

FOR 6934: PROJECT MANAGEMENT AND DEVELOPMENT POLICY

FALL 1998, 3 credits, W 5-6 AND F 5, Room NZ 222



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SYLLABUS

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Course description

This course is intended to show the concepts, tools, and techniques used in natural resource project management. The course will focus on projects in developing countries. Projects are a component of the development process. A project can be thought of as a process in which a set of defined activities are implemented to achieve specific goals and objectives. A project should be designed within the context of broader national development program objectives. Natural resource projects can be viewed as a part of larger development programs policies such as poverty reduction, family planning, and environmental protection. There are numerous direct and indirect policies influencing natural resource management. The course will address the linkages between policy-making and project management. Many developing country projects depend on external (foreign) aid for financial and technical assistance. Often the success of a project depends as much on external factors as it does on internal design and implementation. Therefore, the course will also provide a context for project management with an overview of international development assistance programs.

The course has two principle objectives:

- 1) To learn to develop natural resource projects.
- 2) To understand linkages between polices and projects within the broad context of development assistance programs.

The course delivery will be very discussion-oriented and case study-based. The course is divided into three sections:

- 1) A discussion on foreign aid, international and national policies, and the interrelationships among economic production, natural resources, the environment, and the distribution of income and wealth.
- 2) Carrying out and analyzing projects following the project cycle.
- 3) Reading case-studies to better understand the process and issues in natural resource management projects.

Assignments

In the beginning students will pick a country and a natural resource situation from which they will develop a project. The assignment to develop a project will comprise the major portion of the grade. The assignment will be developed in stages concurrent with learning in class. Toward the end of class the students will present their project. Written assignments for the project include a project brief, an issues paper, and a management/monitoring plan. Two other activities for grade are 1) in class discussion and 2) one page assignments on specific topics. There will be no exams.

Grades

30% Project development (project brief, issues paper, and plan)

30% Project presentation

20 % In-class discussion (students will be required to lead at least one discussion - probably a case study)

20% A variety of exercises including a few one-page discussion papers on your project or related topic.

Texts

Primary Texts

(books are available at Goerings Bookstore; readings on reserve at Marston Science Library)

These two texts will be used and will be complemented by various papers

1) Hancock, Graham. 1989. Lords of Poverty. Atlantic Monthly Press

2) Margoluis, Richard and Nick Salafsky. 1988. Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects, Island Press.

Additional readings (handouts or on Reserve at Marston Science Library):

Books:

Ascher, William and Robert Healy. 1990. Natural Resource Policymaking in Developing Countries. Duke University Press

Baum, Warren, C. and Stokes Tolbert. 1985. Investing in Development: Lessons of World Bank Experience. Oxford University Press, New York..

Belli, Pedro, et al. 1998. Handbook on Economic Analysis of Investment Operations, World bank, Washington, DC

Bryant, Coralie and Louise White. 1982. .Managing development in the Third World. Westview Press, Boulder CO..

Davies, David. 1996. The Economic Evaluation of Projects. World Bank. Washington, DC

Dixon, John, et al. 1996. Economic Analysis of Environmental Impacts. Earthscan Publications, London.

Gregersen, Hans and Arnaldo Contreras. 1995. Economic assessment of Forestry Project Impacts. FAO Forestry Paper 106, Rome.

OECD. 1995. The Economic Appraisal of Environmental Projects.

Valadez, Joseph and Michael Bamberger. 1994. Monitoring and Evaluating Social Programs in Developing Countries, A Handbook for Policymakers, Managers, and Reseachers. World Bank, Washington, DC

Ward, William and Barry Deren, 1991. Economics of Project Analysis. World Bank. Washington, DC.

World Bank. 1995. The World Participation Sourcebook. Washington, DC

World Bank. 1992. World Development Report: Development and the Environment

Papers:

Baum. 1982. The Project Cycle. World Bank, Washington, DC

El Serafy, Salah and Ernst Lutz. 1989. Environmental and Resource Accounting: an overview

Hanna, Susan, Co-management in small scale fisheries: Creating effective links among stakeholders

McLean. D. 1998. The logical framework in research planning and evaluation. ISNAR.

Case Studies (selected from the following sources)

Biodiversity Conservation Network, 1998. Annual Report and web site

FAO. Interregional project for participatory upland conservation and development

ODI. Rural Development Forestry Network Publications

Western, David and R. Michael Wright. 1994. Natural Connections: Perspectives in Community-based Conservation. Island press.

World Bank. 1998. Case studies on community based natural resource management projects

Successful natural resource management in Southern Africa

(and others)

Abbreviated Schedule

Week 1-3:

Topics:

Introduction.

What is policy? What is a project? What is development?

Linking projects, natural resources and development policies

Who does development projects?

What is sustainable development

Do development projects work?

Week 4-10:

Topics:

The project cycle

Adaptive management

Economic and financial evaluation of projects

Sustainability in NR projects

Week 11-14:

Topics:

Case studies focusing on:

Community-based natural resource management

Enabling environment

Operational linkages/Co-management

Participation

Alternative conflict resolution

Parks and reserves

Week 15-16:

Student presentations and wrap-up

OTHER INFORMATION**UF Academic Honesty**

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

UF Computer Software Usage

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

TENTATIVE DAILY SCHEDULE

SECTION I: INTRODUCTION TO DEVELOPMENT, PROJECTS, AND NATURAL RESOURCE MANAGEMENT

Week 1

Wed, 8/26 Introduction

EXERCISE: Think of reasons why natural resource management policy making is difficult

Fri, 8/28 What makes natural resource management difficult?

