

PD- AAK-358  
54763

CLASSIFICATION  
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE FORESTRY EDUCATION AND DEVELOPMENT (686-0235)			2. PROJECT NUMBER 686-0235	3. MISSION/AID/W OFFICE USAID/Burkina
5. KEY PROJECT IMPLEMENTATION DATES			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)	
A. First PRO-AG or Equivalent FY <u>79</u>	B. Final Obligation Expected FY <u>81</u>	C. Final Input Delivery FY <u>85</u>	<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION 7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>2/22/83</u> To (month/yr.) <u>6/30/83</u> Date of Evaluation Review <u>7/5/83 (Ouaga 4021)</u>	
6. ESTIMATED PROJECT FUNDING			8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR	
A. Total \$ <u>7,914</u>				
B. U.S. \$ <u>5,958</u>				

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., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. USAID will appoint a USDA Project Manager/Administrator in Bobo-Dioulasso to handle administrative matters and coordinate the project activities.	K. Mullally M. Ouedraogo	12/83
2. USAID will attempt to streamline the disbursement process and handling of paperwork for the project.	K. Mullally	continuing 11/83
3. Forest Management Plan will be developed as a planning process by undertaking a series of reports and studies and developing methodologies which will ultimately lead to the final management plan for Dinderesso.	J. Fickes	continuing 4/85
4. USAID supports the original CP concerning the provision of an acceptable number of counterparts if project is extended.	J. Ford	11/84
5. A revised training plan, including training objectives a recommendation for a more relevant curriculum development will be developed by USDA team and GOUV officials.	J. Ford K. Christophersen M. Ouedraogo	ongoing 7/84
6. M.E.T. to appoint a full time project director to be placed in Bobo-Dioulasso	J. Ford M. Ouedraogo	1/84
7. No further project funds are to be used for student subsistence	K. Mullally M. Ouedraogo	1/84

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

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

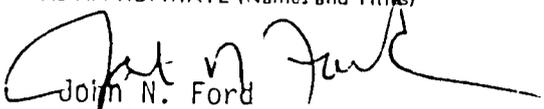
10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A.  Continue Project Without Change

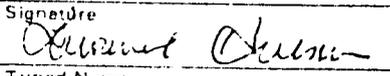
B.  Change Project Design and/or  Change Implementation Plan

C.  Discontinue Project

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

  
John N. Ford  
USAID/Burkina, Project Officer

12. Mission/AID/W Office Director Approval

Signature   
Typed Name Lawrence C. Heilman, A/DIR  
Date 2/11/85

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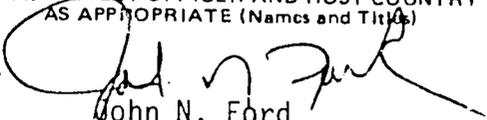
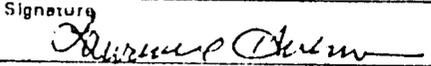
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			7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>2/22/83</u> To (month/yr.) <u>6/30/83</u> Date of Evaluation Review <u>7/5/83 (Ouaga 4021)</u>	

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

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8. Training of teachers through short courses, seminars, and conferences will be emphasized as a means of improving the skills of the Burkinan teachers.	J. Ford K. Christophersen	ongoing
9. Past "D" level graduates of Dinderesso will be visited to determine whether they are utilizing the new skills learned at school.	K. Mullally	ongoing 7/84
10. A study will be undertaken to test the adequacy of funding in support of the trained forestry agents in conjunction with the development of the USAID Forestry Sector Strategy.	K. Mullally L. Heilman M. Rugh	11/83
11. A study will be undertaken to determine the number and level of trained forestry agents which will be needed to meet future needs.	K. Mullally M. Ouedraogo	1/84

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input checked="" type="checkbox"/> Project Paper <input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Financial Plan <input checked="" type="checkbox"/> PIO/T <input checked="" type="checkbox"/> Logical Framework <input type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input checked="" type="checkbox"/> Change Project Design and/or <input checked="" type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)  John N. Ford USAID/Burkina, Project Officer	12. Mission/AID/W Office Director Approval Signature  Typed Name Lawrence C. Heilman, A/DIR Date 2/11/85
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## PROJECT EVALUATION SUMMARY (PES)

