

STRENGTHENING OF STATISTICS AND SOCIAL POLICY ANALYSIS TEACHING AND RESEARCH AT THE UNIVERSITY OF GUYANA

(GY-T1001; ATN/SF-8803-GY)

QUALITY AND RISK REVIEW

Results and Procedures Report

A. QRR PROCEDURE:

The Project Completion Report and its corresponding Annexes were distributed for comments to the QRR on Friday, October 2, 2009. A meeting was held on October 13, 2009, where Marco Nicola (CCB/CGY); Laura Profeta (LEG/SGO); Leslie-Ann Edwards (CCB/CCB); Katharina Falkner-Olmedo (VPC/PDP); (PDP-PFM); Carlos Herrera (FIN/FSV); Carola Alvarez (SPD/SDV); Cristian Santelices (SPD/SMO); Stephen Quick (OVE/OVE); Mario Marcel (ICF/ICF); Antoni Estevadeordal (INT/INT); Eduardo Lora (RES/RES); Alicia Ritchie (CAN/CAN); Carlos Hurtado (CSC/CSC); Gina Montiel (CID/CID); Dora Currea (CCB/CCB); Xavier Comas (ICF/ICS); Mario Sangines (ICF/ICF); María Mercedes Mateo (ICF/ICF); Leandro Alves (INE/ENE); José Agustín Aguerre (INE/TSP); Federico Basaños (INE/WSA); Héctor Malarín (INE/RND); Juan Pablo Bonilla (INE/ECC); Marcelo Cabrol (SCL/EDU); Hugo Florez (SCL/SPH); Flora Painter (SCL/SCT); Kei Kawabata (SCL/SCL); Carmen Pages-Serra (SCL/LMK); Vicente Fretes (ICF/FMM); Kurt Focke (ICF/CMF); Karen Mokate (KNL/KNM); Graciela Schamis (KNL/KNL); Jorge Lamas (ICF/ICS); Diego Buchara (LEG/SGO); Ethel Muhlstein (SCL/LMK); Alexandre Veyrat-Pontet (ICS/CGY); Javier Reyes (ICS/CEC); Leila Parris (CCB/CGY); Roy Parahoo (CCB/CGY) and Nathalie Hoffman (ICF/ICS), were invited.

The meeting was attended by Marina Massini (ICF/ICS); Nathalie Hoffman (ICF/ICS); and Xavier Comas (ICF/ICS) who chaired it. Marco Nicola (CCB/CGY); Alexandre Veyrat-Pontet (ICS/CGY); Leila Paris (Consultant) and Roy Parahoo (CCB/CGY); participated in the meeting connected by videoconference.

The comments received, as well as recommended next steps, have been documented in this Results and Procedure Report.

B. NON-RESOLVED ISSUES:

N/A

C. COMMENTS:

| Name and Division | Topic | Comments | Answers |
|--------------------------|-------|--|---------|
| Laura Profeta LEG/SGO | | Thank you for inviting me to the review meeting for the above-referenced Project Completion Reports (PCRs). Due to a scheduling conflict, unfortunately I will be unable to attend. Nevertheless, I confirm that | |

| | | | |
|--------------------------------|-------------------------------|---|--|
| | | we have reviewed these PCR's and have no comments. | |
| Shakira Cossens SPD/SDV | Indicadores | <p>Las metas establecidas en los indicadores no han sido alcanzadas. Si bien hay avances, una clasificación "Unsatisfactory" sería la más adecuada.</p> <p>The goals established in the indicators have not been reached. Though there are advances, a classification "Unsatisfactory" would be the most adequate one.</p> | The panel agreed that while all the planned targets were not achieved, the significant progress made in this TC cannot justify an 'unsatisfactory' rating. Accordingly, the consensus of the meeting was to retain the classification of 'satisfactory'. |
| Shakira Cossens SPD/SDV | Externalidades | <p>Se deben especificar con mayor precisión las externalidades. Una forma podría ser resaltar en negritas la externalidad (positiva o negativa) y dejar sin resaltar el contexto.</p> <p>They should be specified with greater precision the externalities. A form could be to stand out in boldfaces the externality (positive or negative) and to leave without standing out the context.</p> | The changes will be made in the document. |
| Shakira Cossens SPD/SDV | Fuentes de Información | <p>Es necesario especificar cuáles son las fuentes (e instrumentos) precisas de información que se utilizaron para medir y reportar los resultados de los indicadores.</p> <p>It is necessary to specify which are the sources (and instruments) you need of information that were utilized to measure and to report the results of the indicators</p> | The changes will be made in the document. |

Concur: (Original Firmado)
Xavier Comas
Division Chief, ICF/ICS



Project Completion Report

PCR

Project Name: Strengthening of Statistics and Social Policy Analysis Teaching and Research at the University of Guyana

Country: Republic of Guyana

Sector/Sub-sector: Modernization of the State

Original Project Team: Jorge Lamas (ICF/ICS); Lorraine Blank (consultant); Diego Buchara (LEG); José A. Mejía-Guerra (SDS/POV); Ethel Muhlstein (RE3/SO3); and Javier Reyes (ICS/CEC).

Project Number: GY-T1001

Loan Number (s), TC(s): ATN/SF-8803-GY

QRR Date: October 13, 2009

Final Approval Date of PCR: October 21, 2009

PCR Team: Alexandre Veyrat-Pontet (ICS/CGY); Jorge Lamas (ICF/ICS); Roy Parahoo (CCB/CGY); Leila Parris (Consultant) and Nathalie Hoffman (ICF/ICS).



Acronyms and Abbreviations

| | |
|----------------|--|
| CEO | Chief Executive Officer |
| DB | Data Bank |
| DBM | Data Bank Manager |
| DO | Development Objective |
| EA | Executing Agency |
| EOP | End of Project |
| GDP | Gross Domestic Product |
| GOG | Government of Guyana |
| HR | Human Resources |
| IDB | Inter American Development Bank |
| IT | Information Technology |
| KOI | Key Outcome Indicator |
| LAN | Local Area Network |
| MOF | Ministry of Finance |
| OP | Office of the President |
| PCR | Project Completion Report |
| PEU | Project Execution Unit |
| WAN | Wide Area Network |
| APP | Academic Policy and Planning Committee |
| UNDP | United Nations Development Programme |
| CARICOM | Caribbean Community and Common Market |
| UG | University of Guyana |
| BOS | Bureau of Statistics |



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1. Project Cost Table
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I. Basic Information

| BASIC DATA () | | | |
|---|------------------------|---|--------|
| PROJECT NO: GY-T1001 | | TITLE: Strengthening Statistics and Social Policy Analysis Teaching and Research at the University of Guyana. | |
| ATN NUMBER: ATN/SF-8803-GY | | | |
| Beneficiary: University of Guyana | | Date of Board Approval: August 5, 2004 | |
| Executing Agency (EA): University of Guyana | | Date of TC Contract Effectiveness: September 3, 2004 | |
| Sector: Modernization of the State | | Date of Eligibility for First Disbursement: March 10, 2005 | |
| | | <u>Months in Execution</u> | |
| | | * From Approval: 53 months | |
| | | * From Contract Effectiveness: 52 months | |
| | | | |
| | | <u>Disbursement Periods</u> | |
| | | Original Date of Final Disbursement: March 3, 2008 | |
| | | Current Date of Final Disbursement: April 30, 2009 | |
| | | Cumulative Extension (Months): 13 months | |
| | | Special Extensions (Months): 0 | |
| | | | |
| | | <u>TC Amount(s)</u> | |
| | | * Original Amount: US\$500,000. | |
| | | * Current Amount: US\$500,000. | |
| | | * Pari Passu (if applicable): 92:8 | |
| Poverty Targeted Investment (PTI): Yes | | <u>Disbursements</u> | |
| Social Equity (SEQ): | | * Amount to date: US\$464,818.62 | |
| Environmental Classification: | | | |
| | | Total Project Cost (Original Estimate): US\$579,000 | |
| | | | |
| | | <u>Re-directioning</u> | |
| | | Has this Project? | |
| | | Received funds from another Project [No] | |
| | | Sent funds to another Project [No] | |
| | To/From Project Number | From Sub-Loan Number | Amount |
| | | | |
| | | | |
| * Current amount (adjusted for redirectioning): | | | |
| | | | |
| <u>On Alert Status</u> | | | |
| Is project currently designated "on alert" by PAIS: No | | | |
| If yes then why is the project on alert (DO, IP Ratings and/or relevant PAIS indicators): | | | |
| | | | |
| Comments on relevance of "on alert" status for this project (if applicable): | | | |

| Summary Performance Ratings | | | | |
|-----------------------------|---|--|---|---|
| DO | <input type="checkbox"/> Highly Probable (HP) | <input checked="" type="checkbox"/> Probable (P) | <input type="checkbox"/> Low Probability (LP) | <input type="checkbox"/> Improbable (I) |
| IP | <input type="checkbox"/> Very Satisfactory (VS) | <input checked="" type="checkbox"/> Satisfactory (S) | <input type="checkbox"/> Unsatisfactory (US) | <input type="checkbox"/> Very Unsatisfactory (VU) |
| SU | <input type="checkbox"/> Highly Probable (HP) | <input checked="" type="checkbox"/> Probable (P) | <input type="checkbox"/> Low Probability (LP) | <input type="checkbox"/> Improbable (I) |



II. The Project

a. Project Context

The University of Guyana is the sole tertiary level institution in the country. It was established in October 1963, as an evening institution with an enrollment of 164 students. In 2002, the University opened a second campus in Berbice. Today, the University offers more than 60 full time undergraduate programmes across the Faculty of Agriculture, Health Sciences, Natural Sciences, Social Sciences, Technology and the School of Education and Humanities. The University also offers post-graduate programmes in the Faculties of Natural Sciences, Social Sciences as well as at the School of Education and Humanities. It has an enrollment of approximately 5,000 students at its main campus at Turkeyen (Georgetown) and 400 at its Tain campus in Berbice. Since its establishment, approximately 19,000 have graduated in the various programmes.

