

Gayletha Cobb

PD-AAN-019

ISN 30792

PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-47

1. PROJECT TITLE Comprehensive Planning for Rural Development (Tuskegee Institute 211(d) Grant)		2. PROJECT NUMBER 931-1299	3. MISSION/AID/W OFFICE DS/AGR/ESP
4. EVALUATION NUMBER. Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY			
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION			

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First Proc. AG or Equipment FY <u>77</u>	B. Final Obligation Expended FY _____	C. Final Input Delivery FY <u>82</u>	A. Total	\$ <u>751,000</u>	From (month/yr.)	<u>10/78</u>
			B. U.S.	\$ <u>751,000</u>	To (month/yr.)	<u>11/79</u>
					Date of Evaluation Review	<u>12/4/79 - 1/15/80</u>

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIC, which will present detailed request.)

B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
---	--------------------------------

1. Full time secretary/administrative assistant added to project staff
2. Revise work plan for current and ensuing years
3. Familiarize key AID staff with capacity and resources of project
4. Establish Coordinating Committee
5. Seek out additional research and consultative and advisory activities
6. Develop a systematic and organized informational program to generate interest in international activities at Tuskegee
7. Design a work-study program that provides meaningful experiences
8. Organize more seminars and workshops and delegate responsibility for doing so
9. Provide Tuskegee guidelines for AID audit procedures

Howze	1980
Howze	1980
Howze Boyd	1980
Boyd	1980
Boyd Howze	1980
Howze	1980
Howze	1980
Howze	1980
Boyd	1980

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> P/O/T	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> P/O/C	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> P/O/P	<input type="checkbox"/> Other (Specify) _____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. <input checked="" type="checkbox"/>	Continue Project Without Change
B. <input type="checkbox"/>	Change Project Design and/or
	Change Implementation Plan
C. <input type="checkbox"/>	Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

Dr. Glenn Howze, Director, 211(d) Grant

Ms. Kathy Boyd, GPO, DS/AGR/ESP

12. MISSION/AID/W OFFICE DIRECTOR APPROVAL

Signature \_\_\_\_\_

Typed Name \_\_\_\_\_

Date \_\_\_\_\_

AID 1330-18 (2-78)

This face sheet will not be used by DSB

### 13. SUMMARY

This evaluation comes at the end of the second year of a five-year \$750 000 211(d) grant to Tuskegee Institute. The project focus is on Comprehensive Planning for Rural Development.

Five major activity areas are incorporated in the project design:

1. Research
2. Education and Training
3. Advisory and Consultative Services
4. Information Capacity, and
5. Linkages and Networks

Progress has been made in all five areas as detailed in item 17, "outputs." The major thrust during the next year will be in area 1, research, and area 3 above, advisory and consultative services.

### 14. EVALUATION METHODOLOGY

This is a scheduled two-year external evaluation of the progress of Tuskegee Institute's implementation of the 211-d grant entitled Comprehensive Planning for Rural Development. A scope-of-work, including issues for examination, was drafted by DS/AGR/ESP and submitted to the University for comment. Findings and recommendations included in this report are based on reviews of the project paper, the Institute's first and second annual reports, its response to the scope-of-work, workplans, information in project files, and interviews with Institute faculty and students. A site visit to Tuskegee took place Dec. 11-14, 1979.

The evaluation team was composed of:

Mr. Quincy Benbow, AFR/DR/ARD

Ms. Gayleatha B. Cobb, AA/AFR

Dr. Kurt Ansel, University of Kentucky

Ms. Kathy Boyd, grant Project Officer, DS/AGR/ESP, accompanied the team to Tuskegee, participated in meetings with Tuskegee personnel and provided the team with background information.

Interviews were conducted with the following individuals at Tuskegee Institute:

Dr. Eugene Adams, Associate Dean of Veterinary Medicine

Dr. Willie Baber, Assistant Professor of Sociology

Mr. Leroy Bertram, Graduate Assistant, 211-d Project and  
Graduate Student in Agricultural Economics

Dr. Ed Braye, Advisory Committee, 211-d Project and Extension  
Veterinarian, Human Resource Development Center

Dr. George Cooper, Advisory Committee, 211-d Project and Dean  
of Applied Sciences

Dr. Ron Field, Advisory Committee, 211-d Project and Chairman,  
Department of Agriculture

Dr. Glen Howze, Director, 211-d Project and Professor of  
Anthropology

Dr. Robin McIntyre, 211-d Project Staff and Associate Professor  
of Agricultural Economics

