

APPENDIX D  
A.I.D. EVALUATION SUMMARY - PART I

PD-ABD-948  
76431

1. BEFORE FILING 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>REDSO/ESA</u> (ES# _____)	<b>B. Was Evaluation Scheduled In Current FY Annual Evaluation Plan?</b> Yes <input checked="" type="checkbox"/> Skipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>9203</u>	<b>C. Evaluation Timing</b> Interim <input type="checkbox"/> Final <input checked="" type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>
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**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)
Grant No. 623-0433- G-SS-7021	Grant to African Wildlife Foundation		6/92	\$150,000	\$150,000

**ACTIONS**

<b>E. Action Decisions Approved By Mission or AID/W Office Director</b> Action(s) Required	Name of Official Responsible for Action	Date Action to be Completed
	Richard J. Edwards	June 92

(Attach extra sheets if necessary)

**APPROVALS**

1. Date Of Mission Or AID/W Office Review Of Evaluation: \_\_\_\_\_ (Month) \_\_\_\_\_ (Day) \_\_\_\_\_ (Year)

2. Approvals of Evaluation Summary And Action Decisions:

	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
Name (Typed)				
Signature				
Date				

**ABSTRACT**

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

Grant No. 623-0433-G-SS-7021-00 was made in June 1987, to the African Wildlife Foundation to provide support for wildlife management training, conducted primarily at the College of African Wildlife Management, Mweka, Tanzania. The grant itself was administered through the AWF field office in Nairobi, Kenya. USAID provided financial support of \$150,000 to AWF for the five year period, 1987-1992, with matching funds provided to the college by AWF itself. The involvement of AWF with the College of African Wildlife Management precedes the date of the Grant, in fact, AWF has been a sponsor of the college even before it opened its doors in 1963. As a member of the Board of Directors of the college, AWF is in a position to leverage changes which are required if the college is to keep up current enrollment and development plans.

Throughout the course of the Grant, AWF has been a model of transparency and has always submitted reports on time. Budget expenditures were made according to the purposes of the Grant, and the components of the Grant, under its Program Description have been met, to the letter.

**COSTS**

**1. Evaluation Costs**

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Richard Pellek	REDSO/ESA	4	400	PSC Contract

2. Mission/Office Professional Staff  
Person-Days (Estimate) 6

3. Borrower/Grantee Professional  
Staff Person-Days (Estimate) 1/2

- 2 -

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

**S U M M A R Y**

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

**Address the following items:**

- |  |                             |
|--|-----------------------------|
| • Purpose of evaluation and methodology used     | • Principal recommendations |
| • Purpose of activity(ies) evaluated             | • Lessons learned           |
| • Findings and conclusions (relate to questions) |                             |

**Mission or Office:**

**Date This Summary Prepared:**

**Title And Date Of Full Evaluation Report:**

REDSO/ESA

14 April 92

FINAL EVALUATION: AWF Grant 24/3/92

**Purposes of the evaluation:**

- 1) To assess the progress of Grant components and the appropriateness of Grant expenditures;
- 2) To assess the effectiveness of training and the need for changes in Grant design or implementation procedures;
- 3) To address the overall success of the training program (at the College of African Wildlife Management) and to consider possible continuation of the Grant beyond the initial date of completion.

**Methodology used:**

- 1) Review of AWF documents, records and reports;
- 2) Site visits (3) to the College of African Wildlife Management (CAWM) and interviews with teaching staff and students supported under the Grant, in 1988, 1990 and 1992.

**Purpose of activities evaluated:**

Financial support for selected students (10) and material support to CAWM to permit it to meet its teaching and leadership role in wildlife management.

**Findings and conclusions:**

In each of the component sections under the Program Description of the Grant, the Grantee met or exceeded its obligations. The component sections: SCHOLARSHIP PROGRAM; COLLEGE LIBRARY FACILITIES; EQUIPMENT AND TEACHING MATERIALS; and MAN AND WILDLIFE COURSE, were fully and squarely addressed in a satisfactory manner.

CAWM faculty interviewed and students supported under the Grant agreed that AWF acted responsibly and consistently in the execution of the Grant.

Other relevant findings are found in the attachment to this cover sheet.

**Principal recommendations:**

USAID should continue to support the good work being done by AWF at CAWM, in light of the Agency's own agenda and strong commitment to natural resources management.

In light of AWF's outstanding record of continuous support to CAWM and involvement as a leading voice in African wildlife management, USAID should give serious consideration to AWF proposals to continue with its agenda.

**Lessons learned:**

The evaluation visits have been a focussed way to assess the efficacy of the Grant; conversely the requirement for evaluation keeps both AID offices and grantees current.

**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.)

Attachments: 1988, 1990 and 1992 (Final) evaluations; 1991 Proposed Concept for a Grant to AWF in Support of CAWM

**COMMENTS**

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

REDSO/ESA: No additional comments

Grantee: No additional comments

**FINAL EVALUATION**  
USAID Grant No. 623-0433-G-SS-7021-00  
to: African Wildlife Foundation  
24 March 1992

**[I] BACKGROUND**

United States Agency for International Development Grant No. 623-0433-G-SS-7021-00 to the African Wildlife Foundation (AWF) was signed on 29 June 1987. The period of the Grant is for five years, with an expiration date of 28 June 1992. The purpose of the Grant, as originally written, is to provide support for wildlife management training being conducted at the College of African Wildlife Management (CAWM) at Mweka, Tanzania and the Grant provides financial support of \$150,000 to AWF for the five year period, 1987-92. AWF provides an amount equal to USAID's contribution, with no overhead rate applicable to the Grant. Under the specific terms of the Grant and its Program Description, evaluations of the Grant are to be made in Years 1, 3 and 5, the final year. Also under the terms and conditions of the Grant, the four components of support for training are: 1) sponsorship of 10 African students, including living expenses and direct support costs; 2) improvement of college library facilities, including textbooks, journals, reference/training materials, etc.; 3) the purchase of equipment and teaching materials; and 4) the design of a new course entitled "Man and Wildlife." Since Grant funds went directly to support CAWM, the thrust of the evaluations took place on the CAWM campus. The formal reviews (and this final evaluation) have been the primary means of evaluating:

- \* the progress to date and the appropriateness of the Grant expenditures.
- \* the effectiveness of the training and the need for changes in Grant design or implementation procedures.
- \* the overall success of the training program and possible continuation of the Grant beyond the initial date of completion.