The IDB supported the expansion of facilities during the period 1989 and 1993. This was done through a Bank Loan – 780/SF-GY (US\$14.4 million). The funds financed faculty and staff development, rehabilitation of buildings and the reconstruction of new facilities. At the end of the project, 6 buildings were constructed as well as 6 being rehabilitated; student enrollment increased by 135%; the capacity of the affected faculties was enhanced and the number of faculty with higher level academic qualifications increased.

In addition to the aforementioned faculties, the University established an Institute of Development Studies in 1974. This is the university's multi-disciplinary research center and included in its portfolio is the conduct of policy-based research, preparing a variety of project reports for local government agencies as well as international organizations.

In its unique role as the sole national tertiary level institution, the University's graduates invariably find employment in the public service and private sector at technical and managerial levels. One of the major weaknesses in course offerings, identified by employers and acknowledged by the University, is the inadequate range and depth of topics in quantitative and qualitative data collection and analysis, research design and techniques of policy analysis. In addition, student exposure to these courses is further limited by the lack of a data bank and the level and range of computing facilities needed to support research projects. This state of affairs has contributed to the significant amount of vacancies in related disciplines in both the public and private sectors. In addition, it has been agreed that researchers at the University require advanced analytical skills to determine the effectiveness of social problem interventions and other poverty reduction related programs.

The Bank is currently financing a related operation (GY0070 - Social Statistics and Policy Analysis Program) that aims to *"address the needs of improving and sustaining the capacity of the country to generate social data, to undertake evidence-based policy analysis, and to monitor the Poverty Reduction Strategy (PRS) implementation and impact"*.

This technical cooperation project at the University is intended to complement the GY-0070, by providing a continuous supply of qualified professionals capable of undertaking social policy analysis in the public sector.

b. Project Description

i. Development Objective(s)

The overall objective of the project was to strengthen undergraduate and graduate programs in Statistics and Social Policy Analysis at the University of Guyana in order to provide a continuing supply of professionals for the public sector, as well as long term strengthening of the public and private sector demand for social statistics.

The specific objectives were to increase the future cadre of trained social policy analysts in modern methodologies and to strengthen the capacity of faculty to engage in relevant social policy research.

ii. Components

The program design was comprised of three components:

- 1. Upgrading of Statistical Courses.** This component was designed to have international consulting services in order to provide technical assistance to upgrade the undergraduate and graduate curricula in the faculty of social sciences. The objective of this component was to ensure that students were well grounded in quantitative and qualitative methodologies ensuring that use was made of computers, statistical packages, economic and survey data for analysis. Planned activities included rationalizing and upgrading existing undergraduate statistic courses in the Social Sciences, developing of course syllabi, course materials, course outlines, reading lists, class assignments and examinations; a basic statistics course that would be obligatory for all year students registered in programs that require statistics; rationalizing and upgrading two existing graduate social science methodology courses including the application of techniques and the inclusion of issues such as environmental, poverty and gender analysis.
- 2. Data Bank.** This component was designed to develop an electronic data Bank. This facility was expected to (i) establish a system of infrastructure that would bring together social data and the expertise normally found in a university environment; (ii) provide access to social data, including data on poverty, education, health, gender, ethnicity and the environment and (ii) provide comparative international data for a better understanding of Guyana's social and economic conditions. Specific activities included the acquisition of computer hardware and software (including site licenses of statistical software); a Data Bank Manager; cost of data purchase and supplies and a study visit to the Derrick Gordon Data Bank at the University of the West Indies (Mona) where a similar center was in existence.
- 3. Research Studies.** Resources made available in this component were to finance a small agenda of multidisciplinary research, in the areas of poverty, gender, ethnicity, health, education and other related topics, by the Institute of Development Studies. The goal of the research agenda was to: (i) set a standard for applied research; (ii) develop skills in policy research and (iii) provide policy impact through the studies. The cost of each study had a ceiling of US\$5,000. A research symposium was planned to enable the presentation and discussion of the research findings.

III. Results

a. Outcomes

The anticipated outcomes for this program were detailed in the Project's Log frame and remained largely unchanged throughout the life of the project. These indicators are reproduced in the Table below as the basis for the assessment of Project results:

| ACHIEVEMENT OF DEVELOPMENT OBJECTIVE (DO) | | |
|--|--|---|
| Development Objective(s) (Purpose) | Key Outcome Indicators | |
| 1. To ensure a continuing supply of professionals (for the BOS and social sector line ministries) who are able to monitor the PRS and MDG indicators, generate other relevant data, and participate in policy discourse. | Planned Outcomes | Outcomes Achieved |
| | 50% increase in well qualified applicants for positions in BOS and social sector ministries. All statistics related vacancies filled in BOS and social sector line Ministries. – No evidence of a baseline. | The achievement of these benchmarks presupposed that implementation of the upgraded statistical courses would have been implemented by end of project. The evaluation was unable to locate data regarding the capacity of BOS and social sector ministries prior to the intervention. |



Reformulation. [X] N/A

PMMR Retrofitting. Indicate if and when the PMMR was retrofitted and explain any changes resulting from this exercise [X] N/A

Summary Development objective (s) Classification (DO):

[] Highly Probable (HP) [x] Probable (P) [] Low Probability (LP) [] Improbable (I)

Briefly justify DO classification, based on the degree to which planned targets were met, explaining the differences between planned and not achieved outcomes as well as any other relevant factors. Include references to evidence that can support these results.

The classification for the Development Objective (DO) that has been given is based on the following factors:

(a) The statistical undergraduate courses have been upgraded and the consulting firm's final report submitted to the PEU in September 2008. The design of the project had included implementation of these improvements by the EOP. In reality, upgraded courses will have to be approved by both the APP and the Academic Board. The delay is largely as a result of the removal of the University from the Turkey Campus in June 2008. Dislocation occurred before this date as a result of the necessary removal arrangements, and officers were sited at various off-campus locations. The University was back on campus in mid November but was not finally settled until January 2009. The SS administration, as the lead faculty in this project, plans to have final 'in-house' discussions as the prelude to forwarding the upgraded courses for formal approval, at the level of the APP and Academic Board, with a view to having the courses formally implemented across the campus in the next academic year 2009 -2010. What is needed to support this intention is an Implementation Strategy with clearly defined timelines etc. to guide/ underpin this intention.

(b) The upgrading and implementation of the graduate statistical courses have gone beyond what was planned in the project. These upgraded courses were implemented as part of a Masters program in Development Policy & Analysis that was offered by UG, as a 'one-off' program, during the academic year 2006 -2007. Delivery of the upgraded statistical courses was undertaken by the Consulting Team from Georgia State University. While there is a significant shortfall against the target set in the Project's Log frame for the training of 20 professors (four persons remaining at EOP from the seven who initially subscribed to the program and six who successfully completed the program), key university informants acknowledged that efforts will have to be made to bolster this situation in order to ensure sustained delivery of the updated courses across the campus and to support the intended short courses in statistical analysis that are expected to be offered by the School of Professional Services on a continuous basis.

The professors who have remained in post are very enthusiastic, as is evidenced in their delivery of the upgraded courses even prior to UG's formal approval. The Faculty of Natural Sciences approved the upgraded courses that were pertinent to their faculty for implementation paving the way for these courses to be incorporated into their repertoire of course offerings. Accordingly, in the academic year 2007 /2008, these courses were delivered in NS by the three trained professors. As a result of this decision, approximately 186 students (30% of the EOP overall University target) in the NS faculty benefited from the new approaches /methodologies that were introduced. The lecturers plan to continue delivery of the upgraded courses in the present academic year (2008 -2009). NS students will therefore continue to benefit from undertaking computer based statistical analysis using the facilities of the Data Bank, under the guidance of the trained lecturers. These professors have also provided informal assistance to other faculties' lecturers and students who were conducting research.

(c) From a focus group discussion with a sample of social sector persons who have benefited from the masters program, these persons indicated a strong willingness to teach, on a part time basis, the upgraded statistical courses at the undergraduate level, thereby presenting a potential core teaching reserve group. Notwithstanding these advancements, there is still the need to formalize and accelerate the approval process for the upgraded courses and further strengthen capacity in the University's faculty, in order to sustain the actions already undertaken, expanding these to the entire campus. The latter task is more or less assured since the University, in a demonstrated sign of their continued commitment, has already embarked upon a complementary project.

In November, 2008 the University of Guyana and the University of Gent, in Belgium, launched a project entitled "Capacity Building in Social Research and the Strengthening of a Master's Programme in Development Policy and Analysis". This project is fully funded by the Flemish Inter-University Council and the Belgian Development Cooperation. The objectives are similar to those of this TC project, supporting activities such as (a) training staff of the Faculty of Social Sciences in qualitative and quantitative research with emphasis on the area of socio-economic development; (b) providing funding and training for 3 professors at the PhD level including financial support for their research; (c) facilitating quantitative and qualitative scientific research by graduate students and staff; (d) strengthening the curriculum for the Master's Programme in Development Policy and Analysis; (e) enabling the upgraded and trained IDS and SS faculty staff to sustain the Master's Programme in Development Policy and Analysis.

