

- 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/NEPAL</u> (ES# _____)	<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 type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>
---	--	---

**D. Activity or Activities Evaluated** (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 PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
367-0154	Institute of Forestry Project	1987	1995	8.7 million	4.6 million

ACTIONS

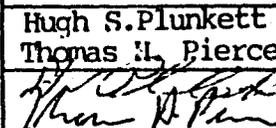
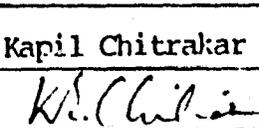
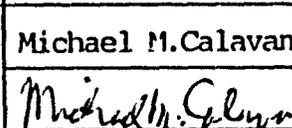
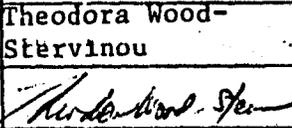
E. Action Decisions Approved By Mission or AID/W Office Director Action(s) Required	Name of Officer Responsible for Action	Date Action to be Completed
See Attachment A		

(Attach extra sheet if necessary)

APPROVALS

**F. Date Of Mission Or AID/W Office Review Of Evaluation:** USAID/Nepal (Month) 12 (Day) 17 (Year) 91

**G. Approvals of Evaluation Summary And Action Decisions:**

	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
Name (Typed)	Hugh S. Plunkett Thomas H. Pierce	Kapil Chitrakar	Michael M. Calavan	Theodora Wood-Stervinou
Signature 03/20/92 Date				

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

The project aims to help the Government of Nepal to improve the capability of the Institute of Forestry (IOF) to meet Nepal's need for trained natural resource managers. The project is being implemented by the USAID Project Manager and the Dean of IOF, Tribhuvan University (T.U.). This mid-term evaluation (7/87-12/91) was conducted by a team of external evaluators on the basis of a review of project documents, visits to two IOF campuses, and interviews with faculty, staff, and students at both campuses, and with IOFP team members, USAID officials, T.U. officials, Ministry of Forest and Environment officials, and representatives of other donor agency forestry projects. The purpose was to provide reliable feedback on implementation and impact of IOFP to IOFP project managers and implementors. The major findings and conclusions are:

- o The IOFP has made considerable progress toward fulfilling its purpose, and it should attain most objectives by 1995.
- o The IOFP TA team has carried out its scope of work with determination and commitment in the face of project disruptions.
- o Poor academic discipline and lack of a functional academic calendar has constrained project efforts to improve the quality of education at the IOF.
- o The IOF currently does not have an effective means of dealing with the recurring costs of maintenance and replacement. The IOFP should assist the team and T.U. in developing a system that anticipates recurring costs and finances those costs at least in part through overhead charges on faculty research and through capitation fees.
- o The Evaluation Team recommends that USAID/Nepal continue support of the IOF through the IOFP with emphasis on improved management, teacher training, curriculum development, and the integration of the teaching and research activities of the IOF.

The evaluators noted the following "lessons".

- o Projects intended to solve broad sectoral problems need to attend carefully to what is feasible within the broad cultural context within which implementation will take place.
- o Projects designed to enhance availability of trained manpower must have built - in flexibility in order to adjust to the changing manpower needs of client agencies and employers in the private sector.
- o Institutional sustainability is a long-term and on-going process.

COSTS

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Phil Young, Team Leader	DAI, Intl'	POC-5451-I-00- 1027-00	\$83,000	Grant Agreement
Richard English, Team Member	DAI, Intl'			
Don Gilmour, Team Member	DAI, Intl'			
Keshar Pajracharya, Team Member	DAI, Intl'			

2. Mission/Office Professional Staff

Person-Days (Estimate) 21/person

3. Borrower/Grantee Professional

Staff Person-Days (Estimate) 21/person

## 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:

Date This Summary Prepared:

Title And Date Of Full Evaluation Report:

**NAME OF MISSION:** USAID/Kathmandu, Nepal

**PURPOSE OF ACTIVITY EVALUATED:** The purpose of the Institute of Forestry Project (IOFP) is to "improve the capability of the Institute of Forestry to meet Nepal's need for trained natural resource managers (IOF Project Paper)."

**PURPOSE OF EVALUATION AND METHODOLOGY USED:** The purpose of this mid-term evaluation "is to provide reliable feedback on implementation and impact of IOFP to IOFP project managers and implementers (Scope of Work)."

The methodology used included document review, observation, informal and semi-structured interviews, and a systematic consensus-building procedure.

#### FINDINGS AND CONCLUSIONS

**General:** The Evaluation Team firmly believes that the IOFP has made considerable progress toward fulfilling its purpose despite the social, political, economic, and bureaucratic constraints that are a part of the current, but changing, context in Nepal. Based on our findings, we believe that the project should be continued. With minor exceptions, we find that the original project design is sound. Our recommendations are for shifts of emphasis in terms of where major efforts should be made from here on rather than any radical redesign.

**Human Resources:** The Evaluation Team recommends that the short-term training plan be reviewed and revised and that short-term training for IOF faculty and staff be resumed as soon as possible. The Team recommends that further long-term training be delayed until the IOF has determined that it can be resumed without negatively affecting the academic program. The Team further recommends that the remaining training funds be placed in a common pool with no specified number of M.Sc. or Ph.D. positions. We do not believe that Ph.D. training is consistent with the current needs of the IOF and recommend that training be directed toward M.Sc. degrees in general forestry and social forestry. No further trainees should be sent to Malaysia and the program at University of the Philippines at Los Banos (UPLB) should be reviewed before sending further candidates there.

**Research:** The IOFP TA team has provided training to faculty in proposal preparation and research methods that has substantially improved their ability to write proposals, conduct research, and present results. IOFP has also improved linkages with granting agencies which has resulted in greater availability of funds for research.

The project's emphasis on research, particularly in social forestry, has caused resentment among some faculty who have not directly benefitted. Several research projects either sponsored by the IOFP or guided by its Research Adviser have been on hold since the suspension of the project. To this point, the IOF has received no monetary benefit from faculty research grants.

The Evaluation Team recommends that at this stage in the project there be a shift in emphasis from project sponsored research toward curriculum development, a better integration of research activities with student training, and a better liaison with other Nepali research institutions to ensure that IOF research is consistent with national research priorities.

The Team also recommends that the IOFP TA team work with the IOF and TU to devise a workable system for channeling overhead from faculty research into an IOF discretionary fund.

Curriculum Development: The IOFP has increased IOF faculty and administration awareness of the role of social science in forestry and the need for curriculum development at the Institute. The IOFP sponsored a National Curriculum Development Workshop at the IOF that resulted in sound positive recommendations for curriculum revision.

Poor academic discipline and lack of a functional academic calendar has constrained project efforts to improve the quality of education at the IOF. Actual revision of the curriculum has not occurred. Current TU procedures for curriculum change and the inflexible connection between curriculum and examinations are constraints that need to be overcome.

The Evaluation Team recommends that every effort be made to move ahead rapidly with curriculum revision at the IOF. The new Vice Chancellor of TU is receptive to needed procedural changes. The Team further recommends that the IOFP Research Adviser position be extended to the end of the project and that the Scope of Work for this position be changed to focus on curriculum development with much less emphasis on research. The earlier emphasis on research has served its purpose well. The focus should now be on the curriculum.

Women and Remote Area Students: The IOFP TA team has initiated broader female and remote area student recruitment efforts, has actively promoted a better understanding of the role of Nepal's women in natural resource management, and has begun efforts to develop admission and stipend award procedures that enhance opportunities for women and remote area students. The IOF has satisfied the project condition of increasing female enrollment to a level greater than 10% of the student body.

The IOF is currently producing more graduates than the job market can absorb; and female students have significantly more difficulty in finding employment than do males. The student body of the IOF is not representative of Nepal's ethnic and regional diversity and current admission procedures work against more equitable representation. Student stipends provided by IOF are inadequate to meet the most basic needs. Appropriate housing for women does not exist on the IOF Hetauda campus.

The Evaluation Team recommends that USAID and the IOFP TA team work closely with the IOF Dean and TU officials to: reduce yearly enrollment at the IOF; regularize admissions procedures to ensure equal opportunity for remote area and ethnic minority students; actively help in job placement of female graduates; provide stipends adequate to meet basic needs; and provide appropriate housing for females at the Hetauda campus.

Institutional Sustainability: The IOFP TA team has contributed to institutional sustainability through a revision of the training plan for IOF faculty and staff, the provision of short-term training of staff in record-keeping, and repair and maintenance of facilities, and an analysis of the IOF management structure and recommendations for improvement. The TA team has also helped IOF to develop closer links or establish new links with government departments, donor-funded forestry projects, and international organizations that support faculty development.

Despite progress, institutional sustainability problems still abound. Divisiveness among the faculty has slowed implementation of training, previous IOF administrations have not made consistent efforts to maintain or create appropriate links with other agencies, and the IOF currently has no effective system for the sustainable management of its operations. Project expectations that the IOF could profitably manage its forests are beyond the capacity of the existing system.

The Evaluation Team recommends that the IOFP TA team continue its efforts to develop and expand links between the IOF and national and international agencies that support forestry and natural resource management projects in Nepal. To build a better management structure, the TA team should work with the Dean and TU to develop more rigorous standards of accountability, including faculty and staff job descriptions that identify individual duties, responsibilities, and standards of performance. If progress is not made in this regard, USAID should reconsider its continued funding of the IOFP.

At this time, the IOFP should not attempt to promote a program of profit-oriented management of IOF forests. Efforts would be better directed at using the forests for research and demonstration purposes. Another possibility would be cooperative use agreements with villagers living on the periphery of IOF holdings. This would provide the opportunity for active faculty and student participation in community forestry.

Commodities, Contractor, and TA Team: The contractor, working with IOF faculty and administration, developed and implemented a procurement plan designed to meet those needs of the IOF to which the project could respond. Despite delays due to complicated HMG approval procedures and further delays in customs, procurement is more or less on schedule. The Evaluation Team notes that buildings and grounds at both IOF campuses are in need of considerably more renovation than can be provided within the current budget of the project and that funds will not be forthcoming from TU in the near future.

Regarding procurement, the Evaluation Team recommends that the IOFP TA team consult with USAID, TU, the IOF administration, and other HMG officials to seek a legal way to speed imported commodities through the approval procedure and customs. The IOFP currently has plans for renovation of some IOF facilities and provision of lab and field equipment. The Evaluation Team recommends that the procurement and renovation processes be accelerated.

The IOF currently does not have an effective means of dealing with the recurring costs of maintenance and replacement. The IOFP should assist the Dean and TU in developing a system that anticipates recurring costs and finances those costs at least in part through overhead charges on faculty research and through capitation fees.

The Evaluation Team commends the contractor for a high level of performance, despite the political disturbances, disruption of the academic schedule, and frequent changes of administration at the IOF that have prevented timely achievement of some project endeavors.

Some staff and students on both campuses, but particularly on the Hetauda campus, seemed to have little information about the IOFP. The Evaluation Team recommends that the IOFP make available brief quarterly project updates (in Nepali) to all IOF faculty, staff, and students as well as IOF client agencies.

The IOFP TA team has carried out its Scope of Work with determination and commitment in the face of project disruptions mentioned above. The Chief of Party has established very good working relationships with the faculty and several administrations of the IOF.

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.)

Full text of evaluation report is attached.

COMMENTS

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

Mission is pleased with evaluation findings and recommendations and appreciated the excellent job and hard work by the evaluation team. On the basis of the evaluation, the freeze imposed on IOFP has been lifted. The IOF has benefitted greatly from the appointments of a new Vice Chancellor of Tribhuvan University and a new Dean at IOF. Working closely with both the V.C. and the Dean, we were able to effectively use the opportunity of the evaluation to gain commitments from GON for required policy changes.

ATTACHMENT A

I. HUMAN RESOURCES DEVELOPMENT RECOMMENDATIONS

1. Recommendation (and Date)

Pool all training funds and eliminate the fixed number of M.Sc. and Ph.D. fellowships.

Action(s) Taken (and Date):

USAID via PIL (FY 92)

Recommendation Closure Date:

2. Recommendation (and Date):

Ph.D. level training is not necessarily relevant to the current needs of the IOF and should be minimized in favor of project emphasis on M.Sc. level fellowships in general forestry and social forestry (a maximum 24 month training period).

Action(s) Taken (and Date):

USAID via PIL (FY 92)

Recommendation Closure Date:

3. Recommendation (and Date):

IOFP should accelerate in-service training of staff in order to enhance job skills and performance, in particular, training in bookkeeping and accounting procedures to handle project inputs in a manner that is consistent with USAID procedures.

Action(s) Taken (and Date):

TA team (LOP)

Recommendation Closure Date:

4. Recommendation (and Date):

IOFP must reconsider how PCVs may be used more effectively to achieve the purpose of the project, e.g., as English language tutors, assistants to faculty and staff, and to increase project presence in Hetauda. The Evaluation Team recommends that the current practice of PCVs having full responsibility for courses be discontinued and that this issue be re-examined after academic discipline has been established on the IOF campuses.

Action(s) Taken (and Date):

USAID &amp; Peace Corps (FY 92)

Recommendation Closure Date:5. Recommendation (and Date):

Delay the nomination of any further long-term training candidates until such time as the Dean has determined that the campus can send faculty without upsetting the academic program. USAID needs to determine a cut-off date after which remaining training funds will be lost.

Action(s) Taken (and Date):

Dean IOF, USAID (FY 92)

Recommendation Closure Date:6. Recommendation (and Date):

The current training plan should be reviewed and revised as soon as possible (see Curriculum recommendations below).

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:7. Recommendation (and Date):

Short-term training plans formulated before the disturbances should be quickly reviewed, revised as necessary, and implemented.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:8. Recommendation (and Date):

The TA Team should work with the Dean to promote field training opportunities for the IOF faculty.

Action(s) Taken (and Date):

Dean, TA Team (academic year)

Recommendation Closure Date:

9. Recommendation (and Date):

The TA team should work with the Dean to develop a manpower plan for the IOF faculty that deals with the problem of faculty overstaffing.

Action(s) Taken (and Date):

Dean, TA Team (FY 92)

Recommendation Closure Date:

## II. RESEARCH RECOMMENDATIONS

10. Recommendation (and Date):

At this stage in the project, there should be a shift in emphasis of project sponsored research toward curriculum development, and a better integration of research activities with student training.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:11. Recommendation (and Date):

The perception that the IOFP supports only social forestry research needs to be corrected through active dissemination among the faculty of information on the several biophysical forestry research projects that IOFP has already supported.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:12. Recommendation (and Date):

There should be liaison between IOF and other research institutions, particularly the Department of Forest and Plant Research. This is important to ensure that IOF research is consistent with national research priorities and objectives.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:

13. Recommendation (and Date):

IOFP should help the IOF and TU to devise a workable system for charging overhead on research grants and faculty consulting that would go into an IOF discretionary fund.

Action(s) Taken (and Date):

IOF & TU (FY 92)

Recommendation Closure Date:

## III. CURRICULUM DEVELOPMENT AND TRAINING RECOMMENDATIONS

14. Recommendation (and Date):

Extend the IOFP Research Adviser position to the end of the project but change the Scope of Work to emphasize curriculum development and administration with much less emphasis on research.

Action(s) Taken (and Date):

USAID (FY 92)

Recommendation Closure Date:15. Recommendation (and Date):

The TA team should make clear to faculty that funds will be available for development of course materials including practicals.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:16. Recommendation (and Date):

To the extent possible, all TA team members should visit ongoing forestry development projects in Nepal to enhance their own practical experience.

Action(s) Taken (and Date):

TA Team (LOP)

Recommendation Closure Date:

17. Recommendation (and Date):

Arrange training opportunities in teaching methodology and curriculum development both on campus and in other locations where appropriate training is available.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:18. Recommendation (and Date):

Link long-term fellowships to the needs of the new IOF curriculum to the extent possible within the time frame of the project.

Action(s) Taken (and Date):

TA Team (LOP)

Recommendation Closure Date:19. Recommendation (and Date):

The IOFP should facilitate regular contact between students and Nepali field professionals employed by client agencies through a program of visiting scholars, seminars, and workshops on campus.

Action(s) Taken (and Date):

IOF & TA Team (LOP)

Recommendation Closure Date:20. Recommendation (and Date):

The IOFP TA team should work with faculty to insure that the field excursions for students are well conducted and provide a solid learning experience.

Action(s) Taken (and Date):

IOF & TA Team (LOP)

Recommendation Closure Date:21. Recommendation (and Date):

The TA team should work to have the recommendations of the Curriculum development Workshop incorporated into a revised IOF curriculum, and place strong emphasis on getting the approval for that revised curriculum through the various stages of the TU procedures.

Action(s) Taken (and Date):

TA Team (FY 92)

Recommendation Closure Date:22. Recommendation (and Date):

Two years of English language instruction should be provided to students in the Certificate program and IOFP should help facilitate this change.

Action(s) Taken (and Date):

IOF (FY 92)

Recommendation Closure Date:IV. WOMEN AND REMOTE AREA STUDENTS AND OTHER STUDENT AFFAIRS  
RECOMMENDATIONS23. Recommendation (and Date):

The TA team should expand its efforts to build links with other projects and organizations concerned with forestry and natural resources development in Nepal to encourage expanded recruitment and support of remote area students.

Action(s) Taken (and Date):

TA Team (LOP)

Recommendation Closure Date:24. Recommendation (and Date):

IOFP should facilitate the provision of hostel facilities for women at the Hetauda campus as soon as possible. The IOF should explore the possibility of using IOFP "small campus repair" funds to renovate the structure currently used by the female students.

Action(s) Taken (and Date):

IOF/USAID &amp; other donors (FY 92)

Recommendation Closure Date:25. Recommendation (and Date):

IOFP advisers should work with the IOF administration in job placement of female students.

Action(s) Taken (and Date):

IOF/MOFE (LOP)

Recommendation Closure Date:26. Recommendation (and Date):

The TA team should work with the Dean of the IOF to regularize the admissions procedures and schedule to ensure that remote area students have equal opportunity for admission to the Institute.

Action(s) Taken (and Date):

IOF/TA Team (FY 92)

Recommendation Closure Date:27. Recommendation (and Date):

If appropriate, IOFP advisers should work closely with the Dean to promote recruitment of ethnic minority students and students from remote villages.

Action(s) Taken (and Date):

IOF/TA Team &amp; USAID (LOP)

Recommendation Closure Date:28. Recommendation (and Date):

USAID, through IOFP, should support the Dean in his efforts to reduce yearly IOF student enrollment at both Certificate and B.Sc. levels to a level that is consistent with the realistic human resource requirements of client agencies.

Action(s) Taken (and Date):

IOF (FY 92)

Recommendation Closure Date:29. Recommendation (and Date):

IOFP should encourage the Dean and TU to raise the student stipends to an appropriate level, and to regularly adjust the rate of stipend to offset the effects of inflation and currency fluctuations. IOFP should work with the Dean to develop a sustainable stipend program. Sustainability with respect to stipends may involve continuing donor support.

Action(s) Taken (and Date):

IOF (FY 92)

Recommendation Closure Date:

## V. INSTITUTIONAL SUSTAINABILITY RECOMMENDATIONS

30. Recommendation (and Date):

The IOFP team should continue its efforts to develop and expand links between IOF and national and international agencies that are supporting forestry and natural resource management projects in Nepal. Such efforts to increase the number of "stakeholders" in the future of the IOF will provide the Institute with a more diverse portfolio of research and training resources, and will better guarantee continued donor support.

Action(s) Taken (and Date):

TA Team/USAID (LOP)

Recommendation Closure Date:31. Recommendation (and Date):

At this time, the project should not attempt to support a program of profit-oriented IOF management of its forest resources. As an alternative, the IOF could enter into agreements with villagers living on the periphery of its lands, at both the Hetauda and Pokhara campuses as well as at its research stations, for the joint management of forest resources.

Action(s) Taken (and Date):

IOF/MOFE (LOP)

Recommendation Closure Date:32. Recommendation (and Date):

As a condition for greater fiscal autonomy, the IOF Dean, with the assistance of the IOFP, should develop a financial sustainability plan that sets clear objectives for IOF programs, targets for earned revenues from the Institute's own resources and accountable proposals for the management of donor assistance.

Action(s) Taken (and Date):

IOF/TU (FY 92)

Recommendation Closure Date:

4

33. Recommendation (and Date):

The IOFP team should help Tribhuvan University officials and the IOF administration to develop more effective management systems and more rigorous standards of accountability for the IOF. If progress is not made in this regard, USAID should reconsider its continued funding of the IOFP.

Action(s) Taken (and Date):

IOF/TU (FY 92)

Recommendation Closure Date:34. Recommendation (and Date):

In order to build a better organizational and management structure within IOF, the TA team should work with the Dean to develop job descriptions for all faculty and staff that clearly identify individual duties, responsibilities, level of authority, lines of communication and standards of performance.

Action(s) Taken (and Date):

IOF/TU (FY 92)

Recommendation Closure Date:35. Recommendation (and Date):

The TA Team should assist the Dean in obtaining a clear agreement from the Forest Department and TU for control of the resources allotted to the Institute and any earnings accrued therefrom.

Action(s) Taken (and Date):

IOF/TU & TA Team (FY 92)

Recommendation Closure Date:VI. COMPARISON OF IOFP WITH IAAS AND SIMILAR PROJECTS IN SOUTH ASIA -  
RECOMMENDATIONS36. Recommendation (and Date):

USAID/Nepal should continue to support the institutional development of IOF with emphasis on improved management, teacher training, curriculum development and the development of a flexible research capacity

Action(s) Taken (and Date):

USAID (LOP)

Recommendation Closure Date:37. Recommendation (and Date):

USAID/Nepal should continue to support the development of enduring ties between the IOF and appropriate teaching institutions in the United States.

Action(s) Taken (and Date):

USAID (LOP)

Recommendation Closure Date:38. Recommendation (and Date):

USAID/Nepal should again evaluate the IOFP with sufficient lead time to determine if sufficient progress has been made to warrant extension of the project.

Action(s) Taken (and Date):

USAID (FY 92)

Recommendation Closure Date:39. Recommendation (and Date):

USAID/Nepal should sponsor a study tour or regional seminar for senior TU and IOF officials that familiarizes the participants with the operations of successful agricultural institutes in South and Southeast Asia.