The first evaluation was done at CAWM in December, 1988 by Mr. Gregg Booth of AID/W. A second evaluation at CAWM was conducted by REDSO/ESA Natural Resources/Policy Advisor Richard Pellek in September 1990, and this final evaluation was also conducted by Pellek during 3-6 March, 1992. AWF has conducted their own ongoing evaluation by participating as members of the CAWM Board of Governors, and as collaborators with REDSO/ESA in preparation of review and evaluation documents.

**[II] FINDINGS**

**A. SCHOLARSHIP PROGRAM**

A.1. During the period of the Grant, AWF has supported 14 students at Mweka, four more than specified in the Grant, as originally written. Reasons for this relate to re-designating budgetary items such as equipment, books, etc. after those items had been purchased, with concurrence by USAID. Furthermore, the matching funds provided by AWF to CAWM permitted flexibility in expenditures.

Students sponsored by AWF were interviewed by Pellek during the 1990 evaluation and again in the final evaluation in March 1992. When interviewed during 1990, all students sponsored by AWF were present on the CAWM campus; all were interviewed, and all were satisfied with the level of scholarship support. In the most recent interviews, two second-year students and two first-year students were again questioned regarding their satisfaction with scholarship support provided by AWF, and the general terms of their training at CAWM. As

in the last evaluation, all of the students acknowledged that the training is appropriate and effective. In addition, they mentioned that AWF staff members invite them to participate in open dialogue regarding their sponsorship and progress at CAWM. Thus, it can be concluded that AWF has continued to be responsive to the needs of CAWM in general, and demonstrated a continuing interest in the welfare and professional development of students whom they sponsor. In addition, the students acknowledge that AWF representatives give them full consideration as professionals by allowing them to speak freely and considering their views.

A.2. As a member of the CAWM Board of Governors and as partners with IUCN, WWF and others in the Mweka Scholarship Support Project, AWF continues to participate as an active partner in CAWM affairs. Scholarship support is perhaps the most important expenditure in the Grant, related as it is to professional development of selected students. AWF kept a global perspective throughout the period of the Grant by sponsoring Certificate, Diploma and/or Post-Graduate candidates: from Uganda, Ethiopia, Tanzania, Botswana, Ghana, Nigeria, Malawi, and Zambia. Scholarship support covers a total of 22 person-years.

## B. COLLEGE LIBRARY FACILITIES

B.1. AWF has been a supporter of CAWM since before their doors opened in 1963. As regards spending according to the original Grant agreement, the periodic reports of AWF to USAID list the titles and numbers of textbooks which have been donated to CAWM, including individual textbooks for students supported directly by AWF. According to the lists, over two hundred texts have been purchased by AWF and put into service at CAWM. A verification of holdings by selected titles was made by Pellek during the 1990 evaluation. In addition, countless reprints of journal articles and other documents have been forwarded to CAWM on a regular basis during the Grant period.

B.2. Since the last evaluation in 1990, funds were expended by AWF to provide CAWM with book binders and folders to hold journals and other periodicals, this in response to suggestions made in the 1990 evaluation report.

B.3. The state of the CAWM library, however, is not as favorable as it could be. CAWM must attract and keep a qualified librarian, an issue they have not been able to resolve in a number of years. A thorough "needs assessment" should be undertaken by a qualified librarian to ascertain what management procedures and library operations will best serve the students, faculty and staff--now and in the future. Part of that assessment will likely include supplies and equipment to modernize operations. AWF knows of the management problem and will be able to assist, given their involvement in years past. In the meantime, designated CAWM faculty members provide oversight guidance on library affairs, but are constrained in resolving the problem because of limited authority to employ, train and monitor library staff. Of the many improvements which could be made in the future, the management of the library is still high on the list of priorities.

## C. EQUIPMENT AND TEACHING MATERIALS

C.1. A full range of equipment: binoculars, cameras, videos, a photocopy machine, slide synchronizer, camping gear, mapping equipment, etc. was provided to CAWM by AWF, according to the general terms of the Grant. AWF has been in touch with CAWM authorities, through committees composed of students and faculty advisors, to keep AWF and other donors abreast of the needs. REDSO/ESA advisor Pellek made a complete inspection of the equipment provided by AWF during his 1990 evaluation, and queried students and CAWM staff about equipment needs during this final evaluation. Donors in general are responsive to the needs of the college, but there is still a problem of having the right amount of functional classroom and laboratory equipment to match current class size or academic function. The greatest problem, perhaps, is non-functional or maladjusted equipment rendered useless by rough or careless handling on the part of the students, themselves. When damage is done to cameras or binoculars, for example, they are put aside and not used again. Furthermore, the problem is exacerbated by the absence of any nearby, convenient and reliable repair service which can extend the useful life of many of the items which form part of the CAWM equipment inventory. Of course, that also goes for

more expensive and proprietary equipment such as copiers, printers and computers. AWF has also supplied CAWM with such items in the past, but such capital items are not as readily replaced (or serviced) on demand. Thus, maintaining the entire array of CAWM equipment remains a problem which has no easy, quick resolution.