Dr. B. D. Mayberry, Director of International Agricultural  
Programs

Dr. Doris Oliveria, Director, Small Ruminant Title XII Project

Dr. John O'Sullivan, Staff, 211-d Project, Advisory Committee  
211-d Project, Assistant Professor of History and African  
Specialist

Dr. Brooke Schoepf, Staff, 211-d Project and Associate Professor  
of Anthropology

Mr. Claude Schoepf, Graduate Assistant 211-d Project and  
Graduate Student in Agricultural Economics

Mrs. Janet Scott, Grants Management Office

Dr. Tom Simmons, Advisory Committee 211-d Project and Acting  
Director, 122-d Health and Nutrition Project

Mr. Chefekna Singare, Graduate Assistant, 211-d Project and  
Graduate Student in Education

Dr. Andrew Torrence, Provost and Executive Vice President,  
Tuskegee Institute

#### 15. EXTERNAL FACTORS

Over the first two years of the project, three AID employees have been served as formally assigned grant Project Officers for this project which has inhibited the development of linkages between the Institute and AID regional bureaus and missions and created discontinuities in project management.

Faculty salaries at Tuskegee Institute are somewhat below those paid by other land grant institutions making it difficult to attract qualified staff to the Institute and the 211-d project. This problem is further compounded by a Board of Trustees decision not to make appointments to tenure or to hire new faculty with a commitment to consider them for tenure while the entire tenure system at Tuskegee is reviewed.

## 16. INPUTS

### A. TUSKEGEE INSTITUTE

#### 1. Administrative

The project director, Dr. Glenn Howze, Professor of Sociology and Anthropology, works under the general supervision of Dr. George Cooper, Dean of Applied Sciences. An advisory committee of six Tuskegee administrators and faculty (including Doctors Cooper and Howze) provide guidance to the project. During the second year of the project the Advisory Committee was reduced from nine to six in order to make it a somewhat more manageable size and to only include members whose professional responsibilities are complimentary to the project.

It is the consensus of the evaluation of the team that the project is well managed. Within the constraints externally imposed upon the project, its implementation has moved forward rapidly. Well qualified staff have been hired, important linkages within the Institute have been established, and good progress has been made toward attaining project objectives. It is clear that the management of the project has been innovative, aggressive, and imaginative.

It is equally clear that the burden of administering the project is a large one. Dr. Howze not only manages the project on a day-to-day basis, he is deeply involved in the implementation of project professional activities as well as teaching courses. The result is that some elements of project organization have fallen by the wayside. Because project records and files are somewhat disorganized, project annual reports and plans of work suffer from a lack of detail. This in large part is caused by the inadequate quantity of support personnel associated with the project. At the present time the project hires a

1/2 time secretary (17.5 hours per week) for a staff of four.

Recommendation 1. The project should hire a full time secretary/administrative assistant to maintain files, provide typing services, file, and maintain records of project activities and finances.

Recommendation 2: The plan of work for the project should be revised to better reflect accomplishments to date and to include a detailed plan for the current project year.

## 2. Staff

In addition to Dr. Howze, the project staff consists of Dr. Robin McIntyre, agricultural economist and Dr. Brooke Schoepf, anthropologist. Dr. John O'Sullivan, African Specialist, is partially funded from project funds. After Jan. 1, 1980, Dr. Willie Baber, anthropologist, will also become a part-time staff member. Doctors Howze, O'Sullivan, and Baber occupy pre-existing positions on the faculty while Doctors McIntyre and Schoepf were hired on project funds and occupy non-tenure track positions.

Dr. Schoepf joined the project in 1978 and Dr. McIntyre came one year later as replacement for an agricultural economist who remained at Tuskegee only one year. Although Dr. McIntyre is a well trained and experienced agricultural economist, he lacks any prior experience in less developed countries. To date he has only peripherally participated in the project, in part due to heavy assigned responsibilities. As a result it will be difficult for Dr. McIntyre and the Institute to assess his capacity and interest for international work.

The project staff are all well-qualified and dedicated professionals. However, there has been some difficulty in attracting and maintaining the involvement of minority Americans in the project.

Dr. Willie Baber who joins the staff in January, 1980, will be the first after a hiatus of about one year.

Recommendation 3. Reduce Dr. McIntyre's responsibilities outside the project so that he may have an opportunity to work more closely with the project team in order to test his interest and capacity for international work. If this issue is resolved negatively, Dr. McIntyre should be considered for a position related to domestic agricultural economics.

Recommendation 4. Every effort should continue to be made involve minority Americans in the activities of the project. As opportunities arise for foreign work, a criterion for selection of professional participants should be minority status.

### 3. Facilities

Six weeks prior to the site visit the project offices were moved to an older, but minimally adequate building. However, it was not supplied sufficient furniture such as desks and bookcases.

