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調査日程

調査期間：2006年5月10日～5月24日 15日間

(評価分析/農民研修団員：2006年4月22日～2006年5月24日)

	月 日	調査内容	
		総括、灌漑農業、計画管理団員	評価分析/農民研修団員
	4/22		移動（羽田→）
	4/23		移動（→キリマンジャロ）
	4/24～		現地調査 （応用版研修サイト、モデルサイト等）
1	5/10	移動（成田→）	資料収集
2	5/11	移動（→キリマンジャロ） 日本人専門家との打合せ 合同評価委員打合せ（調査方針説明）	←調査団合流
3	5/12	活動実績確認調査（C/Pからのプレゼンテーション等）	
4	5/13	合同評価委員打合せ 追加インタビュー	
5	5/14	モデルサイト視察	
6	5/15	モデルサイト視察	
7	5/16	モデルサイト視察	
8	5/17	MAFC 表敬・協議（M/M 案協議） JICA タンザニア事務所打合せ 資料作成（合同評価報告書作成）	
9	5/18	合同評価委員会（合同評価報告書作成）	
10	5/19	合同評価委員会（合同評価報告書作成、M/M 案協議）	
11	5/20	資料作成（合同評価報告書案）	
12	5/21	資料作成（M/M 案）	
13	5/22	合同評価委員会（合同評価報告書署名） 合同調整委員会（合同評価報告書説明、M/M 署名）	
14	5/23	在タンザニア日本国大使館・JICA 事務所報告 移動（ダルエスサラーム→）	
15	5/24	移動（→羽田）	

主要面談者

- | | |
|-------------------|----------------------------|
| (1) 農業食糧保障省 | Mr. Peniel Lyimo (次官) |
| | Mr. Kapnade (研修局長) |
| | JCC 参加者 |
| (2) KATC | Mr. Syayo (校長) |
| | KATC Staff (31 名) |
| | ステアリングコミッティ参加者 |
| | 各モデルサイト普及員及び農民代表 |
| (3) 在タンザニア日本国大使館 | 池田 勝也 大使 |
| | 國廣 博昭 二等書記官 |
| (4) プロジェクト長期専門家 | 山田 保 チーフアドバイザー |
| | 浅井 誠 業務調整員 |
| | 大野 康雄 専門家 (普及・農民研修) |
| | 大原 克之 専門家 (稲作／営農) |
| | 宇野 弘 専門家 (水管理) |
| (5) JICA タンザニア事務所 | 小幡 俊弘 所長 |
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MINUTES OF MEETING ON
THE JOINT COORDINATING COMMITTEE MEETING FOR
TERMINAL EVALUATION REPORT ON
THE KILIMANJARO AGRICULTURAL TRAINING CENTRE PHASE II PROJECT
IN THE UNITED REPUBLIC OF TANZANIA

The Japanese Terminal Evaluation Team, organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Mr. NISHIMAKI Ryuzo, visited the United Republic of Tanzania (hereinafter referred to as "Tanzania") from May 11 to May 23, 2006, for the purpose of conducting the terminal Evaluation of the Kilimanjaro Agricultural Training Centre Phase II Project (hereinafter referred to as "the Project").

The Joint Evaluation Team (hereinafter referred to as "the Team"), which consists of four members from JICA and three members from Tanzania, was jointly organized for the purpose of conducting the terminal evaluation and preparation of necessary recommendations to the respective governments.

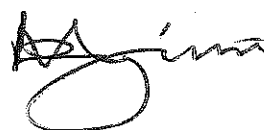
After intensive study and analysis of the activities and achievements of the Project, the Team prepared the Terminal Evaluation Report (hereinafter referred to as "the Report"), which presented to the Joint Coordinating Committee (hereinafter referred to as "the Committee").

The Committee discussed the major issues pointed out in the Report, and agreed to recommend to the respective government the matters attached hereto.

Dar es Salaam, May 22, 2006



Mr. NISHIMAKI RYUZO
Team Leader,
Japanese Terminal Evaluation Team,
Japan International Cooperation Agency,
Japan



Mr. PENIEL LYIMO
Permanent Secretary,
Ministry of Agriculture, Food Security &
Cooperatives
The United Republic of Tanzania

Major Points of Discussions and Agreement in 6th Joint Coordinating Committee

1. The Team presented the Report to the Committee.
2. The Committee accepted the Report and took notes of the recommendations by the Team.
3. The Committee agreed that the Project is to be terminated on 30 September, 2006 as planned.
4. The Committee agreed that it is essential to accelerate dissemination of the Project outputs throughout Tanzania given that the Project showed clear effects in the model sites. The Committee recommended scaling up the outputs by Japanese and Tanzanian sides immediately.

Attachment: the Terminal Evaluation Report



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

DAR ES SALAAM, 19 MAY, 2006



Mr. NISHIMAKI Ryuzo

Team Leader,

Japanese Evaluation Team



Mr. Johnson Mawalla

Team Leader,

Tanzanian Evaluation Team

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1. Objectives and Method of the Evaluation

1-1 Objectives of the Evaluation

The evaluation activities were performed with the objectives:

- 1) To evaluate the overall achievement of "the Kilimanjaro Agricultural Training Centre Phase II Project" (hereinafter referred to as "the Project"), based on the Record of Discussions (R/D), Project Design Matrix (PDM) and Plan of Operations (PO).
- 2) To identify remaining problems on any aspects of the Project implementation and proposing necessary solutions.
- 3) To consider the lessons obtained from the Project activities in order to reflect them on future projects in the interest of making them more effective and efficient.

1-2 Method of the Evaluation

To carry out Terminal 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) Relevance: 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) Effectiveness: 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) Efficiency: 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) Impact: 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) Sustainability: 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.

The Regional Technical Cooperation Promotion Programme (hereinafter referred to as "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. The Team

reviewed the achievement so far made 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. ITO Naoki	Irrigated Rice Production	Subsection chief, Hokuriku Regional Agricultural Administration Office, Ministry of Agriculture, Forestry and Fisheries
Mr. NAKAHORI Hiroaki	Planning Management	Senior Programme Officer, Arid and Semi-Arid Farming Area Team II, Group III, Rural Development Department, JICA
Mr. MATSUMOTO Akira	Evaluation and Analysis/ Farmers Training	President, A&M Consultant Inc.

(2) The Tanzanian Team

Name	Job title	Occupation
Mr. Johnson Mawalla	Team Leader / Policy & Planning	Principal Economist I, Division of Policy and Planning, Ministry of Agriculture, Food Security & Cooperatives (MAFC)
Mr. Omari Othman	Irrigated Rice Production	Irrigation Engineer, Directorate of Irrigation and Technical Services, MAFC
Mr. Hamis Nyangi	Farmers Training	Senior Agricultural Officer, Department of Crop Development, MAFC

1-4 Evaluation Questions and Sources of Information

(1) Evaluation Questions and Indicators

The Evaluation Grid is attached as Annex 3.

(2) Sources of Information Used for Evaluation

The Team carried out field survey in the Project sites, also made interviews with the Tanzanian counterparts engaged in the Project, Japanese experts, and other authorities concerned. The team also collected information through questionnaire from concerned personnel.

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

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.

2-3 Project Performances and Implementation Process

(1) Accomplishment of the Project

Accomplishment of the Project was measured in terms of inputs, activities, outputs and project purpose, all of which are based on the R/D, PDM and PO.

(2) Inputs (as of April 2006)

Lists of Inputs are attached in ANNEX (see ANNEX 4~9).

<Japanese side>

Long-term Expert: Total number 11, Short-term Expert: Total number 16 (30 M/M)

Trainees received In Japan 13 (50 M/M)

Provision and Procurement of Equipment approx. 39.7 million Yen

Local Cost (between 2001 and September 2006*) approx. 99.5 million Yen

* Planned as of December 2005

<Tanzanian Side>

Counterparts: In total 34, Warrant of Fund: 175 million Tsh. (approx. 17.5 million Yen), KATC Self Help Fund: 26.168 million Tsh. (approx. 2.6168 million Yen)

(3) Achievement level

<Outputs>

Achievement level of each output is described as below. (the detail of Outputs is attached in ANNEX (see ANNEX 10).

Output 1: The concept and approach to the model sites was established, and six model sites were selected.

Output 2: The capability of KATC in identifying training needs was greatly improved and the course participants in model sites satisfied the all trainings.

Output 3: Technical training programs were strengthened by to meet local needs. The adoption rate of the techniques was achieved high, and the technical standards on rice cultivation and the technical manuals for each model site were prepared. Modified field training programme(s) is still under going and developing.

Output 4: Training program for improving institutional framework of irrigation schemes was strengthened. Implementation plan (IP) for each model site and farm operation calendar except Ndguti was prepared. The number of irrigators' association/ cooperative and members who paid membership fee has increased in each model site. The guideline for strengthening water user association will be prepared by the end of the Project period.

