付属資料4

THE MID-TERM EVALUATION REPORT FOR THE KILIMANJARO AGRICULTURAL TRAINING CENTRE PHASE II PROJECT IN THE UNITED REPUBLIC OF TANZANIA

DAR ES SALAAM, MAY 25, 2004

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1. Objective and Method of the Evaluation

1-1 Objective of the Evaluation

The evaluation activities were performed with the objectives:

- Evaluating the degree of achievement based on the Record of Discussions, the Project Design Matrix (hereinafter referred to as "PDM") and the Plan of Operations (hereinafter referred to as "PO") during the first half of the Project,
- 2) Reviewing and revising the PDM and the PO for the remaining cooperation term, if necessary, and
- Identifying problems on any aspects of the Project implementation and proposing necessary solutions.

1-2 Method of the Evaluation

(1) In Tanzania

To carry out Mid-term Evaluation, the Joint Evaluation Team (hereinafter referred to as "the Team") consisting of both the Tanzanian side and the Japanese side has conducted the hearing of the presentation made by the counterpart personnel of the Project, field visit and a series of discussions within the Team and other partners. The evaluation was made based on the findings from the above activities, and the following five evaluation criteria.

a) <u>Relevance</u>: Relevance is referred to the validity of the Project Purpose and the Overall Goal in compliance with the development policy of the Government of Tanzania as well as the needs of beneficiaries.

b) <u>Effectiveness</u>: Effectiveness is referred if the expected benefits of the Project have been achieved as planned and if the benefit was brought about as a result of the Project (not of the external factors).

c) <u>Efficiency</u>: Efficiency is referred to the productivity of the implementation process and examined if the input of the Project was efficiently converted into the output.

d) <u>Impact</u>: Impact is referred to direct and indirect, positive and negative impacts caused by implementing the Project including the extent of the prospect of the achievement of the Overall Goal.

e) <u>Sustainability</u>: Sustainability is referred to the extent that the Project can be further developed by the recipient country and the benefits generated by the Project can be sustained under the recipient country's policies, technology, systems, and financial state.

(2) In Regional Countries

The Regional Technical Cooperation Promotion Programme (hereinafter referred to asy

"RTCPP") is to be implemented to effectively utilize the existing resource in Tanzania and to examine the possibility of further expanding the effects of the Project activities. Therefore, it is not necessary to conduct the Mid-term Evaluation for RTCPP with detailed criteria and measurement as is to be applied to the Project in Tanzania. The Team reviewed the achievement so far made and confirmed the future plan and prospects based on the interviews with the relevant personnel in Tanzania and documents compiled by the Project.

1-3 Members of the Evaluation Team

(1) The Japanese Team

Name	Job title	Occupation
Mr. NISHIMAKI Ryuzo	Team Leader	Senior Researcher (Rural Development), Rural Development Department, JICA
Mr. KITAGAWA Kazuhiko	Irrigated Rice Production	Chief of Overseas Land Improvement Cooperation Office, Design Division, Rural Development Bureau, Ministry of Agriculture, Forestry and Fisheries
Ms. ITAGAKI Keiko	Farmers Training	Researcher, Social Development Department, Global Link Management, Inc.
Mr. NAKAHORI Hiroaki	Planning Management	Staff, Arid and Semi-Arid Farming Area Team II, Group III, Rural Development Department, JICA
Mr. NISHIYA Mitsuo	Evaluation and Analysis	Professional Engineer, Nippon Giken Inc.

(2) The Tanzanian Team

Name	Job title	Occupation
Eng. Gabriel M. Kalinga	Team Leader / Irrigated Rice Production	Irrigation and Technical Services Division, Ministry of Agriculture and Food Security
Mr. E. N. Ndauka	Farmers Training	Crop Development Division, Crop Extension Services, Ministry of Agriculture and Food Security
Mr. James Ngwira	Planning Management	Policy and Planning Division, Ministry of Agriculture and Food Security

2. Outline of the Project

2-1 Background of the Project

The Kilimanjaro Agricultural Training Centre (hereinafter referred to as "KATC") was established as the irrigated rice cultivation training centre in 1994. The technical cooperation, the Kilimanjaro Agricultural Training Centre Phase I Project (hereinafter referred)

to as "the Previous Project"), was implemented by JICA from 1994 to 2001 for the purpose of strengthening the function of KATC.

On the basis of its achievement, the Government of United Republic of Tanzania proposed another project. It aimed to further strengthen the technical and pedagogical capabilities of KATC personnel through development of training courses to meet the needs of the model sites.

In response to this request, the Government of Japan dispatched Study Teams and as a result, the Record of Discussions on the Project for Kilimanjaro Agricultural Training Centre Phase II was signed on July 5, 2001, between the Tanzanian authorities and the Project Design Team. The Project was commenced in October 2001, and will terminate in September 2006.

2-2 Summary of the Project

(1) In Tanzania

- Project Purpose: Productivity of rice increases in the model sites through the KATC's training.
- Outputs: 1. The concept of and approach to the model sites are established (based on the agreement of all the stakeholders).
 - 2. The capability of KATC in identifying training needs is improved.
 - 3. Technical training program are strengthened to meet local needs.
 - 4. Training program for improving institutional framework of irrigation scheme is strengthened.
 - 5. The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.
 - 6. The concept and approach to mainstream gender into plan, implement and monitor technical training on irrigated rice production are established.

(2) In Regional Countries

Project Purpose: Irrigated rice production techniques of field personnel and/or key farmers in the irrigated rice farming areas selected by each country are improved.

- Outputs: 1. The capability of KATC in conducting the training courses in compliance with the needs of each participating country and with gender consideration is improved.
 - 2. The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.

3. Revision of PDM and PO

A draft PDM (hereinafter referred to as "PDM3", attached herewith as "Annex 1") was formed by the Project based on the former PDM (hereinafter referred to as "PDM2", attached herewith as "Annex 2" attached to the Minutes of Meeting dated May 28, 2003) in order to make indicators more specific. Main Points of change and those reasons are listed in the table below.

According to the revision of PDM, a draft PO (attached herewith as "Annex 3") was formed by the Project.

Position	Change	Reason
Indicator 1 for Project Purpose	To be revised the increment rate of the average rice yield of sample farmers of the model sites.	The baseline figures of the unit yield of rice were obtained by the VAEOs' survey carried out in mid 2003. The figures are different from the initial information stated in the IP workshops in early 2003. The target yield also may be reviewed in the workshops within the two months.
Indicator 3-4 for Output 3	Add indicator 3-4 of "Modified field training programme(s), which encourage districts to adopt KATC trainings as an implementation tool of their DADP, are developed."	Every agricultural policy/program/intervention would be in line with ASDP-DADP and DADP fund would be one of the realistic/prospective financial source, it will be quite important to modify the in-field training component/package for providing easier access to districts and thus for contributing to promotion of irrigated rice production; the overall goal of KATC II.
Activity 3	Add "3-6 Verify and confirm the applicability of KATC training programme."	The workshop(s) will be held for following purposes, inviting representatives from relevant districts responsible for those 40 irrigation schemes identified. Additional in-field training(s) will be conducted based on experiences from in-field trainings/technical assistances to model sites and information obtained in the above workshop(s).
Activities 4-1 to 4-3	Revised as "4-1 Prepare, implement and revise Implementation Plan (IP) for each model site with district, scheme, zonal irrigation office. 4-2 Improve the management of irrigators' associations/cooperative societies in model sites.	Revision of the expressions is preferable to make the scope more clear.
Important Assumptions after Activities	Add "Weather conditions remain favourable to irrigated rice farming."	The drought may significantly affect the achievement of the Outputs, as observed at Nduguti model site in 2004.

Changes from PDM2 to PDM3



4. Results of the Evaluation with Five Criteria

4-1 Relevance

The relevance of the Project has been kept, because the Tanzanian and Japanese policy of agricultural development has not changed significantly since the commencement of the Project.

(1) Tanzanian Policy

The Project is in accordance with the national plan/programme/strategy in general. Tanzanian government has made Agricultural Sector Development Strategy (ASDS) which aims to improve agricultural productivity and profitability in order to contribute to poverty reduction and food security at farm household level, and been promoting Agricultural Sector Development Programme (ASDP) and District Agricultural Development Plan (DADP). The promotion of irrigated rice production would be one of the pillars in agricultural sector, and activities of the Project are to be continued in line with ASDP-DADP.

The Government of Tanzania has formulated the National Irrigation Master Plan (NIMP), which involves "Farmers' participation training programme" and "Irrigated agriculture training programme for rice production". Those two short term programmes have integrated the accomplishments of KATC.

In addition, high farmers' demands of KATC's irrigated rice production technologies were confirmed by the survey result on adoption rate of the techniques learned in the model sites.

(2) Japanese Policy

Japanese ODA policy to Tanzanian agriculture sector has been harmonized with the Project Purpose since the commencement of the Project.

4-2 Effectiveness

The effectiveness of the Project is expected to be high, because the Project Purpose could be achieved in general.

(1) Achievement of Project Purpose

The three indicators of the Project Purpose were assessed at the mid-point of the Project. Although the data collection is still going on in the fourth in-field training on evaluation, the Team confirmed the following information on these indicators. \land

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- Yield rate of rice has increased in the two model sites (Mombo and Nakahuga).
- Net return rate of rice has increased in one site (Nakahuga).
- Properly irrigated area could increase through improvement of irrigation facilities and water management.

The second to fourth in-field training activities at Nduguti model site were postponed, because of very severe drought in the first crop season starting from December 2003. Therefore, special care to Nduguti farmers should be taken to enable them to catch up with the other model sites in the next crop season.