C.2. The teaching aids and field equipment supplied by AWF over the Grant years which are still in service show normal levels of wear and tear, but may not be sufficient in number to meet demand in every classroom situation or field exercise. Some students believed that the quantity of serviceable binoculars and field manuals, guide books and other items are insufficient to serve large classes efficiently. Since it is unlikely that quality repair of a variety of photographic equipment and technical instruments will become readily available in the vicinity of CAWM, the problems will likely continue. The college authorities alone should decide what action to take to keep field equipment in working order, since CAWM serves the interests of students from many countries and supported by a variety of sponsors, some of whom may not make allowances for personal or institutional equipment.

C.3. From a record high enrollment of 103 students in 1988, as noted during the evaluation period in 1988, CAWM now has an enrollment of 127 students: 115 males and 12 females. AWF has not sponsored a female, to date. During the 1988 evaluation period, 80% of the students were from countries other than Tanzania; today some 20 countries are represented, 16 of which are African countries, but over 40% of the students are Tanzanians during the current term. The changing enrollment patterns only suggests that CAWM continues to be a *de facto* international institution which is recognized around the world, but which has a development and management agenda which is still largely under Tanzanian state parastatal policies and development guidelines. The point is that total enrollment affects CAWM and its students, faculty and staff as a whole, and as regards the use of laboratory and field equipment, living quarters, eating facilities and the library. Wear and tear on the equipment is inevitable, to some extent, but the true costs of upkeep cannot be and should not be separated out or assignable to an individual donor such as AWF. Other donors who sponsor students at CAWM also provide books and specific pieces of personal equipment such as compasses, but there may be other donor organizations who do not. All students impact the overall infrastructure and its facilities.

#### D. MAN AND WILDLIFE COURSE

D.1. The most recently developed aspect of the CAWM curriculum was the inclusion of the "Man and Wildlife" course which was designed by a consultant and funded by AWF during 1990, as described in the Grant. "Man and Wildlife" was taught for the third time during the first part of the 1991/92 school term. Students say they are satisfied with its relevancy; but there were few changes in content during the latest term, partly because of the problems associated with obtaining up-to-date and relevant case-study materials from other countries, particularly within the African wildlife context.

D.2. Upgrading and updating "Man and Wildlife" suffered a setback in early 1991 as a result of the departure of Ms. Rebecca Watts, a Peace Corps Volunteer who was specifically assigned at the time to keep "Man and Wildlife" a dynamic part of the expanded CAWM curriculum through the process of revision. Other staff changes at CAWM have contributed to the process of dynamic development of the overall curriculum, as well.

#### E. OTHER RELEVANT FINDINGS

E.1. As a result of a special report written by REDSO/ESA advisor Pellek in January 1991, concerning management and operations at CAWM, some further actions have been taken by AWF and other donors. The "Pellek Report", entitled "Proposed Grant to the African Wildlife Foundation in Support of the College of African Wildlife Management" was endorsed by the CAWM Board of Governors and has been subsequently used as a guideline for some new initiatives at CAWM. Most notable are principal AWF funding for a Strategic Planning Workshop which took place at CAWM in September 1991, followed by an Organizational Review of CAWM, commissioned by AWF and conducted by Price Waterhouse.

7

E.2. Staff increases and job descriptions at CAWM have changed in the interim, but the recommendations of the Price Waterhouse study go even further to address the problems of salary structure and status. The many recommendations made in the report can only be carried out within the budget limitations of CAWM and its donors. AWF has proceeded to fund Module 5 of the proposed program of work in organizational restructuring. Module 5 has to do with a review of accounting information and financial activity at CAWM, in order to better inform each manager of CAWM funds of his role in business management of funds.

## **F. CONCLUSIONS AND RECOMMENDATIONS**

F.1. AWF has been a model of transparency throughout the course of the Grant. Periodic reports, which have always been on time and have contained information which indicated a close working relationship with CAWM, indicate quite clearly that the monies granted by USAID to AWF have been spent wisely and in accordance with the terms of the Grant. Any questions which arose during the Grant period were answered to the satisfaction of the evaluators.

F.2. Minor adjustments in line-item expenditures which were made during the course of the Grant were done in consultation with CAWM and with USAID concurrence. Thus, AWF has been open and responsive.

F.3. By interviewing AWF-sponsored students and by witnessing the CAWM holdings of supplies, library materials, audio-visual, laboratory, classroom and field equipment, the evaluators deem the Grant to be effective in meeting the purposes of the Grant.

F.4. All four categories of AWF involvement under the terms of the Grant have been comprehensively addressed and fully met. Indeed, the scope of involvement and financial commitment to CAWM goes far beyond what is funded in the Grant, as a result of a matching grant to CAWM using AWF's own resources.

F.5. Any future grant to AWF, of similar or larger size, and with similar purposes can be recommended without reservation, in the opinion of this reviewer.

F.6. It is recommended that USAID continue to support the innovations recently undertaken at CAWM, and that continued support for AWF would likely be as demonstrably worthwhile as it has in the past. Another matching grant by AWF would also signal their continued commitment toward working with CAWM.

F.7. It is recommended that all due consideration be given to any future grant proposal submitted by AWF, in behalf of support to CAWM, as it continues to grow and respond to future demands placed on it.

