



BTC

FINAL REPORT

**INDIVIDUAL LEARNING FOR ORGANIZATIONAL DEVELOPMENT:
BELGIAN-TANZANIAN SCHOLARSHIP PROGRAMME**



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Table of Contents

ACRONYMS	4
INTERVENTION FORM.....	6
GLOBAL APPRECIATION.....	6
PART 1: RESULTS ACHIEVED AND LESSONS LEARNED.....	8
A: ASSESSING THE INTERVENTION STRATEGY.....	8
1.1 CONTEXT.....	8
1.1.1 General context	8
1.1.2 Institutional context.....	8
1.1.3 Execution modalities context.....	11
1.1.4 Harmo-dynamics context.....	13
1.2 IMPORTANT CHANGES IN INTERVENTION STRATEGY.....	13
1.2.1 The change of strategy individual scholarships to capacity building	13
1.2.2 Change of the sectors and zones of intervention	14
1.2.3 Changes in the Beneficiary Institutions (BIs)	14
1.2.4 Different subjects and different types of training	15
1.2.5 Updates of Log frame.....	15
1.2.6 Adaptation of execution approaches;.....	15
1.2.7 Alignment with the National Strategy	16
1.2.8 Changes in the transverse theme, Gender:	17
B: RESULTS ACHIEVED	20
1.3 MONITORING MATRIX.....	20
1.4 ANALYSIS OF RESULTS.....	23
1.4.1 To what extent will the intervention contribute to the impact ?.....	23
1.4.2 To what extent has the outcome been achieved?	23
1.4.3 To what extent have outputs been achieved? Explain	24
1.4.4 To what extent did outputs contribute to the outcome	27
1.4.5 Assess the most important influencing factors	27
1.4.5.1 Influencing factors.....	27
1.4.5.2 Issues encountered.....	28
1.4.5.3 How issues have been addressed	28
1.4.6 Assess the unexpected results, both negative and positive ones	28
1.4.6.1 Unexpected results (Positive)	28
1.4.6.2 Unexpected results (Negative)	28
1.4.7 Assess the Integration of Transversal Themes in the intervention strategy	29
1.4.7.1 Gender.....	29
1.4.7.2 Environment	29
1.4.8 To what extents have M&E, backstopping /or audits contributed to results?.....	29

1.4.8.1	M&E	29
1.4.8.2	Backstopping	30
1.4.8.3	Audit.....	31
1.4.9	Trainings impact assessment	31
1.4.9.1	Introduction.....	31
1.4.9.2	Data Analysis	31
1.4.9.3	Limitations	32
1.4.9.4	Local Government Management.....	32
1.4.9.5	Natural Resources Management	47
1.5	SUSTAINABILITY	63
1.5.1	What is the economic and financial viability of the results	63
1.5.2	What is the level of ownership by target groups and will it continue	64
1.5.3	What was the level of policy support provided.....	64
1.5.4	How well has the intervention contributed capacity	65
1.5.4.1	Contribution of intervention to institution and management capacity.....	65
1.5.4.2	Potential risks	65
1.5.4.3	Measures to be taken	65
1.6	LESSONS LEARNED	65
1.7	RECOMMENDATIONS	67
PART 2: SYNTHESIS OF (OPERATIONAL) MONITORING...		68
1.8	FOLLOW-UP OF DECISIONS BY THE JLCB	68
1.9	EXPENSES	69
1.10	DISBURSEMENT RATE OF THE INTERVENTION	72
1.11	PERSONNEL OF THE INTERVENTION	73
1.12	PUBLIC PROCUREMENT	73
1.13	PUBLIC AGREEMENTS	74
1.14	EQUIPMENT	76
1.15	ORIGINAL LOGICAL FRAMEWORK FROM TFF	77
1.15.1	Original Logical framework	77
1.15.2	Updated Logical framework	80
1.16	COMPLETE MONITORING MATRIX	83
1.17	TOOLS AND PRODUCTS	83

Acronyms

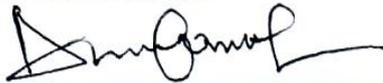
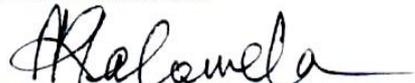
BI	Beneficiary Institution
BMU	Beach Management Units
BRN	'Big Results Now'
BTC	Belgian Technical Cooperation
CBCTC	Community Based Conservation Training Centre
CBNRM	Community Based Natural Resource Management
CDO	Community Development Officer
DC	District Commissioner
DHRO	District Human Resource Officer
DMPPP	Designing & Managing Public Private Partnership
DPs	Development Partners
DSP	District Strategic Plan
FETA	Fisheries Education and Training Agency
FTI	Forestry Training Institute
ICDP	Integrated Community Development Project
JICA	Japan International Cooperation Agency
JLCB	Joint Local Consultative Body
KILORWEMP	Kilombero and Lower Rufiji Wetlands Ecosystem Management Project
LED	Local Economic Development
LGA(s)	Local Government Authority(/Authorities)
LGCDG	Local Government Capital Development Grant
LGDGS	Local Government Development Grant System
LGTI	Local Government Training Institute
M&E	Monitoring and Evaluation
MTR	Mid Term Review
NRM	Natural Resources Management
NSGRP	National Strategy for Growth and Reduction of Poverty
OD	Organizational Development
ODI	Overseas Development Institute
O&OD	Opportunities and Obstacles to Development
OPRAS	Open Performance Review and Appraisal System
PFM	Participatory Forest Management
PHSDP	Primary Health Services Development Programme
PIU	Programme Implementation Unit
PlanRep	Planning and Reporting
PO	President's Office
PO-PSM	President's Office Public Service Management
PO-RALG	President's Office Regional Administration and Local Government
PPP	Public Private Partnership
PSM	Public Service Management
RALG	Regional Administration and Local Government
RAS	Regional Administrative Secretary

