PD-AAQ-637

TANZANIA

TRAINING FOR RURAL DEVELOPMENT PROJECT PHASE II (621-0161): FORMATIVE EVALUATION

May 1984

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Abbreviations and Special Terms

AID	Agency for International Development
CCM	Chama Cha Mapinduzi (the political party in Tanzania)
FSC	Farm Service Center
IDM	Institute for Development Management
IDRP	Institute for Rural Development Planning
NCC	IRD National Coordinating Committee
NCO	IRD National Coordinating Office
PMO	Prime Minister's Office
PP	Project Paper
RDD	Rural Development Directorate
REDSO/ESA	AID's Regional Economic Development Services Office of East and Southern Africa
TANGOV	Government of Tanzania
TOT	Training of Trainers
TRD	Training for Rural Development
TRDC	Training for Rural Development Centers
TRDP	Traioning for Rural Development Project
USDA	United States Department of Agriculture
USAID	United States Agency for International Development Mission in Tanzania
UAC	Uyole Agricultural Center
UWT	Umoja wa Wanawale wa Tanzania (National Women's Organization)
VIS	Village Information System

Special Term:

"Functional Managers" refers to persons who have both technical and management responsibilities related to rural development activities.

I. INTRODUCTION

A. PRELIMINARY NOTE: "617" FUNDING

It should be noted that at the time of this evaluation the request for 1.6 million in additional "close out" funds under section 617 of the Foreign Assistance Act had not yet been granted. On April 26, 1984, after the evaluation was completed, the request was granted at a reduced level of [illegible] million. The project completion date [illegible] extended forward to December 31, 1985. Subsequently, the Congress [illegible] the AID budget figure referred to in this [illegible] in light of the 11.19 million loss. The [illegible] and technical assistance components of the [illegible] budget were reduced to make up for the 11.91 million [illegible]. This evaluation has not been changed to accommodate the [illegible] figures. However, the change in the AID funding levels does not alter the substantive elements of this evaluation or its recommendation.

B. SUMMARY

The purpose of the Division for Rural Development Projects (DRDP) "Phase II" is to develop a rural development training system focused on increasing agricultural production and income levels in villages located in specific high potential regions of Tanzania. The training focuses at different levels: villagers, officials, high level executives and trainers. Because of the reduction in U.S. funds, the DRDP Logical Framework model was modified in a draft "Implementation Schedule" [illegible] 1984. [illegible] the project [illegible] the project [illegible] the project [illegible] the project [illegible] the project [illegible] achieved by the [illegible] through the degree of achievement will probably vary between [illegible] specific [illegible] based on stand of investment. Although [illegible] project [illegible], the evaluation team has made [illegible] of [illegible] retirement and [illegible] [illegible] in the peripheral [illegible]. The team has [illegible] the directions of these elements of the [illegible] project. [illegible] specific [illegible] within the [illegible] [illegible] to [illegible] the [illegible].

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lead to changes in attitudes and behaviors when teams of colleagues receive the same training and that training is phased and punctuated with follow ups. This overcomes the often encountered problem of trained individuals not being able to utilize newly acquired skills and knowledge because of inflexibility in their working environment.

Also, HRDP demonstrates the power of adult education methods centered on experiential, problem-solving techniques to evoke change. It shows that these methods are applicable to working with highly educated people as well as illiterate villagers. The strength of this educational approach is using the trainee as the focal point. The trainee is actively involved in the learning process.

C. METHODOLOGY

The team conducting this formative evaluation was requested to assess the progress which has been made since the project began in October 1981. The progress has been measured against the logical framework matrix in the original Project Paper and the draft Project Paper Supplement (dated February 1984). The latter reduces inputs and outputs as a result of funding being curtailed because of a default situation. The evaluation team also assessed the processes used by the project and gathered indicators of training results. The team was requested to (a) provide recommendations for improving project efficiency and effectiveness and (b) address the issue of institutionalization of the project and the establishment of a growing capability within TANGOV to continue the project after USAID assistance ends. The evaluation team was also requested to examine and describe the host country local cost accounting system and assess its appropriateness, effectiveness and conformity to USG guidelines for local cost accounting, with particular focus on the following:

For the accounting system itself:

- are transactions documented?

- does documentation serve as a basis for entries in the accounting records?

- is there sufficient documentation to support the accounting records and provide an audit trail?

- are entries in the accounting system timely and accurate?

- does the system facilitate the preparation of financial status reports?

For system handling of cash advances:

- are balances maintained commensurate with disbursing needs?

- is there proper documentation for requesting advances?

- is there proper documentation for disbursments?

- are there proper receipts and vouchers available to support all expenses?

The Project Paper of 1981 contains specifications for a mid term, formative evaluation. The formative evaluation was planned to address certain key areas as noted above. The evaluation, as stated in the Project Paper, was to be summative in reporting on project impact progress and formative with respect to making specific recommendations for project improvement. Therefore, the evaluation team has devoted much of its time and resources to identifying the important issues and recommendations that seem to have the potential for improving project performance. In many cases, the issues we have identified emerge from project activities that are currently adequately contributing to the achievement of project purpose and goals.

In making its recommendations, the team has taken into consideration the financial situation of the project. Further, the recommendations made by the team are based on the premise that in a formative evaluation responsible project personnel should have latitude in selecting procedures and alternative actions in addressing the issues identified to improve and strengthen the project.

The evaluation team consisted of the following people:

Dr. Carolyn Barnes - Team Leader, REDSO/ESA

Dr. Roger Hiemstra - Professor, Adult Education, Syracuse University

Dr. J. Jackson Kerogero - Agricultural Education and Extension Specialist, University of Dar es Salaam, Morogoro

Dr. Hugh Long - Professor, Adult Education, University of Georgia

Mr. George Makusi - Sociologist, Institute of Development Studies, University of Dar es Salaam

Mrs. Edith Munuo - Principal Community Development Officer Prime Minister's Office

Dr. Martin Schulman, USAID Human Resources Development Officer, served as a part time member of the team.

The evaluation was conducted March 19 - April 17, 1984. The team used

a variety of methods to collect data. Their schedule is shown in Annex 1 and the persons contacted are listed in Annex 2. The team visited two IRD villages. Two other trips planned to villages were cancelled because of bad road conditions as a result of heavy rains. Members of the team observed village level technical training which involved role play with video taping of leadership styles and villagers in the first week of residential training. Also, members observed the training of trainers and phase II management training of district level officers. Visits were made to four of the five project regions and to the Institute for Development Management. Various interviews were held in Dar es Salaam. The team also read many project documents. Two members of the team focused on the financial issues. Between them, they examined the project financial records at the USAID Mission, the IRD Coordinating Office, and the IRDCs at Kusha, Uyole and Mlale. (Ronduli had not yet held a IRD course, but their books have been set up in accordance with the IRDC procedures.)

The team wishes to point out some of the limitations on their work. First, the limited amount of time in which this evaluation was conducted hindered an in-depth study of the different project components and of variation which might emerge between project regions due to duration of time and extent of involvement in project activities. Second, only two village visits were made. The team had to rely on complementing village interview data with information from other sources.

The evaluation team actively sought the views of persons engaged in the project at various levels. The team presented a preliminary report to the National Coordination Committee and have incorporated the feedback received. A draft of the full report was reviewed with the Project Coordination Office and USAID. This final version takes into account comments received.

D. PROJECT CONCEPTS AND STRATEGIES

This section describes concepts and strategies as set forth in the Project Paper. The project is based on the premise that an experiential learning approach is the most effective method for changing behavior and attitudes that will result in improved village-level management and development. This experiential learning approach incorporates various techniques such as needs assessments, group discussions, role playing and group planning. Identification, design and implementation of action plans are expected to be used in future planning activities. Also, the project is based on application of organizational development theories and concepts. It seeks to impart skills for improving problem solving and renewal processes used in organizations, through collaborative efforts. (Renewal processes refer to the regaining of creativity and innovation; furtherance of flexibility and adaptability; and the establishment of conditions that encourage individual and group motivation, development and fulfillment.)

The project goal is to strengthen the capacities of rural development institutions in order to contribute to agricultural growth, expanded

rural services, and enhanced self-help activities by individual farmers and village cooperatives. The goal level statement reflects a systems approach, recognizing that for development to occur in rural areas, village self-help efforts usually require, in varying degrees, services and commodities in a timely manner from various insititutions. It also reflects the TANGOV policy of decentralized planning and management.

The project strategy contains various elements for strengthening systems approach. First, top level policy makers are involved through membership on the National Coordinating Committee. Second, a critical mass of key persons at different levels of the government system, as well as a critical mass of people at each level in the system, are to receive management training. The aim of such an approach is to to build up teams at each level and to help ensure that all levels are in harmony, working together. For this to occur, continuity of personnel is essential, so that personnel transfers are to be limited to project-specific regions and districts. For example, if a district officer is to be transferred, he or she ought to be posted to a IRD project region. Third, the training program incorporates follow-up on trainees and the phasing of courses for a trainee. The follow-up is to provide trainers with information about further training needs and to provide trainees with on-the-job advice. The phasing of courses which a trainee attends allows for synthesis, useage and reinforcement. Fourth, management training is to be provided to individuals in key parastatals involved in the supply of commodities, services and credit in the agricultural and livestock sectors. Improved management within these parastatals is considered important if villagers are to be able to implement development activities. Fifth, mechanisms are to be established to facilitate flexibility and continued information collection, feedback and replanning. Flexibility within established parameters is considered essential for the National Coordination Committee and other IRD bodies to respond to changing circumstances and to adjust as additional information becomes available. Sixth, in order to train people in the various organizations and at different levels, a cadre of trainers of trainers is to be established with the training skills and support aids to train other trainers. This cadre is to be developed through short-term courses and experience gained through team-teaching. Seventh, use of long-term, U.S. technical assistance is to be minimal in favor of training and using Tanzanians. Eighth, long-term degree training is to be provided overseas in key technical fields related to the project and not offered within Tanzania. A mechanism is to be provided that brings these people together for one week annually in the U.S. to keep them updated on, and familiar with, the IRD approach and project activities.

The strategy also incorporates attention to TANGOV recurrent costs. It calls for redirection and refocus of existing staff and facilities rather than employing new staff and building new buildings.

To help maximize the effectiveness of the management and technical training given to villagers, the project is to be linked with other projects providing services and commodities to villagers.

The above summarizes the project concepts and strategy which were stated in the original Project Paper. This background information may serve as a guide for the reader through the following sections that address various aspects of the project according to the evaluators' terms of reference.

II. IRD ORGANIZATIONAL FRAMEWORK AND RESPONSIBILITIES

The IRDP is conceptually, programmatically and structurally complex. Sixteen units are involved in project implementation: (a) the National Coordinating Committee (NCC), (b) the Technical Sub-committee of the NCC, (C) the National Coordinating Office (NCO), (d) the Project Implementation Team, (e) the National IRD Center at Ruaha (Iringa), (f) the three Regional IRD centers in addition to IRDC Ruaha, (g) the village Farm Service Center in Mbeya Region, (h) the five Regional Coordination Committees, (i) the Institute for Rural Development Planning (IRDP).

Each of the above units has an identified programmatic role and function in the project and receives support from USAID and/or the TANGOV. A brief description of the responsibilities and authority of each unit is provided below.

A. DESCRIPTION OF ORGANIZATIONAL UNITS

1. National Coordinating Committee

The Committee's composition is as follows:

- i Prime Minister's Office
- ii Ministry of Manpower Development and Administration
- iii Regional Development Directors from Arusha, Iringa, Mbeya, Ruvuma, and Rukwa
- iv Ministry of Agriculture
- v Ministry of Livestock
- vi Ministry of Natural Resources and Tourism
- vii Ministry of National Education
- viii Chama Cha Mapinduzi
- ix U.S. Agency for International Development
- x Ministry of Finance
- xi Ministry of Economic Affairs and Planning
- xii Project Coordinator
- xiii Principal of Uyole IRDC
- xiv Director of Institute for Rural Development
- xv Principal of Institute for Development Management.

The committee has the responsibility to:

(i) Act as the Board of Governors.
(ii) Be the major policy making body for the project
(iii) Monitor the resource investment and development approach used in training, i.e. the inputs (such as funds, commodities and technical assistance)
(iv) Monitor the initial results of inputs and outputs, i.e. trainers trained, training centers established, training programs designed and delivered, and so on.
(v) Evaluate the effectiveness of training programs conducted by the project.
(vi) Review and analyze training needs data project implementors to recommend priorities for implementation.
(vii) Assist in establishing linkages between the project and other donor training activities where feasible.
(viii) Advise USAID on how funds should be allocated.

2. NCC_Technical_Sub_committee

This unit is a sub-committee of the National Coordinating Committee and includes one member of the NCC, namely the IRD Project Coordinator. Other members are from organizations that may or may not be represented in the other organizational units that comprise the project structure.

The purpose of the Sub-committee is "to provide to the IRD National Coordination Committee and project implementation staff quality intellectual input and technical review of the assumptions, theories, models, designs and instruments grounding IRD project implementation". The Sub-committee will function as the project "think tank" and its membership is charged with establishing an open, creative, stimulating environment within which its membership can examine, test and improve upon the conceptual underpinning of the project. (Draft: Subject Guidelines for Training for Rural Development Technical Subcommittee).

The responsibilities of the NCC or the NCC Technical Sub-committee include the following:

(i) village research
(ii) the evaluation of rural development models based on rural development literature
(iii) management and planning improvement
(iv) evaluation
(v) participation in conferences and seminars inside and outside Tanzania
(vi) communication among membership

3. National Coordinating Office

This office, located in Dar es Salaam, contains the Project Coordinator, an Assistant Project Coordinator and the HRD Project Advisor. (The Assistant Project Advisor is based in Mbeya Region.) The NCO provides financial and administrative services. It is in charge of ordering commodities from outside Tanzania with USAID funds. An overseer and supervisory role is also performed by the NCO.

4. Project Implementation Team

This team is headed by the Project Coordinator (from the Ministry of Manpower Development and Administration) and is composed of Regional Implementation Officers from Arusha, Iringa, Mbeya, Ruvuma and Tabora. It is expected that Regional Implementation Officers involve, communicate, and coordinate with their regional and district officials who are concerned with the project. The team is assisted when necessary by the U. S. long-term technical assistance personnel. It is accountable to the National Coordination Committee for daily management of the project. The team assumes responsibility for involving sectoral implementation team members as appropriate for project management. The sectoral Implementation team members include representatives from Community Development and Cooperatives, Ministry of Agriculture, Ministry of Natural Resources and Tourism, Ministry of Livestock Development, and Chama Cha Mapinduzi.

The Project Coordinator reports directly to the Principal Secretary, Ministry of Manpower and Administration, but uses normal government channels for processing work.

The Project Implementation Team, headed by the Project Coordinator, has the responsibility to:

(i) monitor implementation of the training programs.

(ii) monitor the actions of the project on behalf of the TANGOV with respect to the implementation schedule and other affairs.

(iii) work along with the U.S. long-term technical assistance personnel toward the development of a national training planning process at all levels of the system.

(iv) assist in the preparation of participants entering training programs.

(v) coordinate the actions of Tanzanians with regards to the conduct of in-country training programs.

(vi) assist in the preparation of reports required by the NCC.

(vii) monitor the day to day administrative functions of the Ruaha Training for Rural Development Center.

(viii) perform other implementation functions as the need arises.

(ix) work with the USAID Mission through the HRD Office to assist USAID in its procurement and monitoring activities.

5. The Ruaha Training for Rural Development Center

The Ruaha IRDC coordinates financial (project funds) and administrative matters for other IRDCs. For example, Ruaha IRDC is the depository for project financial records and its accountant visits other IRDCs to provide fiscal advice and to oversee the keeping of financial records. Ruaha center also provides audio visual and computer services for the other IRDCs. In addition, Ruaha IRDC conducts center based and in village training of villagers, and follow up visits on course participants.

The Ruaha IRDC is headed by a principal who is responsible for training courses in agriculture, livestock, management, community development and cooperatives, forestry and home economics. The principal is assisted by a vice principal who is in charge of training program coordination. The vice principal, under the direction of the principal, is responsible for hte coordination of all courses and field studies conducted in the project regions. This coordination is effected through the Regional Implementation Officers in their respective regions who provide the Ruaha Training Center (as well as other centers under the project) with administrative assistance.

6. Regional IRD Centers

In addition to Ruaha IRDC, there are Regional IGRD Centers at Mondulí, Arusha Region; Uyole, Mbeya Region; and Mlale, Ruvuma Region. These centers are responsible for organizing and conducting the training program for villagers in their respective regions. This program is described in the Village Training section of this report.