Other facilities appear adequate. The project has access to an excellent computer system, library, and teaching facilities. The Grant Management Office provides excellent services.

Recommendation 5. Proceed as rapidly as possible to obtain necessary office furniture and equipment.

## B. AID

### 1. Financial Support

Financial support for this project were provided during FY 1978. Life-of-project budget is \$751,500 with \$319,200 to be expended during the first two years. Utilization is running slightly behind schedule - as of 8/31/79 \$262,207.05 had been spent.

Three budget items account for expenditures being behind schedule - salaries and wages, travel, and language training. The surplus in salary and wages and travel is largely explained by the failure of AID to utilize the services of Tuskegee in advisory and consultative services - a point which will be discussed in detail later in this report.

A second reason for salary and wage expenditures to be behind schedule is a delay in implementation of an agricultural economic curriculum. As a result fewer work study students have been involved in the project than had been projected and expenditures for this purpose are behind schedule.

Finally, because two project members were already fluent in French, there was less need for language training than anticipated.

## 2. Project Management (DS/AGR)

The team notes with concern the assignment of three formally assigned Grant Project Officers to this activity during the past twenty eight months. In spite of efforts by DS/AGR to provide continuity, evitably this changeover in personnel has compounded the difficulty of establishing linkages by the Institute with AID.

Recommendation 6. Turnover in grant project officers should be reduced during the remaining life of the grant. It is important that if it becomes necessary to replace AID Grant Project Officer that the new GPO be experienced in AID procedures and processes and able to facilitate the introduction of the Institute's capabilities to key personnel in the Regional Bureaus.

### 3. Regional Bureau Involvement

There has been insufficient contact with AID Regional Bureaus on the utilization of services under this Grant. This is, in part, due to the changeover in Project Officers, resulting in a lack of continuity of contact with the Regional Bureaus, and to the general lack of information publicized within AID on 211(d) Grant institution capabilities and availability.

Recommendation 7. The University and DS/AGR undertake steps to familiarize key personnel in the Regional Bureaus with the facilities, personnel and services available through the Grant. These individuals should include the Chief Agriculture and Rural Development Officer in each Bureau and selected Project Officers and Desk Officers. In conjunction with these ongoing efforts, a presentation should be made by the Institute Project Director -- and that of other 211(d) institutions -- to office directors and other key personnel in AID.

Recommendation 8. DS/AGR - Regional Bureau coordination be strengthened by the establishment of the Coordinating Committee called for in the PP. This Committee is to be composed of the AID Project Officer and representatives of each Regional Bureau.

### 17. OUTPUTS

The purpose of this grant is to develop Tuskegee Institute's response capability and multidisciplinary capacity to assist LDC's in the general area of comprehensive planning for rural development emphasizing farming systems, marketing, community organization, and new lands development. A secondary objective is to expand the number of minority Americans with an interest in and capacity for working in LDC's

on the problems of rural development. Outputs specified in the project proposal are intended to enhance institutional capacity by providing the institution with opportunities: (a) to develop linkages with LDC governments and organizations, (b) to strengthen its international component in the rural social sciences, (c) to hire added faculty, and (d) to enhance existing faculty's international expertise. Five outputs are specified in the project paper: (1) research (expanded knowledge base), (2) strengthened educational and training capacity, (3) increased advisory and consultation capacity, (4) linkages and networks with domestic and LDC professionals, and (5) increased information capacity.

#### A. RESEARCH (EXPANDED KNOWLEDGE BASE)

In order to expand Tuskegee's capability to do applied research in the LDC's, the grant provides funds for Tuskegee to carry out research relating to four subject matter areas: (1) farming systems, (2) community organization, (3) marketing and (4) new lands development. Both general state of the art studies and analysis of specific problem areas in selected LDC's conducted in collaboration with AID and host governments may fulfill the objectives of the grant.

In 1978, Tuskegee initiated a collaborative research activity with the Government of Mali and AID/Mali to provide information necessary to the implementation of the Agricultural Officers Training Project. This AID-funded project is designed to address the human resource problems faced by the Ministry of Rural Development. Tuskegee's role was to provide baseline data and background information for use by the contractor (Initially Near East Foundation), AID/Mali, and the Government.

The activity has six distinct components:

- (1) a sociological profile of extension workers,
- (2) a description of actual extension activities at different locations and over time,
- (3) a description of producers' knowledge of, attitudes towards, and participation in extension activities,
- (4) a review of existing Agricultural (extension) Officers training programs,
- (5) a review of the third year in-service practicum of the Agricultural Officers training program including suggestions for its redesign, and
- (6) recommendations for retraining of present extension workers.