The policy process

Week 2

Wed, 9/2 What is and who does development? Is there such a thing as sustainable development?

Fri, 9/4 What is a project?

Readings

Lords of Poverty

Ascher and Healy

Measures of success p2-8

EXERCISE: Pick an agency you want to tell us about in class, and write a brief synopsis about it

Week 3

Wed, 9/9 Discussion on International development (World Bank/AID)

(Jacobson might not be here)

Fri, 9/11 Linking the environment and development

Readings:

The Economist: Development and Environment, March 21, 1998

Stiglitz and Squire, International Development: Is it possible

World Development Report

EXERCISE: Start doing project research: 1) Pick a country and a natural resource: be as

specific as possible)

SECTION II THE PROJECT CYCLE

Week 4

Wed, 9/16 Introduction to the project cycle & establishing your identity

EXERCISE: Determine who you are ("you" is who is implementing the project)
Determine your project, project area, and stakeholders
Develop a mission statement for your project

Fri, 9/18 Project Design Assessing the site (Developing a conceptual model)

EXERCISE: Develop an initial conceptual model for your project

Readings:

Measures of success, Chapter 2 & 3

Additional Readings

Baum, The project Cycle

Baum and Tolbert, Part 111 (The project cycle)

GEF project cycle - on web

Week 5

Wed, 9/23 Project Design Assessing the site (cont)

EXERCISE: Develop and rank threats at your site (matrix)

Fri, 9/25 Project design: Developing a management plan
(Jacobson will not be here)

EXERCISE: Develop a goal for your project
Develop objectives for your project
Develop activities for your project
Develop a Final Conceptual Model for your project
PROJECT BRIEF DUE

Reading

Measures of success, Chapter 4

Additional Reading: Bryant, Chap 6

Week 6

Wed 9/30 Project design: Developing a monitoring plan (strategies)

EXERCISE: Develop audience, info needs and monitoring strategies

Fri, 10/2 Project design: Developing a monitoring plan (indicators)

EXERCISE: Develop indicators

Reading:

Measures of success Chapter 5

Additional readings:

CIFOR: Criteria and indicators of sustainable forest management

Bamberger, Chapter 2-3

Week 7

Wed 10/7 (no class)

Fri, 10/9 Selecting methods for implementing management and monitoring Plans (Methods)

EXERCISE: Select methods for your project

Readings:

Measures of success, Chapter 6

Logframe and ZOPP models

IDB/World Bank participation sourcebook - on web

ODI Role play

ISSUES PAPER DUE

Week 8

Wed, 10/14 Economic and financial analysis of projects

Fri, 10/16 Economic and financial analysis of projects

Readings:

Davies

Dixon, et al

OECD

Ward and Deren,

Gregersen

Conrad

Belli

EXERCISE: Homework using decision criteria

Week 9

Wed, 10/21 Economic and financial analysis of projects

Fri 10/23 Economic and financial analysis of projects

Week 10

Wed 10/28 Project implementation and evaluation

Fri 10/30 Analyzing project data and sustainability

Readings

Measures of success, Chap 7 & 8

Additional readings: Bamberger, Chap 6

SECTION III: CASE STUDIES IN PROJECT MANAGEMENT

Week 11

Wed 11/4 Why Community-based NRM projects?

Fri 11/6 Enabling (policy) environment (tenure and institutions)

Week 12

Wed 11/11 Operational linkages and co-management

Fri 11/13 Participation

Week 13

Wed 11/18 Conflict Management

Fri 11/20 Parks and reserves

Week 14

Wed 11/25 Open

Fri 11/27 (no class)

MANAGEMENT/MONITORING PLAN DUE

Week 15

Wed 12/2 Presentations

Fri 12/4 Presentations

Week 16

Wed 12/9 Presentations and wrap up

Class notes

8/26 - Course overview, objectives, and assignments (see syllabus)

8/28 - [Natural resource policy making](#)

9/2 - [What is Development?](#)

9/4 - [What is a project?](#)

9/11 - [Peter's discussion on Lords on Poverty](#)

9/11- [Natural resource management](#)

9/16 - [Introduction to the project cycle](#)

9/25/98 [Peter's discussion on ZOPP and PRA](#)

9/30/98 [Steps in management/monitoring plan](#)

10/9/98 [Economic evaluation - intro](#)

10/13/98 [Cost benefit analysis](#)

10/15/98 [Resource accounting](#)

10/21/98 [Adaptive management and sustainability](#)

PROJECT EVALUATIONS

[Javier](#)

[Pablo](#)

[John and Chris](#)

[Lenin](#)

[Marianna and Jorge](#)

[Rachel](#)

[Andrew](#)

[Bill](#)

[Paul](#)

Javier comments

Style:

'well done but no clear ending of the presentation'

'clear, well organized'

'need to improve style and audience interest'

'good overheads and talk, and use of time'

'could have gone over the brief'

'more time on management plan'

'graphics were best part of presentation'

'too simple and unclear - more background, problem, why it is feasible'

'good presentation - very clear, interesting'

Content

'need a little more general context; most people don't know Peru'

'great conceptual model'

'ok, adequate, management/monitoring plan'

'more on explanation of the purpose of the project'

'could of used overhead of timeline'

'could of made monitoring plan more explicit'

'average'

'specific activities left out'

'well elaborated, but sometimes confused'