7. Village Farm Service Center

One village Farm Service Center (FSC) is in the process of being established at Iyula, Mbeya Region. The purpose of the FSC is to extend agricultural inputs and services closer to the village level. The FSC is to be controlled and operated by the villagers themselves. A more detailed description of the center is contained in Section II A.2.

8. Regional Coordinating Committees

In each of the five project regions, it is the responsibility of the Regional IRD Coordinating Committee to oversee project implementation. The Regional
Coordination Committee are to:

(i) assure project activities in its region are on schedule and according to plan.
(ii) oversee the regional IRDC including renovation and expansion.
(iii) initiate and approve candidates from the region to be sent for long and short term training.
(iv) set performance standards for IRD trainers
(v) select villagers from its region for IRD training.
(vi) assure appropriate use of IRD project commodities and vehicles.
(vii) evaluate effects of all types of IRD training conducted in the region.
(viii) create linkages where appropriate between IRD training and other regional programs and project.
(ix) provide proposals and feedback to National Coordinating Committee and project implementation staff.
(x) oversee the appropriate expenditure of project funds in the region.
(xi) prepare reports as required.

The Regional Coordination Committee is composed of the Regional Rural Development Director, regional officers in agriculture, livestock, community development, cooperative, natural resources and home economics, and other regional officers selected by the Committee.

9. Institute for Development Management

The Institute for Development Management (IDM) is to provide IRDP with the following services:

(i) design and delivery of short term management courses for Tanzanian senior and mid-level managers from the rural development system.
(ii) undertake need assessment, evaluation and research in the area of management development.
(iii) development of management training materials and case studies.

10. Institute for Rural Development Planning

The IRDP, a parastatal institution, has a cooperative agreement with the IRDP to develop a village information center, to conduct need

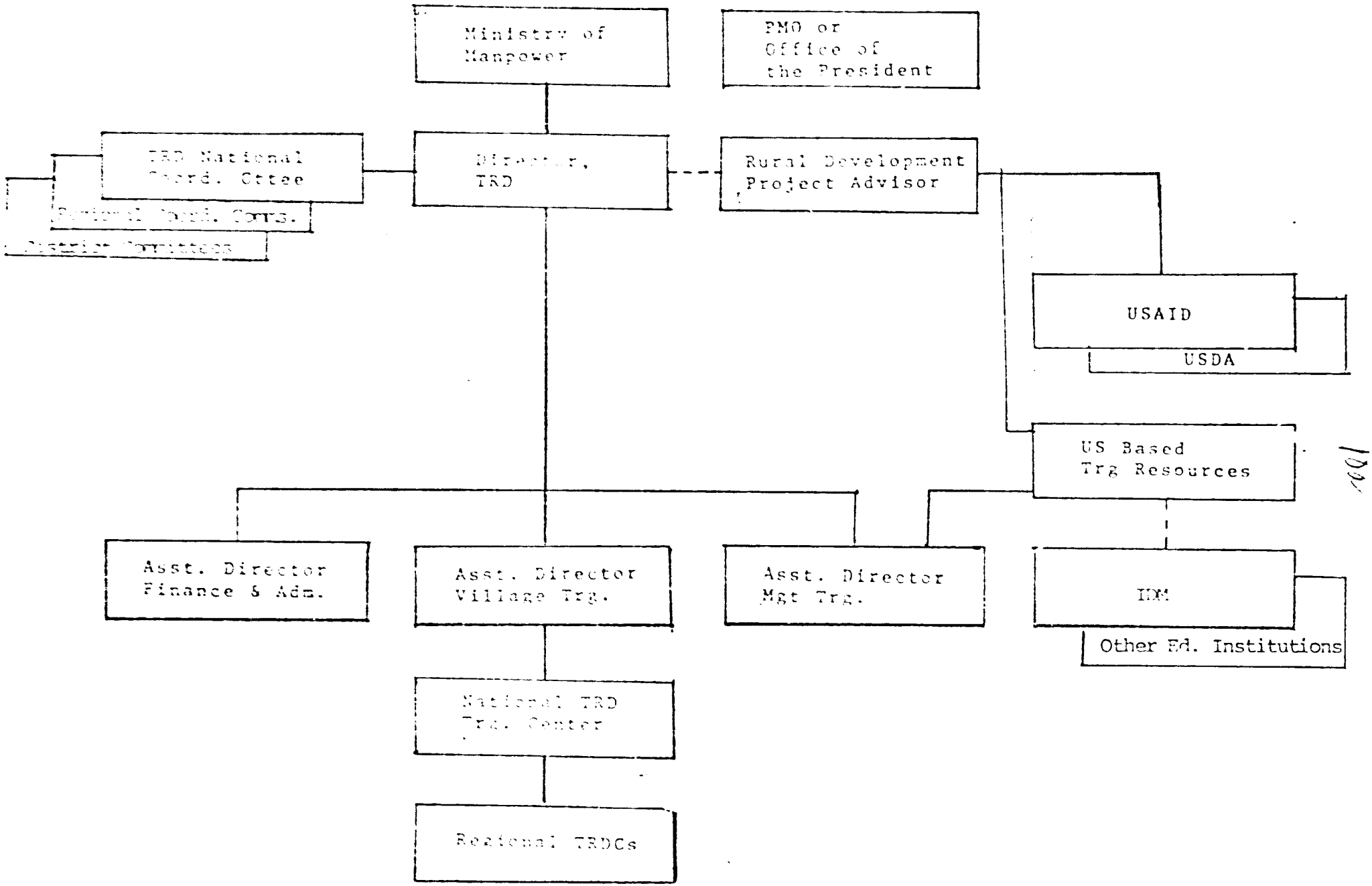

Figure 1: A SIMPLIFIED VERSION OF THE TRD ORGANIZATIONAL STRUCTURE APPROVED BY THE NCC APRIL 12, 1984

assessment research, to develop training materials and case studies to be used in the annual work plan, to host an annual TRDP-IRDP Joint Conference to review the past year's work and to provide input in the development of the TRDP annual work-plan.

B. ACTUAL CIRCUMSTANCES

The organizational and management system functions well. The workload though is too heavy for the limited number of staff in the NCO. If it is to expand, the TRD central office ought to have a higher status in the TANGOV system in order to attract experienced personnel. For these reasons, near the end of this evaluation a new organizational structure was approved by the NCC. The proposed structure requires further approval within TANGOV before it can be adopted. A simplified version of the proposed structure is presented in Fig.1.

III. CURRENT STATUS

A. ESTABLISHMENT OF TRAINING CENTERS

The planned project outputs include the establishment and renovation of a network of training centers.

The magnitude of the output above was reduced in the revised PP Supplement. Instead of four regional sub training centers, three are to be established. Only one instead of 12 village resource training centers is to be established under the Project. The plan to establish a single central Project Training Center has not been altered.

1. Training for Rural Development Centers

Ruaha TRDC serves as the national TRDC and functions as the regional center for Iringa Region. Its national role is explained in Section II, A.5. Prior to the opening of Mlale TRDC (Ruvuma Region) and Uyole TRDC (Mbeya Region), Ruaha provided training to villagers from these regions as well as those from Rukwa and Iringa regions. Because Arusha Region has only recently begun its village training program, Ruaha TRDC has not provided the same services for villages from Arusha Region. Uyole TRDC has been renovated and has been in operation since April 1983. Mlale TRDC was renovated and has been operating since December 1983. Monduli TRDC requires only minimal renovation and began operating as a TRDC in April 1984. All of these centers had previously served as training centers but required varying degrees of renovation prior to opening as TRDCs. Although plans have been drawn up for renovation of training centers at Mlembwe (Iringa) and Chalie (Rukwa), the lack of funds has prevented these centers from joining the TRD network.

With four TRDCs now in operation, the project has reliable venues for training village-level participants. The TRDCs have reasonably sufficient classroom and dormitory capacities.

Table 1: Current Intake Capacities for TRDCs

TRDC	Estimated Intake
Mlale	35-40 participants
Uvole	35-40 participants
Ruaha	up to 60 participants
Nonduli	up to 90 participants

Ruaha TRDC is the oldest of all the centers and by far the most well established training venue. It has (a) a reasonably well equipped and staffed audio-visual unit, (b) a modest library with up-to-date materials, (c) a strong team of 12 sufficiently qualified trainers, (d) well-established agricultural livestock, forestry and other units for demonstration purposes, and (e) a working micro computer to support training and survey activities.

A notable observation is that although the Ruaha Center is modestly equipped with audio-visual equipment and aids, the present audio-visual room is very small and does not allow for an orderly arrangement of equipment. Furthermore, the room is not sufficiently screened from dust which is likely to damage some of the equipment. A new audio-visual unit has been designed but construction has not started because of the cut-back in project funds.

The Nonduli TRDC, though only recently incorporated in the project, has the advantages of a long-established training venue since it previously served as a livestock training institute. It has large tracts of land with maize, coffee and bean cultivation. There is a well-established dairy unit as well as a beef cattle unit. The Center also owns a lot of land under afforestation. It therefore has a potentially strong demonstration capacity relevant to villagers capabilities and resources. There are six center-based trainers, all housed on campus. The principal is anxious to establish a small library and audio-visual section that would relate to the training needs in the the area. Currently, there is a shortage of simple and relevant reading materials for participants.

The Uvole TRDC is quite new and lacks sufficient number of houses for trainers. The principal, deputy principal and one other trainer reside at the center. The rest are transported to and from town everyday. Housing designs for two duplexes have been completed and construction will start once the funding is available. The Center has eight trainers, half of whom hold certificates and the other half who are diploma holders in various fields. It has a small audio-visual unit with two audio-visual trainers, and electricity supplied by a portable generator. A new generator has been on order for the last eight months now. With only 22 acres, the Center does not have extensive farms or demonstration plots. The few demonstration plots are limited to garden and field crops. At the moment, there are no livestock although plans are underway to establish a poultry unit. Prospects for introducing cattle are slim because of land shortage. The Center

therefore depends very heavily on the Uvole Agricultural Center (UAC) for livestock demonstrations and specimens. The problem is that there is still no free access to UAC facilities and the livestock trainer is given only a day at UAC per training program.

The Mlale TRDC has just started functioning and at the moment has very few teaching materials. There are plans to introduce an audio-visual unit within two to three months, as soon as someone is identified to manage the unit. Some equipment is already there and a generator ordered eight months ago has been shipped. Rewiring has been completed. The region has assigned eight trainers to the Center, although only four have so far reported for duty. The others have not reported because there is no accomodation for them. This is partially a housing allocation issue as there are nine houses at the Center which could accomodate all 8 trainers but not support staff. The Center's request for funds to build more houses was not included in the TANGOV budget estimates for Fiscal Year 1984/85 due to severe shortage of funds. The Center has a greater potential for agricultural production than any of the other three. Demonstrations on the growing of bananas, maize, fruit and vegetable crops can be conducted on existing plots. The small piggery unit and tree plantation can be utilized in technical training. Land is available for the potential enlargement of all demonstration plots and the establishment of additional ones.

2. Iyula Farm Service Center

The Farm Service Center (FSC) is situated at Iyula in Mbeya Region. This Center is an outcome of an action plan arising from management training for regional functional managers from Mbeya. The FSC is being established in response to the lack of and delays in securing inputs in Iyula Ward, which was a constraint expressed by villagers in a study conducted under another project. It is expected that once completed, the Center will cater to storage and distribution of inputs, and serve as a training facility on input use. The establishment of this FSC can also be seen as an attempt by IRD to support experimentation in village cooperative since the center is to be cooperatively owned by 29 villages. The project looks upon the development of such a center as one way of building up a local managerial capability, with a view that villagers can ultimately own and manage their own goods and services cooperatively. The Iyula Farm Service Center is also intended to serve as a primary communication contact point in the area, complete with outreach services and extension materials.

B. DEVELOPMENT OF A CADRE OF TRAINERS AND SUPPORT SPECIALISTS

1. IRD Trainers

The project outputs include the staffing of IRDCs and farm service centers and the project regions staffed with functional rural development trainers/managers. The number of people expected to staff the IRDCs and farm service centers has been reduced from 75 to 50 in the revised PP. The number of managers to be trained as trainers was not revised in the draft PP Supplement. Twenty to 25 TANGOV rural

development staff at the district and regional levels are expected to receive IRD training as trainers and to participate in the IRD village training program.

The IRDC training staff number 34: 12 at Ruaha; six at Mondulı; eight at Uyole; and four at Mlale (with an additional four who have not yet reported to work because of a shortage of houses). In March 1984, three persons from the TANGOV attended the IRD training of trainers course. These three people will be responsible for working as counterparts with seven local people selected by Iyula Farm Service Center Committee which will oversee management of the center.

Besides full-time TRDC trainers the project includes part-time village trainers. The latter, who perform functions within the TRD village training program, are full-time TANGOV staff within project regions based at district and regional levels. They are drawn from the key ministries involved in the project. The number of part-time village trainers is as follows:

16	Iringa Region
11	Mbeya Region
8	Ruvuma Region
7	Rukwa Region
20	Arusha Region
62	TOTAL

Another important group of trainers are those who focus on management training for district, regional and ministerial level personnel. This group consists mainly of staff from the Institute for Development Management. Occasionally other IRD trainers will also perform this function.

All IRD trainers have gone through a Training of Trainers (TOT) course. As of April 1984, 139 Tanzanians, including 34 trained during TRDP Phase I, have attended TOT.

TOT in both Phase I and Phase II of the project is briefly described below:

(1980) Group 1	10 trainees, including 2 women, for village training programs 12 weeks in U.S.; U.S. trainers.
(1981) Group 2	24 trainees, including 4 women, for village training program; preparatory time at Ruaha with Group 1 trainees; 6 weeks in U.S.; Ruaha TRDC and U.S. consultants as trainers.
(1982) Group 3	27 trainees, including 4 women, for training program, six from TOT and three from IRD; five week in U.S.; with U.S. trainers

(1983) Group 4	20 trainees, including 2 women, 16 for village training program, 4 from IDM and IRDP; in U.S. with U.S. trainers; follow-up at Ruaha.
(1983) Group 5	27 trainees, including 2 women, to implement Ward Secretary training; training held in-country, training given by Project Advisor and IDM trainer
(1984) Group 6	31 trainees, including 4 women, 17 to assist in implementation of Arusha village training program, 3 to implement Iyula Farm Service Center, 4 from Ministry of Natural Resources to implement a training program in management for the Ministry, 7 from Iringa and Rukwa Regions; four week training in-country by Project Advisor and Tanzanians.

The venue of the TOT training has been changed from the U.S. to Tanzania mainly because of a shortage of funds. The U.S. based TOT involved U.S. consultants as trainers, except on one occasion when a Tanzanian helped co-train. The change of venue to Tanzania is more economical and allows for more involvment of Tanzanian trainers as "apprentice" trainers of trainers. Experience obtained through co-training should help to develop a Tanzanian cadre of trainers of trainers. Experience is crucial for giving the trainers of trainers skills and examples of ways to respond to the needs of the trainees. Flexibility and innovativeness as a trainer will stem from a level of confidence and familiarity with different techniques. To date only three or four Tanzanians have acquired sufficient experience to enable them to become good quality trainers of trainers.

Besides changes in venue and of trainers, the length of TOT courses has varied. The in-country TOT has been four weeks, whereas U.S. based TOT was up to 12 weeks. It is unclear whether the reduction in length of time affected the quality of training received since the U.S. based training involved other factors such as field trips and allowance for adjustment to a strange environment.

Various factors could contribute to the quality of the TOT courses. Project documents, on two occasions comment on inadequately prepared trainers which serve as a warning signal that TOT may not be consistently as strong as desired or that some trainers may be ill-chosen.

2. Supporting Specialists

Audio-visual and computer personnel provide supportive services for IRD trainers, especially those involved in village training programs. The computer specialist is also responsible for providing services for IRD management and administration. As of April 1984, there were four

audio-visual specialists, two located at Ruaha and two at Uyole. An individual has been identified as the A-V specialist for Mondulí and may join the project at a later date. The A-V specialists combine this responsibility with the training of villagers, usually in community development.

