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FY 1983-1984 EVALUATION PLAN

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A N N U A L   E V A L U A T I O N   P L A N  
A F R I C A

Introduction: Evaluation performance in quantitative terms has improved steadily during the three year period for which we have statistics while evaluation planning has improved markedly. The following statistics Summarized from Attachment #5 demonstrate the overall increase in evaluations performed and the narrowing gap between planned versus completed evaluations: FY80, 192 planned versus 72 completed; FY81, 162 versus 80; and FY82, 105 versus 92. We expect continued improvement.

Top management regularly withholds approval of second phase projects until implementors have dealt adequately with evaluation findings on the first phase. AA/AFR has withheld approval of additional financing to the Entente Fund for more than one year. Initially approval awaited completion of a PPC impact evaluation of the Fund. Now approval awaits resolution of the findings. Consistent signals of - no evaluation, no money - can not help but have a salutary influence on evaluation performance.

Twenty-seven Missions plan to carry out 106 evaluations in FY 83. The number of evaluations planned varies from one in Guinea, Guinea Bissau, REDSO/W and Uganda to eleven in Kenya and averages about four evaluations per Mission. Three sectors account for 83 evaluations: agriculture, 43; health, 21; and education, 16. Of the remaining 24 evaluations eight cover environment, seven treat housing, four deal with transportation, three cover finance and one looks at population. Attachment #7 lists each evaluation by country and subsector. We also plan four bureau evaluations as discussed below under "Special Evaluations".

#### Overview of Evaluation Issues

Bureau Issues: Our development task consists of transferring knowledge, practices, techniques and hardware to developing countries in Africa with the objectives of increasing African capabilities and economic efficiency. Accordingly, we need information on what software and hardware intended end users in Africa have adopted, and used to improve their health, work skills, productivity, income, and their welfare. We require information on changes, such as policy, that improve the overall environment for development. Moreover, we also need information on the means used to transfer this software and hardware to adoptors. To facilitate systematic collection of data on the transfer and adoption process, AFR issued a set of supplementary evaluation guidelines last March.

The guidelines require each evaluation to incorporate an executive summary of five pages or less regarding the transfer and adoption elements of the project. Preliminary results show that the guidelines have the potential to guide evaluators to policy relevant information in project evaluations and to expand evaluation readership via the short executive summary. During the coming year we will accumulate the data these summaries produce and refine the evaluation guidelines as experience dictates. We cover the new guidelines in detail below in the section entitled "Initiative to Increase Evaluation Usage".

Special Evaluation Activities: Besides working to implement and to improve the new guidelines we plan to perform four bureau level evaluations this year in: Energy, Agricultural Education, Participant Training and Special Self-Help (administered by embassies in Africa) and continue development of a methodology for evaluating and monitoring health projects. In addition a Presidential Mission, which includes technicians from this bureau, will complete its report on Liberia.

The Energy evaluation should indicate which technologies show most promise for becoming economically and culturally feasible. This evaluation will come to completion shortly and will assist in selecting technologies to receive future funding. We have used assistance from S&T. PPC as well as a contractor to perform this study.

The evaluation of Agricultural Education will come up with a strategy for future A.I.D. projects in this field. The evaluation will consist of a review of past projects we have assisted in agricultural education and an assessment of current needs in selected African countries. The team began the study in November and should complete it during the March-June 1983 period.

The evaluation of Participant Training will examine current bureau policies and will recommend improvements. This evaluation consists of several phases. Phase I, now underway, examines third country training. This phase will expand the information base on third country training, probe relevant issues, encourage dialogue between human resource specialists and policy makers and examine other donor policies. S&T/OIT has shared the costs and the management of phase I. Phase II will probably cover English language training for Africans. The outcome of phases I and II will help to determine other areas that need study.

The Special Self-Help program has two objectives: assist development and create goodwill for the U.S. The program has had no evaluation in more than ten years. In addition State desires to expand the program. The evaluation will indicate whether a

basis exists for increasing Special Self-Help. An expansion would present obvious difficulties since our decreasing budget calls for cuts in programs across the board, not increases.

We will use a benefit cost analysis program and a microcomputer to evaluate self-help projects. The A.I.D. training staff promotes the use of the microcomputer and the benefit cost program. The Peace Corps used the same program to evaluate small projects in the Philippines. The results exceeded expectations. The Peace Corps now plans to use the same technique to evaluate projects in a number of African countries beginning next January.

In addition to evaluations per se, we have enlisted BUCEN to assist in the development of guidelines and a general methodology for evaluating various categories of health projects, including their strategies. The guidelines will define issues for evaluations to address and identify measures of project progress and effectiveness. A project monitoring system will support the evaluation methodology and provide implementation information throughout the life of a project.

The United States Presidential Mission on Agriculture has completed its fieldwork in Liberia. It should complete its report early in 1983. The draft report recommends: (1) that Liberia give highest priority to strengthening research aimed at increasing productivity and efficiency of the Liberian farmer and (2) that Liberia develop an effective farmer support system, engaging both public and private sectors, to get improved technology into the hands of farmers.

Mission Issues: Attachment #1 summarizes in six pages the issues and questions included in the Annual Evaluations Plans prepared by twenty-seven Missions. The attachment lists the issues by country. These Missions plan to address 119 questions in FY83 evaluations. Our analysis shows the top four general concerns in ranked order as: (1) selection of technology, (2) constraint analysis, (3) upgrading institutions that deliver technology and (4) impact of projects.

Some Mission's questions fall into limited areas. Botswana's four questions, for example, deal with employment while Cape Verde's eleven questions deal directly with water. Other Missions, such as Malawi cover a number of areas. Malawi's nine questions span the health, family planning, energy and agricultural sectors and cover topics from technology to impact.

Plan Implementation: AFR's evaluation unit consists of three persons: one secretary, one assistant and one evaluation technician. The unit lost one evaluation technician during the past year, one half of its professional staff. The assistant

spends virtually full time supporting the evaluation monitoring system and distributing evaluation information. We plan no changes in the monitoring system that would change the workload of the evaluation assistant.

To assure accuracy of the monitoring system, the Missions report quarterly on the status of evaluations. The bureau catalogues this information by country and sector. Quarterly reporting began last year and has made evaluation monitoring more efficient. Formerly, we had to follow up with Missions individually on overdue evaluations. This system proved too time consuming and cumbersome to deal with 32 entities. The quarterly report not only keeps us informed of the status of planned evaluations, but also makes us aware of problems that arise. Moreover, this report requirement provides an impetus for Missions to review their planned evaluations regularly.

The bureau reports semi-annually on evaluations received. This feedback gives Missions a complete accounting of their performance during the year and makes them aware of evaluations not received in Washington.

The technical workload will change somewhat during the coming year to deal with the executive summaries. We currently plan to use about six person months of the evaluation technician's time to review and critique executive summaries. The evaluation technician would spend the remaining time providing technical backstopping to evaluation teams and reviewing and dealing with documentation: PIDs, PPs, CDSSs. Should implementing the new guidelines prove too much for the present staff, we may have to consider using the services of a contractor or adding another evaluation technician.

Regarding performing evaluations the bureau has successfully borrowed technicians from other bureaus most of the time when the need arose. Last year S&T provided a specialist to backstop the Public Administration Evaluation. PPC/E sent an evaluation technician to Senegal to assist the Mission in designing an evaluation plan. At present a technician from DSP leads a team in Cape Verde as it evaluates the Watershed Program.

Missions seem to have integrated evaluations into their management information systems as demonstrated by the steady growth in evaluations performed. Missions appear to perform evaluations as management requirements dictate. Funds for most evaluations come from project budgets. We have encountered no major problems obtaining adequate financing for evaluations. As noted in the introduction, evaluation performance continues to show steady improvement. Consequently, we have no plans for remedial measures at this time.

## Utilization of Evaluation Findings

Bureau Utilization: Attention to host country policies affecting development increased substantially in the Africa Bureau during the past two years. The bureau had the USDA prepare a comprehensive study of African agriculture in 1980. The study, entitled "Food Problems and Prospects in Sub-Saharan Africa: The Decade of the 1980's" provided the basis of the bureau's "Food Sector Assistance Strategy". This strategy emphasizes the need for improving policy environments. The bureau promulgated this strategy among its officers via the CDSS reviews in early 1981 and 1982 and at conferences of agricultural officers. We implement this strategy during the project design and review process where project approval may become conditioned on policy changes if deemed necessary. As a result Missions increasingly emphasize policy dialogue with host country counterparts.