This new project was designed based on the products /outcomes of the present TC Project and is seen by both the University and the Bank as complementary to what has already been done. Accordingly, the sustainability of the products that this TC delivered is quite probable.

Country Strategy. Given the results described above, briefly discuss how the project contributed to the Bank's strategy in the country.

This project has the potential of strengthening the supply of professionals in the area of statistical analysis; thereby contributing directly to better designed policies as a result of the sound evaluation (by trained professional public sector policy analysts) of the impact of various poverty reduction initiatives. At EOP, a number of undergraduate students have been made



aware of modern methodologies that are buttressed by computer applications. They are now equipped with skills that can be incorporated in those required for their chosen careers. Such skills will strengthen social sector programs as well as improve governance and public sector efficiency. These objectives have been identified by the IDB as pivotal to the Bank's strategy in Guyana which is – 'to support the Country in achieving medium-term poverty reduction'.

b. Externalities

The beneficiaries of this project were identified, at project design stage, as the University's professors and students from the Faculties and School of Education and Humanities. In addition, the Bureau of Statistics and social sector line ministries were expected to benefit indirectly from a supply of better trained professionals. Accordingly, certainly on the short term, it was envisaged that within the implementation stage of this project, the Data Bank (DB), for example, would be utilized by students and university faculty. ***The positive externality in this was the fact that as news of the Data Bank's existence circulated beyond the campus, a number of agencies, outside of the public sector, indicated their interest and were actually able to make use of the facilities.*** In addition to the Bureau of Standards, the United Nations Development Programme (UNDP) and the Caribbean Community and Common Market (CARICOM) Secretariat, in a joint arrangement, offered courses in the use and administration of DevInfo. Participants were drawn from a number of public sector organizations. ***These business relationships produced an unexpected source of revenue*** and have the potential, if pursued in a deliberate manner, to ensure the future sustainability of the Data Bank.

Another benefit streaming from the upgrading of graduate courses in the Social Sciences Faculty was ***the ability of the University to offer a 'one-off' Master's Program in Development Policy and Analysis over the academic year 2006/2007.*** This was achieved with the collaboration of the Consultants from the Georgia State University Research Foundation, who were contracted to upgrade the courses. The four upgraded statistical courses were the core courses of the program, while students choose enough electives, from other Masters programs in the SS faculty to complete the total required credits. At the end of the Project (EOP), statistics reveal that twenty persons from the twenty-two who commenced the programme were awarded the Masters degree. Of this number, seven University of Guyana (UG) faculty members commenced the program that was intended to strengthen the capacity of the University's faculty to deliver the courses in statistics, research methodology and social policy analysis. The shortfall in the University's participation resulted from the policy decision to make subscription to the program voluntary. At EOP, six (6) faculties successfully completed the program and approximately two thirds (4) of these have remained in post. The absence of any legal obligation contributed to the decision of the other two persons to resign at the successful completion of the program, since the anticipated commitment to the University was based on moral obligation, which unfortunately, was not honored. Notwithstanding this setback, the University was still able to achieve 30% of its planned target for training students in the new methodologies, as a result of the diligence of those trained professors who remained.

Another positive externality was the direct exposure of 15 persons from social sector line ministries, 14 of whom successfully completed the program, although six of these subsequently resigned from their public service jobs. The Project Execution Unit (PEU) was unable to establish the whereabouts of all of those who left the public sector domain, and this is an area that can be followed by the University using tracer studies. At a focus group session during the data collection for this Project Completion Report (PCR), five out of the sample of seven persons, who participated in the activity in person and by e-mail, (35% of the successful population) affirmed that they were able to use the skills learnt by virtue of the demands of their jobs and that their research / analytical skills were enhanced and definitely improved. ***These persons have indicated a willingness to support, on a part-time basis, the delivery of the upgraded undergraduate courses.***

On the negative side, the ***drawback to the plan for the initial capacity of data in the new electronic data bank was the inability of the PEU to acquire all of the required data sets.*** Government agencies that were contacted with the relevant requests, including the Bureau of Statistics (BOS), explained that there

were no Data Sharing Policies in place. In the light of their corporate responsibility regarding the collection, security and integrity of data relevant to their mandate, they were reluctant, during this project's implementation, to share their data sets with the University. In the case of the BOS, the DB was offered a link to the portion of data that was cleared for public access. In reality, this meant that there was no access to the BOS's data sets that were needed for more in-depth statistical analysis of specific parameters. Key informants believe that this situation, unless urgently addressed by University decision makers, can reduce the Data Bank's ability to provide the best support to local research and also, to participate equitably and meaningfully in collaborations / partnerships with similar agencies/ Centers in the Caribbean.

On the positive side, during the research that was executed (2007 -2008) by the six professors, a number of students were incorporated into the research activities and were therefore exposed to the analytical research methodologies that were utilized by the principal researchers. This is seen by the SS Faculty, as introducing a culture of primary research in the university – something which hitherto was an issue of concern campus wide.

Finally, ***a significant benefit was realized by the Human Resource Division of the University, during the conduct of the University's Annual Staff Appraisal of Faculty staff in January 2008.*** Assessment is usually carried out manually by UG's Appointment Committee. In that year a very innovative approach was adopted. The activity was undertaken in the Data Bank at the suggestion of the SS faculty and with the support of the Data Bank Manager. All necessary documentation was loaded into the computers and the assessments were done electronically as each Committee member used a computer station. The benefits were tremendous. ***The duration of the exercise, done manually and with lots of paper, usually lasts for three weeks; this was reduced to two days, realizing significant savings in time and material costs.*** Key informants state that this approach will continue to be utilized in future appraisals. Several professors have also used the facility to present their lectures using Power Point. This represents a significant shift from the 'chalk and board' approach which hitherto has been the preferred choice.

c. Outputs

| IMPLEMENTATION PROGRESS (IP) | | |
|--|--|---|
| Components (Outputs) | Key Output Indicators | |
| Component 1. | Planned Outputs | Outputs Achieved |
| 1.0. Upgraded courses | | |
| 1.1. Rationalization /upgrading of current statistics teaching in basic statistics for all undergraduates in disciplines requiring statistics. | Revised course curriculum successfully implemented. 600 students trained per year in basic statistics from various faculties. | Course curricula for all of the identified courses (14) have been revised and are awaiting approval by the APP for implementation across the campus in 2009-2010. However, 186 students (30% of target) in the Faculty of NS have been exposed to the new basic statistics course in 2007/2008 by lecturers who were trained under the program. |
| 1.2. Revised course on statistics for social science graduates: upgrading module on quantitative aspects. | | 4 Graduate level courses revised and upgraded. Represented the 'core' courses for the Masters Program in Development Policy & Analysis that was implemented in Yr. 2006 /2007 only. 20 persons - 6 from the University of Guyana and the remaining 14 from social sector line ministries, successfully completed the program. |
| 1.3. Revise and rationalize existing statistics courses to ensure adequate coverage of the following topics : Quantitative survey methods Qualitative research methods Data interpretation and policy analysis Report and journal article preparation. | Revised course successfully implemented. 50 social sciences students trained per year. | 14 Courses revised and rationalized but not implemented across the entire university. Awaiting the approval for implementation from University's APP and Academic Board. |
| 2.0. Revised / new course materials to | Revised course curriculum | (Informally, NS faculty approved the basic statistic course for implementation in that faculty. Implementation commenced w.e.f. academic year 2007 / 2008 and is continuing). |

| | | |
|---|---|---|
| <p>support the revised courses.</p> <p>3.0. Lecturers trained to deliver upgraded and new courses.</p> <p>4.0. Upgraded computer facilities.</p> <p>5.0. Upgraded library facilities.</p> <p>Total Cost (Revised Budget) of Component: US\$265,000. Counterpart: US\$0 IDB: US\$265,000. IDB Disbursement: 99.81%</p> <p><u>Classification:</u> HS, S, U, VU = Satisfactory</p> | <p>successfully implemented; 30 students trained per year; Positive course evaluations.</p> <p>Course curricula with learning objectives, content, methods. Reading Lists, textbooks and reference texts; student assignments; examinations.</p> <p>20 faculty members trained to deliver revised courses; 25 faculty with upgraded statistics knowledge.</p> <p>30 computers and software purchased for training students.</p> <p>All reference texts for revised courses available.</p> | <p>Course curricula for 14 courses in the Social Sciences completed with learning objectives, materials - content and methodology completed.</p> <p>6 faculty members trained. 4 are available to deliver upgraded courses. 2 resigned at end of training.</p> <p>41 computers and other peripherals including printers; furniture and equipment were acquired for the Data Bank and other key areas in SS, NS, IDS along with 3 software packages (including licenses) – EViews, STATA; SPSS.</p> <p>174 different book titles (661 texts) handed over to the Library.</p> |
|---|---|---|

Briefly explain differences between planned and actual outputs (if applicable).

The project experienced a number of delays that have undoubtedly contributed to its results at the end of execution. According to the project document, the upgraded courses should have been implemented across the campus within the life of the project. This meant that the latest implementation date should have been the academic year 2008 /2009. This did not occur for two key reasons. First, procurement of the consulting firm to undertake the course curriculum revisions and upgrading consumed almost one year due to difficulties in sourcing an academic oriented consortium that had all the expertise required to satisfy the TOR. The response to the first advertisement was poor so the process had to be repeated. Second, there was significant dislocation when the University encountered a serious environmental problem, which necessitated the removal of 'asbestos' from several buildings on the Turkeyen Campus. As a consequence the entire University Community had to be temporarily relocated in various locations. Many services and activities were disrupted and communication across the range of divisions/ offices proved to be quite challenging. While the actual removal occurred in June of 2008, disruption to normal routines began as early as April, 2008. The exercise was finally completed in October, 2008. The University has returned to the campus, and various processes are returning to normalcy.