TFF	Technical and Financial File
TDV	Tanzania Development Vision
TI	Training Institution
TNA	Training Needs Assessment
TPSC	Tanzania Public Service College
WMA	Wildlife Management Area

Intervention form

Country	Tanzania
Priority Sectors	Natural Resources Management and Local Government Management
Intervention Name	Individual learning for organisational development: Belgian-Tanzanian Scholarship Programme.
Navision Code BTC	TAN 10 888 11
National Number DGDC	NN 3010237
Partner Institution	President's Office Public Service Management (PO-PSM)
Duration of intervention	Specific Agreement = 60 months Implementation = 36 months
Date of the intervention	Q3 2013
Project Starting date	April 12, 2013
SA ending date	April 12, 2017
Total budget	2,596.98 Euro.
Target groups	Individual employees in selected 3 Ministries, 3 Regional Secretariats and 12 Districts focusing on Natural resources management & Local government management.
Global Objective	Contribute to the institutional capacity development of Tanzania.
Specific Objective	Contribute to the organizational capacity strengthening of the Beneficiary Institutions.
Results	<p><i>Result 1:</i> Needs for capacity development is identified.</p> <p><i>Result2:</i> Beneficiary Institutions in the sector of Local Government Management have reinforced their functioning and performance thanks to trainings and appropriate coaching.</p> <p><i>Result 3:</i> Beneficiary Institutions in the sector of Natural Resources Management have reinforced their functioning and performance thanks to trainings and appropriate coaching.</p> <p><i>Result 4:</i> Formerly selected scholarships are implemented in various sectors.</p>

Global appreciation

Describe your global appreciation of the intervention (max 200 words):	Describe your global appreciation of the intervention (max 200 words):
<p>Scholarship project has made a remarkable contribution to Tanzania's capacity building interventions. The project implementation strategy enabled national, regional administration and district government officials to obtain knowledge and skills that contribute to the improvement of their organization's performance.</p> <p>We have learnt key lessons from the project. Staff capacity development and increased performance was not by chance, rather by systematic analysis of the service delivery status, careful planning of intervention and close monitoring during implementation and later follow-ups. The project implemented following a well-prepared staff development plan, an appropriate training program was developed out of identified gaps. These were key to fusion of knowledge and skills on improved service delivery at all levels of the BIs. The monitoring training implementation showed challenges in the application of the gained knowledge due to inadequate working facilities, which limited the translation of knowledge to BIs service delivery.</p>	<p>The project focused on improvement of service delivery by Beneficiary Institutions. The approach focused on institutions rather than on individual long-term scholarships. The project worked with Regional secretariats and Local Government Authorities in 3 regions which has other Belgian bilateral interventions. Capacity analysis and Training needs assessment of the BIs informed the planning and implementation of the project. The project has managed to solve particular challenges in service delivery by BIs. The focus of the intervention was on Local government management and Natural resources management.</p> <p>Scholarship project has left behind skills, lessons and good experiences that can be applied by BIs to reach more staff.</p> <p>The project has benefited three ministries, three regions and eleven LGAs by building capacity of LGA staff to support and improve service delivery at the respective LGAs covering both sectors LGM and NRM.</p> <p>The findings of the midterm review rated the intervention as satisfactory. Moreover, the project left behind good experiences and lessons that can be very useful to the BIs to develop capacities of staff members who did not participate in the project and in mainstreaming project activities. However, retention of participants to their working stations and retooling remains paramount to the sustainability of project interventions.</p>
Score your global appreciation of the intervention ¹ :	Score your global appreciation of the intervention ² :
Satisfactory	Satisfactory
National execution official ³	BTC execution official ⁴
<p>ELISANTE M. MBWILO</p> 	<p>MARTIN P. KALOWELA</p> 

PART 1: Results achieved and lessons learned

Assessing the intervention strategy

1.1 Context

1.1.1 General context

The Government of Tanzania is currently undertaking various initiatives towards poverty reduction and attainment of sustainable social and economic development. These initiatives are found within the Tanzania Development Vision (TDV) 2025. The TDV 2025 stipulates the vision, mission, goals and targets to be achieved with respect to economic growth and poverty reduction by the year 2025. The National Strategy for Growth and Reduction of Poverty II (NSGRP-II or MKUKUTA-II) is geared toward achieving the TDV 2025. Under the NSGRP-II development strategies are identified in three clusters namely; Social well-being, Governance and Accountability.