Output 5: The capability of KATC in collecting and providing useful irrigated

rice cultivation information was improved. Library database and classified information database were established, 5 newsletters in Swahili and 3 in English were issued, and web site of KATC was opened.

Output 6: The concept and approach to mainstream gender into planning, implementing and monitoring technical training on irrigated rice production were established. The percentage of women participants in Key Farmers courses and in-field trainings was more than 45% in average. KATC staff and participants who join the Gender specific training changed the mind of the Gender awareness and adopted the activity based on Gender needs in each model site.

<Project Purpose>

Verifiable indicators at the Project Purpose level have been fulfilled at the time of terminal Evaluation.

Project Purpose: Productivity of rice increased in the model sites through the KATC's training. In every model site except Nduguti, average rice yield per unit area of sample farmers in model sites exceeded the verification indicators at the Project Purpose level. Net return rate (NRR) was increased in general. Properly irrigated area increased in all the model sites.

3. Results of the Evaluation with Five Criteria

3-1 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 direction of this Project is in line with the national priorities. The Tanzanian government has been encouraging on irrigated rice production as one of the pillars in agricultural sector, and continuously supported the establishment of KATC.

The Project purpose is consistent with the 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 Project is to be continued in line with ASDP-DADP.

For the purpose of increasing food production and attaining increased farmers' income, the speech by the President and the ruling party manifesto emphasize that irrigated agriculture is the backbone and the basis for a modern economy.

(2) Japanese Policy

In Tokyo International Conference on African Development (TICAD) III conference, the Japanese government declared that the promotion of rice production including New Rice for Africa (NERICA) is one of the main issues to sustain food security in African Continent. "Agriculture and irrigated rice production" is one of the highest priorities of the Japanese government as its aid policy is indicated in the Country strategy paper and JICA Country study in Tanzania. The Project focuses on increasing of rice productivity and contributing to farmers' living standards, therefore, it can be determined that the Project is consistent with the Japanese aid policy.

(3) Needs of Beneficiaries (target group)

Farmers are very willing to acquire appropriate irrigated rice production technologies and knowledge. The KATC has provided a good opportunity to meet such farmers' needs. Thus, the Project is relevant in line with the beneficiaries' demands.

3-2 Effectiveness

All activities have been implemented as scheduled, and each Output has been contributed to the achievement of the Project purpose.

Except Nduguti where a full training could not be provided due to severe drought, in every model site, rice yield per unit area as well as the net return rate (NRR) has increased in general. Therefore, the effectiveness of the Project is expected to achieve in general.

Since 2003 when the Project provided in-field trainings, all the model sites have been affected with frequent water shortage due to drought, therefore, it has influenced the results of the farm rice production.

The followings have been identified as promoting and hampering factors.

(Factors that promoted realization of effects)

- 1) During the Project design stage, there was sufficient planning preparation with participatory approaches in which accurate analysis of the needs of beneficiaries, specially farmers was undertaken and reflected into the training component,
- 2) In KATC training, there were properly considered gender issues as a very important element in order to achieve the Project purpose,
- 3) Clarification of the role and responsibilities among the Project stakeholders such as farmers, district authorities, extension personnel, scheme managers, and other related rural development organizations,
- 4) Accumulation of technical know-how gained by the Project counterparts and their confidence through the implementation of Regional Training Cooperation Promotion Programme (RTCPP).

(Factors that impeded realization of effects)

In fact, drought has affected negatively on the paddy field and in-field trainings, however, the Project could not handle. At the time of Mid-term evaluation, it was observed, "Weather conditions remain favourable to irrigated rice farming" as one of the Important Assumption in the Project PDM.

3-3 Efficiency

(1) Efficiency of the Project Inputs

In General, the Inputs from the Japanese side and Tanzanian side have been appropriate in terms of quantity, quality, and timing at most levels. All inputs allocated to the Project have been fully utilized for the project implementation. See ANNEX 10 as the achievement level of each output. However, unexpected changes such as delayed replacement, study leaves and transfers of the counterparts affected smooth implementation of the Project.

(2) The efficiency between the activities and the inputs

According to the Project planned activities which were related to training, each activity has been undertaken efficiently and good results were realized.

(3) Linkage with other projects and other organizations

In Collaboration with FAO, the targeted farmers in FAO Special Programme for Food Security (SPFS) participated in the KATC training. In addition, in the

Project's model sites, its irrigation schemes and the facilities were funded and constructed by various donors such as IFAD, AfDB, CIDA, etc. Even though the Project did not have direct linkage with such donors, it can be said that it was efficient use of the facility and at the same time, it contributed to enhance the farmers' capacity.

3-4 Impact

The Overall goal of this Project, "Productivity of rice increases in the place where KATC training has been conducted and surrounding area" was not evaluated at this stage due to the difficulty of the collecting data on the surrounding area. It is required to take time to derive visible certain impacts through the training. However, result on the office/field interviews and questionnaire survey conducted during the final evaluation, the team observed that the trainings' outcomes have been expanded into other irrigated scheme areas in where is located outside of the model sites through study tour or dissemination of information by district extension officers.

Furthermore, several positive changes occurred besides on rice productivity, for instance,

- 1) Improvement of living standard (school and medical fees paid, modern houses & toilets built, purchased tractor, bicycles, cellar phones or even land, etc), Strong support of district authorities to the Project (contribution of transportation costs and allowances, and provision of revolving fund, etc), Participation of neighboring farmers to in-field training and/or Field/Farmers Day,
- 2) Reduction of workload of female and enhancement of women's empowerment,
- 3) Increasing income and labour employment for rice farming (farmers in model sites employed poor farmers in neighboring area and/or remote areas).

In addition, through the implementation of RTCPP, productivity and profitability of rice has increased in the neighboring countries where KATC training was conducted. This evidence proved that the KATC training contributed to rice productivity and improvement of living standards to smallholder farmers in the countries where there are similar agricultural environment in general.

3-5 Sustainability

(1) Technology

The technical level including facilitator's roles of KATC staffs are sufficient to carry out the farmer training, because the counterpart personnel are knowledgeable, experienced and more confident through the Project implementation. Meanwhile, the Project beneficiaries mainly key, intermediate and other farmers have acquired their knowledge and skills. In Particular, the Key farmers are confident leaders to disseminate their experiences and technical know-how to others. Therefore, it is highly certain that the technological aspect will be sustainable.

Chiefly, through the implementation of RTCPP, the Project counterparts who were apart from Tanzania and undertaken the task of training within the different environments, their capability was improved. Also, the Team confirmed that the training approach and its methods were effective and universal.

In conclusion, it is expected that the Project counterparts will be capable of disseminating the certain level of training based on the current upgraded technical capability gained from the Project.

(2) System and institution

As described above, it is certain that KATC will be able to sustain and provide continuous training from the point of view regarding technical capability as well as managerial capacity of KATC staff. However, in the sense of system & institutional sustainability, it is needed to tackle the following issues; 1) how to expand KATC's coordinating role and play a function which can be collaborated with district authorities to be entrusted with training activities under ASDP-DADP, and 2) how to recruit and encourage young capable staff to join KATC for long-term sustainability.

(3) Finance

KATC is gradually recognized as the unique training centre specialized on irrigated rice cultivation. But the Team observed that KATC has not received sufficient funds from the government budget as planned. On the other hand, KATC has been receiving "externally-funded" training programmes which have increased the Self-help fund. However, the amount is still not enough to sustain the KATC activities and

functions.

To secure the budget and financial sustainability, it recognizes continuous supports from government and also KATC's efforts on revenue-raising, such as tailor-made training based on the experience of "Modified training" package. Once, the training package is implemented in collaboration with districts authorities, it is expected that the direction will enrich sustainability with low cost training and a simplified training system.

4. Conclusion

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. The Team concludes that the Project activities have been smoothly implemented, and the capacity and skills of the KATC counterparts have been strengthened in terms of the capability on training formulation and implementation.

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, recognition of KATC as training institutes for irrigated rice cultivation, and so forth. Nevertheless, to secure the budget and financial sustainability, continuous supports are needed from government and also KATC's efforts on revenue-raising.

According to the Project PDM, by the end of the Project, the Project purpose will be successfully achieved.

Based on the findings mentioned above, it is concluded that the Project will be terminated on September 2006 as planned.

5. Recommendations

5-1 Short term issues (during Project remaining period)

1) Nduguti Model Site

Nduguti, one of the model sites, had not completed in-field training for the past two seasons because of drought. And the farmers attended the training in Mwamapuli site. Fortunately, in this season, it has rained, and the farmers planted some plots of the scheme. The Team recommends that the Project should conduct the in-field training in Nduguti during the remaining Project period.

2) Arrangement of the outputs of the Modified training

Up to now, the Modified training has been conducted. It is recommended that the Project should prepare reports on the training results, based on positive experiences and lessons learned from the Modified training within the Project period.