Action(s) Taken (and Date):

USAID &amp; TA Team (FY 92)

Recommendation Closure Date:VII. COMMODITIES PROCUREMENT/PHYSICAL INFRASTRUCTURE RECOMMENDATIONS40. Recommendation (and Date):

IOFP should continue to support the development of enduring ties between the IOF and appropriate teaching institutions in the United States.

Action(s) Taken (and Date):

TA Team (LOP)

Recommendation Closure Date:41. Recommendation (and Date):

The IOFP team should consult with USAID, TU, the IOF administration, and other relevant HMG officials to determine if there is any legal way to speed imported commodities through customs.

Action(s) Taken (and Date):

USAID/IOF/TU (LOP)

Recommendation Closure Date:42. Recommendation (and Date):

The IOFP should assist the Dean and TU in developing a system that anticipates recurring costs and finances those costs through overhead charges on faculty research and capitation fees.

Action(s) Taken (and Date):

IOF/TU &amp; TA Team (FY 92)

Recommendation Closure Date:

## VIII. CONTRACTOR EFFECTIVENESS RECOMMENDATIONS

43. Recommendation (and Date):

IOFP should make available brief quarterly project updates (in Nepali) to all IOF faculty, staff, and students as well as IOF client agencies.

Action(s) Taken (and Date):

TA Team (LOP)

Recommendation Closure Date:

## IX. EFFECTIVENESS OF TA TEAM RECOMMENDATIONS

44. Recommendation (and Date):

The recruitment of a Nepal Peace Corps Volunteer (with in-country forestry or natural resources experience) for posting to Hetauda would greatly enhance IOFP representation at that campus.

Action(s) Taken (and Date):

USAID, Peace Corps &amp; TA Team (FY 92)

Recommendation Closure Date:45. Recommendation (and Date):

IOFP team members should have teaching responsibilities that do not exceed one segment per year.

Action(s) Taken (and Date):

TA Team (Annual)

Recommendation Closure Date:46. Recommendation (and Date):

The Scope of Work for the Research Advisor should be revised to include sharing of the COP's administrative duties as well as the curriculum development responsibilities noted above.

Action(s) Taken (and Date):

USAID via PIL (FY 92)

Recommendation Closure Date:47. Recommendation (and Date):

The recent opening of a project office on the Hetauda campus will help to dispel the feeling of neglect and would have been a recommendation of the evaluation team if the new Dean had not already suggested it.

Action(s) Taken (and Date):

USAID &amp; TA Team (done)

Recommendation Closure Date:

XD-ABD-923-A

76292

**Nepal  
Institute  
of Forestry  
Project**

**Project No. 367-0154**

***Midterm Evaluation***

Prepared for the U. S. Agency for International Development under contract number  
PDC-5451-I-00-1027-00.

Philip Young, Ph.D., team leader  
Richard English, Ph.D.  
Don Gilmour, Ph.D.  
Keshar Man Bajracharya, Ph.D.

January 1992

**DAI**

7250 Woodmont Avenue, Suite 200, Bethesda, Maryland 20814

## ACKNOWLEDGMENTS

The Evaluation Team wishes to thank all those individuals who shared their time and their insights with us and thus contributed to the success of our mission. We acknowledge with gratitude all those whose names appear on the list in Appendix 5. We thank all those unnamed students, staff, and administrative personnel of the Institute of Forestry on both the Pokhara and Hetauda campuses who contributed to the data collection process.

Toby Pierce and Niranjana Regmi of the U.S. Agency for International Development in Nepal deserve special mention for organizing a tight but workable schedule that allowed us to complete our mission successfully in the short time available to us. They also shared with us their perspectives on the Institute of Forestry Project and current events in Nepal. Sher Plunkett of USAID/Nepal did an excellent job of behind-the-scenes management, accompanied us to the Institute of Agriculture and Animal Sciences campus at Rampur, and filled us in on the background of USAID's recently completed IAAS project.

Dean Kapil Chitrakar of the Institute of Forestry and Vice Chancellor Kedar Mathema of Tribhuvan University gave generously of their time and their knowledge and thus helped us to see the project in the larger perspective of the university system.

Mike Rechlin and Don Messerschmidt of the Institute of Forestry Project (IOFP) Technical Assistance Team made all project documents available to us, explained their work to us, met with us on several occasions, and answered our questions in detail. Their assistance was invaluable. The IOFP staff and Synergy, Ltd., working mostly behind the scenes, made sure that many scheduled activities occurred without a hitch.

## TABLE OF CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGMENTS</b>	i
<b>PROJECT IDENTIFICATION DATA SHEET</b>	vii
<b>EXECUTIVE SUMMARY</b>	ix
<b>NAME OF MISSION</b>	ix
<b>PURPOSE OF ACTIVITY EVALUATED</b>	ix
<b>PURPOSE OF EVALUATION AND METHODOLOGY USED</b>	ix
<b>PERSPECTIVE</b>	ix
<b>FINDINGS AND CONCLUSIONS</b>	x
<b>LESSONS LEARNED</b>	xiv
<b>SECTION ONE</b>	
<b>INTRODUCTION</b>	1
<b>PURPOSE OF EVALUATION</b>	1
<b>COUNTRY BACKGROUND</b>	2
<b>TEAM COMPOSITION</b>	4
<b>STUDY METHODS</b>	5
<b>SECTION TWO</b>	
<b>EVALUATION OF PROJECT ACTIVITIES</b>	
<b>HUMAN RESOURCES DEVELOPMENT</b>	7
<b>RESEARCH</b>	11
<b>CURRICULUM DEVELOPMENT AND TRAINING</b>	14
<b>WOMEN AND REMOTE AREA STUDENTS AND OTHER STUDENT AFFAIRS</b>	16
<b>INSTITUTIONAL SUSTAINABILITY</b>	20

**SECTION THREE**

<b>COMPARISON OF IOFP WITH THE INSTITUTE OF AGRICULTURE AND ANIMAL SCIENCE AND SIMILAR PROJECTS IN ASIA</b>	<b>25</b>
<b>POSITIVE FINDINGS</b>	<b>25</b>
<b>SALIENT PROBLEMS</b>	<b>26</b>
<b>RECOMMENDATIONS</b>	<b>27</b>

**SECTION FOUR**

<b>EVALUATION OF CONTRACTOR</b>	<b>29</b>
<b>COMMODITIES PROCUREMENT/PHYSICAL INFRASTRUCTURE</b>	<b>29</b>
<b>CONTRACTOR EFFECTIVENESS</b>	<b>31</b>
<b>EFFECTIVENESS OF TA TEAM</b>	<b>32</b>

**SECTION FIVE**

<b>SUMMARY OF RECOMMENDATIONS</b>	<b>35</b>
<b>HUMAN RESOURCES DEVELOPMENT RECOMMENDATIONS</b>	<b>35</b>
<b>RESEARCH RECOMMENDATIONS</b>	<b>36</b>
<b>CURRICULUM DEVELOPMENT AND TRAINING RECOMMENDATIONS</b>	<b>37</b>
<b>WOMEN AND REMOTE AREA STUDENTS AND OTHER STUDENT AFFAIRS RECOMMENDATIONS</b>	<b>38</b>
<b>INSTITUTIONAL SUSTAINABILITY RECOMMENDATIONS</b>	<b>39</b>
<b>COMPARISON OF IOFP WITH IAAS AND SIMILAR PROJECTS IN SOUTH ASIA - RECOMMENDATIONS</b>	<b>40</b>
<b>COMMODITIES PROCUREMENT/PHYSICAL INFRASTRUCTURE RECOMMENDATIONS</b>	<b>41</b>
<b>CONTRACTOR EFFECTIVENESS RECOMMENDATIONS</b>	<b>41</b>
<b>EFFECTIVENESS OF TA TEAM RECOMMENDATIONS</b>	<b>42</b>
<b>APPENDIX I: EVALUATION SCOPE OF WORK</b>	<b>1-1</b>
<b>APPENDIX II: MOST CURRENT IOFP LOGICAL FRAMEWORK</b>	<b>2-1</b>
<b>APPENDIX III: DOCUMENTS CONSULTED</b>	<b>3-1</b>
<b>APPENDIX IV: CHRONOLOGY OF MAJOR EVENTS IN THE INSTITUTE OF FORESTRY PROJECT</b>	<b>4-1</b>
<b>APPENDIX V: LIST OF INDIVIDUALS AND AGENCIES CONTACTED</b>	<b>5-1</b>
<b>APPENDIX VI: SUMMARY OF POSITIVE FINDINGS, SALIENT PROBLEMS, AND RECOMMENDATIONS OF THE EVALUATION TEAM</b>	<b>6-1</b>

AGENCY FOR INTERNATIONAL DEVELOPMENT <b>PROJECT DATA SHEET</b>		1. TRANSACTION CODE <input type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	Amendment Number _____	DOCUMENT CODE <b>3</b>
2. COUNTRY/ENTITY Nepal		3. PROJECT NUMBER 367-0154		
4. BUREAU/OFFICE ASIA		5. PROJECT TITLE (maximum 40 characters) Institute of Forestry		
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 07   15   95		7. ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4) A. Initial FY <u>87</u> B. Quarter <u>3</u> C. Final FY <u>95</u>		

8. COSTS (\$000 OR EQUIVALENT \$1 =)						
A. FUNDING SOURCE	FIRST FY 87			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	650	350	1,000	5,033	3,007	8,700
(Grant)	( 650 )	( 350 )	( 1,000 )	( 5,033 )	( 3,667 )	( 8,700 )
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S.	56		56	443		443
Host Country		230	230		5,331	5,331
Other Donor(s)	500		500	1,680		1,680
<b>TOTALS</b>	1,206	580	1,786	7,156	8,998	16,154

9. SCHEDULE OF AID FUNDING (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1)						8,700		8,700	
(2)									
(3)									
(4)									
<b>TOTALS</b>						8,700		8,700	

10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)					11. SECONDARY PURPOSE CODE				
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)									
A. Code	RAG	EWV	TWG	BD					
B. Amount	1,400	8,700	7,300	1,000					

13. PROJECT PURPOSE (maximum 480 characters)

To improve the capability of the Institute of Forestry to meet Nepal's need for trained foresters and resource managers.

14. SCHEDULED EVALUATIONS					15. SOURCE/ORIGIN OF GOODS AND SERVICES				
Interim	MM YY	MM YY	Final	MM YY	<input checked="" type="checkbox"/> 000	<input checked="" type="checkbox"/> 941	<input checked="" type="checkbox"/> Local	<input type="checkbox"/> Other (Specify)	
	09   90			09   94					

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a \_\_\_\_\_ page PP Amendment.)

*Raymond E. Dropik*  
Raymond E. Dropik  
Controller, USAID/Nepal

17. APPROVED BY	Signature	18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION			
	Name	Date Signed	MM	DD	YY
	David M. Wilson Director, USAID/Nepal	MM DD YY 07   01   87			

**ACRONYMS**

<b>CDIE</b>	<b>Center for Development Information and Evaluation</b>
<b>DANIDA</b>	<b>Danish International Development Agency</b>
<b>FAO</b>	<b>Food and Agriculture Organization</b>
<b>FINNIDA</b>	<b>Finnish International Development Agency</b>
<b>HMG</b>	<b>His Majesty's Government</b>
<b>IAAS</b>	<b>Institute of Agriculture and Animal Husbandry</b>
<b>IOF</b>	<b>Institute of Forestry</b>
<b>IOFP</b>	<b>Institute of Forestry Project</b>
<b>IRG</b>	<b>International Resources Group, Ltd.</b>
<b>ITTO</b>	<b>International Tropical Timber Organization</b>
<b>JAICO</b>	<b>Japanese International Cooperation Organization</b>
<b>MFE</b>	<b>Ministry of Forest and Environment</b>
<b>NAFP</b>	<b>Nepal-Australia Forestry Project</b>
<b>PCV</b>	<b>Peace Corps Volunteer</b>
<b>RCUP</b>	<b>Resource Conservation and Utilization Project</b>
<b>SLC</b>	<b>School Leaving Certificate</b>
<b>SDC</b>	<b>Swiss Development Corporation</b>
<b>TA</b>	<b>Technical Assistance</b>
<b>TU</b>	<b>Tribhuvan University</b>
<b>UNDP</b>	<b>United Nations Development Programme</b>
<b>UPLB</b>	<b>University of the Philippines at Los Banos</b>

## **EXECUTIVE SUMMARY**

### **NAME OF MISSION**

**U.S. Agency for International Development/Kathmandu, Nepal.**

### **PURPOSE OF ACTIVITY EVALUATED**

**The purpose of the Institute of Forestry Project (IOFP) is to "improve the capability of the Institute of Forestry to meet Nepal's need for trained natural resource managers (IOF Project Paper)."**

### **PURPOSE OF EVALUATION AND METHODOLOGY USED**

**The purpose of this midterm evaluation "is to provide reliable feedback on implementation and impact of IOFP to IOFP project managers and implementers (Scope of Work)."**

**The methodology used included document review, observation, informal and semistructured interviews, and a systematic consensus-building procedure.**

### **PERSPECTIVE**

**Nepal's move to a parliamentary democracy during the past two years has been accompanied by social unrest and political turmoil. Student agitation helped to catalyze the process of democratization but at the same time this agitation has led to substantial disruption of academic life at teaching institutions across the country. Disruptions on the IOF campuses led to a suspension of the project from July through November, 1991. Some unrest and disruption will inevitably continue on campuses as the country settles into a new political environment. If USAID/Nepal is genuinely interested in achieving the goal and purposes of the recent A.I.D. Initiative on Democracy, it is important that it support the process of democratization in Nepal through tangible and visible measures. The process of democratization is intimately linked with the processes of institutional development and sustainability, and these processes normally require a long maturation period. They cannot easily be hurried along. Patience and persistence are necessary to achieve lasting results. Equally important, the goal and purposes of the IOFP are directly related to the recent A.I.D. Initiative on the Environment and thus the project is an important part of the USAID/Nepal portfolio. The recommendations of this evaluation are framed with these points clearly in mind.**

## FINDINGS AND CONCLUSIONS

We summarize here in general terms and by component the detailed positive findings, salient problems, and recommendations found in the body of the evaluation report (and also summarized point by point in Appendix 6).

### General

The Evaluation Team firmly believes that the IOFP has made considerable progress toward fulfilling its purpose despite the social, political, economic, and bureaucratic constraints that are a part of the current, but changing, context in Nepal. Based on our findings, we believe that the project should be continued. With minor exceptions, we find that the original project design is sound. Our recommendations are for shifts of emphasis in terms of where major efforts should be made from here on rather than any radical redesign.

### Human Resources

The IOFP Technical Assistance (TA) team developed the required selection criteria for choosing IOF faculty candidates for long-term out-of-country training. The contract specified 15 M.Sc. and six Ph.D. training positions. Six faculty are currently receiving M.Sc. training, four in Asia and two in the United States. Short-term training has been provided for both faculty and staff and more is planned.

Tribhuvan University (TU) already had a trainee selection procedure and, although the Vice Chancellor of TU approved the new IOFP procedure, the existence of two existing procedures exacerbated already existing factionalism among the IOF faculty. The fixed number of training positions added fuel to the fire. Campus disturbances during a period of political turmoil led to the suspension of the project in July 1991. The project reopened in November 1991 but no further action has been taken on long- or short-term training, pending the results of this midterm evaluation.

The Evaluation Team recommends that the short-term training plan be reviewed and revised and that short-term training for IOF faculty and staff be resumed as soon as possible. The team recommends that further long-term training be delayed until the IOF has determined and the IOFP Executive Board has approved that training can be resumed without negatively affecting the academic program. The team further recommends that the remaining training funds be placed in a common pool with no specified number of M.Sc. or Ph.D. positions. We do not believe that Ph.D. training is consistent with the current needs of the IOF and recommend that training be directed toward M.Sc. degrees in general forestry and social forestry. No further trainees should be sent to Malaysia and the program at UPLB should be reviewed before sending further candidates there.

## **Research**

The IOFP TA team has provided training to faculty in proposal preparation and research methods that has substantially improved their ability to write proposals, conduct research, and present results. IOFP has also improved linkages with granting agencies, which have resulted in greater availability of funds for research.

The project's emphasis on research, particularly in social forestry, has caused resentment among some faculty who have not directly benefitted. Several research projects either sponsored by the IOFP or guided by its Research Adviser have been on hold since the suspension of the project. To this point, the IOF has received no monetary benefit from faculty research grants.

The Evaluation Team recommends that at this stage in the project there be a shift in emphasis from project-sponsored research toward curriculum development, a better integration of research activities with student training, and a better liaison with other Nepali research institutions to ensure that IOF research is consistent with national research priorities.

The team also recommends that the IOFP TA team work with the IOF and TU to devise a workable system for channeling overhead from faculty research into an IOF discretionary fund.

## **Curriculum Development**

The IOFP has increased IOF faculty and administration awareness of the role of social science in forestry and the need for curriculum development at the Institute. The IOFP sponsored a National Curriculum Development Workshop at the IOF that resulted in sound positive recommendations for curriculum revision.

Poor academic discipline and lack of a functional academic calendar has constrained project efforts to improve the quality of education at the IOF. Actual revision of the curriculum has not occurred. Current TU procedures for curriculum change and the inflexible connection between curriculum and examinations are constraints that need to be overcome.

The Evaluation Team recommends that every effort be made to move ahead rapidly with curriculum revision at the IOF. The new Vice Chancellor of TU is receptive to needed procedural changes. The team further recommends that the IOFP Research Adviser position be extended to the end of the project and that the Scope of Work for this position be changed to focus on curriculum development with much less emphasis on research. The earlier emphasis on research has served its purpose well. The focus should now be on the curriculum.

## **Women and Remote Area Students**

The IOFP TA team has initiated broader female and remote area student recruitment efforts, has actively promoted a better understanding of the role of Nepal's women in natural resource management, and has begun efforts to develop admission and stipend award procedures

that enhance opportunities for women and remote area students. The IOF has satisfied the project condition of increasing female enrollment to a level greater than 10 percent of the student body.

The IOF is currently producing more graduates than the job market can absorb, and female students have significantly more difficulty in finding employment than do males. The student body of the IOF is not representative of Nepal's ethnic and regional diversity and current admission procedures work against more equitable representation. Student stipends provided by IOF are inadequate to meet the most basic needs. Appropriate housing for women does not exist on the IOF Hetauda campus.

The Evaluation Team recommends that USAID and the IOFP TA team work closely with the IOF Dean and TU officials to reduce yearly enrollment at the IOF, regularize admissions procedures to ensure equal opportunity for remote area and ethnic minority students, actively help in job placement of female graduates, provide stipends adequate to meet basic needs, and provide appropriate housing for females at the Hetauda campus.

### **Institutional Sustainability**

The IOFP TA team has contributed to institutional sustainability through a revision of the training plan for IOF faculty and staff, the provision of short-term training of staff in record-keeping and repair and maintenance of facilities, and an analysis of the IOF management structure and recommendations for improvement. The TA team has also helped IOF develop closer links or establish new links with government departments, donor-funded forestry projects, and international organizations that support faculty development.

Despite progress, institutional sustainability problems still abound. Divisiveness among the faculty has slowed implementation of training, previous IOF administrations have not made consistent efforts to maintain or create appropriate links with other agencies, and the IOF currently has no effective system for the sustainable management of its operations. Project expectations that the IOF could profitably manage its forests were exaggerated; such management is beyond the capacity of the existing system.

The Evaluation Team recommends that the IOFP TA team continue its efforts to develop and expand links between the IOF and national and international agencies that support forestry and natural resource management projects in Nepal. To build a better management structure, the TA team should work with the Dean and TU to develop more rigorous standards of accountability, including faculty and staff job descriptions that identify individual duties, responsibilities, and standards of performance. If progress is not made in this regard, USAID should reconsider its continued funding of the IOFP.

At this time, the IOFP should not attempt to promote a program of profit-oriented management of IOF forests. Efforts would be better directed at using the forests for research and demonstration purposes. Another possibility would be cooperative use agreements with

villagers living on the periphery of IOF holdings. This would provide the opportunity for active faculty and student participation in community forestry.

### **Comparison with Other Projects**

The Evaluation Team was directed to compare the IOFP with the IAAS-II project and also with other projects in the region. The team found that USAID funding made a positive contribution to advanced training for IAAS faculty and the upgrading of IAAS physical facilities. We also found that continuous, long-term USAID support to agricultural institutions that promotes institutional autonomy, sound management, and links with universities in the United States has been successful in several cases in South and Southeast Asia.

Two problems stand out in the IAAS-II project. The first is poor contractor performance, which resulted in the project falling short of its human resources development goals. The second is that the project emphasized infrastructure improvement and faculty development over the more pressing need to improve the management structure and administration and to promote integration of the teaching, research, and outreach programs.

The Evaluation Team recommends that USAID/Nepal continue support of the IOF through the IOFP with emphasis on improved management, teacher training, curriculum development, and the integration of the teaching and research activities of the IOF.

### **Commodities, Contractor, and TA Team**

The contractor, working with IOF faculty and administration, developed and implemented a procurement plan designed to meet those needs of the IOF to which the project could respond. Despite delays due to complicated HMG approval procedures and further delays in customs, procurement is more or less on schedule. The Evaluation Team notes that buildings and grounds at both IOF campuses are in need of considerably more renovation than can be provided within the current budget of the project and that funds will not be forthcoming from TU in the near future.

Regarding procurement, the Evaluation Team recommends that the IOFP TA team consult with USAID, TU, the IOF administration, and other HMG officials to seek a legal way to speed imported commodities through the approval procedure and customs. The IOFP currently has plans for renovation of some IOF facilities and provision of lab and field equipment. The Evaluation Team recommends that the procurement and renovation processes be accelerated.

The IOF currently does not have an effective means of dealing with the recurring costs of maintenance and replacement. The IOFP should assist the Dean and TU in developing a system that anticipates recurring costs and finances those costs at least in part through overhead charges on faculty research and through capitation fees.

The Evaluation Team commends the contractor for a high level of performance, despite the political disturbances, disruption of the academic schedule, and frequent changes of administration at the IOF that have prevented timely achievement of some project endeavors. The IOFP has also had to work in the shadow of the Resource Conservation and Utilization Project, which left a legacy of expectations that is difficult to dispel and that cannot be fulfilled by IOFP.