'management and monitoring plan almost non-existent'

'weak'

'not clear, needs to work more on it'

Majority said it would not be fundable

Pablo comments

Style

'he had a hard time communicating his objectives to us'
'presentation somewhat unfluid'
'showing slides was good idea'
'good use of time'
'excellent slides'
'overheads somewhat hard to read'
'good response to questions'
'excellent presentation'
'good'
'good slide show'
'excellent introduction to the situation'

Content

'difficult to follow'
'good'
'good, somewhat unclear'
'unclear objectives'
'excellent'
'it was good except one monitoring strategy that is not linked with objective'
'well researched project - made sense'
'average'
'maybe a little more specific activities'
'good idea to have all the target conditions up and then the threats'
'good to present the conceptual model first and then the objectives and activities'
'a little skewed to only one threat'
'comprehensive'
'good, look a little while to understand'

majority thought it is fundable'

John and Chris comments

Style

- 'it was good'
- 'very well organized'
- 'well presented'
- 'clearly defined goals'
- 'average on audience interest'
- 'good interchange with each other'
- 'very good introduction'
- 'good outline and overheads'
- 'smooth change of presentations'
- 'flowed well'

Content

- 'more on how you going to achieve objectives'
- 'excellent'
- 'more on economic outcomes'
- 'local participation was a little overlooked'
- 'hard to follow'
- 'conceptual model not well visualized'
- 'good overhead with the area zone'
- 'well connected conceptual model'
- 'some objectives are weak'
- 'management and monitoring plans were marginal'
- 'lack of participatory approach'
- 'too many activities - not very clear'
- 'could have been a little simpler'
- 'well thought out'
- 'target condition needs clarity'
- 'more explanation in monitoring plan'

almost everyone thinks its fundable

Lenin Riquelme comments

Style

- 'good development of topic'

'very clear presentation'
'good use of maps'
'good background'
'missing motivation to keep audience interest'
'not very clear exactly what project does'
'read too much'
'useful slides and map'
'very interesting project'
'didn't follow measures of success approach'
'use of time was fine'

Content

'a little confusing'
'incomplete'
'conceptual model to complex'
'good work on financial analysis'
'good, creative option for solving forestry issue'
'seems like a typical forestry project under climate change guise in order to tap fin. resources'
'no monitoring plan presented'
'little info on project activities'
'conceptual model was understandable after questions'
'need to provide more'
'not very good body of presentation'
'not much effort'
'link activities more directly to model'
'overhead depicting time line for plans would be useful'
'seems top down'
'didn't see a management or monitoring plan'
'activities not specified well'
'project looks huge'
'not clear who is going to participate'

most thought the project was fundable - but with many reservations

Marianna and Jorge comments

Style

'very good'
'kept interest up'
'good use of slides and graphics'
'well organized'
'used time wisely'
'well-informed'
'illustrative'
'both spoke well'
'well presented'
'maybe a little bit shorter presentation'

Content

'clear linkages made'
'strong emphasis on education'
'hunting needs link with human population'
'monitoring plan simple and logical'
'very good flows in terms of economic sustainability'
'excellent'
'biased - use more natural resource management tools instead of social science tools'
'good that they stated openly that project is based on huge assumption'
'good integration of activities into conceptual model'
'excellent table of 'what where and when''
'good monitoring plan - although hard to quantify'

most people the project is fundable

Rachel comments

Style

'good presentation, clear'
'very clear and simple'
'good use of humor'
'excellent, very fluid and kept our attention'
'good background information'
'nice overheads'

Content

'good overall - would have been better if linked with main focus of the course'

'assumptions should have been mentioned'
'good and to the point'
'reality is that companies only think about profit'
'interesting change of pace'
'made sense'
'good plan'
'conceptual model looks ambiguous' - looks more like a flow chart of activities'
'skeptical about people awareness for this project - more viable in developing countries'
'doesn't address advertising costs'
'lacking linkage between activities'
'plans rather scarce'
'more detail on how secondary markets will work'
'different from Measures of success'
'no monitoring plan'

most said it is fundable

Andrew's comments

Style

'too much detail and background - keep it to a few well-directed points'
'writing on board takes away from presentation'
'too much reading of screen'
'well organized'
'look at audience'
'needs more dynamic'
'keep your voice up'
'don't look at screen'
'larger size font for overheads'
'good background'

Content

'good detail to activities'
'should have linked conceptual model to goals of the State forest'
'excellent'
'good activities'
'too many overlapping activities'
'good links with conditions'
'well explained'
'well thought out'

very clear and well defined'

most thought it is fundable

Bill's comments

Style

'very straight forward'

'kept the audience's attention'

'interesting background'

'clear presentation'

'good'

'good job clarifying points that were unclear'

'very enthusiastic'

'good background - but disorganized presentation'

Content

'conceptual model unclear'

'hardly any management/monitoring plan'

'good overall'

'more need for clear link of background info to project'

'make tragte condition and activities more clear in model'

'monitor farmers activities'

'good'

'average'

'conceptual model a little confusing'

'good economic cost benefit analysis'

'no plans'

'not very specific - very socially based'

'no clear mechanisms to implement his work'

'does not adress implication project would have on local people and ecosystems'

'no clear way to get yields and amount of peppers required'

most thought it is fundable

Paul Comments

Style

'excellent'