Data for the first component of the study were collected August and September 1978, during the first year of the grant. During the second year, activities included:

- (1) analyzing data collected during the prior year and preparing English and French versions of a report
- (2) reviewing literature concerning Malian agriculture and extension education,
- (3) spending ten work months in Mali completing data collection and preparing required reports in both English and French versions,
- (4) holding final conferences with Malian and AID/Mali officials to review draft reports;
- (5) reproducing and submitting final copies of all reports to AID/Mali, AID/Washington, and Government of Mali.

The following five reports were submitted in both English and French:

Glen Howze, Suchet Louis, John O'Sullivan and Cheickna Singare, "Survey of Malian Agricultural Moniteurs," February 1979.

Glen Howze and Cheickna Singare, "Survey of Second-Year Students at the Three Centres d'Apprentissage Agricole in Mali," June 1979.

Brooke Schoepf, "Study of Teachers in the CAA in the Republic of Mali, May 1979," June 1979.

John O'Sullivan, "A Survey of Malian Farmers' Views and Recommendations Concerning the Training of Moniteurs in the CAAs," July 1979.

Glen Howze and Cheickna Singare, "Junior-Level Extension Training in Mali: The Third Year," July 1979.

The Evaluation Team spent much of its time in discussion with 211-d participants, faculty members, and administrators in addition to reviewing the reports resulting from the research activity. The Team assessed Tuskegee's strengths and weaknesses in accomplishing project goals. With the exception of a two-month delay in submitting the first report (all other reports were submitted ahead of schedule) the total activity was highly successful and completed two months ahead of schedule. Available documents and cables show Mission and Government appreciation for a job well done. Further evidence is provided by the receipt of a request for an additional study during the current project year.

Given all the yardsticks of measurement used in the evaluation and the successful conclusion of the project indicate Tuskegee's readiness to implement activities in LDC's. The Mali project provided

Tuskegee additional exposure in the developing world and increased experience in an LDC. It should go a long way to satisfying the objectives of the grant.

During the remaining life of the grant, Tuskegee is seeking to undertake additional studies to improve its skills in the four above-mentioned areas. New activities in Mali or other countries are contemplated as well as the additional study of Extension training requested by the Mission.

Recommendation 9. In the future, the project manager and grant project officer should seek to avoid any delay in completion of project outputs.

Recommendation 10. With the assistance of the grant project officer and selected individuals in the regional bureaus, the project manager should seek out additional research activities.

Recommendation 11. In the future, the grant project officer should review any research scopes of work and implementation plans to assure that the proposed study can be carried out with the manpower and financial resources allocated to it and that appropriate and efficient methods have been incorporated into the plan.

Recommendation 12. The present project staff has substantial foreign experience and does not require substantial guidance in the field. However, the grant project officer should be prepared to accompany any Tuskegee team to the field to assist in initiation of new field work in a different project area and only depart once the study is organized and underway.

Recommendation 13. The services of a researcher with substantial experience in LDC's should be considered to provide guidance

and review to Tuskegee as it designs future studies for which it has had little prior experience.

Recommendation 14. All research proposals entailing expenditure of 211(d) grant funds should be submitted to the AID/W grant project officer for review and concurrence.

## B. EDUCATION AND TRAINING

### 1. Student Support

In order to increase the number of minority students with interests in LDC rural development, the grant contains provisions for the support of graduate and undergraduate students. During the life of the grant up to nine graduate students are to be funded for two years while earning M.S. degrees. A similar number of undergraduate students are to be employed in campus activities.

Although few minority students have been employed by the project, both graduate and undergraduate students have been supported by the grant. The graduate students, four the first year and three the second are in the fields of agriculture and education. Two additional graduate students are expected to join the project in January 1980 - one American and one foreign student. Grant supported undergraduates come primarily from the social sciences and agriculture. Apparently graduate students have more structured systematic experiences related to development. Students work an average of 20 hours per week at \$1.50 per hour.

Recommendation 15. Project staff should develop a more systematic and organized informational program with a view towards generating broad campus interest in the international fields as well as project work-study opportunities.

Recommendation 16. The work component of the undergraduate work-study program should be more systematically designed to provide meaningful educational experiences for the student rather than simply serve as a source of clerical assistance. Reinstitution of the practice of assigning each student to a specific staff member may facilitate this process

Recommendation 17. The grant project officer should assist Tuskegee to develop a linkage with IDI recruitment, especially for M.S. graduates with foreign language facility.

## 2. Workshops and Seminars

A regular series of workshops and seminars dealing with small scale agriculture and international development was contemplated with more specific subjects in the broad topic areas to be determined as needed. At least one workshop and two seminars per year were envisioned. These activities were to be designed to complement research activities.