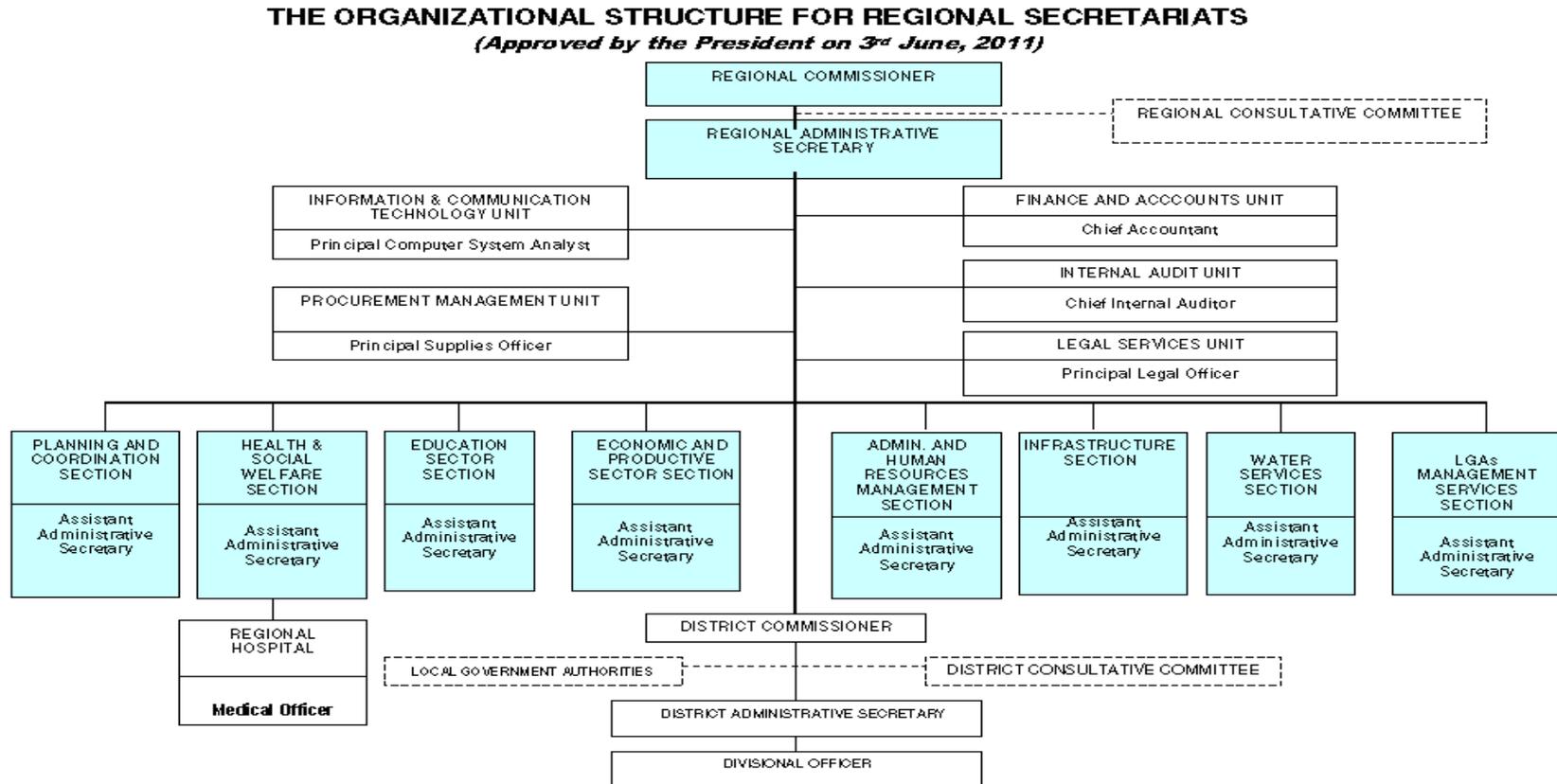
The two transversal themes under the BTC Scholarship project namely; Local government management and Natural resources management are aligned to national strategies and priorities, especially the TDV 2025, NSGRP-II and specific sector policies and strategies.

The Scholarship project focused on supporting Beneficiary Institutions in the Natural resources management (NRM) sector and the Local government management (LGM) sector. The key partners and beneficiaries were three ministries i.e. PO-PSM, PMO-RALG, MNRT; Three Regional Secretariats: Kigoma RS, Morogoro RS, Coast RS; and Eleven Local Government Authorities (LGAs): Kigoma MC, Kigoma DC, Kibondo DC, Kakonko DC, Kasulu DC, Buhigwe DC, Uvinza DC, Kilombero DC, Ulanga DC, Rufiji DC and Mkuranga DC.

1.1.2 Institutional context

Ministries do formulate policies to be implemented by Regional Secretariats and Local government authorities. RS consists with 6 sections and 3 units at regional level. This structure requires 54 core staff, 64 support staff and 17 staff for the District Commissioner. Main function of the Regional Secretariat is to assist the Regional Commissioner; through the RAS as Secretary, to provide an advisory role to the LGAs

Figure 1: Organizational structure of Regional Secretariats



Local government authorities are constituted by elected members (Councillors), one from each of the wards and technical staff who are recruited by the central government. The Councillors are elected in an open election in accordance with the local authorities' election laws and regulations. Members of Parliament resident or elected in the area of jurisdiction of a council are also councillors of those respective councils.

Under the Local government laws, 1982 no.7 (District authorities) and No.8 (Urban authorities), LGAs have been mandated with wide-ranging functions, which include to:

- Facilitate the maintenance of peace, order and good governance;
- Promote the social welfare and economic well-being of the local community;
- Further the social and economic development of their areas;
- Take the necessary measures for the suppression of crimes and protection of public and private property;
- Regulate and improve agriculture, trade, commerce and industry;
- Further and enhance health, education, and the social, cultural and recreational life or of the people; and
- Eradicate poverty and distress.

Service delivery in all LGAs in Tanzania is the responsibility of the LGA technical personnel under oversight of the council (also commonly referred to as the Full Council). A council is comprised of elected councillors from each ward of the LGA, Special seats councillors and Heads of Departments.

Departmental plans and proposals go through councils' standing committees before reaching a Full council. There are three main Standing committees namely:

- The Economic and Social Services Committee,
- The Urban Planning and Environment Committee, and
- The Administration and Finance Committee.