'good choice of slides'
'use of several aids kept audience interest'
'very clear'
'video gave excellent background'
'presented ideas well'
'good idea to present video'
'would have been better to show slides first'
'give a general background before details'
'unsure of how to resent - sequence of slides'
'too long - made some people lose interest'

Content

'very good'
'monitoring of some activities was shaky'
'an interesting and necessary project for the proposed area to alleviate poverty'
'interesting'
'more detail on extension activities and how farmers will be convinced to participate'
'well connected plans'
'very detailed and good'
'maybe an assessment of impacts of technology changes'
'excellent'
'like involvement of women'
'very thorough'
'who is going to do all the work'
'too ambitious'

most thought it is fundable

CASE STUDY PRESENTATION SCHEDULE

Case study - World Bank

Friday 10/23

Javier
Lenin
Rachel

Wed, 10/28

Andrew
Pablo
Mariana
Bill
Jorge

Fri, 10/30

Chris
Paul
John

BCN case studies

Wed 11/4

John
Pablo
Chris
Rachel
Bill
Lenin
Mariana

Fri 11.6

Javier
Jorge
Paul
Andrew

Case studies - what to do?

The case studies are intended to expose the students to the wide variety of natural resource projects, activities and issues. Also to give students practice at leading a discussion. One set of case studies is from a World bank conference on community based natural resource management (CBNRM). These cases range do not a focus but as a set allow the student to understanding 4 key themes (see below) influencing project management. Another set of case studies are from The Biodiversity Conservation Network (BCN) projects. All these case studies the objective of community-based enterprise development concurrent with conserving biodiversity.

Each student will be responsible for discussing 2 case studies - one from a World Bank conference and one from the BCN annual report.

No reports or papers are due. What follows is a description of what the student should discuss about there case.

For the World Bank examples

- 1, You have 15 minutes, including discussion. So don't get to involved. Be brief and to the point. You don't need visual aids unless it helps you present.
2. Remember that you are the only one who has read the case. Therefore you have to tell us about the situation and why you think it's a case study. Take just a few minutes doing that. A map would be good.
3. Spend most of the time focusing on the themes that make you case study interesting. Explain what the case does or does not do in addressing the theme(s)

For BCN case studies

1. You have 15 minutes total, including discussion.
2. Everyone should read all the cases that will be discussed.
3. The presentation should be more discussion-oriented, not a formal presentation, but involving the rest of the class. In other words like a round table.

3. The presenter's objective is to focus on the issue that makes their case study interesting.

In both cases you may need to gather more information - its up to you. Your grade will depend on how well you:

a) in the World Bank cases; link the situation (what the prject uis trying to do) to the theme(s).

B) in the BCN cases - how well you get the issue across

World Bank Conference case study themes

Theme #1:

The Process of Establishing an Enabling Policy and Institutional Environment, at both the macro and micro levels, that fosters the emergence of community-based institutions to manage natural resources locally. This includes the establishment or codification of well-defined property rights and responsibilities - whether state, individual, or common - with respect to natural resources.

Theme #2:

The Participatory Process of Organizing Effective Community-Based Groups, on a large scale, that can effectively manage their natural resources locally. This includes the role of catalytic organizations, such as regional and local governments and non-governmental organizations, in this process.

Theme #3:

Effective Operational Linkages Between the Public Sector, the Private Sector, and Community-Based Groups in the Management of Natural Resources, between the government (national, regional, or local) and community-based groups in the management of natural resources. This includes fiscal arrangements between governments and communities, institutional arrangements to make governments more client-responsive, and monitoring and evaluating the impacts of new institutional arrangements.

Theme #4:

Alternative Approaches to Conflict Management in the use of Natural Resources, in the use of natural resources at all levels -- local, regional, national, and international. This includes conflicts within and between communities, between various levels in the management of a natural resource such as a river system, and between nations.

World Bank Case Studies

Name	Country	Topic	Theme	Issues
Rachel	India	Joint forest management	1, 2	Conservation, gender
Mariana	Thailand	Village networks (agriculture, forestry)	1, 3	Conservation, multi-ethnicity, protected areas, water resources
Chris	Nepal	Community forestry	1, 3	Conservation, extension, gender, tourism
Lenin	Barbados	Caribbean fishing	2, 3, 1	Protected areas, tourism, traditional knowledge
Pablo	Tanzania	Game park mgt	2, 1, 3	Conservation, protected areas, tourism
Javier	Zimbabwe	Wildlife mgt.	3, 2	Tourism, traditional knowledge
John	Jordan	Park mgt.	3, 2	Biodiversity, protected areas, tourism
Andrew	Pakistan	Park mgt.	3, 2, 1	Biodiversity, tourism
Jorge	Ecuador	Park mgt.	4, 2, 3	Biodiversity, protected areas, tourism
Paul	Indonesia	Community mgt.	4, 3	Conservation
Bill	Honduras	Agriculture mgt.	4, 2, 1	Gender, multi-ethnicity, protected areas

BCN cases

Name	Issue	Case #
Javier	Tenure	13
Jorge	Working with tribal peoples	5
Pablo	Participation	15
Rachel	Gender	3
Mariana	Markets	1
Paul	Policies	2
Bill	Institutions	13, 16
Lenin	Government role	4, 7
Andrew	Incentives	17
John	Legal	10
Chris	Intellectual property rights	20