Several seminars have been held on subjects ranging from "The 211-d Project at Tuskegee" to "Government interventions in agricultural marketing; Ghana, Tanzania and Syria." In addition, the project organized a symposium on rural development which was held at the annual meetings of the Society for Applied Anthropology. The proceedings were published:

William T. Vickers and Glen R. Howze (eds.), "Social Science Education for Rural Development," Center for Rural Development, Tuskegee Institute, 1978, 115 pp.

A workshop dealing with Rural Development in West Africa is being planned for the spring of 1980.

Recommendation 18. The project staff should make a more concerted effort to organize seminars and workshops which will stimulate faculty and student interest in development. Possibly delegation of responsibility for organizing seminars to one of the project staff will facilitate the organization of more seminars.

Recommendation 19. In order to stimulate faculty interest in development, consideration should be given to joint sponsoring of seminars with academic departments. The project might absorb the cost of developmentally related seminars organized by selected departments.

Recommendation 20. The grant project officer should draw up a list of AID employees who would be appropriate seminar speakers.

### 3. Curriculum Modification

The grant called for revision of three existing courses in economics, agricultural economics, sociology and anthropology or other social sciences to increase their agricultural and rural development content and establishment of at least two new courses in agricultural economics and two more in another social science. This latter requirement entailed the hiring of two new faculty, one in agricultural economics and one in sociology-anthropology.

The team agreed that much progress was evidenced in curriculum modification designed to improve Tuskegee's offerings in international rural development. Several courses in sociology-anthropology have been revised to include additional material in international development. Among them are Rural Sociology, Social Change in Africa, Population, and Social Change. An anthropologist was added to the faculty in 1978 supported by 211-d funds. Four new offerings

have been approved and are described in the First Annual Report.

At the inception of the grant project, Tuskegee only offered two undergraduate courses in agricultural economics. They were taught within the Department of Vocational, Technical and Adult Education, Division of Agricultural Education. The faculty member who taught these courses left the Institute in 1977, a few months prior to the beginning of the grant. This was the only agricultural economist on the faculty. (Another faculty member trained in agricultural economics teaches non-agriculturally related courses in the Department of Economics.) Project funds were used to hire a new agricultural economist. This person who had substantial LDC experience revised the two existing courses to include an international component and developed several new M.S. level courses as well. He also prepared a new curriculum for agricultural economics which includes both undergraduate and graduate courses and the establishment of an M.S. degree program. This curriculum has been submitted to the Institute administration for approval and remains in the process. Also the existing agricultural economics courses are the process of being transferred to the Department of Agriculture. Tuskegee anticipates hiring two to three additional agricultural economists to staff the new program.

#### 4. Faculty Training

In order to up-grade faculty skills, the project paper includes funding for intensive language training for faculty and enrollment in AID courses such as the Project Design and Evaluation course. The grant envisioned four trainees in language over the period of the grant, three person-months per year.

During the first two project years, three faculty members have completed the Design and Evaluation Workshop conducted by AID and two have completed a course in language training in French at the Foreign Service Institute. Additionally, a French course is conducted on campus for faculty, staff, and students by one of the graduate students supported by the grant.

Aside from these formal courses several faculty have attended professional meeting at project expense which has substantially contributed to their professional expertise. Included are the following:

Suchet Louis - International Nutrition Workshop, Cambridge, MA.

David Libby and John O'Sullivan - Arid Lands Conference, Denver, CO.

William Vickers - Symposium on Development in the Tropics.

Glenn Howze - Population and Food Policy Conference, Washington, D.C.

John O'Sullivan and Brooke Schoepf - 1978 Annual Meeting of the African Studies Association, Baltimore, MD.

Brooke Schoepf - International Congress of African Studies, Kinshasa.

Susan Thompson - 1979 Annual Meeting of the Population Association, Philadelphia, PA.

Mohammed Sarhan - National Association of State Universities and Land-Grant Colleges.

Recommendation 21. Investigate the feasibility and faculty and student interest in an on-campus summer intensive French

Language program. This may both reduce costs and make language training more accessible to the faculty.

#### C. ADVISORY AND CONSULTATIVE SERVICES

In order to attain greater experience in providing consultative and advisory services, the projects funds 20 months of such service over the life of the contract. In order to utilize the services of Tuskegee faculty, Missions need only pay a portion of in-country costs.