4-3 Efficiency

In general, the Inputs from the Japanese side and Tanzanian side were mostly proper. Most of the Outputs are anticipated to be achieved by the end of the Project period.

(1) Inputs from Japanese Side

- Expert: JICA has dispatched eight long-term experts with following speciality; a) Chief Advisor (2 experts), b) Coordinator (2 experts), c) Extension and Farmers Training (2 experts), d) Rice Cultivation/Farming (1 expert) and e) Irrigation Management (1 expert). A total number of eleven short-term experts have been dispatched to the Project.
- Counterpart Training: JICA has accepted eight Tanzanian counterparts for training in Japan as planned. The scope of the training, the number of the participants and the training period were appropriate for the Project.
- Machinery and Equipment: JICA has provided machinery and equipment, and they were sufficient in quality, and most of them have been put to effective use for the Project.
- Study Team: The all study teams have been dispatched as planned, and members, periods and timing of the dispatch was adequate to properly manage the Project.

(2) Inputs from Tanzanian Side

- Tanzanian Personnel: The assignment of Tanzanian personnel has been implemented as planned. Technical level of the 34 counterpart personnel assigned was mostly appropriate for the implementation of the Project.
- Local Running Expenses: The budget from the Tanzanian side has not been disbursed as planned. The disbursed amount was far below the amount needed for the operation of the Project.

Land, Buildings and Facilities: The necessary land, building and other facilities have been

allocated properly to implement the Project as planned.

(3) Outputs

Most of the Outputs are expected to be achieved, because these have been achieved at certain level at the time.

- Output 1: The concept of and approach to the model sites have been established and six model sites have been selected.
- Output 2: The capability of KATC in identifying training needs could be improved more through the continuous implementation of the field trainings as planned.
- Output 3: Technical training program could be strengthened to meet local needs, because the adoption rate of the techniques is sufficiently high in the first crop season and the technical standards on rice cultivation will be prepared through the field evaluations, which are going on.
- Output 4: Training program for improving institutional framework of irrigation scheme could be strengthened, because the farmers' organisations (i.e. irrigators' associations) and the supporting government agents are stimulated by the Project implementation so far.
- Output 5: It is necessary to accelerate improvement of the KATC's capacity in collecting and providing useful irrigated rice cultivation information, because the achievement rate for this matter has been low at the mid-term.
- Output 6: The concept and approach to mainstream gender into plan, implement and monitor technical training on irrigated rice production are established.

4-4 Impact

At the mid-point of the Project, some positive and negative impacts were reported by the Project staff, as follows.

Positive impacts:

- Improvement of living standard (school fees, modern houses, toilets, bicycles, etc.)
- Strong support of district governments to the Project (contribution of transportation costs and allowances, and provision of revolving fund, etc.)
- Participation of neighbouring farmers of the model sites to the in-field trainings
- Reduction of workload of females

Negative impact:

• Some males spend more money for drinks

4-5 Sustainability

There are financial difficulties in the sustainability of the Project at the time of the Mid-term Evaluation.

(1) System

KATC is recognized as the unique training centre specialized on irrigated rice cultivation. Furthermore, many farmers supported by foreign donors (the World Bank, FAO, etc.) participate in KATC residential courses or in-field trainings (Mombo and Mbuyuni sites).

The human resources of KATC are good enough, although some capacity building is necessary in the Project. The Previous Project established fundamental curriculum and training materials and the Project is establishing practical ones for participatory training/extension techniques. By the end of Project, it would be possible for KATC to be capable to provide both basic and practical training courses. KATC staff have to be capable in providing logistics, especially scheduling and arranging in in-field trainings, and also evaluation, in terms of quality management of training.

(2) Technology

The technical level of KATC staff is high enough to carry out the farmers trainings, because the counterpart personnel are knowledgeable, experienced and more confident in particular techniques in rice production, participatory training/extension methods through the project implementation.

Most of the key and intermediate farmers have already started to adopt the appropriate techniques learned in the trainings. As these techniques are rather simple and require small cost, they will be able to sustain in the model sites and expand into neighbouring areas.

(3) Finance

Although KATC receives relatively large budget compared to other institutes, the amount is not enough to implement all training courses. Under ASDP-DADP there will be chances for KATC to carry out training of farmers and agricultural field officers by using DADP budget.

Both Tanzanian and Japanese Governments agreed in M/M previously, 20% of income on Self Help Fund to be disbursed for Project activity. In FY 2003, KATC reports to have spent 38% of SHF income for the Project Purpose mostly on repair and maintenance of equipment/facilities and allowances for its staff.

5. Conclusion

5-1 In Tanzania

The Team evaluated the Project in line with the five evaluation criteria based on the findings obtained from field observations and a series of discussions with those who are involved in the Project.

In Tanzania, the government has made considerable endeavors to develop irrigation facilities, while the level of irrigated rice farming technologies of the farmers still remains low. The Project aims at providing technical training that fits to local conditions, thus at solving various problems of the farmers in different irrigation schemes in Tanzania. The Team concludes that the relevance of the Project has still been very high, since it was confirmed that the government policies and priorities consistently put emphasis on the development of the irrigated rice farming in those scheme areas.

As to the efficiency of the Project, the Team considers that the Project is being implemented efficiently, since most of the Activities have been implemented as scheduled by the efforts of relevant personnel and staff of the Project, despite the fact that a part of the planned activities has been hampered due to the weather conditions.

There are positive findings in terms of technical sustainability of the Project, such as adoption of learnt technologies among the farmers in the model sites, higher recognition of KATC as training institution, and so forth. Nevertheless, financial sustainability of the Project activities was evaluated as being low at this point of time since the total budget of KATC is not sufficient enough, although the government has provided larger budget to KATC compared to the ones to other training institutes.

Based on the findings mentioned above, the Team agrees on that there has not been any serious problem in the planned activities and process of their implementation for the first half period of the Project that should require special measures to be taken. In the later half of the Project, the Activities will focus on the development and dissemination of technical package for the model sites to improve the productivity. The Team concludes as an overall evaluation that the possibility for the Project to attain the Project Purpose by the end of the Project is quite high, once the Project would carefully take into consideration the recommendations mentioned in the section 6.

5-2 In Regional Countries

The Team reviewed the progress of the Project activities in the regional countries and found that the planned activities have duly been conducted. The KATC training for farmers and extension officers has highly been appreciated in respective countries, and the KATC staff

could obtain wider experiences to try out the farmer-to-farmer training approach in situations different from the Tanzanian setting.

Thus the Team concludes that the applicability of the rice farming technologies and training know-how of KATC to the neighbouring countries is high, and that KATC is gaining the capacity to serve as the training institute specialized in irrigated rice farming not only for Tanzania but also for the regional countries.

6. Recommendations

(1) Revision of PDM and PO

The Team proposes the revision of PDM and PO as attached in Annex 1 and Annex 3. The Project should take early measures to revise the indicator to measure the attainment of Project Purpose that is related to the production increase based on more reliable figures after the proper endorsement by the Joint Coordinating Committee on the revision, since the basis of the present figures was found to be inaccurate.

(2) The RTCPP

At the TICAD III held in Tokyo, Japan in October 2003, the necessity of further promotion of rice farming in Africa was strongly recommended. The KATC can be recognized as a quite unique training institution in terms of that it is specialized in irrigated rice farming, and that it provides training not only to the extension officers but directly to farmers.

Hence, it is clarified that the RTCPP is to implement on the trial basis the KATC training on irrigated rice farming in Kenya, Zambia, Malawi and Uganda where development of irrigated rice farming are being emphasized, in order to disseminate as well as to seek applicability of technologies and training know-how accumulated in KATC.

(3) Model Sites

1) Additional model site

The model sites of the Project have been selected as those representing the six irrigation zones in Tanzania. It was proposed to add one more model site since there has been a change in the zoning to divide them into seven now.

As the site selection process would require various surveys and social preparation work, it may not practically be feasible to add one model site where the same degree of intervention should be carried out from the mid-term stage of the Project. However,

since the Project is planning to develop a modified package of training in the later half of the Project period, it is worthy to examine the possibility to include an additional site where the modification trials are to be conducted. Such addition may also contribute to serve to a larger clientele at the field level.

2) Nduguti Model Site

Despite the fact that the Project activities in one of the model sites, i.e. Nduguti, has badly been affected by the drought, it is recommended that the site should continue being a model, and that the farmer representatives should be provided with the opportunities to benefit from the whole cycle of the in-field training. It may be one of the practical options to facilitate them to attend the training in nearby model sites, such as Mwamapuli.

3) Promotions of the expansion effects of the Project activities

The Team recommends that the Project should not only develop the modified training packages, but also examine continuously measures to maximize the spreading effects of the approach of farmer-to-farmer training and participatory extension in these model sites. It is also essential for the districts and MAFS to ensure that farmers' organizations are established, registered and assisted to perform their duties in proper manners, since such organizations can play vital roles in spreading out the effects of the training.

(4) Institutional and Financial Sustainability of KATC

As previously mentioned in section 4-5, there are aspects to further be monitored in terms of institutional and financial sustainability of KATC.

As to the institutional aspects, it is essential to clarify the status of KATC within the framework of irrigation development plan of the country as a policy of the government. It is also important for KATC and MAFS (DTI and DITS) to collaborate on training opportunities for the KATC staff at all levels of education, including long-term training.