The other significant difference is the shortfall in trained UG faculty from the upgraded graduate courses which was the activity for building internal capacity in this discipline. UG's participation was just about 30% of the set target and at EOP the actual capacity available to deliver the upgraded courses is 20% of the planned target. One apparent cause was the fact that participation was optional and many professors believed that this program would have been challenging to them as a result of their teaching and other commitments, despite UG's efforts to offer an incentive of a reduced course/teaching load. Additionally, trainees were not 'bonded' so there was no strong legal imperative to remain on the job after training. The additional equipment purchased resulted from efficiencies realized in the several procurement processes.

These were the key factors that impacted on the status of project outputs in this component at EOP.

Restructuring. *Indicate if this component was restructured. Briefly discuss the consequences of these changes. [N/A].*



| Component 2: | <u>Planned Outputs</u> | <u>Outputs Achieved</u> |
|--|---|--|
| <p>Electronic Data Bank Established to include:</p> <ul style="list-style-type: none"> consolidated social and economic data data sets for faculty upgrading and training programs comparative regional data computer hardware and software for research <p>Total Cost (Revised Budget) of Component: US\$13,000. Counterpart: US\$ - IDB: US\$130,000 IDB Disbursement: 98.76 %</p> <p>Classification: HS, S, U, VU = Satisfactory</p> | <p>At least five (5) large data sets acquired; Documentation on data sets;</p> <p>Adequate computers for research;</p> <ul style="list-style-type: none"> 4 computers purchased and two software packages | <p>Three data sets were acquired. Consists primarily of educational dataset and CXC data, also Guyana's social and economic datasets by gender; a census of Guyana and country data of Jamaica. Datasets are also available from paid online sources.</p> <p>27 computers and peripherals including servers, printers were acquired along with 3 software packages, STATA, SPS and EVIEWS. (supports class sizes for up to 24 students and instructor)</p> <p>14 others including 3 laptops were acquired for the upgrading of the SS faculty, the IDS and 1 for NS.</p> |
| <p>Briefly explain differences between planned and actual outputs (if applicable). The shortfall in the acquisition of the data sets was as a result of the absence of Data Sharing Policies in the Public sector. As a consequence, there was a marked reluctance, and in some cases, refusal on the part of public sector agencies to share data that was acquired as a part of their corporate mandate and responsibility. More computers were acquired than was stated in the Log frame's target since the PEU was able to source competitive prices from the various procurement processes. The additional computers, furniture and other equipment were allocated to the SS Faculty to upgrade and automate a few key areas. Additionally, the IDS and to a lesser extent the NS benefited from a few computers in support of the overall project implementing e.g. research etc.</p> | | |
| <p>Restructuring. Indicate if this component was restructured. Briefly discuss the consequences of these changes. [N/A]</p> | | |

| Component3: | <u>Planned Outputs</u> |
|--|---|
| <p>Program of research on policy and policy impact implemented.</p> <p>3.1. Workshop held to identify research studies.</p> <p>3.2. Research studies implemented and reports prepared by UG faculty.</p> <p>3.3. Research symposium held to disseminate research findings, discuss policy implications and further research priorities.</p> <p>Total Cost (Revised Budget) of Component: US\$31,000. Counterpart: US\$ - IDB: US\$31,000. IDB Disbursement: 79.88%</p> <p>Classification: HS, S, U, VU = Satisfactory</p> | <p>Report of workshop: 6 research studies identified and staff responsibilities defined.</p> <p>Report of 6 research studies available;</p> <p>Report of research symposium; Summary of policy implications of research findings; Agenda for future research.</p> |
| <p>Briefly explain differences between planned and actual outputs (if applicable). The EOP status for this component was influenced by several factors. First, there was a poor response by faculty across the campus to the call for proposals regarding the planned research. This occurred despite the wide spread advertisement by the PC and repeated reminders at each monthly Academic Board meeting. As a result of personal interfacing with various members of faculty, some professors took up the challenge and the desired six research studies were finally identified and approved. Other delays resulted from several revisions of proposals with support from the IDS; in some cases, deadlines for completion were missed. The cumulative impact of these delays resulted in insufficient time available for organizing and executing the Research symposium as the EOP drew nigh. In addition, the dislocation experienced by the University, as a result of the environmental and health problem highlighted earlier in this report, further diminished any chance of the symposium being held before Project close out. From all the evidence reviewed regarding this component, it is clear that the success attained was as a result of the persistent efforts of the PEU.</p> | |
| <p>Restructuring. Indicate if this component was restructured. Briefly discuss the consequences of these changes. [N/A]</p> | |

SUMMARY IMPLEMENTATION PROGRESS CLASSIFICATION:

☐ Highly Satisfactory (HS) ☒ Satisfactory (S) ☐ Unsatisfactory (U) ☐ Very Unsatisfactory (I)

d. Project Costs – Summary

| Approved Original Loan ('000) | Cancelled ('000) | Approved Current ('000) | Actual Expenditure ('000) | Available Amount ('000) | % Difference (Approved Current) |
|-------------------------------|------------------|-------------------------|---------------------------|-------------------------|---------------------------------|
| US\$500,000 | N/A | US\$500,000 | US\$468,947.79 | US\$31,058.21 | 93.7% |

e. Project Costs – Details

| Category ('000) | Approved Current ('000) | Actual Expenditure ('000) | % Difference (Actual vs. Approved Current) ('000) |
|--|-------------------------|---------------------------|---|
| 01.00.00.00. Administration | US\$29,000 | US\$25,009.76 | 14% |
| 02.00.00.00. Upgrading Statistical Courses | US\$265,000. | US\$254,487.95 | 4% |
| 03.00.00.00. Data Bank | US\$130,000 | US\$128,289.47 | 1.4% |
| 04.00.00.00. Research Studies | US\$31,000 | US\$24,763.27 | 20% |
| 05.00.00.00. Financial Audit | US\$21,000 | 00.00 | 100% |
| 06.00.00.00. Evaluation | US\$16,000 | US\$1,200 | 92% |
| 07.00.00.00. Contingencies | US\$9,000. | 00.00 | 100% |

The Financial Audit was not negotiated in time for the associated expense to be included in this Table. With regards to the Evaluation category, the percentage difference will be reduced with the completion of the Project close-out activities. The difference that will remain is due to the fact that the planned mid-term evaluation was not undertaken since the project had lost one year at its onset due to procurement difficulties, already described.

IV. Project Implementation

a. Analysis of Critical Factors

This project has realized a relatively significant level of success. There were several factors that affected the project outputs and outcomes, and these had already been identified in explaining the differences between planned and actual outcomes. In summary, the **critical factors include** delays at the onset of project implementation as a result of **difficulties experienced in the initial attempt to procure the consulting services that were required to address the demands of component one – the upgrading and implementation of upgraded statistical courses -; the relocation of the entire University for six months as a result of the 'asbestos problem', occurring at a time that was critical for programme approval processes of the University; insufficient numbers of professors subscribing to the new Masters Programme that was offered as a result of this project and the slow response to the call for research proposals.** The project saw a few but important factors emerging that were outside the University's control but which also affected the project results. These were **the reluctance of social sector line agencies to share data sets with the new Data Bank** and the failure of some graduates from the Masters Programme in Development Policy and Analysis to remain in the employment of their sponsoring organizations.

The responses of the PEU to these problems are noteworthy since they had the effect of reducing the risk to the project's success. The procurement process was repeated using a selected tendering approach which was



based on a wide search for suitable candidates. The end result was the final choice of a reputable and competent consortium that was able to effectively address the terms of reference. There was little that could have been done to reverse the implications of the removal of the University from its normal location, and to a lesser extent, the inability to collect data sets from social sector line agencies in the light of their own policy constraints. In the case of the insufficient number of local professors taking up the offer for graduate policy and statistical studies, the University was able to make a decision that allowed the program to be implemented more or less within the planned timeframe. This involved opening the course to persons from social sector line agencies, resulting in some immediate capacity gains to several of these organizations while earning income for the University.

In addition, the decision of the University to accommodate the requests from external agencies for the use of the data bank, once more resulted in some income generation and good publicity for the facility.

The ability to retain trained staff was a risk that was identified at the time of project preparation. However, key informants believed that the University acted in good faith in not bonding the professors who undertook the Masters programme, since in the past, this approach was utilized and beneficiaries had continued in the employ of the University, acknowledging their moral responsibility. It was believed that the University's stance on this issue demonstrated values of trust, essential to employer/employee relations and was based on past experiences that seemed to suggest that the risk of losing staff was not a high one. In this particular instance, there was a deviation from past experiences. The result that did occur has now become a lesson learnt for the University and at the time of this evaluation, the University was taking necessary action to ensure that there was not a recurrence in the new graduate programmes for which staff had enrolled.

While there is a shortfall in university capacity regarding the professors trained in upgraded courses, the possibility of sufficient teaching capacity exists from the cumulative skills acquired by other external participants of the Masters Program. The university now has the opportunity to harness this potential capacity in time for implementation across campus in the academic year 2009/ 2010. An early attempt should be taken to engage this group of persons since the expertise from line agencies falls outside of the University's authority and, consequently, there are no absolute guarantees for the desired collaboration at short notice.

Discussions with key informants reveal that 80% of those interviewed believe that communication and collaboration across the university community regarding the progress of the program and the final outputs could have been more pronounced. At EOP, informants believe that in identifying an implementation strategy to continue the advancement of this project's results, there should be cross faculty discussions that would address several logistical issues such as class size and the attendant problems, the availability of sufficient trained professors and the confirmation of an official target date for campus wide implementation.