### **[III] PRINCIPAL CONTACTS**

College of African Wildlife Management  
Mr. Wilfred Foya, Vice Principal  
Mr. David M. Gamassa, Senior Instructor  
Mr. Julius Mangubuli, Chairman, Library Committee  
Mr. J.H. Machange, Secretary, Library Committee  
Mr. H.I. Sakiro, Instructor  
Mr. Kitaba Kapanya, Asst. Project Manager, Mt. Meru

African Wildlife Foundation  
Ms. Deborah Snelson, AWF Deputy Director

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76440

**EVALUATION REPORT**  
**USAID Grant No. 623-0433-G-SS-7021-00**  
**to: African Wildlife Foundation**

**[I] BACKGROUND**

Under the terms of Grant 623-0433-G-SS-7021-00 to the African Wildlife Foundation (AWF), an evaluation of the Grant and its implementation value is to be made in the third year of the grant. Richard Pellek, the REDSO/ESA Natural Resources/Policy Advisor (NR/PA) was invited to perform the Third Year Evaluation as a way to introduce him to AWF activities and to the grant recipient, the College of African Wildlife Management (CAWM) at Mweka, Tanzania. The NR/PA made the evaluation by studying AWF documents and reports in AWF and USAID files, and by making a site visit to CAWM during the period 10-14 September 1990.

The College of African Wildlife Management has a 26 year history of training in-service and pre-employment personnel from several African countries in the principles and practices of wildlife management, with the emphasis on field activities. CAWM has also accepted students from Asia, Europe and North America. AWF has been sponsoring CAWM for the entire period of its existence since its opening in 1964. Grant No. 623-0433-G-SS-7021-00, provides support to AWF for a five year period, with a PACD of 31 July 1992.

Under the terms of the Grant, the formal reviews are the primary means of evaluating:

- \* the progress to date and the appropriateness of the grant expenditures.
- \* the effectiveness of the training and the need for changes in grant design or implementation procedures.
- \* the overall success of the training program and possible continuation of the grant beyond the initial date of completion.

Among the specific tasks requested of the NR/PA was to take a close look at the "Man and Wildlife" course which had been included in the CAWM curriculum in 1989 and the development of which had been funded by AWF. Another specific task was to verify the presence of equipment, supplies and educational materials such as books and reprints which have been supplied to CAWM by AWF, under terms of the Grant. The most important task, however, was to evaluate the efficacy of the scholarship support for the ten students, past and present, who have been sponsored under the grant to AWF.

### **[III] FINDINGS**

#### **A. "MAN AND WILDLIFE" COURSE**

A.1. The course "Man and Wildlife" is currently being taught for the second time in school year 1990-91, after its inclusion in the curriculum in 1989. The NR/PA met with the course coordinators/instructors David Gamassa, Pascal Nguye, and Rebecca Watts. All agreed that the course the first time around was reasonably successful but that certain shortcomings were apparent. "Man and Wildlife" is being revised for the current term.

A.2. In discussions with some students who had taken the course last year, they acknowledged that the course is relevant and was well taught; but they also recognized that some changes were desirable.

A.3. A large number of reprints which were provided by AWF and are considered as important components in "Man and Wildlife" are currently found in the reserved files of the CAWM library, but may not be readily accessible to students because cataloging procedures are in arrears. The NR/PA could find no entries in the card catalogue on reprints that went back further than June, 1976. The reprints are there, however, if a student knows their identity and is able to request them, as needed. A full set of reprints is kept by Ms. Watts so that she is able to use them in revising the course, as needed.

#### **B. EQUIPMENT AND SUPPLIES**

B.1. There is a great variety of equipment at CAWM which has been provided over the years by AWF. The amount and variety is almost too numerous to mention, however, the categories include books and reprints; cameras, videos and a slide synchronizer; a photocopy machine; computers, printers, and monitors; computer software programs; camping gear; survey equipment such as compasses, chains and plane tables; mapping equipment such as protractors, scales, pocket and mirror stereoscopes, mapping tables and the map cases to put them in; bedding and cooking gear for campus and field use; and many other things. The NR/PA saw many of these items and was satisfied that proper care was being taken of them, furthermore, that someone was responsible for the upkeep of equipment in the various categories.

B.2. Not everything is current, however, with respect to the serviceability of all equipment. For example, many of the firearms are so old that they cannot be properly "zeroed" and may make it pointless to use them if accuracy is a consideration. Due to the large class sizes in recent years, there may be an extra demand on the available resources.

B.3. Due also to large classes and a student body which is perhaps 50% larger than the college was originally designed to accommodate, there is also a shortage of both campus and field equipment in some categories. Binoculars and field guides, for example, are in short supply in some classes. Another example is bedding. The same bedding which is used on campus serves the students in the field. When linen and blankets are being washed, or if they are wet in foul weather, considerable discomfort and inconvenience can result. That would be especially true if some of the tents which are in a poor state of repair contribute to the problem.

B.4. Books for personal use as course textbooks may be in short supply. Although several texts, by title, were mentioned as potentially satisfactory as course texts, the decision to designate a particular text in an individual course is not a simple one. When a consensus is reached on choice of books, however, AWF is responsive to CAWM in supplying them in sufficient numbers, and in accordance with CAWM requests. A credible effort has been made to keep track of books and reprints which have been contributed by AWF, however, gaining access to specific titles can be difficult and time consuming.

B.5. It is not clear if CAWM officials have kept current on the needs of the college as regards both repair requirements and new purchases of several of the minor items which, nevertheless, can add up to become a sizeable financial burden. Since AWF has a long history of responsiveness to CAWM needs, for items that are allowable under terms of the Grant, the NR/PA got the impression that a budgeting exercise to include such details has not heretofore been a priority issue.

### C. SCHOLARSHIP SUPPORT

C.1. The most recent progress report submitted by AWF to USAID (dated March 1990) indicates that three scholarship students supported under the grant are in their second year (school term 90/91) and that two more would be awarded for academic years 90/91 and 91/92. The NR/PA met all of the scholarship students mentioned in the March 1990 report, and the ones who were recently selected. There were three new students supported by AWF, however. All of them were identified on a list which can be seen in the outer office of the Principal, CAWM. None of the students, however, were aware that their sponsorship also included support from USAID through AWF. Their letters of appointment did not mention USAID and they had no knowledge of the relationship between AWF and USAID. CAWM itself does not know of the specific USAID link with AWF as regards the students in question. USAID/Dar-es-Salaam as a sponsor of several students from Tanzania under another grant is documented by CAWM.