Tuskegee contacted a wide array of staff in AID/W and Missions in Africa and Latin America to inform them of the availability of this service. It also visited Missions in West and Southern Africa and the Caribbean to explore the possibility of Tuskegee's involvement on TDY teams and in country projects. It also prepared a brochure for wide-distribution. To date only one mission has expressed interest in utilizing Tuskegee but unforeseen circumstances created a temporary inability to utilize the service. It is anticipated that one faculty member will undertake an assignment for this mission in the near future.

The evaluation team has recognized that too few opportunities have been offered to Tuskegee to serve as short term advisors. It is our opinion that in order for Tuskegee to improve its advisory and consultation services capacity, there must be continued efforts on the part of AID and Tuskegee to increase its experience in IDC's. This will depend on mission and regional bureau staff's increased willingness to utilize the services being offered by Tuskegee.

Recommendation 22. With the assistance of the grant project officer, Tuskegee should again contact key individuals in the regional bureaus to make known the resources it has available for short-term advisory services.

Recommendation 23. Jointly with the grant project officer, Tuskegee should set a realistic target in its work plan specifying the number of individuals to participate in overseas design and evaluation efforts in 1980 and 1981.

D. LINKAGES AND NETWORKS

The project paper includes a provision that Tuskegee will strengthen its linkages with domestic universities including both 1890 and 1862 institutions, domestic non-university organizations and LDC organizations and professionals.

To date, Tuskegee through the project has increased its participation in SECID, an organization of both 1890 and 1862 organizations. A joint project has been established in Upper Volta in which Tuskegee is participating. Generally Tuskegee has made good progress in establishing domestic institutional linkages.

Project staff have contacted and visited numerous missions in order to establish linkages with LDC's. Greater mission assistance will be required if this is to be achieved.

Recommendation 24. Establish a formalized mechanism to maintain contacts with foreign graduates. These graduates, many of whom are key government and university officials in their countries can provide assistance in establishing foreign linkages.

Recommendation 25. Tuskegee Institute should establish a relationship with a LDC university for the exchange of faculty and students and the implementation of joint programs in both countries.

E. INFORMATION CAPACITY

The purpose was to increase the information base at the grantee institution in the area of agricultural and rural development

for use in courses, research and to provide information for personnel involved in advisory and consultation services. This capacity may be increased through acquisition of books, development journals, data bases, computer models, etc.

Grant funds have been used to acquire books, journals and other library materials, computer software, and other items to be utilized by the project, in courses associated with development, by faculty in their own research and as background information for the research activity in Mali. The project has a policy of ordering two copies of books when one is needed by the project. The computer software has been made a part of the general library of the computer system.

Tuskegee should be commended on the excellent accounting procedures for the entire grant not only for record keeping of additional publications and new materials purchased. Excellent support service is provided by the Grant Management Office in the Institute's Business Office which is under the Vice President for Business Affairs.

Recommendation 26. The evaluation team recommends that the grant project manager officer forward copies of pertinent guidelines on AID audit procedures to the Grant Management Office for its information.

Recommendation 27. In increase information about available materials related to development establish linkages with such organizations as:

African Bibliographic Center - Washington, D.C.

Black Film Institute, University of District of Columbia

Moorland Foundation, Howard University

Educational Clearinghouse, AID

Africana Section, Library of Congress

## 18. PURPOSE

The purpose of this grant is "to develop the institution's response capability and multidisciplinary capacity to assist LDC's in the general area of Comprehensive Planning for Rural Development." End of project status includes: (1) increased core staff in agricultural economics and another social science by at least one full time position, (2) increased utilization of Tuskegee faculty by AID, LDC's and other donors, and (3) increased knowledge base and research capability at Tuskegee.

Although only two years has passed since the initiation of the project, substantial progress has been made in achieving the project purpose. Tuskegee has added full time positions in agricultural economics and sociology. Although these individuals will have broader responsibilities than studying and teaching rural development they will have a major focus on international development.

Little progress has yet to be made in achieving the second EOPS, increased utilization of Tuskegee by LDC's and Missions. Tuskegee has mounted an intensive program to inform AID/Washington and Mission personnel of its availability and capability. To date, only one mission have responded positively.

Knowledge and research capability has been increased through the mounting of the Mall research activity. Tuskegee's performance was excellent and the activity contributed substantially to attainment of the purposes of the project.

## 19. GOALS/SUBGOALS

Not pertinent - see attached logframe matrix.

20. BENEFICIARIES

Two primary groups of beneficiaries can be identified at the end of the second year of the grant. The first group includes those LDC government and AID missions who have utilized these increased capacities in the research, advisory and consultative service cited earlier. The second is those Tuskegee faculty who have been relieved of other responsibilities in order to devote more time to development issues and increase competence in the area.

21. UNPLANNED EFFECTS

Not pertinent at this time.