The campus wide implementation did not occur as was planned for the reasons already stated. However, the Faculty of NS approved the implementation of the upgraded courses, including the new basic statistics course, at faculty level. This has resulted in 186 NS students benefiting from the new courses at the end of the academic year – 2007 /2008 contributing to 30% of the project's target – *600 students trained per year in the new basic statistics upgrading.*

The success of the Data Bank at EOP is very encouraging. It is clear that, in Guyana, such a facility is greatly needed across the public sector and beyond. Several participants from the related focus group session felt that the Data Bank should have been established well in advance of the Masters programme. This they felt would have better served the practical demands of the programme. This concern signals a possible weakness in the sequencing of this activity in the project's implementation schedule.

The research studies component, despite initial constraints has realized approximately 70% of its planned outputs. At EOP, while all six research reports were completed, the need for a research symposium and the anticipated dialogue and resultant research agenda remains a priority for which the University has stated its commitment to complete. This is important if the complete purpose of this component is to be realized. The inclusion of this component was seen as important to the issue of sustainability of the skills transfer gained in

the area of social policy analysis. In the diagnostic phase leading up to the design of the TC, it was concluded that *'researchers at the University required advanced analytical skills to address more complex research questions about the coverage and incidence of social programs and the efficiency of these programs in poverty alleviation'*. This small beginning was seen as a beginning point for a formal and structured program of research within the University. The lack of adequate funding to support research, generally, is one of the constraints facing the University. It was envisaged that the successes from this first intervention would motivate University Administration to seek opportunities both within and beyond the University to partner with other Government agencies/ donor community in accessing resources to continue the inquiry into priority areas of social research – central to the targets and programs of the PRSP. The University as a whole, benefited from this component. Students and professors gained valuable experience in research, especially from the use of using the modern statistical software to enrich the process; and the new Data Bank received all of the data sets, expanding its holdings much quicker than if they had to depend solely on requests for such information. In addition, related course offerings will be all the richer from these 'real world' experiences.

The momentum caused by this program and its sister project at the Bureau of Statistics must be maintained and pursued in order to further build and sustain a culture of research and inquiry into social policies; thereby improving the national policy formulation and evaluation mechanism in the country – a prerequisite for the attainment of the higher level national goals of poverty reduction and MDG achievement.

The University has started an important first step towards this goal by the timely mobilization of other external resources to continue the institutional strengthening that was started as a result of the outcomes and experience gained in this flagship project.

C. Borrower/Executing Agency Performance

| Borrower / Executing Agency | | | |
|---|--|---|---|
| <input type="checkbox"/> Highly Satisfactory (HS) | <input checked="" type="checkbox"/> Satisfactory (S) | <input type="checkbox"/> Unsatisfactory (U) | <input type="checkbox"/> Very Unsatisfactory (VU) |

D. Bank Performance

| Bank Performance | | | |
|---|--|---|---|
| <input type="checkbox"/> Highly Satisfactory (HS) | <input checked="" type="checkbox"/> Satisfactory (S) | <input type="checkbox"/> Unsatisfactory (U) | <input type="checkbox"/> Very Unsatisfactory (VU) |

V. Sustainability

a. Analysis of Critical Factors

This project has seen most of its outputs being accomplished; however, the immediate challenge is to determine how the products of this intervention together with its early impacts can be sustained over the short to medium term. In attempting to assess the sustainability of the project's results, it is necessary to first reiterate the Development Objective and the critical path to its attainment. The developmental need was for the public sector to have the capacity to assess on an on-going basis, poverty reduction policies in the quest to reduce poverty and also to realize the MDGs. The concern then was to ensure that the UG was capable of continually producing the required expertise for sound policy analysis through a strengthening of its internal capacity. While the project was able to deliver, as planned, the upgraded courses with some level of implementation, mainly at the graduate level and in the Faculty of NS, as has been stated earlier ***the critical level of capacity envisaged from this operation was not realized***. The University has recognized the shortfall in the target set for trained faculty (4 as against 20 professors), and has already embarked upon a new project to build additional capacity on the medium term. For the immediate future, the University has to consolidate the immediate gains from the intervention in preparation for the indicative implementation date (2009-2010), even as the benefits of the new related program are evolving. The ***elements that can form the***

basis for such consolidation are the trained professors in post, the sample of trained social sector employees who have indicated an interest in collaborating with the University in part-time teaching and research, the existence of rich teaching material produced by this project, namely, manuals, teaching resources, equipment, and up-to-date textbooks. These ingredients collectively present sufficient capacity in preparation for the indicative implementation deadline. Moreover, with these inputs, the charge given to the University's School of Professional Development to deliver short specialist statistical courses designed to meet the immediate needs of social and other sector agencies can be also pursued and realized.

In considering the potential additional statistical teaching skills available from the social sector line ministry staffers, the University will need to think about the critical factor of monetary and non-monetary incentives to sustain this interest and willingness. These elements should be a part of the implementation agenda.

There is consensus across the key informants, including the sample of graduates, that there is a high demand for the Masters of Development Policy and Analysis in the public sector and even, at the local level, in some donor community organizations. The University therefore has an excellent chance of garnering much needed income if the delivery aspect can be sorted out. Cognizant of this window of opportunity for income generation together with further upgrading of its own professors, ***the University engaged in negotiations with the University of GENT, Belgium during 2008 and was successful in signing a contract with the Flemish Inter-University Council and the Belgian Development Cooperation to support a new project - Capacity Building in Social Research and the Strengthening of a Masters Program in Development Policy and Analysis.*** The future of this Masters Program is therefore assured and the input of this TC into the core statistical courses undisputed. The university community is confident that this program will very shortly become a part of the University's regular program offerings.

The case for the Data Bank is also encouraging from a demand perspective. Already, a clientele from both within and without the University has emerged, signaling emphatically, that there is a need for the facility. The infrastructure at the Data Bank provides strong signals of continued activity, while the Project Data Bank Manager is quite keen and has stated his continued commitment. There are however ***a few risks*** worthy of mention. First there is, at EOP, no full time DBM. The Data Bank Manager, during project implementation, was a professor from the Faculty of NS who was appointed on a part-time basis and was given a pay supplement from funds generated from the tuition fees that were charged participants of the Master of Development Policy and Analysis Program. ***Since the end of the project implementation in November 2008, the Data Bank Manager's contract came to an end and he is no longer in receipt of any monetary incentive.*** Moreover, ***no provision has been made by the Faculty of SS in its 2009 budget estimates to formally support the continuance/ maintenance of the facility.*** The estimated cost for maintaining the facility is US\$38,100 in year 1; US\$39,100 in Yr 2 and US\$43,750 in Yr 3. This includes a constant sum for staffing of 1 Data Bank Manager and a Technician as recommended by the Consultants – Georgia State University.

Second, there is ***no understudy for the Data Bank Manager***, thus posing a threat, should, for any reason, the DBM is unable to be in place, or decides to leave the University. Third, is the limited range of data sets. This has to be addressed in the short term, if the Data Bank is to become/remain relevant to the present and future demands of its end users. A bright spot on the horizon, regarding this concern, is the fact that the project, in this component, enabled a relationship to be created between the UG and the Derek Gordon Data Bank at the University of the West Indies, Mona Campus. The potential therefore exists, to expand the local facility's collection by forging agreements and protocols to exchange and share datasets or at least, provide remote/online access to regional and comparative datasets through this linkage.

The foregoing issues must be carefully examined with a view to achieving an early resolution. Optimizing the use of the facility in its present capacity involves full time access and technical support for end users. At the moment, the project DBM and the PC, in addition to their normal faculty responsibilities, and as a result of a commitment born from their close involvement in this project, are sharing the responsibility for enabling access to the facility. This can only be a short term solution, since a small fulltime staff, as recommended by Georgia State consultants, is essential for the facility's future successful operations. These concerns underscore the need for swift action by the University's Administration.

Finally, ***the reports for the six research studies are complete and available.*** Despite the fact that the funds earmarked for the symposium are no longer accessible, the university periodically hosts mini symposia for its teaching staff to enable the sharing of their research findings. The University's decision makers, have submitted, during this PCR preparation, ***that the University is prepared to utilize internal funds and teaching facilities to ensure the dissemination of the project's resource findings.*** The other aspect that can contribute to the sustainability of this activity is publication. Such a move, many believe, can certainly motivate the researchers to further investigation and encourage others to come on board. This aspect was, however, not a part of this TC project design, nor is it included in the new project, but it is something that key informants believe should be considered in any future support to the University. In addition to the above, the graduates of the Development & Social Policy Analysis Class of 2007 have indicated an interest in pursuing further research, in partnership with University of Guyana's faculty.