As to the financial aspects, there may be various options to stabilize the financial conditions of KATC, amongst which the Team recommends that KATC should further strengthen the collaboration with district administrations so as to be entrusted with training activities to be implemented under ASDP-DADP, and that MAFS would continue its efforts to allocate more recurrent cost to KATC.

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(5) Public Relations (PR) of the Project Activities

To further obtain general recognition on KATC and the Project, it is expected that the Project would continue and enhance the PR activities on the Project through a variety of means, including mass media, Internet websites, and seminars.

(6) Equipment

There are equipment procured during the Previous Project which are essential for the implementation of the Project such as computers and vehicles. The Team found many of such equipment in the deteriorated conditions, thus recommends that there is a need to replace them with new ones.

(7) Management of the Project

It is recommended that the Project should further gear its activities to establish the information management system (IMS). The IMS should also be supported in terms of operational funds, enhancement of staff and equipment.

Through the experience of this Mid-term Evaluation, the Team noted the necessity for the Project to further collaborate with MAFS in conducting its regular monitoring and internal evaluation.

(8) Technical Issues

The Team recommends that the aspect of irrigation efficiency should further be emphasized in the KATC training related to water management so as to foster the awareness among the farmers in the model sites.

As to the expansion of the farm management technologies, it is recommended that the farmers of the model sites should be urged to fabricate themselves or to identify local fabricators of simple farming tools such as push weeders, threshing stands and so forth after the training and that the KATC should make follow-ups in this regard.

Revised Project Design Matrix (PDM): The Kilimanjaro Agricultural Training Centre Phase II Project in Tanzania

Duration : 2001.10.1~2006.9.30

Target Group:Rice farmers in the irrigation schemes

Project Area:selected irrigation schemes

Date: 25 May, 2004

In Tanzania		Date: 25 May, 2004	
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Super Goal Living standards of rice farmers in the irrigation schemes are			There are no major policy changes.
Overall Goal Productivity of rice increases in the place where KATC training has been conducted and surrounding area.	 Average rice yield of sample farmers in the training conducted sites and surrounding area increase by 25 % by 2010 compared to the national average of 2002 (2.5t/ha). By 2010, the net return rate from rice to family farm in the training conducted sites and surrounding area increase compared to those of 2002. (for the formula of the net return rate, see Annex.1.) 	1.Base line survey 2.Ex-participants report 3.Monitering report	Income is used for better living standards.
Project purpose Productivity of rice increases in the model sites through the KATC's training.	 Average rice yield per unit area of sample farmers in model sites increase by 9-24% by2005 compared to 2002 (for details, see Annex.2). By 2005, the net return rate from rice in all the model sites increase compared to those of 2002. By 2005, properly irrigated area increase in all the model sites compared to those 	1.Base line survey 2.Ex-participants report 3 Local consultant survey report 4.Farming survey (Targets are 20 Key Farmers, 30 Intermediate Farmers, and 10 5.Yield survey	No agricultural policy changes.
Outputs 1 The concept of and approach to the model sites are established (based on the agreement of all the stakeholders).	1 By the end of August, 2002, six (6) model sites are selected on the basis of the criteria.	1.Minutes of Joint Coordinating Committee 2.Criteria	The ex-participants remain in the irrigation scheme.
2 The capability of KATC in identifying training needs is improved.	 2-1 At the beginning of every training course, more than 90% of course participants agree with the course contents as relevant to their needs. 2-2 In more than 80% of training courses, more than 80% of training participants rank A or B in questionnaire. (Evaluation will be done by 5-graded form (A:Excellent, B:Very Good, C:Good, D:Fair or Satisfactory, E:Poor) 	 Training report Questionnaire Evaluation for each training 	District levels recognise the importance of improved rice farmi and implement extension
3 Technical training program are strengthened to meet local needs.	 3-1 By 2005, 80% of Key Farmers adopt at least 80% of basic field techniques learnt and 80% of Intermediate Farmers adopt at least one basic field technique learnt. (for the items of basic field techniques. see Annex.3.) 3-2 By 2005, technical standards on rice cultivation are established in all model sites through field trial activities conducted by field personnel and key farmers. (for the items of technical standards, see Annex.4) 3-3 By 2005, the final versions of technical manuals for each model site is prepared based on local needs. 3-4 Modified field training programme(s), which encourage districts to adopt KATC trainings as an implementation tool of their DADP, are developed. 	 Training report Monitoring report Technical standards summarised by Rice Cultivation section Local consultant survey report Farming survev Training report 	