Some staff and students on both campuses, but particularly on the Hetauda campus, seemed to have little information about the IOFP, resulting in distorted perceptions of what the project is intended to accomplish. Opening a project office on the Hetauda campus will help this situation. In addition, the Evaluation Team recommends that the IOFP make available brief quarterly project updates (in Nepali) to all IOF faculty, staff, and students as well as IOF client agencies.

The IOFP TA team has carried out its Scope of Work with determination and commitment in the face of project disruptions mentioned above. The Chief of Party has established very good working relationships with the faculty and several administrations of the IOF. The Chief of Party, the Research Adviser, and the Yale backstopping personnel have all contributed to extensive and detailed project documentation that provides a clear institutional record and has certainly made the Evaluation Team's job easier.

## LESSONS LEARNED

**1) Projects intended to solve broad sectoral problems need to attend carefully to what is feasible within the broad cultural context within which implementation will take place.**

Several aspects of the project design that were incorporated into the project contract appear to have been included in the design without sufficient background research to determine their feasibility within the existing administrative rules and regulations of Tribhuvan University and the Institute of Forestry, and within the social, political, and economic context of Nepal.

**2) Projects designed to enhance availability of trained manpower must have built-in flexibility in order to adjust to the changing manpower needs of client agencies and employers in the private sector.**

It is clear that the projected manpower needs outlined in the Forestry Sector Master Plan (1988) do not coincide with current capacity of Nepali forestry and natural resource agencies to provide jobs. Although the manpower needs may be pressing, the resources required to meet these needs are inadequate, and the IOF should adjust student enrollment accordingly. It is also clear that IOF client agencies require graduates who have a greater understanding of the social dimensions of forestry and natural resource management. The IOF curriculum must be revised to respond to these requirements.

### **3) Institutional sustainability is a long-term and ongoing process.**

A.I.D. needs to re-examine its own policies regarding the length of time it is willing to support institutional development projects. The development of efficient management systems is critical to the development of institutional sustainability. Effective change invariably requires gradual rather than revolutionary adjustment to existing systems regardless of how dysfunctional those existing systems might be. This process simply takes a long time. Fifteen to 20 years is a more feasible time frame than 5 or 10. Furthermore, achievement of sustainability should not necessarily be applied as a criterion of support for every project component. In some cases, sustainability of project initiatives cannot be achieved within a set time frame. Nevertheless, those same initiatives may set in motion multiplier effects that lead to sustainability far beyond the life of a project.

## **SECTION ONE**

### **INTRODUCTION**

#### **PURPOSE OF EVALUATION**

The purpose of this midterm evaluation, as stated in the Scope of Work, "is to provide reliable feedback on implementation and impact of the Institute of Forestry Project (IOFP) to IOFP project managers and implementers. The audience is the U.S. Agency for International Development Project Officer, the Technical Assistance [TA] team, the contractor, and the administration of Tribhuvan University [TU] and the Institute of Forestry."

The Evaluation Team was asked to address two general underlying issues:

- Are there fundamental flaws in the Nepali system of higher education that will prevent project success until changes are made? and
- Is the IOFP the most effective and sustainable way to reach the project goal to "increase productivity and sustainability of rural production . . . through improved public and private sector natural resource management?"

In addition, the Scope of Work specified that the evaluation should address several specific aspects and components of the IOFP, as follows:

- Human resources development;
- Research;
- Curriculum development and training;
- Women and remote area student enrollment;
- Institutional sustainability;
- Comparison of performance with similar projects in the region;
- Commodities procurement;
- Contractor effectiveness; and
- Effectiveness of the technical assistance team.

(The complete Scope of Work is attached as Appendix 1.)

## COUNTRY BACKGROUND

### Introduction

Nepal is a small, mountainous country of 147 million hectares on the southern slopes of the Himalayas between India and Tibet. Most of its 19 million people depend on subsistence agriculture and animal husbandry. Nepal has one of the highest densities of persons per cultivated hectare in the world, with average farm size being only about 0.4 hectare. By most standards, Nepal is one of the poorest countries in the world. Only four countries have a lower per capita GDP. Low life expectancy, high infant and child mortality, malnutrition, and chronic illness are commonplace.

The country can be divided into five physiographic zones paralleling the Himalaya: the High Himalaya (cold); the High Mountains (temperate); the Middle Mountains (temperate-subtropical); Siwalik hills and valleys (subtropical); and Terai (plains-tropical). All of these zones occur along a north-south transect spanning only 150 kilometers. Altitude varies from 60 m asl in the Terai to over 8,000 m asl in the Himalaya. Climatic features that stretch from northern Canada to Florida can all be found compressed in the land area of Nepal.

Access, communications and the provision of government services including education vary substantially among the zones. For example, most of the 3,000 kilometers of paved roads are in the Terai while the country's hill and mountain regions have few all-weather roads suitable for motor vehicles. About half the population resides in the hill region, but during recent decades there has been heavy outmigration to the Terai.

Nepal's population is multiethnic and multilingual. Nepali is the official language of education but for a significant proportion of the population it is a second language. Hinduism is the predominant religion, but Buddhism and Islam also exist. Although most of the discriminatory sections of the legal code were removed in 1962, Nepali society remains highly stratified and interpersonal relationships are affected by relative positions in the various hierarchies. Caste, the most visible hierarchy, is still very important in social interaction (Gilmour, 1990).

### Administration

Administratively, the country is divided into five development regions and 75 districts. The major government ministries and departments are centered in the capital, Kathmandu, with regional and district structures to carry government services to the people. Of these substructures, the district level offices are the most important and best developed.

## **The Forestry Sector Context of IOFP**

During the nineteenth century the revenue collected from the sale of Terai forest products amounted to 40 percent of the national income. The importance of revenue from forests has declined rapidly in absolute and relative terms as forests have been cleared for agriculture and as the economy has diversified. Less than 3 percent of the national income now comes from the direct sale of forest products.

Despite the direct commercial value of forests, their greatest value is as providers of essential inputs into the farming system — particularly in the hills. Forests provide the mineral nutrients and energy that are necessary for the survival of the farming system. Edible tree leaves make up a high proportion of the fodder fed to animals. Green and dried leaves are used as bedding material in animal stalls and mixed with excreta to produce compost, which is the major fertilizer used on the agricultural fields. Timber is used for house construction and for manufacturing farm implements. Firewood remains the major form of energy for cooking and heating.

In Nepal, forest land includes almost all land that is not cultivated, including grassland and shrubland. This amounts to about 62 percent of the land area. Most of this land is under the administrative control of the various departments in the Ministry of Forest and Environment (MFE). The Forest Department is the largest of these and employs about 160 forest officers and 1,440 forest rangers and assistant rangers. The departments of National Parks and Wildlife, Soil and Water Conservation, and Forest and Plant Research also employ significant numbers of natural resource managers at both officer and technician levels. These agencies provide the major employment opportunities for graduates of the IOF although bilateral agencies and nongovernmental organizations (NGOs) also employ small numbers.

If the role of NGOs in rural development expands significantly, they could absorb larger numbers of IOF graduates in the future. Nature tourism is also expanding steadily and is absorbing a few graduates.

Traditionally, Nepal's forest policy and legislation emphasized the policing and licensing functions of forest officials and other natural resource managers. The IOF course curriculum developed in the early 1980s reflected this technical, administrative approach. The Master Plan for the Forestry Sector, which was approved in 1988, provided a coherent and rational view of Nepal's forestry sector and emphasized the importance of community forestry. It indicated that 47 percent of investment in the forestry sector would be earmarked for community forestry. This reflects the experience of the government, which has shown clearly that past policies that emphasized the policing functions of the bureaucracy have failed to achieve their objective of protecting the forests. It has become evident during the past decade that forest development without the active participation of villagers has little chance of success.

The IOF curriculum has not been able to change to keep abreast of these changes in forest policy with the result that IOF graduates are poorly equipped to handle many of the tasks required of them in Nepal's forestry and other natural resource management sectors.

The Institute offers training at two levels. A two-year intermediate certificate course with an entrance requirement of the School Leaving Certificate (year 10) prepares technicians who can be employed as forest rangers and assistant rangers. A three-year B.Sc. course is also offered with entrance requirements of either an intermediate certificate plus one year's work experience or a science B.Sc. In the latter case, the first year of the forestry B.Sc. is waived. The present annual intake into the certificate level is about 220, with half of the students studying at the Hetauda campus and half at the Pokhara campus. The annual admission to the B.Sc. level is approximately 40 students, all of whom study at the Pokhara Campus. About 30 of these 40 students are in-service students — they have been working as rangers or assistant rangers in the departments within the MFE. The remaining 10 are B.Sc. graduates from other Nepal colleges.

### **Political environment**

The transition to a parliamentary democracy in Nepal has not been without disruption. It has been accompanied by considerable social turmoil and political unrest. Compared with many other countries, the transition has been relatively painless, but when viewed from the security of a stable Western democracy it may appear to be slow. This instability is inevitable as the various segments of society grapple with the meaning of democracy and the power relationships within a democratic system.

As with many deep social changes within Nepali society, the student body has been at the forefront of the democratic movement, and student strikes and confrontations have been an integral part of the recent political environment. Having gained the major victory of the overthrow of the *panchayat* system, the student body is continuing to demand social and other reforms. This may be healthy politically, but it is disruptive educationally. There is no doubt that some measure of turmoil will continue within the student body for some time with concomitant problems for university administrators.

### **TEAM COMPOSITION**

The Evaluation Team consisted of the following specialists:

**Philip Young**, team leader. An anthropologist with expertise in curriculum development, academic administration and management, and rural development, ecological sustainability, and fragile lands management issues;

**Keshar Man Bajracharya**, forestry expert (local). A forester with expertise in basic science, technical and social forestry and natural resource management, and forest economics, who has previous experience in Nepal, Pakistan, and Bangladesh;

**Richard English, institutional expert.** An anthropologist with expertise in institutional development, rural development, and sustainability issues, who has previous experience in Nepal, India and Pakistan; and

**Donald Gilmour, forestry expert.** A forester with expertise in technical and social forestry, and curriculum development, who has several years of previous forestry project experience in Nepal.

## STUDY METHODS

The methodology used by the Evaluation Team included document review, observation, and interviews. Both before and during the evaluation, the team reviewed relevant project documents as well as other documents that provided information on the social, political, economic, educational, and forestry sector context of Nepal. In addition, the team consulted several documents evaluating A.I.D. support to agricultural training institutions in Asia. A list of documents consulted is included as Appendix 3. A chronology of significant events in the history of the IOFP is to be found in Appendix 4.

The team inspected the physical facilities and existing equipment at both IOF campuses — Pokhara and Hetauda. Informal and semistructured interviews were conducted with IOF faculty, staff, and students at both campuses. Faculty and students were interviewed at two field tour locations — Chitwan National Park at Sauraha, and the Nepal-Australia Forestry Project (NAFP) training center at Budol, Kabhre Palanchok District. The team interviewed both groups and individuals. Some interviews were conducted by the entire Evaluation Team. Others were conducted by one or two team members, in part to divide the labor and sometimes to comply with a request of an interviewee.

The Evaluation Team also conducted interviews with IOFP team members, USAID officials, Tribhuvan University officials, Ministry of Forest and Environment officials, and representatives of other donor agency forestry projects. A list of individuals and agencies contacted is contained in Appendix 5.

The results of observation and interviews were organized by the Evaluation Team into a preliminary list of positive findings, salient problems, and recommendations. This was done in an intensive five-hour session using a systematic consensus-building procedure developed by a DAI staff member (Olson, 1991). This list served as a guide in preparing both the text of the report and the executive summary.

## SECTION TWO

### EVALUATION OF PROJECT ACTIVITIES

#### HUMAN RESOURCES DEVELOPMENT

This section covers the following tasks:

Task 2	Guidelines for selection of trainees
Task 3	Training opportunities and institutions identification
Task 4	Short-term training plan
Task 5	Trainee selection
Task 6	Short-term training implementation
Task 8	Topical seminar series
Task 9	Administration and management methods training
Task 10	Long-term M.Sc. and Ph.D. training implementation
Task 21	Visiting scholar/exchange professor program
Task 22	Peace Corps involvement
Task 27	Teaching by TA team

The development of human resources is a central feature of the IOFP and is critical to prepare for future needs in the forestry and natural resource sector of Nepal. Faculty need to be better trained to improve the quality of education provided at the IOF and thereby to better prepare its graduates for employment in the fields of forestry and natural resource management. This can be accomplished through both long- and short-term training.

#### Positive Findings

The project design called for the IOFP TA team to work with the IOF Dean and faculty to develop a procedure for selection of IOF faculty to receive long-term, out-of-country advanced training, either at the M.Sc. or Ph.D. level. This task was incorporated in the Yale contract. The IOFP TA team, working with the Dean and faculty, did develop a precise, and seemingly workable, set of criteria for the selection of candidates for long-term training. This can be found in the IOFP Second Semi-Annual Report, Appendix 2-D. These criteria were approved as a procedure by the IOF Dean and faculty and by the Vice Chancellor of Tribhuvan University. However, it is worth pointing out that the project paper made the requirement for selection criteria in ignorance of the fact that TU already had an established procedure. The existence of two approved selection procedures resulted in divisiveness among the faculty after selections were announced (see below).

The TA team, with strong support from the Yale home office, assembled a solid body of information — catalogues, program descriptions, application forms — on colleges and

universities in Asia and the United States. The team and IOF Dean then examined this material to identify those institutions that appeared to have programs appropriate to the training needs of the IOF faculty. The strengths and weaknesses of each program in terms of IOF needs were noted and presented to USAID for review (Rechlin and Dutta, 1991).

Although behind schedule due to campus disturbances, the IOFP currently is supporting the long-term study of six IOF faculty members: three in Malaysia at University Pertanian, one at the University of the Philippines at Los Banos (UPLB), and two at Yale. All are enrolled in M.Sc. programs. Two Ph.D. candidates were selected but have not begun their training (see below).

A plan for short-term and on-the-job training for faculty and staff was developed by the TA team working with a Short Term Training Committee appointed by the Dean. A substantial amount of short-term training has already taken place, including:

- Computer use training for both faculty and students and computer maintenance training for staff;
- TV, cyclone machine, typewriter, and microscope training for various office and lab staff;
- Chainsaw, plumbing, and store keeper training for other staff; and
- Attendance by three faculty (individually) at seminars/workshops on agroforestry, community environmental protection (both in Canada), and common property (in the United States).

More in-country short-term training is planned. The IOFP Chief of Party worked with faculty and staff to arrange third country training for faculty and senior administrators at UPLB. This training was canceled or postponed when the project was suspended.

One visiting scholar from India, sponsored by the IOFP, is currently resident on the Pokhara campus. The visiting scholar program has not worked out as well as had been expected. This is due to project design flaws (see below) rather than any failure on the part of the contractor.

### **Salient Problems**

As noted above, TU already had in place a procedure for selecting candidates for long-term out-of-country training. The project design team was apparently unaware of this when they included the formulation of such a procedure as a project task. Even though the selection procedure developed jointly by the IOFP TA team and IOF faculty was approved by the Dean, the faculty, and the administration of TU, the existence of two procedures opened the door for dispute after the two Ph.D. candidates were selected according to the IOFP procedure. Faculty

not chosen, but who thought they were deserving, questioned the legitimacy of the IOFP procedure.

Due to limited training opportunities in Asia, IOFP, working with the Dean, had received approval from USAID to send two Ph.D. trainees to U.S. institutions. This too created problems because faculty suspected that the more costly U.S. training would reduce the number of trainee positions. Yielding to faculty pressure, the Dean nominated two candidates for Asia, whereas USAID had opened two slots for the United States. The net result of faculty in-fighting over selection procedures is that IOFP efforts to provide long-term out-of-country training have come to a halt.

The IOFP contract specifies both numbers and fields of training for M.Sc. and Ph.D. fellowships. This has exacerbated factionalism and increased general discontent among faculty.

As noted above, plans for short-term out-of-country training at UPLB for IOF faculty and senior administrators were canceled or postponed when the project was temporarily suspended following campus disturbances.

The M.Sc. program identified in University Pertanian in Malaysia is a strictly research-based degree with no course work. Further, it is unclear whether even the research for the degree can be carried out in Nepal or if it must be conducted in Malaysia. This program is inappropriate for the IOF whose faculty are most in need of advanced training in general forestry.

Another issue with regard to long-term training is whether Ph.D. level training is even appropriate to the current and near-term needs of the IOF. Although the presence of faculty with Ph.D.s undoubtedly enhances the stature of the IOF, providing Ph.D. training through the IOFP seems to be an invitation to leave the Institute for greener pastures and thus may subvert the purpose of the project.

The Evaluation Team was told that the IOF currently has 61 faculty members, 40 at the Pokhara campus and 21 at Hetauda. A current list provided to the team indicates that 37 faculty are currently present at Pokhara, 34 of whom are permanent, one temporary, three on contract, and five listed as being on study leave. The Hetauda campus list indicates 19 faculty currently present, one on contract and the rest permanent, with two on study leave. The Pokhara campus currently has a student enrollment of about 310: 200 in the Certificate program and 110 in the B.Sc. program. The Hetauda campus has about 230. The team was also told by different sources that the mandatory minimum contact hours for TU faculty is 15 or 18-21. Any way one looks at these figures, the IOF currently has more faculty than is required to service its existing curriculum. This picture calls into question the need to replace faculty absent for long-term training.

The B.Sc. program at the IOF is small, as it should be, given the limited job opportunities for B.Sc. graduates. Most of the students are enrolled in the Certificate program, which is designed to prepare students for work as rangers and assistant rangers. Yet, from our extensive interviews with faculty members, we find that few of them have field forestry

experience and few appear to be motivated to obtain such experience. As a result, students do not receive the strong field-oriented training that they need to competently carry out their duties when they are employed by the Ministry of Forestry and Environment or on donor-sponsored forestry projects or in the private sector.

Efforts were made by the TA team and Yale to attract visiting scholars to the IOF for year-long stays. However, this plan to use faculty on sabbatical leave from other universities or institutes as visiting scholars at the IOF without provision of any salary was unworkable and doomed from the beginning. Faculty on sabbatical from U.S. institutions typically receive only half pay while on leave and would thus be disinclined to provide their services without some compensation.

Peace Corps Volunteers (PCVs) have been used at the Pokhara campus during the past year to take full-course teaching loads. This has put the PCVs under enormous pressure, which has been aggravated by a recent demand by students that they be banned from the classroom. Although the problem of academic discipline among the students has caused discouragement among the PCVs, it is clearly unfair to expect young, relatively inexperienced foreigners to carry full-course teaching loads with no support from the faculty. There are better ways of using PVCs' time and talents in supporting roles for the faculty that will have the added benefit of contributing to longer-term sustainability of institutional structures. The original intent that PCVs serve as substitutes for faculty on study leave is simply not an effective plan at the present time.

We would add that the PCVs currently assigned to the IOF Pokhara campus have performed their duties very professionally under extraordinarily trying circumstances and the above statement in no way should be construed as calling into question their competence. The circumstances on the campus are not of their making.

### **Recommendations**

To reduce dissension among the faculty over out-of-country training, the Evaluation Team recommends that all training funds be pooled and the fixed number of M.Sc. and Ph.D. fellowships be eliminated. Further, it does not appear that Ph.D. training is relevant to the current needs of the IOF and therefore should be minimized (if not eliminated) in favor of project emphasis on M.Sc.-level fellowships in general forestry and social forestry with a maximum 24-month training period.

To avoid a resurgence of dissension among the IOF faculty, the nomination of any further long-term training candidates should be delayed until such time as the IOF has determined and the IOFP Executive Board has approved that the campus can spare faculty members without adversely affecting the Institute's academic program. However, it should be made clear to the IOF faculty that the restoration of academic discipline must occur quickly because USAID needs to determine, in the near future, a cut-off date after which remaining training funds will be lost. In the interim, the current training plan should again be reviewed and revised as soon as possible (see curriculum recommendations below).

The IOFP TA team has already facilitated valuable short-term training for both faculty and staff and has formulated plans for additional training. This training should be accelerated, especially the in-service training of staff, to enhance job skills and performance. Training in bookkeeping and accounting procedures would be particularly useful to handle project inputs in a manner consistent with USAID procedures. In this regard, short-term training plans formulated before the campus disturbances should be quickly reviewed, revised as necessary, and implemented.

Despite the seeming lack of enthusiasm among the IOF faculty for field forestry training, the TA team should work with the Dean to promote field training opportunities for the faculty. This is necessary to enhance the ability of the faculty to make course content more relevant to needs of client agencies that employ IOF graduates. Forestry in Nepal is, and should remain, a field-oriented discipline. Forestry instruction should not be confined to the classroom.

The problem of overstaffing at the IOF needs to be addressed. It will rapidly become more serious if student enrollment is reduced to correspond more closely to employment opportunities (see below). The TA team should work closely with the Dean to develop a manpower plan for the IOF faculty that will resolve this problem.

If the IOFP is going to continue its attempt to attract visiting scholars to the IOF, the plan needs to be overhauled and put on a more realistic financial footing. At this point in the project, it may be wiser to use the funds to support a resident field forester program (see curriculum recommendations).

The role of PCVs in support of the IOFP needs to be redirected at this time. The project and the Institute would be better served if the PCVs were used to co-teach courses with IOF faculty rather than having sole responsibility for courses. PCVs could also serve in other capacities as well, such as assisting in the campus libraries and nurseries, tutoring English, and assisting faculty in course practicals and field tours. It is also strongly recommended that at least one PCV (preferably with previous forestry experience in Nepal) be assigned to the IOF Hetauda campus. An assessment of IOF needs should be undertaken periodically to determine how PCVs may be best used on the two campuses.

## **RESEARCH**

This section covers the following tasks:

- |                |  |
|----------------|--|
| <b>Task 7</b>  | <b>Research methods training</b>                             |
| <b>Task 29</b> | <b>Research capabilities assessment and plan development</b> |
| <b>Task 30</b> | <b>Small grants</b>  |
| <b>Task 32</b> | <b>Interdisciplinary research capability</b>                 |
| <b>Task 33</b> | <b>Research by the T.A. team</b>                             |

The Research Advisor completed an Integrated Research Plan for the IOF in April 1991, which addressed all of these tasks plus several related ones covering linkages, training sites, integration of social science in the curriculum, texts, manuals, and other teaching material. Since April 1991, additional research activities have been planned or initiated and these are summarized in a research activities update report prepared by the Research Advisor in December 1991.

