the U.S. Academy for Educational Development are taking place. It is anticipated that IAE will be able to play an important role in the effort owing to its knowledge, instructive and policy directions for carrying out special national education campaigns. |

18. Project Purpose

"To assist the Tanzanians in mobilizing and improving the skills of Tanzania's adult population so that this target group can continue working to improve its welfare."

The purpose would be considered achieved when our new regional adult Education Centers were established and made operative. As educational focal points the centers would provide important training services in record-keeping, simple basic village planning, evening classes for out-of-school leavers, correspondence education and the offering of courses in health, nutrition, literacy and agriculture. These four centers are now an integral part of IAB's regional system which totals 20 regional Training Centers. Thus with the addition of the U.S. AID inputs, the GOT has been able to complete infrastructural development in adult education, thereby creating a basis for providing valuable training and information facilities targeted to improve the welfare of the adult population in Tanzania.

19. Goal

"The goal of A.I.D.'s Accelerated Rural Learning Project is to increase the income, productivity, and welfare of Africa's rural poor."

Probably the most difficult aspect of this evaluation is to lay claim that the establishment of the four required centers specifically resulted in increased income, productivity and the general welfare of Tanzania's rural poor.

At this point in time few if any claims on relating the project's inputs to social and economic impact can be made. However, the GOT's strategy is to attempt to discover what linkages can be made by first undertaking an end-of-project survey of participants attitudes, knowledge, and changed behavior patterns. The project paper specifically requires the collection of data for evaluating the project's impact by (a) carrying out standardized tests and (b) making an assessment of behavioral changes on the part of participants in relation to the stated objectives.

Further, the Institute has been introduced to the Physical Quality of Life Index as a social indicator for measuring 13 participants general welfare, whether or not this composite measure of: (1) infant mortality, (2) life expectancy at age one, and (3) literacy can be appropriately utilized is not certain, but PQLI was introduced and discussed.

These longer-term assessments, i.e., the social/economic impact of the project activity, will be looked at during the second phase of the evaluation.

20. Beneficiaries

This paragraph is directly tied to the above statement made in 19. Goals, in that the direct and indirect beneficiaries issue as defined in Sec. 102(d) of the FAI can only be tackled during the second phase of this evaluation. As a first phase the present Project Evaluation Summary (PES) can only assure USAID and the GOF that the project's discrete structure has been made to work. More specifically, this means that the project's input/output ratio has been achieved, which has led to the establishment and operation of four adult education service points in Tanzania.

21. Unplanned Efforts

Again, this important aspect cannot be answered at this time until the record phase of the evaluation is carried out.

22. Lessons Learned

In the field of Adult Education, the essential beginning point in the development of a lay strategy of assistance is ascertaining the real needs of the population to be served. A determination of needs can be made through direct contact and expressed in a base-line survey. Needs can be categorized, according to the population's 'sense of urgency' about their implementation. Thus, the strategy must include a priority of implementation of needs. The most urgent must be carried out almost immediately, or else there will be a loss of confidence in the government agency assisting the activity.

Also, the beneficiaries must be involved in the entire planning of the implementation strategy. Involvement of the people in the development process, i.e., conceptualization and implementation is an aspect of the strategy which must be faithfully adhered to.