C.2. In discussions with the students supported under the grant, all were quite satisfied with the terms of the grant, although each of them agreed that it would have been better to include the transportation costs in the AWF grant rather than to leave those to the parent institution from which they came. Several scenarios were presented in which it became clear that parent organizations often designate then authorize overland means of transportation rather than by air, as a means of conserving the institution's own funds. In one case a student had travelled overland for five days from a neighboring country because air travel was not authorized.

C.3. All the students interviewed agreed that the course work was relevant to their job assignments and believed that they were benefitting from their sponsorship at CAWM. Each of them had an opinion on the "Man and Wildlife" course and agreed that several areas could be improved. It should be noted that the instructors in the course have been making improvements and changes on a continuous basis.

C.4. The NR/PA also met with senior faculty members on several occasions. The CAWM administration was quite open to frank discussions and thoughtfully arranged meeting times and places so that important issues could be discussed. The administration at CAWM also went out of their way to make sure that the evaluator had an opportunity to see everything and talk to anyone at all, at any time. There is every reason to believe that the CAWM administration is doing everything it can to maintain a sound program of instruction and future development. Under the circumstances of very low staff salaries, however, there is a real problem of attracting and keeping qualified staff. Solutions to the operation of the college itself are beyond what the AWF grant is all about, and will be addressed in a separate report.

C.5. CAWM would like to pursue a major change in emphasis regarding the linkage of classroom theory with field applications. A field trip was arranged to Kwachinja, to better inform the NR/PA about the realities of land use, sources and forces of conflict, and the dynamics of community activity in a 300 km<sup>2</sup> buffer zone under administrative control of CAWM through the Government of Tanzania. It is there that CAWM would like to intensify practical applications of buffer zone management (some initiatives have already been taken), and they are exploring ways to increase support under the AWF Grant.

#### D. POSSIBLE MODIFICATIONS TO THE GRANT

D.1. Some modification of the grant would be beneficial, but would entail additional funds to cover program development which has a field-based, off campus orientation; and which is far beyond present funding capacity to accomplish. In the interim, the bulk of the program funds are being spent on the highest priority items, namely individual scholarship support.

**D.2. Staff commitments must be re-aligned to make program expansion a possibility. An incentive program should be incorporated so that able, committed staff can enjoy the fruits of their labor.**

**D.3. A discussion of possible modification of any future grant is best left to a separate report. The REDSO NR/PA is currently drafting such a proposed revision to the basic Grant.**

## **E. CONCLUSIONS AND RECOMMENDATIONS**

**E.1. By any measure, the grant to the College of African Wildlife Management at Mweke, Tanzania by the African Wildlife Foundation is the proper thing to do, and for the proper reasons. USAID should, in its turn, continue its support to AWF so that the fundamental infrastructure and educational progress can be maintained.**

**E.2. The administration of Grant No. 623-0433-G-SS-7021-OO seems to be on track and with the best priorities which are within the restrictions of the grant, as originally written and approved.**

**E.3. It is not too early to consider revisions in the grant itself for any follow-on phase which might occur after the PACD of 31 July 1992. The creation of the "Man and Wildlife" course has only led into the evolutionary process of change in approaches to match the changes in management problems and possible solutions.**

**E.4. During FY 91, USAID should reconsider the AWF proposal for curriculum development which was submitted to AFR/TR in March, 1990. The funds requested for a Third Year Evaluation, as mentioned in the proposal, should be disregarded, since that was addressed by the NR/PA during the September 1990 visit.**

**E.5. The problems of CAWM have virtually nothing to do with the grant from AWF, one of its oldest and staunchest supporters. Although there are many minor and some major problems at CAWM, they are structural ones which have mainly to do with Government of Tanzania policies. Unfortunately, although many nations in Africa benefit from the institutional strength and skills of CAWM faculty and staff, and the fact that its clientele is and has been an international one, the main burden of support and arbiter of CAWM policies lies largely within the bailiwick of GOT.**

E.6. AWF keeps abreast of developments at CAWM because it has a seat on the Board of Directors of CAWM, but also because AWF is an organization which is within the region and small enough to act quickly and decisively to requests which may be submitted.

E.7. AWF has acted responsibly with respect to its handling of the grant from USAID. In its turn, and within the ability of the collective body of CAWM faculty and staff to use the resources in a proper manner, either in behalf of individuals or collectively in behalf of the student body at large, the grant has been effective.

### **[III] PRINCIPAL CONTACTS**

**Dr. David Manyanza, Principal of CAWM**  
**Mr. Wilfred Foya, Vice Principal, CAWM**  
**Mr. David Gamassa, Instructor, "Man and Wildlife"**  
**Mr. Pascal Nguye, Instructor, "Man and Wildlife"**  
**Dr. William D. Newmark, DANIDA**  
**Ms. Rebecca Watts, Instructor, "Man and Wildlife"**

14.

MWEKA WILDLIFE COLLEGE EVALUATION

In 1987, USAID provided an unsolicited grant to the African Wildlife Foundation (AWF) for \$150,000 U.S. The three areas of support provided by these funds are: (1) the supply of textbooks for the student library; (2) the purchase of teaching equipment (e.g., overhead projectors, nocturnal field lights, refurbishing of museum displays); and (3) the design of a new course entitled "Man and Wildlife." A detailed budget is enclosed. Mweka Wildlife College graduates are not trained to be administrators, but are trained to become mid-level field wardens in Africa's wildlife parks and reserves.