A report on A-V was prepared in April 1982, by a short-term U.S. consultant. The Alison report points out that the IRD A-V people need to work as full members of training teams; they need to understand overall IRD goals and be able to design and produce A-V materials based on needs assessment. However, Alison concluded that the A-V staff don't have the experience to act as consultants to determine what materials would be appropriate. The Alison report also points to the need for greater follow-up and supervision of the A-V personnel. The Alison report is too lengthy to reference in detail here. Examples of topics addressed in her suggestions and recommendations are: construction of a photographic dark room, adequate A-V office space, protection of equipment and materials from dust and dirt, work plans, training a repair technician, a management strategy for the A-V area and a list of needed equipment.

There is a lead IRD A-V specialist. He provides guidance to other A-V personnel and at the annual trainees workshop discusses A-V topics with trainers. Trainers have an opportunity to review all A-V materials newly developed at the annual workshop. Also, there is some passing on of materials and ideas from one IRDC to another during the year.

The two IRD computer specialist were given short-term training in the U.S. on development of computer applications to project activities. One of these individuals is seconded from IRDP and located at Ruaha; the other is a staff member located at IRDP. The project has used a short-term U.S. consultant to develop, in collaboration with IRD personnel in Tanzania, computer programs. Also the consultant provided on-the-job training to the computer specialist at Ruaha. Currently, computers are located at Ruaha and in the IRD Coordinating Office in Dar es Salaam. Two additional machines have been ordered for placement at IDM and Uyole. Additional computers may later be placed at IRDP and Mondulí IRDC, if funds become available.

The Ruaha computer specialist provided introductory in-service training to some IRD trainers to develop a higher level of awareness of the use of computer technology within the project. He intends to provide further awareness training for other IRD trainers.

C. THE VILLAGE INFORMATION SYSTEM AND ITS USE

1. The Strategy

The Village Information System consists of the data generated through various instruments on initial needs assessment survey, the villagers' plans for back home action, follow up surveys and technical surveys carried out in villages selected for IRD training in project regions.

(a) The Needs Assessment Survey

The needs assessment survey is done when IRD intervenes initially in a selected village. When the IRD group of trainers arrives in a selected village, they explain the intention of their visit to the village authorities, i.e. village council or in some instances the whole village. The trainers together with the village council discuss and agree on the date to begin the interviews. The needs assessment survey is conducted using a questionnaire containing 500 questions and coded answers divided into Schedule I, II, and III. One schedule is administered to only members of the village council, another schedule is for only village technicians and the third is for all three groups (see below). The questionnaire, which is in English but administered in Kiswahili, covers basic data on the village as well as different economic sectors including agriculture, livestock, natural resources, cooperatives and home economics.

The instrument is supposed to be administered to the following groups of people in each village:

— random group of forty villagers. The villagers to be interviewed are to be a sample from the village families roll. The sample should consist of men and women in equal numbers.

— members of the village council. Normally about one half of the members of the village council are interviewed, the total interviewed being approximately 15 Village Council members.

— village technicians. Normally all the village technicians, usually about five, are interviewed.

The administration of the survey is usually carried out by a group of six IRD trainers who form an interdisciplinary team selected according to their technical specialization. The team consists of full time trainers stationed at the IRDC and people stationed at the regional and district offices who work as IRD trainers on a part time basis. The main purposes of the needs assessment survey are to introduce the IRD project to the villagers, to acquire data for later impact evaluation and for the TANGOV in general, and to collect information to provide a base for carrying out the following activities.

(i) Preliminary on-site analysis to provide an indication of the training needs of the village. Then, depending on the identified needs and the technical expertise of the trainers, an introductory training (2-10 days) is provided to villagers.

(ii) The design of courses to be conducted during residential training at the IRD centers.

(iii) The selection for residential training

at the TRD center of villagers by the trainers in collaboration with the village council

The process of the needs assessment survey and in village training described above is also know as the first intervention.

(b) The Villagers Action Plans

After the needs assessment survey and the introductory training in the village, selected villagers are then sent to the TRDC for one month of residential training. During the last week of the training, village teams produce an action plan. The process is called 'back home planning'. On completion of their course, the villagers return home and begin implementation of the plan.

(c) The Follow-up Survey

Once the villagers have been back in their homes for about three months the trainer return to the villages to see how the "back home plans" are being implemented.

The follow up visits should:

-- observe the type of changes that are taking place in the village since TRD was initiated in the villages.

-- determine the nature of needs evolving in the villages in the process of implementation of their action plans and consequently identifying training and technical assistance needs.

-- depending on the first two points above, offer whatever immediate technical assistance or training the village requires depending on the expertise which the follow up team possesses.

An overall report is then prepared.

(d) Technical Surveys

Technical surveys are done to determine the technical training needs of the villages and subsequently design appropriate technical training. The technical needs assessment and training designs cover the areas of agriculture, livestock, natural resources, cooperatives, and home economics. The aim is to identify needs assessment survey for the technical training at the TRDCs.

Technical surveys are normally done in villages where the initial needs assessment survey and residential training is complete. Normally, each village is asked to send five participants to the TRDC for a technical training course.

2. Actual Circumstances

The needs assessment survey, the follow up survey and the technical survey, in addition to the "back home plans" and trainers'

observations form a basis for the design of the training villagers are given. Each IRDC maintains information about IRD villages in its region. The IRDP initially relied on a U.S. consultant for the processing and analysis of needs assessment data but long delays were encountered in receipt of reports. IRD trainers had to resort to hand calculations. It is hoped that the installation of a computer at Kusha and the securement of a computer specialist will make survey results more rapidly available. A computer program has been developed for processing the needs assessment survey.

The needs assessment questionnaire has undergone several modifications since the first instrument was used in 1980 during IRD Phase I. At the end of 1981 and 1982, during their annual workshop, trainers reviewed the questionnaire and several modifications were made including the introduction of a separate Schedule II. At the 1983 annual trainers' workshop the trainers discussed whether there was a need to further review and modify the instrument. It was then decided that since the preparation of the INPUT and OUTPUT formats for computerized data processing was being done, it would be advantageous to stop further modifications of the instrument until after the micro computer has been put into use.

There has also been a change in direction in sample size, and hence, composition of the sample in order to reduce the number of need assessement interviews per village. The new directions, however, are not fully understood by all IRD trainers. The evaluation team had the opportunity of visiting the trainers who were in the process of intervention at Oldonyowas village in Arusha Region. The trainers had planned to interview 40 villagers and about 5 village techniciams. Out of the 40 villagers, 20 were from the village council and the remaining 20 were local herders. While visiting the IRD center at Kusha in Iringa region, the team learned that trainers there use a rather different criteria in choosing their sample for needs assessments surveys. The total sample is 50-60 members and this includes 15 village council members, "8" technicians and 30-40 villagers, with a ratio of 20 men to 20 women. At the Uyole IRD center in Mbeya region, the team found that IRD trainers there use sampling criteria similar to the one used in Iringa Region for the needs assessment surveys. The sample there includes half of the village council members (12), 30 villagers (15 women and 15 men) and all the village technicians.

It is important that the composition of the sample is standardized since it should influence analysis of the data in the schedule administered to all three groups. If the composition varies, so should the perception of the needs of the villagers.

D. TRAINING OF VILLAGERS

1. The Strategy

IRD is intended to improve and strengthen management and technical capabilities of villagers, their leaders and technicians to facilitate increases in agricultural and livestock production and improved

management of natural resources and hence increases in the income levels of villagers.

IRD village training is based on a participatory, problem oriented, experiential, approach. It is built around the idea that villagers themselves must participate in and control to the degree possible their own development. To achieve this development IRD is attempting to facilitate self-help and self-reliance at the grassroots level through a combination of training and access to agricultural inputs. The strategy address two problems. First, village leaders often lack the skills and experience necessary for operation of village government. Second, extension workers and technicians have too frequently "told" villagers what to do without taking into account the villagers' long experience, the level of risk required to try innovations, and the feelings of marginalization that many villagers experience. IRD is trying to change the situation by catalyzing villagers to use their own resources and skills to improve their lives. The strategy is to find out what villagers are currently doing, what problems they are facing, what potential exist and assist them to develop their own knowledge and skills in management, planning, and technical areas, and to develop confidence that through their own initiative and with teamwork they can improve village life.

Management and technical training for villagers takes several forms and is conducted in four phases as explained below.

(a) Village Intervention

This is a two week operation carried out by village trainers. It begins with a needs assessment followed by a rapid analysis of the data to identify emerging training needs. Village intervention finally culminates in a short training program intended to:

--- build an awareness of IRD among villagers and establish trust among them in the IRD village training program.

--- introduce concerned village leaders, technicians and selected villagers to the IRD approach.

--- sensitize village leaders, technicians and a few villagers to their problems and needs so as to generate interest

--- sort out and articulate problems and provide possible on-the-spot help by trainers, and

--- describe center-based training and identify participants for the IRDC-based residential introductory training.

The amount and type of training given during this initial village intervention depends on the extent and nature of needs identified and the ability of trainers to help.

(b) Residential Introductory Training

This is a four week training program conducted at a IRDC.

Ideally, project villages are each to be represented by 15 participants composed of:

- village chairman or secretary
- village manager
- chairman of each of the five committees of the village council
- representatives from party affiliated mass organizations
- at least one village based technician (extension worker)
- influential villagers

According to project criteria, participants from villages are selected on the grounds that they would be willing to help others, they would be capable of learning and would not have commitments elsewhere that might interrupt them during the training program. Residential introductory training is generally intended to cover identified needs in the following content areas:

- communication, management, leadership
- coordination
- community development
- project management
- basic principles of modern agriculture
- basic principles of animal husbandry
- conservation and production of forestry
- home economics

Skills such as village organization, planning, time management, preparation of a calendar of events, budgeting, problem solving and action planning are addressed to improve management at the village level. During the final week of their training, the villagers are supposed to concentrate on team building. People from each village develop an action plan which they will implement in their village.

(c) Technical Training

This kind of training responds to identified village needs in the areas of agriculture, livestock, forestry, cooperatives, community development and home economics. The technical training course typically involves some review of basic management principles covered in residential training, some leadership development, and some action planning. Approximately five people from each IRD village are selected to attend the two week IRDC center based technical courses.

(d) Village Follow-ups

A significant feature of the training for villagers is the in-built follow-up mechanism. After each center-based course, a team of trainers visits the participating villages for three to four days per village with a view to provide immediate consultancy at village level, to identify further training needs and to provide a source of feedback for training design adjustment and future planning.

2. Actual Circumstance

A commmon and very impressive feature of all IRDCs is the presence of a clearly detailed annual action plan in each IRDC. Every trainer also keeps his/her own action plan. These action plans are commendable as they are a clear reflection of the excellent advance planning that is characteristic of IRD staff at all levels. However, as would be expected, despite such advance planning, plan fulfillment sometimes falls short of expectations. For example, out of 180 participants expected to attend three introductory residential training programs at Kuaha IRDC by May, 1983, a total of 110 participants did in fact attend, representing about 61 percent attendance. A total of 12 villages from Iringa, Kukwa and Kuvuma were expected to attend these programs although only nine attended, representing 75 percent attendance. In the same period, out of 300 paticipants expected to attend nine technical training courses, 207, representing about 69 percent, did attend. These courses were intended for 60 villages, but 49 finally participated, representing 80 percent attendance.

The attendance figures given in the examples above are encouraging, particularly in comparison to other village training programs of such complexity and magnitude undertaken in Tanzania. Also, the courses at Kuaha drew from a wide geographic area. Some of the problems often cited for the less than planned for attendance include lack of shortage of transport, fuel, spare parts and travel funds. Since these programs are for adults, their personal engagements elsewhere emerge as a constraint to their attendance. These are problems that are bound to prevail for some time and the project should continue to be conscious of them. Annex 3 contains a list of the number of participants who have attended residential and technical training at IRDCs.

For each phase of technical training, trainers are required to prepare training designs for the duration of each course. Common features of training design include: training goal, learning objectives, topic and content, time, training activities and teaching methods. In these designs, trainers describe as accurately as possible what is supposed to take place during the program.

As indicated in different sections of this report, needs assessment, technical surveys and follow-up surveys are an important component of IRD project activities in villages. The benefits of such surveys could be twofold:

(1) Creating among participating villagers the feeling that someone cares enough to look into their problems and needs as well as stimulating them to start thinking about IRD activities.

(2) Generating training needs that could be utilized as a basis for determining content for technical training.

Ideally technical training is supposed to address itself to specific training needs identified from the questionnaires and follow-up visits. However, when one observes the subjects covered in some of the courses already conducted at Ruaha and Uyole IRDCs so far, one notices close similarity in content from one course to the next. Several possibilities can be advanced as postulates for this situation: that the training needs for which the programs are designed are similar and hence the similarity in content; that training needs are not sufficiently identified in clear, specific terms from the survey data; that training needs are clearly identified but that these are not fully utilized as a basis for determining content.

These possibilities, singularly or plurally have implications not only on technical training but on all training programs. If, as is espoused by IRD, technical content is to be determined on the basis of clearly identified needs, it is important to consider the following: i) that the kind of training conducted by IRD requires a lot of design time, ii) that when identifying needs and determining content, trainers should get together and discuss the implications of various responses in the questionnaires, and iii) that this process becomes a continuous process that responds to changing needs. In so doing, IRD trainers would avoid falling into the tendency of designing programs around topics that are known to be routine or interesting rather than those that reflect identified needs.

Another quite different implication could, however, be made from the situation observed. That is, if the present training does result in villagers applying the skills and knowledge learned, then possibly a training method which incorporates discussions, feedback and action planning might be enough in identifying and addressing needs.

The experiential problem-solving approach that IRD trainers use combines a number of training techniques. The evaluation team was able to observe or detect evidence for the use of the following : small group discussions, brain-storming, dialogue, lectures, role plays, general discussions coupled with questions, field trips, demonstrations, case studies and group tasks. Group tasks have been successfully utilized in getting participants from the same village to work together on a common problem. An action plan is then developed as part of their back-home planning as participants prepare for re-entry into their village with something that they can continue to work on. Demonstrations on various aspects of agriculture, forestry and livestock production have proven to be useful to participants. The effectiveness of such experiences might be far reaching if participants are taught how to demonstrate to others in their villages what is demonstrated at the IRDCs.

Trainers utilize various teaching aids such as video, slides, posters, games and other materials to various degrees. However, it appears that the flip-chart has become more prominently popularized than other teaching aids. At IDM, for example, flip charts were even pasted on

blackboards, giving one the impression that the latter had lost their place in facilitating learning.) In light of the pressing shortage of paper in the country and the uncertain prospects that the upcoming paper mill in Mufindi will be able to satisfy all the demands for paper domestically and externally, it would be wise to encourage trainers to step up the use of alternative aids, especially those with a longer lifespan. This might require that IDI programs deliberately prepare trainers to produce and use alternative training aids. As it stands now, some of the audio-visual staff have limited experience in initiating audio-visual productions. As a result the design and production of original, locally appropriate training materials may continue to lag behind.

While participants in village level technical training programs may have been enabled to grasp new technical ideas, it is still not clear from the content covered that they are also enabled to become better trainers of their peers and neighbors. One way of ensuring effective technical transfer in the villages using the few people that attend IRD programs is to prepare participants in such a way that they could in turn train others in their vicinity. Such a multiplier effect, when built into IRD programs would ensure that more people are reached in the villages. For example, simple demonstrations carried out by participants at a IRDC could be easily replicated in villages by participants themselves in order to facilitate learning for others.

In general, the village training program has attempted to address itself to village-oriented needs and problems and has generally been received by villages enthusiastically. It is too early to say how effective the training effort of each center has been in light of the fact that, with the exception of Kwaha, the rest of the IRDCs have just started functioning. However, on the basis of the observations made several issues are raised and the evaluation team feels that the village training program could be strengthened.

E. Training of Officials

1. Introduction

The IRDP goal is "to strengthen the managerial and technical capacities of decentralized rural development institutions to contribute to agricultural growth, expanded rural services, and enhanced self help activities by individual farmers and village cooperatives." The initial plan was to provide management training for key people such as principal secretaries in five ministries, and directors and managers of parastatals directly related to rural development. Within the five project specific regions, the management training program was to reach regional and district managers. A later decision at the national level to train ward secretaries resulted in IRD cooperating with IRDP in a modified training of several district functional managers as trainers who in turn, with some IRDC trainers, trained the ward level officials. The flexibility incorporated in the project's operation facilitated dealing with this latter decision. Besides management training for officials, IRDP Phase II includes long-term U.S. degree training. According to the Project Paper, the

objective of such training is "to strengthen the agricultural management/public administration research, extension an training functions, especially in the project area."

2. Management Training of Officials

(a) The Strategy

Management courses are offered for senior executives and for regional and district functional managers from IRDP specific region. A senior management course is normally four weeks in length, whereas the others tend to total six to eight weeks divided into three sessions.