During 1982, the publication of the World Bank document "Accelerated Development in Sub-Saharan Africa" increased greatly attention given to improving economic policies. It facilitated discussions the bureau had underway on thorny policy issues with African leaders. Scholarly literature, evaluations and common sense have told us for some time, for example, that artificially low prices for agricultural commodities would reduce their production. Empirical evidence for the impact of low prices showed up in some AID evaluation reports during the previous couple of years. These reports showed significantly higher adoption rates of project promoted inputs in areas where farmers had access to black market prices substantially higher than official prices.

Donors, however, including AID, approached internal affairs such as policy reforms with reluctance until the past couple of years. Nevertheless, the efforts of A.I.D. during the past two years and the World Bank report of last year have not only brought this issue out of the closet but has also made it fashionable to discuss at international fora.

AFR continued its efforts in the policy arena during the past year. The AA chaired a series of seminars to discuss and arrive at unified positions on policies commonly employed in Africa that impact negatively on development. Later we prepared papers to guide field personnel in policy discussions with their local counterparts. Topics treated in those papers included subsidizing agricultural inputs, setting low prices for farm products and subsidizing food for urban populations.

The professional literature as well as AID evaluations point to the lack of improved technologies that fit the farming systems of subsistence farmers in Africa. Most donor supported research has a bias toward resolving land constraints to development. African

agriculture in general, however, suffers from seasonal labor constraints. Accordingly, high yielding seeds, which promise much if one has labor to cultivate and harvest them, leads an African farmer with no excess labor to farm less of his land rather than to increase his production. To increase his production this farmer needs labor saving implements to accompany the seeds.

African subsistence farmers engage in a complicated mixture of subsistence and cash crops and nonfarm activities. Accordingly, one must understand well the activities of these farm families, including their use of family labor throughout the year and their willingness to make cash outlays for farm inputs, before one can hope to develop hardware and practices beneficial to them. To enhance prospects for developing hardware and techniques useful to these farmers we now incorporate a farming systems research component into most agricultural projects. In project reviews technicians review carefully the technologies promoted and recommend whether it should pass through farming systems research first.

To assist general officers to understand more fully and to deal more effectively with small farmers the bureau prepared a paper in plain English which surveys the difficulties of assisting them. This paper, "Obstacles to Transferring Technology to the African Smallholder," discusses the principal constraints to developing technology that small farmers will find profitable. The paper reviews findings cited by current development literature on the topic. We thank PPC for publishing and distributing the paper to the African Missions.

Mission Utilization: Attachment #2 summarizes in four pages the utilization of evaluation findings included in the Annual Evaluation Plans prepared by the Missions. It records thirty-four specific cases of utilization in eighteen countries. In many cases the findings confirm tentative decisions to extend or terminate projects. In other cases the findings call for reorienting projects. For example, a peat project had planned to market most of its production to rural dwellers. An interim evaluation, however, indicates almost no market for peat sales to rural dwellers. This finding leads eventually to a completely revised marketing strategy: transform peat into charcoal and sell it to urbanites. The cases of evaluation usage paints a clear and realistic picture of how Missions use evaluation findings.

Initiative to Increase Utilization: As mentioned in the overview AFR began a major initiative last year to improve the quality of evaluation information and to expand its usage. Many officers complain that project evaluations generally serve only the management needs of the project evaluated. In addition their

workloads allow them no time for reading documents not directly related to their work. They, therefore, show little interest in evaluation reports unless they require the officer's action. Accordingly, to increase evaluation usage we need evaluation reports that include information of more general interest.

The initiative began with interviews with key AFR decisionmakers regarding the information they want included in evaluations. The interview results showed their information needs centering on the transfer, adoption process. We synthesized the interview information into questions and had them appraised by a nationally known expert in technology transfer in Africa. The resulting eleven questions represent those considered most relevant to evaluating the Africa program. These questions, instructions for answering them and a sample executive summary make up the "Africa Evaluation Guidelines" that we issued in March 1981.

After determining the information needed, work began on the distribution and utilization aspects. We want a system we can administer with our limited staff and short documents that executives will read. We settled for a self-contained executive summary of five pages or less. To implement the executive summary requires us only to duplicate and distribute it. Those who carry out evaluations do the rest. To enhance their value we plan to analyze the information from the accumulated summaries and report findings regularly. The Bureau of Census has begun to help us to develop a system for categorizing and accumulating the data provided by the summaries.

The executive summary format not only facilitates reproduction and distribution of evaluation information but also facilitates review and analysis of evaluation findings. Cutting the length of evaluation documents should ipso facto expand their readership. It also reduces the time needed to provide feedback on evaluations. We now can hope to critique each evaluation and send the results back to the Missions and overcome the common and justified complaint that evaluations sent to Washington seem to fall in a "black hole."

Systematic information regarding the standard questions should point us to areas needing special evaluations. The guidelines require each project evaluation to discuss explicitly the development constraints and how the project relieves them. They must also analyze the fit between the practices and hardware promoted by the project and the practices and hardware currently used by intended beneficiaries. In addition evaluations must indicate who and how many have adopted what the project promotes and specify incentives for adoption. Each evaluation also must discuss the prospects for the project to convey its wares via private firms. (See Attachments #3 and #4 for a sample executive summary and critique.)

Evaluation Planning Process Five Missions responded to this optional section.

USAID/Burundi, a small A.I.D. office, must rely on the REDSO or consultants to do evaluations. Some evaluators have had neither the necessary language fluency nor the country specific knowledge. The Mission views the weak area in both design and evaluation as the linkage between the project and its subsector, sector, socio-economic context. The Mission believes that it needs one full time design, evaluation employee and one full time macro-economist to correct this situation. A small Mission, however, cannot justify such staffing. As an alternative, Burundi recommends considering "cross-training" in macro-economics and sector analysis for direct hires who perform evaluations.

USAID/Cape Verde finds that the planning process encourages the staff to examine its total program. Cape Verde poses two evaluation, design concerns: (1) availability of critical data; and (2) competent team leadership.

USAID/Ghana finds PPC's impact studies most helpful. The quality and balance of these evaluations seems more standardized. Because of Ghana's macro-economic circumstances, the project evaluation function has not proved particularly useful or cost effective. Audit reports have proven more useful to USAID/Ghana.

USAID/Mauritania voices a common concern: insufficient baseline data for evaluations. Projects must include sufficient time and financial resources to get baseline data. In addition projects need to define clearly their objectives to permit verification of their achievement. Lack of sufficient funds and time to translate and review documents both in draft and in final form hinder local participation in their preparation. To make evaluation a team effort it must include host country officials and including them means translating documents into their language. USAID/Mauritania would like to know how other Missions conduct joint evaluations involving substantial host government participation in non-English speaking countries.

USAID/SUDAN believes the reduction in the number of evaluations will greatly enhance the quality of those undertaken. USAID/Sudan evaluations will become more useful as they begin to cover projects operating under the present assistance strategy.

KEY ISSUES AND QUESTIONS OF FY-83 EVALATIONS

AFR Regional

1. What assistance does West Africa need in remote sensing?
2. What has remote sensing contributed to development projects?
3. What has regional training contributed to development?
4. What method seems most effective for controlling communicable childhood diseases.
5. Have grants strengthened health institutions and linked them with institutions in other African countries?

REDSO/WA

Can correspondence courses train extension agents and farmers cost effectively?

Botswana

1. What relationship do institutions and technology transfer have with increasing jobs and workforce skills?
2. Does the primary school curriculum prepare school leavers to obtain employment and to meet employer expectations?
3. To what extent will profit incentives permit private firms to move into energy activities?
4. Which rural areas of Botswana can overcome constraints to employment through energy production?

Burundi

1. Which technology should peat production employ?
2. Which peat burning stove operates most cost effectively?
3. Which high nutrition crops fit smallholders farming systems and satisfy consumer tastes?
5. What system would diffuse the peat stove technology most effectively?
6. How does one go about involving private farmers in seed multiplication?

Cameroon

1. What skills and hardware do agricultural research activities require to become more effective in developing profitable technology for small farmers?
2. What skills and hardware do extension activities need to become more effective in transferring technology to small farmers?

3. What skills and hardware does MINAG need to formulate policy and projects on the basis of actual data for such items as production costs and farm gate prices?
4. What assistance does the agricultural university need to become more effective in producing the skilled manpower needed for agricultural development and to establish effective links with research and extension institutions?
5. What interventions would prove most effective in expanding private firms in the development of agriculture?

#### Cape Verde

1. How much water can underground sources provide?
2. Where should Cape Verde locate water pumping facilities?
3. What potential water sources does Cape Verde have besides desalination and underground?
4. What price should Cape Verde place on domestic water?
5. What policy should Cape Verde adopt regarding use of underground water when desalinated water would cost less on the coast?
6. Which currently available desalination technology appears most efficient?
7. Can desalinated water become cost competitive with underground water using current technology?
8. Could Cape Verde feasibly reclaim water from urban sewage using present technology?
9. What land surface treatment will maximize water conservation?
10. Which agricultural practices and crops use water most efficiently?
11. Which conservation practices could farmers undertake without financial assistance from the government?