CLASS PROJECTS

Student	Organization
John Vericker & Chris Demers	<u>Cooperative Extension Service</u>
Pablo Puertas	<u>Asociación para la Conservación de la Amazonia (ACA)</u>
Paul Thangata	<u>SoilWatch Malawi</u>
Anderw Stainback	<u>Florida Division of Forestry</u>
Javier Barrio	<u>Andean Wildlife Conservation (AWC)</u>
Mariana Varese & Jorge Luis Hurtado	<u>Association Friends of Madre de Dios</u>
Bill Gibbs	<u>Qanis Traders</u>
Rachel Tyler	<u>Recycling Ltd.</u>
Lenin Riquelme	<u>Asociacion Proyecto Marino Costero Bocatoreno</u>

EXERCISE 1: Summary of organization:

[Center for Coastal, Energy, and Environmental Resources](#) , Andrew Stainabck

[Canadian International Development Organization](#), Chris Demers

[International Labor Organization](#), John Vericker

[UNDP](#), Lenin Riquelme

[GTZ](#), Jorge Luis Hurtado

[The Nature Conservancy](#), Javier Barrio

[Conservation International](#), Mariana Varese

[The Lincoln Park Zoo: Scott Neotropic Fund](#), Pablo Puertas

[Costa Rican Adventures](#), Rachel Tyler

[Proyecto Ecologico Quetzal](#), William Gibbs

[Malawi Agroforestry Extension Project](#), Paul Thangata

EXERCISE 2: Lords of poverty lessons

[Javier](#)

[John](#)

[Lenin](#)

[Paul](#)

[Chris](#)

[Jorge](#)

[Mariana](#)

[Andrew](#)

[Pablo](#)

[Bill](#)

[Rachel](#)

Project brief outline: Due October 10

- rationale for project
- development objectives
- focus and scope of the project
- basic features of the project and alternatives to be considered further in the design
- institutional, technical, economic, policy, and environmental issues that need to be addressed in design or implementation
- organization/timetable/logistics, etc

Development Sources

[International Institute for Sustainable Development](#)

Policies

[World Bank: Africa Forestry Policy Reform](#)

Project cycle: Design

[GEF Project Cycle](#)

[World Bank Participation Sourcebook: Methods and tools](#)

[Inter-American Development Bank: Participatory Methods and Tools](#)

Project cycle: Sustainability

[DANIDA project report](#)

Case studies

[Workshop on Community-based Natural Resource Management](#)

[Campfire project](#)

Narmada Dam Project

[Internatinal Rivers Network](#)

A Few Development Institutions

[The World Bank](#)

[Asian Development Bank](#)

[Interamerican Development Bank](#)

[USAID](#)

[WWF Global Network](#)

[WWF-US](#)

[The Nature Conservancy](#)

[World Resources Institute](#)

[IUCN](#)

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[AFRICARE](#)

[ACDI/VOCA](#)

[JICA](#)

[OXFAM](#)

[CIDA](#)

[CSIRO](#)

[GTZ](#)

Other Institutions/Links

[Yahoo: Directory of Development Organizations](#)

[Yahoo: Directory of International Relief and Development Organizations](#)

[Best environmental directories](#)

[Development economics information](#)

[Library of Congress: Country Studies](#)

[International Development Network](#)

[Natural Resources Directory](#)

[Forestry Directory](#)

[Environmental Organization Directory](#)

[Environmental Links](#)

[Peace Corps](#)

[Worldwatch Institute](#)

[Earth Summit + 5](#)

[CGIAR](#)

[CIFOR](#)

[Canadian Certification Association](#)

[Conservation International](#)

Journals

[CAB International](#)

[Finance and Development](#)

[Journals in the field of development studies](#)



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Notes 8/28/98

1. What is policy?

- Definition: “a purposive course of action or inaction that an actor or set of actors takes to deal with a problem”

2. What is natural resource policy?

- a subset of public policy
- to guide natural resource managers on how to manage forests (i.e., protect, promote, and restrict)
- how to use natural resources – to achieve some objective
- who will benefit
- who will bear costs (taxpayers)

3. Who are the players?

- policies have different effects on different groups of people
- government officials make policy

4.. How to influence policy (instruments)

- use of legal system (coercion)
- provision of services
- use money or financial incentives

5. The Policy Process

- the policy cycle
- conflicts among objectives
- criteria to consider

6. What makes natural resource policy making difficult?

- allocating scarce resources

What is the appropriate mix of government and market processes that will produce the natural resource outputs people in society want?

- competing interest groups
- needs of indirect decision-makers
- incremental process
- complex
- time frame
- biological and economical
- property rights (ownership – management authority – income distribution)
- subsistence for poor

- NGO role

Notes for 9/4/98: What is a project?

No universal definition of what constitutes a project

- reflects the variety of activities subsumed under the term “project”

WB definition: “a discrete package of investments, policies, and institutional and other actions designed to achieve a specific development objective (or set of objectives) within a designated period.

Five elements of a project:

- some capital investment
- provision of some services
- strengthen institutions (local and national)
- improve policies
- a plan

Engineering definition: Project: “An organized endeavor aimed at accomplishing a specific non-routine or low-volume task.”

Project management: “The systematic integration of technical, human, and financial resources to achieve goals and objectives.”

BCN Definition: “any set of actions undertaken by any group of managers, researchers, or local stakeholders interested in achieving desired goals and objectives.”

- means of govt. and NGOs to encourage and shape development

- successful development = $F(\text{successful projects} = f(\text{goals}))$

- project = set of inputs \rightarrow activities \rightarrow set of outputs

Examples in Lords of Poverty:

FAO Fish farming projects

- Egypt
- Malawi

WB Polonoroeste Project

Indonesian Transmigration Project

Narmada River Dam project

Small projects

Cathedrals

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Notes for 9/2/98

What is development?