Content areas covered typically are as follows:

Common Language	Dealing with Different People
Comfort with IRD Methods	Organizing the Office
Systems Thinking	Conducting Meetings
Systems Analysis	Advance Planning
Problem Solving	Inter Agency Coordination
Two Way Communication	Performance Appraisal
Roles of Managers	Team Building
Personality and Management Style Test	Positive Power and Influence
Time Management	Action Planning
Leadership Styles	

Experiential training based on adult education techniques which involve both trainers and participants as partners in the learning experience has been the educational process. Generally, participants acquire knowledge, reflect on that knowledge, go through personal processing and internalization, attempt to make back home generalizations, complete action plans, are later involved in follow up activities, and use additional training for skills refinement and replanning. A variety of strategies and monitoring devices have been developed during the life of the project. For example, although initial management training (Phase I) at the district and regional levels was based on needs assessment activities (completed primarily by outside consultants), a follow-up procedure was developed whereby outside consultants (initially) and IDM trainers (currently) use field interviews and observations to determine what sorts of additional training is required. Thus, as noted earlier, many regional and district officials will go through one or more management training experiences after their initial experience.

Collaborative planning between the IRD project staff and Tanzanian officials, many of whom received management training during Phase I, has been an important feature of the management training during Phase II. Explorations also were conducted with four groups to determine if an in country capacity existed for carrying out the management training.

Another strategy is the involvement of several people from the same region or district together in the management training. The

expectation is that a synergistic result of such involvement will be the development of a team of Tanzanian policy makers that can work together in the back home setting. A related strategy is the use of an action planning activity whereby the "team" develops, through a participatory process, plans for 'back home' implementation

Finally, monitoring techniques are built into each training experience in the form of evaluation forms which are completed by participants at the end of the training. Trainers then utilize the information to improve the teaching and learning process and delivery of content.

(b) Actual Circumstances

Excluding the senior management training, a typical initial involvement time has been three weeks with subsequent training efforts also conducted within a three week period. On one occasion five weeks all at one time were used. Follow-up activities, post training evaluation, and site specific circumstances are the main factors contributing to the modification in the training periods. The venue for executive management training courses has changed from the U.S. to Tanzania primarily because of the shortage of project funds. The other management training has been based in Tanzania, using a training center or a site (hotel or guest house) that can accomodate training activities. Annex 4 contains a list of the management training courses given, the number of participants in each and follow-ups.

IDM is the primary Tanzanian organization to date that has become actively involved in providing the mid-level management training. Several IDM trainers have completed TOI, and serve as co-trainers.

The actual training apparently has varied from site to site and session to session for a number of reasons, such as different sets of trainers, varied session lengths and differing participant needs. In addition, some participants have not been able to attend entire sessions. Often the reason has been that the participant is drawn away because of pressing work. It is difficult for senior and mid-level managers to be absent from their job situation for an length of time. That the TANGOV has released its managers for the training indicates it believes the training to be beneficial and that it supports the project.

7. Technical Training of Officials

(a) Strategy

In the original PP a total of 50 Tanzanians were expected to participate in long-term U.S. degree training. This training would be limited to programs of a maximum of two and a half years each and would enable participants to complete BSc and MSc degrees. Long term degree training was to be limited to areas of study considered to be critically important to village development and cover management, public administration, agriculture and livestock as the major fields. The U.S. degree training was to cover courses of study that could not be pursued in Tanzanian institutions.

(b) Actual Circumstances

Because of financial curtailment, the draft PP Supplement projected 16 long-term U.S. degree trainees. As of April 1984, only 11 participants had left for the U.S. since funding for the others is still uncertain. Ten persons have received short-term technical training in the U.S. (See Annex 5)

A total of 18 other participants have been selected and approved for futher studies but their actual departure has been cancelled for lack of funding. It is now expected that only five Tanzanians will leave for the U.S. in June/September 1984. These have been judged as being key personnel in specific areas of interest to TRD and include the following:

Name	Training Institution	Degree	Field of	Pre Training Position
J.Mang'ung'ula	U So Cal	MA	Pub Ad&Mgt	Coor.Off.(Utumishi)
M. Kabelele	U of Wis	MA	Cooperatives	TRDC-Ruaha
J.Okeyo	U of Missouri	MA	Ext. Mgt.	TRDC-Ruaha
F.Ngarambe	*	MA	Ext/Cm Devl.	*
B.Gadau	*	MA	Ag. Ext.	*

*Details unknown at this time
Source: Project Coordination Office, Dar es Salaam

(c) Selection Criteria and Procedure

The TRD Coordination Office determines the number of training vacancies on the basis of need and availability of funds. The office has a list of selection criteria which is used by all those responsible for nominating candidates. The criteria require nominating committees/officials to rate candidates in terms of their

(1) resourcefulness
(2) creativity
(3) leadership ability
(4) ability to work with people
(5) commitment to rural development
(6) over all job performance
(7) approach to learning and problem-solving
(8) ability to study in the English language
(9) academic ability in the proposed area of study

According to established procedure, the National Coordination Office requests regions and districts to indicate their priority staff training needs in relation to project activities. Upon receiving these needs, the Coordination Office, with assistance from USDA, identifies appropriate institutions in the U.S. and funds are allocated.

The screening effort for candidates actually begins at the district level where relevant screening committees are requested to evaluate potential candidates on the basis of the criteria listed above. The results of the evaluation are then brought to the attention of the District Coordination Committee before being passed on to the Regional Coordination Committee for approval at regional level. The list of potential candidates is then forwarded to the the IRD Coordinating Office. A committee of seven people including the Project Advisor and Implementation Officers from key ministries carries out interviews and further screening of candidates. A final list of candidates is then prepared and submitted to the NCC for consideration and final approval.

Sometime ago, participants for long-term training used to be drawn from regions on a sort of quota basis to ensure that project regions received equitable shares of trained staff. However, recently the trend has been that participants are drawn from project regions on a competitive basis to ensure that only the best candidates would be taken even if they all came from one region. The understanding is that a trained participant would subsequently be assigned to any project region on the basis of manpower need.

Efforts have been made by IRDP to ensure that participants are not concentrated to only one or a few institutions in the U.S. Participants are well scattered all over the U.S. In order to facilitate interaction and exchange of experiences by participants, arrangements have been made for them to attend an annual IRDP workshop in the U.S. Reports indicate that these workshops have been useful learning opportunities for the participants and other project staff.

Once participants return, it is expected that those from project regions and institutions would continue to meet with their colleagues and be involved in IRD. There are participants from IRDP Phase I, however, that are not associated with IRD regions or institutions. At the moment, no arrangements appear to have been made to link to IRD these participants from Phase I who return. It would seem that continued contact between such individuals and IRD staff would contribute immensely towards exchange of ideas and experiences.

F. INVOLVEMENT OF WOMEN

The original Project Paper points to the problem of inequitable division of labor between men and women in development activities which is also reflected in the limited active public participation of women in leadership positions. The IRD project is trying in a number of ways to involve women as direct participants in project activities. But, given the socio-cultural norms, which include gender roles and the attitudes of men and women which both reflect and reinforce these norms, it is not an easy task for IRD.

The intentions of the project to involve women are being carried out with varying degrees of success. It is clear from the village interventions and follow-up reports that IRD trainers have attempted to encourage the village council leaders to select women to be interviewed for the needs assessment survey. Also the village

intervention team members actively encourage village councils to select women to be sent for residential training. During calendar years 1982 and 1983, 18 percent of the participants at IRDCs' center-based courses were women. Furthermore, the evaluation team noted the flexibility which the IRDCs were exercising in accomodating women who came to the IRDCs with babies. In one case, we found that a woman with her baby and baby-sitter were catered for at a IRDC.

A number of problems, though have been observed. The IRD has largely used the existing administrative structure as the basis for selecting participants for management courses and for establishing coordinating bodies at the regional and national levels (see Section II on Organizational Framework). Because relatively few women occupy key positions that would automatically draw them into the IRD management courses and decision-making committees, the participation of women in IRD management courses and decision-making bodies is low. There is no women on the NCC. During Phase II an invitation was extend by the Project Coordinator to a member of the Umoja wa Wanawake wa Tanzania (National Women's Organization) to participate on the NCC, but the person was unable to participate and then assumed another position. Looking at the membership for NCC as stipulated in an earlier section of this report, one would argue that it is unlikely that women will participate unless debiterate efforts are made to include them.

The particpation of women in management courses for executive managers and for regional and district functionaries has been very low -- about 3 percent. As stated above, this is primarily because few women hold these positions. The women who do attend the courses for regional and district functional managers are mainly home economists and community development specialists.

The evaluation team did have the opportunity to gain insight from one woman, the only one in a course for approximately 25 district functional managers. This woman, although a supportive staff member, was participating because the district agricultural officer was unable to attend. She felt that the planning, management and communication skills being taught might place her in a better position to advance within the Ministry of Agriculture, which is composed primarily of men. This example indicates that female supportive staff would welcome the opportunity to recieve IRD management training. Further, such training could be an important step towards redressing the current disadvantaged position of women.

The project has recruited women into the IRD training structure. Approximately 15 percent of those trained as trainers (including Phase I) have been female. The IRDC Ruaha has a female vice principal who also serves as a trainer of trainers. Drawing women into the ranks of IRDC full time trainers has not occurred without debate. For example, some male IRD trainers have argued against recruitment of more female trainers because the women might not be able to spend the requisite time in villages because of family responsibilities, such as child care. The vice-principal of IRDC Ruaha serves as a model of a woman committed to her job. Further, the course she developed and gives at Ruaha on women in development adds a "sensitivity" to women's problems within the IRD village training program. We hope that the

project will continue in its efforts to bring women into the project as trainers.

With regards to the village training program, the data processing constraints have hindered trainers disaggregating the data by sex to identify differences which might exist. Use of the computer will ease data processing. Disaggregated data ought to assist trainers to take into consideration needs differentiated by sex. Further, if additional indicators were added to the surveys, women's specific problems could be addressed. The data could also be used within existing courses to help the male villagers become more aware of women specific problems.

Much has been done to date to help ensure female participation in IRD center-based training. However, we also recognize several women-specific problems such as women being primarily responsible for child care which would prevent many of them from being able to attend training at IRDCs. Moreover, center based training limits the number of persons who can be reached by the project. Other sections of the report make recommendation on teaching communication and transference of skill to those who attend center-based training. This ought to assist in reaching more women. The IRD trainers do hold training sessions in villages, but the records do not indicate the proportion of women who attend.

In considering institutionalization of IRD concepts and methods, the team is concerned about institutional collaboration. One institutional linkage is especially important if IRD wishes to reach more village women. Learners in adult education classes are mainly women and these classes are held in almost all villages. The classes are supposed to take a functional approach to literacy and some funds are available for demonstrations. Hence, a great potential exists for reaching more village women and bringing training to the village through establishment of linkages with the adult education program in the project regions.

G. INSTITUTIONALIZATION WITHIN TANGOV

In this section four important aspect of institutionalization are assessed:

- human resource development
- incorporation of special IRD units with TANGOV
- integration of IRD in TANGOV rural development
- TANGOV financial contributions to IRDP

1. Human Resource Development

Individuals in important mid level management positions at the district and regional levels, plus a few individuals in top level management positions in the Ministries of Agriculture, Manpower Development, Livestock and Natural Resources, have received management

training, been trained as IRD trainers or both. Other individuals who are trainers have also been trained as IRD trainers. A few people are acquiring the skills and techniques to be trainers of trainers. In addition the IRD process has been used in approximately 30 selected villages in the project regions.

The strategy of training key personnel and keeping those employees in positions where they can influence others is an important concept in the project. The strategy is important because of the implications it poses for institutionalization of the process. The evidence available indicates the strategy has been consistently applied. Individuals selected for long term and short term training at the district, regional and national levels have generally been individuals in leadership positions within the ministries or at the regional or district administrative levels. Exceptions include the staff of IDM and IRDP, who perform IRD project activities.

The Ministry of Manpower Development has occasionally requested the intervention of the Prime Minister's Office to prevent the transfer of a trained employee to another location.

A crucial component of IRDP is the development of a cadre of trainers with special skills and techniques which can continue the training process after completion of the project. IDM has a group of trainers who can competently provide training for mid level managers. The IRDCs have staff able to use the IRD approach to training villagers. A small group of three to four people are acquiring the skills and techniques to be high quality trainers of trainers. The development of this latter group, however, needs to be accelerated so that a firm foundation for training of trainers is established by the end of the project.

2. IRD Units in the TANGOV

IRDCs and the National Coordinating Office represent the major structural units created by TANGOV to facilitate the IRD project activities. The proposal to strengthen and expand the IRD central office through the creation of an office with directorate status should assist with this process. The National Coordinating Committee and Regional Coordinating Committees are especially organized units, but members are full-time employees engaged in management of rural development activities. The Project Implementation Team and IRD village trainers who are not full-time staff at a IRDC are other examples of IRD engaging existing personnel of the TANGOV in IRD activities. Thus, institutionalization is predicated both on TANGOV support to special IRD units and on incorporation of IRD functions in regular job responsibilities.

3. Integration of IRD in TANGOV Rural Development Activities

Especially at the regional level and below, the IRDP uses existing structures and personnel, with the exception of establishing special IRDCs. This strategy facilitates integration and coordination of IRD with other initiatives at the regional, district and village levels. For example, one district, as part of its IRD management training,

prepared an action plan which is likely to obtain UNICEF support. In some instances Regional Coordinating Committees have selected villages for inclusion in IRD because of the existance of other donor activities in those villages. One IRDC received trained cadre from UNICEF and has used them in IRD demonstration activities. Another IRDC is informally cooperating with an adjacent agricultural research center.

4. Local Financing

The TANGOV has increased its financial support of the IRDP. In the original Project Paper the Tanzanian government's share of the project cost was $6,530,000. In the draft PP Supplement, the TANGOV share was increased to $8,451,000, an increase of 29 percent. Considering the economic conditions, the increased financial share of TANGOV is perceived to represent strong project support. Although this increase is largely accounted for by PL480 funds, it is significant that TANGOV has decided to apply these funds to the IRD project. The total PL 480 funds requested for calendar year 1984 through September 1985 is $2,822,000 (TSh 35.823 million). As of March 1984, $1,016,800 (TSh [illegible] million) had been granted by the PL 480 committee for the IRDP and a request for additional funds had been submitted. These figures are based upon the exchange rate at the time of this writing which was [illegible] TSh = U.S. $1.00.

Detailed actual and projected TANGOV expenditures for IRDP are provided in the draft PP Supplement. These expenditures cover in-country training costs, in country support for technical assistants and researchers, commodities and operating expenses for vehicles. About 47 percent of the total $8,451,000 TANGOV project budget is earmarked for village training.

There is evidence of awareness by regional and administrators and members of the NCC of the necessity for even greater TANGOV budgetary support if the IRDP is to remain viable after the U.S. assistance is over. During the evaluation, regional budgets were being rated by TANGOV. IRD personnel had the expectation that additional support for IRDP would be evident in the approved budget due out in the summer.

There is also other TANGOV support to IRDP that is difficult to measure in terms of dollar value. Some Regional Development Directors have been very cooperative in a number of ways. Assistance with transport is a visible and important specific illustration of the unmeasured contribution. Trucks from the Iringa and Mbeya Regional offices have been used to transport materials and trainees.

The direct and indirect budgetary support by the TANGOV shows a willingness to institutionalize the IRD process and activities. The financial ability to do so however, is less evident. Currently the economic situation is exascerbated by food scarcity due to drought conditions in some regions. The degree to which the project element can be continued after USAID withdrawal is uncertain. Yet, there is strong evidence to conclude that the IRD philosophy, many IRD methods and the management training will continue to influence rural development activities after completion of the project.

II. LOCAL COST ACCOUNTING SYSTEM AND PROCEDURES

1. Cost Accounting According to the Project Paper

Accounting for and managing local funds was designated as the responsibility of the TANGOV through the establishment of a separate project account at Ruaha IRDC. Accounting and record keeping systems as required for USAID audit were to be established with the assistance of the USAID Controller's Office. This account was to be utilized to pay authorized trainers, trainer per diems and transportation costs.

Condition Precedent No. Six of the Project Agreement states: "Prior to disbursement of funds for any residential training or in-country training, the Training for Rural Development Center - Iringa - will establish a separate account for Project funds and will establish accounting, reporting and filing procedures, acceptable to AID to properly control their use."