#### Djibouti

Can Djibouti develop a viable fisheries industry?

#### Gambia

1. Can the government raise the revenues needed to cover recurrent costs of present projects?
2. How can the Mixed Farming and Resources Management project best evolve into a larger research and diversification effort?

#### Ghana

1. What experience gained under MIDAS II will prove relevant to the design of the proposed Ghana Seed Company Project?
2. How can the delivery system to control Yellow Fever become more cost effective?
3. Can A.I.D. expect OICI to become self-financing in Ghana?

### Guinea

1. Should the Mother/Child Health Project continue as a bilateral project?
2. Do formally trained traditional birth attendants and mother/child health workers provide better services?
3. Has the nutrition program improved eating habits or health?
4. What method seems most effective to teach illiterates and to improve health and nutrition practices?
5. What improvements in health reporting has the project brought about?
6. Has the Mother/Child Health Project impacted on mortality and morbidity rates?

### Guinea-Bissau

1. How does a donor demonstrate immediate concern for a country without ending up with a portfolio of ill designed projects? The U.S. demonstrated concern for this newly independent country by hastily designing a number of projects. As a result, some of the projects have run into serious problems which led to the premature termination of one project.
2. Should Guinea-Bissau have to contribute 25 percent of the costs of each project? Lack of counterpart continues to stall projects.
3. Should A.I.D. tailor some of its standard CPs to country conditions? Conditions precedent beyond the government's capacity to fulfill have led to long project stoppages.
4. Could obtaining waivers at the time of PP approval speed up implementation appreciably? Lack of U.S. suppliers locally seems to call for obtaining waivers during PP approval.
5. Should projects consider providing a mechanic and spare parts to bring the junk piles of vehicles back into operation that need only parts or modest repairs?

### Kenya

1. To what extent has the government utilized spot repair technology in maintaining roads?
2. Have para-legal services proven valuable to small businessmen?
3. Has the government adopted a sound extension methodology?
4. Does the government follow a consistent policy on decentralization?

### Lesotho

1. What skills and hardware does MINAG require to maintain a data base adequate to support long and short range planning decisions?
2. Does the agriculture project collect data systematically enough to develop "rules of thumb" guides?
3. To what extent does the policy analysis system take into account long term goals in addressing policy questions?

4. What progress have projects made in developing new technologies that profit small farmers?
5. What progress have projects made toward increasing commercial production of livestock?
6. Where can the Mission find technicians well versed in Lesotho development issues?

#### Liberia

1. Which projects remain relevant under current economic conditions?
2. Has Title I rice generated disincentives to domestic rice production?
3. Does Liberia continue to need Title I rice?
4. Has Title I rice induced desired policy changes and supported progress effectively with its proceeds?
5. Should AID implement the HIG?
6. Does the Agricultural Credit Bank warrant additional assistance?

#### Malawi

1. Do all Mission projects impact favorably on small holders?
2. Has the family health and spacing project had any negative impacts? Sensitivity of the family necessitates knowing negative impacts immediately.
3. Has the private sector initiative maintained use of labor intensive technologies?
4. Has assistance to agricultural research in-country provided smallholders with improved technologies?
5. Has the manpower development project showed signs of increasing capacity of indigenous institutions to provide skilled graduates?
6. Will the water project increase the supply of safe water; if so, will this lead to reduced water related diseases and other benefits such as irrigation?
7. Does the family project show prospects for becoming a national program of population planning?
8. Will promotion of indigenous enterprises increase nonfarm employment for the poor and increase exports?
9. Will energy projects reduce energy consumption, increase rural productivity and save foreign exchange?

#### Mauritania

1. Does the development strategy adopted in reaction to the drought of the 70's remain valid?
2. Has the rural to urban migration rate changed?
3. Have desertification and deforestation rates changed?
4. Should Mauritania grow all of its cereals?
5. What cash crops can Mauritania produce with a comparative advantage?
6. Can Mauritania meet its agriculture and reforestation objectives simultaneously?

7. How do production costs of dryland farming compare with those of riverine farming?
8. Can rural incomes improve from a food production strategy?
9. Has USAID spread out projects too widely geographically?
10. How many projects have unrealistic, overambitious objectives?
11. Has the Mission become overtaxed administratively?
12. What impact has lack of trained locals had upon projects?
13. Has the GIRM remained current in obligations under each project?

### Niger

How can we improve the design of projects? Most projects now require a midcourse correction of some sort.

### Rwanda

1. Can cooperatives become major crop storage enterprises?
2. What potential role should cooperatives play in national grain storage and trading?
3. Do cooperatives deal as equals with the national grain marketing agency; and, do cooperatives benefit small private traders?
4. Has the cooperative concept gained cultural acceptance in Rwanda? Will cooperatives retain acceptance as they gain strength?
5. Does lack of credit constrain the growth of cooperatives? If so, how?
6. What coverage has immunization attained?
7. Can GOR cover recurrent costs of the immunization program?
8. What level of confidence can we attach to baseline data system?
9. What coverage has the family planning program attained?
10. How many new and continuing acceptors has the family planning program?
11. Does the family planning program provide adequate statistical data?

### Senegal

1. Which government reforms and actions support and which ones limit achievements of the USAID program? To what extent?
2. Which USAID actions or activities support and which ones limit implementation of government reforms? To what extent?
3. Has nonproject assistance proved effective in achieving reforms?
4. What early indications has the Mission regarding the impact of nonproject assistance on Senegal's balance of payments, policy dialogue, and adopting and implementing reforms?

### Somalia

1. What policy actions should GSDR take to maximize agricultural productivity?
2. How could present and future projects lend support to those policy actions?

Sudan

1. Do present agriculture projects address the current USAID and GOS agricultural strategy?
2. To what extent have AID population programs influenced Sudanese population policy, research and delivery systems.

Swaziland

Does primary school now provide more of the skills needed by school leavers to final employment than such schools provided previous to the AID Primary Curriculum Development Project?

Tanzania

1. To what extent do projects contribute to:
  - (a) increased agricultural production,
  - (b) improved resource management,
  - (c) effective decentralization.
2. Do the projects support each other in achieving these three objectives?

Togo

1. Has the government managed projects satisfactorily, especially in the area of financial management?
2. How best can donors improve collaboration?

Uganda

1. Training in community development costs much more than training in specific skills. Government has little commitment to such training. Should AID support community development training without more government support for it.
2. Have trainers obtained adequate skills to teach them to farmers effectively?

Upper Volta

How can designers establish more realistic project objectives?

Zaire

1. Identify utility and cost effectiveness of participant training.
2. How can the mission improve contractor performance in providing and supporting technicians in Zaire?
3. What new information do we have regarding increasing market access for small farmers?
4. What actions can we take to reduce post-project failures?
5. Can small projects out perform large projects in Zaire?
6. One large evaluation team failed to grapple with the central issues facing the project and the mission.

Zambia

Donors must consider carefully the political consequences of policy reform.

SUMMARY OF EVALUATION USAGE

AFR/RA

1. AFR/RA used findings from the evaluation of the Development Training for Portuguese Speaking Africa project in its decision to extend the PACD and bring the project to an orderly termination.
2. AFR/RA used findings from the evaluation of the AIP and WID projects to terminate them.

REDSO/WA

Evaluation findings from the Entente Fund/Rural Development Project led to monthly meetings between AID and the Fund and the Fund adding staff to improve project monitoring and reporting.

Botswana

1. Evaluation findings from the Environmental Sanitation and Protection Project led the Mission to decrease emphasis on materials production and a media campaign and increase emphasis on coordination of project construction activities.
2. Evaluation findings led the Mission to narrow the focus of a follow-on training project.

Burundi

1. Evaluation findings from Peat I led project management: (a) to come up with the idea of producing peat charcoal, (Peat II aims primarily for the charcoal market), (b) to study the handling of peat efficiently, and (c) to speed up efforts to improve and popularize peat burning stoves.
2. Evaluation findings demonstrated that labor intensive road projects become feasible only with engineers on site who speak French at the five level, possess a working knowledge of Swahili and Kirundi and have the patience to do detailed planning, teaching and supervising.
3. Implementors have adjusted Peat I to fit the new information regarding the market for peat. Peat I had planned to sell 95 percent of its production to the rural poor. Later, a sociologist found that most rural dwellers have no cash income for purchasing peat. Moreover, most of them have an ample supply of wood, dung and other agricultural residue. Rural dwellers probably would choose to increase their own production of trees rather than purchase peat. Accordingly, Peat I must plan for only a small rural market for its product and gear most of its production for the urban market via peat charcoal.