I visited Mweka Wildlife College during my field tour of eastern Tanzania as part of a Tropical Forestry Action Plan (TFAP) assessment. I was initially impressed with how well the campus and facilities are maintained: all buildings are painted, grounds are well-landscaped and all vehicles are maintained by a resident mechanic from Germany. There is little sign of apathy among the instructors or students.

The college currently has 103 students, which is the highest enrollment in its twenty-five years of service. There are currently ten instructors, and the faculty normally maintains eighteen. Twenty percent of the students are Tanzanians and the rest are from other countries.

The college is interested in TFAP support to undertake surveys of farmers residing next to National Parks and Game Reserves. Encroachment of farmers and livestock grazers is one of the greatest threats to wildlife and forest reserves in Tanzania and elsewhere in east Africa. It is anticipated that the USAID/AWF-sponsored "Man and Wildlife" course will develop land use and survey techniques to help resolve this problem. Lessons learned could be used in other east African countries as well.

One of the TFAP team members accompanying me, Dr. Malte Summerlatte, was the consultant hired to design the "Man and Wildlife" course. I was impressed with Dr. Summerlatte's knowledge of Tanzania's natural resources and problems related to the settlement of people surrounding reserves. Having seen the land use problems surrounding reserves in Tanzania and elsewhere in east Africa (e.g., Rwanda, Burundi) firsthand, I believe the Mweka Wildlife College is correct to focus its resources in this area.

During my stay at Mweka Wildlife College, the TFAP team had a meeting with the college instructors. We discussed natural resources development problems and opportunities in Tanzania, as well as how the college is contributing to wildlife management. The instructors also showed an interest in development issues other than wildlife (e.g., population growth).

Accompanied by Mweka Wildlife College instructor Mr. H.J. Mwagonia, we visited the college's training area located near the Tarangire National Park south of Arusha. The college is using both the National Park and college land for field studies. The students are studying park-vs.-people conflicts firsthand.

The college is also pioneering new approaches for land use in Tanzania which has potential to generate income for local farmers and villages. A large portion of the college land is sub-leased to a private American tourist game-hunting company. The college receives \$5,000 U.S. a year from the company and the GOT receives up to \$1,500 U.S. for each game trophy. If initiated by villages, this type of land use could provide wildlife management buffer zones surrounding parks/reserves and provide incentives for villages and game companies to maintain wildlife areas and to monitor poaching.

Before visiting the Mweka Wildlife College, I had serious reservations regarding the appropriateness of USAID's involvement. Given the short time allowed for my visit, there may be negative aspects of this college of which I am not aware. With this reservation in mind, however, it appears that USAID's funding of Mweka Wildlife College is being well utilized.

**PROPOSED CONCEPT FOR A GRANT TO THE AFRICAN WILDLIFE FOUNDATION  
IN SUPPORT OF  
COLLEGE OF AFRICAN WILDLIFE MANAGEMENT  
(Mweka, Tanzania)**

**Comments by  
Richard Pellek  
REDSO/ESA Natural Resources/Policy Advisor**

**28 January 1991**

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Mweka, Tanzania

BACKGROUND

Grant 623-0433-G-SS-7021-00 to the African Wildlife Foundation (AWF) is in direct support to the College of African Wildlife Management (CAWM) at Mweka, Tanzania. Richard Pellek, the USAID/REDSO Natural Resources/Policy Advisor (NR/PA) made an evaluation of the Grant and circumstances at the college by making a site visit to CAWM during the period 10-14 September 1990. Although Grant No. 623-0433-G-SS-7021-00 provides support to AWF for a five year period, with a project anticipated completion date (PACD) of 31 July 1992, now is an appropriate time to consider ways in which a new grant could be formulated in order to address some important and pressing problems of CAWM as it moves into the decade of the 1990s.

The "Man and Wildlife" course which was developed by AWF and has been included in the CAWM curriculum since 1989 was originally designed to add relevancy to the very real interface of wildlife and modern society in the African context. As land use pressures intensify everywhere, the preservation or conservation of unique African wildlife continues to be a relevant issue in global terms. However, maintaining balanced support for non-wildlife concerns in the adjacent communities where wildlife resources are locally important is equally valid in the development sense. Fortunately, support for resource conservation, including the world's wildlife heritage, has gained momentum which allows for addressing both sides of the issue. African wildlife, due in part to its uniqueness, falls within the current domain of "biological diversity" which nations everywhere have come to view as a universally shared concern to which development monies should be committed. But it is no small problem which the international community at large has taken on as part of its development agenda, because of the fragmentation of development objectives, geographic areas of interest and diversity of approaches and implementation schemes. There is also the fact that conservation of biological diversity may require a suite of strategies, to suit local circumstances and be in accordance with local cultural and political realities. Aside from the human interests, however, there are implications which have little to do with politics or cultural mores. There are practical considerations regarding the physical impact of wildlife on the land resource base. Both

components are affected and both environments are altered in ways we do not necessarily understand well, especially in the long run. In the words of one speaker at a recent conference on global warming, "Wildlife and biological diversity will suffer whatever the climatic change due to increasing human pressure and the fixity of protected area boundaries." It will require thoughtful study, and on a long term basis. The capability of CAWM to undertake meaningful research in the broad area of "buffer zone management" is the main point to be considered in a new grant to AWF. The African Wildlife Foundation should be the grantee because the interests of AWF go beyond the programmatic and limited geographical area of lands administered by CAWM. An open grant to AWF, therefore, is appropriate as a means of providing focus to the proposed activity. However, by making CAWM the main recipient of the grant funds, the centrally-funded USAID grant (administered by AID/Washington) can continue to provide support under terms of implementation which are known to and accepted by USAID staffers.