### **Positive Findings**

The Integrated Research Plan provides a coherent framework for the conduct of research by both faculty and students (final-year B.Sc. students are required to complete a research project). Earlier work in 1987 by the Research Committee and the RCUP/IOFP bridging advisor set the basic structure which has been fleshed out and developed during the term of IOFP. In the past, many offers of research funds to the IOF lapsed without being taken up because of the lack of an effective organizational structure that was able to respond to such offers. The work of the Research Advisor in conducting workshops at both campuses on preparing research proposals and conducting research, particularly social science research, is clearly paying dividends. A group of the faculty, particularly at Pokhara, has demonstrated an enhanced ability to apply for and obtain research grants. The linkages of the IOF with outside funding agencies such as Winrock, Ford Foundation, and the Nepal-Australia Forestry Project (NAFP) have been strengthened and developed to the stage where they are reasonably functional. Some research has led to the preparation of high-quality publications by faculty that have received international recognition.

### **Salient Problems**

Although many of the younger, better-educated members of the faculty at Pokhara have responded enthusiastically to the enhanced research opportunities of the past few years, many others at both campuses, but particularly at Hetauda, feel that they have missed out. As a result, they feel alienated and to some extent resentful. There is also a feeling among many faculty that the research concentration on the social elements of forestry as opposed to the biophysical elements has resulted in an imbalance in IOF research priorities.

There is a degree of inevitability about some of these negative feelings expressed by the faculty. The project has a clear mandate to increase the social science elements in the curriculum and research of the Institute. By its very nature, this will confront faculty with a challenge about their view of forestry as opposed to other views of forestry, which emphasize a more social orientation. This conflict needs to be recognized and managed by both the TA team and the Institute administration.

One difficulty in providing an appropriate balance between biophysical and social science research is that many funding agencies specify the type of research that they will fund. At the moment, social forestry topics are topical because of the perceived neglect of social science elements in the past, and the current importance of community forestry in Nepal. However, the

dichotomy is not as sharp as many faculty claim; much social forestry research does (or could) contain many biophysical elements. Community forestry is, after all, about effective integration of the two elements.

A more important problem relates to the perception that some faculty have put considerable effort into obtaining research grants at the expense of their teaching. Some faculty also seem to be better at obtaining grants than at carrying out research, and an instance was provided of a faculty member who obtained four or five grants, but has not completed any projects. Faculty who win research grants enhance their income and gain opportunities to enhance professional development and teaching ability. These rewards, in part, account for some of the resentment of those who have missed out.

It is inevitable that, in an Institute such as the IOF, many faculty will not be interested in, or poorly equipped to carry out, research. The Dean needs to take an active role in ensuring an appropriate balance is maintained between research and teaching.

### **Recommendations**

The Institute is undergoing change, and the Dean will need to provide a steadying hand to ensure that the pace of change does not cause such internal disruptions as to make management impossible. There seems no doubt that the higher profile of research, particularly social science research, that has resulted from the presence of the project has caused its own problems.

It is unrealistic to expect that all faculty can share equally in research grants. However, it is not unrealistic for those who are the major beneficiaries of the grants to contribute part of them to the overall well-being of the Institute.

Mechanisms should be explored by the TA team, the Dean, and the Research Committee whereby a significant percentage of the grants can be charged to overheads that would be lodged in a discretionary fund.

Approaches should also be made by the TA team to granting agencies to explore the possibility of arranging for grants for biophysical research and particularly for assistance in the development of teaching materials. Some of the small grants could be refocused into this latter direction. This final point is also relevant to the recommendations of the section on Curriculum Development.

## **CURRICULUM DEVELOPMENT AND TRAINING**

This section covers the following tasks:

<b>Task 24</b>	<b>Curriculum revision and development</b>
<b>Task 25</b>	<b>Practical experience content of courses</b>
<b>Task 26</b>	<b>Social sciences integration into courses</b>
<b>Task 28</b>	<b>Teaching materials development</b>

Curriculum and its development is the heart of any teaching institution. Although it does not, of itself, determine the calibre of the graduate, without an appropriate curriculum, the graduates will have little chance to meet the needs of the client agencies. It is a widely expressed view in Nepal that the present curriculum of the IOF is not well suited to providing the knowledge and skills required for people working in the rapidly evolving fields of forestry and related natural resource management.

### **Positive Findings**

During 1990, a Curriculum Development Task Force appointed by Dean Dutta carried out a survey of client agencies and individual working graduates of the IOF on curriculum changes necessary to make the IOF program more relevant to modern natural resource management needs.

In November/December 1990, the Curriculum Development Task Force of the IOF conducted a National Forestry Curriculum Workshop at Pokhara under the sponsorship of the IOFP. The workshop assembled representatives from the client agencies, Tribhuvan University, past graduates, present students, and international educational specialists. The workshop was constructive and a detailed publication produced by the IOFP contains the invited papers along with the recommendations for change.

The workshop was followed by two days of meetings of the Curriculum Development Task Force, which produced a list of courses that should be included in the new curriculum. Further curriculum development efforts were planned by the Task Force but were suspended due to a variety of disruptions both on and off campus.

The IOFP has promoted a series of activities both in the classroom and at field sites to introduce faculty to topics that will broaden their knowledge and awareness of the role of social science in teaching. These included:

- Use of Rapid Rural Appraisal techniques for collecting social and biophysical information for forest management;
- Emphasis on the role of social sciences for forestry and other natural resource educators; and

- Introduction and structured discussion of a set of community forestry readings.

### **Salient Problems**

A criticism of the present curriculum frequently expressed by students and faculty alike is that it has not altered in eight years and does not reflect the substantial shift towards community forestry that has occurred during the past decade. In other words, it is too technical in nature. However, strong comment was made by senior members of the Ministry of Forest and Environment and the Forest Department that the recent graduates were poorly equipped to handle simple technical procedures. A revamped curriculum will not resolve this difficulty. It is evident that the present curriculum is not being translated into effective teaching. This was confirmed during discussion with past and present students who voiced uniform discontent with the quality of the teaching and the poor conditions of the learning environment. Of particular concern was the lack of effective practical sessions both in the laboratories and the field. Field practicals are scheduled each Friday, but during the past year only five were reported to have been held for the first-year, Certificate students at Hetauda. The students also claimed that many of the longer-period project attachments and observation tours were poorly planned and executed.

There are, thus, two basic problems:

- The present curriculum is inappropriate for the current needs of client agencies; and
- The quality of teaching and the quality of the learning environment at the IOF are very poor.

The attitude of the students is also part of the problem. Many instances of students not attending lectures and demanding that faculty give them high passes on internal assessments regardless of their actual performance were reported to the Evaluation Team. The problem of poor academic discipline on campus can be traced to faculty and students alike. The achievement of quality education at the IOF will be impossible until some degree of responsibility has been accepted by both partners (faculty and students) for the outcome of the educational experience. An improved curriculum is important, but not as important as a change in the way that the educational process is managed. The Dean has a critical role to play in bringing about the necessary changes in attitudes and he will need the active support of the TU authorities.

Students complain about the general quality of the teaching imparted and the heavy reliance on out-of-date lecture material that is unrelated to Nepal's conditions. Few if any faculty have had the benefit of receiving any teacher training or training in procedures for curriculum development.

The TU system is a constraint in evolving a dynamic curriculum with ongoing development. Under the TU regulations, once a curriculum is approved it must stay in place

for five years before further changes can be made. In rapidly evolving fields, such as natural resources management, more frequent adjustments are needed. It is unlikely that the present plans to develop a new curriculum will bear fruit for a considerable period (a year or more) because of the many steps in the approval process within TU. But until this is done, IOF faculty will not be able to revamp the course content of individual subjects and rewrite examination questions.

### **Recommendations**

The most important requirement for the improvement of the quality of education at the IOF is the acceptance of a high degree of academic discipline by both students and faculty. Teachers must teach and students must attend classes. This is largely beyond the control of the project staff. The Dean with the support and leadership of the TU authorities has the pivotal role to play in this regard. If academic discipline is accepted, then other initiatives will enhance the quality of the educational experience. If not, attempts to improve teaching conditions at the IOF will be nothing more than window dressing.

IOFP can continue to facilitate the process of obtaining approval for a revised curriculum by both on-campus and off-campus activities. Even after official approval is achieved, the process of subject revision and the preparation of new and innovative teaching material (particularly of a practical, field nature) will require considerable effort. Approval of a new curriculum will provide good opportunities for the TA team to arrange for appropriate long- and short-term training, the redirection of the role of PCVs (see above), and the introduction of regular, structured contact with competent Nepali natural resources managers. The Scope of Work of the second position on the TA team could be restructured to give greater emphasis to curriculum development issues and less emphasis to research in order to pursue these opportunities.

### **WOMEN AND REMOTE AREA STUDENTS AND OTHER STUDENT AFFAIRS**

This section combines the following IOFP tasks: Student selection and scholarships (Task 11), Women and remote area students (Task 12), and Student activities support (Task 39 - added as of May 1991). The main objective of these tasks is to affect IOF enrollment in such a way that the student body becomes more representative of the population of the country as a whole and, by implication, more representative of the actual users of forest resources.

### **Positive Findings**

Until recently, IOFP has had little influence over the selection of students admitted to the IOF other than through its provision of local currency funds for the IOF Scholarship and Stipend Program, and by setting conditions for a minimum level of female student enrollment (10 percent). However, the IOFP TA team has recently begun efforts to develop a set of procedures

for admissions and stipend awards with the IOF Selection Committee that is consistent with the goals of the project, and that enhances opportunities for admission and awards to remote area students. As indicated below, if the IOF is to be responsive to Nepal's needs for effective natural resource management personnel, it must broaden the makeup of its student body without compromising its rigorous admissions standards.

In addition, the TA team has actively promoted a better understanding of the role of Nepal's women in the management of the country's natural resources among IOF faculty and students. Examples of this effort include:

- Sponsorship of IOF faculty participation at a national conference on "Women and Farming Systems" held at the Institute for Agriculture and Animal Sciences in September 1989;
- Promotion of links with the Ford Foundation for sponsorship of a visiting Women in Development specialist to the IOF; and,
- Promotion of links with the USAID Mission for independent funding of Women in Development activities on the IOF campus related to the recruitment and training of female students.

In consultation with the IOFP Research Advisor, an IOF faculty committee convened in mid-1990 to develop a nationwide survey on women in forestry and natural resource management. The survey was designed to solicit information from women employed in the forestry and natural resources sector on opportunities and problems that women face in obtaining employment in the sector. The survey targeted female graduates of IOF to obtain specific information about their past training, their current employment and their recommendations for a future curriculum specific to women and forestry at the IOF. The results of this survey will be the focal point for a national conference on Women in Forestry and Natural Resources to be held in March 1992 on the IOF Pokhara campus with IOFP sponsorship.

Female admissions to the IOF have increased significantly since IOFP's inception. Enrollment records for the academic years 1988-1989 to 1990-1991 indicate an increase in female admissions at both the Certificate and B.Sc. levels from 25 female students in 1988-1989 (9 percent of total enrollment) to 35 in 1990-1991 (13 percent of total enrollment).<sup>1</sup> Thus, the IOF has satisfied the project condition of increasing female enrollment to a level greater than 10 percent of the student body. Although this increase in female admissions to the IOF cannot be linked directly to the IOFP, the conditions set by USAID for project funding as well as the project's early efforts to promote broader female and remote area student recruitment through Radio Nepal broadcasts have undoubtedly contributed to the awareness of female students of opportunities at the IOF.

---

<sup>1</sup> Female enrollment at the Certificate level during the same period increased from 10 percent to 23 percent of total enrollment; and at the B.Sc. level, from zero to 12 percent of total enrollment (IOFP Annual Report, 1990).

The student activities support task was added to the contract team Scope of Work shortly before the suspension of IOFP activities by USAID. The team has undertaken no student activities support since the project was resumed. However, the Chief of Party has solicited proposals for the improvement of student recreational facilities from the IOF Dean and the Hetauda Campus Chief.

### **Salient Problems**

The number of graduates currently being produced by IOF apparently exceeds the current and midterm needs of the Forest Department and other client agencies within the government. A Yale/IOFP study of the HMG (His Majesty's Government) Forestry Master Plan, which carefully reviewed the employment opportunities in the Department of Forests and its sister agencies within the Ministry of Forest and Environment, concluded that the plan's manpower recruitment projections for the forest sector are misleading.

[Career] opportunities have a boom-and-stagnation pattern throughout most of the forestry sector, with only modest possibilities for advancement; and those are primarily in the early phases, lower ranks, and less desirable locations (Burch and Messerschmidt, n.d.:9).

The HMG hiring freeze, which has been in effect since late 1989, has resulted in large-scale unemployment among graduates at Certificate and B.Sc. levels. Recent demonstrations by unemployed IOF graduates calling for the government to remedy their situation attests to the problem. Donor-funded project and private sector employment opportunities for IOF graduates are also limited. Female graduates are particularly disadvantaged because their employment opportunities are far more limited than for their male cohorts (Regmi, n.d).

Although IOF admissions apparently exceed the requirement for graduates, it is clear that the student body of the IOF is not representative of Nepal's ethnic and regional diversity. The majority of students on both campuses belong to the Brahmin and Chhetri groups and originate from the districts surrounding Kathmandu, Pokhara, and Hetauda. A survey of the 1987/88 Certificate-level enrollment of the IOF revealed that 92 percent of the student body belonged to the Brahmin, Chhetri, and Terai groups while only 3 percent belonged to the hill ethnic groups and lower castes (Gilmour and Fisher, 1991:186). Of the 37 remote area students currently enrolled at the IOF Pokhara campus, 81 percent belong to the Brahmin and Chhetri groups and 65 percent originate from only three districts (Ghoroka — 39 percent; Sindhu Palchok — 8 percent; and Dolakha — 8 percent). Half of the 28 female students enrolled in the Hetauda campus certificate program come from Makwanpur District, the district in which the campus is located.

The reason for this disparity in IOF admissions is that current admission procedures work against candidates from remote areas. Students in remote villages do not have the same access to good quality mathematics, English language, and science instruction that their urban cohorts do. Thus, many motivated remote area students are not able to reach the SLC standard of

selection established by the IOF Selection Committee. This problem has been more recently compounded by the fact that, due to campus disturbances and changing administrations, the admission schedule for the IOF has been erratic. Remote area students who do not have access to newspapers and radio have difficulty in meeting the shifting deadlines that are set for candidates to appear on campus for application.

Nearly every IOF student receives some form of financial assistance either in the form of scholarships provided directly by the Institute or by bilateral projects and NGOs. Ten seats are reserved on each campus for students supported by donor-funded and NGO project but the number of "project supported students" exceeds this figure. In addition, the Nepal Australia Forestry Project and the Swiss Development Corporation actively recruit and support a small number of students from the hill districts in which they operate. Despite these opportunities for targeted support, there is currently no systematic procedure at the Institute for the active recruitment of students from remote areas. Early IOFP female and remote area recruitment promotion efforts have not been continued. Although radio broadcasts are likely to reach a broader audience than newspaper advertisements, they fall far short of reaching a truly representative audience.

The Institute's provision of financial support to the student body falls far short of actual requirements. The basic stipend provided to all students who do not receive project support is set at Rs 200 per month, a figure that is woefully inadequate to meet even the basic needs of the recipients. Female students at the Hetauda campus are further disadvantaged by the lack of adequate on-campus housing.

### **Recommendations**

USAID, through IOFP, should support the Dean in his efforts to reduce yearly IOF student enrollment for both Certificate and B.Sc. degrees to a level that is consistent with the realistic human resource requirements of client agencies. IOFP should assist the Dean in developing a survey of client agencies, both in the public and private sectors, to determine current and near-term employment opportunities for IOF graduates.

IOFP advisors should work with the IOF administration to promote job placement of IOF graduates, particularly female graduates. The USAID Women in Development Office may provide some resources in this regard. IOFP could also assist the IOF in developing an alumni association that takes advantage of IOF graduates who have established themselves in government departments and in private sector concerns. IOFP could also provide referrals for IOF graduates to bilateral donor agencies and NGOs.

The TA team should work with the Dean of the IOF to regularize the admissions procedures and schedule to ensure that remote area students have equal opportunity for admission to the Institute. Application schedules must be consistent and advertised well in advance. In addition, if appropriate, IOFP advisors should work closely with the Dean to promote recruitment of ethnic minority students and students from remote villages. This effort will require not only more widespread and timely dissemination of admission announcements,

say through the District Forest Officers and Rangers, but a program of remedial instruction to support more academically disadvantaged students. The IOFP, in coordination with the Peace Corps, could support the development of a remedial program in mathematics, science, and English on the IOF campus. Alternatively, IOFP could support IOF contracts with institutions offering specialized instruction, such as the English Language Institute in Kathmandu.

The TA team should also expand its efforts to build links with other projects and organizations concerned with forestry and natural resources development in Nepal to encourage expanded recruitment and support of remote area students. NAFP, SDC, and the Koshi Hills Community Forestry Project all pay a "capitation fee" each year to reserve seats for deserving students from their project areas over and above the stipends that both projects provide to students enrolled in the IOF. Additional donor involvement in such a program would increase remote area enrollment and provide funds that the IOF could use to finance remedial instruction both on and off campus.

Only through such concerted recruitment efforts will the IOF succeed in making its student body more representative of Nepal's forest users. Although sustainability of these efforts may not be likely beyond the life of IOFP, it is important for the project to assist in building a "critical mass" of female and remote area students to begin to correct the biases of the past. The development of such a critical mass will ensure continued application of female and remote area students.

IOFP should facilitate the provision of hostel facilities for women at the Hetauda campus as soon as possible. The IOF should explore the possibility of using IOFP "small campus repair" funds to renovate the structure currently used by the female students.

IOFP should encourage the Dean and TU to raise the student stipends to an appropriate level, and to regularly adjust the rate of stipend to offset the effects of inflation and currency fluctuations. At the same time, IOFP should work with the Dean to develop a sustainable stipend program. Sustainability with respect to stipends may involve continuing donor support. Government support for postsecondary education is a common element of developed societies. Until the government of Nepal is able to provide adequate and consistent support to all those who seek higher education, donors must consider such support as a key element to building a trained and skilled workforce that will be capable of managing Nepal's natural resources in a sustainable fashion.

## **INSTITUTIONAL SUSTAINABILITY**

This section combines the IOFP tasks to review and update the IOF training needs assessment (Task 1) and links with other programs (Task 23).

Although the project's fulfillment of these tasks will be an important contribution to the sustainability of the IOF, the requirements for building a sustainable Institute go far deeper than faculty development and enduring external support. IOF sustainability will require that

Tribhuvan University, the IOF administration, and its faculty and student body together support the goals of the Institute. Once agreement on these goals has been reached, TU must give the Institute's leadership the authority to develop a system of management that builds faculty, staff, and student commitment to those goals. That management system must also be responsive to the evolving requirements of the client agencies that use IOF research findings and employ IOF graduates. As Lawrence Busch points out in his evaluation of over 20 years of A.I.D. support to the agricultural universities of India,

There are at least three ways of viewing organizations: as self-contained entities, without much contact with or influence from their external environment; as entities that respond to a continuing array of pressures and requests from an external environment that may be friendly or hostile; or as active shapers of their own environment. . . . [A] very small number of organizational leaders have discovered that successful organizations are those that seek to change their environment and so to markedly increase the probability of organizational success (Busch, 1988).

At this point in the development of the IOF, the Institute can be seen as belonging to the second type of organization: one that is pushed and pulled by national politics, with government demands for improved quality of graduates; campus factionalism that pits faculty against faculty for scarce training and research funding; faculty and administrative factionalism that has brought about the resignation of two deans; and student-faculty factionalism over curriculum and teaching. For the Institute to evolve to one that shapes its own environment will require strong leadership, sound management, support from TU for the exercise of that leadership and management, and the patient support of donors committed to true institutional development.

### **Positive Findings**

The IOFP TA team and the IOF Dean have reviewed the training needs assessment developed for the Institute in the IOFP project paper, and have revised the training plans for both IOF faculty and staff (see the above section on training). The revisions of the faculty training plan are intended to provide the faculty with a broad base of training that integrates the social sciences, economics, management, and the traditional biophysical sciences of a forestry curriculum. The objective of this training is to better enable the IOF faculty to prepare students to meet the future natural resource management requirements of the country (Rechlin and Dutta, 1991).

The TA team has helped IOF establish closer links with government departments, and to establish new links with donor-funded forestry and natural resource projects in Nepal. The TA team has also developed links between the IOF and international organizations and foundations that support faculty development and training such as the Canada-Asia Partnership Programme. Although the IOF faculty had demonstrated an ability to attract donor support for research activities and student stipends prior to the initiation of IOFP, the TA team has been instrumental in exposing faculty and students to new developments and opportunities in community forestry and resource management through its Topical Seminar Series and the

referral of students and faculty to private- and agency-supported research. The IOFP Chief of Party's personal ties with senior officials in the Ministry of Forest has promoted closer ties between the ministry and the IOF that are crucial to developing a more client-responsive Institute.

The IOFP TA team has made a preliminary analysis of the management structure of the IOF, and has made recommendations for improvement. These appear in a White Paper entitled "Governance and Organization at the Institute of Forestry" prepared by the Chief of Party (Rechlin, 1991). In this document, the Chief of Party provides concrete proposals for improving the administrative structure of the Institute and the reorganization of its academic program.

IOFP has provided short-term training for IOF staff in repair and maintenance of facilities and equipment and in record-keeping procedures and intends to continue doing so for the life of the project.

### **Salient Problems**

IOFP has not made significant progress in contributing to the development of a core faculty dedicated to the goals of the IOF. Divisiveness among the IOF faculty over access to training and research funds has prevented IOFP from implementing its training plans according to schedule, and has resulted in lost opportunities for faculty and students. Although candidates were selected for Ph.D. training in the United States, faculty disputes over the candidate selection criteria resulted in USAID's temporary suspension of the participant training component of IOFP in June 1991. Similarly, funds from a Ford Foundation grant to the IOF's Social Forestry Systems Study Group program were suspended in May 1991 following faculty disputes over the membership of the committee.