Cameroon

Evaluation findings showed no measureable impact on the nutritional status of beneficiary children from the PL 480 Food for Peace program. As a consequence, the Mission has begun to phase out the program.

Cape Verde

Evaluation findings showed much less water available than previously estimated and drilling for water too expensive and too risky. These findings led to pulling out the U.S. well driller and abandoning the proposed phase II of the project.

Gambia

1. Evaluation findings inferred too much up-front technical assistance and too little participant training and led to increasing participant training and deleting one advisor until counterparts have received training under the Soil and Water Management Project.
2. Evaluation findings led to closing out the GOIC project and omitting its proposed phase II.
3. Evaluation findings led to extending the PACD, adding a second full-time advisor and expanding the numeracy component of the CLUSA project.

Guinea

Evaluation findings led to: (1) contracting supervisory engineering services, (2) an audit, (3) an IG review, (4) settlement of long discussed claims and (5) establishing a new schedule for completing the Guinea Agricultural Project.

Lesotho

Evaluation findings showed that projects have added appendages to organizations that had not learned to perform well their main function. For example, after adding a farming systems research component, the mission found that the Ministry of Agriculture had a weak research capability in general that needed upgrading to achieve the objectives of the new component. The findings led to broadening the focus of the project from farming systems research to general agricultural research.

### Kenya

1. Evaluation findings led to extending the PACD three years to complete training under Dryland Cropping Systems Support Profit.
2. Evaluation findings from the HIG projects led to house design criteria that facilitate the common practice in Kenya of taking in paying lodgers.
3. Evaluation findings led to extending the project, revising participant training and phasing out some activities of the Population Studies and Research Institute.

### Liberia

1. The GOL, EEC and UNICEF have begun to use evaluation findings from the Hand Dug Wells Project to plan a revised nationwide rural water program.
2. Evaluation findings will play an important role in the decision regarding a phase II for the Agriculture Credit Bank.

### Malawi

Evaluation findings confirmed the existence of capable data collection and evaluation skills within many GOM ministries. These findings have led the Mission to begin evaluations by requesting the entities involved to prepare the initial scope of work for the evaluation, to participate technically in evaluation activities and to take the lead in acting on the findings.

### Niger

Evaluation findings concluded that lack of qualified scientists in solar technology at the implementing agency precluded attainment of project objectives and led to termination of the Solar Energy Development Project.

### Rwanda

1. The '82 evaluation of Food Storage and Marketing I recommended that the free market, not the government, establish the price for beans. The GOR accepted and implemented this key recommendation.
2. Evaluation findings led to concentration on woodstoves, small hydro development and on solar water heating and distillation systems for the remainder of the Renewable and Improved Traditional Energy Project.

### Senegal

1. Evaluation findings showed need for nonproject assistance to provide balance of payments support. These findings led to increasing Title III and ESF programs.
2. Evaluation findings surfaced the need to consolidate USAID activities and led the Mission to concentrate its resources in three geographic areas, down from five, and to decrease projects from thirty to fifteen over the next few years.
3. Evaluation findings recommended for closer donor coordination and has led to a series of meetings between donors and the Ministry of Plan and to including the Ministry of Plan in their evaluation exercises.

### Somalia

The evaluation recommended either scaling down the Rural Health Project or obtaining additional local contribution for it. The Mission has begun conversations with the government regarding this finding.

### Swaziland

1. Evaluation findings showed private firms registering a large effective demand for middle management training. These findings have led to a new project with a substantial in-country training component for employees of private firms.
2. Evaluation findings recommended changes in government policy to justify extending the project. Lack of government response has led to the decision to phase out assistance to the cooperative movement rather than extend it as GOS requests.

### Tanzania

Interest stimulated by the evaluation has led to continuation of the Hanang Health/Agriculture Research Project through funding solely by PVO and GOT.

### Uganda

Evaluation findings showed a much higher cost for training in community development than training in specific skills and little government commitment to community development activities. These findings confirmed the Mission's decision to terminate the Experiment in International Living Manpower Training activity.

Zaire

1. Evaluation findings from the Small Agricultural Table Project in Rwanda provided a useful guide for detecting early potential problems with a similar project in Zaire.
2. Evaluation findings from the Kenya Rural Roads project contributed to the design of a similar project in Zaire.

AFRICA EVALUATION GUIDELINESIntroduction:

The Africa Bureau requires all evaluation reports to cover the questions listed below. Evaluators should answer these questions in an executive summary of less than five pages. Missions may include other requirements in scopes of work for evaluations but they must include these questions. AFR needs this information to test bureau policies and procedures and to increase the dissemination of evaluation findings. The attached sample Executive Summary provides additional guidance regarding the precise data AFR seeks from evaluations.

I. What constraint did this project attempt to relieve?

Does the project attack a labor, policy or other constraint?

Example: This project attempts to relieve the labor constraint that causes farmers to plant cotton later than the optimum time thereby reducing average yields by 25 percent.

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

Does the project, for example, promote a new planting technique, an improved seed, vaccination of cattle or a research system that involves, subsistence farmers and, accordingly, will enhance prospects for developing technologies that meet their needs?

Example: This project introduces a package of herbicides, fertilizers and training in their use which will decrease the labor requirements for weeding food crops and release the labor farmers need to plant cotton at the optimum time.

III. What technology did the project attempt to replace?

Do intended beneficiaries plant with a digging stick, use unimproved seeds, vaccinate cattle and receive only unusable technologies from government-sponsored Research?

Example: The intended beneficiaries now use hand hoes to weed their subsistence crops. The project proposes to replace them with herbicides.

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

Does the new technology provide substantial economic incentives? Does the labor saved offset sufficiently the cost of the technological package? Does the potential for increased yield offset sufficiently the risk and cost of using the improved seeds? Have planners obtained the opinions and point of view of the intended beneficiaries? "What is lacking at the moment in many areas of rural Africa is the incentive to change, not the ability or desire" C. J. Doyle, a profile of the African cultivator.

Example: Implementing the technology costs about forty dollars per hectare; it, however, enables the farmer to increase income per hectare an average of one hundred and forty dollars.

- V. What characteristics did the intended beneficiaries exhibit that had relevance to their adopting the proposed technology?

What average education level do they achieve? What activities aside from farming do they engage in? Have they used herbicides or fertilizers?

Example: Few intended beneficiaries have achieved the functional literacy level; however, many of them have use fertilizer and also spray insecticides using the same kind of tanks required to apply herbicides. Accordingly, the farmers already have most of the manual skills required to apply the new technology.

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

Why have or why have not intended beneficiaries adopted this technology?

Example: Over a five year period a project in Zambia achieved an adoption rate of 80 percent for the proposed technology. During that period, however, the price of cotton rose to a level about 50 percent higher than the price expected to prevail during the life of this project. Farmers adopted the technology in Zambia because they had an economic incentive. Systematic interviews with farmers in the project area infer that prevailing farmgate prices provide sufficient incentive for farmers to adopt the new technological package for food crops so they can plant cotton at the optimum time. Since demonstration trials began only six months ago, the project will not generate information on the adoption rate for another eighteen months.

- VII. Has the project set forces into motion that will induce further exploration of the constraint and improvements to the technical package proposed to overcome it?

What incentives does the national research service have to continue working on the constraint once the project has terminated? Does the research service have connections with other research organizations working on the same problem? Has self-interest caused groups to organize and pressure the government to continue funding?

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

If private input suppliers at present do not have an incentive to examine this or other constraints, discuss how the project might assist in providing incentives to get the private sector involved in such activities. Can local enterprises produce the physical portion of the new technologies: implements, improved seeds, farm chemicals? Does the promoted technology provide incentives for private industry to involve itself in the ongoing improvement and marketing of the technology?

- IX. What delivery system did the project employ to transfer technology to intended beneficiaries?

Does the project provide training in the use of the new technology to extension agents who in turn will train groups of farmers? What entities will the agents use to organize groups: cooperative leaders - clan leaders, community leaders? Does the project plan to diffuse the technology through private input suppliers?

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

What kinds of skills did the delivery system need to make the technology transfer and how did it obtain them? What methods did the project use to develop these skills and how long did it take? What characteristics did the trainees possess prior to receiving the training: education, experience, sex?

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

The new method of sowing corn impacted on the Temascalcingo region in several ways. It reduced cultivation costs and allowed many to return to cultivate their lands. This has slowed the migration of landholders to Mexico City. The new seeder, however, has not had a positive impact on those without landrights. Many of them depended on planting corn for employment. The new seeder almost eliminated the need for day laborers during the planting season. This has increased the migration of the landless to Mexico City. Another factor also influenced these changes. Dredging the river removed the final threat to flooding in 1972. This factor without doubt influenced people in making their decision to farm or not to farm.