The Standing committees meet once in three months to deliberate on sectorial plans and proposals for approval. The general responsibilities of all Standing committees include but not limited to reviewing, scrutinizing and approving departmental implementation reports, reviewing departmental budgets supervising the implementation of various national policies and advising technical staff in relation to priority of the LGA and needs of the community.

In principle, the LGA reports directly to the ministry of PO-RALG. The team of experts at the regional level (the RS) holds responsibilities to oversee activities in LGAs within their regions, as per the principles of Decentralization-by-Devolution. The Regional oversight also involves backstopping planning, budgeting, fiduciary and other regulatory functions. The link to the District commissioners and Regional commissioner's office is a consultative one while the link to PO-RALG is administrative. Similarly, the LGA link with MNRT has to be through PMO-RALG and vice-versa. Based on this Institutional arrangement, this project focused on contributing to institutional capacity development in Tanzania.

The Scholarship project worked with the following Beneficiary Institutions (BIs):

- A. Central ministries: President's office Public service management (PO-PSM, Ministry of Natural resources and tourism (MNRT), Prime minister's office, Regional administration and local governments (PMO-RALG).

B: Regional secretariats and LGA's: **Kigoma Region:** Kigoma MC, Kigoma DC, Kibondo DC, Kasulu DC, Kakonko DC, Buhigwe DC and Uvinza DC; **Morogoro Region:** Kilombero DC and Ulanga DC and **Coastal Region:** Rufiji DC and Mkuranga DC.

Each BI had a focal person to support the coordination of the project.

1.1.3 Execution modalities context

The project TFF identified own-management "Regie" as the financial mode of the Scholarship project. The project finalized Execution agreements (EA) which intended to delegate implementation of most of the project activities to public training institutions. The projects put in place the necessary system to monitor, follow-up and control the Training Institutions through a properly designed Execution Agreement.

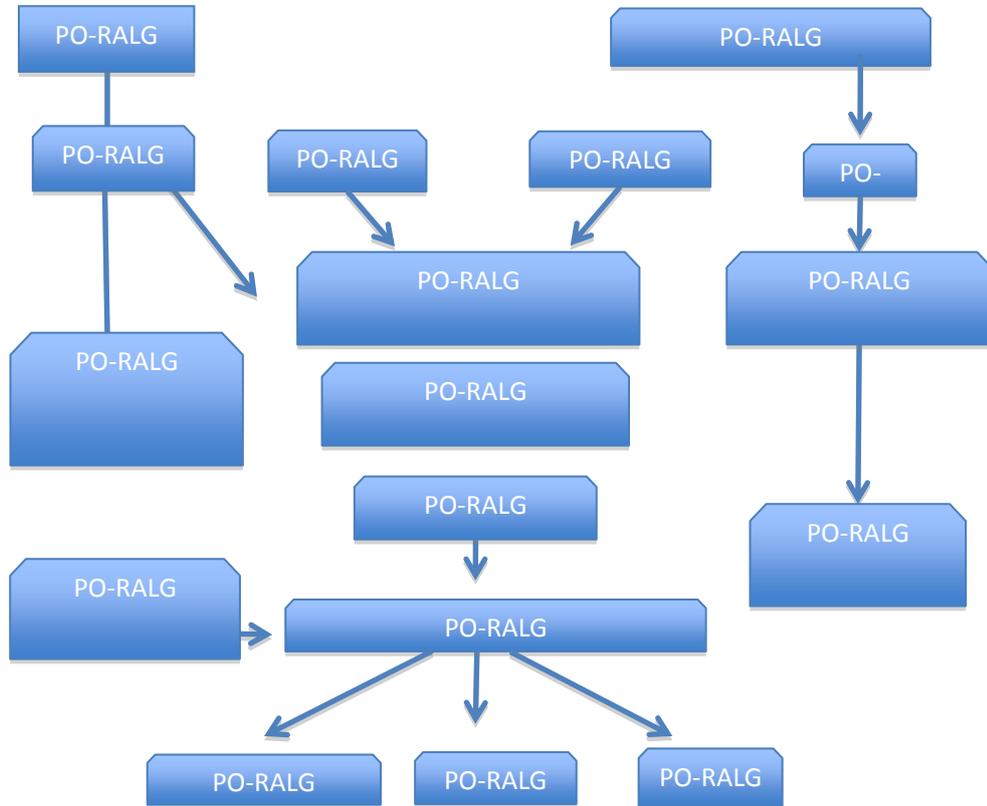
The project was coordinated by the President's Office Public Service Management (PO-PSM) and implemented in line with the National Training Policy and National Training Strategies. The project has a Project Implementation Unit (PIU) coordinated by a PO-PSM official.

There was a joint Belgian-Tanzanian administrative responsibility for the execution of the programme. BTC for the Belgian side and President's office Public Service Management (PO-PSM) were the administrative entities responsible for executing the program. Technical decisions i.e. planning, monitoring reporting, were taken jointly. However, financial management was executed by BTC own -management.

A Joint Local Consultative Body (JLCB) was the highest level of decision-making with regard to steering the project implementation towards achieving desired results. JLCB was composed of representatives from PO-PSM (Chairperson), MoF (Authorizing officer), PMO-RALG, MNRT and the BTC Resident Representative.

The PIU was reporting to the JLCB and was responsible for the coordination and day-to-day management of the programme. PIU role included activity planning, making technical and administrative choices, budgeting and financial accounting as well as to monitoring activities to ensure optimal implementation. Financial accounting was being made and approved on monthly basis.