3) Suggestion of the means to examine the possibility of further expanding the effects from model sites to surrounding area

At the terminal evaluation, the improvement of the rice productivity in surrounding area of the model sites cannot be confirmed. Therefore, it is recommended that the Project should confirm the fact of the possibility of further expanding the effects. To prepare the ex-post evaluation which is planned to be conducted within five years after the Project completion, it is suggested to propose to examine the possibility of further expanding the effects from model sites to surrounding area.

4) Promotion of the expansion effects of the Project activities

It is confirmed that the Project has made effort to disseminate the training effects which are based on "Farmer-to-farmer" training, and participatory extension approaches to the district and farmers in the model sites. KATC newsletters and other media have been delivered. It is recommended that the Project should make greater effort to promote the expansion effects to other districts, donors, agricultural sector lead ministries and MAFC training institutions.

5) Systematization of the outputs of the Project

It is recommended that the Project should systematize the outputs of the Project and ready to send information at any time, so as to plan training programmes and to publicize the Project. It is essential for KATC's Information & Curriculum Development Unit (ICDU) to make greater effort to keep up the library and database system to maintain the Project outputs.

5-2 Medium and Long term issues (after the Project completion)

1) Institutional and Financial Sustainability of KATC

To enhance the sustainability of KATC activities, it is essential to stabilize the financial position of KATC, and to clarify the role of KATC as a training center within the framework of irrigation development policy and tangible plans of MAFC.. It is recommended that the government needs to mainstream and clarify the role & responsibility of MATIs (included KATC) within the framework of ASDP.

2) Support by district authorities and agricultural sector lead ministries

District authorities and lead ministries have to identify the farmers' training needs, and it is recommended that the relevant authorities shall provide more funds annually to facilitate such trainings.

3) Scale-up of the Project activities

It is essential to expand the Project outputs through out Tanzania and speed up in terms of efficiency; the Project outputs have shown clear effect in the model sites. It is recommended to get forward to the next step by Japanese and Tanzanian sides immediately. Attention will be paid to the following steps and aspects;

- Facilitation by KATC
- Strengthening of collaboration with other training institutions
- Support by Department of Research and Training (DRT) office to facilitate monitoring of activities of KATC
- Expand training to other irrigation schemes
- Utilization of the existing model sites as "Farmers training centers"

4) Aftercare of the model sites

The Project training was very effective. However, it would be better to provide for the rehabilitation of irrigation infrastructure in the model sites through DADP funds, so as to maximize the Project outputs.

5) Further enhancement of RTCPP

RTCPP activities show that the applicability of the rice farming technologies and training on technical know-how of KATC is high. Further promotion of rice farming in Africa was strongly recommended at the TICAD III held in Tokyo, Japan in October 2003. It is recommended that Tanzanian side should work closely with neighboring countries and/or

donors including international research institutes like WARDA, IRRI, and African Institution for Capacity Development (AICAD), etc. It is also recommended that Japanese side should integrate the training needs to utilize RTCPP in neighboring countries through JICA offices in respective countries.

6) Expansion of the training objectives in KATC

(a) Expansion of trainings under KATC

The KATC has been recognized as a unique training institution in terms of its specialization in irrigated rice farming, and that it has been providing training not only to extension officers, but also directly to farmers. However, considering the situation of Tanzanian agriculture, it is essential that KATC would expand the training objectives. It is recommended that KATC should provide training not only rice cultivation but also high-value crops during off-season, and upland crops.

(b) Provision of training on farm mechanization management and rice seed varieties

It is recommended that farming mechanization techniques should be strengthened. Particularly KATC should provide training on power tiller utilization & maintenance, rice seed varieties and pesticide application.

7) Other recommendations

(a) Secure water resources to construction / rehabilitation of weirs and canals

To conserve water resources, it is recommended that water-harvesting structures including reservoirs be construction / rehabilitation of existing weirs & canals to maximize water use efficiency be carried out.

(b) Availability of improved paddy seed varieties

To acquire improved and quality seed varieties, it is recommended to multiply suitable seed varieties at farm household level.

6. Lessons Learned

- (1) This Project was managed and implemented smoothly due to the history of long-term cooperation between Tanzania and Japan. This is an important element of the success.
- (2) Without any financial input other than training, this Project shows good results. Such success was derived from effective participatory approaches and definition of training which specify agronomic topics and user-friendly techniques for farmers. In addition,

throughout the Project period, KATC contributed to change of farmers' attitudes particularly on gender mainstreaming.

- (3) The Project purpose was planned to benefit farmers directly, which brought out farmers' incentive and led to maximum training impacts.
- (4) This Project adopted "Farmer-to-farmer" training and participatory extension approaches, which enhanced farmers' motivation. It is expected that Key farmers and Intermediate farmers will play roles as front line, "model" farmers or private extension service providers. One good example; collaboration with the Project, some district authorities initiated study tours and exchange visits of farmers through cost-sharing arrangement.
- (5) This Project was an approach of establishing "model sites" and got good results. On the other hand, it has not completely transferred the techniques from Intermediate farmers to Other farmers, though it was almost transferred the techniques from Key farmers to Intermediate Farmers. In order to confirm the Project of good results and expand the techniques throughout the country, it is essential to 1) organize a framework on how to cooperate among stakeholders, to improve capacity of facilitators in all levels, and 2) allocate training funds to Zonal Irrigation and District Extension Offices where some officers were trained by KATC Phase I Project.

Annex 1 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: 18/11/2004

In Tanzania

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Super Goal Living standards of rice farmers in the irrigation schemes are improved.				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 style="list-style-type: none">1 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).2 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.)	<ol style="list-style-type: none">1. Base line survey2. Ex-participants report3. Monitoring report	Income is used for better living standards.
Project purpose Productivity of rice increases in the model sites through the KATC's training.		<ol style="list-style-type: none">1 Average rice yield per unit area of sample farmers in model sites increase by 12-43% by 2005 compared to 2002.2 By 2005, the net return rate from rice in all the model sites increase compared to those of 2002.3 By 2005, properly irrigated area increase in all the model sites compared to those of 2002.	<ol style="list-style-type: none">1. Base line survey2. Ex-participants report3. Local consultant survey report4. Farming survey (Targets are 20 Key Farmers, 30 Intermediate Farmers, and 10 other farmers.)5. Yield survey	No agricultural policy changes.
Outputs <ol style="list-style-type: none">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.	<ol style="list-style-type: none">1 By the end of August, 2002, six (6) model sites are selected on the basis of the criteria.<ol style="list-style-type: none">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)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.)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.)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.	<ol style="list-style-type: none">1. Minutes of Joint Coordinating Committee2. Criteria<ol style="list-style-type: none">1. Training report2. Questionnaire3. Evaluation for each training1. Training report2. Monitoring report3. Technical standards summarised by Rice Cultivation section4. Local consultant survey report5. Farming survey6. Training report	<p>The ex-participants remain in the irrigation scheme.</p> <p>District levels recognise the importance of improved rice farming and implement extension.</p>	

<p>4 Training program for improving institutional framework of irrigation scheme is strengthened.</p>	<p>4-1 Implementation plan (IP) for each model site is prepared, implemented, and revised based on the implementation result jointly by district, scheme, zonal irrigation office and KATC, with the special emphasis on cost sharing.</p> <p>4-2 By 2005, farm operation calendars and plans are prepared, carried out and evaluated by managing personnel, key farmers and intermediate farmers in each model site. (Farm operation calendars and plans include: farm operation, water distribution plan, canal maintenance and management plan, and organisational activity plan.)</p> <p>4-3 By 2005, active membership of irrigators' association/cooperative societies in each model site increase compared to 2002. ("Active members" are paying membership fee and participating O&M activities.)</p> <p>4-4 The manual/guide for strengthening institutional framework is prepared by the end of the project.</p>	<p>1. Training report 2. Farm operation calendar 3. Evaluation report 4. Interview 5. Seminar and workshop proceedings 6. Local consultant survey report 7. Field survey</p>
<p>5 The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.</p> <p>6 The concept and approach to mainstream gender into plan, implement and monitor technical training on irrigated rice production are established.</p>	<p>5-1 By 2006, library database and classified information database are established.</p> <p>5-2 By 2006, four Kiswahili & two English newsletters in a year and annual technical progress reports are prepared, and web-site of KATC is established and revised on monthly basis.</p> <p>6-1 Project activities are implemented according to the gender checklist based on Plan of Operation.</p> <p>6-2 Through the project period, the percentage of women participants in Key Farmers course and in-field training is more than 45% by considering gender needs in model sites.</p> <p>6-3 By 2006, at least one specialized subject training based on Gender needs is conducted for and the activity is adopted in each model site.</p>	<p>1. Database 2. Newsletters, progress report</p> <p>1. Baseline survey report 2. Training report 3. Monitoring report 4. Local consultant survey report 5. Gender checklist</p>
<p>1-1 Study the situation of selected 40 irrigation schemes in order to determine their potential for development.</p> <p>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.</p> <p>1-3 Select model sites based on the criteria to be agreed.</p> <p>2-1 Conduct surveys to identify the situation and problems and to collect baseline data for monitoring.</p> <p>2-2 Conduct analysis of the information collected.</p> <p>3-1 Prepare the activity plan to improve irrigated rice production techniques in each model site.</p> <p>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.</p> <p>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.</p> <p>3-4 Provide technical assistance to the ex-participants on irrigated rice production at the model site.</p> <p>3-5 Monitor the activities of ex-participants in each model site.</p> <p>3-6 Verify and confirm the applicability of KATC training programme.</p>	<p>Inputs</p> <p>Japanese side</p> <p>1. Dispatch of Japanese Experts (1) Long-Term Experts (maximum 5 persons) Chief Advisor Coordinator Other Long-Term experts • Extension and farmers training • Rice cultivation • Irrigation management • Farming Management (2) Short-Term Experts 2. Provision of Machinery and Equipment 3. Training of Tanzanian Counterpart Personnel in Japan 4. Dispatch of a Survey Team</p> <p>Tanzanian side</p> <p>1. Assignment of Tanzanian Personnel (1) Project Director (2) Project Manager (3) Counterpart personnel in the field of • Extension and farmers training • Rice cultivation • Irrigation Management • Farming Management (4) Counterpart personnel for short-term Experts (5) Administrative personnel (6) Other necessary personnel mutually agreed upon as necessary 2. Local Running Expenses 3. Provision of lands, buildings and other necessary facilities</p>	<p>Important Assumptions</p> <p>Weather conditions remain favorable to irrigated rice farming.</p>