(The article entitled "Appropriate Technology in Rural Mexico", by Billie DeWalt, published in Technology and Culture, January, 1978, provided the basis for this fictitious A.I.D. project.)

25 May 1982 (AFR/DP:HLM)

SAMPLE

SAMPLE

SAMPLE

(AFR/DP/PPEA has prepared this sample summary to guide AFR evaluation officers and others in preparing the Executive Summaries now required for each evaluation report.)

EXECUTIVE SUMMARY

Prepared by: Henry L. Miles, AFR/DP/PPEA

Date: May 14, 1982

Project: Small Farmer Improvement

Country: Mexico

Cost: \$50,000

I. What constraint did this project attempt to relieve?

This project attacked the cost constraint to raising corn, the only cash crop available to farmers of the Temascalcingo Valley. Farmer's average harvests of 1500 kilograms per hectare yielded them \$110. Cultivation costs averaged \$46.00 leaving farmers only \$67.00 to pay harvesting and transportation costs and to pay cultivating costs of the next year's crop. In years of severe inundations farmers stood to lose all their cultivation costs. As a result farmers had begun to engage in other occupations.

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

The project promoted an animal drawn plow seeder to cut the cost of cultivating corn.

III. What technology did the project attempt to replace?

The project attempted to replace the traditional planting technology, the digging stick.

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

The project planners believed that cost savings would provide an adequate incentive to adopt the plow seeder. Planting one hectare of corn with a digging stick required twelve person days of labor and cost an average of \$14.40. Preproject studies estimated the costs of planting with a plow seeder at under \$5.00 per hectare. Planting one hectare of corn using the plow seeder actually required two person days of labor and cost \$3.20.

- V. What characteristics did the intended beneficiaries exhibit that had relevance to their adopting the proposed technology?

The farmers' land holdings averaged about two hectares. They had experience in using draft animals and some had used a plow to plant corn. To plant with a plow farmers would fashion a tube of maguey leaves or of metal, attach it to the plow and drop seeds through it as they walked behind the plow. However, farmers experienced low germination rates using this technique. These seeders did not deposit the seeds deeply enough. Farmers asked a local blacksmith to build a plow seeder that would deposit seeds deeper.

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

The community of Puerto de las Piedras, located a few miles from Temascalcingo, illustrates the adoption rate of this innovation. Prior to 1957 farmers had only one satisfactory planting technology, the digging stick. Between 1957 and 1967 about half of the farmers had begun to use the make-shift plow seeder. The project introduced two improved plow seeders in Temascalcingo in 1967. We do not know when the first one reached Puerto de las Piedras. By 1973, however, all but two of the 146 people with land rights had adopted the plow seeder. These two, a father and son team, rented a tractor to plow and seed their land. About thirty percent of the farmers owned plow seeders; the other seventy percent rented them.

- VII. Has the project set forces into motion that will induce further exploration of the constraint and improvements to the technical package proposed to overcome it?

Yes, the project has mobilized the self-interest forces of the private sector to improve the technology and to reduce its cost (see answer to question VIII).

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

The new method of sowing corn impacted on the Temascalcingo region in several ways. It reduced cultivation costs and allowed many to return to cultivate their lands. This has slowed the migration of landholders to Mexico City. The new seeder, however, has not had a positive impact on those without landrights. Many of them depended on planting corn for employment. The new seeder almost eliminated the need for day laborers during the planting season. This has increased the migration of the landless to Mexico City. Another factor also influenced these changes. Dredging the river removed the final threat to flooding in 1972. This factor without doubt influenced people in making their decision to farm or not to farm.

(The article entitled "Appropriate Technology in Rural Mexico", by Billie DeWalt, published in Technology and Culture, January, 1978, provided the basis for this fictitious A.I.D. project.)

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

Yes. The seeder plow demonstrated to local blacksmiths that they could profit from making improved farm tools. The project assisted a blacksmith to design a plow seeder that would plant seeds at 20 centimeters, cover the seeds and retain firmly the seeding tube. The blacksmith produced the first two seeders in 1967. He sold them readily and produced others. By 1973 his sales had reached his production capacity of 200 seeders annually. He sold them for \$20.00 each. Some buyers came from 50 miles away. The blacksmith could not afford a stamping machine which he needed to increase his production. Other blacksmiths in the area also began producing the seeder and selling it for about the same price. All of the blacksmiths sold as many seeders as they could or wanted to produce; however, they feared that one of the large plow manufacturers in Monterrey would begin producing the seeder in quantity and at a lower price.

IX. What delivery system did the project employ to transfer technology to intended beneficiaries?

The forces of the market transferred the plow seeder technology from the Temascalcingo Valley to other communities and regions.

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

The project did not need to develop a system to deliver the improved technology. The project relied entirely upon the self-interest forces of the market to deliver it. Farmers became converted to the plow seeder by watching other farmers use it. The interaction among farmers and blacksmiths facilitated the transfer of the technology without the intervention of research entities or extension agents.

TO : Larry D. Johnston, TAMU Project Leader

10 DEC 1982

FROM : Henry Miles, AFR/DP/PPEA

SUBJECT: Executive Summary: Tanzania Livestock Marketing and Development Project.

Introduction: We appreciate your excellent response to the eleven questions on technology transfer. The summaries received so far, of which we consider your's one of the best, demonstrate reasonable potential for obtaining policy relevant data from project evaluations. We have read your executive summary and have offered our observations herein. Our comments track the questions as numbered in the guidelines. "Purpose of question" refers to the question in the guidelines. "Comment on answer" refers to your answer. AFR attempts to enlarge the readership of evaluative information via executive summaries limited to five pages. Copies of summaries go directly to each of the 20 or so key decisionmakers in AFR. Accordingly, we try to keep summaries short and meaty.

General Comments: The guidelines for preparing executive summaries call for inclusion of six items on the face sheet: name of the preparer, date prepared, name of project, project number, country, cost of project and period of project. The subject summary omitted the last two items and the project number. Accordingly, we will have to type a new facesheet before distributing the summary. In the interests of efficiency we would appreciate your putting facesheets on future summaries that comply with the instructions so we can merely make copies and distribute them.

Q.I. Purpose of question: inform readers of specific constraints addressed by the project and enable AFR/DP to accumulate descriptions of constraints addressed by AID projects in Africa

Comment on answer: You could sharpen this by zeroing in specifically on the grading system. As I understand the logic of the project the present grading system does not guide traditional cattlemen into raising the type of livestock that would optimize their profits. Therefore, the present grading system does not allow cattlemen to optimize profits. A formal grading system would enable cattlemen to increase profits and would stimulate them to produce and sell more livestock. Do I have the logic correct?

Q.II Purpose of question: to inform readers of the specific knowledge, skills, practices and hardware the project attempts to transfer and to enable AFR/DP to accumulate an inventory of knowledge, skills, practices and hardware transferred under A.I.D. projects.

Comment on answer: readers would benefit from a more precise description of the grading system. Under question VII you mention five different grades. A one line description of each grade would enable one to visualize better the complexity of the project. (We achieved unbelievable success with a grading project in Bolivia

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that dealt with hair and wool. We introduced improved animals at the same time. Because of the project, Bolivia went from a net importer to a net exporter of wool in about ten years. Would information from that project interest you?).

Q.III. Purpose of question: (1) to give the reader an idea about the foundation that new technologies have to build upon and (2) to enable AFR/DP to correlate technological and attitudinal gaps bridged with other factors. Other factors would include adoption rates and delivery systems used.

Comment on answer: You provide a good answer. You could improve it, however, by adding more details about the criteria used to determine the value of a meat animal under the traditional system.

Q.IV. Purpose of question: to permit readers to gauge the strength of incentives that planners foresee, and to enable AFR/DP to compare, over a number of projects, the estimated versus the actual strength of incentives for adopting project promoted knowledge, practices, techniques and hardware.

Comment on answer: You make an incisive observation regarding the participants in the marketing system. Since it will take increased profits to attract producers into the new system, readers would like to have an idea of the increased profit potential to the producer. Also, can the other actors such as cattle buyers and slaughterhouses expect to realize efficiencies from the grading system?

Q.V. Purpose of question: (1) to permit readers to relate characteristics of potential adopters with the skills, knowledge, practices and hardware promoted by the project and (2) to enable AFR/DP to correlate the relevant characteristics of adopters with other variables such as technologies, adoption rates and private sector involvement.