Previous IOF administrations have made no efforts to coordinate and link up with agencies that support training in the forestry sector. Opportunities to host in-service training of Forest Department personnel supported by DANIDA and FINNIDA were overlooked by an earlier IOF Dean. IOF faculty and students would profit from having experienced professionals on campus and the IOF could have performed a valuable service for the Forest Department in hosting the training program.

The IOF currently has no effective systems in place for sustainable management of its operations, including maintenance of facilities and equipment provided by IOFP. There is no clear delineation of authority from the Dean through the Assistant Deans and Campus Chief and, in the absence of the Dean, no decisions on the day-to-day operations of either campus can be made.

Similarly, in the absence of an effective system of operational management, USAID expectations that the IOF can manage its forests profitably are unrealistic. On those lands that it does manage effectively, such as the campus nursery at Hetauda, any earnings that the Institute realizes from, for example, the sale of seedlings must be remitted to the TU treasury. This system minimizes incentives for the rational management of Institute resources.

## **Recommendations**

The IOFP team should help Tribhuvan University officials and the IOF administration to develop more effective management systems and more rigorous standards of accountability for the IOF. The Institute of Engineering has recently instituted management reforms with the assistance of Canadian technical assistance. The IOFP and the Dean should consult with the Dean of the Institute of Engineering to determine if these management reforms are appropriate and applicable to the IOF. The Chief of Party's recommendations for the governance of the Institute should be reviewed by the Dean and the TU Vice-Chancellor and, to the extent appropriate, used in the revamping of the overall administrative structure of the Institute. If progress is not made on these issues, USAID should reconsider its continued funding of the IOFP.

The IOFP team should continue its efforts to develop and expand links between IOF and the national and international agencies concerned with forestry and natural resource management that are supporting projects in Nepal. These include: the training division of the Department of Forests; the NGOs; the multilaterals (for example, the World Bank, the Asian Development Bank and FAO); and the bilateral agencies (ODA, GTZ, DANIDA, FINNIDA). The IOF's recent success at securing a grant for research and technical assistance from the International Tropical Timber Corporation with funding from JAICO is a clear demonstration of the breadth of potential donor support. Such efforts to increase the number of "stakeholders" in the future of the IOF will provide the Institute with a more diverse portfolio of research and training resources, and will better guarantee continued donor support to the Institute.

To build a better organizational and management structure within IOF, the TA team should work with the Dean to develop job descriptions for all faculty and staff. These job descriptions must clearly identify each individual's duties, responsibilities, level of authority, and lines of communication. These job descriptions must also establish a minimum set of performance standards for each member of the faculty and staff.

The TA team should assist the Dean in obtaining a clear agreement from the Forest Department and TU for control of the resources allotted to the Institute and the earnings accrued therefrom. At the present time, however, the project should not attempt to support a program of profit-oriented IOF management of its forest resources. Such a program would place management demands on the Institute that it is not yet capable of handling. As an alternative, the IOF could enter into agreements with villagers living on the periphery of its lands, at both the Hetauda and Pokhara campuses as well as at its research stations, for the joint management of forest resources. Agreements of this sort would enable the Institute to maintain lands for income, for research and instructional purposes, and for demonstrating community forestry and agroforestry resource management strategies.

As a condition for greater fiscal autonomy, the IOF Dean, with the assistance of the IOFP, should develop a financial sustainability plan that sets clear objectives for IOF programs, targets for earned revenues from the Institute's own resources, and accountable proposals for the management of donor assistance.

### **SECTION THREE**

## **COMPARISON OF IOFP WITH THE INSTITUTE OF AGRICULTURE AND ANIMAL SCIENCE AND SIMILAR PROJECTS IN ASIA**

The IOFP Evaluation Team was asked to review the evaluation reports of other USAID-funded projects in agro-technical education support in the Asian region. The purpose of this review was to determine if any lessons learned from these projects could be applied to the evaluation and forward planning of the IOFP. The Mission was particularly concerned that the Evaluation Team review USAID's experience of support to Nepal's Institute of Agriculture and Animal Science (IAAS). Time did not permit the team more than a cursory review of the IAAS documentation and a brief field visit to the IAAS campus in Rampur. Nevertheless, the team was able to draw conclusions that have particular relevance to the IOFP.

### **POSITIVE FINDINGS**

The Evaluation Team reviewed evaluation reports of three respected agricultural institutions to which A.I.D. has provide continuous support for as much as 20 years: Kasetsart University in Thailand (Eriksen, et al., 1988); Bogor Institute of Agriculture in Indonesia (Theisen, et al., 1989); and Hassan II Institute of Agriculture and Veterinary Medicine in Morocco (Eriksen, et al., 1987). In addition, the team reviewed a joint evaluation of India's 28 State Agricultural Universities sponsored by A.I.D.'s Center for Development Information and Evaluation (Busch, 1988).

In sum, the team determined that continuous and long-term USAID support to agricultural institutions that promotes institutional autonomy, sound management, flexibility in curriculum development, faculty research, and extension programs, and that promotes enduring links between the agricultural institutions and major agricultural research universities in the United States has been successful in several cases in the Asian region. Some of the factors that contributed to the successful development of these institutions are already shared by the IOF. Others will require that Tribhuvan University, USAID, and the IOF follow up on recommendations contained in this report. A list of success factors common to the projects reviewed includes:

- A sense of mission and commitment to the unique goals of the institution that is shared by faculty, staff, students, and, particularly, alumni who have graduated to progressively more important positions in the government and the scientific community;
- Faculty and administration commitment to quality and the drive for international recognition;

- A degree of institutional autonomy in relations with external donors as well as national government ministries and agencies;
- Efficient management of multidonor resources;
- Long-term commitment by A.I.D., multilateral donors, and affiliated universities to the institution's development;
- Organizational structures that permit and encourage faculty to take initiatives in seeking research funds and in developing entrepreneurial activities;
- Selectivity in choosing faculty and students;
- Curriculum models that integrate teaching, research, and practical fieldwork for students and faculty;
- Willingness to establish institutional measures of quality based on international standards, and receptivity to continuing evaluation;
- Reliance on a well-developed secondary school system;
- Good quality teaching and research facilities;
- Practical orientation of faculty and student research that focuses on the problems unique to the society and environment of each institution; and
- Links with government agencies and kindred institutions at the national and international level.

The Evaluation Team has provided IOFP with all of the documentation cited above. Tribhuvan University officials, officers of the IOF and its client agencies, and the USAID Mission Project Officers would profit from a study of these evaluations.

### **SALIENT PROBLEMS**

Although the Evaluation Team found that USAID funding has contributed to the advanced training of IAAS faculty and the upgrading of the IAAS physical facilities, several factors contributed to a disappointing outcome to over 17 years of support to that Institute. Particularly, poor contractor performance resulted in the IAAS project falling short of its human resources development goals. More importantly, however, the IAAS project emphasized improvement of IAAS infrastructure and faculty development over the more pressing need to support the improvement of IAAS management and administration, and the need to support the development of an integrated teaching, research, and outreach program.

In its review of other A.I.D.-supported projects in the region, the Evaluation Team found that the successful institutions continue to face problems that are not dissimilar to those that affected the outcome of USAID's support to IAAS and continue to affect the development of IOF. These include:

- The need for strategic planning mechanisms to integrate a faculty with diverse subject specialties around a common set of education and research priorities;
- A need to develop the management and institutional development skills among the faculty and administration;
- A need for a level of autonomy — balanced with a proportional level of accountability — that will enable the institution to be responsive to evolving client demands;
- A need for donors to support an institutions linkages with the policy, research, educational, and public constituencies that it is designed to serve;
- A need to improve faculty incentives through a reward system based on merit achieved in both teaching and research;

## **RECOMMENDATIONS**

Based on its review of lessons learned from A.I.D. support to agro-technical institutes and faculties in the Asian region, USAID/Nepal should continue to support the institutional development of IOF with emphasis on improved management, teacher training, curriculum development, and the development of a flexible research capacity.

In addition, USAID/Nepal should continue to support the development of enduring ties between the IOF and appropriate teaching institutions in the United States. The Yale School of Forestry and Environmental Studies has provided exemplary service to USAID and the IOF. However, due to the nature of Yale's graduate program, noted for its high academic performance and standards, efforts should be made to develop additional relationships between the IOF and forestry schools and technical institutes in the United States with academic objectives and curriculum more comparable with those of the IOF.

The review of A.I.D. support for other agro-technical institutes leads the Evaluation Team to strongly recommend extended support as the key to successful institutional development. USAID/Nepal should evaluate the IOFP within two years time to determine if sufficient progress has been made to warrant extension of the project.

Finally, the Evaluation Team recommends a thorough review of the Center for Development Information and Evaluation (CDIE) literature on agro-technical institutional development that the center has provided to the IOFP TA team by all officials concerned with

**the success of IOFP. In addition, USAID/Nepal, through the IOFP, should sponsor a study tour or regional seminar for senior MFE, TU, and IOF officials that familiarizes the participants with the operations of successful agricultural institutes in the Asian region.**

## SECTION FOUR

### EVALUATION OF CONTRACTOR

#### COMMODITIES PROCUREMENT/PHYSICAL INFRASTRUCTURE

This section covers the following tasks:

Task 16	Libraries
Task 18	IOF Forests
Task 19	Equipment and commodity lists
Task 20	Procurement
Task 40	Construction (new)

#### Positive Findings

With initial guidance from the IOFP TA team, the IOF Library Committee, consisting of representatives from all subject matter areas, compiled lists of current and lapsed periodicals and existing holdings and surveyed the faculty to get suggestions for book and periodical acquisitions that would better meet their needs. The project home office at Yale, in collaboration with the Yale Forestry and Environmental Studies library, made arrangements for purchasing books and periodicals, collecting donated books, and shipping these to the IOF.

Two shipments of books have been received by the IOF after the inevitable delays in customs. Sixteen journal subscriptions have been renewed or begun and will continue through the life of the IOFP. Map cases were built for both the Pokhara and Hetauda libraries and sets of maps were purchased by the IOFP. The Hetauda library received a much needed coat of paint and new shelving has been ordered. Several educational videos donated by U.S. timber companies have been received through the efforts of IOFP staff.

The IOFP TA team working closely with a Computer Committee appointed by the Dean, and produced a computer procurement list that was approved by the Dean. Eighteen months elapsed before approval was received from HMG to import the computers. During this time, computer labs were set up on both IOF campuses. All of the computers arrived (with one shipment of accessories still in customs) and had been installed on both campuses shortly before the arrival of the Evaluation Team. A Peace Corps volunteer with computer background installed the computers, set up the available software on the machines, and provided instruction in computer use to IOF faculty, staff, and students.

The American-made computers were purchased through a local firm in Kathmandu to insure the availability of local service. Another local firm was awarded the contract to provide battery back-up, surge protection equipment, and service.

Under the able direction of the IOFP TA team, faculty requests for lab and field equipment were matched with actual classroom and field needs. At the time of the Evaluation Team's visit, this process had been completed for the Hetauda campus and was about half finished on the Pokhara campus. Procurement of equipment that can be purchased locally or in India has begun. Equipment that must be obtained in the U.S. will not be purchased until the list is complete and can be sent as a single order to Yale for procurement and shipment.

The IOFP procurement process is on schedule despite earlier delays and has been handled in a competent fashion by the contractor.

IOFP has recently received USAID approval to proceed with the renovation and improvement of selected buildings and grounds at the Hetauda campus.

### **Salient Problems**

The buildings and grounds at both IOF campuses are in desperate need of considerably more renovation than can be provided within the current budget of the IOFP. It is clear that funds for this purpose will not be forthcoming from TU in the near future. A particularly vexing problem is that there is no hostel for female students on the Hetauda campus to accommodate the 28 girls currently enrolled in the program there. The facilities they occupy are substandard and inadequate.

The lengthy and complicated procedures for clearing imported commodities through customs in Nepal has significantly slowed IOFP's efforts to provide new and replacement equipment to the IOF.

### **Recommendations**

The IOFP should continue current plans for renovation of IOF facilities and the provision of lab and field equipment at both campuses, and make every effort to accelerate the process. In addition, the TA team should work with USAID to secure support from other donors for further renovation of the two IOF campuses and for some additional capital construction, especially a hostel for women at Hetauda.

Both the HMG approval process for certain imports and the process of extracting the goods from customs once they arrive are badly in need of streamlining. The IOFP team should consult with USAID, TU, the IOF administration, and other relevant HMG officials to determine if there is any legal way to speed up the import approval and customs clearance processes.

To deal effectively with the problem of recurring maintenance of physical facilities and equipment at both IOF campuses, the IOFP should assist the Dean and TU in developing a system that anticipates recurring costs and finances those costs through overhead charges on faculty research and capitation fees. With the addition of both facilities and equipment,

faculty research and capitation fees. With the addition of both facilities and equipment, particularly computers, by the IOFP and other donors, recurring costs of maintenance and replacement are going to increase and must be planned for if the IOF is to achieve sustainability in this regard.

### **CONTRACTOR EFFECTIVENESS**

This section covers the following tasks:

Task 34	Contract management
Task 35	Technical assistance plan
Task 36	Semi-annual TA and annual inventory reports
Task 37	Completion of assignment reports

#### **Positive Findings**

Yale University has provided a very high level of support to the IOFP TA team. Without this support, the continuity of the project would have been further compromised by campus political disturbances.

International Resources Group, Ltd. (IRG) the US subcontractor to Yale on the IOFP, with its considerable overseas development and procurement experience, was a necessary complement to Yale, which had no previous experience of this kind. Early in the project there were some temporary coordination difficulties between Yale and IRG. These problems have been successfully resolved and are not likely to recur.

Synergy, the local subcontractor in Nepal, is responsible for all local-hire project personnel. They understand the intricacies of local employment regulations, benefits, and so forth as no foreign firm could. Synergy has performed in an exemplary fashion in carrying out its specific responsibilities for local hire project personnel.

The TA team and the Yale backstoppers have produced all of the project documentation required by the contract to this point, and then some. The Chief of Party has consistently prepared bi-weekly reports containing details of project activities and comments on context and progress. These have been used as a basis for the preparation of the IOFP semiannual reports, which are well organized, clearly written, and valuable in providing a permanent institutional record for the project. Numerous other documents, some not specifically called for in the contract such as white papers and project update sheets, have been prepared by the TA team. In sum, reportage has been superb, for which the IOFP TA team, and particularly the current Chief of Party, should be commended.

### **Salient Problems**

Political disturbances, disruption of the academic schedule, and frequent changes of administration at the IOF have prevented the project from achieving some of its goals in a timely fashion. All of these events have been beyond the control of the IOFP.

For eight years prior to the IOFP, the USAID-funded Resource Conservation and Utilization Project (RCUP) provided the IOF with several faculty fellowships for out-of-country training and some salary supplements, known as "project allowances," and in some instances waived English language requirements for overseas training. Unfortunately, RCUP left a legacy of expectations that is difficult to dispel and that cannot be fulfilled by IOFP. The notion that IOFP is simply Phase II of the RCUP continues to influence the perceptions of IOF faculty and staff despite efforts on the part of the IOFP TA team and USAID/Nepal officials to dispel this notion.

Staff and some students on both campuses, but particularly on the Hetauda campus, have little accurate information about the IOFP and the specific tasks it is intended to accomplish. Because of this, their notions of what the project can do for them personally tend to be distorted.

### **Recommendations**

Continuing efforts must be made to dispel the idea that IOFP is a continuation of RCUP and to provide IOF faculty, staff, and students with accurate information about IOFP's programmed activities and progress being made toward their achievement. In order to further this process, the Evaluation Team recommends that the IOFP make available brief quarterly project updates (in Nepali) to all IOF faculty, staff, and students as well as IOF client agencies, and that copies be posted on campus bulletin boards. Even if this does not completely dispel the already existing myths, it will serve as irrefutable proof that accurate information has been provided.

## **EFFECTIVENESS OF TA TEAM**

### **Positive Findings**

After a rocky start amidst a trade and transit embargo, and the resignation of the first IOFP Chief of Party, the current Chief of Party assumed his duties in February 1990. Throughout the period from then until now, which has been characterized by campus closings for elections, disturbances, and several changes of administration at the IOF, he has managed to maintain steady control of the project and move it ahead. He has carried out his duties in an exemplary and highly professional fashion. He has also established very good working relationships with previous deans as well as the current Dean, and with faculty and staff. This is remarkable considering the factionalism that exists among the faculty.

61

The IOFP Research Advisor has also carried out his tasks in a competent and professional manner. He has trained several of the younger faculty in research methods, social forestry, and rapid rural appraisal, which has given them the skills to obtain research grants for other sources. Unfortunately, he has not been as easily able to negotiate the shoals of faculty factionalism at the IOF.

Overall, the IOFP TA team of two has carried out its Scope of Work with determination and commitment in the face of extraordinary project disruption.

The Chief Of Party, the Research Advisor, and Yale backstopping personnel have worked together very well in support of project activities and all have contributed to a body of project documentation and reportage that is more extensive and detailed than any the evaluation team has previously encountered.

### **Salient Problems**

There is a strong feeling among the Hetauda faculty and staff that they have been neglected by the project. Although the Chief of Party and the Research Advisor have paid several visits to the Hetauda campus and have given training sessions there, both reside in Pokhara and the project field office is located on the Pokhara campus.

The contract calls for the TA team members to assume teaching responsibilities at the IOF. In principle, some classroom experience is a good idea as it enables the TA team to gain a fuller and more in-depth understanding of the IOF teaching environment. However, full course teaching responsibilities make it difficult for them to carry out other project responsibilities effectively.

### **Recommendations**

The planned opening of a project office on the Hetauda campus in the near future will help to dispel the feeling of neglect expressed by faculty and staff. This would have been a recommendation of the Evaluation Team but the new Dean of the IOF deserves credit for having suggested this solution before the Evaluation Team arrived.

The recruitment of a Peace Corps Volunteer with forestry or natural resources experience in Nepal for posting to the Hetauda campus would also greatly enhance IOFP representation at that campus.

IOFP team members should have teaching responsibilities that do not exceed one course segment per year. This will serve to keep them in close touch with the teaching environment at the IOF and any changes in it while not absorbing so much of their time that it begins to interfere with their other project responsibilities.

**The Scope of Work for the Research Advisor should be revised to include sharing of the COP's administrative duties as well as the curriculum development responsibilities noted above.**

## **SECTION FIVE**

### **SUMMARY OF RECOMMENDATIONS**

Here we provide a summary of the recommendations contained in the preceding sections of this report. We have retained the project component organization but have also attempted to impose further order on these recommendations by dividing them into the following categories under each component:

- Recommendations that can be acted upon by IOFP alone;
- Recommendations that require joint action of the IOFP and the IOF Dean and/or faculty committees; and
- Recommendations that require the collaboration of the IOFP, the IOF, and Tribhuvan University.

The latter two categories are not sharply separable. Most actions of the IOF Dean that involve changes in the programs or policies of the IOF require the approval of the Vice Chancellor of Tribhuvan University. We have focussed on whether the major effort is required at the IOF as the main criterion for making the distinction.

### **HUMAN RESOURCES DEVELOPMENT RECOMMENDATIONS**

#### **IOFP Action**

- Pool all training funds and eliminate the fixed number of M.Sc. and Ph.D. fellowships.
- Ph.D. training is not necessarily relevant to the current needs of the IOF and should be minimized in favor of project emphasis on M.Sc. fellowships in general forestry and social forestry (a maximum 24-month training period).
- IOFP should accelerate in-service training of staff to enhance job skills and performance, in particular, training in bookkeeping and accounting procedures to handle project inputs in a manner consistent with USAID procedures.
- IOFP must reconsider how PCVs may be used more effectively to achieve the purpose of the project, for example, as English language tutors, assistants to faculty and staff, and to increase project presence in Hetauda. The Evaluation Team recommends that the current practice of PCVs having full responsibility for

courses be discontinued and that this issue be reexamined after academic discipline has been established on the IOF campuses.

#### **IOF and IOFP Action**

- Delay the nomination of any further long-term training candidates until such time as the IOF has determined and the IOFP Executive Board has approved that the campus can send faculty without upsetting the academic program. USAID needs to determine a cut-off date after which remaining training funds will be lost.
- The current training plan should be reviewed and revised as soon as possible (see curriculum recommendations below).
- Short-term training plans formulated before the disturbances should be quickly reviewed, revised as necessary, and implemented.
- The TA team should work with the Dean to promote field training opportunities for the IOF faculty.

#### **IOF, TU, and IOFP Action**

- The TA team should work with the Dean to develop a manpower plan for the IOF faculty that deals with the problem of faculty overstaffing.

### **RESEARCH RECOMMENDATIONS**

#### **IOFP Action**

- At this stage in the project, there should be a shift in emphasis of project sponsored research toward curriculum development, and a better integration of research activities with student training.
- The perception that the IOFP supports only social forestry research needs to be corrected through active dissemination among the faculty of information on the several biophysical forestry research projects that IOFP has already supported.

**IOF and IOFP Action**

- There should be liaison between IOF and other research institutions, particularly the Department of Forest and Plant Research. This is important to ensure that IOF research is consistent with national research priorities and objectives.

**IOF, TU, and IOFP Action**

- IOFP should help the IOF and TU to devise a workable system for charging overhead on research grants and faculty consulting that would go into an IOF discretionary fund.

**CURRICULUM DEVELOPMENT AND TRAINING RECOMMENDATIONS****IOFP Action**

- Extend the IOFP Research Advisor position to the end of the project but change the Scope of Work to emphasize curriculum development and administration with much less emphasis on research. The TA team should make clear to faculty that funds will be available for development of course materials including practicals.
- To the extent possible, all TA team members should visit ongoing forestry development projects in Nepal to enhance their own practical experience.
- Arrange training opportunities in teaching methodology and curriculum development both on-campus and in other locations where appropriate training is available.

**IOF and IOFP Action**

- Link long-term fellowships to the needs of the new IOF curriculum to the extent possible within the time frame of the project.
- The IOFP should facilitate regular contact between students and Nepali field professionals employed by client agencies through a program of visiting scholars, seminars, and workshops on campus.
- The IOFP TA team should work with faculty to ensure that the field excursions for students are well conducted and provide a solid learning experience.

**IOF, TU, and IOFP Action**

- The TA team should work to have the recommendations of the Curriculum Development Workshop incorporated into a revised IOF curriculum, and place strong emphasis on getting the approval for that revised curriculum through the various stages of the TU procedures.
- Two years of English language instruction should be provided to students in the Certificate program and IOFP should help facilitate this change.

