

) PD-ABC-157  
64401  
**A.I.D. EVALUATION SUMMARY - PART I**

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.  
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

**IDENTIFICATION DATA**

<b>A. Reporting A.I.D. Unit:</b> Mission or AID/W Office <u>USAID/Pakistan</u> (ES# <u>90-1</u> )		<b>B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan?</b> Yes <input checked="" type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>9</u>		<b>C. Evaluation Timing</b> Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>	
<b>D. Activity or Activities Evaluated</b> (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)					
Project No.	Project /Program Title	First FROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
391-0488	Transformation and Integration of the Provincial Agricultural Network (TIPAN)	8/30/84	8/29/94	\$55,500 (Phase I 35,500 Phase II 20,000)	43,500

**ACTIONS**

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
Action(s) Required		
(1) Establishment of a sustainability group approved by Syndicate. Sustainability here implies renewal and continuing improvement of human, physical and financial resource base not only during the TIPAN project but also during the post project period. This group will guide the administrative set up in achieving sustainability through strategic planning process which they learnt during the course of internal evaluation of the TIPAN project.	Vice Chancellor NWFFPAU	9/90
(2) Sustainability Group should meet and develop time-table for next two years with respect to achievement of identified aims by the Group.	Vice Chancellor NWFFPAU	3/91

(Attach extra sheet if necessary)

**APPROVALS**

<b>F. Date Of Mission Or AID/W Office Review Of Evaluation:</b>			
(Month) <u>June</u>		(Day) <u>28</u>	(Year) <u>1989</u>
<b>G. Approvals of Evaluation Summary And Action Decisions:</b>			
Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer (A)
	Abdul Qayyum Khan	Abdur Rehman Khan	Tanvir A. Khan
Signature			
Date	<u>9/8/90</u>	<u>9/9/90</u>	<u>9/18/90</u>
			Mission or AID/W Office Director: <u>James A. Norris</u> Date: <u>9/14/90</u>

**ABSTRACT**

**H. Evaluation Abstract (Do not exceed the space provided)**

**Background:** This second internal evaluation was conducted by a three person team in December 1989. The project goal is to increase agricultural output, farm income and employment and transform agricultural technology network. The project purpose is to improve and integrate agricultural research and education and strengthen linkages with the extension system.

Accomplishment of goal is not pertinent at this time as NWFP AU directed its efforts in Phase I toward internal changes in structures, and, to some extent processes. As NWFP AU did not focus on performance it is unreasonable to expect to see impacts on NWFP AU agriculture. The project purpose and EOPS describe a University which is outward-looking and future oriented i.e. a University that is sustainable. The NWFP AU is far from achieving this purpose. In order to achieve the purpose of a sustainable University, the NWFP AU must focus on their external environment and on the future.

**Findings:** In addition to improving the considerable groundwork that has already been laid, the University must now focus on performance of its obligations towards the achievement of a sustainable University through maintaining and improving its human, physical and financial resource base. One way to do this could be that University must transform itself into a service oriented organization i.e. the University can increase its resource base by providing service to its potential clients i.e. private sector, farmers and other stakeholders.

**Conclusions:** The second internal evaluation of the TIPAN project was conducted by using a participatory approach to involve a team of NWFP AU administrators, researchers and faculty with three evaluation specialists hired under an IQC arrangement. The three evaluation specialists in fact acted as guides and facilitators rather than evaluators. After a brain-storming session the participants raised a number of questions - listed under Special Remarks or Comments in part J of the PES - as how best to focus the project activities in future to achieve the project goals and sustain the benefits of the project.

**Lessons Learned:** Principal lessons learned from the second internal evaluation of the TIPAN project include: (1) merger of the research system with the NWFP AU is complex, thus involves a careful consideration in removing the inconsistency in grades, which may hinder the active collaboration between the research and campus staff; (2) overly optimistic assumptions should not be made regarding the accomplishment of a sustainable University over a period of ten years. Continued.....

**C O S T S**

**I. Evaluation Costs**

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Robert Douglas Macadam	The Pragma Corp.	32	70,220	Project 391-0488
Kenneth Howard Shapiro	The Pragma Corp.	32	..	
Gregg Randall Baker	The Pragma Corp.	32		
NWFP AU Panel	NWFP AU	30		

**2. Mission/Office Professional Staff**  
Person-Days (Estimate) \_\_\_\_\_

**3. Borrower/Grantee Professional**  
Staff Person-Days (Estimate) \_\_\_\_\_

## A.I.D. EVALUATION SUMMARY - PART II

### SUMMARY

**J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)**

Address the following items:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Purpose of evaluation and methodology used</li> <li>• Purpose of activity(ies) evaluated</li> <li>• Findings and conclusions (relate to questions)</li> </ul> | <ul style="list-style-type: none"> <li>• Principal recommendations</li> <li>• Lessons learned</li> </ul> |
|--|--|

Mission or Office: USAID/Pakistan	Date This Summary Prepared: June 29, 1990	Title And Date Of Full Evaluation Report: 12/22/89 Strategic Planning for Sustainability: An Internal Evaluation of NWFP-AU/TIPAN
--------------------------------------	--	---

**Purpose:** The Project Purpose and EOPS conditions describe a University that is outward-looking and future-oriented; a University whose education is valued by its students, whose graduates are valued by employers, and whose research is valued by farmers; and because of this, a University that will attract sufficient inputs to insure continued production of its outputs. In short, the Project Purpose describes a University that is sustainable.