<p>4-1 Prepare, implement and revise Implementation Plan (IP) for each model site with district scheme zonal irrigation office.</p> <p>4-2 Improve the management of irrigators' associations/cooperative societies in model sites.</p> <p>5-1 Establish information management system.</p> <p>5-2 Collect and classify the information.</p> <p>5-3 Supply the information to the concerned organisations and individuals.</p> <p><i>[Gender related activities are reflected on above activities. They are not treated as the independent field.]</i></p> <p>6-1 Identify Gender training needs of selected model sites and integrate them into Implementation plan.</p> <p>6-2 Plan, conduct and monitor the technical training of irrigated rice production with gender consideration.</p> <p>6-3 Organise gender related information on irrigated rice production.</p>		<p>Pre-conditions</p> <p>Rice farmers in the selected irrigation schemes agree with the objectives of the project.</p> <p>Security situation of the country remains stable, and safety of property at KATC is assured.</p>
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*sample farmer : directly and indirectly contacted farmer

Annex 2 Plan of Operations

Annex 2 Plan of Operations		Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks
				Schedule (Calendar Year)															
				01	02	03	04	05	06										
1	The concept of and approach to the model sites are established (based on the agreement of all the stakeholders)		4	1	2	3	4	1	2	3	4	1	2	3					
1-1	Study the situation of selected 40 irrigation schemes in order to determine their potential for development.																		
1-1-1	Collect information.	Information and																	
1-1-1-1	Collect secondary data.																		
	a) Administrative information	Information on administrative													EFT	EFT	include gender survey		
	b) Meteorological data	Meteorological data													WM	WM			
	c) Agricultural Census data	Agricultural census data													FD	FD			
1-1-1-2	Collect primary data.																		
	a) Farm management (by Farming survey)																Gender		
	b) Present irrigation condition																gender consideration		
	c) PRA outputs (Maps, Calendars, List of problems, Action plan, etc.)	Action Plan, etc.															Gender consideration		
1-1-2	Analyze data.	Summary on 40 irrigation schemes													Academic Dept.				
1-1-2-1	Compile information gathered.	Compiled data													All sections	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													All sections	All sections			
1-1-2-4	Analyzing the data	Analyzed data													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			
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																	
1-2-2-1	Prepare a guideline on PLA sessions	Guideline for PRA/PLA													EFT	EFT			
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		
1-2-2-4	Prepare teaching materials on water management.	Teaching material													WM	WM	1		

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks				
		2002				2003				2004								2005			
		01	02	03	04	01	02	03	04	01	02	03	04					01	02	03	04
1-2-3	Implement training plan.																All sections				
1-2-3-1	1st PIRSMA for Kilimanjaro Zone.																All sections				
1-2-3-2	2nd PIRSMA for Morogoro and Mtwara Zone.																All sections				
1-2-3-3	3rd PIRSMA for Mbeya Zone.																All sections				
1-2-3-4	4th PIRSMA for Mwanza and Tabora Zone.																All sections				
1-2-4	Evaluate training courses.																				
1-2-4-1	Carry out session evaluation by participants. (subject by subject)																Academic Dept.	Participants			
1-2-4-2	Carry out evaluation session at the end of each course.																Academic Dept.	Participants			
1-2-4-3	Hold evaluation meetings.																Academic Dept.	All section			
1-2-4-4	Make a report.																Academic Dept.	All section	Including review on gender consideration.		
1-3	Select model sites based on the criteria to be agreed.																				
1-3-1	Set the criteria.																KATC		Consider women's status		
1-3-1-1	Propose criteria.																KATC				
1-3-1-2	Discuss and agree on criteria in a workshop.																KATC	KATC, Zonal Irrigation Engineers, Irrigation Section (Assistant Commissioner); MAFS, Training Department (Director); MAFS, DEDs, (DALDOs) (from 27 Districts).	Invite gender focal point		
1-3-2	Select model sites.																				
1-3-2-1	Propose model sites.																KATC				
1-3-2-2	Approve model sites (by Joint Coordinating Committee).																Project Head (PS)	Member of JCC			
1-3-3	Hold stakeholders meeting for orientation and confirmation of their participation and responsibility.																KATC	KATC, Scheme (Managers, Extensionists, Farmers), District (DEDs), Zonal Irrigation Engineers, MAFS, Other programme (e.g. PIDP, RBM, SHIP, ASPs, SPFS), Private Sector (e.g. NGOs, Stockists, Market cooperative, financial institutions, etc.)	Invite gender focal point and women's stakeholders		

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Activities		Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks
			01	02	03	04	05	06	07	08	09	10	11	12				
2-1-3-8	Measure irrigation data.	Water requirement data Water discharge data													WM	WM, Concerned personnel	Pegs, Ruler, Automatic water level recorders, Tanks, Current meter, Staff gauge, Life jacket, Boat, Boots, Staff, Pole, etc.	Some points/model site, 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 socio-economic changes of the model sites (e.g. house, school, children, shops, roads, etc.).
2-2	Conduct analysis of the information collected.																	
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		
2-2-1-3	Rice cultivation														RC	RC		
2-2-1-4	Farming survey														FD	FD		
2-2-1-5	Water management														WM	WM		
2-2-2	Input data.	Database															File covers	
2-2-2-1	Photographic bank														EFT	All sections		
2-2-2-2	PRA/PLA														EFT	EFT		
2-2-2-3	Rice cultivation														RC	RC		
2-2-2-4	Farming survey														FD	FD		
2-2-2-5	Water management														WM	WM		
2-2-3	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		
2-2-3-4	Farming survey														FD	FD	Short term expert on farming survey	
2-2-3-5	Water management														WM	WM		
2-2-4	Prepare and present the report on tentative training needs.	Report																
2-2-4-1	Prepare the report.	Report													All sections	All sections		
2-2-4-2	Compile the result from each section.	Report													Academic Dept.	All sections		
2-2-5	Confirm the training needs with model sites.	Memorandum on agreed training needs																
2-2-5-1	Send the report back to the model site.	Acceptance from model sites													Academic Dept.	All sections		
2-2-5-2	Hold meetings with scheme representatives in the model sites.	Consensus													All section	All section, related organization,		

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks				
		2002				2003				2004								2005			
		01	02	03	04	01	02	03	04	01	02	03	04					01	02	03	04
2-2-5-3	Conduct PRA for setting target yield and action plan.	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	EFT	All section, related organization,		
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.																				During the field survey, criteria for selecting Key farmers and Intermediate farmers were agreed upon 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.																	All sections	All sections		
3-1-2	Prepare the plan for field trainings.																				
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		
3-1-3	Prepare the plan for technical assistance for ex-participants on irrigated rice production at the model sites.																				
3-1-3-1	Demonstration plots																	All sections	All sections		
3-1-3-2	Field trials																	All sections	All sections		
3-1-3-3	Field days and other extension activities																	All sections	All sections		
3-1-3-4	Operation and maintenance of irrigation facilities																	All sections	All sections		
3-1-3-5	Management and maintenance of agricultural machinery																	WM	WM		
3-1-4	Prepare the monitoring plan.																	FD	FD		
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.																	All sections	All sections		
3-2-1	Prepare the teaching materials for common and specialized																			Color printer	
3-2-1-1	Prepare the teaching materials for common courses.																	All sections	All sections		
3-2-1-2	Prepare the teaching materials for specialized courses.																	All sections	All sections		
3-2-2	Conduct the common and specialized courses.																			Name tag	Participants to courses be selected properly
3-2-2-1	Carry out common courses.																				
3-2-2-2	Carry out specialized courses.																				e.g. Improvement and use of animal power in rice cultivation, Tractor and power tiller operation and maintenance, Farming survey, Management of Irrigation, etc.
3-2-3	Evaluate the training courses.																				Include review in terms of gender mainstreaming
3-2-3-1	Carry out session evaluation by participants. (subject by subject)																	Academic Dept.	Participants		