**WOMEN AND REMOTE AREA STUDENTS  
AND OTHER STUDENT AFFAIRS RECOMMENDATIONS**

**IOFP Action**

- The TA team should expand its efforts to build links with other projects and organizations concerned with forestry and natural resources development in Nepal to encourage expanded recruitment and support of remote area students.
- IOFP should facilitate the provision of hostel facilities for women at the Hetauda campus as soon as possible. The IOF should explore the possibility of using IOFP "small campus repair" funds to renovate the structure currently used by the female students.

**IOF and IOFP Action**

- IOFP advisers should work with the IOF administration in job placement of female students.
- The TA team should work with the Dean of the IOF to regularize the admissions procedures and schedule to ensure that remote area students have equal opportunity for admission to the Institute.
- If appropriate, IOFP advisers should work closely with the Dean to promote recruitment of ethnic minority students and students from remote villages.

**IOF, TU, and IOFP Action**

- USAID, through IOFP, should support the Dean in his efforts to reduce yearly IOF enrollment of both Certificate and B.Sc. students to a level that is consistent with the realistic human resource requirements of client agencies.

- IOFP should encourage the Dean and TU to raise the student stipends to an appropriate level, and to regularly adjust the stipend rate to offset the effects of inflation and currency fluctuations. IOFP should work with the Dean to develop a sustainable stipend program. Sustainability with respect to stipends may involve continuing donor support.

## **INSTITUTIONAL SUSTAINABILITY RECOMMENDATIONS**

### **IOFP Action**

- None.

### **IOF and IOFP Action**

- The IOFP team should continue its efforts to develop and expand links between IOF and national and international agencies that are supporting forestry and natural resource management projects in Nepal. Such efforts to increase the number of "stakeholders" in the future of the IOF will provide the Institute with a more diverse portfolio of research and training resources, and will better guarantee continued donor support.
- At this time, the project should not attempt to support a program of profit-oriented IOF management of its forest resources. As an alternative, the IOF could enter into agreements with villagers living on the periphery of its lands, at both the Hetauda and Pokhara campuses as well as at its research stations, for the joint management of forest resources.
- As a condition for greater fiscal autonomy, the IOF Dean, with the assistance of the IOFP, should develop a financial sustainability plan that sets clear objectives for IOF programs, targets for earned revenues from the Institute's own resources and accountable proposals for the management of donor assistance.

### **IOF, TU, and IOFP Action**

- The IOFP team should help Tribhuvan University officials and the IOF administration to develop more effective management systems and more rigorous standards of accountability for the IOF. If progress <sup>is</sup> not made in this regard, USAID should reconsider its continued funding of the IOFP.
- In order to build a better organizational and management structure within IOF, the TA team should work with the Dean to develop job descriptions for all faculty

and staff that clearly identify individual duties, responsibilities, level of authority, lines of communication and standards of performance.

- The TA team should assist the Dean in obtaining a clear agreement from the Forest Department and TU for control of the resources allotted to the Institute and any earnings accrued therefrom.

### **COMPARISON OF IOFP WITH IAAS AND SIMILAR PROJECTS IN SOUTH ASIA - RECOMMENDATIONS**

#### **IOFP Action**

- USAID/Nepal should continue to support the institutional development of IOF with emphasis on improved management, teacher training, curriculum development and the development of a flexible research capacity.
- USAID/Nepal should continue to support the development of enduring ties between the IOF and appropriate teaching institutions in the United States.
- USAID/Nepal should again evaluate the IOFP with sufficient lead time to determine if sufficient progress has been made to warrant extension of the project.

#### **IOF and IOFP Action**

- None.

#### **IOF, TU, and IOFP Action**

- USAID/Nepal should sponsor a study tour or regional seminar for senior MFE, TU, and IOF officials that familiarizes the participants with the operations of successful agricultural institutes in South and Southeast Asia.

**COMMODITIES PROCUREMENT/  
PHYSICAL INFRASTRUCTURE RECOMMENDATIONS**

**IOFP Action**

- The IOFP should continue current plans for renovation of IOF facilities and the provision of lab and field equipment at both campuses, and make every effort to accelerate the process.

**IOF and IOFP Action**

- None.

**IOF, TU, and IOFP Action**

- The IOFP team should consult with USAID, TU, the IOF administration, and other relevant HMG officials to determine if there is any legal way to speed imported commodities through customs.
- The IOFP should assist the Dean and TU in developing a system that anticipates recurring costs and finances those costs through overhead charges on faculty research and capitation fees.

**CONTRACTOR EFFECTIVENESS RECOMMENDATIONS**

**IOFP Action**

- IOFP should make available brief quarterly project updates (in Nepali) to all IOF faculty, staff, and students as well as IOF client agencies.

**IOF and IOFP Action**

- None.

**IOF, TU, and IOFP Action**

- None.

## **EFFECTIVENESS OF TA TEAM RECOMMENDATIONS**

### **IOFP Action**

- The recruitment of a Nepal Peace Corps Volunteer (with in-country forestry or natural resources experience) for posting to Hetauda would greatly enhance IOFP representation at that campus.
- IOFP team members should have teaching responsibilities that do not exceed one segment per year.
- The Scope of Work for the Research Advisor should be revised to include sharing of the Chief of Party's administrative duties as well as the curriculum development responsibilities noted above.

### **IOF and IOFP Action**

- The recent opening of a project office on the Hetauda campus will help to dispel the feeling of neglect and would have been a recommendation of the evaluation team if the new Dean had not already suggested it.

### **IOF, TU, and IOFP Action**

- None.

**APPENDIX ONE .**  
**SCOPE OF WORK**

SCOPE OF WORKINSTITUTE OF FORESTRY PROJECT MID-TERM EVALUATIONBACKGROUND

Implementation of the Institute of Forestry Project (USAID Project Number 367-0154) was initiated in March, 1989, with the signing of the contract between USAID and the prime contractor, Yale University. The project objective is to assist the Institute of Forestry meet Nepal's need for trained manpower in forestry and natural resource management at the certificate and B.Sc. level and to carry out effective teaching, research and extension. The project contains three components: technical assistance, training and commodity procurement. The project is implemented through a contract with Yale University with International Resource Group Ltd. (IRG) as a sub-contractor and Synergy as a local sub-contractor for local support.

ARTICLE I: Activity to be Evaluated or Title

Institute of Forestry Project Mid-Term Evaluation  
Project No.: 367-0154  
LOP Fund: 8.7 million  
PACD: July 15, 1995

ARTICLE II: Objective

The purpose of the evaluation is to provide reliable feedback on the implementation and impact of IOFP to IOFP project managers and implementers. The audience is: the USAID project officer, the technical assistance team, the contractor, and the administration of Tribhuvan University and the Institute of Forestry. The evaluation should focus on the decision requirements of those who must make and implement sound development through the IOF Project. It should provide insights about past and on-going activities as a basis for modifying or redesigning AID's future support for forestry and natural resource training.

The evaluation report will specify redesign options for IOFP in response to experience gained from the project, and from a review of experience and lessons learned from the recently completed Institute of Agriculture and Animal Science - II Project which also involved a component of Tribhuvan University and from evaluations of similar USAID funded projects in support of training institutes in South Asia. The evaluation findings will serve as the basis for a seminar to be conducted by the evaluation team and to include: IOFP

contractors, officials from USAID, IOF, IAAS, Tribhuvan University and the Ministry of Education and Culture. USAID/Nepal and HMG/N will consider IOF Project redesign on the basis of recommendations from the evaluation team and the results of the seminar.

Specifically, the evaluation will:

- 1) compare project performance to performance of similar projects in the region;
- 2) assess contractor effectiveness;
- 3) assess the effectiveness of the T.A. team;
- 4) assess the training component;
- 5) assess the commodity procurement component;
- 6) assess the research component;
- 7) assess adequacy of IOF's curricula and training program;
- 8) assess IOFP role in encouraging enrollment by women and remote area students;
- 9) assess project's role in attaining institutional sustainability for IOF;
- 10) compare contractor and institutional performance in the IOFP to date with past experience under with the IAAS - II Project; and
- 11) develop recommendations for IOFP redesign.

**ARTICLE III: Statement of Work**

USAID has had limited success in implementing projects in support of educational institutions in Nepal. The IAAS - II Project lasted roughly six and one half years. Based on project performance, the USAID Mission decided not to extend it beyond mid-1991. In July of this year, the situation at IOF's main campus in Pokhara reached the point where the Mission decided to freeze, temporarily, all activities under the IOFP contract. A.I.D. has sponsored several projects in support of similar institutes in South Asia. In each case, Agency intent was to supply enough expatriate advisors, long and short term training and sufficient commodities to make the projects work. However, in many cases, the end result was far from successful. Very few of the institutes that benefitted from A.I.D. funding were able to continue on a self-sufficient, sustainable basis with reasonable levels of achievement after the project completion date.

Based on these experiences, the two underlying issues for the evaluation team are:

1. Is there something so basically flawed within the Nepali system of higher education that no matter how much input is provided, these efforts cannot succeed until fundamental changes are made which are outside the scope of what one donor can accomplish under a single project, or can the failures of the past be rectified through more sensitive implementation or project redesign?

2. The overall goal of the IOF project is to "increase productivity and sustainability of rural production systems...through improved public and private sector natural resource management." Is the IOF project the most effective, sustainable and cost-effective way to reach that goal (as opposed to community education, or in-service training of a greater number of lesser trained community extension agents)?

Within the above broad context, the evaluation team should answer each of the following questions in terms of how relevant experience can be used by project managers to modify and redesign the IOF Project. The Mission would consider possible modifications and improvements to the questions below if proposed by the contractor or evaluation team.

1) How does project performance compare with that of similar projects in South Asia?

How does IOFP performance compare generally with performance of other similar projects in Asia?

How does IOFP experience to date compare with that of the recently completed IAAS-II Project?

What were the major differences and similarities of objectives, approach, and outputs, and why?

2) How effective was the contractor?

How did the contractor perform in recruiting its technical assistance team?

How effective was the relationship between the AID Mission and the contractor, including:

How responsive was the contractor to requests by USAID, and

How effective was the reporting system?

How effective are the relations between the prime and sub-contractors?

Do the sub-contractors perform unique services the prime could not have performed?

3) How effective is the Technical Assistance Team?

How do their actual jobs relate to their terms of reference?

How do they relate to Nepali counterparts and staff and how effective has the TA team been in transferring expertise to counterparts?

How do the project and TA team relate institutionally to: T.U., Ministry of Education and Culture, and client Ministries?

How well are they performing and how sustaining was their input?

How will their duties be fulfilled after they leave?

Integrating social sciences into the curriculum was emphasized in the IOF Project description; to what extent is this being accomplished?

What linkages have been built (conferences or meetings held) between IOF and other GON/donor organizations/projects?

4) How effective is the training component?

How effective is long-term training likely to prove (both Masters and PhD) in U.S. and Asian universities with specific attention to:

- relevance of curriculum, research and graduate program at training institute,
- time required to attain degrees and workload requirements
- costs and adequacy of logistical and financial support, including project and training institute backstopping comparative strengths and weaknesses of Asian vs U.S. training institutes?

Who decided and on what criteria was choice of training institution(s) made?

How are trainees chosen and how appropriate are the selection procedures in choosing long-term trainees?

What problems and constraints are posed by English language requirements and how are these overcome?

ATTACHMENT 1

PIO/T No. 367-0154-3-90188

Page 8 of 17 pages

How effective is the project's training needs assessment in guiding the long-term training program?

How effective is USAID's Training Office in supporting trainees?

What roles do other training programs play such as the Fulbright program and Winrock's training component?

Is IOF able to fill vacancies created by long term training (how much of a hardship is this to the school)?

Assess effectiveness of short-term training:

How many were trained and where?

Do trainees use the skills they learned?

How effective was the training needs assessment in guiding short term training?

Where did training occur and how did the costs compare?

Did student performance improve as a result of faculty training?

What were the tangible results of training such as:

different teaching methods, improved curricula, increased student-teacher contact, etc.?

5) How effective is the commodities procurement component?

Is infrastructure (buildings/classrooms/dorms) adequate to support project implementation?

How adequate are classroom facilities, dormitories, laboratories; and what provision has been made within the project for infrastructure maintenance and up-keep during LOP?

How appropriate and effective is the project commodity component? Were commodities purchased on time, sustainable (spare parts, repair/maintenance training)?

Were faculty/students provided training to use computers or other new equipment?

How much are the new equipment and vehicles actually used?

Were the types and amounts of commodities donated appropriate, too much or too little?

How was the selection of commodities made; who supplied it; was this the most efficient/effective supplier?

6) How does the project support research?

How adequate are the research facilities including field sites laboratories and libraries?

What linkages have been forged with other research entities in Nepal?

Is training of faculty/students in research techniques adequate?

Is adequate support provided for publishing and presentation conferences?

How have research findings been applied?

How are lucrative opportunities for faculty research balanced with teaching requirements; is there a conflict between the two activities and how should this be resolved?

What are the topics of research and how were they chosen?

7) How relevant are curricula and teaching by institute faculty?

How well does the project prepare students to meet the needs of client groups and what efforts have been made to establish linkages between and assess needs of clients: MoAg, MFE, NGOs, private sector and donor projects

How effective is the teaching? Is there a need for in-service teacher training for IOF faculty?

How do students respond to the curriculum and scholastic environment - put more generally, how effective is the learning opportunity provided at IOF?

How much feed-back from field realities likely to be encountered by recent graduates is incorporated into curriculum and teaching methodologies?

How relevant is the institute's curriculum and how effective is the project's contribution to curriculum development?

What is the MEC/TU policy for curriculum revision? How will this constrain project goals?

Have exams been rewritten to reflect changes in curriculum?

What role do the faculty play in curriculum development and what incentives if any are provided?

8) How does the project support women and remote area students?

Were quotas set and achieved?

What are the constraints to achieving the quotas?

lack of housing and other needs such as special counseling, educational background and language, financial support and scholarship needs?

Where do remote area students come from? Are they representative of all remote areas?

How effective is recruitment in reaching truly remote areas?

What are the qualifications for scholarships? Who decided? What provision exists to continue scholarships upon project completion?

What is the dropout rate? What reasons are most common for dropouts?

Is there a service requirement in return for scholarships (such as teaching or working in remote areas)?

What opportunities are available for female graduates?

9) How effective is the project likely to be in attaining institutional sustainability?

What are the prospects for developing a core group of faculty members at IOF of sufficient size and commitment to insure institutional sustainability and continuing high levels of teaching and research.

How effective is the administration of IOF including operation of committees, regulations/procedures governing operation of IOF, assignment of training and research opportunities, establishing and maintaining links with T.U. and MEC?

Are students and faculty given effective voice in IOF operations? How responsible is their participation?

Are other donors involved in supporting IOF? What are the consequences of multi-donor support to the institution?

Can IOF sustain the accomplishments of the project, act on

Are sufficient linkages built between institute and client and is the "client" adequately defined by the institute?

To what extent can recurrent costs be supported by IOF? Are nurseries, IOF forests, etc. profitable?

How autonomous is IOF from TU? Does the relationship restrict the ability of IOF to achieve its goals or to attract new funding?

Based on AID's previous experience with similar projects in South Asia, how long should AID support continue in order to achieve institutional sustainability at IOF?

Has a long-range plan for IOF been formulated? What should be the key elements in such a plan?

What other elements of institutional sustainability identified in evaluations of similar projects can be applied to IOF?

10) What are the major findings from review of the IAAS project?

What general conclusions can be drawn from the IAAS Project experience?

Were there basic cultural, institutional or political problems which may have predetermined project outcome regardless of how much technical assistance, training and commodities was provided?

How does USAID's experience with the IAAS project compare with experiences with similar projects in South Asia?

What specific lessons from the IAAS experience, and/or from other projects in educational support in South Asia, can be applied to IOFP?

11) What are the key issues to be considered in IOF redesign?

What modifications should be made in project targets and implementation in light of evaluation findings to correct existing problems and to avoid what happened at IAAS?

What performance indicators should be proposed and how should performance be monitored throughout the remaining life of the project?

Are there more cost-effective and sustainable ways for AID to provide educational support to forestry and natural resource managers than through continuing support to IOF?

ARTICLE IV: Reporting

The draft version of the report will be due in USAID/Nepal one week before the end of the assignment. The final version of the report will be due at the end of assignment before the Chief of the Party leaves Nepal.

The report will be specific and action oriented. Emphasis will be placed on positive solutions which IOFP managers may realistically implement. Recommendations from the IOFP evaluation will be developed at two levels:

- those which can be relatively easily implemented within existing project context, without amending the Project Grant Agreement, within current project resources and within the current institutional context, and
- those farther reaching recommendations which may require substantial institutional changes or contract or Project Grant Agreement amendments. All recommendations shall be discussed with USAID, project team members and HMG officials prior to incorporation into the final evaluation report.

The report shall be developed in draft and presented to USAID and HMG officials. In response to comments received, the report shall be revised as necessary and delivered in final form in 10 copies to USAID/Nepal. A Project Evaluation Summary shall be included as part of the final report. The format for the final report will conform to USAID's evaluation reporting format which is as follows:

1) Executive Summary: a two to three page single-spaced document containing a clear, concise summary of the most critical elements of the report. It should be a self-contained document that can stand alone from the report. The summary should be written so that individuals unfamiliar with the project can understand the project's basic elements and how the findings from the evaluation are related to it without having to refer to any other document. The Executive Summary must contain the following elements:

- a) Name of Mission
- b) Purpose of activity evaluated
- c) Purpose of evaluation and methodology used
- d) Findings and conclusions
- e) Recommendations for this activity and its offspring
- f) Lessons learned (including project design implications and broad action implications)

For more detailed instructions on what is to be included in the Executive Summary, see Appendix B in the AID Evaluation Handbook,

(AID Program Design and Evaluation Methodology Report No. 7, April 1987, Washington D.C.) available both in AID/Washington and USAID/Nepal.

2) Basic Project Identification Data Sheet, outlined in Appendix A of the AID Evaluation Handbook.

3) Table of Contents

4) Body of the Report: this should include discussion of the purpose of the evaluation; the economic, political and social context of the project; team composition and study methods; evidence/findings of the study concerning the evaluation questions conclusions drawn from the findings, and recommendations based on study findings and conclusions, stated as actions to improve proje performance.

5) Appendices: these should include a copy of the evaluatio scope of work, the most current project logical framework as pertinent, a list of documents consulted, and individuals and agencies contacted.

ARTICLE V: Relationships and Responsibilities

The evaluation team will work under the technical direction of Thomas H. Pierce, Forestry Advisor, USAID/Kathmandu. All contacts with the Government of Nepal will be coordinated through the AID Office of Agriculture and Rural Development.

ARTICLE VI: Performance Period

The evaluation will be conducted over a three (21 days) week peri during December, 1991:

Washington D.C.

review SOW and evaluation literature in U.S. 2 days

Nepal

team building and orientation 2 days  
field visit 10 days  
KTM meetings and discussions 5 days  
write and present draft 4 days  
revise draft and publish final report 5 days

Prior to the team's arrival in Nepal, the contractor will direct team leader to spend two days in the U.S., reviewing the Scope of Work under this PIO/T and the evaluations of similar USAID funded institutional development projects within the South Asia region,

working closely with USAID/Washington's Evaluation offices. Upon arrival in Nepal, the team members will review project documents and files, progress reports, studies, and other materials related to the projects. They will assess both government and private sector client training needs. They will discuss the projects' objectives and accomplishments with other donor and departmental forestry/agriculture training programs. The team will meet with USAID, other donor and HMG officials in Kathmandu, and visit project sites in Pokhara and Hetauda (IOF).

There will be a meeting with USAID/Nepal and GON officials if appropriate halfway through the evaluation, to provide an opportunity for team members to exchange initial observations and thus influence the course of the second half of the evaluation.

The evaluation findings will serve as the basis for a seminar to be conducted by the evaluation team and to include: IOFP contractors, officials from USAID, IOF, IAAS, Tribhuvan University and the Ministry of Education and Culture.

ARTICLE VII: Evaluation Team Composition and Workdays Ordered

The evaluation team will be comprised of five individuals, including three expatriates with advanced professional qualifications in forestry, agriculture, social sciences and related fields; experience in implementing institutional development projects, and familiarity with forestry and agricultural development issues and problems in Nepal. The other two team members will be senior Nepalese experts with experience in forestry/agriculture training needs and development issues.

Specifically, the team members will include the following:

1. Team Leader

This person will be responsible for team-building, for cooperation and exchange between team members, and for coordination of all meetings, interviews, and other data-gathering functions. S/he will be responsible for production of the final report of the evaluation. S/he will spend 40% of the time in Pokhara/Hetauda, and 60% of the time in Kathmandu.

This person will be an institutional specialist with experience in natural resources, familiar with AID regulations and evaluation formats; s/he will have prior experience as COP; will be a skilled leader, with the ability to work well with people (from AID, HMG, IOF/IAAS, as well as students, professors, and others). S/he will

have proven negotiation skills, will write well and quickly, and will be able to easily manage the complicated logistics required for an evaluation involving four locations, two institutions, and numerous agencies and ministries.

2. Forestry Expert

This person will be primarily responsible for evaluating the IOFP; s/he will spend, therefore, about 50% of the time in Pokhara and Hetauda, and the remainder in Kathmandu.

3. Institutional Expert

This person will be responsible for evaluating institutional relations affecting IOF, Tribhuvan University, and the Ministry of Education and Culture. About 40% of the time will be spent in Pokhara/ Hetauda, and 20% in Rampur to learn from previous IAAS experience; the remainder will be in Kathmandu.

4. Agriculture and Forestry Experts (Local)

Two senior Nepalese experts on institutional development, agriculture and forestry will work with the evaluation team. They will coordinate and provide technical inputs in the evaluation. They will travel to Rampur, Hetauda and Pokhara with the evaluation team.

Listed below are the categories of functional labor specialist and number of days required for each specialist.

<u>Position</u>	<u>Work Days</u>
Team Leader -Institutional/natural Resource	27
Forestry Specialist	21
Institutional Development Specialist	21
Nepalese Forestry Specialist	21
Nepalese Institutional Specialist	21

ARTICLE VIII: Illustrative Budget

The estimated cost of the evaluation is in Attachment 2.