Annex G of the Project Paper further provides a model of a monthly expenditure report which calls for listing of all expenditures by FSI category to date.

2. IRD Local Cost Accounting System

Project local currency expenses may be categorized into two types. The first is staff salaries and other costs which are paid by TANGOV from the Prime Minister's Office (PMO) and through the Regional Development Directorate or directly by the PMO itself. The operation of the PMO budgetary costs were not examined by this team. The second category consists of training and other costs paid by USAID or the PL480 committee. This second category of funds was examined.

The three main focal points of IRD local cost accounting system are the IRD Coordinating Office in the Ministry of Manpower, which receives all local currency funds, the IRDC at Ruaha and the four regional IRD centers. For accounting purposes the IRDC at Ruaha controls the funds for each of the regional training centers including its own center.

This system has varied on three occasions when training funds have gone directly to the IRD office from NCO. This has been done to facilitate TOT or executive management training which did not take place at IRD centers.

The project follows all the financial rules and regulations of the TANGOV. These are contained in a publication entitled "Financial Orders" which consists of a series of handbooks. The most pertinent on the day-to-day operations of the IRD project are 'Financial Orders,' Part One (Financial Regulations) and Part Three (Stores Regulations). These deal with the accounting funds and procurement regulations. The system for fund accounting appears, for all practical purposes, identical to that used by the U.S. Government.

All incoming project funds are entered in a separate deposit account register for the project. They are entered according to the PSI format set by AID in a letter of October 13, 1982. Payments are entered in the same ledger, also according to PSI accounting classification.

All payments must be supported by a payment voucher, which is in turn supported by an invoice, noted bill or 'loose minute' signed by an authorized official. Authorized officials at the Coordinating Center in order of authority for the purposes of signing payment vouchers are 1) IRD Coordinator 2) Assistant Coordinator 3) Project Advisor 4) Chief Accountant, and 5) Director of Administration. The primary authorized signature is the IRD Coordinator. The above list designates who can sign in the event the coordinator, his assistant, etc. are not available. No one is allowed to authorize payment to himself/herself. Similar hierarchies exist at each training center (principal, assistant principal, accountant). All debits in the ledger have information as to date, voucher number, name of payee, interal code PSI and amount of balance. The voucher then goes for audit examination at the Manpower Ministry, then to the cashier to draw the funds. This process is monitored by the chief accountant. Vouchers are filed in batches and batch numbers indicated in the ledger.

There is a continual audit of accounts by the Ministry. They examine cashbooks, payment vouchers and receipt vouchers. Inquiries on payment or on retiring of advances are issued continually. Yearly audits come out in January of each year.

For payment of purchases, if a government store is not used, three quotations of bids must be attained. The lowest is then purchased. The IRD Coordinator must indicate on the voucher that goods have been received.

A special register is used to record all advances. This includes information on date of payment, imprest (advance) number, name of payee, amount, place, journal voucher number, date of voucher, amount paid, and remarks. The remarks column is used to indicate when and if the advance is retired. All requests for advances must be submitted on a form for that purpose. (See Annex 6) The amount of imprest is limited to no more than two thirds of the anticipated travel expenses. Advances are given mostly for travel purposes. They are, however, less frequently, given for authorized purchases. This occurs because many venders require payment in advance.

Imprest must be retired within 14 days after the termination of travel, or immediately after the expenditure for goods or sevices. Annex 6 contains an example of an imprest retirement form. Then a bill of collection is sent. After one more month, the indebtedness is taken from salary. This can be done regardless of the Ministry or division of government where debtor works.

All the above transactions - expenditures, advances, etc. are incorporated in the IRD and the Ministry's final report which is submitted yearly to the controller and auditor General.

The above section describes the financial accounting system at IRD Coordinating Office and Ministry of Manpower. An identical system exists at the IRD centers and the Kusha controlling center. However, the Kusha center is the focus of all training center records. Each training center sends monthly reports on income and expenses and all back up documents to the Kusha center.

The project follows the TANGOY guidelines for the amount of per diem and travel expenses to allow its personnel and trainees. This is a complex system based on criteria of the position of the individual and venue of the activity. It is also complicated by the fact that certain categories of personnel have the option of submitting actual expenses as opposed to requesting a straight per diem. The per diem and travel rates are as follows:

1. For village interventions
   For trainers - 40 TSh per diem; actual cost for travel
   For villagers - n.a.
2. For residential training (at IRDL)
   For trainers - n.a.
   For villagers - 25 TSh per week; actual cost for travel
3. Management training (also TQT)
   For trainers - 100-175 TSh for dinner, depending on location; project pays room, breakfast, lunch and laundry
   For participants - 100-175 TSh, evening meal plus project pays room, breakfast, lunch and laundry
4. For executive management training
   for trainers - same as 3
   for participants - same as 3

3. Effectiveness, Appropriateness and Conformity to U.S.G. Guidelines

The local cost accounting system adopted by the project is that of the TANGOY and is essentially the same as that of the U.S.G. There is no question that it is in conformity to the guidelines laid out in the Project Paper and Project Agreement. We do note, however, that the Project Agreement calls for monthly reports on local cost expenditures from USAID advances. This had never been done. On the other hand, all advances have been acounted for in timely manner. The only outstanding advance is that of Arusha RDD for the last Executive Management session for which a report has not been submitted. It is also anticipated that there will be no additional USAID currency advances made for the remainder of this calendar year. We therefore question whether at this point it is useful to institute this monthly reporting requirement.

Report on PL 480 funds are submitted quarterly. As of this writing the report due by the end of March had not yet been submitted. Otherwise, all PL480 reports were in good order.

Concerning the accounting system, it was observed that without exception, and at every location visited, all transactions examined were fully documented, and served as a basis for entry in the

accounting records. In all, 30 ledger debits were randomly selected and in each case appropriate back up documentation was traced.

All entries examined appeared to be accurate and contained all required signatures. It was observed, however, that entries were sometimes not as timely as they could be. In the IRD accounts register at Ministry of Manpower, we noted about a dozen imprests, one dating back to December, 1983, that either had not been retired or more often, had not yet been entered into the ledger. Similar situations existed at the Ruaha and Mlale centers, where there were a number of cases of imprests either not being retired quickly or their retirement not being noted in the ledger in a timely manner. It also should be noted that the Mlale center was nearly two months behind in submitting its monthly report to Ruaha.

Considering the large number of travel and per diem advances given to trainers and participants the number of cases of 'slow retirement' of advances had been miniscule. The team did not observe any case of an advance not being accounted for. That is to say, in every case where an advance was not retired in a timely manner, the accountant seemed to know what the problem was and have a plan to deal with the problem.

When checking through accounting at random, there was no instance where expenses claimed appeared to be excessive. Expenses claimed by participants and trainers were moderate and consistent.

A problem we did observe in the area of advances concerned travel expenses for participants returning to their villages after training. Because of the difficulties involved in transportation and communication the centers give the participants an allowance to cover this return travel and do not request receipts. Some centers (i.e. Ruaha) will estimate travel costs and give an allowance based on this. Other centers, notably Uyole, give the government minimum of Tsh 3 per day. (Sometimes, travel back to the village takes up to two days). The latter method causes some dissatisfaction because the 6 Tsh is not sufficient to cover actual costs.

The team found the IRD local funds financial accounting and cash advance system to be quite adequate. The system appears sound and consistent with good financial procedures. The system is being monitored by competent and diligent individuals.

I. COMMODITY SUPPORT AND PROJECT BACKSTOPPING

This section centers on commodities and other aspects of project backstopping. Backstopping is defined as the provision of support services for the purpose of facilitating achievement of project objectives. Backstopping activities of USDA, USAID and the Tanzanian government are examined.

1. Types of Commodities

IRD utilizes a variety of commodities in the operations of the project (see annex 7). They may be grouped into four categories:

Training Equipment, Material and Supplies
- Audio-visual and related equipment
- Training equipment
- Power support and back-up
- Agricultural and home equipment (for technical training)
- Books and training material
- Supplies for village training
- Expendable training supplies

Vehicles and transportation
- Land Rovers
- Mini-buses
- Other vehicles
- Spare parts

Training center renovation
- Furniture and appliances
- Office equipment and supplies
- Renovation material

Miscellaneous Materials
- Office supplies
- Mini computer and related materials

2. Commodity Procurement Channels

Commodities may be procured in five different ways:

-- Through AID's Government Property Resource Division. This office purchases material excess to the U.S. government, refurbishes them as necessary, and provides them as requested.

-- A direct purchase, usually from a manufacturer, using host-country procurement procedures and financed by AID using a direct letter of commitment. This procedure is used primarily for large dollar volume items.

-- A project can authorize the U.S.General Services Administration (GSA) to purchase materials from the Federal Supply Schedule.

-- Materials may be obtained through a Procurement Service Agent (PSA). A PSA exists in Kenya that is utilized by the TRD project. When a PSA is used, AID host country procurement regulations are in effect during the procurement and the host country receives, inventories, and distributes the materials.

-- In the case of this project where United States Department of Agriculture (USDA) is heavily involved, some commodities have been procured by USDA.

Generally, USAID has restricted procurement to code 941 (from either the U.S. or various developing countries). A waiver is required for materials that must be purchased elsewhere (video equipment, for example). Usually the purchase of commodities for any single project is coordinated and monitored through the USAID mission office in the host country. Because of the needs of the TRD project for speed of delivery, special material (video, micro-computer, etc.) and the

involvement of USDA in IRDP, the fifth procurement method (described above) being used frequently.

The Project Paper specified that USDA be used procure all audio visual, training equipment, electrical power support, technical training materials, and training resource materials.

A special mention needs to be made regarding the procurement of vehicles. Because transport is crucial to the successful operation of the project, several Land Rovers for the day to day rugged transportation needs, a passenger vehicle for long distance driving and other shorter distance needs, and twelve motorcycles for individual trainers were purchased. In addition, because villagers frequently need transportation and training participants often must be shuttled between the training site and the accomodation site, four reconditioned mini-buses were acquired.

The TANGOV has also been involved in procurement of IRDP commodities. The projected contribution levels dramatically increased after 1983 because of the reduced level of funds from USAID. (U.S. funds for commodities were reduced by approximately 6.5). It is anticipated that an amount of shillings equivalent to 1461,000 (U.S. dollars) will have been contributed by TANGOV for such commodities as training supplies and equipment, materials for training center renovation, office equipment and supplies, technical training materials and supplies, and operation expenses for vehicles by the end of fiscal year 1983 and by the end of fiscal year 1984 that amount will be approximately 1105,000).

2. Commodity Situation

An important strategy has been the stockpiling of crucial spares, teaching materials, and various administrative support supplies. The collaborative planning between IRDP personnel and TANGOV relative to commodity procurement began during Phase I and further forged since the reduction of USAID funding, have been instrumental in the provision of several key commodities. In addition, collaborative arrangements with various regional officials for petrol support have been instrumental in meeting the transportation needs of the project.

The monitoring of commodities has been accomplished by an informal tracking system created at the IRD Project Coordination Office. Inventorying has been done at each IRDC as it has come on line. Recently, efforts began to develop a computerized inventorying system at Rusha. The USAID Supply Management office is developing a monitoring system on microcomputer for commodities ordered through USAID which will also assist IRDP (as well as other USAID projects) in monitoring orders.)

Although the inventorying system varies from IRDC to IRDC, it appears as though a careful use of commodities within the project is taking place. The IRDCs also seem diligent in monitoring receipt and storage of commodities. There were no reported problems with theft or misplaced materials. In addition, it was observed that all IRDC principals appear to be very judicious in the use of project commodities.

Most of the commodities planned for the project have been either procured or are on order. The most recent PIO/C order was February, 1984. Some commodities expected for the current fiscal year from the TANGOV support, namely building renovation and construction materials and technical agricultural training support material, have not been delivered and apparently won't be delivered until the next TANGOV fiscal year.

Funds have been set aside from USAID monies for some items crucial to maintenance of the project. These include 2 Land Rovers, 1 mini-bus, and some construction materials.

The computerized inventorying system was designed with the assistance of a short term American consultant. This system will track commodities by order documents through delivery and eventually inventory number. The initial program and printout were reviewed and appear adequate for the project's needs. It is planned to have a complete computerized inventory of all project commodities. The current intent is that a courier system will be established between Kaishe and the other IRDCs so that appropriate information relative to inventories and commodity tracking can be moved back and forth. If funds were available, the NCU hoped that Mbeya, Arusha and Iringa can be brought "on line" with their own computers, and electronic transmission of information would be established. The potential of microcomputers for assisting with such activities as commodity flow and inventory, record keeping, and advance planning appears quite high.

A major problem looms large on the horizon relative to commodities. A shortage is anticipated for vehicles, and audio-visual, copying machine, and various miscellaneous equipment. Such shortages will have a debilitating effect on the project. As one example, two of the project mini-buses currently are inoperable because of lack of parts. In two IRDCs, copy machines are not functioning because of the absence of parts. As another type of illustration, in one village residential training session it was observed that the lack of spares for a power generator meant there was no electricity to operate lights for night sessions or audio-visual equipment to support any instruction. At this same location, a lack of agricultural tools for technical training had altered the overall training approach.

As a side note, at the above IRDC it was observed that petrol was stored in the same building with all other materials. Such a situation is a potential danger because the risk exists that a large number of scarce commodities could be destroyed at one time.

In conclusion, personnel have done an adequate job, given various constraints, in the procurement and distribution of commodities necessary for the operation of the project. However, problems emerging relative to a shortage of commodities that will ultimately affect some of the IRD project activities.

4. Project Backstopping

(a) USAID

USAID monitors IRDP activities. In addition, USAID is responsible for other programmatic tasks such as ordering some project commodities, general financial administration, and assisting with logistics for sending Tanzanians to the U.S. for long and short term training. It is obligatory that USAID act as the channel for U.S. funds and provide general project oversight and support. These tasks include accounting, record keeping, clerical and supervisory functions.

USAID's backstopping activities generally are perceived to be satisfactory. USAID's strongest contribution in backstopping area, beyond supervision of U.S. funding, has been the personal interest of the two project officers since Phase II began. They have demonstrated a high degree of commitment to the project. One of the project officers, for example, designed a computer program to assist the project in keeping track of long-term, trainees. Flexibility and creativity in solving problems such as those presented by petrol and tire shortages is also a strong aspect of USAID backstopping.

Continuous monitoring of the project is a responsibility of the USAID Mission HRD officer. Through weekly meeting of the Project Manager with appropriate USAID officials, the project is regularly discussed. Formerly the project was reviewed by USAID on a quarterly basis, more recently a semi annual review process has been instituted.

The provision of the services of an engineering and architectural expert by the General Services Office of the USAID Mission has been very valuable. Through his expertise, materials needed for HRD renovation purposes seem to have been adequated, identified and controlled.

Because of a variety of constraints discussed in the previous section, the weakest backstopping task conducted by USAID has been in the area of commodity procurement.

(b) USDA

Backstopping by USDA includes the following: securing short-term technical assistance, procurement of A V materials and equipment, the placement of Tanzanians in long-term education programs in U.S. universities, assistance with short-term U.S. based training and provision of USDA services in Tanzania on a short term basis. USDA's strongest achievements include the provision of full time capitoses, assistance provided in obtaining and facilitating consultant activity and in placing the long term students. Some of the above activities were criticized as being too slowly carried out, however. Recently there have been delays on securing some USDA procured A V equipment and materials.

(c) TANROV

The main backstoping of the TRDP by TANGOV is in the area of financila management. This is covered in Section II H.

IV. TRAINING RESULTS

A. THE EFFECTS OF VILLAGE TRAINING

It is the purpose of this section to examine the extent to which the project is moving forward in achieving its intended objective of helping villagers in 100 villages in four-five figh potential regions in Tanzania increase their agricultural production and income levels by being able to effectively assess their own needs and problems, effectively operate their governments and effectively plan and organize their economic and production activities. Because two of the TRDCs have been operating less than six months, it is difficult to assess the training effects of each center. Rather, a general overview of training effects is presented.

At this stage of the project it is unrealistic to begin talking about impact at village level. It would be possible though to assess the effects in the 16 original Phase I villages since they now have three years of project experience. There are a number of indication, from follow-up reposts of Phase II villages and from comments by officials, which point to a general trend in villages as a result of TRD training. The following were noted in the course of this evaluation:

-Leadership style: A change of style and a more participatory leadership and sharing of responsibilities

-Planning: More systematic planning in terms of project formulation and implementation

-Agricultural Production: A move from traditional methods in agriculture towards use of modern methods like hybrid seeds, spacing, and use of fertilizers. Previously, during harvest time, most maize farmers would simply pile up their harvest and store it without knowing how much they harvested. Now some farmers decob the maize, put protective insecticides on it, put it in sacks and sell the amount not required for domestic consumption.