CAWM as an institution does not lack for other donor support and donor interest, but there is a risk that enthusiasm to support CAWM may flag if there are not clear indications that current support modules leave something large and important unattended to. A quantum leap to a field research program for CAWM is an entirely new aspect that has yet been articulated in terms of its many facets.

CAWM itself should provide the prospective donor organization(s) with a proposal describing the particulars of what is expected to be accomplished, how it will be done, who would be involved, and how much it is likely to cost. In any case, it should be understood by CAWM that USAID, as a major donor with strong interests in natural resources management and biological diversity would readily entertain a thoughtful proposal that is designed by or heavily influenced by the CAWM staff, who can best judge what may be possible and feasible under local circumstances, and where there already exists a historical mandate to pursue an academic program under the CAWM charter. Nevertheless, CAWM has the opportunity to provide other countries facing similar problems of wildlife management with valuable insights to possible management options -- because of the uniquely paired circumstances of having a sizeable staff of trained and experienced specialists and the mandate to manage the sizeable buffer zone in the Kwakuchinja area of Tanzania, one that covers approximately 400 km<sup>2</sup>. If CAWM is not presently prepared to undertake such a role, then plans for such preparation should be elaborated as soon as possible. CAWM faculty members have already expressed an interest

in doing so. Based on an earlier report of the REDSO NR/PA, "CAWM would like to make classroom theory more meaningful by extending to the field applications of principles of park and game management; buffer zone management; and rural sociology, along the lines of feasible alternatives, as suggested in the course contents of "Man and Wildlife." The AWP, under the present grant, could help the college to identify priorities through the forum of a strategic planning meeting.

A new era of field research, regardless of its anticipated magnitude, will require a strategy that enables CAWM to develop expertise outside of its historical campus setting. Whether or not the effort becomes credible will depend in no small part on developing a research program that will include commitments of staff, facilities and logistical support for many years to come. In my opinion, the staff commitments will be the most difficult to realize, welded as they presently are with other, established responsibilities to CAWM core activities. By no means is it expected that everyone at Mweka would be committed to the challenge, and it is not envisioned that everyone would participate. Some of what evolves may be bound up in a larger and equally important program of staff development at CAWM. Staff development itself may require radically different approaches that may involve long-term training and twinning with other institutions within Africa or around the world.

#### ADJUSTMENTS IN STAFF SIZE, COMPOSITION AND FUNCTION

The importance of African wildlife in the natural heritage of the entire world has never been greater. With human population increases threatening to undo what has been accomplished thus far in maintaining wildlife habitats, it is vital that everyone concerned about conservation of our natural resources do their share to prevent an impoverishment of all the resources on which we depend or take for granted: soil fertility, water quality, wildlife habitats, biological diversity, and land capability potential. CAWM is on the front lines in such an effort. It can be assumed that many peoples throughout the world expect that CAWM is a leader in state of the art approaches, and that what needs to be done in the way of research is being done at CAWM. Unfortunately, that is not the case. On the contrary, CAWM faces operating constraints such as a salary structure that is below competitive professional standards, and indeed is below survival standards for even senior faculty members, that long-term and career development at Mweka are seriously compromised. Furthermore, the low appeal of the salary effectively pre-empts attracting reputable scientists from

considering personal, long-term association as faculty members at CAWM.

In order to launch an effective research program, CAWM must mature and grow. More staff must be employed: to fill in the gaps of expertise which will be needed to formulate a comprehensive program; to ease the pressure of current staff members who might otherwise be expected to do double duty (in the field and in the classroom); and to substitute for absented staff members who depart for individual professional development. While the size and nature of staff and their new roles have yet to be defined, it is clear that some new formula of staff composition and function will be necessary in the future.

Under present circumstances and without the possibility of attracting competent applied research scientists, plus the ever-present risk of losing capable staff members, CAWM can do no more than maintain its present course -- without some outstanding incentives. As the first and most important institution of its kind in Africa, CAWM needs to grow in response to the pressures of the modern times, especially as regards the interface of man and wildlife, both inside and outside of artificial boundaries where management approaches and values may clash.

At a minimum, it is suggested that CAWM actively seek out a sister institution or consortium of universities which could provide appropriately trained and experienced staff members to assist CAWM in several ways: 1) to add to the expertise of CAWM staff on both long-term and short-term bases, 2) by participation as visiting professors, 3) develop a research core program, 4) assist in on-site staff development; 5) participate as short-term lecturers on an invited basis; and 6) by serving as substitute teachers when key permanent staff members are away from Mweka for professional development and degree programs.

Staff development should be a high priority in the future of CAWM. Staff members should be encouraged to attain at least an MSc degree, and CAWM should request donor support funds for such a program. A twinning arrangement with a sister institution or consortium of universities would facilitate a long-term development strategy and ease the staff planning aspects of the arrangement. For example, sabbatical leaves could be considered as a primary means of adjusting staff assignments on the part of visiting professors to Mweka; and the sister institution(s) would play host to CAWM staff seeking post-graduate degrees. To the greatest extent possible, CAWM staff seeking advanced degrees should be

encouraged to do their field research in Africa, in subject matter which is relevant to the main thrust of CAWM responsibilities. In any case, CAWM must identify the costs involved in such a venture, and apply for donor support to make the program a reality. The REDSO NR/PA stands ready to assist, if requested to do so. It should be remembered that USAID can also provide grants to cover special requests for such things as professional travel, conferences, etc., under funding which would likely be outside the principal grant. AWF, CAWM and others can apply for these funds, which would likely come out of the USAID Natural Resources Management Support project (698-0467) or a new and closely related Environmental and Natural Resources Policy and Training Project (936-5555).