Comment on answer: You seem to limit this to the most important characteristic. Readers would like to know and AFR/DP needs to know other characteristics. The literature cites education level and availability of consumption goods as relevant to adopting a practice that increases cash income. You, no doubt, could specify others. (Note: we plan to clarify Q.V. of the guidelines: others have also found it unclear. The new guidance will conform to the sentences receding the parenthesis mark.)

Q.VI. Purpose of question: (1) to permit readers to ascertain project achievements in transferring knowledge, skills practices and hardware and to ascertain the reasons for adoption and (2) to permit AFR/DP to correlate adoption rates with other variables such as incentives, characteristics of adopters, private sector involvement, and type of technology adopted.

Comment on answer: none

Q.VII. Purpose of question: to ascertain what incentives the project has created to mobilize public and private efforts to continue to improve and diffuse the knowledge, skills, practices and hardware after A.I.D. or other donor assistance ceases. (Hardware and skills that provide sufficient incentives to induce private firms to market them hold most promise for improvement and diffusion.)

Comment on answer: the hair and wool project in Bolivia enlisted processors support of the grading system after they came to see its benefits. Processors had become accustomed to paying one price for wool. Buyers, therefore, would purchase wool from campesinos, mix in sand and water and proceed to the processors. Technicians had to work with the processors for some time to convince them of the benefits of the added work of grading the wool and paying for the wool according to its quality. The key to success became adoption by processors. Tanganyika Packers seems to parallel wool processors in Bolivia. Adoption of grading by Tanganyika Packers seems like a major breakthrough for the project.

Q.VIII. Purpose of question: to determine the potential for diffusing project promoted knowledge, practices, skills, and hardware through private firms. Many development experts see private firms as the most rapid vehicles for diffusing these four items.

Comment on answer: This seems inconsistent with the answer given to Q.VII. Tanganyika Packers use your grading system to improve the purchasing decisions of its buyers and the National Ranching Company uses the grading system in its purchases and sales of livestock. Doesn't either of these belong to the private sector?

Q.IX Purpose of question: to facilitate an assessment of the means chosen to transfer the knowledge, skills, practices and hardware to end users.

Comment on answer: The answer implies that private slaughterhouses would have to learn the grading system from the government. Would the project teach the system to private firms directly if they requested?

Q.X. Purpose of question: to facilitate assessment of the training techniques used under various projects to upgrade delivery systems.

Comment on answer: You could improve this answer and the answer to Q.IX by restricting answers to the questions addressed. About half the answer given to Q.IX addresses Q.X. This answer has the specifics needed to convey your training plan.

Q.XI. Purpose of question: to facilitate an analysis of the impact of the elements transferred under the project and to relate it to other variables such as adoption rates, incentives, and the technological and attitudinal gaps bridged.

Comment on answer: Thank you very much for providing an outline of the elements of the production and marketing system that grading will impact.

AFRICA EVALUATION EXECUTIVE SUMMARY #4

PREPARED BY: Larry D. Johnson  
TAMU Project Leader

DATE : 13 September 1982

PROJECT : Tanzania Livestock Marketing and  
Development Project (621-0122)

COUNTRY : Tanzania

COST : \$4,427,000

PERIOD OF PROJECT: 5/22/74 - 9/30/82

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I. What constraints did this project attempt to relieve?

This project sought to improve the livestock marketing system in Tanzania. Tanzania has one of the largest cattle populations in Africa, yet commercial offtake from the traditional herd had been estimated at only 3% per annum. It was presumed that an improved livestock marketing system would increase the commercial offtake thereby increasing the income of traditional producers, providing an adequate supply of beef to meet growing domestic demand, and increasing Tanzania's foreign exchange earnings through increased exports of cattle and beef products.

II. What technology (knowledge, skills, or practices) did the project promote to relieve this constraint?

Among other things, the project developed and promoted the Tanzanian Live Cattle Grading System. Under this system, cattle are first weighed and classified by sex and broad age category (mature and immature). Grades for mature cattle are then determined by a subjective evaluation of the estimated percentage of edible tissue (red meat plus fat) an animal's carcass will yield. Grades for immature cattle are determined by a subjective evaluation of the animal's estimated potential for growth and yield. The objective of the system is to take Tanzania's large, heterogeneous cattle population, and by setting standards or specifications, be able to segregate that population into smaller, less variable groups. Cattle within each group then have similar physical characteristics and relative value as meat animals.

III. What technology did the project attempt to replace?

The project attempted to fill a void rather than replace an existing technology. In general, cattle were being bought and sold on a per head basis with little means of identifying, much less communicating through market channels, the relationships between specific physical characteristics and value as determined in the marketplace.

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

It was generally accepted that an informal system of live cattle grading already existed in the minds of cattle producers, traders, wholesalers, and retailers. What was to be provided was merely a uniform "language" which could be used and understood by all segments of the industry.

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

Observation of market sales revealed that sellers generally demanded and buyers generally agreed to pay higher prices for higher grading cattle, even among cattle of the same sex and liveweight.

- IX. What delivery system did the project employ to transfer technology to intended beneficiaries?

In order to answer this question, it is first necessary to distinguish between transfer to the government and private sectors. On paper, Tanzania already had an indigenous delivery system for transferring technology to the private sector. This system included the extension and training branches of the Ministry of Livestock Development, the University of Dar es Salaam System, and the various livestock parastatal organizations. Of the latter, the Tanzanian Livestock Marketing Company probably represents the delivery vehicle with the most potential.

The project's primary objective, then, was to transfer the proposed technology to the government sector, and at the same time, encourage mobilization of the indigenous delivery system which would transfer that technology to the private sector. As mentioned in VII above, the project involved TANGOV and its livestock institutions in development of the grading system. Visual aids and educational materials were developed for use in short information and training sessions. These sessions were designed to acquaint the government sector with the theory and practice of live cattle grading. Most notable among these was a four day "Tanzanian Live Cattle Grades Workshop" held in Arusha May 29 - June 2, 1982. Over 100 participants from the government sector were on hand for this highly successful activity. In closing the workshop, the project challenged TANGOV to mobilize and reinforce its indigenous delivery system to insure that the new technology would be transferred to the private sector.

TANGOV's response was broadly characterized in VII above. Additionally, however, TANGOV requested USAID/T support for short term training and technical assistance designed to strengthen the indigenous delivery system.

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

USAID/T has approved TANGOV's request for the training and technical assistance mentioned in IX above. TANGOV has identified three senior level Tanzanians who will play key roles in future implementation of the Tanzanian Live Cattle Grading System. Present plans are for these three to spend two months on the Texas A&M University campus where each will receive individualized training and assistance commensurate with his role in the implementation process.

Specifically, one gentleman has been appointed to head up the new Live Cattle Grades Division in the Ministry of Livestock Development. As head of this division, he will assume responsibility for directing

and coordinating all further grades development and implementation activities in Tanzania. Training and assistance for this gentleman will focus on overall program development, mobilization and allocation of resources, program management, and media and mass communication strategies.

A second gentleman is presently the Livestock Training Officer in the Ministry of Livestock Development. As member of the new Live Cattle Grades Division, he will assume responsibility for grades training in the Ministry, its Livestock Training Institutes, and the various livestock parastatals. Training and assistance for this gentleman will focus on the development of short-term hands-on training programs designed to provide participants with a basic working knowledge of live cattle grading and its practical application under field conditions.

The third gentleman is presently a Senior Lecturer in the Animal Science Department of the University of Dar es Salaam's Faculty of Agriculture. He has been given responsibility for introducing live cattle grading into the University's curriculum. The focus of his training and assistance will be the development of an in-depth treatment of live cattle grading through a series of lectures, practicals, and research activities.

To compliment the training and assistance outlined above, and to permanently document development of the Tanzanian Live Cattle Grading System, TAMU has received USAID approval to publish a semi-scholarly text which is expected to meet the needs of Tanzanian educational institutions in addition to serving as a practical field reference for the livestock industry. The 8 1/2"x 11" soft cover publication will contain approximately 100 pages of text and a 30 page appendix which will include the official grade standards, 60 color illustrations, and script for a supplementary slide presentation.

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

It is obviously much too early to determine the effect this technology will have on Tanzania's cattle industry. To the extent that it receives widespread acceptance, one can reasonably assume that it will provide (1) a physical description of an animal and a guide to its relative market value, (2) a common language for all segments of the industry, (3) a basis for reporting market prices, and (4) producer guidelines for improved breeding, management, and marketing programs. These benefits should contribute to improved effectiveness and efficiency in the marketing of cattle in Tanzania.

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

As this technology has only recently been developed, its transfer has been limited to the Tanzanian Government and its livestock institutions. Adoption at this level has been most satisfactory as evidenced by the widespread endorsement for its future implementation nationwide. While the prospects are at least encouraging, the project is unable to estimate the probable adoption rate in the traditional sector.