PO-RALG



The project was coordinated by the President's Office Public Service Management (PO-PSM) and implemented in line with the National Training Policy and National Training Strategies.

The Project Implementation Unit (PIU) was made up of the Project coordinator, Project officer and the Project accountant, who all came from BTC. The Project coordinator's responsibility was to coordinate the project activities across the project districts, technical backstopping and reporting to the JLCB. The Project coordinator therefore played an administrative and technical role to the project. The PIU had an office within the BTC office in Dar es Salaam.

Each beneficiary institution had a focal person to support project coordination at that level. At national level,

1.1.4 Harmo-dynamics context

In 2014 the Beneficiary institutions were involved in the Local government elections and in 2015 in the national general election processes. These national wide events negatively influenced implementation of the project. The elections led to changes to some key positions especially Councillors, DED's and District commissioners. DEDs and departmental Heads were trained during initial capacity building intervention. They were involved in the preparation and management of the elections which lead to being unavailable in subsequent training which were conducted close to or just after election. Re scheduling of some of the project activities within a plan was taken as coping mechanisms to reduce possible impacts to the project plan.

New government banned foreign travel, as the result some trainings were rescheduled to local training institutions, which resulted in some savings in the project budget. New government has re-centralized some financial management systems which constrain the financial flows and decision making power the LGAs had at the moment when the project was formulated/started implementation.

1.2 Important changes in intervention strategy

1.2.1 The change of strategy from individual scholarships towards organisational capacity building

The project changed the strategy from individual scholarships towards organisational capacity building in 2011. During the old approach, the choice of the training was mainly determined by personal needs and without any attention towards sustainability.

The new approach of the programme was in line with the principles of Paris Declaration on ownership and more use of partner country systems to enhance capacity; support to bodies and institutions of the partner country; alignment to national strategies and responsibility of the partner towards objectives and results.

The intervention aimed to support organisational development of institutions in the partner country and so to improve the service delivery to the population. This means that individuals (or groups of individuals) received trainings that are beneficial to (a better performance of) the organisations in which they are working.

The project developed and agreed on performance targets and indicators with the trainees without signing separate agreements with individual BI. The project had already signed a Specific Agreement with the Tanzanian Government. PO-PSM and PO-RALG were responsible to influence and enforce accountability of the BI under them. Furthermore, a contract was not signed between the individual (scholarship applicant) and the BI to agree on mutual engagements as envisaged in TFF since the approach to the capacity building was focusing on identified group trainings as opposed to individual scholarships. Nevertheless, participants from ministries who attended standard short courses organized by ESAMI and NIP filled commitment forms.

1.2.2 Change of the sectors and zones of intervention

The Scholarship programme was aligned on the sectoral and geographical choices made by the Indicative Development Cooperation Programme (IDCP)¹.

The intervention focused on the sectors of Natural Resources Management (and related departments such as Agriculture and Water) and Local Government Management.

The initial TFF indicates 6 regions and 17 districts as the zones of intervention as indicated below;

- Kigoma region: Kigoma DC, Kibondo, Kasulu,
- Morogoro region: Kilombero, Ulanga,
- Coastal region: Rufiji, Mafia, Mkuranga,
- Lindi region: Kilwa,
- Arusha region: Longido,
- Kagera region: Ngara, Biharamulo, Chato, Muleba, Misenyi, Bukoba, Karagwe.

Major changes made were to review selection criteria for the regions. Initially, regions were chosen because of possible synergies with other BTC projects. By the time of Scholarship project implementation, the projects in the envisaged synergies had closed. At the same time the demands/needs from district training plans were higher than expected and required bigger budgets. Therefore, fewer districts could be involved. Reduction in the number of beneficiaries was approved by JLCB in order to accommodate the limited budget and ensure synergies with other existing BTC projects. The project proposed changes that were approved by the JLCB to remain with only 3 regions and 11 LGAs: Kigoma, Morogoro and Coast Regional secretariats and 11 District councils. The revision gave room to inclusion of more districts from Kigoma region: Kakonko DC, Uvinza DC, Buhigwe DC and Kigoma MC.

The focus of the capacity building was at district level. Central government was invited to participate in certain trainings at district level for the purpose of monitoring and follow ups.

1.2.3 Changes in the Beneficiary Institutions (BIs)

According to the TFF, the potential BI was meant to be: a central administration; a decentralised or deconcentrated administration; an operational institution that is recognised by a supervising administration (including civil society). A Training Institute (TI) can in certain cases also be considered as a BI.

The project concentrated on Local government authorities with their respective Regional

¹ The Indicative Development Cooperation Programme (IDCP) is the result of the Joint Committee on direct bilateral cooperation between Belgium and Tanzania. The IDCP is also a reference instrument for the other programs and instrument of Belgian Development Cooperation.

secretariats and the relevant sector ministries. Civil societies were not included due to limited resources in terms of time, technical expertise and finance. As it was shown in Figure 1 and 2, LGA works with public servants in providing services to the public. Public servants are not well trained; it brings about a gap in provision of good customer care and service delivery at large.

Training institutions benefited through the on-job trainings on teaching methodology and on monitoring and evaluation.

1.2.4 Different subjects and different types of training

There are two main types of training possible within the project: short term (less than 6 months) and long-term (longer than 6 months) trainings.

Priority was given to short term trainings, although long-term trainings including PhDs were not supposed to be excluded if they appeared to be the most appropriate answer to the training needs of the BI. The program did not enrol PhD students considering the projects time duration and financial resources available. Although some participants requested for Masters or PhD scholarships; it was thought the project should better not take away staff out of their working station for long duration of time. The direct and indirect cost implications could be excessively high.

