

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.

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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

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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

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Ms. Deborah Snelson, AWF Deputy Director