In the light of the positives highlighted above, it can be concluded that UG is now in possession of the essentials for project sustainability. While visible signs of commitment have undoubtedly been demonstrated in the rapid emergence of a complementary new project, there is still room for further action – action that illustrates a continued sense of urgency and commitment to address the important matters that have been highlighted in this report and for a designated group, introduced to University community, to be the visible champions for these improvements.

b. Potential Risks

The immediate risk to the sustainability of this project's outputs is the ***possibility of delayed action regarding essential decisions to strengthen the sustainability of the project's outputs.*** This can occur if a specific plan is not developed with a clear identification of responsibilities for execution and oversight of the activities that are needed to address the several issues highlighted in this report. Given the myriad of responsibilities in university daily life, there is the possibility that the required urgency for the indicative actions and decisions can be overlooked in the interest of dealing with routine day-to-day challenges. Prolonged delays, for instance, can threaten the envisaged / suggested date of implementation of the revised courses as well as reduce the interest of persons trained at the graduate level – the alternative / complementary source of expertise to deliver the new courses. In addition, the identified dialogue around the new courses, in particular the basic statistics course, across the University's community, must be put in place with alacrity if the required level of buy-in, commitment and support is to be realized. ***The greatest risk is that delays in consolidating the University's position in this are and restrict its ability to provide a continuous supply of professionals with modern computer-related statistical training, in the numbers required to urgently monitor PRS and MDG indicators.***

Funding can also be a potential threat to implementation, in the light of the University's possible dependence, on the short term, on 'part-time' teaching staff, unless the proposed training for staff in the new project comes on stream quickly and the lessons learnt from this project are incorporated in mechanisms aimed at improving the chances for staff retention. The imperative, therefore, is to develop, in tandem, an income-generating strategy to support some of the new course offerings – certainly, the short demand-driven statistical courses. Some of this new income can offset expenses associated with the recruitment of external professors. The execution of the new project can mitigate the risk of dependence on external providers and the associated additional costs.

In addition to the strong support for the Masters' in Development Policy and Analysis, several key informants believe that the University should develop a progressive strategy, similar to that in the UWI, that comprises a logical progression of programs that embrace Certificate, Associate Degree, Undergraduate and graduate levels in the area of statistics. The many developmental projects / programmes that exist and will continue to emerge in Guyana, that speak more or less to the achievement of PRS objectives and MDGs, offer an undisputable basis for such academic program development. These shorter statistical programmes are seen as necessary and complementary to the advanced programs, as they have a distinct place in satisfying the specific and sometimes short- term statistical needs of social sector institutions. In the light of these expectations, these

recommendations that can contribute to the reduction of the risks that can limit the sustainability of the project's present outputs should be given serious consideration.

The risk to the continued relevance of the Data Bank is its present limited information base – where data sets are insufficient, and in some cases non-country specific and non-current. These factors can impede its future utilization. In order to extend the facility's capacity to a state comparable with similar institutions in the Region and beyond, there is need to address the issue of an Information Sharing Policy between Government agencies and the University, and more futuristically, the University can join in the advocacy for a Public Information Act. The issue of staffing has already been discussed in the previous section.

Another suggestion worthy of inclusion in this document is that ***there is need to articulate a vision for the Data Bank***, considering it as a key support facility / program of the University, as against one faculty where it would be competing against other sister programmes for resources. One suggestion from a key policy maker is that, on the medium term, efforts should be directed towards transitioning it to a *Center for Social Policy Research* with a view to self sustaining through income generation coupled with an aggressive marketing strategy.

The several ***risks identified above can be mitigated if strong structural arrangements are quickly put in place to champion, advance and oversee the continued and future implementation of improvement initiatives.*** These arrangements should be clearly defined and shared with the entire university community, possibly through a simple communication plan so that the entire university can buy-in and support the indicative changes.

While there is the risk that University funds will most likely be inadequate to advance some activities, the approved blueprint that has emerged from this will better support the mobilization of required resources from external sources.

c. Institutional Capacity

This project, while not achieving the planned level of capacity, has been able to increase what existed at the beginning of the project and of even more importance, laid the groundwork for further development that has already begun to bear fruit. The recent development, already identified earlier in this report, - the Technical Cooperation Agreement signed in November 2008, between UG, the Flemish Inter-University Council and the Belgian Development Cooperation for *the Capacity Building in Social Research and the Strengthening of the Masters in Development Policy and Analysis*, signals the University's acknowledgement of the shortfall of trained professors experienced in this project and also its interest and commitment to continue in-house training in this critical discipline. The new five year program has commenced and every effort is being undertaken to ensure that implementation takes on board and builds upon what has already been achieved by this project.

Reference has already been made regarding the additional capacity that resides in the at least 8 remaining professionals in social sector agencies who benefited from the graduate level training made possible from this intervention. This can add to the University's capacity to deliver future statistical courses ranging from short courses to the more formal undergraduate programs. The graduates posit that their skills can be further enhanced through a partnership approach to future research with trained UG faculty.

At EOP, the capacity built already has positive implications for both the institution and the country as a whole.

d. Sustainability Imperatives

In summary, key recommendations to promote the sustainability of this project's outputs include:

- i. Build campus wide consensus around the project's outputs then immediately develop, using a cross faculty approach, an Implementation Strategy including a detailed Action Plan to advance the outputs of this phase of institutional strengthening.
- ii. Develop a continuing and comprehensive capacity building programme at UG. This can include (i) the proposed training in the new project with the Belgian Development Cooperation; (ii) short term attachments to Georgia State University for 'observational teaching sessions'; (iii) explore the scope for future collaborative research with GSU and the initiatives already identified in the new related project mentioned above.
- iii. Conduct a formal tracer study to determine where graduates are one year after EOP and the level to which skills acquired in 2007 are being utilized.
- iv. The formation of a Network of Graduates from the Masters Programme, supported by the University, to sustain the existing critical mass of skills. In so doing, a ready pool of resource persons can be available to (i) provide technical support to each other; (ii) partner with the University in: delivering statistical training from foundation short courses to undergraduate degree; conducting research aimed at evaluating sector programmes, Poverty and MDG programs/ initiatives; conducting surveys into areas of social inquiry. Other activities for the Network can be; (i) exposure of trained graduates to upgrades' training of appropriate software; (ii) seminar presentations involving graduates to keep skills sharp and up-to-date; (iii) periodic refresher training courses for this first cohort of graduates.
- v. Through the School of Professional Studies, mount a series of short demand-driven statistical courses for various social sector line ministries. Consider converting the statistical courses to online programmes, using the external graduates as resource personnel for course delivery. The BOS has suggested one-week short statistical courses at 2 or 3 focal points. Easter and August were identified as convenient periods for that agency. This timeline may well be accommodated by other institutions.
- vi. The University can collaborate with the BOS since there is scope for individual academic -guided research that is useful, relevant and mutually beneficial to both institutions.
- vii. Expand the Data Bank, forging MOUs with sector agencies in order to incorporate local data sets; formally market the facility, focusing on its income generating potential.
- viii. Explore the possibility of collaborating with the UWI in offering a regional progression statistical programme for CARICOM nationals. Assistance can be sought from CARICOM in pursuing initial dialogue on such an initiative.

Sustainability Classification SU:

☐ Highly Probable (HP) ☒ Probably (P) ☐ Low Probability (LP) ☐ Improbable (I)

VI. Monitoring and Evaluation

a. Information on Results

During project execution, the Project's Log Frame was used by the Bank and the Project Coordinator as the basis for the assessment of progress. Monthly and quarterly progress reports were submitted to the Dean of the SS faculty, the Vice Chancellor and members of the Project's Steering Committee, the Ministry of Finance and the Bank, as required. The absence of a formal M&E framework, with clearly identified data collection and analysis mechanisms limited formal monitoring and evaluation of key performance indicators. These gaps have presented some challenges to the final evaluation processes and may have well contributed to the status at EOP of, in particular, the KOI at the purpose level of the project. Never-the-less, the assessment of this Technical Cooperation intervention utilized a number of project records to ascertain measure and report on the final results. Project records included reports from consultants; semi-annual reports and final project implementation report from the PEU. In addition, apart from the quantitative assessment, a qualitative assessment was effected to garner at 'first hand' the views of beneficiaries. This was done through structured interviews with key informants in the University as well as beneficiary professors and line ministry / agency personnel who participated in the Masters program. In a few cases, the supervisors of these individuals were also interviewed. In particular, the views of the Chief Statistician were sought, since members of his staff

benefitted from the Master's program. The cumulative effect of these methods of assessment was sufficient to allow the final conclusions that are in this report.

According to the Project Document, the Steering Committee was expected to meet at least four times during the first two years of the project and less frequently in the final year of the project. In reality, the Committee met only once and there after decisions / actions that were required were taken using a 'round robin' approach that was coordinated by the PC. Conflicting priorities appeared to be the main reason for the inability of the Committee to meet and this was even more challenging in the aftermath of the relocation. Moreover, the chairman of the Committee was the Deputy Vice Chancellor and during the implementation period, the DVC position was vacant for one year in 2006- 2007. Although progress reports were submitted to the Steering Committee, there was very little on-going feedback provided to the Project Coordinator.

It was claimed by a few informants that this situation caused some lost of momentum in project implementation, particularly, in the resolution of emerging challenges on a timely basis, since a number of issues required policy decisions. Notwithstanding these limitations, the PC was able deal with the several problems that emerged with some support and advice from several policy makers, from time to time, albeit, on an individual basis.

Records of assets / teaching material acquired in this project were well documented, thereby enabling this evaluation.

b. Future Monitoring and Ex-Post Evaluation

This project has positioned the University at an interesting juncture in its relationship with the critical demands of the social policy arena. This project outputs have undoubtedly contributed to modern day requirements for effective and responsive policy analysis in today's world, and more intimately, the realities of Guyana's socio-economic conditions. It is therefore no surprise that emerging from the discussions with key informants, there is general consensus for an ex-post evaluation of this project to be undertaken at the end of 2011. The Vice-Chancellor of the University of Guyana, through the Committee of Deans and its ORM&P Division, would be responsible for ensuring that all arrangements are in place to facilitate this exercise, including the maintenance of data on the key performance indicators and the sourcing of required funding to enable this evaluation.