These trainings were supposed to be delivered in different ways: Traditional (in classroom/academic) courses; on the job training; distance learning; workshops; group training; peer learning; internships; conferences, seminars; study tours; etc.

1.2.5 Updates of Log frame

The TFF had a monitoring and evaluation framework to guide the information that needs to be collected and reported on. The logical framework was revised during the Inception phase. This was followed by a baseline study aimed at updating performance indicators. As a result, a monitoring and evaluation framework was developed, which guided data collection against revised programme indicators. Although this M&E framework was updated for the purpose of clarifying the indicators, formulated indicators were still not SMART. The challenge was to formulate measurable targets for the follow up and evaluation of the trainings. It involved breaking down general/broad indicators to reflect small specific clusters of what was happening on the ground.

1.2.6 Adaptation of execution approaches

Evolution of individual scholarships towards organizational capacity building was planned to be concretised through:

- **Needs assessments of organizations and elaboration of a training plan:**

The programme helped the BI to organise a needs assessment of their organization. On the basis of this needs assessment the BI was able to define (with the input of the programme) an adapted training plan.

- **(Coaching on) transfer of skills and knowledge towards the organization:**

The Scholarship programme should work with BIs on how to transfer in a more effective way the competencies acquired towards the rest of the organization (e.g. through the elaboration of a contract between BI and the scholar, through the organization of internal workshops, etc.). Evaluation of the programme showed that the transfer of knowledge and skills between the trainees and their organization was often a challenge because the programme needed retooling

more than training. In future, training agreements should be discussed with beneficiary institutions prior to training implementation and the latter should be more committed to the agreement more closely.

- **Monitoring of the improvement of organisational performance:**

On the level of the Specific objective a number of indicators have been foreseen to measure the way in which the organization applies and integrates the competencies acquired by their personnel.

The project made important adaptations of its strategy during the start-up period involved initial assessments processes: undertaking a baseline survey, a training needs assessments and an assessment of training providers. Support was also provided to LGAs to develop their capacity building plans with LGAs' priorities according to demands and to assess areas of common needs between LGAs where training could be merged.

The project has developed an Inception Report where is found operational plan, monitoring and evaluation plan and monitoring and evaluation framework to guide M&E activities. As said above, the indicators in the M&E framework aren't always easy to measure, moreover not all of them necessarily prove if the objective is reached or not.

An important element during the start-up was the decision to use Execution agreements and Grant agreements with public training institutions instead of open tendering procedure for selection of training providers. This decision made savings in terms of time and money.

Following assessment, ranking and selection of Training Institutions, BTC Scholarship programme signed agreements with public training institutions to implement trainings in LGAs both for Local Government Management and Natural Resources Management.

The project capacity building delivery has three phases for each of the training Institutions.

Phase One: Performance Target setting where performance indicators were reviewed;

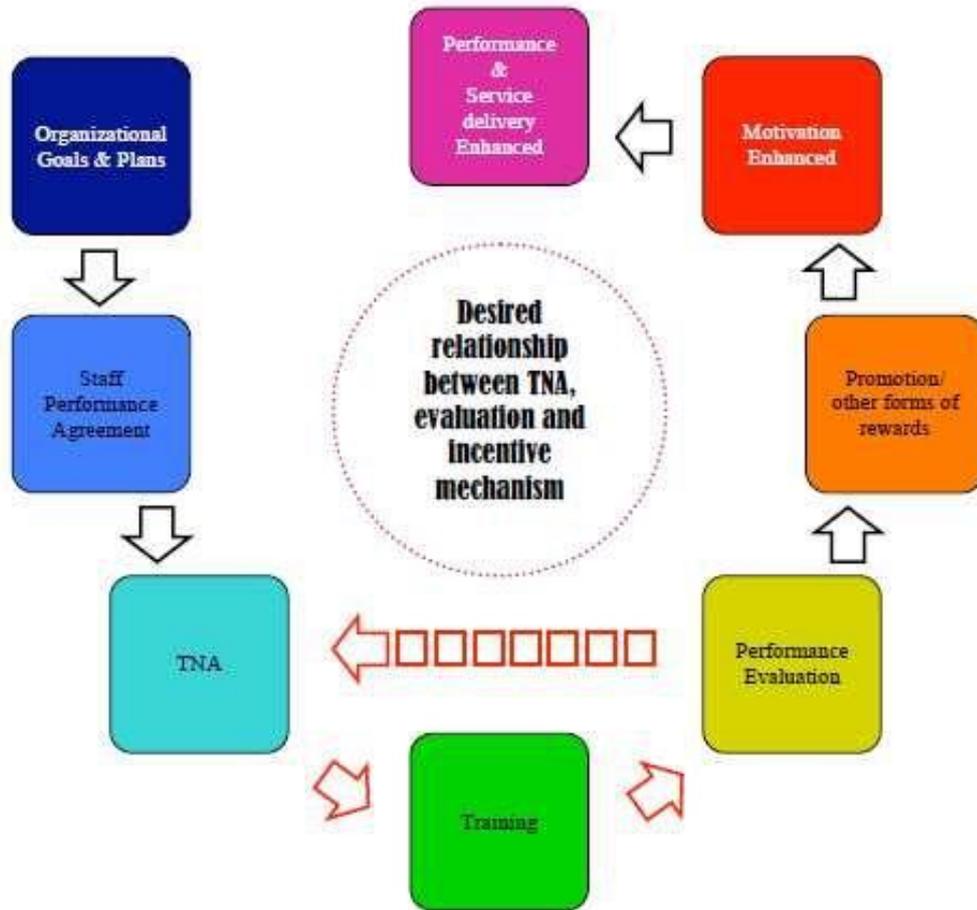
Phase Two: Development of materials and delivery of training;

Phase Three: Follow-up of trainee performance outcomes 6+months later.