22. LESSONS LEARNED

A key assumption underlying this project is that Regional Bureaus will identify opportunities to utilize Tuskegee Institute staff capacity and experience. It has become apparent that simply informing appropriate AID personnel of Tuskegee's capacity and interest is an insufficient to motivate their utilization. It is the belief of this team that it will require the expressed commitment of high level AID administrators if this is to be achieved.

23. SPECIAL COMMENTS OR REMARKS

This program appears to be making substantial progress. The evaluation team was particularly impressed with the competence and enthusiasm of the project staff.

**ANNEXES**

- A. Evaluation Scope of Work**
- B. Logical Framework**

## SCOPE OF WORK FOR TEAM PROJECT EVALUATION

A. PROJECT TITLE: Comprehensive Planning for Rural Development

PROJECT Number: 931-1299

B. CONTRACTOR/GRANTEE: Tuskegee Institute

C. PURPOSE OF TEAM EVALUATION: The purpose of the evaluation is to review progress during the grant period with emphasis on current and future utilization of the capacity developed under the 211(d) grant program. The team will:

1. Examine how the grant has been used to further sustain and focus a viable institutional response capability for use by LDCs, AID and other donor agencies.
2. Measure progress in achieving goals as outlined in the proposal including an assessment of the assumptions and current status.
3. Evaluate activities planned for the remainder of the grant period in terms of developing the capacity of Tuskegee Institute to respond to LDC problems in rural development. Make recommendations on activities and management to grantee and AID.

D. COMPOSITION OF TEAM:

Dr. Kurt Anshel (Rapporteur). Dr. Anshel is a Ph.D agricultural economist with considerable experience in development research, institution-building and working with minority land-grant colleges. Dr. Anshel has a broad understanding of the needs of LDCs, particularly in the area of agricultural development. He has worked extensively in Africa which is the region on which Tuskegee has focused. He will function as the rapporteur for the project.

Quincy Benbow is an agriculturalist with thirteen years experience in AID. He was the Agricultural Officer in Mali and presently works in the technical office of the Africa Bureau with primary responsibility for the Francophone countries. In addition to Mali, he has worked in Ghana and Cambodia. Mr. Benbow recently visited eight southern minority institutions to gain insight into their capability for international development work. After this assessment visit, he traveled to Senegal, Mali, the Cameroons, and Abidjan with faculty members from two minority institutions to describe their capabilities and potential utilization possibilities with the host country governments and AID.

Gayleatha Cobb has worked on the involvement of minority institutions in the Africa Bureau where she serves as Special Assistant to the Assistant Administrator. She has gained extensive knowledge through her work in the Africa Bureau of alternative mechanisms and possibilities for utilizing the capacity developed at Tuskegee Institute. Ms. Cobb has also served on a utilization review team for Virginia State University. Her experience will be useful on the Tuskegee evaluation.

E. OTHER PARTICIPANTS: Ms. Kathryn Boyd will participate in the review as project leader.

F. DATE AND PLACE: The team will make an on-site review at Tuskegee Institute from December 11 through December 14, 1979.

G. PROJECT BACKGROUND: Tuskegee Institute received a five year 211(d) grant in the amount of \$750,000 in August of 1977. The grant is designed to develop Tuskegee Institute's response capability and multidisciplinary capacity to assist LDCs in the general area of "Comprehensive Planning for Rural Development," emphasizing farming systems, marketing, community organization and new lands development. Technology transfer for small scale agriculture is an area of primary concern.

The first annual internal evaluation of this 211(d) grant occurred in September, 1978. The review team reported that progress had been made in all five major activity areas incorporated in the project design: 1) Research; 2) Education and Training; 3) Advisory and Consultative Services; 4) Information Capacity, and 5) Linkages and Networks. Tuskegee has now completed its baseline study of agricultural extension training in Mali and is seeking additional research activities in Mali and other African countries.

#### H. PROBLEMS AND ISSUES:

Issue 1. What is the status of present and future research activity? Has the project already initiated in Mali provided useful information for rural development in LDCs? What additional support assistance is needed for Tuskegee Institute to established its overseas program?

Issue 2. Has Tuskegee strenghtened its curriculum and support for the teaching of courses in economics and rural development? What is the status of efforts to support both graduate and undergraduate students in disciplines related to international development?

Issue 3. To what extent has the response capability of faculty and staff members at Tuskegee been strengthened for use in advisory and consultative services through the utilization of grant funds?

Issue 4. How successful has Tuskegee been in establishing ties with domestic and international organizations involved in economic and rural development activities?