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks
		01	02	03	04	05	06										
		4	1	2	3	4	1	2	3	4	1	2	3	Academic Dept.	Participants		
3-2-3-2	Carry out course evaluation at the end of each course.													Academic Dept.	All sections		
3-2-3-3	Hold evaluation meetings.													Academic Dept.	All sections		
3-2-3-4	Make a report.																
3-3	Conduct the field trainings with irrigated rice production skills for field personnel and key farmers (with special consideration for women farmers) in each model site.																
3-3-1	Prepare the teaching materials for field trainings.															Color printer	
3-3-1-1	For common techniques.													All sections	All sections		
3-3-1-2	For specialized topics.													All sections	All sections		
3-3-2	Conduct the field trainings.															Chalkboard, Flipchart stand, Magnet, Canvas sheet and poles, Shoulder bags, Calculator, Portable generator	
3-3-2-1	Common techniques.													All sections	All sections		
3-3-2-2	Specialized topics.													All sections	All sections		
3-3-3	Evaluate the field trainings.																Include review in terms of gender mainstreaming
3-3-3-1	Carry out session evaluation by participants. (subject by subject)													Academic Dept.	Participants		
3-3-3-2	Carry out course evaluation at the end of each course.													Academic Dept.	Participants		
3-3-3-3	Hold evaluation meetings.													Academic Dept.	All sections		
3-3-3-4	Make a report.													Academic Dept.	All sections		
3-4	Provide technical assistance to the ex-participants on irrigated rice production at the model site.																
3-4-1	Conduct demonstrations																
3-4-1-1	Farming management													FD	FD, field personnel, key farmers		
3-4-1-2	Water management													WM			
3-4-1-3	Demonstration management													EFT	All sections		
3-4-2	Conduct onsite field trials.																Simple and easily understood by farmers. Can be carried out together with farmers.
3-4-2-1	Rice cultivation													RC	RC and relevant persons in model sites		
3-4-3	Organize field days and other extension approaches.																
3-4-3-1	Plan with farmers and the extension officer													EFT	All sections		

Activities		Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks
			01	02	03	04	05	06										
			01	02	03	04	05	06										
3-4-3-2	Implement activities	Activities																
3-4-3-3	Follow-up the activity	Recommendations																
3-4-3-4	Evaluate the activity	Reports																
3-4-4	Provide guidance on operation and maintenance of irrigation facilities. (e.g. Survey, Irrigation planning, Planning of repair works, etc.)	Operation and maintenance manual for each model site												WM			Simple materials and method to be used. EFT involves in an aspect of organizing farmers to conduct communal	
3-4-5	Provide guidance on management and maintenance of agricultural machineries.	Manual for operation and maintenance record-keeping												FD		Short term expert, C/P training	Simple materials and method to be used. EFT involves in an aspect of organizing farmers to conduct communal activities. For improved tools, method demonstration can be applied.	
3-4-5-1	Preparation of operation and maintenance recording formats	Recording format												FD				
3-4-5-2	Periodical technical follow up by KATC staff	follow up visit												FD				
3-4-6	Evaluate the technical assistance activities.	Evaluation reports															Include review in terms of gender mainstreaming	
3-4-6-1	Carry out evaluation at the end of each activity.	Evaluation formats												Academic Dept.		All sections, Participants		
3-4-6-2	Hold annual evaluation at KATC..													Academic Dept.		All sections		
3-4-6-3	Make a report.	Report												Academic Dept.		All sections		
3-5	Monitor the activities of ex-participants in each model site.																	
3-5-1	Prepare monitoring format.	Monitoring formats																
3-5-1-1	Photographic data format	Format												EFT		All sections		
3-5-1-2	Monitoring format for action plans	Format												EFT		All sections		
3-5-1-3	Farm record format (incl. Household activities and expenditure)	Format												FD		All sections	Short term expert, C/P training	
3-5-1-4	Field trials format	Format												RC		RC		
3-5-1-5	Monitoring format for extension activities (VEO and key farmers)	Format												EFT		All sections		
3-5-1-6	Monitoring format for water management	Format												WM		WM		
3-5-1-7	Format for monitoring general situation of the model sites (e.g. school, children, shons, roads, etc.)	Format												Academic Dept.		All sections		
3-5-2	Conduct participatory monitoring.	Information															Consider gender balance of the participants	
3-5-2-1	Organize farmers meeting to discuss progress of their activities	Meeting												EFT		All sections, Schemes		
3-5-2-2	Review and modify the action plan in each training course	Modified action plans												All sections		All sections, Schemes		
3-5-2-3	Recording the demonstration activities	Records and data												EFT		Relevant persons in model sites	Check the validity of the records	
3-5-2-4	Recording the field trial activities and results	Records and data												RC		Relevant persons in model sites		
3-5-3	Process the data and interpret the results.	Monitoring reports														Short term expert		

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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3-5-3-1	Prepare the database structure.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks
		01	02	03	04	05	06										
4-2-1	Prepare farm operation calendars for each model site.	4	1	2	3	4	1	2	3	4	1	2	3	All sections	All sections		
4-2-1-1	Analyze existing activities/operation calendars of each model site.													All sections	All sections		
4-2-1-2	Prepare list/form of farm operations																
4-2-1-3	Conduct meeting/workshop to make the calendars																
4-2-1-4	Conduct meeting/workshop to revise the calendars																
4-2-2	Strengthen farmers participation in irrigators' associations/cooperative societies in model sites.																e.g. formation and registration of organizations, accounting, group dynamics, etc.
4-2-2-1	Conduct the trainings at KATC													WM	All sections		
4-2-2-2	Conduct field training													WM	All sections		
4-2-2-3	Hold seminar/workshop													WM	All sections		
4-2-2-4	Prepare manual(s)/guide(s)													WM	All sections		
5	The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.																
5-1	Establish information management system.															Short term expert	
5-1-1	Install necessary equipment.															Computer	
5-1-1-1	Make a list of necessary equipment needed and procure them (computer, color printer, air conditioner, etc.)													Academic Dept.	All sections		
5-1-1-2	Allocate a room for the information unit and modify the room													KATC, Principal	KATC, Principal		
5-1-1-3	Install hardware and software													Academic Dept.	Academic Dept.		
5-1-2	Recruit and train personnel																
5-1-2-1	Recruit personnel													DTI	DTI		
5-1-2-2	Train recruited personnel													Academic Dept.	Academic Dept.		
5-1-3	Establish appropriate system for running the information unit.																
5-1-3-1	Study other information units.													IU	All sections		
5-1-3-2	Set regulations of the unit.													Academic Dept.	All sections		
5-2	Collect and classify the information.																
5-2-1	Establish a system for acquiring information.													IU	All sections	Books	
5-2-1-1	Establish system to collect information within KATC.																
5-2-1-2	Establish system to collect information from other institutions.																
5-2-2	Establish information storing and handling system.																
5-2-2-1	Compile information. (Digitize, bind, file, etc.)													IU	IU		
5-2-2-2	Store and organize the information obtained.													IU	IU		
5-2-2-3	Prepare the handling procedure.													IU	IU		
5-3	Supply the information to the concerned organizations and individuals.																
5-3-1	Publish and distribute periodical newsletters.													Academic Dept.	All sections		
5-3-1-1	Prepare subscribers/ mailing lists.																