Funding for the evaluation will be provided under the IOF Project.

ARTICLE IX: Special Provisions

A. Duty Post

USAID/Kathmandu, Nepal

B. Language or other requirements

NONE

C. Access to classified information

"Contractor shall not have access to any government classified material"

D. Logistical Support

The contractor shall provide international travel for the three expatriate advisors and in-country air travel and ground travel for the team as required between Kathmandu, Rampur, Pokhara and Hetauda. The contractor shall provide transportation for the team when it is Kathmandu. The contractor shall arrange for vehicle rental, computer rental, office materials, secretarial support and other support.

E. Work Week

A six day work week is authorized.

**APPENDIX TWO**  
**IOFP LOGICAL FRAMEWORK**

APPENDIX 2

Annex B

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

AID 1820-20 (7-71)  
SUPPLEMENT 1

(INSTRUCTION: THIS IS AN OPTIONAL  
FORM WHICH CAN BE USED AS AN AID  
TO ORGANIZING DATA FOR THE PAR  
REPORT. IT NEED NOT BE RETAINED  
OR SUBMITTED.)

Life of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding \$ 8,700,000  
Date Prepared: 8-15-86

Project Title & Number: Institute of Forestry (367-0154)

PAGE 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To increase the productivity and sustainability of rural production systems in the hills of Nepal, through improved public and private sector natural resource management.</p>	<p>Measures of Goal Achievement:</p> <p>Rural production systems (farmers &amp; communities) begin systematic management of forest and associated lands, with advice and assistance of trained resource managers.</p>	<p>IBRD, ADB and GON reports.</p>	<p>Assumptions for achieving goal targets:</p> <p>GON procedures and policies foster increased interaction by resource managers with farmers and other community members.</p>

51

Annex B-2

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding \$ 8,700,000  
Date Prepared: 8-17-86

AID 1620-20 (7-71)  
SUPPLEMENT 1

Project Title & Number: Institute of Forestry (367-0154)

PAGE:

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>To improve the capability of IOF to meet Nepal's need for trained foresters and resource managers.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>1) IOF established B.Sc. and Certificate programs Pokhara and Hetauda.</p> <p>2) IOF produces 200 B.Sc. and 1000 Certificate level graduates over the life of project.</p> <p>3) IOF students include at least 15% women and 5% remote area students. (84 women and 28 rural area students enrolled per year).</p> <p>4) IOF staff apply their training to Nepal's environment; IOF curriculum &amp; training are applicable to community, national forest, and private sector resource management.</p>	<p>1) IOF site visits. GON records</p> <p>2) IOF student records.</p> <p>3) IOF student records.</p> <p>4) IOF and other site visits; Ministry of Forest and Soil Conservation and other GON records &amp; reports; project evaluations; site visits.</p>	<p>Assumptions for achieving purpose:</p> <p>1) N/A.</p> <p>2) N/A.</p> <p>3) Sufficient female and remote area students can be recruited and retained.</p> <p>4) a) Advanced training of staff and technical assistance are effective in instructional programs relevant to Nepal. b) Trained staff are retained.</p>

2-2

SP

Annex B-3

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding \$ 8,700,000  
Date Prepared: 8-15-88

AID 1030-20 (7-71)  
SUPPLEMENT 1

Project Title & Number: Institute of Forestry (367-0154)

PAGE 2

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>5) IOF implements instructional, research, demonstration, and extension programs of quality comparable to a regional University.</p> <p>6) IOF has established sound administrative policies and procedures that ensure its ability to manage, maintain, and continue to develop the programs and campus facilities.</p>	<p>5) IOF records and reports, evaluations, site visits.</p> <p>6) (Same as 5).</p>	<p>Assumptions for achieving purpose:</p> <p>5) a) IOF staff are provided sufficient GON resources (staff, funds necessary for high quality programs. b) Trained staff are retained.</p> <p>6) N/A.</p>

2-3

89

Annex B-4.  
PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding \$ 8,700,000  
Date Prepared: 8-17-88

AID 1986-28 (7-711)  
APPENDIX I

Project Title & Number: Institute of Forestry (367-0154)

PAGE:

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <p>1) Students graduated.</p> <p>2) Nepali faculty and staff trained.</p> <p>3) Improved curricula developed.</p> <p>4) Textbooks and instructional materials developed.</p>	<p>Magnitude of Outputs:</p> <p>1) 25 B.Sc. per year and 125 Certificate per year.</p> <p>2) 15 masters Degrees, 5 Ph.D. Degrees, Administrative, Library &amp; other support staff trained.</p> <p>3) Complete B.Sc. and Certificate programs updated, described in IOF course catalog; each course developed into semester and/or year long scheme of work. Practical work integrated into curricula.</p> <p>4) At least one Nepal relevant text or lab manual written (or identified from published texts) for each IOF course. Micro Computers and other instructional materials procured.</p>	<p>1) IOF student records.</p> <p>2) Project &amp; IOF annual reports.</p> <p>3) IOF course catalog, site visits, project &amp; IOF reports.</p> <p>4) Project &amp; IOF reports.</p>	<p>Assumptions for achieving outputs:</p> <p>1) N/A.</p> <p>2) Sufficient, qualified persons available to be trained, and assigned to IOF.</p> <p>3) Sufficient resources (funds, time, staff, equipment) provided to IOF faculty.</p> <p>4) N/A.</p>

2-4

88

Annex B-5  
PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding \$ 8,700,000  
Date Prepared: 8-15-86

AID 1020-28 (7-71)  
SUPPLEMENT 1

Project Title & Number: Institute of Forestry (367-0154)

PAGE

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <p>5) Libraries supplied with books, periodicals and reference collections.</p> <p>6) Extension and demonstration programs expanded.</p> <p>7) Research Programs expanded.</p> <p>8) Administrative policies procedures improved.</p>	<p>Magnitude of Outputs:</p> <p>5) One library at each campus with adequate collections of books and periodicals.</p> <p>6) Three scheduled annual programs to involve faculty and students in demonstration &amp; extension of improved natural resource management on community, government, and private sector lands.</p> <p>7) At least five technical and social science research projects relevant to Nepal initiated annually.</p> <p>8) Maintenance plan accepted &amp; implemented. Institute Development Plan prepared &amp; implemented. Research proposal &amp; faculty evaluation procedures developed and implemented. IOF Administrative Manual prepared.</p>	<p>5) Site visits, evaluation.</p> <p>6) Project and IOF Plans and Reports, site visits.</p> <p>7) Site visits, Research reports; Project &amp; IOF Report.</p> <p>8) Site visits. Project &amp; IOF Reports.</p>	<p>Assumptions for achieving outputs:</p> <p>5) N/A.</p> <p>6) N/A.</p> <p>7) N/A.</p> <p>8) IOF is granted sufficient independence and authority to develop appropriate administration.</p>

2-5

9/

## Annex B-6

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORKAID 1628-88 (7-71)  
SUPPLEMENT ILife of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding \$ 8,700,000  
Date Prepared: 2-17-88Project Title & Number: Institute of Forestry (367-0154)

PAGE

NARRATIVE SUMMARY.	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:
1) Technical Assistance	1) Long-term - 11 person years. Visiting scholars - 7 programs (\$ 1,610,000)	1) Project and IOF reports.	1) T.A. contractor provides qualified, effective personnel.
2) Participant Training	2) Twenty degree programs - 15 M.S., 5 Ph.D. Overseas short-term training (112 person months) In-country training (234 person months) \$ 1,032,000	2) Project & IOF reports.	2) Qualified participants receive relevant training, return to IOF, and are retained by IOF.
3) Operating Support including student scholarships and stipends	3) \$ 1,026,000	3) Project & IOF reports, site visits.	3) Qualified students can be recruited, and complete study programs.
4) Research Support	4) Grants - five per year + long term funding \$ 600,000	4) Project & IOF reports.	4) Relevant technical & social science research proposals can be identified, and carried out.

92

**PROJECT DESIGN SUMMARY**  
**LOGICAL FRAMEWORK**

Life of Project:  
From FY 1987 to FY 1995  
Total U.S. Funding, \$ 8,700,000  
Date Prepared: 8-1-88

AID 1010-7071  
SUPPLEMENT 1

Project Title & Number: Institute of Forestry (367-0154)

PAGE

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:
5) Instructional equipment and materials, including library resources	5) \$ 792,000	5) Project & IOF reports.	5) N/A.
6) Facilities improvement	6) Renovated buildings improved support for facilities & grounds (\$ 120,000).	6) Project & IOF reports.	6) Institute provides funds to implement maintenance plans.
7) Evaluation, Audit	7) \$ 250,000	7) Project reports.	7) N/A.
Sub-Total	\$ 5,430,000		
Contingencies and Inflation (LC inflation 9%, LC exchange factor 2%, FX inflation 8%)	\$ 3,270,000		
Grand Total	<u>\$ 8,700,000</u>		

**APPENDIX THREE**  
**DOCUMENTS CONSULTED**

### APPENDIX 3

#### DOCUMENTS CONSULTED

Bista, D. B. *Fatalism and Development: Nepal's Struggle for Modernization*. Chapter Six: Education. Orient Longman. 1991.

Burch, Jr., W. R. and D. A. Messerschmidt. *An Assessment of the Master Plan for the Forestry Sector, Nepal*. IOF Project Discussion Paper No. DP90/1. n.d.

Busch, L. *Universities for Development: Report of the Joint Indo-U.S. Impact Evaluation of the Indian Agricultural Universities*. A.I.D. Project Impact Evaluation Report No. 68. Sep 1988.

Catterson, T. M., H. Ahmad, K. J. Byrnes, and J. Hoffman. *Pakistan Forestry Planning and Development Project (391-0481)--Midterm Evaluation*.

CDIE/PPC/AID. AID Evaluation Summary of Madhya Pradesh Social Forestry Project dtd 2/19/86.

CDIE/PPC/AID. AID Evaluations on Forestry in South Asia. [Abstracts with summaries of accomplishments and problems.] dtd 10/31/91.

CDIE/PPC/AID. Audit Reports - Agricultural Colleges Evaluations. Compilation. Dates vary.

CDIE/PPC/AID. *Ethiopia: Alemaya University of Agriculture*. A.I.D. Project Impact Evaluation Report No. 71. Jun 1989.

CDIE/PPC/AID. Madhya Pradesh Social Forestry Project Evaluation Summary dtd 4/27/84

CDIE/PPC/AID. Maharashtra Social Forestry, Mid-Term Evaluation dtd Sep-Oct 1985

CDIE/PPC/AID. Overall Program Review of USAID in Pakistan FY1982-1987. dtd 10/6/88.

CDIE/PPC/AID. Pakistan Forestry Planning and Development Project, Mid-Term Evaluation dtd 9/20/87

CDIE/PPC/AID. Project Evaluation Summaries of Educational Administration Support Projects. Compilation. Dates vary.

CDIE/PPC/AID. *Transformation and Integration of the Provincial Agriculture Network (TIPAN)*. AID Evaluation Summary. dtd 9/90.

CDIE/PPC/AID. *U. S. Aid to Education in Nepal: A 20-Year Beginning*. A.I.D. Project Impact Evaluation Report No. 19. May 1981.

Chew, S. T. *Natural Resource Management: A.I.D.'s Experience in Nepal*. A.I.D. Evaluation Occasional Paper, No. 41. Oct 1990.

Clausi, B., M. Rechlin, and D. Messerschmidt. An Update on the Nepal Institute of Forestry Project. *Tri News*, Fall, 1990.

Community Forestry Development Division. *The Community and Private Forestry Programme in Nepal*. Department of Forest. October, 1991.

Dalton, S. E., A. E. Black, and S. Schmidt, eds. *Critique of the Master Plan for the Forestry Sector Nepal*. IOF Project Discussion Paper No. 91/1.

Denholm, J. and M. B. Rayachhetry. *Major Agroforestry Activities of Non-Governmental Organizations in Nepal: A Survey*. HMG/MAG-Winrock. Sep 1990.

Donovan, D. G. Final Report of D. G. Donovan, AID Regional Forestry Adviser for Asia, Jan 1982-Feb 1985. dtd 1/28/85.

Eriksen, J. H., L. Busch, J. W. King, J. Lowenthal, and R. Poirier. *The Hassan II Institute of Agriculture and Veterinary Medicine in Morocco: Institutional Development and International Partnership*. A.I.D. Project Impact Evaluation Report No. 65. July, 1987.

Eriksen, J. H., J. L. Compton, N. M. Konnerup, H. D. Thurston, and G. Armstrong. *Kasetsart University in Thailand: An Analysis of Institutional Evolution and Development Impact*. A.I.D. Project Impact Evaluation Report No. 69. Sep 1988.

Fisher, R. J. *Indigenous Systems of Common Property Forest Management in Nepal*. Working Paper No. 18. Environment and Policy Institute, East-West Center. Honolulu. December, 1989.

Gilmour, D. Country Profile - Nepal. Manuscript. 1990(?).

Gilmour, D., and R. J. Fisher. *Villagers, Forests and Foresters*. Sahayogi Press, Kathmandu, Nepal. 1991.

Government of Nepal. *Master Plan for the Forestry Sector: Executive Summary*. Ministry of Forests and Soil Conservation. Dec 1988.

Government of Nepal. *Master Plan for the Forestry Sector*. Ministry of Forests and Soil Conservation, Nepal. Main Report. Dec 1988.

Hamilton, L. S., ed. *Forest and Watershed Development and Conservation in Asia and the Pacific*. 1983. Westview Press. [Chap. 4 on Phewa Tal Catchment Management Program in Nepal.]

Hansen, G. E. *Beyond the Neoclassical University: Agricultural Higher Education in the Developing World - An Interpretive Essay*. A.I.D. Program Evaluation Report, No. 20. Jan 1990.

Hansen, G. E. *Terms of Endowment: A New A.I.D. Approach to Institutional Development*. Innovative Development Approaches, No. 3. Dec 1990.

Hansen, G. E. *Universities for Development: Lessons for Enhancing the Role of Agricultural Universities in Developing Countries*. A.I.D. Evaluation Occasional Paper No. 31. Aug 1989.

Holman, J. A. Memo to Dr. Michael M. Calavan, PPD, USAID/Nepal, "Impressions of the Situation at IAAS." dtd March 22, 1990.

IDEA. *Forestry Activities Supported by the U. S. Agency for International Development*. May 1988. Prepared for Forestry Support Program of USDA by International Development and Energy Associates (IDEA).

IOF. *Annual Report, 1989*. Institute of Forestry, Tribhuvan University. dtd 1990.

IOF. *Annual Report, 1990*. Institute of Forestry, Tribhuvan University. dtd June, 1991.

IOFP. Bi-Weekly Progress Reports covering the period from March 3, 1990 through November 22, 1991.

IOFP. Commodities Procurement Update (undated).

IOFP. Curriculum Development Update (undated).

IOFP. *National Forestry Curriculum Workshop Proceedings*. Institute of Forestry. Pokhara, Nepal. 1990.

IOFP. Original Task Titles and Revised Task Titles Deliverables as per the Project Proposal and the Prime Contract (undated).

IOFP. Renamed, Regrouped and Amended IOF Project Tasks. May, 1991.

IOFP. Research Activities Update. 12/1/91.

IOFP. *First Semi-Annual Progress Report for the period April 23 to October 22, 1989.*

IOFP. *Second Semi-Annual Report for the period October 23, 1989 to April 22, 1990.*

IOFP. *Third Semi-Annual Report for the period April 23, 1990 to October 22, 1990.*

IOFP. *Fourth Semi-Annual Report for the period October 23, 1990 to April 22, 1991.*

IOFP. Training Update (undated).

IOFP. Update on Linkages with Other Projects and Programs. 12/1/91.

Mathema, K. Cheating Our Children. *Himal*, May/June 1990.

Mathema, K. Qualitative Improvement in Higher Education (?). Manuscript (undated).

Messerschmidt, D. *Social Science for Forestry & Natural Resource Educators: A Workshop.* Institute of Forestry, Pokhara, Nepal. March 7-10, 1991.

Messerschmidt, D. and C. P. Upadhyaya. *Topical Seminar Series Report.* Nepal Institute of Forestry Project. November 15, 1989.

Nair, P. K. R. *An Evaluation of the All-India Co-Ordinated Research Project on Agroforestry of I.C.A.R. Winrock International.* Jan 1990.

Nepal-Australia Forestry Project. *Directions for Community Forest Management in Nepal.* Seminar series at Institute of Forestry, Pokhara. September, 1988.

Olson, C. Reaching Consensus in Evaluations. *Developing Alternatives*, Vol. 1, Issue 1. Fall/Winter 1991.

Panday, Kk. *Fodder Trees and Tree Fodder in Nepal.* 1982.

Project Paper. Institute of Forestry. Jul 1987.

Rechlin, M. A. *Developing a Sustainable Institute of Forestry.* A "White Paper" on the factors leading to sustainability at the Institute of Forestry. IOFP. Sept., 1991.

Rechlin, M. A. *Governance and Organization at the Institute of Forestry.* A "White Paper" on the decision making process and the flow of information at the Institute of Forestry. IOFP. Sept., 1991.

Rechlin, M. A. *Problems and Challenges Facing a New Administration at the Institute of Forestry*. A "White Paper" written to bring out some of the major problems that need to be addressed in order to improve the quality of education at the Institute of Forestry. IOFP. Sept., 1991.

Recycling Old Debt for New Ventures: Debt-for-Nature and Debt-for-Development Swaps. Innovative Development Approaches, No. 4. Jan 1991.

Regmi, N. Status of Women Graduated from the Institute of Forestry. Manuscript. n.d.  
Richards, D. P. and R. J. Newton. Technical Assessment of Forestry Faculty Training. Final Report. dtd 12/15/90.

Stainton, J. D. A. *Forests of Nepal*. 1972. John Murray (Publishers) Ltd., London.

Technical Assistance Team, Institute of Forestry Project (IOF/Yale/IRG/USAID) and Research Committee, IOF. Integrated Research Plan, Institute of Forestry, Nepal. April 1, 1991.

Theisen, G., G. Armstrong, P. Vondal, D. Barton, S. Hussein, and R. Packham. *Indonesia: The Bogor Institute of Agriculture*. A.I.D. Project Impact Evaluation Report No. 70. March, 1989.

USAID/Nepal. Project Assistance Completion Report, IAAS-II Project (No. 367-0148). November 1991.

USAID/Nepal. Project Grant Agreement Between His Majesty's Government of Nepal and the United States of America for the Institute of Forestry Project. August 31, 1987 (and amendments).

Wells, Michael P. *Conserving Biological Diversity in Nepal: The Social, Economic and Institutional Issues*. Policy & Research Division, Environment Dept., World Bank. Draft dtd 2/5/91.

Yale/IOFP. Various Memos and Trip Reports.

Yale/IRG/IOFP. Implementation Plan (for the IOF Project). June, 1990.

Yale/IRG/IOFP. Subcontract No. IOF-01, Technical Services Subcontract between Yale University and International Resources Group, Ltd. for the Nepal Institute of Forestry Project. 9/18/89.

**APPENDIX FOUR**  
**CHRONOLOGY OF MAJOR EVENTS IN THE IOFP**

## APPENDIX 4

### CHRONOLOGY OF MAJOR EVENTS IN THE INSTITUTE OF FORESTRY PROJECT

- 3/89 - India's Trade and Transit embargo of Nepal begins
- 4/89 - Yale/IOFP contract signed
- 5/89 - TA team arrives at IOF Pokhara campus
- 7/89 - IOF opens after summer vacation
  - Chief of Party J. Mathews resigns, D. Messerschmidt becomes acting COP
- 10/89 - W. Burch arrives at IOF as interim COP
- 12/89 - Trade and Transport embargo ends after 9 months; fuel becomes available for TA team travel
- 2/90 - M. Rechlin arrives at IOF as COP
  - IOF classes are suspended because of anti-government demonstrations
- 4/90 - H.M. King Birendra declares multi-party democracy
  - IOF Dean K.C. and his administration resign under student pressure
  - I.C. Dutta elected by IOF faculty to serve as interim Dean, approved by Tribhuvan University Vice-Chancellor
- 5/90 - V. Jaishwal resigns as Hetauda Campus Chief
  - P.N. Pradhan named Hetauda Campus Chief
- 7/90 - T. Pierce takes over from A. Dickie as IOFP Project Officer
- 8/90 - I.C. Dutta appointed IOF Dean by Vice-Chancellor
- 10/90 - IOFP TA team receives customs clearance for project "start-up" commodities that had been held for more than one year
- 4/91 - IOF campus closed in preparation for national elections
- 5/91 - National elections held, campus re-opens end of May

- 6/91 - Ford Foundation consultant recommends freezing Foundation grant to IOFP
  - Daily faculty and student protests against Dean Dutta
  - All IOF faculty resign from their committees
  - Dean Dutta called to Kathmandu by Vice-Chancellor
  - USAID suspends IOFP
  
- 8/91 - Dr. Malla resigns as Vice-Chancellor
  - K. Mathema appointed as new V-C
  
- 9/91 - I.C. Dutta resigns as Dean of IOF
  - P.N. Pradhan appointed interim Dean to oversee exams
  
- 10/91 - K. Chitrakar appointed IOF Dean by V-C
  - USAID calls TA team back to IOF to prepare for resumption of project
  
- 11/91 - USAID resumes IOFP with the exception of training component pending recommendations of mid-term evaluation
  
- 12/91 - IOFP mid-term evaluation held

**APPENDIX FIVE**

**LIST OF INDIVIDUALS AND AGENCIES CONTACTED**

## APPENDIX 5

### LIST OF INDIVIDUALS AND AGENCIES CONTACTED

#### USAID/Nepal

Theodora Wood-Stervinou, Deputy Mission Director  
Robert Thurston, Agricultural Development Officer, ARD  
Sher Plunkett, Deputy ADO, former IAAS Project Officer, ARD  
Thomas Pierce, IOFP Project Officer, ARD  
Alex Dickie, former IOFP Project Officer, ARD  
Mike Calavan, PPD  
Niranjan Regmi, Asst. IOFP Project Officer, ARD  
Siddhi B. Ranjitkar, ARD  
Shree Bindu Bajracharya, former IAAS Asst. P. O., ARD  
Anjali S. Pradhan, Women in Development Officer

#### A.I.D./CDIE/PPC/Washington

Gary Hansen, Director

#### Institute of Forestry/Pokhara Campus

Kapil Chitrakar, Dean  
Gajendra Dhoj Joshi, Deputy Registrar  
Keshab Kafle, Planning Officer

Several administrative personnel and staff

#### Faculty:

Dr. Iswor C. Dutta, former Dean, Chemistry  
Mr. M. Samsul Haque, former Asst. Dean, Chemistry/Remote Sensing  
Mr. Ashok K. Mallik, Agronomy/Plant Breeding/Seed Production  
Mr. Jai Narayan Mehta, Zoology/Wildlife Management  
Mr. Amulya Ratna Tuladhar, Silviculture  
Mrs. Anjana Rajbhandari, English  
Mr. Chiranjibi Upadhyaya, Forestry/Forest Economics  
Mr. Ridish K. Pokharel, Forest Management  
Mr. Shyam Mohan Mishra, Mathematics  
Mr. Prem K. Jha, Zoology/Natural Resource Management  
Mr. Kusumakar Neupane, Nepali

Mr. Rais Ahmed Khan, Forestry  
Mr. Santosh Rayamajhi, Biology  
Mr. Achyut Raj Gyawali, Forestry  
Mr. Bharat Mahato, Chemistry  
Mr. Tanka Pd. Acharya, Forestry  
Mr. Ananta P. Shrestha, Forestry  
Mr. Vidhya Raj Suvedi, Statistics  
Mr. Jay B. S. Karki, Forestry  
Dr. R. B. Mathur, Visiting Professor from India (sponsored by IOFP)

**Students:**

Several students interviewed in groups and some individually.  
Female students interviewed separately as a group.