AU staff clearly pointed out that NWFP AU is far from achieving that Purpose. But the groundwork is being laid. During Phase I, many of the preconditions for improving the University were put in place. In Phase II, the AU administration and staff (from campus, from stations and from TIPAN) must work together to improve performance in order to draw maximum benefit from the new facilities, organizations, procedures, and training. If those benefits are to be sustainable, AU staff and administration must focus on their external environment and on the future. The process initiated at NWFP AU in November, 1989, was designed with this in mind.

**Evaluation Methodology:** The Project Amendment (pp. 26-27) calls for TIPAN's second evaluation at the start of Phase II to be "conducted as an internal evaluation by three Evaluation Specialists working with ...NWFP AU administrators, faculty and students... (to) assess the University's... institutional sustainability," to address the Amendment's performance objectives, and to determine how best to focus project activities. In fact, the mandate of the evaluation specialists went beyond traditional evaluation (internal or external) to include the charge of enhancing the prospects for sustainability by initiating a self-perpetuating, strategic planning process.

The strategic planning methodology is a learning process in which the facilitator leads people who are in a problematic situation through unstructured analysis so that they "let go" of their preconceived notions about the problem and how to solve it. This enables development of relevant concepts that give rise to new ways of thinking about the problematic situation. These, in turn, can be used to develop an action response to the situation.

At the outset, the evaluation specialists held interviews, read documents, and engaged in their own strategic planning process to develop a strategy that would yield a system to incorporate an activist/future-oriented perspective among the AU staff and students in developing university policies and operations. The NWFP AU Team was selected with information gained from the interviews. They engaged in a five-day strategic planning workshop that led to a decision by the NWFP AU Team to develop a proposal for the Vice-Chancellor to create an advisory body/think tank/sustainability group that would perpetuate the strategic planning process. When the Vice Chancellor met with the Team he clearly stated his need and desire for such a group. The group is preparing a proposal for the Vice Chancellor along these lines.

Continued.....

3

Internal evaluation was part of the above process, but it was placed firmly in the context of a forward-looking planning activity,

Special Remarks or Comments: A review of the internal evaluation process and content gives rise to a number of questions which might be useful for focusing discussion about future decisions:

- o Can USAID counter the common and anxiety-provoking assumption encountered during the evaluation that the TIPAN Project will conclude in 1994?
- o Assuming a post-1994 Phase III, how will it differ in emphasis from Phase II?
- o What can be done to broaden the prevailing production-oriented mindset about the mission of NWFPAU? What are the implications of such a broadening for the balance of disciplines in the provision of Participant Training?
- o How can the curriculum be modified such that graduates develop competencies that more closely match the emerging needs of NWFP? More specifically:
  - \* What needs to be done to produce graduates who are valued by the private sector?
  - \* What can be done to develop a more experiential learning and assessment process?
- o Has the University determined the primary function of Outreach? Is it, for example, a primarily service one (facilitating linkages between University and community such that teaching and research becomes, and is seen to become, more relevant) or a primarily program delivery role (assessing needs of clients and planning, delivering and evaluating programs to meet them)?
- o Given the strained relations that now exist between research stations and campus, what can be done to recapture the intentions of the merger such that new ways of thinking about how to achieve those intentions are promoted?
- o What, if anything, should be done to change the perceptions that there is an imbalance in TIPAN inputs between the campus and research stations in favor of the campus?
- o What should be done so there is an immediate source of funds that can be tapped such that researchers whose projects were approved through the Technical Review process can be provided with the promised funds?
- o How can the debilitating effect on operations of sudden and unexpected cuts in recurrent expenditure be avoided and/or anticipated?
- o How should provision of Technical Assistance be adapted to:
  - \* Reflect the change from structure to process and performance-oriented phases of the project?
  - \* Promote a cross-functional (i.e., cross teaching, research, outreach, governance) rather than a segmented orientation?
  - \* Promote an external and future-oriented perspective among faculty and students?
  - \* Broaden the prevailing production-oriented mind-set about the mission of the University?

Continued.....

- o What is the most effective form of Technical Assistance (short-term and/or long-term) to facilitate the desired decentralized budgeting and reporting system for a uniform personnel system based on verification of performance?
- o How can the strategic planning process initiated during the internal evaluation be replicated and expanded? Specifically:
  - \* What is the most appropriate form of Technical Assistance to foster this?
  - \* How can strategic planning initiatives be recognized and supported?