During the period before the ex-post evaluation, it is acknowledged that post project monitoring is indicated to ensure that incomplete and other enabling activities are completed. The Committee of Deans should have oversight responsibility for this monitoring and the actual activity can be carried out by the University's ORM&P. Both bodies would be ultimately accountable to the Vice Chancellor. An M&E framework should be agree upon to support the proposed monitoring.

VII. Lessons Learned

A number of lessons that can be learnt from this project have been identified by several key persons associated with this project. These are offered below for consideration for application to the design and execution of future similar projects.

1. **An appropriate system should be put in place to retain, as far as it is possible, reasonable and realistic, skills developed as a result of a project's institutional strengthening initiatives.** In cases where institutional strengthening is directed at graduate level, participants should be bonded for at least two years, given the level of investment in developing critically needed skills, the pattern of migration in countries like Guyana, as a result of socio-economic conditions, and the opportunity costs of selecting specific persons, as against others, for training.
2. **In situations where there is need for collaboration between agencies the project should be designed to formalize mutual processes through the development of mechanisms such as**

Memorandum of Understanding prior to project execution. This process can include as wide a multi-sector approach as is relevant and greater information sharing throughout the project's design and execution stages in order to sensitize stakeholders about their respective roles in project execution. The benefits would be better consensus and buy-in by both internal and external stakeholders. In the light of the challenges experienced in this particular project both on and off campus, a communication strategy or consensus building subcomponent can be a useful and essential element of such project designs.

3. **Training programmes that are designed to be delivery jointly by local and external providers should involve prior collaboration that includes beneficiary representation so as to ensure greater responsiveness, consistency and coherence in the entire program.** In so doing the duration of these programs can be more realistic, participants could have more time to assimilate complex parameters; greater choice of elective courses, and experience greater consistency in course delivery methodologies and assessment culminating in a better outcome for all stakeholders.
4. **Project ideas that materialize from specific faculties with implications for cross faculty association and benefits must be adapted by the University Administration,** visibly 'owned' and managed as a University wide project, thereby facilitating greater acceptance, support and priority across the university community.

Annexes:

1. Project Cost Table
2. Minutes from Exit Workshop
3. Borrower's Evaluation

ANNEXES



PROJECT COST TABLE

| Category (`000) | | Approved Current (`000) | Actual Expenditure (`000) | Balance on Budget (`000) | % Balance on Budget (`000) |
|-------------------------|----------------------------------|----------------------------|------------------------------|--------------------------------|-------------------------------|
| CODE | INVESTMENT COMPONENT | | | | |
| 01.00.00.00. | Administration | US\$29,000 | US\$25,009.76 | US\$3,990.24 | 13.76% |
| DIRECT COSTS | | | | | |
| 02.00.00.00. | Upgrading Statistical Courses | US\$265,000. | US\$254,487.95 | US\$10,512..05 | 3.97% |
| 03.00.00.00. | Data Bank | US\$130,000 | US\$128,289.47 | US\$1,710.53 | 1.32% |
| 04.00.00.00. | Research Studies | US\$31,000 | US\$24,763.27 | US\$6,236.73 | 20.12% |
| CONCURRENT COSTS | | | | | |
| 05.00.00.00 | Financial Audit | US\$21,000 | 00.00 | US\$21,000 | 100% |
| 06.00.00.00. | Evaluation | US\$16,000 | US\$1,200 | US\$14,800 | 92.5% |
| 07.00.00.00. | Contingencies | US\$9,000. | 00.00 | US\$9,000 | 100% |
| TOTAL | | US\$501,000.00 | US\$433,750.45 | US\$67,249.55 | 13.42% |

(GY-T1001): “Strengthening Statistics and Policy Analysis Teaching At U.G”

Minutes of the Exit Workshop

February 12, 2009

1. Introduction

The participative project assessment workshop was held on the 12 February 2009 at the Center for Information Technology, University of Guyana, Turkeyen Campus, Georgetown. Twenty-six persons were invited from across the various faculties and participating social sector line agencies. Of this number fourteen persons were in attendance including 2 representatives from the Ministry of Education. A list of the participants is included as an Annex to these ‘Minutes’.

The objectives of the workshop were:

- To have stakeholders agree on the results of the project;
- To identify the next steps that are necessary to ensure sustainability of the potential impacts/ outcomes and the outputs produced by the project;
- To have participants decide on the need for an ex-post evaluation and to the critical elements for such an evaluation;
- To identify lessons learnt that can be applied to the design of future similar projects.

These aims provided the focus for the deliberations and allowed participants from across the campus to take a backward look at the project in order to explore the four critical areas that needed to be addressed in this activity.

2. Methodology

Copies of the draft project completion report were circulated to all of the invitees approximately five days prior to the workshop in an attempt to enable informed and meaningful interactions. In addition, at the workshop, copies of a summary of the project’s final report, prepared by the Project Coordinator, was also circulated. This document comprised a matrix with the project goals and the key outcome/output indicators at each level together with the actual achievements of the project. Participants were organized into two groups and assigned specific aspects of the project to review. Following the group discussions, representatives of each group

presented the groups' conclusions and recommendations to the workshop where a plenary discussion followed. The results of the exit workshop deliberations are captured below.

3. Workshop Conclusions and Recommendations

3.1. Assessment of Project Results: Achievements/ Main results and challenges

The key results of the project were identified by the workshop as:

- the fourteen upgraded and modernized statistical courses at undergraduate and graduate levels with some degree of application as evidenced by the implementation in the Natural Sciences Faculty (2007/2008) and the Masters Degree in Development Policy and Analysis in 2006/2007;
- the establishment of a data bank albeit with limited data sets;
- financing of six wide ranging research projects all of which have been completed and reports available in the databank and in faculties;
- acquisition of new and updated teaching and reading materials; (including text books as recent as 2007; 2008) where previously, staff and students only had access to outdated text books;
- acquisition of registered proprietary current statistical software packages after years of having outdated unlicensed versions;
- Creation of an environment that fosters further collaboration that has already borne fruit as is evidenced by the new U.G /University of Gent project that complements this project, together with other joint program initiatives with U.W.I.

3.2. Project Design

3.2.1. Strengths and Weaknesses

The strengths identified were:

- The general project design was appropriate since it took into consideration the several concerns identified in the gap analysis during project preparation. E.g. the lack of sufficient professors with expertise in the area of statistical and policy analysis.
- The clear link in the project logic between inputs, activities and outputs.

On the down side the main weakness was:

- The planned outcome (pool of UG statistical professors) might have been somewhat unrealistic in terms of the projected numbers. While these graduates were expected to deliver continuous training to meet the national need, the outcome indicator could have reflected a national perspective, attracting a wider range of applicants since the issue – inadequate capacity – is of national reference and retention of skills, a national problem that is beyond the scope of this project. Bonding, while having some degree of usefulness is a temporary solution to a problem that would always be directly related to the issue of sustainability.

3.3. Challenges that affected the outcome

The following were identified as negative factors that affected the project outcome and

Outputs:

1. the current statistical act which severely restricts the release of statistical data to the public/ other government agencies;
2. the pervading policies and culture of institutions that causes officials to exercise excessive restrictions with regards to the release of information, especially in the light of their legal responsibilities as custodians of such information;
3. Absence of a structured staff development programme in the University that incorporates incentives that would motivate faculty members to commit to a long term relationship with the University. This was slated as the reason for the poor faculty response to the Masters Program that emerged from this project.

Positive Factors

The availability of in-house expertise to facilitate the management and execution of the project was deemed a positive. It was also noted that the project was completed within the budgetary limits with most of the planned activities being successfully undertaken.

3.4. Information on Results

The following observations were made regarding this aspect of project execution:

- The processes and mechanisms that were used for data collection to monitor project progress were considered to be adequate and information sharing on project progress to the university community was sufficient.

Notwithstanding the above, it was recommended that a separate monitoring and evaluation unit would have offered greater objectivity, and potential problems may have been identified and avoided at an earlier stage.

3.4.1. Future monitoring of project outputs

With regards to the monitoring of project's outputs and potential future impacts, the workshop confirmed the necessity for this to be undertaken. Specifically, it was recommended that the responsibility for monitoring the progress of the implementation of the upgraded curriculum and the necessary human resources needed to deliver the curriculum should be done by the University, while the tracking of graduates (from the Masters programme) to determine whether there is appropriate utilization of their skills should be conducted by the University in conjunction with other agencies.

3.5. Project Sustainability

The workshop identified a number of challenges to the sustainability of the project's outputs. These were:

- Maintenance of the data bank at its current standard. It was noted that the existing standard of operations at the bank is high in terms of current technical support, status of hardware (new) and the availability of authentic software.
- Availability of staff capable of managing and providing technical support to the data Bank and / or retention of current staff associated with the project.
- Maintenance and upgrade of hardware and statistical software packages in the light of limited financial resources.
- The need for an expansion of data sets.

3.6. Recommendations

In response to the forgoing, the group identified a number of recommendations which it was believed could foster greater sustainability. These are listed below:

3.6.1. Component 1: Upgraded courses; trained professors and graduates from social sector line agencies

- The University should be more adaptive and supportive of lecturers who would be students of future programmes similar to the Masters in Development Policy and Analysis; e.g. reduction of teaching load; implementation of a student support system that could provide guidance, counseling and psychological support to those in need thus minimizing the potential for program drop outs.
- In the future, some methods of qualitative analysis should be emphasized in the course content / delivery of the Masters programme to give it a more balanced presentation. Standards in data collection should also be developed.
- The University should urgently develop short term statistical programmes utilizing its trained professors. These courses should be directed at the Public Service and offered through the School of Professional Services.
- Implementation of a structure to utilize trained graduates (from line Ministries) since there is inadequate and in a few instances, no utilization of their acquired skills after graduation (**this recommendation came from 2 line ministry graduates**). Such links should be established and maintained with graduates.
- New measures, including bonding of sponsored staff, ought to be identified and implemented in order to stem the attrition rate, and enhance the staff retention numbers in the University and line ministries, thereby promoting the sustainability of the project.
- Future similar programmes should also be offered to the wider community e.g. persons not in formal employment, such as consultants, so that capacity can be built nationally.
- Courses in other disciplines that are also in need of upgrading and modernizing should be identified and efforts made to mobilize external funding to address these needs.