Activities	Target (Output)	Schedule (Calendar Year)												Responsible Person / Section	Implementer	Input	Remarks				
		2002				2003				2004								2005		06	
		01	02	03	04	01	02	03	04	01	02	03	04					01	02	03	04
5-3-1-2	Hold editorial meetings.																				
5-3-1-3	Compile articles and edit.																				
5-3-1-4	Print and bind newsletters.																				
5-3-1-5	Distribute newsletters.																				
5-3-2	Publish and distribute leaflets, booklets and annual technical progress report.																Academic Dept.	All sections			
5-3-2-1	Determine clients.																				
5-3-2-2	Hold editorial meetings.																				
5-3-2-3	Design and draft leaflets and booklets.																				
5-3-2-4	Print and bind leaflets and booklets.																				
5-3-2-5	Distribute leaflets and booklets.																				
5-3-3	Respond to relevant inquiries.																ITU	All sections			
5-3-3-1	Set regulations on handling and delivering information.																				
5-3-3-2	Respond to inquiries and provide information.																				
5-3-4	Establish and maintain KATC web-site.																ITU	All sections			
5-3-4-1	Design and formulate the web-site.																				
5-3-4-2	Set regulations on handling the web-site																				
5-3-4-3	Maintain the web-site.																				
6	The concept and approach to mainstream gender into plan, 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.																				
6-1-1	Conduct gender workshop on gender needs for KATC staff.																Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (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 Interview, Farmers Workshop, Training Needs Survey) to identify the situation and problems and to collect baseline data for monitoring.																Academic Dept. (Gender Officer)	Gender Assistants	Short term expert (gender)		
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.																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.																				
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)		

Activities	Target (Output)	Schedule (Calendar Year)																Responsible Person / Section	Implementer	Input	Remarks																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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Annex 3 Evaluation Grid

Criteria	Indicators	Source of Information	Method
Relevance	1. Relevance of the Project for Tanzanian government's policy	National Policy Papers, ASDP-DADP, Interview with MAFS & KATC staff, Questionnaire	To confirm as to whether the Project is still meaningful along with the current development policy
	2. Relevance of the Project for the needs of target group (beneficiaries)	Baseline Survey Results, Interview with farmers, C/P and J/E, Questionnaire	To confirm as to whether the Project is still meaningful for the current situation of target group in the model sites through the KATC's training
	3. Relevance of the identification and selection of target group	Model site selection Workshop Result, Project Documents, Various Survey & Training Reports, Interview with C/P and J/E, Questionnaire	To confirm as to whether the identification and selection of target group were appropriate
	4. Consistency with the Japanese aid policy	Project Documents, Country Strategy Paper, Interview with J/E	To confirm as to whether the Project is relevant for the Japanese aid policies
	5. Others (Relevance of Project planning & Training Concept and Approach)	PDM, APO, Project Documents, Training Reports, Interview with C/P and J/E	To confirm as to whether the Project is logical or not, and whether the Project's concept and approach were appropriate or not
Effectiveness	1. Achievement of Project Purpose	Final Survey Results, Project Documents & Materials, PO, APO, Self-evaluation Report, Interview with C/P and J/E, Questionnaire	To confirm as to whether project purpose was achieved as expected
	2. Contribution of Project outputs to the Project Purpose	Project Documents & Materials, Self-evaluation Report, Interview with C/P and J/E	To confirm as to whether the outputs contributed to the achievement of the Project purpose
	3. Analysis of the factors		
	3.1 Promoting factors	Project Documents, Self-evaluation Report, Interview with KATC, C/P and J/E, Questionnaire	To confirm as to what are the positive factors that encouraged the achievement of the Project purpose
	3.2 Hampering factors	Project Documents, Self-evaluation Report, Interview with KATC, C/P and J/E, Questionnaire	To confirm as to what are the negative factors that inhibited the achievement of the Project purpose
			To confirm as to what were the big influence by important assumption, such as weather conditions and agricultural policy

Efficiency	1. Efficiency of the Inputs		Impacts
	1.1 Dispatch of Japanese experts (timing, amount, quality)	Project Documents (Personnel Input Records Sheet), Self-evaluation Report, Interview with C/P and J/E, Questionnaire	
	1.2 Allocation of Tanzanian C/Ps (amount, quality and timing)	Project Documents (Personnel Input Records Sheet), Self-evaluation Report, Interview with C/P and J/E, Questionnaire	
	1.3 C/P Training in Japan (amount, quality)	Project Documents (Personnel Input Records Sheet), Training Reports, Interview with C/P and J/E, Questionnaire	
	1.4 Provision of Equipment (amount, quality and timing)	Project Documents (Equipment Records Sheet), Interview with C/P and J/E, Questionnaire	
	1.5 Financial inputs (timing and amount)	Project Documents (Budget Records Sheet), Interview with C/P and J/E	
	2. The utilizing the inputs		
	2.1 The degree/level of utilizing the inputs	Project Documents (Personnel Input Records Sheet), Self-evaluation Report, Interview with C/P and J/E, Questionnaire	
	3. Project Management		
	3.1 Support and management system for the Project	Project Documents, JCC Record, Interview with C/P and J/E, Questionnaire	
	3.2 Monitoring system	Monitoring Reports, PDM, PO, APO, Interview with C/P and J/E, Questionnaire	
	1 Degree of achievement of the Project Purpose and prospect of achieving the Overall Goal	Project Documents, Self-evaluation Report, Interview with Farmers in model sites, C/P and J/E, Questionnaire	
	2. Direct/Indirect Impacts		
	2.1 Impact on policy/institutional level	Project Documents, Self-evaluation Report, Interview with beneficiaries, MAFS & KATC staff, C/P and J/E, Questionnaire	
	2.2 Impact on technical level		
	2.3 Impact economical level		
	2.4 Impact cultural/social level		
	3 Other impacts	Self-evaluation Report, Interview with beneficiaries, C/P and J/E, Questionnaire	

Sustainability		1 Policy / Institution / System	Govt. Policy Papers, Self-evaluation Report, Interview with MAFS, KATC and C/P, Questionnaire	To ask as to whether it is expected that the effects of the Project results will continue after the Project completion.
	1.1 Continuity of the effects of the Project			
	1.2 Administrative System (focus on KATC's role & function)		Interview with KATC, C/P and J/E, Questionnaire	To ask as to whether administrative and management system of KATC will be likely to be well organized as well as KATC's broad recognition in Tanzania.
	1.3 Continuity of the political support from Tanzanian government		Govt. Policy Papers, Interview with MAFS, KATC, C/P, Questionnaire	To ask as whether the Tanzanian Government is likely to continue policy to support for strengthening agricultural training in order to improve farmers' capacity and income.
	1.4 Maintenance of equipment		Self-evaluation Report, Interview with KATC, C/P and J/E	To check as to whether KATC will be able to do maintenance the equipment provided by the Project.
	2 Technology / Know-how			
	2.1 Continuity for C/Ps and ex-trainees to execute current activities in its organization		Self-evaluation Report, Interview with trainees, C/P and J/E, Questionnaire	To check as to how C/Ps will be able to utilize the acquired skills and experiences through the Project. Also to check the C/Ps' continuity of the Project outcomes after the Project's end.
	2.2 Dissemination of Project effects to other sites in Tanzania		Self-evaluation Report, Interview with beneficiaries, MAFS, KATC and C/P, Questionnaire	To check as to whether the Project activities or mechanism acquired through the Project is likely to be disseminated to other sites in Tanzania after the Project's end.
	3 Finance			
	3.1 Financial condition of KATC		Self-evaluation Report, Interview with MAFS, KATC and C/P, Questionnaire	To expect as to whether the KATC financial condition will be stable or secured.
	3.2 Possibility of securing training budget from Districts/States/other donors		Self-evaluation Report, Interview with KATC, C/P, Relevant support organizations, Questionnaire	To ask as to whether the financial resources from KATC activities will be secured.
	4. Others			

Abbreviation; APO=Annual Plan of Operation, ASDP=Agricultural Sector Development Programme, C/P=Counterpart Staff, DADP=District Agricultural Development Plan, JCC=Joint Coordinating Committee, J/E=Japanese Experts, KATC=Kilimanjaro Agricultural Training Centre, MAFS=Ministry of Agriculture and Food Security, MAFC=Ministry of Agriculture, Food security and Cooperatives