Lessons Learned: The TIPAN Project was evaluated five years before its termination, sparking useful discussion and strategic planning. Institutional sustainability issues should not be saved for the end of the project. As applied during this internal evaluation, the Strategic Planning methodology developed at Hawkesbury complements the SCOPE Institutional Sustainability Conceptual Framework developed at the University of Maryland, and is an effective means of developing an awareness of the link between interactive strategy and institutional sustainability, and actual strategy, and commitment to it. The methodology requires analysis to plan with people rather than for them, and enables participants to learn how they can facilitate a similar process. To be effective as a strategic planning exercise, an internal evaluation must link analyses of the past and present situation to a vision of a preferred future and develop commitment to an action plan and approval of it by legitimizers. Two lessons learned from the second internal evaluation include: (1) merger of the research system with the NWFFAU is complex, thus involves a careful consideration in removing the inconsistency in grades, which may hinder the active collaboration between the research and campus staff; (2) overly optimistic assumptions should not be made regarding the accomplishment of a sustainable University.

## ATTACHMENTS

**K. Attachments** (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

1. Evaluation Report
2. Summary of the follow-up actions planned in response to evaluation recommendations.

## COMMENTS

**L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report**

Comments: The evaluation team closely followed the scope of work. The evaluation team used an innovative evaluation approach which was significantly different from traditional evaluations in which an outside team assesses the performance of a University and advances a series of conclusions and recommendations in their traditional reports. The team used their own strategic planning process to develop their evaluation strategy. After intensive review they selected a group of NWFPAU to participate in this process. The outcome of this process was the participant's decision to develop a proposal for the formation of a sustainability group which could replicate this process on a continuous basis and make their own recommendations for a future-oriented sustainable agriculture University. The achievement of the objective of a sustainable University is in fact the achievement of project goal, purpose and EOPS.

This final report was distributed to various GOP agencies. Host country counterparts have indicated their concurrences. Both the USAID project staff and NWFPAU staff approved the idea of direct involvement of host country project staff in evaluation and making recommendations for the development of their own institution.

Administration. -- A training plan has been developed. Doing so entailed the massive initial task of assembling the first complete inventory of professional staff at stations and on campus along with all relevant information about their discipline, education, etc. Training slots were allocated proportionately across disciplines, with some modifications made by deans and directors. The campus is projected to get a total of 84 slots and the stations 65. There are still major difficulties with excessive centralization of decision making, and financial and personnel management. The Vice Chancellor is said to recognize that this is dysfunctional and to wish to decentralize. TIPAN may be able to assist him in this by providing short-term managerial TA. The Vice Chancellor's desire to decentralize decision making was evident in his strong endorsement of an advisory body as conceived in the strategic planning workshop.

## Other Recommendations from Evaluations

### INPUTS

There are no serious problems with inputs, but the NWFP-AU staff did raise a number of related issues. Construction of new buildings is appreciated by AU staff, but there is grave concern about the heavy, additional burden they will place on recurrent costs and administrative personnel. Participant training is perhaps the most valued input. There are suggestions that additional expenditures to launch returned participants with computer and lab facilities would pay large dividends. The new TAs who will be assigned to subject areas must be models and stimuli for better performance by promoting a cross-functional (i.e., teaching, research, outreach and governance) rather than a segmented orientation. Short-term TAs may be valuable in advising on and stimulating action on recurrent costs, resource mobilization strategies, decentralization and the replication of the strategic planning process.

### OUTPUTS

Research. -- From 1985 through 1987, the major effort was on structure, i.e., the legal and administrative framework, physical facilities, and budget. Accomplishments include the (partial) merger law, the Research Directorate, and new equipment. In 1988 a start was made on matters of process, i.e., mechanisms and guidelines for planning, implementing, reviewing, evaluating, and reporting. Peer review of project proposals was inaugurated, but had disappointing results that were exacerbated by budget cuts; a comprehensive review of past research was designed and commissioned to many authors, but the work was not forthcoming; and guidelines were developed for reporting research results. These are all in their infancy and will require further attention by AU staff and TA. The University, with TIPAN inputs, must now start to focus on improving performance in the research system to benefit from the structure and process that are and will be in place.

Teaching. -- NWFP-AU staff are beginning to pursue an interactive approach to teaching. There is increased concern about placing graduates, especially in the private sector. A recent IDS study on employment patterns of recent NWFP-AU graduates provides a basis for AU staff to understand emerging areas in both the public and private sectors, develop and assess curriculum and other educational programs, and build linkages with employers, alumni and students. Students assessment methods can be modified to give students the opportunity to demonstrate competencies in practical skill areas. In addition, approximately ten agricultural textbooks will be written by Pakistani agriculturists relative to Pakistani conditions.

Outreach. -- The Outreach Program has developed quickly since 1985. One of the most significant achievements has been the development of close working relations with the Extension Wing of the provincial government. A number of other functional linkages have been established, and programs have been planned and started. As the Outreach Program looks ahead to Phase II, the greatest challenge facing its further development is the effective involvement of the University staff. The continuing education division will need to involve University staff in training Field Assistants. Outreach will need to instruct University staff how to develop teaching videos. In addition, Outreach will need to involve University staff in program development and management decisions. The more Outreach stresses University staff involvement during Phase II, the more likely that the Outreach Program will be sustained as a fully integrated area of the University.