3.6.2. Data Bank

- University of Guyana, as a body, needs to commit to the ownership of this facility so that provision could be made at the central administrative level, for the appointment of required staff and the approval of budgetary allocations necessary to support and sustain the post-project operations of the Data Bank.

- Support from the Government should be solicited, since with its trained human resource and data bank facility, the university would be in a position to assist policy makers by conducting much needed research into areas that are indicated by the Poverty Reduction Strategy and the Millennium Development Goals. In addition, funding support should also be sought from the private sector.
- The university should try to establish greater institutional linkages with the Bureau of Statistics, Bank of Guyana and other relevant institutions to maintain and expand the data sets of the data bank.
- All persons on study leave for the purpose of conducting research that is funded by the university must lodge their data sets with the bank.
- Creative cost recovery methods should be determined to offset the costs associated with maintaining the facility. One such proposal can be that the university offers the results of studies stored in the databank to the public at an appropriate cost.
- Enactment of the Public Information Act which would allow for the disclosure of information that may be deemed non sensitive.

3.6.3. *Research studies*

- Training workshops should be conducted for faculty in relation to key issues/ methodologies and best practices pertaining to research.
- The research component should be integrated into the Masters programme in future programmes.
- Research teams should be established comprising less experienced with more experienced researchers (from the university and external graduates) thereby strengthening the university's research capacity and also that of social sector line ministries.

3.6.4. *Information on Results*

- The processes and mechanisms that were used for data collection to monitor project progress were considered to be adequate.
- While project progress information sharing to the university community was deemed sufficient, the view was expressed that a separate monitoring and evaluation unit would have offered greater objectivity, and, potential problems may have been identified and avoided at an earlier stage.

With regards to the monitoring of project's outcomes and potential future impacts it was the group's opinion that monitoring of the program curriculum and necessary human resources needed to conduct the program should be done by the University. The tracking of graduates to determine whether there is appropriate utilization of their skills should be done by the university in conjunction with other agencies

3.7. Institutionalizing the outputs.

In order to institutionalize this facility, there is need to change the faculty ownership culture of the university since the present culture hinders the maximization of the use of the limited resources that are available to the university body. Accordingly, it is recommended that the data bank be renamed and relocated in the Center for Information Technology.

3.8. Future bank support

While there are many areas that can benefit from future support from the IDB, the workshop agreed that the priority that would advance the results of this project is in the formulation of a project to market the research capabilities and related facilities e.g. data bank of the university.

3.9. Lessons Learnt and ex post evaluation

- In institutional strengthening programmes where persons, be it professors or other government officers, are trained at graduate level, these persons should be bonded in order to ensure sustainability of the programme.
- In programmes where the successful realization of a particular output of a project is dependent on the cooperation of external agencies, formal collaborative arrangements should be put in place very early in the project in order to avoid delays or a reduction in the level of project achievements.

3.9.1. Ex-Post Evaluation

The workshop agreed that there should be an ex-post evaluation of this project, given the importance of its outputs. The recommendation is for both an outcome and impact ex-post evaluation.

The outcome ex-post evaluation should commence in Y2011, while the impact assessment would begin in Y2014. This ex-post evaluation should be conducted in partnership with an external institution and the university. Funding will have to be mobilized.

3.10. Conclusion

In the concluding session, the acting Vice Chancellor highlighted some immediate benefits from the project together with the priority actions that the University intends to pursue.

3.10.1. Benefits

The project has intensified interest in continued development in the area of policy analysis, resulting in the development of collaborative approaches that exhibit complimentary values of the project. Examples offered were (a) the U.G. / University of Gent Project collaboration in executing a new project - **Capacity Building in Social Research** -; (b) The Masters of Education Programme in collaboration with the University of Nova South Eastern of Florida and the Masters in Building Construction between U.G. and U.W.I. In addition to the above, at present there were on-going meetings between U.G. and U.W.I. on areas of further collaboration. These initiatives evolved following the implementation of this Technical Cooperation Project.

Some of the issues raised at the workshop, such as bonding and support structures for students, were already being addressed with the current group of students who are currently pursuing the M.B.A and M.P.H. programmes.

3.10.2. Next Steps

The draft P.C.R will be circulated at the Senior Staff level with a view to initiating a dialogue regarding this project, its outcomes and future challenges and actions. The VC accepted that one of the immediate tasks of this group is to move towards an Implementation Strategy to address the sustainability concerns raised in the report and at this Exit workshop.

A commitment was articulated to ensure that the gains from this project were sustained and the hope was expressed that the University could look forward to continued support from the IDB.

List of Participants

- University Officials:** - Mr. Tota Mangar, Vice Chancellor ag.
Mr. Hector Edwards, Assistant Dean, Faculty of Social Sciences
Mr. Andrew Hicks, Head of Department, Department of Sociology
Mr. McArthur Thomas, Head of Department, Business and Management, Social Sciences
Mr. Anand Persaud, Head, Department of Economics, Faculty of Social Sciences
Mr. O'neil Greaves, Project Manager & Head of Department, Faculty of Social Sciences
Prof. Brij Tiwari, Dean, Faculty of Natural Sciences
Mr. John Moses, Head of Department, Department of Mathematics, Physics and Statistics, Faculty of Natural Sciences
Mr. Malcolm Williams, Lecturer, Faculty of Natural Sciences
Mr. John Seeram, Bursar
Ms. Hazel Bentick, Project Accountant
Ms. Andrea Heath- London, Planning Officer, University of Guyana
- Social Sector:** Ms. Nicola London, Senior Statistician, Ministry of Education
Ms. Janice Clarke, Senior Planner, Ministry of Education
- Bank Officials:** Mr. Roy Parboo, Procurement Specialist, I.D.B.
Mr. Alexandre Veryat-Pontet, I.D.B Specialist
- Consultant (Facilitator)** Ms. Leila Parris
- Note Taker:** Mr. Gladwin Tait



**Inter-American Development Bank
Project Completion Report –
Borrower's Evaluation**

| | |
|---|---|
| Project Name: Strengthening Statistics and social Policy Analysis Teaching and research at the University of Guyana | |
| Executing Agency(ies): University of Guyana | |
| Borrower: University of Guyana | |
| Date of Project Approval: August 5, 2004 | Date of Contract Effectiveness: September 3, 2004 |
| Date of Borrower Evaluation: February 12, 2009 | Expected Date of Exit Workshop: February 12, 2009 |

Borrower Project Performance Ratings

Probability on Achieving its Development Objective(s):

☐ Highly Probable (HP) ☒ Probable (P) ☐ Low Probability (LP) ☐ Improbable (I)

Project Implementation:

☐ Highly Satisfactory (HS) ☒ Satisfactory (S) ☐ Unsatisfactory (US) ☐ Very Unsatisfactory (VU)

Sustainability of Project Results:

☐ Highly Probable (HP) ☒ Probable (P) ☐ Low Probability (LP) ☐ Improbable (I)

Comments:

A rating of satisfactory is given for project implementation due to the inability of the PEU to acquire a larger collection of data sets and train the pre-determined number of persons from the University. These shortcomings were due to external institutional factors related to the sharing of information and the insufficient number of staff members available for training. It should be noted however that the project achieved the other objectives.

Borrower Project Performance During Project Preparation

Please rate your own performance during Project Preparation:

☐ Highly Satisfactory (HS) ☒ Satisfactory (S) ☐ Unsatisfactory (US) ☐ Very Unsatisfactory (VU)

Comments:

The rating given here was informed by the fact that hindsight suggests that the administrative arrangements for the management of the project could have been better designed. Had the project manager been given control of the accounting aspects of the project, more timely compliance with some of the Bank's requirements would have been possible.

Borrower Project Performance During Project Execution

Please rate your own performance during Project Execution:

[] Highly Satisfactory (HS) [x] Satisfactory (S) [] Unsatisfactory (US) [] Very Unsatisfactory (VU)

Comments:

This rating was informed by the fact that the PEU underestimated the difficulty related to the acquisition of the required consultancy services. This process took almost one year to be completed primarily because of the extremely limited number of institutions which had the experience and time to undertake the exercise. This necessitated the extension of the advertisement for the foreign institution.

Bank Performance During Project Preparation

Please rate the Bank's performance during project preparation. Factors to be considered include the extent to which the Bank facilitated a participatory design, proposed adequate technical solutions to be the problems identified, and responded to the needs of the Borrower (timeliness, selection of instrument type).

[x] Highly Satisfactory (HS) [] Satisfactory (S) [] Unsatisfactory (US) [] Very Unsatisfactory (VU)

Comments:

The Bank provided a Consultant who prepared the final project document. The consultant met with relevant offices and persons at the University to discuss the then situation at the institution, its needs and plans, and the importance/needs of the country as it pertained to the proposed project. Arising from these discussions, a draft document was prepared, discussed extensively with the University and the project document finalized.

Additional Suggestions for Improving Bank Performance

Additional comments / suggestions for improving Bank performance in the future: None