1.2.7 Alignment with the National Strategy

The implementation of the project was in line with the Training Policy in the Public Service (2013) and in line with the Training Strategy for Local Government Authorities as shown in the figure below:

Figure 4: Tanzania training strategy



Source: Tanzanian Training Strategy for Local Government Authorities

1.2.8 Changes in the transverse theme, Gender:

The TFF required 50% of scholarships should go to women. This was taken from the former individual Scholarship Programme. Individuals applied for a scholarship with a letter of recommendation. The choice of the training was mainly determined by personal needs and without any attention towards sustainability. The project noticed that it was difficult to guarantee 50% women during the selection of participants since the selection is based on only already employed personnel in the Beneficiary Institutions where it is difficult to get a ratio of 50% specifically in the NRM fields. The project in addition considered Community development officers (CDOs) to be included in the project to consider the gender perspectives in LGAs and to take project impacts to the community due to the fact that CDOs are closely working with communities and they act as change agents.

Table 1: Summarises the Strategies used and how they worked

SN.	How it was supposed to work	How it worked
1.	Provide scholarships which address the identified capacity gaps of LGAs (or Beneficiary Institutions).	Executed as planned
2.	Collaborate with other development partners like JICA and GIZ.	Consultation
3.	Synergize with other BTC Projects	Executed as planned
4.	Deliver short-courses in the country instead of long-term courses outside the country	Executed as planned
5.	Involve the partner country more.	Executed as planned
6.	Support bodies and institutions of the partner country	Executed as planned
7.	Align the project with national capacity building strategies.	Executed as planned
8.	Allow the partner country to be responsible for objectives and results.	Executed as planned
9.	Identify, verify and confirm the gaps before carrying out the specific capacity building interventions.	Executed as planned
10.	Coach to elaborate the capacity building plans and to follow up trainees.	Executed as planned
11.	Deliver training in response to demand.	Executed as planned
12.	Hold by-annual project Steering Committee and regular stakeholder's meetings to oversee the project.	Executed as planned
13.	Contract training institutions to deliver training to individual staff members in BIs.	Executed as planned
14.	Use the Public Private Partnership (PPP) approach in the training delivery.	Public institutions were used
15.	Invite, where possible, foreign training institutions to deliver trainings in Tanzania in order to train more people.	Only Tanzanian institutions were involved
16.	Conduct planning sessions with Beneficiary Institutions to develop their 3-year capacity building plans using a standardized format.	Executed as planned
17.	Use baseline study or survey.	Executed as planned
18.	Use District Human Resources Officers and Community Development officers from each LGA to support the project coordination.	Executed as planned
19.	Ensure 50% of scholarships go to women	Was not executed as planned
20.	Consider all layers of BIs when recruiting trainees	Executed as planned

Most strategies were carried as planned, except for strategies 2, 14, 15 and 19 in which few changes needed to be done.

In strategy 2, where BTC planned to work with other development partners, changes were made such that only consultations for certain key issues were made, otherwise there was no collaboration in carrying out the project.

For the case of strategy 14, where BTC planned to use PPP approach in training delivery, BTC decided to use public owned Training Institutions. The reason behind this approach was the fact that, these institutions are mandated to train such fields and they have the required capacity to do the work. Moreover, because these training institutions are government institutions, they can access funds from government to conduct such training to other LGAs in the future. In addition, these Training institutions, know the training needs at the local level, which made sense for them to train.

On the other hand, strategy 15, BTC was supposed to invite foreign Institution to deliver the trainings in Tanzania, BTC did not use this approach because the contracted Institutions possessed all the required skills, tools and ability to do the work. Also, the training has local understanding of the subject matter, which gave them an added advantage to be selected.

Last but not least important, strategy 19, where training was supposed to ensure that 50% of scholarships were provided to women changed because at workplace, population is dominated by male workers whereby, 50-50 ratio was not attained. For this reason, the strategy had to change but where possible, female workers were very much encouraged to attend and were favoured when the selection between male and female workers had to be made.

Results achieved

1.3 Monitoring matrix

Table 2: Monitoring matrix

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
IMPACT:				
The organizational capacity of Beneficiary Institutions (BIs) is strengthened by the scholarships project by the end of the project				The results from the follow up of trainee of the courses both in NRM and LGM has shown much improvement in the capacity of the staff at LGA;s to perform their duties and provide services to the general population. The project would benefit from a project evaluation which may get more information of Organization level
OUTCOME 1:				
Improved Beneficiary Institutions (BIs) Capacity Building needs assessment and planning				
OUTPUT 1:				
Capacity Building Plans for LGA's developed		11	11	It was planned for capacity building to be conducted at 11 LGAs, this contribute to 100% achievement. All the 11 LGA's have identified their capacity building needs and their now able to establish Training needs assessment and develop their capacity building plan.
OUTPUT 2:				
Execution Agreement with selected training providers developed.		10	11	The project surpassed the target by developing 11 Agreements. 6 Agreements with LGM courses 4 at LGA's and 2 for Ministry officials and 5 Agreements for NRM Trainings 4 for LGA's and 1 for Ministry officials
OUTCOME 2:				