#### SOME OTHER APPROACHES WHICH MAY BE BENEFICIAL

To give greater meaning to the effort and to make research more meaningful to students, as well as faculty, it may be desirable for CAWM to offer academic credit to participating students for research conducted by them in field surveys, data collection and interpretation which goes beyond the normal school term. Such an approach would give students greater practical experience in state-of-the-art techniques, and re-enforce the reputation of CAWM regarding its mandate to emphasis practical aspects of wildlife management, but on a much higher plane. In order to accomplish this goal, it will also require the faculty and staff to expend much more time and effort to move from the status quo into a new era of direct involvement with communities which are beyond the college campus. Student candidates could be selected based on their academic rank, thus participation for credit could amount to an internal honors program.

#### POSSIBLE MODIFICATIONS IN A NEW GRANT

\* A new grant to AWF should be go beyond the present emphasis on support to individual students. It should entail additional funds to cover program development which has a field-based, off campus orientation; and which is far beyond the present AWF grant funding capacity to accomplish. In the interim, the bulk of the program funds are being spent on the highest priority items, namely individual scholarship support.

\* Staff commitments must be re-aligned to make program expansion a possibility. An incentive program for faculty and staff should

be incorporated so that able, committed staff can enjoy the fruits of their labor and be encouraged to seek better personal qualifications.

\* During the remainder of FY 91, USAID should reconsider the AWF proposal for development of educational materials to support the "Man and Wildlife" course, which was submitted to AFR/TR in March, 1990. The funds requested for a Third Year Evaluation, as mentioned in the proposal, should be disregarded, since that was addressed by the NR/PA during the September 1990 visit.

\* CAWM could benefit from greater interchange with other African institutions having similar programs or interests. Support monies should be identified to provide travel expenses. Some of the visiting professors from other institutions, as described above, could come from other African countries. Unfortunately, although many nations in Africa benefit from the institutional strength and skills of CAWM faculty and staff through the training of their nationals, the main burden of support and arbiter of CAWM policies are largely responsibilities of the Government of Tanzania. The fact that CAWM's clientele is and has been an international one merely points out the importance of CAWM in the field of wildlife management.

\* Direct support for development and duplication of course materials for the "Man and Wildlife" course should receive high priority. "Man and Wildlife" seems to be the major innovation which is stimulating the advancement in the complexity of CAWM's recent interest in a field research approach. CAWM should be able to make classroom theory more meaningful, however modestly, by extending to the field applications of principles of park and game management; buffer zone management; and rural sociology, along the lines of feasible alternatives, as suggested in the course contents of "Man and Wildlife." To give greater meaning to the effort, it may be desirable to offer academic credit to participating students for research conducted by them in field surveys, data collection and interpretation which goes beyond the normal school term, all within the context of "Man and Wildlife". Such an approach would give students greater practical experience in state-of-the-art techniques, and re-enforce the reputation of CAWM regarding its mandate to emphasise practical aspects of wildlife management. In order to accomplish this goal, it will also require the faculty and staff to expend much more time and effort to move from the status quo into a new era of direct involvement with communities which are beyond the college campus.

\* Plan for a re-designation of staff functions and time allocations. A fundamental problem will be to ensure that the CAWM staff is able to continue its primary mission of instructing students in the basics of wildlife sciences, concurrently with their professional enhancement and launching into research activities.

\* Establish a "Distinguished Teacher" and/or "Excellence in Research" award as an incentive. Good teaching should be rewarded, but an across-the-board salary increase for all staff would do nothing to isolate and identify those who are making a truly meritorious effort. There is a need to maintain high professional and academic standards at CAWM, and this can best be done by setting goals and appropriate rewards for outstanding performance. Peer review and assessment by students are suggested as ways to obtain ratings. Recent initiatives have included the identification of, and Board of Governors approval for, certain incentive payments. Special recognition, however, must go beyond meeting pedestrian needs; the reward should bestow a modicum of honor to the worthy recipient and instill a pride in association that goes beyond mere monetary reward. Encouraging continuity of a teaching career at Mweka would be the ideal sign of pride of association.

\* Engage in dialogue with other African institutions to encourage and promote sharing of scientific knowledge, on a personal and institutional level. This might involve the seconding of staff members from other institutions. If CAWM is to maintain the stature as an international center, then nationals from other African countries should be encouraged to participate as staff members, in the same way that students from throughout Africa come to Mweka. Given the salary structure of CAWM and national policies in Tanzania, however, there are many constraints at the present time. A new grant to AWF, a member of the Board of Directors at CAWM, could insure that outside opinions are being heard and considered.

\* Special studies should be undertaken to investigate the possibility of making CAWM a regional center. If CAWM were upgraded to the status of an international center and given wide recognition among the ministries of other countries, the possibility of twinning would be enhanced. As an international center, therefore, the communications with institutions in other countries, and possible exchanges of staff would become more important. For that reason, the desirability of having better access to what is potentially a first-class library will become

more important.

\* Seek support monies to do a major upgrade on library systems management. As it stands now, the library at Mweka has perhaps the most comprehensive holdings in wildlife related topics to be found anywhere in Africa. USAID would be pleased to install MicroDis, a computer software package that has search, circulation tracking and multi-cross referenced components of the information tracks. Furthermore, USAID/REDSO would gladly send a library specialist to Mweka to train the library staff on its installation and use. With such an information storage and retrieval system, the possibilities of more efficient information retrieval among wildlife management specialist from around the region would be greatly enhanced. In any case, a computerized data retrieval system will be one way to improve the record keeping and security aspects of the library holdings at Mweka.

\* Train all staff to the Masters level, and provide substitute staff to ease the transition. The visiting professors should be on campus to provide substitute functions when the primary teachers are away from campus. In addition, the visiting professors should be available for team teaching and research advice and guidance when the degree candidates return for field research phases. To the greatest extent possible, research topics should be pursued in an African country where related problems and appropriate solutions may be considered in sequence.