**Institute of Forestry/Hetauda Campus**

Mr. Prithnu N. Pradhan, Campus Chief, Forestry

Several administrative personnel and staff

**Faculty:**

Mr. Vindhychal P. Jaiswal (at Budol), Soil & Watershed Conservation  
Mr. Sukhdeo Chaudhary (at Sauraha field camp), Forestry  
Mr. Chintamani L. Das, Forestry  
Mr. Bishambhar M. Pradhan, Forest Engineering  
Mr. Keshab Pd. Sharma, Nepali  
Mr. Awadesh Singh, English  
Mr. Shailendra N. Adhikary, Botany  
Mr. Jay N. Yadav, Forestry  
Mr. Laxman S. Shrestha, Forestry/Nursery Manager  
Mr. Ganesh B. Shrestha, Physical Training  
Mrs. Khuma Dhital, Botany  
Mr. Bal Ram Bhatta, Botany

**Students:**

Two groups of students at field sites, Sauraha and Budol.  
Group of students on campus.  
Female students interviewed separately in groups on campus and at Sauraha.

### Peace Corps/Nepal

Renee Thakali, Coordinator  
Camille Richard, Volunteer, IOF Pokhara campus  
James (Jaime) York, Volunteer, IOF Pokhara campus

### Tribhuvan University

Dr. Kedar Bhakta Mathema, Vice Chancellor  
Sudarshan P. Rijal, Registrar  
Prof. Dr. Devendra Raj Mishra, Rector  
Panna Lal Pradhan, Chief of Planning

### Ministry of Forest and Environment

Baban P. Kayastha, Secretary, MFE  
Gokul R. Pande, Director General, Department of Forestry  
Indra Singh Thapa, Chief, Training Division, MFE  
Santosh Bikram Shah, Chief, Planning Division, MFE  
Krishna B. Malla, Director General, Dept. of Soil Conservation and Watershed Management  
Kedar Prajapati, Deputy Director General, Dept. of Forest and Plant Research and formerly  
Dean, IOF  
Rabi Bahadur Bista, Dept of Forest and Plant Research  
Amrit Lal Joshi, Deputy Director General, Community Forestry Development Division  
Bijaya Raj Poudyel, District Forest Officer, Kabhre Palanchok District  
Indra Singh Karki, Regional Director, Far Western Region  
Ram Poudyel, Planning Officer, Department of Forest  
Ganga Ram Singh, Principal Game Warden, Sauraha (Chitwan National Park)

### Institute of Agriculture and Animal Sciences

Dr. Tej Bahadur K. C., Dean  
D. R. Dangol, Ethnobotanist

### Institute of Forestry Project Technical Assistance Team

Dr. Mike Rechlin, Chief of Party  
Dr. Don Messerschmitt, Research Adviser

### Swiss Development Corporation

Dr. Patrick Robinson, Director, Dolakha-Ramechhap Community Forestry Project

**Nepal Australia Forestry Project**

**Dr. Andrew Tilling, Team Leader  
Mr. Tony Bartlett, Forest Officer  
Mr. Michael Nurse, Forest Officer**

**World Bank**

**Ai-Chin Wee, Senior Economist  
Horst Wagner, Senior Forestry Specialist, Asia Technical Department, Washington, DC  
Harihar Acharya, Institutional Development Specialist**

**APPENDIX SIX**

**SUMMARY OF POSITIVE FINDINGS, SALIENT PROBLEMS,  
AND RECOMMENDATIONS OF THE EVALUATION TEAM**

## APPENDIX 6

### IOFP MID-TERM EVALUATION

#### SUMMARY OF POSITIVE FINDINGS, SALIENT PROBLEMS, AND RECOMMENDATIONS OF THE EVALUATION TEAM

December 21, 1991

#### HUMAN RESOURCES DEVELOPMENT

##### Positive Findings

- The IOFP TA team, working with the Dean and faculty, did develop a precise, workable set of criteria for the selection of candidates for long-term training (IOFP Semi-Annual Report No. 2, Annex ).
- Training opportunities and appropriate institutions in Asia and the US have been identified and their strengths and weaknesses in terms of IOF needs have been noted (Rechlin and Dutta 1991).
- IOFP has provided long-term, short-term, and on-the-job training for faculty and staff.
- IOFP has provided training in the use of computers to faculty and students; and training in computer maintenance to staff.
- IOFP has facilitated faculty participation in seminars, workshops, and conferences.

##### Salient Problems

- Differences of opinion over selection procedures has brought IOFP efforts to provide long-term out-of-country training to a halt.
- Specification of numbers of M.Sc. and Ph.D. fellowships in the IOFP document has exacerbated factionalism and increased general discontent among faculty.
- Plans for short-term out-of-country training at UPLB for IOF faculty and staff were canceled or postponed when the project was temporarily closed following campus disturbances.

- The M.Sc. program identified in Malaysia is purely a research program with no course work and is therefore inappropriate for IOF faculty advanced training.
- The IOF currently has more faculty than is required for its existing curriculum.
- Few of the faculty have field forestry experience.
- The current practice of giving PCVs full course teaching responsibilities has not been effective.

### **Recommendations**

- Pool all training funds and eliminate the fixed number of M.Sc. and Ph.D. fellowships.
- Ph.D. level training is not necessarily relevant to the current needs of the IOF and should be minimized in favor of project emphasis on M.Sc. level fellowships in general forestry and social forestry (a maximum 24 month training period).
- Delay the nomination of any further long-term training candidates until such time as the IOF has determined and the IOFP Executive Board has approved that the campus can send faculty without upsetting the academic program. USAID needs to determine a cut-off date after which remaining training funds will be lost.
- IOFP should accelerate in-service training of staff in order to enhance job skills and performance, in particular, training in bookkeeping and accounting procedures to handle project inputs in a manner that is consistent with USAID procedures.
- Short-term training plans formulated before the disturbances should be quickly reviewed, revised as necessary, and implemented.
- The TA Team should work with the Dean to promote field training opportunities for the IOF faculty.
- The TA team should work with the Dean to develop a manpower plan for the IOF faculty that deals with the problem of faculty overstaffing.
- The current training plan should be reviewed and revised as soon as possible (see Curriculum recommendations below).
- IOFP must reconsider how PCVs may be used more effectively to achieve the purpose of the project, e.g., as English language tutors, assistants to faculty and staff, and to increase project presence in Hetauda. The Evaluation Team recommends that the current practice of PCVs having full responsibility for courses

be discontinued and that this issue be re-examined after academic discipline has been established on the IOF campuses.

## **RESEARCH**

### **Positive Findings**

- IOFP has provided training to faculty in proposal preparation and research techniques and has substantially improved the ability of some IOF faculty to write proposals, conduct research, and present results.
- IOFP has improved IOF linkages with outside agencies, and thereby increased the availability of funds for faculty and student research.

### **Salient Problems**

- The project's emphasis on research has taken some faculty away from teaching and has caused resentment among other faculty of the IOF.
- The project's concentration on social forestry has created the perception among some faculty that the project is neglecting the biophysical aspects of forestry.
- Several research projects either sponsored by the IOFP or guided by its Research Adviser have been on hold since the freezing of the project.

### **Recommendations**

- IOFP should help the IOF and TU to devise a workable system for charging overhead on research grants and faculty consulting that would go into an IOF discretionary fund.
- At this stage in the project, there should be a shift in emphasis of project sponsored research toward curriculum development, and a better integration of research activities with student training.
- The perception that the IOFP supports only social forestry research needs to be corrected through active dissemination among the faculty of information on the several biophysical forestry research projects that IOFP has already supported.
- There should be liaison between IOF and other research institutions, particularly the Department of Forest and Plant Research. This is important to ensure that IOF research is consistent with national research priorities and objectives.

## **CURRICULUM DEVELOPMENT AND TRAINING**

### **Positive Findings**

- Former Dean Dutta appointed a Curriculum Development Task Force which surveyed client agency officials and working IOF graduates on curricular changes needed and planned the National Curriculum Development Workshop, with guidance of the IOFP TA team.
- IOFP sponsored the National Curriculum Development Workshop at the IOF that resulted in positive recommendations for curriculum revision.
- IOFP has increased faculty awareness of the role of social science in forestry teaching and research.
- The Research Adviser has undertaken a survey of selected community forestry projects for the purpose of collecting IOF curriculum development material.

### **Salient Problems**

- Poor academic discipline (teachers not teaching and students not attending classes) has constrained project efforts to improve the quality of education at IOF.
- Scheduled field and lab practicals do not occur on a regular basis, and when these practicals take place, they are poorly integrated with lectures.
- Field excursions for students are not well conducted.
- The rigid procedures for curriculum change at TU and the inflexible connection between the examination system and the curriculum severely hamper the Institute's ability to respond to changing manpower needs of its client agencies.
- The lack of a functional academic calendar undermines academic discipline.
- Students feel that their competence in English needs to be improved so that they can read and comprehend course materials, most of which are in English, even though Certificate level courses are taught in Nepali.
- Actual revision of the IOF curriculum has not occurred.

### **Recommendations**

- The TA team should work to have the recommendations of the Curriculum Development Workshop incorporated into a revised IOF curriculum, and place

strong emphasis on getting the approval for that revised curriculum through the various stages of the TU procedures.

- Extend the IOFP Research Adviser position to the end of the project but change the Scope of Work to emphasize curriculum development and administration with much less emphasis on research. The TA team should make clear to faculty that funds will be available for development of course materials including practicals.
- To the extent possible, all TA team members should visit ongoing forestry development projects in Nepal to enhance their own practical experience.
- Arrange training opportunities in teaching methodology and curriculum development both on-campus and in other locations where appropriate training is available.
- Link long-term fellowships to the needs of the new IOF curriculum to the extent possible within the time frame of the project.
- The IOFP should facilitate regular contact between students and Nepali field professionals employed by client agencies through a program of visiting scholars, seminars, and workshops on campus.
- The IOFP TA team should work with faculty to insure that the field excursions for students are well conducted and provide a solid learning experience.
- Two years of English language instruction should be provided to students in the Certificate program and IOFP should help facilitate this change.

## **WOMEN AND REMOTE AREA STUDENTS AND OTHER STUDENT AFFAIRS**

### **Positive Findings**

- The IOFP TA Team has begun efforts to develop a set of admission procedures and stipend awards that is consistent with the goals of the project, and that enhances opportunities for admission and awards to remote area students.
- the TA team has actively promoted a better understanding of the role of Nepal's women in the management of the country's natural resources among IOF faculty and students through support for participation in national workshops, research on female recruitment, training, and employment in the forestry and natural resource sector, and sponsorship of a national conference on Women in Forestry and Natural Resources to be held early in 1992.

- The IOF has satisfied the project condition of increasing female enrollment to a level greater than 10% of the student body.
- The IOF has initiated broader female and remote area student recruitment efforts with the development of radio scripts for broadcast on Radio Nepal.

### **Salient Problems**

- The number of graduates currently being produced by IOF apparently exceeds the current and mid-term needs of client agencies. Private sector employment opportunities are limited for IOF graduates, and the HMG hiring freeze, which has been in effect since late 1989, has resulted in large-scale unemployment among graduates at Certificate and B.Sc. levels.
- Female students have significantly more difficulty in finding jobs than do male students.
- The student body of the IOF does not appear to be representative of Nepal's ethnic and regional diversity. The majority of students on both campuses belong to the Brahmin and Chhetri groups and originate from the districts surrounding Kathmandu, Pokhara and Hetauda.
- Current admission procedures work against candidates from remote areas.
- Because of campus disturbances and changing administrations, the admission schedule for the IOF has been erratic, thus creating problems for remote area candidates who must be present on campus for application.
- Despite the fact that NAFP and SDC have instituted programs to recruit and support remote area students at IOF, there is currently no systematic procedure at the Institute for the active recruitment of students from remote areas.
- Early IOFP recruitment promotion efforts have not been continued. While radio broadcasts are likely to reach a broader audience than newspaper advertisements, they fall far short of reaching a truly representative audience.
- Student stipends provided by IOF to its students are inadequate to meet the most basic needs.
- Appropriate hostel facilities for women do not exist at the Hetauda campus.

## **Recommendations**

- **USAID, through IOFP, should support the Dean in his efforts to reduce yearly IOF student enrollment at both Certificate and B.Sc. levels to a level that is consistent with the realistic human resource requirements of client agencies.**
- **IOFP advisers should work with the IOF administration in job placement of female students.**
- **The TA team should work with the Dean of the IOF to regularize the admissions procedures and schedule to ensure that remote area students have equal opportunity for admission to the Institute.**
- **If appropriate, IOFP advisers should work closely with the Dean to promote recruitment of ethnic minority students and students from remote villages.**
- **The TA team should expand its efforts to build links with other projects and organizations concerned with forestry and natural resources development in Nepal to encourage expanded recruitment and support of remote area students.**
- **IOFP should facilitate the provision of hostel facilities for women at the Hetauda campus as soon as possible. The IOF should explore the possibility of using IOFP "small campus repair" funds to renovate the structure currently used by the female students.**
- **IOFP should encourage the Dean and TU to raise the student stipends to an appropriate level, and to regularly adjust the rate of stipend to offset the effects of inflation and currency fluctuations. IOFP should work with the Dean to develop a sustainable stipend program. Sustainability with respect to stipends may involve continuing donor support.**

## **INSTITUTIONAL SUSTAINABILITY**

### **Positive Findings**

- **The IOFP TA team and the IOF Dean have reviewed the training needs assessment developed for the Institute in the IOFP project paper, and have revised the training plans for both IOF faculty and staff.**
- **The TA team has helped IOF establish closer links with government departments, and to establish new links with donor-funded forestry and natural resource projects in Nepal. The TA Team has also developed links between the IOF and international organizations and foundations that support faculty development and training.**

- The IOFP TA team has made a preliminary analysis of the management structure of the IOF, and has made recommendations for improvement.
- IOFP has provided short-term training for IOF staff in repair and maintenance of facilities and equipment and in record-keeping procedures and intends to continue doing so for the life of the project.

### **Salient Problems**

- Divisiveness among the IOF faculty has prevented IOFP from implementing its training plans according to schedule, and has resulted in lost opportunities for faculty and students.
- Previous IOF administrations have not made efforts to coordinate and link up with agencies that support training in the forestry sector.
- The IOF currently has no effective systems in place for sustainable management of its operations, including maintenance of facilities and equipment provided by IOFP.
- Earnings from IOF nurseries revert to TU and thereby minimize incentives for rational management of these resources.
- Project expectations that the IOF could manage its forests profitably are unrealistic and beyond the capacity of the existing system.

### **Recommendations**

- The IOFP team should help Tribhuvan University officials and the IOF administration to develop more effective management systems and more rigorous standards of accountability for the IOF. If progress is not made in this regard, USAID should reconsider its continued funding of the IOFP.
- The IOFP team should continue its efforts to develop and expand links between IOF and national and international agencies that are supporting forestry and natural resource management projects in Nepal. Such efforts to increase the number of "stakeholders" in the future of the IOF will provide the Institute with a more diverse portfolio of research and training resources, and will better guarantee continued donor support.
- In order to build a better organizational and management structure within IOF, the TA team should work with the Dean to develop job descriptions for all faculty and staff that clearly identify individual duties, responsibilities, level of authority, lines of communication and standards of performance.

- The TA Team should assist the Dean in obtaining a clear agreement from the Forest Department and TU for control of the resources allotted to the Institute and any the earnings accrued therefrom.
- At this time, the project should not attempt to support a program of profit-oriented IOF management of its forest resources. As an alternative, the IOF could enter into agreements with villagers living on the periphery of its lands, at both the Hetauda and Pokhara campuses as well as at its research stations, for the joint management of forest resources.
- As a condition for greater fiscal autonomy, the IOF Dean, with the assistance of the IOFP, should develop a financial sustainability plan that sets clear objectives for IOF programs, targets for earned revenues from the Institute's own resources and accountable proposals for the management of donor assistance.

## **COMPARISON OF IOFP WITH IAAS AND SIMILAR PROJECTS IN SOUTH ASIA**

### **Positive Findings**

- USAID funding has contributed to the advanced training of IAAS faculty and the upgrading of the IAAS physical facilities.
- Continuous and long-term USAID support to agricultural institutions that promotes institutional autonomy, sound management, flexibility in curriculum development, faculty research and extension programs, and that promotes enduring links between the agricultural institutions and major agricultural research universities in the United States has been successful in a number of cases in South and Southeast Asia.

### **Salient Problems**

- Poor contractor performance resulted in the IAAS project falling short of its human resources development goals.
- IAAS Project emphasized improvement of IAAS infrastructure and faculty development over the more pressing need to support the improvement of IAAS management and administration, and the need to support the development of an integrated teaching, research and outreach program.

### **Recommendations**

- USAID/Nepal should continue to support the institutional development of IOF with emphasis on improved management, teacher training, curriculum development and the development of a flexible research capacity

- USAID/Nepal should continue to support the development of enduring ties between the IOF and appropriate teaching institutions in the United States.
- USAID/Nepal should again evaluate the IOFP with sufficient lead time to determine if sufficient progress has been made to warrant extension of the project.
- USAID/Nepal should sponsor a study tour or regional seminar for senior MFE, TU and IOF officials that familiarizes the participants with the operations of successful agricultural institutes in South and Southeast Asia.

## **COMMODITIES PROCUREMENT/PHYSICAL INFRASTRUCTURE**

### **Positive Findings**

- IOFP has provided some essential commodities (computers, vehicles, some local purchase equipment, library books); and has supported the improvement of IOF physical facilities.
- IOFP has received USAID approval to proceed with the renovation of selected buildings and grounds infrastructure at the Hetauda campus

### **Salient Problems**

- Buildings and grounds at both campuses are in desperate need of considerably more renovation than can be provided within the current budget of the IOFP and it is clear that funds for this purpose will not be forthcoming from TU in the near future.
- The lengthy and complicated procedures for clearing imported commodities through customs has significantly slowed IOFP's efforts to provide new and replacement equipment to the IOF.

### **Recommendations**

- The IOFP should continue current plans for renovation of IOF facilities and the provision of lab and field equipment at both campuses, and make every effort to accelerate the process.
- The IOFP team should consult with USAID, TU, the IOF administration, and other relevant HMG officials to determine if there is any legal way to speed imported commodities through customs.

- The IOFP should assist the Dean and TU in developing a system that anticipates recurring costs and finances those costs through overhead charges on faculty research and capitation fees.

## **CONTRACTOR EFFECTIVENESS**

### **Positive Findings**

- Yale has provided a high level of support to the IOFP TA team, without which the continuity of the project would have been further compromised.
- Some temporary difficulties with IRG, one of Yale's subcontractors, have been successfully resolved.
- Synergy, the local Nepali subcontractor, has performed in an exemplary fashion in carrying out its specific responsibilities for local hire project personnel.
- Reportage has been superb, for which the IOFP TA team, and particularly the C.O.P., should be commended.

### **Salient Problems**

- Political disturbances, disruption of the academic schedule, and frequent changes of administration at the IOF has prevented the project from achieving its goals in a timely fashion.
- RCUP left a legacy of expectations that is difficult to dispel and cannot be fulfilled by IOFP (e.g., project allowances, waiver of English language requirements for foreign training).
- Staff and some students on both campuses, but particularly on the Hetauda campus, have little information about the IOFP and the specific tasks it is intended to accomplish.

### **Recommendations**

- IOFP should make available brief quarterly project updates (in Nepali) to all IOF faculty, staff, and students as well as IOF client agencies.

## **EFFECTIVENESS OF TA TEAM**

### **Positive Findings**

- The IOFP Chief of Party has established very good working relationships with the Dean, faculty and staff of the IOF.
- The IOFP TA team has carried out its Scope of Work with determination and commitment in the face of extraordinary project disruption.
- The COP, the Research Adviser, and Yale backstopping personnel have all contributed to project documentation and reportage that is more extensive and detailed than any the evaluation team has previously encountered.

### **Salient Problems**

- There is a strong feeling among the Hetauda faculty and staff that they have been neglected by the project.
- While the assignment of full course teaching responsibilities to TA team members makes it difficult for them to carry out other project responsibilities effectively, each member needs some classroom experience to get a full understanding of the IOF teaching environment.

### **Recommendations**

- The recent opening of a project office on the Hetauda campus will help to dispel the feeling of neglect and would have been a recommendation of the evaluation team if the new Dean had not already suggested it.
- The recruitment of a Nepal Peace Corps Volunteer (with in-country forestry or natural resources experience) for posting to Hetauda would greatly enhance IOFP representation at that campus.
- IOFP team members should have teaching responsibilities that do not exceed one segment per year.
- The Scope of Work for the Research Advisor should be revised to include sharing of the COP's administrative duties as well as the curriculum development responsibilities noted above.