### 13. SUMMARY

In February 1983, a three-person team from the International Science and Technology Institute (ISTI) undertook the mid-project evaluation of the Upper Volta Forestry Education and Development Project (686-0235). The evaluation identified a number of issues/problems in the implementation of the subject project and also came up with a number of recommendations. In summary, the evaluation stated that the overall project achievements were considerably below the anticipated levels, mainly due to a more than two year delay in the arrival of the technical assistance team and delay on the part of the GOUV in providing for an adequate number of counterparts and staff. A major assumption which proved incorrect, at least at the time of the evaluation, was that a minimal institutional capacity on the side of the Ministry of Environment and Tourism exists, and this was a major cause of delay once the project was implemented. However, the evaluation did cite a number of accomplishments, both for the school and forest management components.

### 14. EVALUATION METHODOLOGY

This evaluation is the scheduled mid-project evaluation, carried out as called for in the project paper. The evaluation consisted of an assessment of the project to date, drawing upon project documents, TDY reports, correspondence, personal observations, and discussions with the project team members, USAID and GOUV officials. The evaluation encompassed an overall measurement of project progress towards the objectives and targets spelled out in the project paper and the Project Agreement.

The review was carried out in both Ouagadougou and in Bobo-Dioulasso. The team first identified certain problems or issues clearly related to the project implementation, and then described project progress in meeting the original objectives, citing a number of reasons why the project had not progressed as originally planned.

Block A of this PES includes only those action decisions of major importance, as originally discussed following a review of the evaluation in Ouagadougou 02142 (4/12/83) and Ouagadougou 04021 (7/5/83).

### 15. EXTERNAL FACTORS

A number of factors have also affected the project, including two coups d'etat and subsequent government changes and reorganizations.

## 16. PROJECT INPUTS

Through a grant of \$5,958,000 the USAID inputs to this project include: a) long-term technical advisors in practical forestry, forestry management, ecology/biogeography and forest extension work; b) short-term technical advisors in forest management, wildlife management, range management, limnology, fire management, and soil and water conservation; c) buildings, equipment, vehicles, and operating funds; and d) training of Voltaic staff and counterparts.

The GOUV inputs of \$1,929,000 in kind included personnel, land, wood resources, buildings, salaries and scholarships.

The evaluation noted that a two year delay in the arrival of the technical assistance team and commodities was a major cause of low achievement of anticipated project outputs. However, at the time of the evaluation, most of the construction of buildings was complete or near completion and a majority of the commodities had arrived.

The GOUV was cited as failing to assign a suitable number of counterparts, failing to undertake a study of the recurrent costs of the forestry school operation, and failing to undertake a study of forest product price controls and regulations. It was also noted that the GOUV's support of the schools' operating budget and dispersal of student scholarships was also less than satisfactory.

## 17. PROJECT OUTPUTS

The project paper and PROAG include only targets for the total output achievement levels for the PACD of July 31, 1984, and do not include intermediate or annual targets for project outputs. Therefore, progress was measured by estimating the likelihood towards achieving the specific end-of-project-status (EOPS). The results were as follows:

### Planned Outputs, July 1984

### Actual Progress, March 1983

1. School infrastructure in place and in use

Phase I, including 8 houses, classrooms, lab, dormitory, library and cafeteria have been completed. Remaining is a water system, admin. office, warehouse, garage, guest house, 2 fire towers, and 2 forest guard houses.

2. School fully staffed with competent teachers and support personnel

A school director assigned, 1 full-time instructor, a librarian/documentalist, a "surveillant" and a driver. Part-time instructors have been provided for fisheries and botany. Remaining to be named are 3 counterparts, cooks, a mechanic and an accountant.

3. Program of practical work/study and field trips underway

A program of field trips was instituted. USDA staff more involved in practical instruction than GOUV staff. More relevant curriculum is still needed, as training needs are not being met.

4. Graduates from the Dinderesso School

40 "D" level Forestry students are now graduating per class. "C" level students are also being trained at 10 per class.

5. Forest Management Plan

Plan does not yet exist and will not be able to meet its original purpose. However, a revised forest mgmt. plan will be developed through a thorough planning process.