					Annes
Ð	4 Training program for improving institutional framework of irrigation scheme is strengthened.	 4-1 Implementation plan (IP) for each model site is prevised based on the implementation result jointly irrigation office and KATC, with the special emplet-2 By 2005, farm operation calendars and plans are prevaluated by managing personnel, key farmers and model site. (Farm operation calendars and plans i distribution plan, canal maintenance and manager 4-3 By 2005, active membership of irrigators' associated model site increase compared to 2002. ("Active membership of the project. 	 Training report Farm operation calendar Evaluation report Interview Seminar and workshop proceedings Local consultant survey report Field survey 		
	5 The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.	 5-1 By 2006, library database and classified informat: 5-2 By 2006, four Kiswahili & two English newslet technical progress reports are prepared, and web- revised on monthly basis. 			
	6 The concept and approach to mainstream gender into plan, implement and monitor technical training on irrigated rice production are established.	 6-1 Project activities are implemented according to the of Operation. 6-2 Through the project period, the percentage of work course and in-field training is more than 45% by 6-3 By 2006, at least one specialized subject training conducted for and the activity is adopted in each the activity is adopted in the activity			
	Activities	Inputs		anin in alter sin an an alter in an alter store to an alter store and in a source of the second store and the s	Important Assumptions
		Japanese side	Tanzanian side		
	 determine their potential for development. 1-2 Conduct the group training courses on irrigated rice production techniques for scheme managers, field personnel and key farmers of the selected 40 irrigation schemes. 1-3 Select model sites based on the criteria to be agreed. 2-1 Conduct surveys to identify the situation and problems and to collect baseline data for monitoring. 2-2 Conduct analysis of the information collected. 3-1 Prepare the activity plan to improve irrigated rice production techniques in each model site. 3-2 Conduct the training courses on irrigated rice production techniques for field personnel and key farmers (with special consideration for women farmers) of the model site at KATC. 3-3 Conduct the field training with irrigated rice production skills for field personnel and key farmers (with special consideration for women farmers) in each model site. 3-4 Provide technical assistance to the ex-participants on irrigated rice production at the model site. 3-5 Monitor the activities of ex-participants in each model site. 3-6 Verify and confirm the applicability of KATC training 	 Dispatch of Japanese Experts Long-Term Experts (maximum 5 persons) Chief Advisor Coordinator Other Long-Term experts Extension and farmers training Rice cultivation Irrigation management Farming Management Short-Term Experts Chrovision of Machinery and Equipment Training of Tanzanian Counterpart Personnel in Japan Dispatch of a Survey Team 	 Assignment of Tanzanian Pers Project Director Project Manager Counterpart personnel in the Extension and farmers trainin Rice cultivation Irrigation Management Farming Management Counterpart personnel for sho Counterpart personnel for sho Counterpart personnel for sho Counterpart personnel mut Counterpart personnel mut Counterpart personnel mut Iccal Running Expenses Provision of lands, buildings a 	field of g ort-term Experts utually agreed upon as necessary	Weather conditions remain favorable to irrigated rice farming.
M	programme. 4-1 Prepare, implement and revise Implementation Plan (IP) for each model site with district. scheme. zonal irrigation office. 4-2 Improve the management of irrigators' associations/cooperative				

~~~~			Annex 1
A	5-1 Establish information management system.		Pre-conditions
	5-2 Collect and classify the information.		Rice farmers in the selected irrigation
	5-3 Supply the information to the concerned organisations and		schemes agree with the objectives of
			the project.
	[Gender related activities are reflected on above activities. They		Security situation of the country
	are not treated as the independent field.		remains stable, and safety of property
	6-1 Identify Gender training needs of selected model sites and	· · · · · ·	at KATC is assured.
	integrate them into Implementation plan.		
	6-2 Plan, conduct and monitor the technical training of irrigated rice		
	production with gender consideration.		
	6-3 Organise gender related information on irrigated rice production.		

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*sample farmer : directly and indirectly contacted farmer

MM  $\geq$ 

## Present Project Design Matrix (PDM): The Kilimanjaro Agricultural Training Centre Phase II Project in Tanzania

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Duration : 2001.10.1 ~ 2006.9.30 Target Group:Rice farmers in the irrigation schemes

Project Area:selected irrigation schemes

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Super Goal Living standards of rice farmers in the irrigation schemes are			There are no major policy changes.
Overall Goal Productivity of rice increases in the place where KATC training has been conducted and surrounding area.	<ol> <li>Average rice yield per unit area of sample farmers in the training conducted sites and surrounding area increase by 25 % by 2010 compared to the national average of 2002 (2.5t/ha).</li> <li>By 2010, the net return rate from rice to family farm in the training conducted sites and surrounding area increase compared to those of 2002. (for the formula of the net return rate, see Annex.1.)</li> </ol>	1.Base line survey 2.Ex-participants report 3.Monitering report	Income is used for better living standards. No agricultural policy changes.
Project Purpose Productivity of rice increases in the model sites through the KATC's training.	<ol> <li>Average rice yield per unit area of sample farmers in model sites increase by 9-24% by2005 compared to 2002 (for details, see Annex.2).</li> <li>By 2005, the net return rate from rice in all the model sites increase compared to those of 2002.</li> <li>By 2005, properly irrigated area increase in all the model sites compared to those</li> </ol>	1.Base line survey 2.Ex-participants report 3.Local consultant survev report 4.Farming survey (Targets are 20 Key Farmers, 30 Intermediate Farmers, and 10 other farmers.) (5.Yield survey)	ivo agriculturar poncy changes.
Outputs 1 The concept of and approach to the model sites are established (based on the agreement of all the stakeholders)	<ol> <li>By the end of August, 2002, six (6) model sites are selected on the basis of the criteria.</li> </ol>	1.Minutes of Joint Coordinating Committee 2.Criteria	The ex-participants remain in the irrigation scheme.
2 The capability of KATC in identifying training needs is improved.	<ul> <li>2-1 At the beginning of every training course, more than 90% of course participants agree with the course contents as relevant to their needs.</li> <li>2-2 In more than 80% of training courses, more than 80% of training participants rank A or B in questionnaire. (Evaluation will be done by 5-graded form (A:Excellent, B:Very Good, C:Good, D:Fair or Satisfactory, E:Poor)</li> </ul>	1.Training report 2.Questionnaire 3.Evaluation for each training	Regional levels recognise the importance of improved rice farm and implement extension
3 Technical training program are strengthened to meet local needs.	<ul> <li>3-1 By 2005, 80% of Key Farmers adopt at least 80% of basic field techniques learnt and 80% of Intermediate Farmers adopt at least one basic field technique learnt. (for the items of basic field techniques, see Annex.3.)</li> <li>3-2 By 2005, technical standards on rice cultivation are established in all model sites through field trial activities conducted by field personnel and key farmers. (for the items of technical standards. see Annex.4)</li> <li>3-3 By 2005, a final version of technical handbook for each model site is prepared based on local needs.</li> </ul>	<ol> <li>Training report</li> <li>Monitoring report</li> <li>Technical standards summarised by Rice Cultivation section</li> <li>Local consultant survey report</li> <li>Farming survey</li> </ol>	

4 Training program for improving institutional framework of irrigation scheme is strengthened.	4-1 By 2005, farm operation calendars and plans are p evaluated by managing personnel, key farmers and model site. (Farm operation calendars and plans in distribution plan, canal maintenance and managem activity plan.)	intermediate farmers in each clude; farm operation, water	1.Training report 2.Farm operation calendar 3.Evaluation report 4.Interview	
	4-2 By 2005, active membership of farmers' organisati each model site increase compared to 2002. ("Acti membership fee and participating O&M activities.	5.Seminar and workshop proceedings		
	<ul> <li>4-3 Implementation plan (IP) for each model site is pre- revised based on the implementation result jointly and there is cost-sharing in this cvcle.</li> <li>4-4 The manual/guide for strengthening institutional fit</li> </ul>	epared, implemented, and by district, scheme, and KATC,	6.Local consultant survey report 7.Field survey	
5 The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.	5-1 By 2006, library database and classified information	1.Database		
Ingaled free calification in angle red.	5-2 By 2006, bi-monthly newsletters and annual progra are prepared, and web-site of KATC is established		2.Newsletters, progress report 3.Web-site 4.Local consultant survey report	
6 The concept and approach to mainstream gender into plan, implement and monitor technical training on irrigated rice production are established.	<ul><li>6-1 Project activities are implemented according to the of Operation.</li><li>6-2 Through the project period, the percentage of wom</li></ul>	1.Baseline survey report 2.Training report 3.Monitoring report		
, F	<ul> <li>course and in-field training is more than 45% by comodel sites.</li> <li>6-3 By 2006, at least one training subject based on wo implemented in each model site.</li> </ul>	4.Local consultant survey report 5.Gender checklist		
Activities		Inputs		Important Assumption
1-1 Study the situation of selected 40 irrigation schemes in order to determine their potential for development.	Japanese side 1.Dispatch of Japanese Experts	Tanzanian side 1.Assignment of Tanzanian Pers	onnal	
1-2 Conduct the group training courses on irrigated rice production	(1)Long-Term Experts (maximum 5 persons)	(1)Project Director	onner	
techniques for scheme managers, field personnel and key farmers of the selected 40 irrigation schemes.		(2)Project Manager		
1-3 Select model sites based on the criteria to be agreed.	Coordinator Other Long-Term experts	(3)Counterpart personnel in the • Extension and farmers training		