-Animal Husbandry: Establishment and use of cattle dips, piggery units, and setting up pastures for village cattle

-Women's Participation: Increased participation of women in village activities

-Village Leadership and Communication: Leaders seem to be forming the habit of reporting to the village assembly on progress and financial situation of village projects

-Problem Solving: Villagers seem better able to articulate their problems and to solve them. For example, many villages under TRD have

been able to collect money from their own members and buy agricultural inputs well ahead of the season. They also seem to be initiating more demands for what they really require from technicians and extension workers and other government sources.

During interviews with village leaders, the evaluation team raised questions related to the use made of the skills learned while at the residential training. It was clear that villagers had an action plan and schedule of work and some were hung prominently in village council offices. They mentioned constraints they met in the implementation process and reported that each month the village planning committee was now meeting to discuss progress on implementation.

Some comments based on interviews in villages were:

"People now know when to prepare their farms, when they should prepare all inputs, and they can use their own experiences to show others." (Village chairman)

"They are proud they have the technical know how - there has been a professional change, especiall, this year because they have been through the training and can begin to see real effects on their farms and their outputs." (Village council member)

The Village Information System, especially the reports on follow-up in villages, serves as a source of information on some types of actions initiated in villages as a result of IRD training. The training can influence actions by a group or by individuals, the former being more easy to document. Improved planning and management processes, probably one of the greatest contributions the project can make, is difficult to assess using simple documentation techniques. Nevertheless, a more thorough analysis of the results of the village training program ought to be carried out by the end of IRDP to provide both TANGOV and AID a basis for planning future programs and projects.

D. PLACEMENT AND UTILIZATION OF TRAINED PERSONNEL

Training opportunities are made available for selected people in project regions and institutions with the expectations that they would, upon completion of training, return to these areas and fill in specific manpower gaps. A small number of individuals are drawn from non project regions and isntitutions and provided training opportunities in the hope that they will directly or indirectly, contribute to the achievement of project-related goals.

The NCC has established a policy that requires all staff from project regions to return to project areas upon completion of training. Indeed the IRDP has received great support from the Prime Minister's Office in ensuring that as far as possible staff are kept within project regions and institutions except where there are promotions or special considerations. Whenever transfers are imminent, government project staff consult one another to ensure that transfers are kept to a minimum.

Out of about 105 individuals who have attended TDI under Phase II, no more than five people have left their original areas. The trend seems to be the same for the participants in management courses. Most of them are still working in project regions and institutions.

As can be seen from the list of short term (U.S.) training participants (Annex 5), the project has managed to place returnees into relevant project slots.

As far as long-term training returnees are concerned, the first group of 11 participants sponsored under Phase II left for the U.S. in January and March, 1984. Since they will not return until early 1985, it is difficult to predict whether or not all will return to project regions and institutions. However, examination of returnee reports for participants from Phase I reveals that a great majority of them did return to project regions and institutions. From these reports there is reason to believe that Phase II participants will follow the same trend.

C. THE EFFECTS OF MANAGEMENT TRAINING OF OFFICIALS

An attempt was made to assess the effects which the management training for officials has had. In group and individual interviews very positive support for the training and its impact generally is voiced by district, regional and central government officials. Some representative comments are:

"Individually, it has impacted on me in terms of good time management skills and proper reporting. My colleagues and I talk the same language. I also have good follow through, better team building capability, and get things done early now" (Regional executive)

"Management training involves a regional team as a single group - they talk together to analyze strengths and weaknesses." (Regional executive)

"Teaches you how to organize meetings, how to deal with people, how to deal with the secretary, agenda planning and advance planning, starting meetings on time, how to deal with difficult people, how to get people working as a team and interagency coordination/cooperation." (Regional executive)

"The before and after comparison of RFMs and DFMs is quite striking - the planning is more intense, production levels at villages have increased, improvement noted at all levels - improvement of management of my own office has resulted." (Regional executive)

Many officials talked about changes in their own management style. Several now have written job descriptions for supportive staff, and are better able to delegate responsibilities. Meetings to discuss issues and work schedules and to coordinate activities occur more regularly as a result of TRD training received by managers.

A few examples were also obtained by the team in Mbeya Region which show improved management that effects villagers. One season, the Mbeya Regional Coordinating team successfully tackled the problem of getting agricultural inputs to villages in a timely manner. Their longer term solution is encapsulated in Iyula FSC, which has been described elsewhere. Further, the Regional Veterinary Officer reported that improved management led to greater efficiency in completing the annual vaccination program.

It was observed that in most instances there were visible action plans and/or calendars of annual events (Gantt charts) in the offices visited. In almost every instance of a visit with some official or agency, a report prepared for the evaluation team would be distributed. Meetings also were conducted in an orderly manner and an atmosphere of teamwork existed.

Although no interviews were conducted or observations made at the ward level, regional and district managers all spoke highly of the positive impact such training has had on ward secretaries.

Thus, the evidence points to the IRD training of managers as having stimulated positive results.

V. ISSUES AND RECOMMENDATIONS

A. MAINTAINING QUALITY IN IRD TRAINING

The basic philosophy underlying IRD and its experiential learning approach, namely that of promoting an increased sense of personal potentiality and a heightened level of skills and abilities, is crucial to the overall success of IRD. It appears that having a philosophy, belief system, and teaching/learning methodology that is consistent and known by participants is something rigorously strived for in the IRD project.

IRDP tries to group IDI and management trainers according to proficiency into training teams, but the system has not been foolproof. No formal procedures exist to safeguard against less competent trainers working together without the support of better trainers. The notion of quality control relative to the training of trainers and to management training ought to be addressed by IRDP. Follow-up activities and end of session evaluations are mechanisms in place for making necessary content modifications. But as new IRD trainers are utilized for training, procedures should be employed for examining and monitoring performance and for ensuring that the project's foundational concepts and values remain intact.

The conditions for some village level trainers are a potential source of performance and morale problems. These trainers often face problems during their village visits, namely shortages of safari boots, mosquito nets, and a per diem allowance which usually does not meet the actual expenses incurred. Also, Uyole and Hilale IRDCs lack a

sufficient number of staff houses.

Recommendation_1

It is recommended that quality control procedures and mechanisms be established by the NCO, within the next twelve months, for maintaining a high quality level in the training for trainers and in management training courses. One element of the quality control procedures could be a periodic videotape critique of each trainer.

A systematic program, including co-training with proficient trainers, should be developed to upgrade weaker trainers. Priority should be given to developing a cadre of high quality trainers of trainers.

It is suggested that this issue be addressed at the 1984 IRD trainers' workshop.

Recommendation_2

It is recommended that the problems of inadequate per diem allowances for village trainers and the absence of camping equipment and a sufficient number of staff houses at Uyole and Mlale IRDCs be addressed by NCC. If the allowances are to equal actual costs, alternative means of support such as payment of actual expenses of trainers should be considered. Safari beds and camping equipment should be provided as needed. Ways and means should be found to provide staff housing at Uyole and Mlale Centers as quickly as possible.

B. THE SELECTION OF VILLAGES AND VILLAGERS FOR IRD TRAINING

Because only a limited number of villages can be involved directly in the IRD village training program, the criteria for selection of villages are especially significant. The situation is similar for villagers. Only a limited number of people from each village can be programmed into IRDC center based training courses.

The criteria for choosing the villagers to attend the introductory residential training emphasize the involvement of people in village council elected positions and the leadership of mass organizations affiliated to the Party. This does, however, raise the issue of continuity of leadership after elections. Evidence so far indicates that the villages which have shown the most positive tendencies in the utilization of their training were those where the chairman or secretary and the villager manager (where there is one) attend. However, evidence also shows that once the IRD trained leaders are changed, actions they initiated may become disrupted.

Recommendation_3

It is recommended that the criteria for choosing villagers for the introductory residential training be modified to include more villagers who will continuously deal on a daily basis with the operation of various village projects. Elected leadership positions should be limited to 40-50 percent of the attendees, but specifically,

include the village chairman or secretary.

C. REFINEMENT OF THE VILLAGE INFORMATION SYSTEM

There are several interconnected factors related to the refinement of the Village Information System. Currently the needs assessment survey aims at provision of data for the design of courses for villagers, for later evaluation purposes, and for the TANGOV in its larger rural development effort. The questionanaire, totaling some 500 questions, is time consuming to administer. Moreover, it is questionable if the technical training content, which is to be based primarily on the needs assessment and technical questionnaires, acurately reflects actual training needs of villagers in the various agro-ecological zones.

The method of administering the needs assessment surveys has certain common features as well as variations in the project regions. There is a discrepancy in the total number of individuals interviewed and the composition of the sample. These differences are likely to affect the results so a uniform method should be used.

The "back home" planning process is an important part of the IRD training of villagers. The "back home" planning format contains four major columns: present conditions of various projects in the village; training inputs villagers received at the IRDC; types of changes villagers want to undertake and actions to be taken to effect the desired changes. The problem solving process includes four interdependent steps, namely data collection, analyses, planning and implementation, but the format omits analyses as a major element in the process.

Evaluation forms are completed by trainees at each IRDC center based course. These forms, however, focus on satisfaction with the training rather than applicability, relevance, and things learned. The evaluation team believes that the course evaluation form should be revised to provide information to assist in training designs, evaluation of trainers, and assessment of training results.

There is a striking variation in the way follow-up visits are being conducted by the trainers from the various IRD centers. Some trainers use the Prime Minister's Office guidelines, others follow questionnaires, and others just go to supervise implementation of villagers' action plan. To assist the follow-up visits to be more efficient and effective, there should be more uniformity in the reporting requirements.

The procedure of record keeping in use at the various IRD centers is not uniform. While all the centers keep the necessary information in files, IRD centers use different filing systems. At Kwaha, for example, the reports of all the various surveys, e.g. needs assessment, follow-ups, and technical surveys, are all lumped together in files with regional titles, such as 'Ruvuma'. At Mlalo, similar documents are all put in a file titled 'Training General'. Uyole IRDC has separate files for needs assessment reports on all villages, one separate file for follow-up reports on all villages, and so forth.

the varied systems make quick retrieval of information difficult.

Recommendation_4

It is recommended that the Village Information System be refined so that (a) the needs assessment and technical survey questions intended to evoke response on training needs are more clearly formulated and the number of questions not required in training design are minimized; (b) an analysis column is added to the village back home format; (c) evaluation techniques used at the completion of training and subsequent village follow-up efforts be altered to include measures of what actually has been learned and what can be applied relative to management skills, carrying out action plans, and increasing productivity; and (d) trainers use a common approach to conducting follow up visits in villages.

Section VI.1, on incorporation of women's issues in IRD, also contains suggestions related to the refinement of the needs assessment and technical survey instruments. In the refinement process the sustainability of IRD data collection activities ought to be taken into account. What are the minimal information requirements and can any of these be fulfilled by instituting participatory research, that is having individuals within the village responsible for collection of certain types of information? Also, use of the concept "needs" ought to distinguish between identification of problems and identification of solutions to the problem; this might add more clarity to the use of the information obtained from villagers since often there will be more than a single solution to a problem.

Some NCC Technical Sub-committee members or other experience village researchers might work in collaboration with the NCC and IRD village trainers to revise and shorten the needs assessment and technical questionnaires. After the questionnaires are revised, they should be translated into Swahili to help ensure no misinterpretations arise.

Recommendation_5

It is recommended that the Project Implementation Team act immediately to ensure that all IRD village trainers are clear as to the expected composition and size of the sample of villagers to be interviewed for the needs assessment questionnaire.

Suggestion

It is suggested that the IRDCs have a more efficient system for retrieving village data. One way to accomplish this would be to establish a separate file for each village in which all information on that particular village would be kept.

D. IMPROVEMENTS IN VILLAGE TRAINING PROGRAM

The previous section on the VIS recommends refinement of the needs assessment and technical questionnaires. This would be a first step in having the technical training content of the village program

accurately reflect actual training needs. It needs to be followed by TRDC trainers use of the information acquired.

The limited amount of land a Uyole TRDC constrains establishment of demonstrations in agriculture and livestock production.

Related to the quality and applicability of the center based training is attendance at TRDC courses. Attendance problems have been experienced. Reasons for the problem include: information asking the villagers to come to the TRD center was not received enough in advance; lack of money for villagers to pay expenses incurred in going to the center (even though their expenses are refunded on arrival, the amount of money required to send 10 - 15 villagers can present difficulties to some villages); and, in some cases, villagers could not attend the course because it conflicted with tasks during the agricultural season.

Besides the specific issues and problems raised above, there are questions which TRD might address when analyzing its village training program. Some examples include how long the residential training should be, what types and what quality the center demonstration projects should be, how TRD can assure that trainers in the field are conducting a quality job of identifying and linking real needs and problems to training, how TRD is going to cope with trainers who are not meet the standards, how TRD can assure that Kilimo continues to move in the direction it is intended to as a national TRD Coordinating Center, how Kilimo will find and feed into the training of future Tanzanian trainers.

Recommendation_6

It is recommended that effective links be developed between the Uyole Agricultural Center and Uyole TRDC so the latter can have access to facilities that are important for training villagers. It might help strengthen the linkage if someone from UAC could be co-opted on the Regional Coordination Committee.

Recommendation_7

It is recommended that village trainers be provided with a higher level of skills in data analyses and interpretation, needs identification, training design and lesson planning. They should also be given ample time for preparing the training designs. The TRDC's Technical Sub-committee should monitor this.

Recommendation_8

It is recommended that after the appointment of the Assistant Director for Village Training that both make explicit quality control mechanisms and long range planning mechanisms, including integration with the total Tanzanian government's plans for village development, be drawn.

C. [illegible] OF A TRAINING EFFORT

The approach used in the TRD village training program includes the [illegible]

being directly involved with each village for a two to three year period. This limits the number of villages IRDCs can serve. Further, the IRDCs can only provide center-based training for a small number of people from each IRD village. In the long-run, the impact of IRD training could reach more people in a IRD village and more villages if a strong built in multiplier effect were established to facilitate the transfer of skills and new ideas.

IDM has a cadre of staff trained in the IRD approach, who conduct IRD short-term management courses. Because IRDF is unable to meet the need and demand for management training especially among parastatal organizations such as Tanzanian Rural Development Bank, could IDM under its regular short course program offer IRD-type management courses?

Recommendation 9

It is recommended that villagers and village extension workers participating in IRDC center-based training be trained in communication and transfer of skills. The village extension workers from project villages should also be encouraged to use similar approaches when working with villagers from non-project villages. Use of these skills should be addressed during village follow-ups.

Recommendation 10

It is recommended that Regional Coordinating Committees encourage ward secretaries to facilitate contact between IRD trained leaders from project villages and their counterparts from non-project villages with a view to discussion of ideas and skills learned in IRD training.

Recommendation 11

It is recommended that women involved with adult education extension services at the grassroot levels in project regions, such as ward education coordinators and primary school teachers, be included in future IDI courses. Involvement of adult education extension services would help establish IRD type of training within villages and provide a channel for reaching more village women.

Recommendation 12

IDM and the MCD should discuss the feasibility of IDM offering IRD-type management courses as part of its normal short course program.

F. Identification of Women and Women's Issues in IRD

Relying on the existing governmental structure of policy making and leadership ipso_facto means that the participation of women in IRD management courses and policy making units will be low since the key positions in the structure are held primarily by men. How then can IRD increase the level of participation by women?

Further, the village information system and its use and the management

training all assume that the situation of women is the same or similar to men's. Yet evidence from research studies conducted in Tanzania and observations invalidate this assumption. How can IRD increase its efforts to be sensitive to women-specific issues?

Recommendation_13

It is recommended that the NCC redouble its efforts during this year to obtain one or more women members. It is suggested that the UWT be approached again about serving on the NCC and/or a person responsible for women's issues in the PMO be invited to be a member of the NCC.

Recommendation_14

It is recommended that IRD increase its efforts to incorporate women who are in suppportive staff positions at all levels into IRD management courses.

Suggestion

It is suggested that consultations with experts in the field of 'women in development' should be sought to improve the village information system by addressing women-specific issues and the use of information. Also IRD ought to consult with experts on ways to incorporate women-specific issues in all IRD management courses. An example of the latter would be to suggest appropriate places within the district and functional managers courses to incorporate questions about communication, attitudes and behavior towards female supportive staff. Another example would be to develop case study materials on women in official and supportive positions which address their perspective on difficulties encountered in working in a largely male dominated system.