- versus growth
- versus modernization
- “ implies choices about goals for achieving what Ghandi called ‘the realization of the human potential’ .”
- multidimensional process involving major changes in social structures, popular attitudes, and national institutions as well as the eradication of absolute poverty, acceleration of economic growth, and the reduction of inequality (Torado)
- ...to promote economic growth and combat poverty – the fundamental tasks of world development (Conable)
- ‘logical sequence of thought’
- ‘any new event that changes a current situation’

What is underdeveloped?

- stunted/backward?

History

1. Adam Smith - 18th Century

(exclude people from resources - conservation against the people)

2. Post WWII

- post colonialism - self-government

3. 1950s

(conservation for the people)

- economists dominate planning (\$)

- industrialization

result

- political coercion
- increased inequality
- increased population growth

Growth - per capita income (many types of ways of achieve income growth)

- trickle down theory or government services

4. 1970s

(conservation with the people)

- poverty alleviation
- distinguish relatively from absolutely poor
- distributional issues
- integrated rural development

5. 1980s

- natural resources
(conservation by the people??)

Who does development?

- Bilateral donors
- Multilateral donors
- NGOs
- Public-private sector collaboration

Types of activities

- emergencies – 1%
- food, only 10% used for disaster assistance & refugees
- long term projects/programs (cash/expertise, etc)

Types of assistance

- official development assistance (OECD defined)
- \$55 billion in 1997 (.25% of GDP)
- public money – disbursed by official government agencies
- concessionals (at least 25% grant
- can be ‘soft’ loan
- relief, etc.
- concessional e.g. GEF
- military
- commercial loans
- private flows - \$234 billion (to a few countries)
- sector loans
- structural adjustment

Key Players in Natural Resources

World Bank: ‘world’s principal development agency”

- reorganize at least every 5 years!!

IDA

IBRD

GEF

UN

FAO

UNDP

UNEP

Ministries

NGOs

Defining Sustainable Development (SD)

“development path that maximizes the net long term benefits to mankind”

- meeting needs (poor)
- limitations (carrying capacity)
- is anthropocentric in nature
- vague/ambiguous vs. flexible/discretion/custom design

UN Conference on the Human Environment, 1972

World Conservation Strategy “ need to develop in order to conserve” - 1980

National conservation strategies

Brundtland report

Widely embraced - does it legitimize development?

Specific forms of sustainability

Principles - criteria and indicators

Long-term orientation

Comprehensiveness

Complexity

Brings divergent issues together

Ethics (intergenerational)

Dynamic between maintenance (sustain) and transformation (growth)

Moving target

Many paths to SD

Sustainable growth

- “expansion in scale of physical dimension of the economic system” – self-contradictory?

Sustainable Development:

- qualitative change (improve)
- economic efficiency
- equitable distribution
- non-economic values

Putting SD in practice:

- basically an integrated approach
- ecosystem approach
- spatial/temporal scale
- collaboration
- social element
- institutional framework

Lords of Poverty

Some constraints in international aid:

motivation:

questionable motivations of aid workers (financially dependent or with hidden agendas, churches), donors and governments (kleptocracies, cold war, etc.) Even locals/villagers that have learned how to use the system (i.e. NGOs in Uganda)

"shovel effect"

bureaucracy, promotions based on how much money is lent or spent, larger projects carry more prestige

client and clientele blurred

who is the client and beneficiary often becomes blurred, i.e. aid workers trying to please the central office instead of beneficiaries

accountability misplaced

accountability of actions often placed on quantitative not qualitative aspects of projects. (CAR fisheries). Financial accountability in-house, not transparent to all parties.

vicious circle,

debt spiral recipient countries become dependent on aid to service past debts.

sacred cows and white elephants favored subsidies, cathedrals in the desert

pendulums and trends

ideas that are in favor get the most financing. Often the cause for short-life span of some projects. New directors- new projects

sovereignty and governance

patronizing attitude disregard the sovereignty of a country. Good projects are dependent on good governance.

donor driven (or project driven) projects identified and implemented on behalf of locals by outsiders. Or, government agencies run by projects instead of supported by them.

Are these problems of the donor or the aid recipients?

Some Advantages of aid in Lords of Poverty?

Differences in types of projects: humanitarian, food for work, long-term rural development. Focus here

is on long term development in natural resource sector.

Some solutions for constraints:

capacity building long term capacity building of institutions and people

longer-term vision NRM projects → 10, 20 or more years for high rate of return

less is more is most circumstances International Aid gives a lot of money in a short period of time instead of a lesser amount over a longer period of time

increased participation How?

Increased responsibility in design and outcome of project

progress in the 90's : donor recognition of the need to increase local participation.

EIAs required for all projects.

USAID re-engineering.

World Bank's Participation Policy in 1990 leading to increased funding and expansion of design process to include participation

Increased use of NGOs/CBOs to implement projects.

Increased focus on governance issues.