2-1 Conduct surveys to identify the situation and problems and to collect baseline data for monitoring.	Extension and farmers training     Rice cultivation	<ul> <li>Irrigation Management</li> <li>Farming Management</li> </ul>		
2-2 Conduct analysis of the information collected.	Irrigation management     Farming Management	(4)Counterpart personnel for sho (5)Administrative personnel	ort-term Experts	
3-1 Prepare the activity plan to improve irrigated rice production techniques in each model site.	(2)Short-Term Experts	(6)Other necessary personnel mu	itually agreed upon as necessary	
3-2 Conduct the training courses on irrigated rice production	2. Provision of Machinery and Equipment	2. Local Running Expenses		
techniques for field personnel and key farmers (with special consideration for women and young farmers) of the model site at KATC	3. Training of Tanzanian Counterpart Personnel in Japan	3.Provision of lands, buildings a	nd other necessary facilities	
3-3 Conduct the field training courses with irrigated rice production skills for field personnel and key farmers (with special consideration for women and young farmers) in each model site.	4.Dispatch of a Survey Team			
<ul> <li>3-4 Provide technical assistance to the ex-participants on irrigated rice production at the model site.</li> <li>3-5 Monitor the activities of ex-participants in each model site.</li> </ul>				
5-5 Monitor the activities of ex-participants in each model site.				

	I	Annex
<ul> <li>4-1 Prepare the activity plan to improve the framework for irrigated rice production for each model site.</li> <li>4-2 Conduct seminars and workshops for farmers, scheme managers,</li> </ul>		
local government personnel, and other related organisations. 4-3 Conduct field training courses in the model site on the		
management of irrigators' associations/cooperative societies and other farmers' organisations for scheme managers, field personnel		
and key farmers (with special consideration for women and young farmers).		
		Pre-conditions
5-1 Establish information management system. 5-2 Collect and classify the information.		Rice farmers in the selected irrigation
<ul><li>5-2 Conect and classify the information.</li><li>5-3 Supply the information to the concerned organisations and individuals.</li></ul>		schemes agree with the objectives of the project.
		Security situation of the country
Gender related activities are reflected on above activities. They		remains stable, and safety of property
are not treated as the independent field.		at KATC is assured.
6-1 Identify women's training needs of selected model sites and integrate them into action plan.		
6-2 Plan, conduct and monitor the technical training of irrigated rice		
production with gender consideration.		
6-3 Plan, conduct and monitor the institutional framework of		
irrigated rice production with gender consideration. 6-4 Organise gender related information on irrigated rice production.		
organise gender related information on imgated rice production.		

*sample farmer : directory and indirectly contacted farmer



			T			chec	dule (	Cale	ndar	Year)	)		Responsible			
	Activities	Target (Output)	01	200		20			)04	20		06	Domon / Sontion	Implementer	Input	Remark
			4	1 2	3 4	1 2	3 4	1 2	3 4	1 2	3 4	1 2	3			
1	The concept of and approach to the model sites are established															
	(based on the agreement of all the stakeholders).															
-1	Study the situation of selected 40 irrigation schemes in order to									$\square$						
	determine their potential for development.															
1-1-1	Collect information.	Information and														
		data		1	╺┼╌╂	_	┝╌┼╸┨									
-1-1-1	Collect secondary data.									_⊢				L'EFF		
	a) Administrative information	Information on administrative matter	s										EFT	EFT		include gender su
	b) Meteorological data	Meteorological data							+				WM	WM		-
	c) Agricultural Census data	Agricultural census				-							FD	FD		
		data														
1-1-1-2	Collect primary data.					_										
	a) Farm management (by Farming survey)															Gender
	b) Present irrigation condition															
	c) PRA outputs (Maps, Calendars, List of problems, Action plan, etc.)	Action Plan, etc.													_	gender considerat
			(653)	DESIGNATION OF			-   -		+		-   -		Academic Dept.	-		Gender considera
1-1-2	Analyze data.	Summary on 40 irrigation schemes											Academic Dept.			
1-1-2-1	Compile information gathered.	Compiled data				+							All sections			
1-1-2-2	Prepare data-base structure	Data-base structure											All sections	All sections		
1-1-2-3	Inputting collected data	Data-base								<b> </b>			All sections	All sections		
1-1-2-4	Analyzing the data	Analyzed data	$\square$							<b> </b>			All sections	All sections		
1-1-2-5	Make summary on each irrigation scheme.	Summary											Academic Dept.			
1-1-3	Interpret data.	Report on the potential of 40 schemes											Academic Dept.	All sections		
																ļ
1-2	Conduct the group training courses on irrigated rice production techniques for scheme managers, field personnel and key farmers of the selected 40 irrigation schemes.															
1-2-1	Prepare training plan.	Training plan				-							All sections	All sections		
1-2-2	Prepare teaching materials.	Teaching material				+	$\left  \right $		+		++-	- -				
1-2-2-1	Prepare a guideline on PLA sessions	Guideline for PRA/PLA		4									EFT	EFT		1
1-2-2-2	Prepare teaching materials on rice cultivation.	Teaching material	-										RC	RC		
1-2-2-3	Prepare teaching materials on farming development.	Teaching material											FD	FD	Short term expert on farming survey	1
1-2-2-4	Prepare teaching materials on water management.	Teaching material			+		+ +	$\vdash$	++	++	++-		WM	WM		
			-+	n1683			+		++-							

			1	'lan o												Annex
-						edule							Responsible			
	Activities	Target (Output)	01	2002		2003	20	004	20	)05	0	6	Person / Section	Implementer	Input	Remarks
			41	23	4 1 2	234	1 2	3 4	12	3 4						
1-2-3	Implement training plan.	Training courses				_	<b>_</b>		Ц				All sections	All sections		
1-2-3-1	1st PIRSMA for Kilimanjaro Zone.												All sections	All sections		
1-2-3-2	2nd PIRSMA for Morogoro and Mtwara Zone.												All sections	All sections		
1-2-3-3	3rd PIRSMA for Mbeya Zone.												All sections	All sections		
1-2-3-4	4th PIRSMA for Mwanza and Tabora Zone.						<b>_</b>						All sections	All sections		
1-2-4	Evaluate training courses.	Evaluation report			+						+				1,1	
1-2-4-1	Carry out session evaluation by participants. (subject by subject)	Evaluation format											Academic Dept.	Participants		
1-2-4-2	Carry out evaluation session at the end of each course.								Π				Academic Dept.	Participants		
1-2-4-3	Hold evaluation meetings.												Academic Dept.	All section		
1-2-4-4	Make a report.	Report											Academic Dept.	All section		Including review on gen consideration
1-3	Select model sites based on the criteria to be agreed.		╫		┿		┼┼╸	<u> </u>	$\left  \right $		+					
1-3-1	Set the criteria.	Criteria	TT		TT		1 I									Consider women's statu
1-3-1-1	Propose criteria.									$\uparrow \uparrow$	$\square$		KATC	KATC		
1-3-1-2	Discuss and agree on criteria in a workshop.												КАТС	KATC, Zonal Irrigation Engineers, Irrigation Section (Assistant Commissioner); MAFS, Training Department (Director);MAFS, DEDs, (DALDOs) (from 27 Districts), FAO, JICA		Invite gender focal poir
1-3-2	Select model sites.	Model sites	++		+											
1-3-2-1	Propose model sites.		++		++	++	+		$\left  - \right $		+	+	КАТС	KATC		
1-3-2-2	Approve model sites (by Joint Coordinating Committee).		++							$\left  \cdot \right $		_	Project Head (PS)	Member of JCC		
													rioject ricad (P3)	Wiember of JCC		



4

#### **Plan of Operations**

1-3-3

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2-1

2-1-1

2-1-1-1 2-1-1-2 2-1-1-3

2-1-2 2-1-2-1 2-1-2-2 2-1-2-3 2-1-2-4

2-1-3 2-1-3-1 2-1-3-2 2-1-3-3 2-1-3-4

	I	Τ	Schedule (Calendar Year)												D	1	[	
Activities	Target (Output)	01	20	002		2003	Ť	20	04		2005	5 T	06		Responsible	Implementer	Input	Remarks
					1	23	4 1			11	23	4	1 2	3 ^P	Person / Section	1	1	
Hold stakeholders meeting for orientation and confirmation of their	Memorandum of	+			T		+	+		$\uparrow \uparrow$		$\uparrow \uparrow$	++		ATC	KATC, Scheme		Invite gender focal point and
participation and responsibility.	understanding															(Managers,		women's stakeholders
participation and responsionity.									1							Extensionists,		
				2					1							Farmers), District		
	1			. 1												(DEDs), Zonal	1	
				2												Irrigation		
																Engineers, MAFS,		
				2 (B.2												Other programme		
																(e.g. PIDP, RBM,		
																SIIP, ASPS, SPFS),		
																Private Sector (e.g.		
																NGOs, Stockists,		
																Market		
				10												cooperative,		
																Financial		
																institutions, etc.)		
				0.00104	††			+		$\uparrow \uparrow$	-							······································
The capability of KATC in identifying training needs is					ÎΤ							T						
improved.																		
Conduct surveys to identify the situation and problems and to collect																		
baseline data for monitoring.					[• .]					1 1	7				1			
Conduct farming survey.	Information and data							14			(			FD	)	All sections	Short term expert,	Sex disaggregated data .
						13		11		14		11			1		C/P training	Including Gender needs
				2						1 }							e	survey
Plan for farming survey.	Plan									Π				FD	)	All section		
Prepare check lists and formats	Check list and format	t												FD	)	All section		
Interview farmers and related personnel	Information						. [.						1	. FD	D	All section, field		
							1.									personnel, key		
		_ _			<b>[</b>		4				<u> </u>					farmers		
Conduct PRA / PLA.	Action plans	-++			$\vdash$		+-	++				$\vdash$	+	EF	T	All sections		
	Information and data													Er	- 1	All sections		Including Gender needs survey
Prepare PRA/PLA plan.	Plan	+						+		$\vdash$			┿╾┼╸	EF	۶T	All sections		Survey
PRA/PLA workshop for KATC tutors	Workshop						+-	+					+-+	EF	-T	All sections		
Prepare materials for PRA/PLA field sessions.	Teaching materials					+++	+-	+-+						EF		All sections		
	and guideline													11	1	An sections		
Carry out field PRA/PLA sessions at the model sites.	Action plan and other	r												EF	ŦΤ	All sections		
	information																	
		+		15480 445	and the second	TRACE	Sectors		Garokini'r	NOT COM	HE SHOLD	000000000						
Conduct direct measurement and observation.	Information and data								, [ ¹ .					All	l sections	All sections		To be continuously monitored
Market survey	Data	+						$\overline{1}$						ĪŪ		IU	· · · ·	
Take photographic records of the model site.	Photo	++												Ail	1 sections	All sections	Camera, Film,	
																	Digital camera	
Sampling for yield determination	Yield data			-03				H			JÌ		$\uparrow$	RC	2	RC, Concerned		
																personnel		
Carry out soil analysis.	Report on soil fertility	у		1.1						Ł				RC	2	RC, Concerned		