## 18. PROJECT PURPOSE

The purpose of the project is to improve GOUV capabilities to rationally manage their natural resources, through the expansion and improvement of the Dinderesso National Forestry School and by developing a management plan for the adjoining Dinderesso National Forest.

Although the Dinderesso School now has the physical capacity for training "D" level forestry personnel, the GOUV has still not adequately staffed the school with full-time, qualified personnel. Also, the development of the management plan has not yet been completed and the mid-project evaluation felt that as originally planned, the management plan could not be carried out with the existing level of expertise existing in Upper Volta. Instead, it is proposed that a methodology be developed for a series of reports and studies which will ultimately lead to a management plan for the Dinderesso Forest. However, such a plan can not be completed by the present FACD.

The progress of the project in terms of meeting the individual End of Project Status (EOPS) can be compared as follows:

1. On-going practical training program for "D" and "C" level forestry students: 40 graduates per year:

The school is now graduating approximately 40 "D" level students per year. 10 "C" level students are graduating from nearby Matourkou per year and it is anticipated to transfer 20 "C" level students (2 classes) to the Dinderesso School for the start of the school year in September 1985. However, the development of a trained staff, and the establishment of a more relevant curriculum, geared to the level required by forestry agents and guards remains to be established. One problem is the lack of counterparts for the 3 USDA teachers, and adequate teaching staff.

2. Graduates assigned to field posts throughout Upper Volta are participating in technical, administrative, and extension activities which utilize skills taught at Dinderesso and which are responsive to the needs of local populations.

The mid-project evaluation did not investigate this point because the school is just beginning to graduate students. However, informal discussions with other donors instituting forestry and conservation projects indicate the training programs need to have more practical instruction with more practical tasks performed during the program. The 3 USDA teachers at the school are attempting to increase the amount of their practical teaching and will undertake field trips with the students. However, because of the lack of counterparts, it will be difficult for the school to improve the curriculum by the end of the project significantly.

3. A forest management plan exists and is being implemented at Dinderesso and includes participation of local population.

Although no forest management plan yet exists, a number of ongoing activities for different sections of the Dinderesso Forest include participation of the local population, including cultivators/laborers for clearing fire breaks, and contracts for harvesting wood for posts and poles. The evaluation pointed out that the forest service did not have the competence to execute a management plan and the Dinderesso Forest is an atypical forest in comparison with the other forests of Upper Volta. However, it is important to note that a structural change in this component has evolved. Rather than establishing a plan and attempting to execute it during the length of the project, this component is now conducting applied experiments instituting a management information system which will lead towards a final management plan.

## 19. PROJECT GOAL

The goal of this project is to accelerate the development of rational water and land/resource use in Upper Volta thereby contributing to increased agricultural, forest, and animal production while safeguarding if not improving the environment.

The evaluation did not investigate how far the project has been able to meet this goal because it is still too early to measure such a response. Although these indicators will be useful in the long term, it is unrealistic to think they will provide a useful measure in the short term. Further, the national figures for such statistics cannot be credited to the success or failure of the project. As for the existence of environmental protection and improvement activities throughout the country, the project is fulfilling the important function of training field personnel. Given the long term projection of the Ministry of Environment and Tourism, the school should have provided, except for normal attrition, sufficient numbers of trained agents and guards within five years of operation at the present level.

## 20. BENEFICIARIES

Except for a few natural parks and forests, the bulk of Upper Volta's natural resources are under village level control. The problem of overcutting, overgrazing, and destructive farming methods are perceived by the rural population, who find their needs increasing, but not their land base. Overcutting especially is both a local and regional problem, given the urban demands for firewood for fuel needs.

The forestry agents and guards who are being trained and equipped with the knowledge to advise and assist the local population in improved methods of managing their soil, water, and forest resources are the direct beneficiaries. The rural farmers and herders who receive instructions and advice from the newly trained foresters are the final target group, and for the most part comprise the rural poor majority. Finally, the whole country will ultimately benefit from better management practices for the forest resources.

## 21. FOLLOW-UP ACTIONS

Given the state of progress thus far, and the issues and problems recognized as hindering the project, it has been decided to identify another team to review the project and prepare a paper identifying different options to best achieve the original purpose and goal of the project.