- VII. Has the project set forces into motion that will induce further exploration of the constraint and improvements to the technical package proposed to overcome it?

The project made substantial efforts to involve the Tanzanian Government and its livestock institutions in the development of the grading system. This served to reinforce the validity of the system and the probable benefits to be derived therefrom. For example, TANGOV has committed itself to the formation of a Live Cattle Grades Division within the Ministry of Livestock Development. This Division will be responsible for coordinating further grades research/development/training, and will also supervise a nationwide effort to implement the Tanzanian Live Cattle Grading System. The University of Dar es Salaam's Faculty of Agriculture has expressed a keen interest in the grading system, and current plans are to introduce the theory and practice of live cattle grading into the 1983 curriculum. The Tanzanian Livestock Marketing Company hopes to use the more detailed price information provided under the system to improve its market price reporting. Tanganvika Packers, Ltd. was very quick to recognize the value of the carcass research conducted and has even begun to collect supplemental data of its own. Furthermore, its buyers are being encouraged to use this information and the five grade system to improve the quality of their buying decisions. The National Ranching Company has found similar application in its purchase and sale of ranch stock.

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

Private traders, wholesalers, and retailers may not have a strong incentive to examine this particular constraint to an improved livestock marketing system. In almost every society, these groups generally possess a greater quantity and higher quality of market information, and thus they are at a definite advantage when bargaining with producers. Conversely, producers would appear to have considerable incentive to overcome this constraint. This assumes, of course, that Tanzania's traditional producers attempt to maximize returns from the sale of cattle --- a matter of considerable controversy. Nonetheless, if it can be assumed that maximizing returns from the sale of cattle will contribute to an improved "quality of life," then it can be argued that traditional producers should have some incentive to improve market information and communication.

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PAST EVALUATION PERFORMANCE AND FY-83 PROJECTIONS

	FY-81		FY-82		FY-83	
	SCHD	REC	SCHD	REC	SCHD	REVISED
AFR/RA	17	6	6	5	8	6
REDSO/E	2	-	2	2	-	-
REDSO/W	7	4	2	4	1	1
BOTSWANA	16	9	9	6	4	4
BURUNDI	4	1	1	2	3	2
CAMEROON	9	2	4	8	6	6
CAPE VERDE	1	-	1	1	2	2
DJIBOUTI	3	2	4	5	-	-
GAMBIA	4	2	4	2	4	3
GHANA	4	2	1	-	3	2
GUINEA	-	-	1	-	1	1
G. BISSAU	4	1	1	-	1	1
KENYA	14	11	12	8	11	11
LESOTHO	7	4	8	8	7	7
LIBERIA	16	3	5	5	7	6
MALAWI	1	-	1	1	3	2
MALI	7	4	4	<u>1/</u>	<u>2/</u>	-
MAURITANIA	6	4	4	<u>2/</u>	<u>4/</u>	4
NIGER	5	-	4	3	8	5
RWANDA	5	1	2	4	4	4
SENEGAL	4	2	5	4	9	5
S. LEONE	4	4	2	2	-	-
SOMALIA	5	-	1	1	7	5
SUDAN	12	3	3	2	3	3
SWAZILAND	1	2	3	2	4	4
TANZANIA	11	6	4	5	10	7
TOGO	-	1	4	3	3	2
UGANDA	-	-	-	-	1	1
UPPER VOLTA	9	4	4	6	4	4
ZAIRE	5	2	3	1	6	6
ZIMBABWE	-	-	-	<u>3/</u>	2	2
TOTALS	183	80	105	92	126	106

- 1/ Evaluations mentioned in BAMAKO 6846 not received  
2/ Evaluation Plan not received  
3/ Evaluation mentioned in HARARE 6486 not received

Evaluations Scheduled for FY-'83  
( Rank ordered by country )

AFR/RA (6)

1. Health Institutions Improvement 122(d) (698-0412)
2. Support to Regional Organizations (698-0413)
3. Family Health Initiatives (698-0662)
4. Support to Regional Organizations - ACOSCA (698-0413.4)
5. African Manpower Development (698-0384)
6. Combatting Childhood Communicable Diseases (698-0421)

REDSO/WA (1)

INADES-FORMATION (Foreign PVO)

Agricultural Training for Farmers and Extension Workers (698-0501)

Botswana (4)

1. Primary Education Improvement (633-0222)
2. Transport Sector I (633-0073)
3. Self-Help Housing Development (633-0092)
4. Building Materials (698-0407.34)

Burundi (2)

1. Basic Food Crops (695-0101)
2. Alternative Energy: Peat II (698-0103)

Cameroon (6)

1. National Cereals Research and Extension (631-0013)
2. Small Farmer Livestock and Poultry (631-0015)
3. Small Farmer Fish Production (631-0022)
4. Credit Union Development (631-0044)
5. Rural Health Education (631-0001)
6. Equatorial Guinea Agricultural Development (653-0001)

Cape Verde (2)

1. Rural Works (655-0001), Watershed Management (655-0006) -  
Food for Development
2. Tarrafal Watershed (655-0003)

Gambia (3)

1. PL 480 Title II (Pre-Evaluation Assessment)
2. Strengthening Health Delivery Systems (698-0398)
3. Mixed-Farming (635-0203)

Ghana (2)

1. Women in Development (Multi-Project)
2. Managed Inputs and Delivery of Agricultural Services II - Seed Component (641-0102)

Guinea (1)

Maternal Child Health - Projet AMIS (698-0410.31)

Guinea Bissau (1)

Small Scale Fisheries (657-0006)

Kenya (11)

1. Self-Help Enterprise Development in Kenya (615-0208)
2. Law in Development (615-0209)
3. Women in Development - PfP OPG (698-0388.15)
4. Rural Roads Systems Project - Rural Access Roads Component (615-0168)
5. Roads Gravelling (615-0170) and Rural Roads Gravelling (615-0168) Component
6. Kibwezi Primary Health Care OPG (615-0179)
7. Kitui Primary Health OPG (615-0185)
8. Umoja Estate Phase I (615-HG-003)
9. Umoja Estate Phase II (615-HG-005)
10. Kenya Secondary Towns (615-HG-004)
11. Renewable Energy (615-0205)

Lesotho (7)

1. Land and Water Resources Development (632-0048)
2. Land Conservation and Range Development (632-0215)
3. Farming Systems Research (632-0065)
4. Rural Water and Sanitation (632-0088)
5. Renewable Energy Technology (632-0206)
6. Nutrition Planning II (632-0220)
7. Credit Union Development (632-0214)

Liberia (6)

1. Rural Information Systems (669-0134)
2. Improved Efficiency of Learning (669-0130)
3. PL 480 Title I
4. Low Income Housing (669-0146)
5. West African Rice Development Association II (698-0429)
6. Liberia Opportunities Industrialization Center (669-0168)

Malawi (2)

1. Agriculture Research I (612-0202)
2. Malawi Union of Savings (612-0205)

Mauritania (4)

1. Oases Development (682-0207)
2. P.L. 480 Title II CRS MCH
3. Rural Medical Assistance (682-0202)
4. Expanded Program of Immunization (625-0937.5)

Niger (5)

1. Niger Cereals Project (683-0201)
2. Niamey Department Development II (683-0240)
3. Rural Sector Human Resource Development (683-0243)
4. Forestry and Land Use Planning (683-0230)
5. Literacy Service Training Center (683-0237) and Maternal Language Texts (625-0937.06)

Rwanda (4)

1. Local Crop Storage (696-0107)
2. Agricultural Survey and Analysis (696-0115)
3. Improved Rural Technology: Giciye Commune Water Supply (698-0407.25) and Scout Technology Training and Outreach (698-0407.19)
4. Accelerated Impact Program: Expanded Program for Immunization (698-0410.29)

Senegal (5)

1. Fuelwood Production (685-0219)
2. Africare Reforestation (685-0242)
3. Renewable Energy (685-0937.7)
4. Casamance Regional Development (685-0205)
5. Senegal Cereals II (685-0235)

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Somalia (5)

1. Rural Health Delivery (649-0102)
2. Kurtun Waare Settlement Project (649-C103)
3. Accelerated Impact Program: Artificial Insemination (698-0410.20)
4. Comprehensive Groundwater (649-0104)
5. Central Rangelands (649-0108)

Sudan (3)

1. W. Sudan Agricultural Research (650-0020)
2. Health Constraints to Rural Production (698-0408.2)
3. S. Sudan Access Road (650-0036)

Swaziland (4)

1. Primary Curriculum Development (645-0009)
2. Rural Development Area - Infrastructure Support (645-0068)
3. Rural Water Borne Disease Control (645-0087)
4. Health Planning and Management-IHAP (645-0215)