	status					-12		<u> </u> .†	s lis.		1					personnel		

Annex 3

					Sche	edule (Cale	ndar \	(ear)		T		1	
	Activities	Target (Output)		2002	2	2003 20	004	2005	06	- Responsible Person / Section	Implementer	Input	Remarks
			4 1	23	4 1 2	2 3 4 1 2	3 4	1 2 3 4	1 2 3				-
2-1-3-5	Estimate the damage levels by insect pests and diseases	Injury levels								RC	RC, Concerned personnel		
2-1-3-6	Estimate the levels of variety mixing	Report on variety							-1-1-	RC	RC, Concerned	1	
		mixtures							4.4.		personnel		
2-1-3-7	Collect weather data.	Temperature data, Rainfall data								WM	WM, Concerned personnel	Thermometer, Rain recoder,Weather station	1 point /model site, D measurement in mode
2-1-3-8	Measure irrigation data.	Water requirement data Water discharge data								WM	WM, Concerned personnel	Pegs, Ruler, Automatic water level recoders, Tanks, Current meter, Staff gauge, Life jacket, Boat, Boots, Staff, Pole, etc.	Some points/model sit Daily measurement in model sites
2-1-3-9	Appraise socio-economic situation of the model sites (e.g. school, children, shops, roads, etc.).	Information								Academic Dept.	All sections		Observe general soci economic changes of model sites (e.g. hous school, children, sho roads, etc.).
2-2	Conduct analysis of the information collected.					and and the state of the						-	a yan aktar ana kara kara kara kara kara kara kar
2-2-1	Prepare the database structure.	Database format											
2-2-1-1	Photographic bank									EFT	All sections		
2-2-1-2	PRA/PLA									EFT	EFT		1
2-2-1-3	Rice cultivation									RC	RC	1	
2-2-1-4	Farming survey									FD	FD		
2-2-1-5	Water management	-			11					WM	WM		
				-4.5074.5			Telepiteren La						
<u>2-2-2</u> 2-2-2-1	Input data. Photographic bank	Database			++	++++				EFT	All sections	File covers	
2-2-2-1	PRA/PLA									EFT	EFT		
2-2-2-2	Rice cultivation									RC	RC		
2-2-2-3	Farming survey		- -				++			FD	FD	-	
2-2-2-4	Water management						$\square$			WM	WM		
				000/231						n		1	
	Analyze data.	Summary of analyses											
2-2-3-1	Photographic bank									EFT	All sections		
2-2-3-2	PRA/PLA									EFT	All sections		
2-2-3-3	Rice cultivation									RC	RC		
	Farming survey									FD	FD	Short term expert on farming survey 2	
2-2-3-4				1	1.1						1		

			I	Plan	of	Op	erat	tion	s								Annex 3
[					1	Sche	edule	(Cal	enda	ar Ye	ear)			Responsible			
	Activities	Target (Output)	01	200			003		2004		2005		06	Person / Section	Implementer	Input	Remarks
			4 1	2	3 4	1 2	2 3 4	4 1 1	2 3	4 1	23	4	1 2 3				
2-2-4	Prepare and present the report on tentative training needs.	Report															
2-2-4-1	Prepare the report.		++				1					T		All sections	All sections		
2-2-4-2	Compile the result from each section.	Report		+				++				╞╌┠╴	++	Academic Dept.	All sections	· · · · · · · · · · · · · · · · · · ·	
			++	+		1916 1915		++				+	++	·			
2-2-5	Confirm the training needs with model sites.	Memorandum on	++	+-+		201905	++	++			++	++	+++	-			
2-2-3	Commin the daming needs with model sites.	agreed training needs															
2-2-5-1	Send the report back to the model site.	Acceptance from	++	++	in the second		++					ΤŤ		Academic Dept.	All sections		
		model sites															
2-2-5-2	Hold meetings with scheme representatives in the model sites.	Consensus												All section	All section, related		
															organization.		
								+			$\downarrow$				personnel		
2-2-5-3	Conduct PRA for setting target yield and action plan.	Action plan												EFT	All section, related		
															organization, personnel		
			++	++			+-+-				+	++	++		personner		
<u> </u>			++	┿┿	+		++-		++		+	┿╋	++		<u> </u>		
3	Technical training programmes on irrigated rice production																
	are strengthened to meet local needs.																
3-1	Prepare the activity plan to improve irrigated rice production																
	techniques in each model site.																
3-1-1	Prepare the plan for training courses at KATC.	Plan															During the field survey,
																	criteria for selecting Key
																	farmers and Intermediate farmers were agreed upon
					- AND												by stakeholders.
3-1-1-1	Prepare plan for common trainings courses.		++	++			++	++	+	┝╌┨╌		++	++	All sections	All sections		
3-1-1-2	Prepare plan for specialized training courses.		++	++			++	++			++-	$\uparrow$	++	All sections	All sections		
			++	$\uparrow \uparrow$	102450							$\top$					
3-1-2	Prepare the plan for field trainings.	Plan	++		198										<u> </u>		
3-1-2-1	Prepare plan for common techniques.													All sections	All sections		
3-1-2-2	Prepare plan for specialized topics.													All sections	All sections		
L			$\downarrow$		100000												
3-1-3	Prepare the plan for technical assistance for ex-participants on irrigated	Plan															
ļ	rice production at the model sites.		++	+						<u> </u>		$\downarrow$					
3-1-3-1	Demonstration plots		++	++							+	+		All sections	All sections		
3-1-3-2	Field trials Field days and other extension activities			++			++				+	+	-+	All sections All sections	All sections All sections		
<u>3-1-3-3</u> 3-1-3-4	Operation and maintenance of irrigation facilities		++	++			+-+-	+-+	+-	$\vdash$	+-+-	+		WM	WM		
3-1-3-4	Management and maintenance of agricultural machinery		++	╉╋		<u> </u>	++	+		$\left  - \right $	++-	+		FD	FD		
	insurgement and manifoldate of agricultural machinery			++		-19982 	++	+	+	++-	++	+	++				
3-1-4	Prepare the monitoring plan.	Plan	++	$\uparrow \uparrow$			++	++		$\square$	$\uparrow \uparrow$	11	++	All sections	All sections		
<u> </u>			++	++	- Codere		++	++				++	-+-+-	1	1	······	

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~			T		S	Sched	dule (	Cale	ndar	Year	)		Responsible			
	Activities	Target (Output)	01	200	)2	20	03	20	004	20	005	06	Deman / Section	Implementer	Input	Remarks
		<b>c</b>	4 1	2	3 4	1 2	3 4	1 2	34	12	34	1 2 3	1 crson / bootion		<u> </u>	
-2	Conduct the training courses on irrigated rice production techniques for			TT							1					
-1	field personnel and key farmers (with special consideration for women															
	farmers) of the model site at KATC.															
0.1	Prepare the teaching materials for common and specialized courses.	Teaching materials													Color printer	
-2-1	Prepare the teaching materials for common courses.	Teaching materials		++					15				All sections	All sections		
	Prepare the teaching materials for specialized courses.	Teaching materials										1.1	All sections	All sections		
3-2-1-2	Prepare the teaching materials for specialized courses.	0	++					100								
	Conduct the common and specialized courses.	Training courses	++							14				1		Participants to courses be
3-2-2	Conduct the common and specialized courses.					191										selected properly
	Carry out common courses.	Courses	++	11			1.0		T							
3-2-2-1 3-2-2-2	Carry out specialized courses.	Courses	++													e.g. Improvement and use
5-2-2-2	Carry our specialized courses.										4		1			animal power in rice
						i. Saine										cultivation, Tractor and
																power tiller operation and
							1 J.	1	11		i and a					maintenance, Farming
								1	1.1							survey, Management of
										1						Irrigation, etc.
			++		-+-+		10.57	Ī								
		The location managet	++													Include review in terms c
3-2-3	Evaluate the training courses.	Evaluation report						1-12								gender mainstreaming
		Evaluation format									11.		Academic Dept.	Participants		
3-2-3-1	Carry out session evaluation by participants. (subject by subject)	Evaluation tonnat	++						+		- Frit-		Academic Dept.	Participants		
3-2-3-2	Carry out course evaluation at the end of each course.		++				++	1-+	++				Academic Dept.	All sections		
3-2-3-3	Hold evaluation meetings.	n .	++				4-1-				++	+++	Academic Dept.	All sections		
3-2-3-4	Make a report.	Report						5 1996 197					Treducinio Depu			
			┿┿				5	91.0000								
3-3	Conduct the field trainings with irrigated rice production skills for field									1.1		1.1-1				
	personnel and key farmers (with special consideration for women										+ 1.					
	farmers) in each model site.			_			1 1	t sel	1 m 1	11						
3-3-1	Prepare the teaching materials for field trainings.	Teaching materials									<u></u> }				Color printer	<u> </u>
3-3-1-1	For common techniques.										_L_		All sections	All sections		
3-3-1-2	For specialized topics.			·									All sections	All sections		
																<u> </u>
3-3-2	Conduct the field trainings.	Field trainings						1	11						Chalkboard,	
3-3-2	Conduct the noise trainings.														Flipchart stand,	
			11				. ( s).			11					Magnet, Canvas	
								1 i							sheet and poles,	
							11	1.1							Shoulder bags,	
															Calculator, Portable	;
															generator	
		+	- -		+-+-	1							All sections	All sections		
3-3-2-1	Common techniques.		- -						11				All sections	All sections		
3-3-2-2	Specialized topics.	+	-+-+		+ +-											
	Further the field training	Evaluation report			+-+											Include review in terms
3-3-3	Evaluate the field trainings.							1.								gender mainstreaming
2221	Carry out session evaluation by participants. (subject by subject)	Evaluation format		$ \uparrow  $	++						* [ . }		Academic Dept.	Participants		
3-3-3-1	Carry out session evaluation by participants. (subject by subject) Carry out course evaluation at the end of each course.		- -		++-						11		Academic Dept.	Participants		
3-3-3-2				$\vdash$	++								Academic Dept.	All sections		
3-3-3-3	Hold evaluation meetings.	Report		$\vdash$	+								Academic Dept.	All sections		
3-3-3-4	Make a report.															

3-3-3-3 H 3-3-3-4 M

Let in the second plane in the point in							chedul	e (Cal	lendar	Year)			Responsible			
Imposed to the inclusion of the experiminants on imposed mean       Imposed to the inclusion       Imposed to the inc		Activities	Target (Output)	01	2003	2								Implementer	Input	Remarks
module in a the model after Calcial in for Calcial in for ansagement of the model and $Calcial in forthe model afterCalcial in forthe modelthe model afterCalcial in forthe model afterCalcial in forthe model afterCalcial in forthe model afterCalcial in forthe model afterthe model after<$				4 1	23	3 4 1	1 2 3	4 1	2 3 4	123	3 4 1 2	2 3				<u> </u>
Guideline for management denom- plets       Guideline for management denom- plets       File	3-4	production at the model site.														
34-12       Water management       Mail       Ma	3-4-1	Conduct demonstrations	Guideline for management of demo													
24-13       Demonstration management       Trid reports       Trid reports       Trid reports       FT       All rection       Simple and each particular processing for tradical production standards producting producting standards production standards production standards	3-4-1-1	Farming management	Demonstration plots										FD			