G. IMPROVEMENTS IN COMMODITY SUPPORT AND FINANCIAL PROCEDURES

IRDP faces two problems that are outside their control, but which affect the training programs: slowness of commodity arrival even when orders are placed in time, and severe cut backs in funds which limit procurement of commodities. There is a current shortage of most essential items such as spare parts for vehicles and equipment.

IRDP has, or is, acquiring audio visual equipment and supplies, but the ability of the TANGOV to continue to provide spares and requisite supplies is highly questionable given its foreign exchange situation. The existing commodities combined with those on order, could be used to develop and produce sets of materials which have a potential long-life span. For example, pictures and posters have the potential of being used for a longer period of time than slides and videotapes since the latter depend on machines being operable. Further, flip charts have been more prominently popularized than other teaching materials in IRD training programs. In light of prevailing shortages of paper in the country and the possibility that such shortages might not be completed, alleviated in the future, the project's dependence on flip charts should be thoroughly examined. During this evaluation IRD did identify a source of reuseable flip charts nevertheless.

given IRDP funding constraints this still appears to be a valid issue.

Also, there are problems related to ordering of commodities, and tracking orders. These problems center around the different procurement channels used, communication between the IRDP and USAID mission and USDA personnel, delays in commodities being sent once requisite documents are received and orders filled in a piecemeal fashion so that parts of an item are received at one time and the remaining parts delivered later.

Although the team found the financial accounting and cash advance system for local funds to be adequate, there are some areas in which improvements should be made. Not all IRDCs submitted financial reports on time and kept ledgers up to date. Also, two methods are used for paying village trainees to return to their villages after center-based training. One of these methods, a set per diem, means that often the actual costs are not covered by IRD.

Recommendation_15

It is recommended that IRD build up an inventory of crucial spares and training items as finances permit. Efforts should be made to secure and build a stock of renewable (reusable) flip charts rather than the present highly consumable ones. Also, IRDP should continue to work with regional and district officials in developing transportation support arrangements.

Recommendation_16

It is recommended that HRD together with IRDC principals review the A-V commodity situation and devise a plan of work to develop audio-visual teaching materials, especially those that can be made from locally available resources. The current and future IRD trainers should be trained to be flexible and to use a wide range of audio-visual aids within the training process.

Recommendation_17

It is recommended that the computerized commodity monitoring system to track orders and inventory commodities received, be fully operational by September 1, 1984.

Suggestion

It is suggested that responsible people in the USAID, IRDP and TANGOV work collaboratively in reducing difficulties associated with commodity procurement.

Suggestion

It is suggested that the following be carried out:

1. In the area of reporting and record keeping, more diligence should be exercised to ensure financial reports are submitted on time and ledgers are kept up to date. We suggest that

the IRDC principals be sensitive to the issue.

2. In the area of allowances for participants returning to their villages, we suggest these participants generally be given the same amount as they claimed for travel upon arriving at the training center. This would appear to be an equitable and fiscally sound way to determine the amount of return travel expenses for participants. This should be addressed by the NCC by October 1984.

3. Should additional local currency advances be forthcoming from AID, the monthly reporting system, as described in the Project Paper, must be instituted.

H. ANALYSES OF TRAINING RESULTS

The IRDP has various built-in techniques for monitoring the effects of the training given, especially in the village training program. The feedback received is intended to assist the trainers. The follow-up report and course evaluations are also a potentially valuable source for an overall analyses of progress being made in implementing what is learned from IRD training, but such an analysis has yet to be undertaken. Although it is too early to assess the impact which IRD IRDP is having on village development activities, it is possible to learn about the impact in these villages.

In regards to management training of officials, no systematic effort has been made to assess the training effect.

To provide both AID and the TANZOV a basis for planning and allocating resources in the future, the results and impact of IRDP ought to be well documented. But, given the current IRDP financial constraints, how can these studies be carried out?

Recommendation 17

It is recommended that all Tanzanian researchers be encouraged to direct research toward the IRD training effect at all levels. This recomendation applies to both degree trainees in the U.S. and existing research groups in Tanzania. It is suggested that this recommendation be discussed at the next annual IRD workshop for long term trainees in the U.S. The evaluation team recognizes transportation and other costs which would be involved but also is aware that universities in the U.S. and other organizations fund Ph.D research in Africa. In addition, the Project Implementation team should continue with its present efforts to tie the IRDP with existing research groups in Tanzania. These groups should be encouraged to develop research proposals centering on IRD and to seek funds from potential sources inside and outside Tanzania.

Recommendation 20

It is recommended that the future assistant director for village training should, as a priority issue, devise a plan for analyzing the existing data on village training results. The technical

Sub-committee could be fully involved in this area.

1. PROVISION OF CONTINUING EDUCATION

Numerous people are involved in IRD as trainers and trainees. How can IRD help assure that they receive information on a continuing basis to reinforce and update their information and skill base? The annual workship for trainers and follow-up techniques are some of the mechanisms already established. In addition, the regional coordination committee structure provides a potential model for the stimulation of teamwork and information exchange. But, are such mechanisms sufficient in the long run?

The state of the art involving management knowledge changes with time. This will be especially true in Tanzania due not only to knowledge base changes outside the country, but also changes that will take place in the country due to experience with IRD, the continuing involvement of organizations like IDM and related research that is completed in the country. Also, those involved in the village training program need to be provided with information on new training techniques and new technical information as it becomes available.

What cost effective mechanism can be used to provide continuing education?

Recommendation 21

It is recommended that after the appointment of personnel to the proposed IRD directorate, the appropriate members should identify existing mechanisms and institutions to facilitate continuing education of IRD trainers and managers who have received IRD training. IRDP should make contact with people responsible for zonal newspapers, Radio Tanzania, Uhuru's adult education page and other mass-media sources to determine if arrangements can be made to use them for transmitting information especially applicable to IRD trained managers and IRD trainers. Also, IRD should identify and cooperate with institutions which could serve as sources of simple and relevant technical literature for village trainers and trainees. For example, teaching packages on various technical aspects are currently being prepared by various institutions (Center for Continuing Education, Uyole Agricultural Center and the Farmer's Training and Production Project of the Ministry of Agriculture).

In addition, IRD might develop affiliative relationships with existing continuing education organizations in Tanzania (such as the National Adult Education Association and Continuing Education Centers) and in other Third World countries.

TEAM SCHEDULE

March 15		Barnes arrived and met with U.S. Project Officer
March 16		Barnes met with USAID Project Officer and reviewed project documents
March 17	10:30-11:00	Barnes and Schulman met with Project Coordinator about schedule and logistics
March 18	11:00-11:20	Barnes and Schulman met with Director of Manpower Planning
	14:00-17:00	Barnes read project documents Long arrived
March 19		Entire team (except Hiemstra) in Dar; logistical arrangements made
		Team held general introductory meeting and reviewed documents
March 20		Hiemstra arrived; went to abortive meeting; reviewed documents and discussed tentative outline of evaluative report and assignments
March 21		Reviewed documents;discussed topics to be addressed by each team member; went to abortive meeting
March 22		Flew to Arusha
	14:00-17:00	Observed TOT
	19:00-20:30	Briefed on project by Poles
March 23	9:00-10:15	Met with Regional Management Team

	10:45-12:15	Met with computer specialist
	13:30-16:30	Visited Mondulí Training Center
March 23	19:30-22:00	Reception - IDI
March 24	8:40-9:15	Met with Regional Development Director
	9:30-13:15	Visited Oldonyowas Village and met with trainers conducting baseline survey
	16:15-17:30	Briefed on project by Foley
	18:00	Left for airport
March 26	7:45	Departed Dar
	10:45	Arrived IDM
	10:45-11:00	Met with Director of Studies
	11:00-12:00	Met with Principal, Director of Studies, and Registrar and some IRD trainers.
	12:00-12:45	Observed Phase II training course, District Functional Managers
	12:45-14:00	Lunch
	14:00-15:00	Met with HR trainers and Financial Officer
	15:00	Departed for Iringa
March 27	9:00-11:30	Meeting with Regional team
	11:45-13:30	Meeting with Ruaha principal
	14:00-16:15	Meeting with Ruaha trainers and principal
	19:30-23:30	Reception given by HR Center and regional team

March 28	9:00-14:00	Part of team visited village; other part of team continued discussions at Ruaha and consulted documents
	14:00	Departed for Mbeya
March 29	9:00-11:00	Team meeting on organization of report and schedule
	11:00-12:30	Studied documents
	14:45-16:30	Met principal and staff at Uyole
	17:00-17:45	Informally met with district functionaries attending Phase II training course
	18:00-18:45	Met with Assistant Project Advisor
March 30	9:15-10:15	Met with Mbeya regional team
	10:30-11:00	Part of team met with principal of Uyole
	11:00-11:20	Team met with Regional Commissioner
	12:30-14:00	Lunch with principal and some IRDC trainers
	14:00	Departed for Iringa
March 31	7:00	Departed for Dar
	17:00	Arrived Dar
April 2		Half of the team members went to Ruvuma Region; others remained in Dar for appointments, review of documents and initial drafting of report
		Team members in Ruvuma met with Regional Coordination Committee

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April 3		Some team members in Dar met with PS Natural Natural Resources and Tourism
		Team members in Ruvuma visited TRDC-Mtwara, met with trainers
April 4		Some of team members met with PS, Prime Minister's Office
April 6		Individual work and team discussion of some drafts
April 7		" " "
April 9		" " "
April 10	10:00-11:00	Meeting with Deputy PS, President's Office
		Discussion of HCL presentation of preliminary report
April 11		Team review and discussion of preliminary report to HCL
April 12	10:45-11:45	Presented Preliminary Report to HCL
		Individual work and review of other team members' sections
		Reception at Project Advisory House
April 13		Individual work and review of other team members' sections
	10:00-11:15	Met with Rural Development Personal Assistant to the President
April 14		Revisions and discussion of some team members of section on involvement of Women

April 14-15		Review of full draft of report by Project Advisor and team members
April 16	10:00	Team meeting with USAID Project Officer on draft report
		Hiemstra departed (a.m.)
April 17		Team meeting with USAID officials on draft report

PERSONS_CONTACTED

PERSONS CONTACTED

Project Coordinating Office

J. Mang'ong'ula	Project Coordinator
I. Msowe	Assistant Project Coordinator
Dr. J. Foley	Project Advisor
G. Fouse	Assistant Project Advisor

Regional Team - Arusha

M. Nyitambe	Regional Development Director
L. Kifanga	Regional Community Development Officer (Regional Coordinating Committee)
Dr. Hatibu	Regional Livestock Development Officer
Tumaraini	Regional Cooperative Officer
Saburi	Regional Natural Resources Officer

Regional Team - Iringa

G.L. Lemba	Regional Livestock Development Officer
H.U. Mwinyikambi	IRD Regional Coordinator
H.H. Mwakiboiwa	Regional Cooperative Officer
A.C. Mdemu	Regional Agricultural Development Officer
M.K. Ngido	Acting Natural Resources Officer

Regional Team - Mbeya

Mlunbwa	Regional Development Director
Lugome	Regional Planning Officer
Dr. C. Kapinga	Regional Livestock Development Officer
Mwaseko	Regional Agricultural Development Officer
F.M. Hanaweka	Regional Cooperative Officer
Jan. Ndilimma	Regional Community Development Officer
Nashurano	Regional Natural Resources Officer
Lomba	Regional Manager, Tanzanian Rural Development Bank
Mitema	KIDEP Coordinator
Bushimi	General Manager, Regional Trading Company
K.I.M. Mkalla	Principal, IRDC Uyole
I.D. Ngarambe	Vice Principal, IRDC Uyole

Regional Team - Ruvuma

W.P. Ndomba	Regional Administrative Officer
G.G. Ponera	TRD Regional Coordinator
J.S. Mwabulusi	District Executive Director, Songea
J.G.H. Mwanbola	Acting Regional Natural Resources Officer
G.H. Ndimbo	Regional Agricultural Development Officer
Pascal Bavugile	Regional Cooperative Officer
I.S. Kapinga	Principal, MDC Mbinga

MDC - Ryole

[illegible]	Principal
[illegible]	Vice Principal
[illegible]	Trainer - Livestock
[illegible]	Trainer - Natural Resources
[illegible]	Trainer - Home Economics
[illegible]	Trainer - Agriculture
H.G. Mbelle	Trainer - Community Development Audio-Visual Specialist
J.[illegible] Kavambo	Trainer - Community Development Audio-Visual Specialist

MDC - Songea

A. Olevo	Principal
Mary Kabelele	Vice Principal and Trainer in Cooperatives
Denson Gadau	Trainer - Agriculture
Calvin Kasimo	Trainer - Livestock
Paul Sinyangwe	Trainer - Community Development Audio-Visual Specialist
Francis Domimic	Trainer - Community Development Audio-Visual Specialist
Wilbardi Kima	Trainer - Forests
Samuel Mjema	Trainer - Natural Resources

MDC-Monduli

Reuben Ulo Funey	Principal
Ibrahim Athmani	Accounts Clerk
L.J. Lyamu	Vice Principal

IRDP Mbeya

I.S. Lapinga	Principal
Nyiriri	Vice Principal
Mbunda	Trainer - Livestock
Fussi	Trainer - Agriculture
Nnko	Temporary Trainer

Institute for Development Management

Charles Omari	Principal
Dr. B.J. Chiumba	Director of Studies
C.J. Nyoni	IRD Coordinator and Senior Lecturer
N.I. Nalioi	Head, Department of Business Studies
Dr. T.M.P. Minja	Head, Department of Administrative Studies
G.G.M. Ituga	Registrar
William Mbaga	Chairman, Economics Panel Senior Lecturer
T.S. Mashingo	Bursar

Others

Prof. J.M.J. Mendk	Personal Assistant to the President on Rural Development
Tumaine	Principal Secretary, Prime Minister's Office
F.M. Shirima	Principal Secretary, Natural Resources and Tourism
Michael Murray	IRD Implementation Officer, Ministry of Agriculture
A. Kabongo	Regional Commissioner, Iringa
M. Rashid	Regional Commissioner, Mbeya
Nuna	District Administration Officer, Ikonduli
Dilly Hassanu	Community Development, Arusha
[illegible] Lutteb	Community Development, Ngorongoro
[illegible] Limaro	Cooperatives, Mbulu

Participants in IRD training at IDM, Arusha and Mbeya
Livestock Extension Officer, Oldonyowas Village
Some Oldonyowas villagers, Arusha Region
Some Kitowo villagers, Iringa Region

USAID

Dr. Martin Schulman	IRD Project Officer, Human Resources Development Officer
Steven Klaus	Supply Management Officer

Jim Van den Bos	Evaluation Officer and Assistant Program Officer
Les Dean	Program Officer
Fritz Gilbert	Acting Director
Miki Mdoe	Training Officer

Phase II Village Level Training - All Regions

Year	Type of Training	Male	Female	%Female	Total(a)
1982	Residential	116	21	15.3%	137
	Technical	32	0	0.0%	32
	Follow up (Engish)	55	3	5.2%	58
	All Types	203	24	10.6%	227
1983	Residential	276	53	16.2%	329
	Technical	246	67	21.4%	313
	All Types	522	130	17.9%	652
1984(c)	Residential				66
			GRAND TOTAL		945

% Female: approximately 18%

Source: Annual reports, reports prepared for the evaluation team at each site, and miscellaneous materials

(a) The totals represent participants recorded for each session. Some people attended more than one session.
(b) A special follow up residential training program was implemented in 1982
(c) Represents incomplete data for 1984. Some village training was ongoing during the evaluation period.