New methodologies available (PRA, gender analysis)

End of the Cold War - leading to new accountability of governments and donors

Brief chronology of NRM projects in Africa

1970's integrated rural development projects
wildlife research - mostly by westerners

1980's park development
agroforestry
biodiversity

1990's integrated conservation and development projects ICDP
community based natural resource management projects CBNRM

Filters:

Public Congress, taxpayers

Donors multi-laterals, bi-laterals, NGOs, governments, technical assistance

Stakeholders all affected by the project

Gate keepers those between the stakeholders and the donors

Beneficiaries

Participation -----> responsibility

Finishing off discussion on development

Paradox in development - Lords of poverty

Keys to successful development, - East Asia (Stiglitz & Squire)

- income growth
 - savings
 - knowledge gap
- markets
 - financial markets!
- credibility
- competition (openness)
- public sector focus!
 - corruption/collusion

BALANCE

unresolved questions:

- environment
- democracy

each country/region unique

"yesterday's truths become tomorrow's mistakes"

Natural Resource Management

scale:

- global
- national
- local

types:

brown vs green

environmental damage (affects productivity)

environmental quality (improves human welfare)

Is concern for environment a luxury?

issue of costs (% of GDP)

Resources

- air
- water

- forests
- fish
- agriculture
- energy
- minerals
- wildlife

Causes

- population growth
- urbanization
- industrialization
- poverty

Problems

- deforestation
- air and water pollution
- toxic waste disposal
- climate change
- loss of biodiversity
- desertification
- land degradation
- ozone depletion

Solutions:

- pricing policies
- tenure arrangements
- institutional reform
- incentives?
- technology?
- environmental extremism?

World Bank's top ten measures:

- Phase Out Lead in Gasoline Within Five Years
- Move Toward More Aggressive Elimination of chlorofluorocarbons
- Build Global Carbon Markets to Reduce Climate Change
- Make Water an Economic Asset
- Make Cities More Livable
- Conserve and Manage Critical Ecosystems on Land and at Sea
- Commit More Money for the Global Environment Facility
- Build Alliances to Transform the Marketplace
- Adopt Greener Accounting and Eliminate Harmful Subsidies
- Apply Environmental and Social Assessment Consistently

What is project cycle?

What are key differences between WB and BCN approaches?

How do projects get identified?

What about objectives not being compatible?

Do objectives become project components?

Who will implement and coordinate project?

Project brief

- rationale for project
- development objectives
- focus and scope of the project
- basic features of the project and alternatives to be considered further in the design
- institutional, technical, economic, policy, and environmental issues that need to be addressed in design or implementation
- organization/timetable/logistics, etc

Establish your identity

Why is strategic planning important? (p.17)

What is a mission statement? (P.16-21)

Who will you collaborate with?

Assessing the site

Uses of a model? (p.28)

What are the parts of the model? (P.28-29)

What are the key threats to your site? (P.46-51)

PARTICIPATORY RURAL APPRAISAL (PRA)

Community mobilization

Offers alternatives for marginal areas

Systematizes rural participation

Rural communities set resource management plans

Sectors are integrated

Interactive problem analysis

Defines village-based priorities

Relatively fast and inexpensive

Follow-up done by local leaders

EIGHT STEPS IN PRA

1. Site Selection

2. Preliminary Visits

3. Data Collection

3.1 Spatial Data (village and farm sketch maps, transect)

3.2 Time-related Data (Historical time line, resource trend lines, seasonal calendar)

3.3 Social Data (Farm interviews, institutions)

3.4 Technical Data (economic and technical feasibility)

4. Data Synthesis and Analysis

5. Ranking Problems

6. Ranking Opportunities

7. Adopting a Village Resource Management Plan

8. Implementation

ZOPP (OBJECTIVES ORIENTED PROJECT PLANNING)

Defines realistic and definite objectives which can be sustained in the long-term

improves communication and cooperation between project and head office by means of joint planning and clear documentation/definitions

clarifies the scope of responsibility of project teams

provides indicators as a basis for monitoring and evaluation

MAIN STEPS OF ZOPP

1. Analysis Steps

Participation Analysis

Problem Analysis

Objectives Analysis

Alternatives Analysis

2. Project Planning Matrix

Objectives/Activities

Important Assumptions

Objectively Verifiable Indicators

Means of Verification

(Potential gender and environmental impacts)

Notes 9/30/98

Steps in management plan/monitoring

1. Mission statement

2. Conceptual model

3. Management plan

a. Goal

- conservation of forest

b. Objectives (impact oriented)

- reduce fuelwood extraction by 25% in 5 years

c. Activities

criteria:

- must be linked to objective
- process oriented, but not too specific
- feasible
- appropriate

steps

- write down details (p76-77)
- put in conceptual model (p78)
- make timeline (p80)
- do budget (p81)

4. Monitoring plan

why?

what?

who is audience?

what would you like to know?

where to start?

Which factors?

A. Indicators

define

should it be flexible?

Issues

- measurable
- precision
- consistent
- sensitive

B. Types of indicators

- based on cause and effect

terms you should be familiar with:

- group
- population
- individuals
- sampling
- probability
- random
- stratified
- non-probability
- quota

i) group measured against itself (most common; more likely to show cause and effect)

- pre-test/post-test
- time series

ii) group measured to a non-affected group

- strict control
- comparison

C. Methods (to monitor)

- data collection tasks
- what, when, who, where?

- integrated monitoring

i) quantitative methods

- tracking project
- formal survey

ii) qualitative methods

- key informant interviews
- focus groups
- matrix ranking
- preference
- pair wise

- direct observation
- mapping

criteria (for right method)

- accuracy and reliability
- cost effectiveness
- feasibility
- appropriateness

Economic evaluation.

Why?

What are other types?