Annex 4 Progress of Project Activities

Annex 4 Progress of Project Activities				Current status & Achievement	Progress	Reason if activities are behind planned schedule	Coming plan towards end				
Subject	Activity	Plan of Operation* Sub-activity	Detail								
1 The concept of and approach to the model sites are established (based on the agreement of all the stakeholders).	1-1 Study the situation of selected 40 irrigation schemes in order to determine their potential for development.	1-1-1 Collect information.	1-1-1-1 Collect secondary data.	Based on the result, In-Field trainings are conducted in the selected model sites.	4						
			1-1-1-2 Collect primary data.								
		1-1-2 Analyze data.	1-1-2-1 Compile information gathered.		4						
			1-1-2-2 Prepare data-base structure								
			1-1-2-3 Inputting collected data								
			1-1-2-4 Analyzing the data								
			1-1-2-5 Make summary on each irrigation scheme.								
		1-1-3 Interpret data.			4						
		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.		1-2-2-1 Prepare a guideline on PLA sessions			Same as above	4		
	1-2-2-2 Prepare teaching materials on rice cultivation.										
	1-2-2 Prepare teaching materials.		1-2-2-3 Prepare teaching materials on farming development.	4							
			1-2-2-4 Prepare teaching materials on water management.								
			1-2-3 Implement training plan.		1-2-3-1 1st PIRSMA for Kilimanjaro Zone.	4					
					1-2-3-2 2nd PIRSMA for Morogoro and Mtwara Zone.						
	1-2-3-3 3rd PIRSMA for Mbeya Zone.										
	1-2-3-4 4th PIRSMA for Mwanza and Tabora Zone.										
	1-2-4 Evaluate training courses.		1-2-4-1 Carry out session evaluation by participants. (subject by subject)	4							
			1-2-4-2 Carry out evaluation session at the end of each course.								
			1-2-4-3 Hold evaluation								
			1-2-4-4 Make a report.								
	1-3 Select model sites based on the criteria to be agreed.		1-3-1 Set the criteria.	1-3-1-1 Propose criteria.	Same as above	4					
				1-3-1-2 Discuss and agree on criteria in a workshop.							
			1-3-2 Select model sites.	1-3-2-1 Propose model sites.		4					
				1-3-2-2 Approve model sites.		4					
		1-3-3 Hold stakeholders meeting in each zone for orientation and confirmation of their participation and responsibility.									
2 The capability of KATC in identifying training needs is improved.		2-1 Conduct surveys to identify the situation and problems and to collect baseline data for monitoring.	2-1-1 Conduct farming survey.	2-1-1-1 Plan for farming survey.		Same as above 2-1-1 All completed 2-1-3-1 Survey was conducted in only Mombo. 2-1-3-3 Samplings were conducted by collaborating farmers for demo-trials. Yield was determined in the evaluation training session at the end of each season. The yield information was also collected through the farming survey 2-1-3-4 Completed for all the model sites 2-1-3-5 RYMV was observed as a main serious disease. More survey was conducted by a short term expert and counterparts. The disease damages were assessed during the infield training. 2-1-3-6 Variety mixture was assessed during the field training and proper instruction was given to the farmers in the training and demo-trials. 2-1-3-8 Irrigation data have not been collected.		4		2-1-3-1 Market survey was not done monthly, but information was obtained through farming survey. 2-1-3-8 Farmers failed to measure discharge and crop water requirement data.	
	2-1-1-2 Prepare check lists and formats			4							
	2-1-1-3 Interview farmers and related personnel										
	2-1-2 Conduct PRA / PLA.		2-1-2-1 Prepare PRA/PLA plan.		4						
			2-1-2-2 PRA/PLA workshop for KATC tutors								
			2-1-2-3 Prepare materials for PRA/PLA field sessions.								
			2-1-2-4 Carry out field PRA/PLA sessions at the model sites.								
	2-1-3 Conduct direct measurement and observation.		2-1-3-1 Market survey		4						
			2-1-3-2 Take photographic records of the model site.								
			2-1-3-3 Sampling for yield determination								
			2-1-3-4 Carry out soil analysis.								
			2-1-3-5 Estimate the damage levels by insect pests and diseases								
			2-1-3-6 Estimate the levels of variety mixing								
			2-1-3-7 Collect weather data.								
			2-1-3-8 Measure irrigation data.								
			2-1-3-9 Appraise socio-economic situation of the model sites (e.g. school, children, shops, roads, etc.).								

Note: Progress to be evaluated by; "4" = Completed, "3" = Presumed completed, "2" = There're some problems, or "1" = Not conducted

Plan of Operation*				Current status & Achievement	Progress	Reason if activities are behind planned schedule	Coming plan towards end				
Subject	Activity	Sub-activity	Detail								
	2-2 Conduct analysis of the information collected.	2-2-1 Prepare the database structure.	2-2-1-1 Photographic bank	Necessary information for In-Field training was collected, analyzed, but input work is behind the planned schedule. 2-2-1 Completed. 2-2-1-3 Data base on trials from model sites and those carried out at KATC already prepared 2-2-2 Completed. 2-2-2-3 Completed. 2-2-3 In progress. 2-2-3-3 Analysis is in progress 2-2-4 For the base line survey it is complete. For the normal farming survey it is in progress	4	2-2-3 Analysis will be completed until the end of March 2006. 2-2-3-3 To be compleyed at the end of April 2006 2-2-4 The report will be completed until the end of April 2006.					
			2-2-1-2 PRA/PLA		4						
			2-2-1-3 Rice cultivation					3			
			2-2-1-4 Farming survey						3		
			2-2-1-5 Water management							4	
		2-2-2 Input data.	2-2-2-1 Photographic bank		3						
			2-2-2-2 PRA/PLA					3			
			2-2-2-3 Rice cultivation						3		
			2-2-2-4 Farming survey							3	
			2-2-2-5 Water management								4
		2-2-3 Analyze data.	2-2-3-1 Photographic bank		3						
			2-2-3-2 PRA/PLA					3			
			2-2-3-3 Rice cultivation						3		
			2-2-3-4 Farming survey							3	
			2-2-3-5 Water management								4
		2-2-4 Prepare and present the report on tentative training needs.	2-2-4-1 Prepare the report.		3						
			2-2-4-2 Compile the result from each section.					4			
		2-2-5 Confirm the training needs with model sites.	2-2-5-1 Send the report back to the model site.		4						
			2-2-5-2 Hold meetings with scheme representatives in the model sites.						4		
			2-2-5-3 Conduct PRA for setting target yield and action plan.					4			
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.	3-1-1-1 Prepare plan for common training courses.	Based on the result, In-Field trainings are conducted in the selected model sites.	4						
			3-1-1-2 Prepare plan for specialized training courses.		4						
		3-1-2 Prepare the plan for field trainings.	3-1-2-1 Prepare plan for common techniques.					4			
			3-1-2-2 Prepare plan for specialized topics.		4						
			3-1-3 Prepare the plan for technical assistance for ex-participants on irrigated rice production at the model sites.						3-1-3-1 Demonstration plots	4	
		3-1-3-2 Field trials						4			
		3-1-3-3 Field days and other extension activities							4		
		3-1-3-4 Operation and maintenance of irrigation facilities									4
		3-1-3-5 Management and maintenance of agricultural machinery			4						
		3-1-4 Prepare the monitoring plan	4								
3-2 Conduct the training courses on irrigated rice production techniques for field personnel and key farmers (with special consideration for women and young farmers) of the model site at KATC.	3-2-1 Prepare the teaching materials for common and specialized courses.	3-2-1-1 Prepare the teaching materials for common courses.	On-going as planned. Participants are highly satisfied. 3-2-1-1 There are all teaching materials and they will be collected and compiled by the end of March.	4							
				3-2-1-2 Prepare the teaching materials for specialized courses.			4				
		3-2-2 Conduct the common and specialized courses.		3-2-2-1 Carry out common courses.				4			
				3-2-2-2 Carry out specialized courses.			4				
		3-2-3 Evaluate the training courses.		3-2-3-1 Carry out session evaluation by participants. (subject by subject)				4			
				3-2-3-2 Carry out course evaluation at the end of each					4		
				3-2-3-3 Hold evaluation						4	
				3-2-3-4 Make a report.			4				
		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.		3-3-1 Prepare the teaching materials for field trainings.				3-3-1-1 For common techniques.	3-3-1-1 There are all teaching materials and they will be collected and compiled by the end of March and if nessesarry, modification will be done by the end of May.	4	
							3-3-1-2 For specialized topics.	4			
3-3-2 Conduct the field trainings.	3-3-2-1 Common techniques.		4								
	3-3-2-2 Specialized topics.			4							
3-3-3 Evaluate the field trainings.	3-3-3-1 Carry out session evaluation by participants. (subject by subject)		4								
	3-3-3-2 Carry out course evaluation at the end of each course.				4						
	3-3-3-3 Hold evaluation					4					
	3-3-3-4 Make a report.						4				