94-14       Demonstration management       Image: Section of the contrast field trials.       Trial reports madding for technical production standards for technical productin producting format for technical producting format for technical	3-4-1-2	Water management					111	11				***	WM			
A-2       Provide guidance on management and maintenance of agricultural model site       Manual for cohinal production and maintenance of agricultural model site       Manual for cohinal production and maintenance of agricultural model site       RC       RC<	3-4-1-3		· · · · · · · · · · · · · · · · · · ·	$\prod$									EFT	All sections		
34-2-1       Rice calivation       Thill Report       Rice calivation       RC and relevant process in model sites       A       A         34-30       Organize field days and other extension approaches.       Reports       Reports       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A       A	3-4-2	Conduct onsite field trials.	Manual for technical production standards													understood by farmers. the carried out together w
Letters on differenceExtension guidelines $                                      $	3-4-2-1	Rice cultivation											RC	persons in model		
3-4-3-1       Plan with formers and the extension officer       Activities       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I       I </td <td>3-4-3</td> <td>Organize field days and other extension approaches.</td> <td></td> <td>EFT</td> <td>All sections</td> <td></td> <td></td>	3-4-3	Organize field days and other extension approaches.											EFT	All sections		
3-4-3c       Implement activities       Activities       Implement activities <td>3-4-3-1</td> <td>Plan with farmers and the extension officer</td> <td></td> <td>++</td> <td>++</td> <td></td> <td></td> <td>ान</td> <td></td> <td></td> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td>	3-4-3-1	Plan with farmers and the extension officer		++	++			ान			11					
3-4-3-4       Evaluate the activity       Reports       Image: Constraint of the activity       Image: Constraint of		Implement activities	Activities								TT					
3-4-4       Provide guidance on operation and maintenance of irrigation facilities. (c.g. Survey, Irrigation planning, Planning of repair works, etc.)       Operation and maintenance manual for each model site       Operation and maintenance manual for each model site       WM       WM       FD       Simple materials a method to be used EFT involves in an organizing farmer conduct communa activities.         3-4-5       Provide guidance on management and maintenance of agricultural machineries.       Manual for operation and maintenance record-keeping       Manual for operation and maintenance record-keeping       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V       V	3-4-3-3	Follow-up the activity	Recommendations													
i.e.g. Survey, Irrigation planning, Planning of repair works, etc.)       maintenance manual for each model site       maintenance manual for operation and maintenance manual for operation and maintenance manual for operation and maintenance manual for operation and maintenance recording formats       Manual for operation and maintenance manual maintenance manual maintenance manual for operation and maintenance m	3-4-3-4	Evaluate the activity	Reports						4		+++					
machineries.       and maintenance record-keeping       and maint			maintenance manual										WM			Simple materials and method to be used. EFT involves in an aspe organizing farmers to conduct communal activities.
3-4-5-1       Preparation of operation and maintenance recording formats       Recording format       Image: Constraint of the second	3-4-5		and maintenance										FD	FD		For improved tools, met demonstration can be
3-4-5-2       Periodical technical follow up by KATC staff       follow up visit       follow up	3-4-5-1	Preparation of operation and maintenance recording formats	Recording format	++	+								FD	FD		14999100.
3-4-6       Evaluate the technical assistance activities.       Evaluation reports       Image: Constraint of the technical assistance activity.       Image: Constraint of the technical assistance activity.       Image: Constraint of the technical assistance activity.       Image: Constraint of technical assistance activity.       Image: Constechnical asticle activitechnical assistance activitechnical astict				++		++									l	1
34-6-1     Carry out evaluation at the end of each activity.     Evaluation formats     Image: Carry out evaluation at the end of each activity.     Academic Dept.     All sections.			1	++							ana 1999 1999 1999 1999 1999 1999 1999 1					
	3-4-6	Evaluate the technical assistance activities.	Evaluation reports					-								Include review in terms gender mainstreaming
Participants	3-4-6-1	Carry out evaluation at the end of each activity.	Evaluation formats										Academic Dept.	All sections, Participants		

34-6-3 Ma 3-5 Ma 3-5-1 Pro 3-5-1-1 Ph 3-5-1-2 Ma 3-5-1-3 Far 3-5-1-4 Fite 3-5-1-5 Ma 3-5-1-6 Ma 3-5-1-7 Fo	Ionitor the activities of ex-participants in each model site. repare monitoring format. rotographic data format ionitoring format for action plans arm record format (incl. Household activities and expenditure) eld trials format Ionitoring format for extension activities (VEO and key farmers) Ionitoring format for water management	Target (Output) Report Monitoring formats Format Format Format Format		2002		200	03 4	200		200	5 3 4 1	06	Responsible Person / Section Academic Dept. Academic Dept.	Implementer All sections All sections	Input	Remark
34-6-3         Ma           3-5         Ma           3-5-1         Pra           3-5-1-2         Ma           3-5-1-3         Fa           3-5-1-4         Fie           3-5-1-5         Ma           3-5-1-6         Ma	ake a report. Ionitor the activities of ex-participants in each model site. Tepare monitoring format. Totographic data format	Report Monitoring formats Format Format Format	4 1	2 3			3 4		3 4		3 4 1		Academic Dept.			
3-4-6-3 Ma 3-5 Ma 3-5-1 Pro 3-5-1-1 Ph 3-5-1-2 Ma 3-5-1-3 Far 3-5-1-4 Fite 3-5-1-5 Ma 3-5-1-6 Ma 3-5-1-7 Fo	ake a report. Ionitor the activities of ex-participants in each model site. Tepare monitoring format. Totographic data format	Monitoring formats Format Format Format Format														ļ
3-5         Mu           3-5-1         Pro           3-5-1-1         Ph           3-5-1-2         Mu           3-5-1-3         Fa           3-5-1-4         Fie           3-5-1-5         Mu           3-5-1-6         Mu           3-5-1-7         Fo	Ionitor the activities of ex-participants in each model site. repare monitoring format. rotographic data format ionitoring format for action plans arm record format (incl. Household activities and expenditure) eld trials format Ionitoring format for extension activities (VEO and key farmers) Ionitoring format for water management	Monitoring formats Format Format Format Format											Academic Depi.	All sections		1
3-5-1         Product           3-5-1-1         Ph           3-5-1-2         Mc           3-5-1-3         Fair           3-5-1-4         Fice           3-5-1-5         Mc           3-5-1-6         Mc           3-5-1-7         For	repare monitoring format. notographic data format conitoring format for action plans arm record format (incl. Household activities and expenditure) eld trials format lonitoring format for extension activities (VEO and key farmers) lonitoring format for water management	Format Format Format Format											1			
3-5-1         Product           3-5-1-1         Ph           3-5-1-2         Mc           3-5-1-3         Fair           3-5-1-4         Fice           3-5-1-5         Mc           3-5-1-6         Mc           3-5-1-7         For	repare monitoring format. notographic data format conitoring format for action plans arm record format (incl. Household activities and expenditure) eld trials format lonitoring format for extension activities (VEO and key farmers) lonitoring format for water management	Format Format Format Format								1. 1		States and the states of the s				
3-5-1-1 Ph 3-5-1-2 Mc 3-5-1-3 Fan 3-5-1-4 Fie 3-5-1-5 Mc 3-5-1-6 Mc 3-5-1-7 Fo	eld trials format for extension activities (VEO and key farmers)	Format Format Format Format										1000 CO 100				j
3-5-1-2         Mc           3-5-1-3         Fair           3-5-1-4         Fie           3-5-1-5         Mc           3-5-1-6         Mc           3-5-1-7         Fo	eld trials format for action plans eld trials format (incl. Household activities and expenditure) eld trials format lonitoring format for extension activities (VEO and key farmers)	Format Format Format						╺┼╍┼		++	┿╋		EFT	All sections	[]	<u> </u>
3-5-1-3 Fai 3-5-1-4 Fie 3-5-1-5 Me 3-5-1-6 Me 3-5-1-7 Fo	eld trials format for extension activities (VEO and key farmers)	Format Format			+-+-	BASSING B				++-	++		EFT	All sections		
3-5-1-4 Fie 3-5-1-5 Ma 3-5-1-6 Ma 3-5-1-7 Fo	eld trials format Ionitoring format for extension activities (VEO and key farmers) Ionitoring format for water management	Format	_						++	++	+-+-	++-	FD	All sections	Short term expert,	
3-5-1-5 Mo 3-5-1-6 Mo 3-5-1-7 Fo	Ionitoring format for extension activities (VEO and key farmers)		1 1	<b> </b>				_							C/P training	
3-5-1-6 Mo 3-5-1-7 Fo	lonitoring format for water management	Format	_		++								RC	RC All sections		<u> </u>
3-5-1-7 Fo	lonitoring format for water management								++			++-	EFT WM	WM		
		Format			++	1							Academic Dept.	All sections		
1011	ormat for monitoring general situation of the model sites (e.g. school, children, nops, roads, etc.)	Format			++			_					Academic Dept.	All sections		
3-5-2 Co	onduct participatory monitoring.	Information			+											Consider gender I the participants
		Meeting			+								EFT	All sections, Schemes		
3-5-2-2 Re	eview and modify the action plan in each training course	Modified action plans			+								All sections	All sections, Schemes		
3-5-2-3 Re	ecording the demonstration activities	Records and data			+					T			EFT	Relevant persons in model sites		Check the validit records
3-5-2-4 Ro	ecording the field trial activities and results	Records and data			++								RC	Relevant persons in model sites		
				++	++	00020		1000				Seria Estéritado				
	the later and interment the recults	Monitoring reports		++	++										Short term expert	
	recess the data and interpret the results.	Database structure			++					11			All sections	All sections		
	nput data.	Data-base	- -										All sections	All sections		
	nalvze data.	Analyzed data								1			All sections	All sections		Consider gender
	Preparation of report	Report		TT				4		• [ ]			All sections	All sections		
3334 11															<u></u>	
3-5-4 E	Evaluate the monitoring activities (including feedback).	Evaluation report								1.		. 1				
	Conduct meetings for evaluation in model sites.	Improved activities											KATC	KATC and relevant persons in model sites		
3-5-4-2 Pt	Prepare report	Report											All sections	All sections		Including reviews of gender mainst
			Ц		$\square$				1	VIII II	assa musa	(Provide Line)(2) and	466			_ <u></u>