Problems with economic evaluation

- appraisal optimism
- environment underestimated and overlooked
- user cost/depletion premium
- lack of long-term evaluation
- no solving problem during implementation - "ignorance is bliss"

Way to solve this:

- environmental accounting
- Total Economic Value
- better monitoring/performance indicators

Difference between market and non-market goods - importance of location (overhead)

- sometimes project won't help reduce environmental damage - need policy adjustment

An aside: Government role:

- provide public goods
- because of market failures

Economic values of environmental attributes (overhead)

- environmental quality (wealth)
- environmental damage (health, productivity)

Types of valuation methods (overhead)

Flow chart of which method to use (overhead)

Difference between economic and financial value (overhead)

- what costs and benefits?
- how costs and benefits are valued?
- divergence between them tells us what?

Reminder about:

- what you should get out of this
- importance of economic evaluation
- difference between Financial and economic analysis

Today: Cost benefit analysis

Friday: pollution case study and environmental accounting

Next week: Adaptive management and Project Sustainability

Following 3 weeks: case studies: 10/28, 10/30, 11/4, 11/6, 11/11 (no class) 11/13

Following that: presentations

Cost benefit analysis

what is it?

- procedure
- for decision-making
- for comparison

what is its CBA's objective?

- economic efficiency - increase total net benefits
- single index
- optimal size and timing

Can it account for environmental concerns?

What about equity questions?

- think of project as a bundle of transactions that cause individuals or institutions to incur different costs and receive different revenues
- whose perspective?

Cash flow analysis

Steps:

1. id inputs/outputs
2. puts values on them
3. analyze them
4. do risk/sensitivity analysis

1. Determine planning period and schedule of events

What goods and services go in and what goods and services are provided

- what about non-market inputs and outputs

2. Convert events in (1) to costs and revenues

- market vs shadow prices

- complex

- taxes

- externalities

- quotas

- price controls

- tariffs/trade restrictions

- imperfect info, transaction costs

3. Conduct analysis:

a) interest rate

b) discounting

c) criteria

4. Uncertainty (is it risky?)

sensitivity - identify key variables and alter them

break even - how much a parameter can change before an acceptable measure of project worth becomes unacceptable also known as switching values

problem

- correlations among variables

get involved - simulation, probability distribution, etc

Questions:

- with and without project - incremental benefits

- separability of components (depends on viewpoint)

- scale

- boundary

- time horizon (life of project)

Environmental (or resource, or green) accounting

- resources as national wealth
- use of natural capital treated differently than man-made capital
- production equipment vs forest harvesting
- clean up environmental damage is addition to national income without subtracting the environmental loss in the first place
- full cost accounting
- external effects
- no such thing as a free lunch
- true income generation = 'sustainable income'

Why income accounting? (SNA) - UN system of national accounts

- GDP, GNP, NNP,
- short term measure of total economic activity from which monetary exchange occurs in given year
- used as indicator of 'welfare'

What's wrong with it?

- ignores: leisure, subsistence production, non-market transactions

"Sustainable" income:

- maximum amount that can be consumed without eventual impoverishment

optimist/pessimist debate

- 2 expenses missing:
 - defensive expenditures (pollution/ environmental stds)
 - problem: putting value on damage or service
 - depletion/degradation
 - depreciation (replacement costs) - does not affect GDP, only NDP
 - user cost (don't need to put value on resource)
 - "depletion factor"
 - need:
 - current assessment of extraction rates as % of total available stock
 - discount rate
 - revenue from sale (net of extraction cost)
- 2 parts
 - user cost (capital element)
 - value added (true income)

answer: Integrated or satellite accounts

Adaptive management

What is it?

- a type of trial and error approach but different. Why?
 - accept failure/reputation
 - costs
 - willing to start again
 - irreversibility

Why do it? (Especially in development!!!)

- can't eliminate unknowns/uncertainty/unexpected
 - therefore lets design for the above
 - reduce it and benefit from it
 - make the project more resilient

Compare to blueprint approach

Three keys: change, certainty, conflict

How does "Measures of success" do it.

To do AM:

1. Be explicit in objectives (so you can monitor them)
 - assumptions - based on your experience (p 223)
2. Collect/assess (so that you can compare outcomes/impacts to expectations)
3. Use new understanding to change plans and actions (adapt - p226-7)
 - iterate (repeat process/sequence of steps)
 - move forward
 - hopefully bring you closer to desired results

Does "Measures of Success" project cycle let us do this?

Yes:

- flexibility (fear of failure)
- structure
 - one part flows to next nicely

Final aspect::

Learning (sharing/documenting)

- if 100% sure, why monitor
- how much info do you need?
- true learning comes from unexpected results

- success = F(learning)
 - global knowledge - case studies
-

Sustainability

(primarily from: Chapter 6 in Valadez, Joseph and Michael Bamberger. 1994. Monitoring and Evaluating Social Programs in Developing Countries, A Handbook for Policymakers, Managers, and Researchers. World Bank, Washington, DC)

Link sustainability to AM

What does project sustainability mean?

1. Continued delivery of intended benefits (how many years?)
2. Balance in use of principal forms of capital
3. sustained flow of benefits over time.

How do you know if something is sustainable?

How does you assess it?

- Indices
- IRR
 - quality of data
 - focus on short term benefits

Factors affecting sustainability

1. Project design/implementation
2. Project organization
 - beneficiary involvement
 - PIUs
3. External factors
 - prices
 - political events
 - natural disasters
4. Response of actual/intended beneficiaries
 - women
 - rich vs poor