Tanzania (7)

1. School Health (621-0150)
2. Continuing Education for Health Workers (621-0154)
3. Agricultural Education and Extension (621-0135)
4. Cancer Control (621-0147)
5. Arusha Planning and Village Production (621-0143)
6. Resources for Village Production and Income (621-0155)
7. Training for Rural Development II (621-0161)

Togo (2)

1. Rural Water and Sanitation (693-0210)
2. Women in Development: LaKara Skills Development - NCNW (698-0388.12)

Uganda (1)

Food Production Support (617-0102)

Upper Volta (4)

1. Forestry Education and Development (686-0235)
2. Grain Marketing Development (686-0243)
3. Rural Artisan Training (625-0937.08)
4. Foundation Seed Production (686-0245)

Zaire (6)

1. Agricultural Marketing Development (660-0026) and (660-0028)
2. Agricultural Economic Development (660-0052)  
and Agricultural Sector Studies (660-0070)
3. Congo Small Holder Project (679-0001)
4. Improved Rural Technology: 4H Program for B. Z. (698-0407.10)
5. Improved Rural Technology: Extension and Counseling in  
Appropriate Rural Technology (698-0407.15)
6. Endemic Disease Control - Malaria Component (660-0058)

Zimbabwe (2)

1. Commodity Import Program (613-0216)
2. Child Spacing and Fertility Project (613-0219)

## FY-'83 Evaluations by Subsector and Country

	<u>RA</u>	<u>R/WA</u>	<u>BOTS</u>	<u>BURU</u>	<u>CAM</u>	<u>CVER</u>	<u>GAMB</u>	<u>GHAN</u>	<u>GUIN</u>	<u>GBIS</u>
AG/Credit					1					
Crop Prod				1	1					
Farmer Tr										
Fisheries					1					1
IRD										
Intmd Tech							1	1		
Livestock					1					
PL 480										
Planning					1		1			
Research					1					
Soil/Water										
Stor/Mkt						2				
ED/Ag Ed										
Curriculum										
Enter Dev										
Mgt Train			1							
Manp Train	1									
N/Formal		1								
WID								1		
EN/Forestry										
N/Renew				1						
Renew										
HL/Diseas Cont	1									
Hlth Ed					1					
Hlth Sector	1									
MCH	1									
Nutrition									1	
Rural Hlth										
Water							1			
HUD/Bld Mater			1							
Housing			1							
POP/Plan Serv										
TR/Rrl Roads										
Tr Sector			1							
IS/Regnl Organ	2									
COUNTRY TOTAL	6	1	4	2	6	2	3	2	1	1

ATTACHMENT # 7 Con't.

AG/Credit	KENY	LESO	LIB	MALW	MALI*	MAUR	NIG	RWAN	SENE	SOMA
Crop Prod		1	1	1		1	1		1	
Farmer Tr										
Fisheries										
IRD							1			
Intmd Tech								1		
Livestock		1						1		
PL 480			1							2
Planning										
Research		1		1				1	1	
Soil/Water		1								
Stor/Mkt								1		
ED/Ag Ed			1							
Curriculum			1							
Enter Dev	1									
Mgt Train										
Manp Train							1			
N/Formal	1		1				1			
WID	1						1			
EN/Forestry							1		2	
N/Renew										
Renew	1	1							1	
HL/Diseas Cont						1		1		
Hlth Ed										
Hlth Sector						1				
MCH										
Nutrition		1								
Rural Hlth	2									
Water		1				1				1
HUD/Bld Mater										
Housing	3		1							1
POP/Plan Serv										
TR/Rrl Roads	2									
Tr Sector										
IS/Regnl Organ										
COUNTRY TOTAL	11	7	6	2		4	5	4	5	5

\*Plan not received

4/4

ACTIVITY	ORGANIZATIONS								TOTAL
	SUD	SWAZ	TANZ	TOGO	UGAN	UPVL	ZAIR	ZIMB	
AG/Credit			1						4
Crop Prod					1	1			7
Farmer Tr			2						2
Fisheries									2
IRD									2
Intmd Tech							2		3
Livestock									3
PL 480									4
Planning		1	1						2
Research	1								5
Soil/Water									4
Stor/Mkt						1	2		3
									4
ED/Ag Ed									1
Curriculum		1							2
Enter Dev									1
Mgt Train							1		2
Manp Train						1			3
N/Formal									4
WID				1					3
EN/Forestry						1			4
N/Renew									1
Renew									3
HL/Diseas Cont	1	1	1				1		7
Hlth Ed			2						3
Hlth Sector		1							2
MCH									3
Nutrition									1
Rural Hlth									5
Water				1					3
HUD/Bld Mater									1
Housing									6
POP/Plan Serv								1	1
TR/Rrl Roads	1								3
Tr Sector									1
IS/Finance								1	1
Regnl Organ									2
COUNTRY TOTAL	3	4	7	2	1	4	6	2	106

## SECTOR TOTALS:

AG	43	ED	16	EN	8	HL	24
HUD	7	POP	1	TR	4	IS	3

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AFRICA BUREAU MISSION EVALUATION OFFICERS

<u>MISSION</u>	<u>NAME</u>	<u>TITLE</u>	<u>TIME DEVOTED TO EVALUATION</u>
REDSO/E	Anita Macke	Ag Economist	
REDSO/W	Hadley E. Smith	Assistant Director	5%
Botswana	P. Guedet	Mission Director	15%
<del>Burundi</del>	A. Fessenden	Program Office	10%
Cameroon	Randal Thompson	Project Officer	
Cape Verde	Frank Dimond	Program Officer	
Djibouti	E. J. Amundson	AID Affairs Officer	
Gambia	Byron H. Bahl	AID Representative	
Ghana	Gerald G. Graf	Program Officer	10%
Guinea	Edward T. Costello	AID Affairs Officer	
Guninea-Gissau	Lou Macary	Program Officer	
Kenya	William S. Lefes	Program Officer	
Lesotho	Lyle D. Bernius	Program Officer	10%
Liberia	John Pielemeier	Deputy Director	
Malawi	David Garms	Program Officer	
Mali	Robert Shoemaker	Proj. Dev. Officer	
Mauritania	Campbell McCluskey	Program Officer	
Niger	Myron Golden	Program Officer	
Rwanda	Norman Olsen	Program Officer	15%
Senegal	Mamadou Jallow	Asst. Prog. Officer	25%
Sierra Leone	Wilber Scarborough	Ag. Dev. Officer	
Somalia	Rene D. Daugherty	Program Economist	10%
Sudan	Keith Sherper	Deputy Director	
Swaziland	Carol Steele	Program Officer	
Tanzania	James Van Den Bos	Asst. Program Officer	15%
Togo/Benin	John Lundgren	AID Representative	
Uganda	Craig G. Buck	AID Affairs Officer	
Upper Volta	Michael A. Rugh	Program Officer	10%
Zaire	Lee Braddock	Project Dev. Officer	
Zambia	Donald Anderson	Gen Dev. Officer	
Zimbabwe	Richard Shortlidge	Human Res. Officer	

JAN 12 1983

MEMORANDUM

TO : AA/PPC, John R. Bolton ✓ *F. Ruddy*  
FROM : AA/AFR, Francis S. Ruddy  
SUBJECT: Bureau Evaluation Plan, Bureau for Africa

The attached document constitutes our Bureau Evaluation Plan for FY'83. It consists of a narrative section and nine attachments that include analyses, tables, a set of supplementary evaluation guidelines we issued last March, an executive summary we use to increase evaluation usage and 27 Mission evaluation plans. The narrative summarizes our evaluation performance, reviews Bureau and Mission issues, projects the usage of our Bureau evaluation resources, and describes our recent initiative to increase utilization of evaluation findings. The attachments provide details that support and amplify the narrative. We believe the improved performance in evaluation reflects the increased support evaluation gets from management.

In brief, Africa's evaluation performance in quantitative terms has improved steadily during the past three years and evaluation planning has become a serious endeavor. The number of evaluations performed has increased from 72 in FY'80 to 92 in FY'82. The gap between planned versus completed evaluations has narrowed as follows: FY'80, 192 planned - 70 completed; FY'81, 162 planned - 80 completed; and FY'82, 105 planned - 92 completed. We expect continued improvement.

Management regularly withholds approval of second phase projects until implementors have dealt adequately with evaluation findings on the first phase. We, for example, have withheld approval of additional financing to the Entente Fund for more than one year. Initially approval awaited completion of a PPC impact evaluation of the Fund. Now approval awaits resolution of the findings. Consistent signals from management of - no evaluation, no funds - cannot help but have a salutary influence on evaluation performance.

Attachment: a/s