Issue 5. How are faculty, staff and student members utilizing the information base thus far developed through 211(d) grant funds? Have efforts been made to integrate this information base with existing library resources?

Issue 6. To what extent has AID utilized the institutional response capability developed thus far at Tuskegee? Is Tuskegee prepared for a significant increase in demands for advisory and consultative services?

Issue 7. What research reports and/or manuscripts have been published as a result of 211(d) grant activities in international development? Are other resource inputs considered adequate to support current research activity?

I. Documents to be Reviewed:

1. Project paper.
2. Previous regular evaluation report.
3. Annual report.
4. Research reports.

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 1977 to FY 1982  
Total U.S. Funding 751,500  
Date Prepared: June 22, 1977

Project Title & Number: Tuskegee Institute 211(4) Grant Comprehensive Planning for Rural Development 911-809402 1299

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>Measures of Goal Achievement:</p>		<p>Assumptions for achieving goal targets:</p>
<p>Project Purpose:</p> <p>To develop the institution's response capability and multidisciplinary capacity to assist LDCs in the general area of Comprehensive Planning for Rural Development emphasizing farm systems, marketing, community participation and/or new lands development.</p>	<p>Conditions that will indicate purpose has been achieved. End of project status.</p> <p>1. Increased Core staff in agricultural economics and another social science by at least one full-time position. 2. Increased utilization of Tuskegee faculty by AID, LDCs and other donors. 3. Increased knowledge base and research capability at Tuskegee in general area of Comprehensive Planning for Rural Development.</p>	<p>1. Annual Reports, Project Appraisal Reports (PARs), On-site reviews</p> <p>2. Annual reports, Regional Bureau documentation</p> <p>3. Tuskegee Institute publications, on-site reviews.</p>	<p>Assumptions for achieving purpose:</p> <p>1. There is a need by AID, LDCs and other donors for the competence and expertise developed at Tuskegee. 2. Regional Bureaus will identify opportunities to utilize Tuskegee Institute staff capacity and expertise during the grant period. 3. Tuskegee will maintain its commitments and interest in working with LDCs problems.</p>
<p>Outputs:</p> <p>1. Expanded knowledge base in the general area of Comprehensive Planning for Rural Development focusing, for example, on farming systems, marketing, community organization and/or new lands development. 2. Strengthened educational and training capacity in agricultural and rural development. 3. Advisory and consultation capacity gradually developed. 4. Developed linkages and networks with domestic and LDC professionals. 5. Increased information capacity.</p>	<p>Magnitude of Outputs:</p> <p>1. 4 research projects. 2. (a) At least three courses in economics, agricultural economics, or other social sciences revised to include international agricultural and/or rural development aspects; (b) At least 2 new courses in agricultural economics and two more in another social science; (c) support for approximately 12-18 graduate and advanced undergraduate students (d) approximately 5 workshops and 5 seminars. 3(a) approximately 4 faculty taking language training. (b) 20 m m of available advisory time. 4 linkages developed with at least one domestic and one international institution. 5. (a) Publication of research results (b) Approximately 300 volumes added to library; (c) Acquisition of possibly one computer teaching model in economic development.</p>	<p>1. Annual Reports, PAR's. 2. Annual Reports, College catalogues, workshop proceedings. 3. Annual Reports, trip reports. 4. Annual reports, formal linkage agreements, correspondence. 5. Monographs Annual reports, library acquisition lists.</p>	<p>Assumptions for achieving outputs:</p> <p>1. LDC professionals collaborate on problems affecting LDCs. 2. Faculty and students can be recruited who are interested in pursuing international development work. 3. Faculty remain interested in advisory and consulting services. 4. Sufficient interest in forming linkages and networks exists in domestic and LDC institutions. 5. Facilities are sufficient for increasing information capacity.</p>
<p>Inputs:</p> <p>Tuskegee 1. Computer, teaching, library, office, administrative and accounting facilities.</p> <p>AID 2. Financial Support 3. Project Management (IA/ADP) involvement. 4. Regional Bureau involvement.</p>		<p>1. Annual Reports 2. PID/To and other AID records. 3. PARs, correspondence with Tuskegee 4. On-site review, RDC minutes</p>	<p>Assumptions for providing inputs:</p> <p>1. Facilities will be available at Tuskegee Institute. 2. Tuskegee could not develop its capacity without financial support. 3. Guidance and direction needs to be given to grantee's program. 4. Regional Bureaus need to be involved in decisions affecting countries in their regions.</p>
	<p>Implementation Target: 11 pp and Quarterly</p> <p>1) Present facilities adequate. 2) 751,500 over 5 years. 3. Approximately 2 man months per year. 4. Approximately 10 man days per year.</p>		