Phase II Management Training

Level(a)	Location	Dates	Men	Women	Total(b)
DFMs	Arusha	March 12-26,1982	11	1	12
DFMs	Arusha	April 5-26,1982	32	1	33
Sr Reg Dist Man(c)	Iringa	July 5-17,1982	25	0	2
Sr Reg Dist Man(d)	Iringa	July 19-Aug 17,1982	28	2	30
Sr Reg Dist Man	Mbeya	July 19-Aug 17,1982	20	0	20
DFMs	Arusha	July 11-31,1982	27	0	27
RFMs	Arusha	Aug 2-21,1982	14	1	15
Sr Execs	U.S.	Oct 11-Nov 12,1982	23	1	24
		1982 TOTALS	180	6	186
DFMs	Iringa	Feb 28-Mar 25,1983	34	3	37
DFMs	Ruvuma	Feb 28-Mar 26,1983	29	1	30
RFMs	Mbeya(e)	Mar 9-Apr 16,1983	22	0	22
DFMs	Mbeya	Apr 6-29,1983	23	2	25
DFMs	Iringa	Apr 6-29,1983	33	3	36
DFMs	Rukwa	Apr 6-29,1983	37	1	38
RFMs	Arusha	Apr 11-23,1983(f)	19	0	19
DFMs	Iringa	May 2-28,1983	30	1	31
DFMs	Mbeya	May 2-28,1983	27	1	28
DFMS	Iringa	May 30-June 25,1983	28	0	28
DFMs	Arusha	May 30-June 24,1983	23	1	24
DFMs	Mbeya	June 6-25,1983	33	4	37
DFMs	Mbeya	July 11-30,1983	16	0	16
RFMs	Arusha	July 18-Aug 12,1983	25	0	25
DFMs	Arusha	Nov 14-Dec 2,1983	25	0	25
		1983 TOTALS	404	17	421
Sr Reg Dist Man	Arusha	Feb 6-Mar 3,1984	13	1	14
	(incomplete)	1984 TOTALS	13	1	14
		GRAND TOTAL	597	24	621

% female: 2.6%

The main source was the various annual reports. However, a variety of IRD notebooks were perused for cross-checking and filling in incomplete information. The key is as follows:

(a) The level was ascertained from either a direct description of the participants or by examining the list of participants
(b) Various factors sometimes prevented 100% participation during the entire training session

(c) A special catch-up training for managers who had not attended Phase I training
(d) Involved the July 5-17 participants, plus others, in an advanced training seminar
(e) Four senior officials joined the group on April 4-5
(f) Follow-up training

Phase II Management Follow-up

Date	Region/District	Who
Jan 10,1983	Iringa	RFMs
Jan 14,1983	Mbeya	RFMs
June 15,1983	Mbeya	Reg Execs
Sept 16-Oct 17,1983 (a)	Iringa	Various Levels
Sept 26-27,1983	Sumbawanga	DFMs
Sept 28-29,1983	Nkasi	DFMs
Oct 1,1983	Mpanda	DFMs
Oct 4-5,1983	Mbozi	DFMs
Oct 7-8,1983	Ileje	DFMs
Oct 10-11,1983	Chunga	DFMS
Oct 12-13,1983	Mbeya	DFMs
Oct 14-15,1983	Rungwe	DFMS
Oct 17-18,1983	Kyele	DFMs
Dec 5-8,1983	Arusha	DFMs

Source: Management Training Follow-up Notebook

(a) IPM trainers used a questionnaire process to evaluate the effect of training (follow up)

Annex 3

DATE: JUNE 13, 1993

NAME	SEX	COURSE	DURATION	START DATE	PRE-TRNG POSITION	PRESENT POSITION	PIO/P NUMBER	PIO/P AMOUNT
1 ABUYA Z	MALE	AG PROJ PLNG	10 WEEKS	9/01/82	REG PL OF-RV	REG PL OF-RV	20001	11300
2 MATOWERA C	MALE	INT RURL DEV	8 WEEKS	9/29/82	COMM DEVT-IR	COMM DEVT IR	20003	9000
3 MWASALYANDA	MALE	AG COOP MGMT	6 WEEKS	9/13/82	COOP OFF IR	COOP OFF IR	20004	6400
4 MAGNUS E	MALE	AG PROJ PLNG	10 WEEKS	9/01/82	PLNG OFF-RV	PLNG OFF-RV	20005	11300
5 MANYWORA K	MALE	AG COOP MGMT	6 WEEKS	9/13/82	REG COOP MB	REG COOP MB	20006	6400
6 PATOSILE P	MALE	AG COOP MGMT	6 WEEKS	9/13/82	REG COOP-RV	REG COOP-RV	20007	6400
7 NDIPANI G	MALE	AG PROJ PLNG	10 WEEKS	9/01/82	REG AG DV-RV	REG AG DV-RV	20008	11300
8 KAMUNA C	MALE	AG PROJ PLNG	10 WEEKS	9/01/82	REG LV DV-MB	REG LV DV-MB	20025	11300
9 MAGOMBO-ANY E	MALE	ECONOMIC MGT	4 WEEKS	2/05/83	REG MB DV-MB	REG MB DV-MB	20026	6000
10 MWAMASIMBA G	MALE	INT RURL DEV	8 WEEKS	9/29/82	COMM DEVT-MB	COMM DEVT MB	20027	9000
11 NDOLEZI S	MALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT-IR	COMM DEVT-IR	20029	207000
12 LEWSON S	MALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT-IR	COMM DEVT-IR	•	1
13 MAFOLO F	MALE	IRG TRAINES	6 WEEKS	11/09/82	COOP OFF-IR	COOP OFF-IR	•	1
14 MWENGA F	MALE	IRG TRAINES	6 WEEKS	11/09/82	MNGMT MGT-IR	MNGMT MGT-IR	•	1
15 NG[illegible] S	MALE	IRG TRAINES	6 WEEKS	11/09/82	AG FLD DV-RV	AG FLD DV-RV	•	1
16 MA[illegible] H	MALE	IRG TRAINES	6 WEEKS	11/09/82	LV DEV DV-RV	LV DEV DV-RV	•	1
17 MBI[illegible] P	MALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT-RV	COMM DEVT-RV	•	1
18 SC[illegible] B	MALE	IRG TRAINES	6 WEEKS	11/09/82	MNGMT MGT-RV	MNGMT MGT-RV	•	1
19 MUSAI M	MALE	IRG TRAINES	6 WEEKS	11/09/82	ASSIST AG MB	ASSIST AG-MB	•	1
20 URIO J	MALE	IRG TRAINES	6 WEEKS	11/09/82	LV FLD AG MB	LV FLD AG-MB	•	1
21 KUSETA A	FEMALE	IRG TRAINES	6 WEEKS	11/09/82	AG FLD AG MB	AG FLD AG MB	•	1
22 NGOMO I	MALE	IRG TRAINES	6 WEEKS	11/09/82	COOP OFF-IR	COOP OFF-IR	•	1
23 DULE C	MALE	IRG TRAINES	6 WEEKS	11/09/82	LV FLD AG IR	LV FLD AG-IR	•	1
24 KALINGA R	FEMALE	IRG TRAINES	6 WEEKS	11/09/82	AG FLD AG-IR	AG FLD AG-IR	•	1
25 DOMINIC F	MALE	IRG TRAINES	6 WEEKS	11/09/82	AV TRNG RURM	AV TRNG-RURM	•	1
26 NGALIWA A	MALE	IRG TRAINES	6 WEEKS	11/09/82	ASSIST AG IR	ASSIST AG-IR	•	1
27 JOSEPHINE	FEMALE	IRG TRAINES	6 WEEKS	11/09/82	COOP ASST MB	COOP ASST-MB	•	1
28 MUSTELEY M	FEMALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT-MB	COMM DEVT MB	•	1
29 KALIANDA J	MALE	IRG TRAINES	6 WEEKS	11/09/82	SOCIOLOGY SUPP	SOCIOLOGY IRP	•	1
30 KAGI E	MALE	IRG TRAINES	6 WEEKS	11/09/82	FOR SCI IRP	FOR SCI-IRP	•	1
31 [illegible] J	MALE	IRG TRAINES	6 WEEKS	11/09/82	AG ECON IRP	AG ECON IRP	•	1
32 M[illegible] M	MALE	IRG TRAINES	6 WEEKS	11/09/82	MANGMT IRM	MANGMT IRM	•	1
33 [illegible] M	MALE	IRG TRAINES	6 WEEKS	11/09/82	MANGMT IRM	MANGMT IRM	•	1
34 M[illegible] A W	MALE	IRG TRAINES	6 WEEKS	11/09/82	ECONOMIC IRM	ECONOMIC IRM	•	1
35 M[illegible] F	MALE	IRG TRAINES	6 WEEKS	11/09/82	ECONOMIC IRM	ECONOMIC IRM	•	1
36 [illegible] D	MALE	IRG TRAINES	6 WEEKS	11/09/82	FINANCE IRM	FINANCE IRM	•	1
37 [illegible] S	MALE	IRG TRAINES	6 WEEKS	11/09/82	ECONOMIC IRM	ECONOMIC IRM	•	1
38 [illegible] E	MALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT IR	COMM DEVT IR	•	1
39 [illegible] A	MALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT MB	COMM DEVT MB	•	1
40 [illegible] J	MALE	IRG TRAINES	6 WEEKS	11/09/82	COMM DEVT IR	COMM DEVT-IR	•	1
41 MUTAGA A	MALE	MICRO COMPR	8 WEEKS	05/02/83	IRSP-IDSMA	PENDING	20036	15260
42 CHIWILE P	MALE	MICRO COMPR	8 WEEKS	05/02/83	IRSP-IDSMA	PENDING	•	1
						TOTAL		1148610

Imprest No. ..... (Itajazwa na Mhasibu)

Katibu Mkuu,
Wizara ya Maendeleo ya Ushirika,
S. L. P. 2483,
DAR ES SALAAM.

SEHEMU YA MAOMBI YA MASURUFU (Itajazwa na muombaji)

Jina la Ofisa .....

Cheo ..... (Ngazi ya Mshahara).....

Nimeomba masurufu ya safari/Masurufu maalum ya Sh.....

Kwa ajili ya .....

MAELEZO YA SAFARI

Tarehe ya kuondoka .....

Tarehe ya kurudi .....

Mahali niendako .....

Madhumuni ya safari .....

.....

MAHITAJI YA MASURUFU MAALUM

Kiasi:- Sh. .....

Maelezo: .....

.....

.....

Nimethibitisha kuwa.....

(i) Sina/Nimeyo masurufu mengine mabayo hayajarejeshwa.

(ii) Gharama na safari hii zimelipiwa/Zimelipiwa na Serikali au Shirika Jingine.

(iii) Nilirejesha kiasi hii kwenye mfuko wetu/wao ndani ya kipindi cha kurudi safari.

Sahihi.....

.....
(Jina la Mhasibu)

To: The Accounting Officer/Warrant Holder
Sub-Warrant Holder.

.....

.....

.....

.....

RETIREMENT OF IMPREST

Name of Officer..... Designation.....

Ministry/Region.....

Division/District.....

Date of Commencement of Safari..... to ..... ended on..... .....

Imprest No.....of 19.....for S.....issued at.....

.....

OFFICER'S CERTIFICATE

I certify that I travelled to.....where I stayed for .....nights. I am therefore, entitled to subsistence allowance of Shs.....plus incidental expenses of Shs.....arrived at as follows:-

Date of Departure	Place	Date of Arrival	Place	Number of Nights	Rate of Allowance	Total Subsistence allowance
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....

Add: Incidental Expenses payable under paragraph 5 of Staff Circular No.6 of 197..

.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....

Total Claim Shs.....

Officer's Signature.....

AUTHORIZING OFFICER'S CERTIFICATE

I certify that Mr/Mrs.....travelled to..... where he/she stayed for.....nights..... I authorize payment of his/her claim to the extent of Shs.....only. The amount is legally payable.

.....

APPENDIX 4
S.F. 4

RECEIPT VOUCHER
(Allocated Stores)

I certify that I have received into store and taken on ledger charge the following articles:—

Ledger Folio	Article	Unit	Quantity	From whom received (quote Inventory or other reference)	Condition (*)

Date.....19..... .....
Signature of Storekeeper

1. This voucher should be prepared in duplicate. The original will be retained by the storekeeper and the duplicate handed to the officer depositing the stores.
2. Whenever possible the original voucher will also be signed by the officer depositing the stores.

(*) In the column enter either "new", "serviceable" or "unserviceable".

APPENDIX 5
FORM S.F. 29

STORES INSPECTION REPORT
(*Financial Regulations, Part III—Nos. 133/134*)

Department..... Station .....

Inspecting Officer's Name..... Date of Inspection.....19.....

The *ALLOCATED/UNALLOCATED stores on charge at the above place have been inspected by me in accordance with Financial Regulations, Part III, No. 133 with the results stated below:—

Signed ..... *Designation*.....

Date.....19.....

IMPORTANT

1. Ticks will be placed in the appropriate column to indicate "Correct" "Incorrect", etc.
2. All comments and/or lists will be written/typed in consecutively numbered paragraphs of an appendix, in the same sequence as the questions below, stating the number of the paragraph in the space provided against each question.
3. Where test checks are required the number of items examined should not be less than 25 per cent of the value, selected at random.

APPENDIX A

MINISTRY OF COMMUNICATIONS, TRANSPORT AND LABOUR

70

APPENDIX 6

S.F. 10

DUPLICATE—To be retained by the supplier

TANGANYIKA

LOCAL PURCHASE ORDER AND PAYMENT VOUCHER

Station.....

Ministry/Division.....

Ref. No.....

PAYIG INSTRUCTIONS*

*Insert "Cheeque" or Cash"

To: _____

VOUCHER No.

CODE No.

please supply the goods/services as detailed below, accompanied by delivery note to..... and return this form with your invoice in duplicate to:.....

allocation: Head.....Sub-Head.....Job No.....

Description of goods/services	Unit	Qty. ordered	Qty. supplied	Date	Amount Shs.	Amount Cts.	Ledger folio Ref. No.

Invoice number	Date	Amount Shs.	Amount Cts.

.....
Signature and Designation of Purchasing Officer

Date.....19.....

Vote Book	
Folio	Entry

Contract Reference Number:.....

AUTHORITY TOTAL ...

CERTIFICATE (To be completed after goods/services have been received)

I certify that: *(i) The non-consumable goods have been received in good order and taken on ledger check

(ii) The consumable goods have been received in good order and issued for immediate use/direct incorporation in.....

(iii) The services have been performed to my complete satisfaction.....

Date.....19.....

*Delete whichever inapplicable.

.....
Signature of Receiving Officer or Officer i/c Store

CERTIFICATE AUTHORIZING PAYMENT

I certify that the above amount of Shillings ..... and Cents.....(Shs.....Cts.....) is correct and was incurred under the authority quoted above and that the rate/prices charged is/are in accordance with Regulations/the Terms of Contract or Agreement and that funds are available to meet the payment under the Head and Sub-Head quoted above.

VOTE CONTROL

.....
Date.....19..... *Signature and Designation of Officer Authorizing Payment*

RECEIPT FORM (To be completed only for CASH payments and payments to illiterates)

Received/Paid this.....day of.....19..... in payment of the above amount the sum of Shillings.....and Cents.....(Shs.....Cts.....)

Signature of Paying Officer — Witness to Payment (only for illiterate Payee) — *Signature or right hand thumb print of Payee*

ANNEXURE "27.B"

T.F.D. 444

Note
All Cash Memos and Receipts to be attached

IMPREST CASH BOOK

(Department)

A 367097

(Station)

Date	Amount Received		Details of	Receipts / Payments	Code	Amount Paid		Balance		Deposits / Ledger Folios

Warrants Received		Analysis	
Date	Amount	Code	Amount

I certify that I have expended the ... as detailed above, and that this expenditure was properly incurred. The prime vouchers are presentable and the accounts balance have been deposited or as indicated.

Signature

Is the recipient to remark any [illegible]

Dated ... 19...

Designation

Annex 7

IRD Project Commodities: Quantities

Description	Procured	On Order	To Be Ordered	Remarks
AUDIO/VISUAL:				
Video Cameras	4	----	1	
Video Recorders	3	----	2	
Editor	1	----	----	
Monitors	4	----	1	
Slide Projectors	3	----	2	1 projector currently inoperable
Movie Projectors	3	----	2	
TRAINING EQUIPMENT:				
Copying Machines	4	----	2	2 machines currently inoperable
Flip Chart Stands	25	----	----	
POWER SUPPORT:				
Portable Generator	----	1	----	
BOOKS/TRAINING MATERIALS:	1,000	200	200	
SUPPLIES FOR VILLAGE TRAINING:				
Safari Beds	45	----	30	
VEHICLES:				
Land Rovers	13	2	3	If funds available
Station Wagon	1	----	1	" " "
Mini Buses	6	1	?	2 mini buses currently inoperable
Motorcycles	12	----	30	If funds available
MINI-COMPUTERS	4	2	?	

Approximately 80% of other audio-visual, training equipment, demonstration equipment, has been purchased.

Approximately 90% of furniture/appliances and office equipment has been purchased.

Approximately 60% of camping equipment has been purchased.

Approximately 50% of expendibles has been purchased.