3-6 V	Verify and confirm the applicability of KATC training programme	Verified field training														
3-6-1 C	Conduct workshop with stakeholders (40 irrigation schemes, relevant	Proceeding											All section	All section		
	districts, Zonal irrigation office, MAFS, etc.) Prepare procedure for conducting verification		++	++	++	$\square$										
	Select the site(s) to conduct the verification training		++	++			++-									
			++	++		$\mathbf{t}$			$\top$				All section	All section		
3-6-2 C	Conduct the training Plan training schedule and curricula	Curricula	††	++		$\uparrow \uparrow$	++-	$\square$								
	Plan training schedule and curricula Prepare teaching material	Teaching material	++	++		$\uparrow \uparrow$	++	<u> -</u>  -								
	Conduct the training in the selected site(s)		++	++		$\uparrow \uparrow$			1-1-							
	Monitor and evaluate the training		++	+				$\mathbf{T}$	$\top$				All section	All section		
3-6-3 N			<u></u>	طحطم	ii			t			- Jeast					

		[	Deame			Year)	endar	e (Cal	chedul	S		Τ			
Remar	Input	Implementer	Responsible Person / Section	06	05	20	004	2	2003	02	20		Target (Output)	Activities	
			1 0100117 DECLIOH	23	3 4 1	12	2 3 4	4 1	23	3 4	1 2	4 1			
													Monitoring report	Prepare monitoring format	-6-3-1
													Information	Conduct monitoring	-6-3-2
														Analyze the result	-6-3-3
													Report	Prepare the evaluation report	-6-3-4
		All section	All section										Proceeding	Conduct a workshop with stakeholders to share the result of the verification	-6-4
														Training programmes for improving institutional framework of irrigation schemes are strengthened.	!
IP represents sch		All sections	All sections		000 000 1000	coskasa			100532888	┿┿		┿┿	Implementation Plan		
and responsibility stakeholders, wit emphasis on cost		All sections	All sections											Prepare, implement and revise Implementation Plan (IP) for each model site with district, scheme, zonal irrigation office	-1
		All sections	All sections									IT		Prepare IP	-]-1
	-													Prepare draft IP	-1-1-1
		L			School address of school	CINES CHART	UNREASE WARRANT	4000 (CP 000-00			$ \rightarrow $	+	<u> </u>	Conduct workshop with stakeholders	-1-1-2
·		All sections	All sections				1	44			+	44-		Revise IP with stakeholders	-1-2
	-	All modie	A 11		4								<b>_</b>	Hold meetings in model site	-1-2-1
		All sections	All sections							-+-+		++-		Conduct workshop with stakeholders	-1-2-2
e.g. Land prepar- calendars, Weed harvesting calend Management and maintenance cale Irrigation plan O&M schedule		All sections	All sections										Improved operation calendars	Improve the management of irrigators' associations/cooperative societies in model sites.	-2
														Prepare farm operation calendars for each model site.	-2-1
		All sections	All sections				11			4		$\square$		Analyze existing activities/operation calendars of each model site.	-2-1-1
		All sections	All sections	1		-	4.							Prepare list/form of farm operations	-2-1-2
							+++							Conduct meeting/workshop to make the calendars	-2-1-3
		· · · · · · · · · · · · · · · · · · ·				4900 2009				++		++	<u>+</u>	Conduct meeting/workshop to revise the calendars	-2-1-4
e.g. formation an registration of organizations, ac group dynamics.														Strengthen farmers participation in irrigators' associations/cooperative societies in model sites.	-2-2
		All sections	WM				4.1-				$\parallel$	++	Training course	Conduct the trainings at KATC	-2-2-1
	-	All sections All sections	WM WM					44					Field trainings		
	-	All sections All sections	WM WM		-+				-			++	Report manual(s)/guide(s)	Hold seminar/workshop Prepare manual(s)/guide(s)	1-2-2-3 1-2-2-4
			v 1 1 1							+			manual(syguide(s)		-2-2-4
L														The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.	5
	Chart tarre are t				16 S. (2 10 S. (2 10)				000000		Real Property in the second se	++-	4		
	Short term expert											+	+	Establish information management system.	5-1
<u> </u>	Computer	All sections	Academic Dept.									+	List of equipment	Install necessary equipment. Make a list of necessary equipment needed and procure them (computer, color printer, air conditioner, etc.)	5 <u>-1-1</u> 5-1-1-1

			T		Sch	nedule	(Cal	endar	Year	r)			Responsible			
	Activities	Target (Output)	01	2002	2	2003	2	.004	2	005	0	)6	Person / Section	Implementer	Input	Remark
			4 1	23	4 1	234	4 1 2	2 3 4	4 1 2	2 3 4	4 1 :	23				
5-1-1-2	Allocate a room for the information unit and modify the room	Room											KATC, Principal			
-1-1-3		Hardware and											Academic Dept.	Academic Dept.		
		software								+-+-	+	+				
. 1 .	Recruit and train personnel.	Qualified personnel	++								+		· · · · · · · · · · · · · · · · · · ·			
5-1-2 5-1-2-1	Recruit personnel	Personnel	+				TT			TT			DTI	DTI		
5-1-2-2	Train recruited personnel	Qualified personnel											Academic Dept.	Academic Dept.		
			$\downarrow$	CTRANSPOSITION P	10000 1000010	CT. (14) 2 / 14) 2 / 14)	64 226040°	0044000419			+				<u></u>	
5-1-3	Establish appropriate system for running the information unit.	Operation regulation						11			++		17 1	4.11	<u> </u>	
5-1-3-1	Study other information units.	Report	++			11		4-4-			++	_	IU A a dania Dant	All sections		
5-1-3-2	Set regulations of the unit.	Regulations	+		-		1		++		++		Academic Dept.	All sections		
	Culture and the effective information		┿┿	┽╍┼╸┤	╺┼╼┼	-+-+			5						Books	
5-2	Collect and classify the information.	System	++	┿┿┥									IU	All sections		
5-2-1 5-2-1-1	Establish a system for acquiring information. Establish system to collect information within KATC.	Information	++						++	++	+					
5-2-1-1	Establish system to collect information whilm terro.	Information														
5-2-1-2																
5-2-2	Establish information storing and handling system.											001100-000			ļ	
5-2-2-1	Compile information. (Digitize, bind, file, etc.)	Compiled information	1										U	IJ	1	
		Stored information					+	+	++				IU	บ		
5-2-2-2	Store and organize the information obtained.	Procedure	++									mechanic	IU	IU	-	
5-2-2-3	Prepare the handling procedure.	Filledule		+				0009-0005			+		10			
5-3	Supply the information to the concerned organizations and individuals.														1	
J-J	Suppry the information to the concerned organization of the															
5-3-1	Publish and distribute periodical newsletters.	Newsletters	TT						11				Academic Dept.	All sections		
		Distribution list						<u>.</u>							<u> </u>	
5-3-1-1	Prepare subscribers/mailing lists.	Lists		+								<u>a.</u>				
5-3-1-2	Hold editorial meetings.	Meeting					+		++	+						
5-3-1-3	Compile articles and edit. Print and bind newsletters.	Printed newsletters	++-				++		++	<u> </u>	-1-1					
5-3-1-4 5-3-1-5	Distribute newsletters.	Distribution lists	++				$\uparrow\uparrow$								1	
5-5-1-5			++				nan ayyan y				2012					
5-3-2	Publish and distribute leaflets, booklets and annual technical progress	Leaflets											Academic Dept.	All sections		
	report.	Booklets														
		Annual technical						1								
		progress report Distribution list										t.				
5-3-2-1	Determine clients.		++									1.		1	1	
5-3-2-1	Hold editorial meetings.	Meeting	++			1-1-1						1				
5-3-2-3	Design and draft leaflets and booklets.	Draft														
5-3-2-4	Print and bind leaflets and booklets.	Printed leaflets and														
		booklets	++	+		++++	44	+				-				
5-3-2-5	Distribute leaflets and booklets.	Distribution lists	++	+												
5-3-3	Respond to relevant inquiries.	Records	++										IU	All sections		
5-3-3-1	Set regulations on handling and delivering information.	Regulations										Ĺĺ.				
5-3-3-2		Records						4								
		ł											1	I	1	1

			I	Plan	of	Ope	erati	ons									Annex
					5	Schee	lule (	Cale	ndar	Yea	ur)			Responsible		1	I
	Activities	Target (Output)	01 4 1	200		20	03 3 4		004 34		2005		06	Dergon / Section	Implementer	Input	Remarks
5-3-4	Establish and maintain KATC web-site.	Web-site								+				IU	All sections		
5-3-4-1	Design and formulate the web-site.		TT							T							
5-3-4-2	Set regulations on handling the web-site	Regulations						10.20									
5-3-4-3	Maintain the web-site.		╋		+					+	-	-					
6	The concept and approach to mainstream gender into plan,		$\ddagger$														
	implement and monitor technical trainings on irrigated rice production are established.																
6-1	Identify gender training needs of selected model sites and integrate them into implementation plan.		Π														
5-1-1	Conduct gender workshop on gender needs for KATC staff.		Π											Academic Dept.	Gender	Short term expert	
														(Gender Officer)	Assistants	(gender)	
6-1-2	Give guidance and discuss with each section for integrating gender aspects into all surveys (e.g. Farm Household Survey, Key Informant	Guideline for gender consideration to												Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
	Interview, Farmers Workshop, Training Needs Survey) to identify the situation and problems and to collect baseline data for monitoring.	baseline survey															
6-1-3	Conduct gender analysis of the information collected to identify gender training needs of each model site.													Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-1-4	Conduct gender workshops at the model sites to confirm gender training needs and integrate training schedule into implementation plans.	Training needs Gender dissagregation information	1											Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-2	Plan, conduct and monitor the technical training of irrigated rice																
	production with gender consideration.		++	++									1988				<u> </u>
6-2-1	Hold a Gender Workshop for KATC staff on making the activity plan which integrate gender needs to improve rice production technique.													Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-2-2	Make Gender checklist to monitor the teaching curricula, materials and methods for training courses.	Checklist				1.1.1								Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-2-3	Set conditions to encourage women's attendance to training courses for farmers.								i.					Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	set a criteria of selectio
6-2-4	Plan and conduct gender trainings for common courses and /or specialized sessions for specified groups of farmers.													Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-2-5	Monitor the activities of ex-participants on irrigated rice production by using gender sensitive indicators.													Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-3	Organize gender related information on irrigated rice production.													2			
6-3-1	Analyze and classify the information on gender in irrigated rice farming.													Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	
6-3-2	Compile information on gender in irrigated rice farming for KATC publications and web-site.		$\prod$											Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)	

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