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Subject	Activity	Plan of Operation*		Current status & Achievement	Progress	Reason if activities are behind planned schedule	Coming plan towards end
		Sub-activity	Detail				
	3-4 Provide technical assistance to the ex-participants on irrigated rice production at the model site.	3-4-1 Conduct demonstrations	3-4-1-1 Farming management	3-4-1-1 Introduction and utilization of simple farming tools was conducted in all the model sites	4		
			3-4-1-2 Water management		4		
			3-4-1-3 Demonstration management		4		
		3-4-2 Conduct onsite field trials	3-4-2-1 Rice cultivation	3-4-1-3 Demo-plots management have been done and teaching materials have been prepared and utilized. They will be collected and compiled by the end of March	4		
			3-4-3-1 Plan with farmers and the extension officer		4		
			3-4-3-2 Implement activities		4		
		3-4-3 Organize field days and other extension approaches.	3-4-3-3 Follow-up the activity	3-4-2-1 Demo-trials were conducted by collaborating farmers for 2 cropping seasons. The topics of the demo-trial were selected according to the farmers' needs.	4		
			3-4-3-4 Evaluate the activity		4		
			3-4-4 Provide guidance on operation and maintenance of irrigation facilities. (e.g. Survey, Irrigation planning, Planning of repair works, etc.)		4		
		3-4-5 Provide guidance on management and maintenance of agricultural machineries.	3-4-5-1 Preparation of operation and maintenance recording formats	3-4-5 The technical guidance was conducted on hand tractor in the model sites	4		
			3-4-5-2 Periodical technical follow up by KATC staff		4		
			3-4-6 Evaluate the technical assistance activities.		4		
	3-5 Monitor the activities of ex-participants in each model site.	3-5-1 Prepare monitoring format	3-4-6-1 Carry out evaluation at the end of each activity.	3-5-1 A simple farming record format was prepared and introduced to all the model sites 3-5-1-2, 3-5-1-4 Done 3-5-1-4 The formats were prepared and utilized by farmers. 3-5-2 Maintenance and financial books on hand tractor management were recorded by responsible personnel in the model sites 3-5-2-4 The growth and yield data were collected by farmers and the results were presented in the farmers' day 3-5-3-3 Data already analysed 3-5-3-4 Report on process 3-5-3 The records of maintenance and financial books were analyzed by the responsible personnel 3-5-4 The results of the activities were presented during the evaluation sessions.	4		
			3-4-6-2 Hold annual evaluation at KATC.		4		
			3-4-6-3 Make a report.		4		
			3-5-1-1 Photographic data		4		
			3-5-1-2 Monitoring format for action plans		4		
			3-5-1-3 Farm record format (incl. Household activities and expenditure)		4		
			3-5-1-4 Field trials format		4		
		3-5-2 Conduct participatory monitoring.	3-5-1-5 Monitoring format for extension activities (VEO and key farmers)		4		
			3-5-1-6 Monitoring format for water management		4		
			3-5-1-7 Format for monitoring general situation of the model sites (e.g. school, children, shops, roads, etc.)		4		
			3-5-2-1 Organize farmers meeting to discuss progress of their activities		4		
			3-5-2-2 Review and modify the action plan in each training course		4		
		3-5-3 Process the data and interpret the results.	3-5-2-3 Recording the demonstration activities		3		
			3-5-2-4 Recording the field trial activities and results		3		
			3-5-3-1 Prepare the database structure.		3		
			3-5-3-2 Input data.		3		
	3-6 Verify and confirm the applicability of KATC training programme	3-5-4 Evaluate the monitoring activities (including feedback).	3-5-3-3 Analyze data.		3		
			3-5-3-4 Preparation of report		3		
			3-5-4-1 Conduct meetings for evaluation in model sites.		3		
			3-5-4-2 Prepare report		3		
		3-6-1 Conduct workshop with stakeholders (40 irrigation schemes, relevant districts, Zonal irrigation office, MAFS, etc.)	3-6-1-1 Prepare procedure for conducting verification	3-6-1 Workshop with stakeholders hasn't held yet, but 3rd steering committee had done in March 2005.	3		
			3-6-1-2 Select the site(s) to conduct the verification training		3		
		3-6-2 Conduct the training	3-6-2-1 Plan training schedule and curricula		3		
			3-6-2-2 Prepare teaching material		3		
			3-6-2-3 Conduct the training in the selected site(s)		3		
		3-6-3 Monitor and evaluate the training	3-6-3-1 Prepare monitoring	3-6-2-2 Materials sort out binding not yet 3-6-3-1 Monitoring format made	3		
			3-6-3-2 Conduct monitoring		3		
			3-6-3-3 Analyze the result		3		
		3-6-4 Conduct a workshop with stakeholders to share the result of the verification	3-6-3-4 Prepare the evaluation report		3		
					3		

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Plan of Operation*				Current status & Achievement	Progress	Reason if activities are behind planned schedule	Coming plan towards end
Subject	Activity	Sub-activity	Detail				
4 Training program for improving institutional framework of irrigation scheme is strengthened.	4-1 Prepare, implement and revise Implementation Plan (IP) for each model site with district, scheme, zonal irrigation office	4-1-1 Prepare IP	4-1-1-1 Prepare draft IP	Done as planned	4		
			4-1-1-2 Conduct workshop with stakeholders		4		
		4-1-2 Revise IP with stakeholders	4-1-2-1 Hold meetings in model site				
			4-1-2-2 Conduct workshop with stakeholders				
	4-2 Improve the management of irrigators' associations/cooperative societies in model sites.	4-2-1 Prepare farm operation calendars for each model site.	4-2-1-1 Analyze existing activities/operation calendars of each model site.	On-going as planned. However, collaboration of districts faces difficulties in terms of cost sharing due to the changes on tax revenue.	4		
			4-2-1-2 Prepare list/form of farm operations		4		
			4-2-1-3 Conduct meeting/workshop to make the calendars				
			4-2-1-4 Conduct meeting/workshop to revise the calendars				
	4-2-2 Strengthen farmers participation in irrigators' associations/cooperative societies in model sites.	4-2-2-1 Conduct the trainings at KATC	4-2-2-1 Conduct the trainings at KATC	Draft guideline has been made.	4		
			4-2-2-2 Conduct field training		4		
			4-2-2-3 Hold seminar/workshop		4		
			4-2-2-4 Prepare manual(s)/guide(s)		3		
5 The capability of KATC in collecting and providing useful irrigated rice cultivation information is improved.	5-1 Establish information management system.	5-1-1 Install necessary equipment.	5-1-1-1 Make a list of necessary equipment needed and procure them (computer, color printer, air conditioner, etc.)	Activities are slowly taking off.	4		5-1-2 Training for writing article will be held in March 2006.
			5-1-1-2 Allocate a room for the information unit and modify the room				
			5-1-1-3 Install hardware and software				
		5-1-2 Recruit and train personnel.	5-1-2-1 Recruit personnel		3		
			5-1-2-2 Train recruited				
		5-1-3 Establish appropriate system for running the information unit.	5-1-3-1 Study other information units.		4		
			5-1-3-2 Set regulations of the				
	5-2 Collect and classify the information.	5-2-1 Establish a system for acquiring information.	5-2-1-1 Establish system to collect information within KATC.	Very few news letters have been received from other institutions. 5-2-1 Internet was re-installed in January 2006 after approximately 2 years of disconnection.	3		5-2-1 more computers are going to be connected to internet.
			5-2-1-2 Establish system to collect information from other institutions.				
		5-2-2 Establish information storing and handling system.	5-2-2-1 Compile information. (Digitize, bind, file, etc.)		4		
			5-2-2-2 Store and organize the information obtained.				
	5-3 Supply the information to the concerned organizations and individuals.	5-3-1 Publish and distribute periodical newsletters.	5-3-1-1 Prepare subscribers/mailling lists	5-3-1 For last one year, newsletters were issued as planned. 5-3-2 Leaflets are produced. Booklet for every residential course is produced. 5-3-4 Draft web page is prepared.	3		5-3-4 To establish web site by end of April 2006.
			5-3-1-2 Hold editorial meetings				
			5-3-1-3 Compile articles and edit				
			5-3-1-4 Print and bind newsletters				
			5-3-1-5 Distribute newsletters				
		5-3-2 Publish and distribute leaflets, booklets and annual technical progress report.	5-3-2-1 Determine clients.		3		
			5-3-2-2 Hold editorial meetings				
			5-3-2-3 Design and draft leaflets and booklets				
			5-3-2-4 Print and bind leaflets and booklets				
			5-3-2-5 Distribute leaflets and booklets				
		5-3-3 Respond to relevant inquiries.	5-3-3-1 Set regulations on handling and delivering information.		3		
			5-3-3-2 Respond to inquiries and provide information.				
		5-3-4 Establish and maintain KATC web-site.	5-3-4-1 Design and formulate the web-site.		3		
			5-3-4-2 Set regulations on handling the web-site				
			5-3-4-3 Maintain the web-site.				

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	Activity	Sub-activity	Detail				
6 The concept and approach to mainstream gender into plan, implement and monitor technical training on irrigated rice production are established.	6-1 Identify gender training needs of selected model sites and integrate them into implementation plan.	6-1-1 Conduct gender workshop on gender needs for KATC staff.		Done as planned.	4		
		6-1-2 Give guidance and discuss with each section for integrating gender aspects into all surveys (e.g. Farm Household Survey, Key Informant Interview, Farmers Workshop, Training Needs Survey) to identify the situation and problems and to collect baseline data for monitoring.			4		
		6-1-3 Conduct gender analysis of the information collected to identify gender training needs of each model site.			4		
		6-1-4 Conduct gender workshops at the model sites to confirm gender training needs and integrate training schedule into implementation plans.		Done as planned.	4		
	6-2 Plan, conduct and monitor the technical training of irrigated rice production with gender consideration.	6-2-1 Hold a Gender Workshop for KATC staff on making the activity plan which integrate gender needs to improve rice production technique.			4		
		6-2-2 Make Gender checklist to monitor the teaching curricula, materials and methods for training courses.			4		
		6-2-3 Set conditions to encourage women's attendance to training courses for farmers.			4		
		6-2-4 Plan and conduct gender trainings for common courses and /or specialized sessions for specified groups of farmers.			4		
		6-2-5 Monitor the activities of ex-participants on irrigated rice production by using gender sensitive indicators.		Done as planned.	4		6-3-1 To analyze and classify the information will be done by the end of April together with next short term expert
	6-3 Organize gender related information on irrigated rice production.	6-3-1 Analyze and classify the information on gender in irrigated rice farming.			3		
		6-3-2 Compile information on gender in irrigated rice farming for KATC publications and web-site.			3		

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