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
Improved BI performance in the area of Local Government Management				
OUTPUT 1:				
Staff Trained		2500	2465	Out of all planned training participants, 98.6% of participants were trained in LGAs, RS and Ministries in LGM trainings
OUTPUT 2:				
Individuals acquired knowledge		100%	83%	Out of all participants, an average of 83% of participant admitted to acquire the intended knowledge in LGM trainings
OUTPUT 3:				
Quality training implemented		100%	80%	In reviewing training programmes, quality of LGM trainings was observed to be attained by around 80% of stipulated quality attributes
OUTCOME 3:				
Improved BI performance in the area of Natural Resources Management				
OUTPUT 1:				
Staff Trained		800	782	Out of all planned training participants, 97.75% of participants were trained in NRM trainings including the trainings conducted in LGAs in Kigoma , RS and Ministries as well trainings conducted jointly with KILORWEMP in Ulanga, Kilombero and Rufiji Districts
OUTPUT 2:				
Individuals acquired knowledge		100%	89%	Out of all participants, an average of 89% of participant admitted to acquire the intended

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
				knowledge in NRM trainings
OUTPUT 3:				
Quality training implemented		100%	86%	In reviewing training programmes, quality of NRM trainings was observed to be attained by around 86% of stipulated quality attributes
OUTCOME 4:				
Formerly selected scholarships are implemented in various sectors				
OUTPUT 1:				
Reporting of enrolled students confirmed		24	24	100% of the planned students were enrolled in the scholarship
OUTPUT 2:				
Academic continuous assessment reports obtained		100%	100%	In following up progress of the scholarship beneficiaries, 100% of beneficiaries were observed to have satisfactory to high scores in their continuous assessment
OUTPUT 3:				
Supported students successfully completed their studies		100%	100%	100% of participants successful completed their long-term scholarship

It can be noted that Baseline value has no data, from the table, this is because during the Baseline survey there was no specific training values, the project monitoring matrix was prepared during project formulation, at that time Training Needs Assessment (TNA) had not yet being done. The TNA established specific performance targets and numbers

1.4 Analysis of results

1.4.1 To what extent will the intervention contribute to the impact² (potential impact)?

The project contributed in strengthening institutional capacity of Beneficiary institutions (BIs) so as to improve provision of services delivery in respective LGA. Training programs were developed as the result of training needs assessments. Training needs assessment identified existing knowledge gaps in terms of required skills and competences at workplace. Beneficiaries at both individual and institutional level, admitted that trainings met identified gaps and that their working capacity had improved compared to the situation before training.

Evaluation by the TIs and Scholarship Programme (through interviews, Focus group discussions, documentary review and visits at the work place) showed that there is an impact at the institutional level. Service delivery improved for ex. through a better filing system (land use files for their customers became easier to find), through a better knowledge about how to communicate with costumers, more knowledge in resolving land use conflicts, better cooperation between the different district departments that participated in the trainings and now have a better understanding of what every department is supposed to do, more knowledge of the different human resources subjects in order to give their customers better advice, etc.

Despite this positive impact, some improvements were not possible. Some of the trainees explained that they didn't manage to put knowledge and skills from the trainings into practice due to lack of resources. They lacked resources to go to the field and share the knowledge and skills with the village levels. Other reasons given for not sharing include: because they didn't learn anything new from the trainings, already had all the knowledge and skills, or because they didn't have the appropriate job description to use their new gained knowledge/skills, or because their supervisors didn't agree with the changes they wanted to make on the job, or because they didn't know how to put the theory of the training into practice, etc.

Improvement of the programme is possible through: a more careful selection of participants, by involving the lower levels or improving the possibility of knowledge transfer towards these levels, by using a more practical learning method (for ex. learning on the job), by a more consistent follow up after training on the workplace and the ability to provide more support (this was partly done during the evaluation of the TIs), by using enough days for training or by giving less theory in the amount of days available (to gain a better understanding of the topics – not rushing through a lot of theory), etc.

1.4.2 To what extent has the outcome been achieved? Explain

The intervention succeeded in building capacity of BIs in service delivery. This was made possible by following and changing the plan in a way that suits the environment better. Participants are now working with confidence as the result of acquired skills and knowledge. Identified outcomes of the project were met and the results contributed to achieving the outcomes of the project.

The key achievements acknowledged through project M&E mission are summarized below:

² Terminology: Impact = General Objective; Outcome = Specific Objective; Outputs = Expected Result

- Beneficiary Institutions (BIs) capacity Building needs assessment and planning has improved, which resulted into improved work environment and service delivery in LGAs. During the capitalization workshop most participants explained how they found the demand based approach relevant and how the chosen sectors for the Programme fit into the national strategies of Tanzania. On the other hand, especially in synergy with other BTC projects, there were challenges in communication and cooperation which resulted into some trainings not completely implemented, this demoralised some BIs. Needs assessment and planning is very crucial. Planning shouldn't only be formulated in the beginning of the programme, but also discussed and followed up during the implementation and evaluation. Needs assessment was done at the institutional (district) level. It would be useful to as well assess the needs of the lower levels, service delivery assessment from the customers' perspective.

BIs performance in the area of Local government management has improved whereby training participants' have shown improvement in service delivery as compared to the situation before training. Evaluation reports show that participants learned and apply the acquired knowledge and skills.

- BIs performance in the area of Natural resources management has been improved whereby training participants' have shown improvement in service delivery. There are reported cases whereby training participants established fish ponds as the result of the training. The knowledge and skills from the Participatory forestry management or Wildlife management trainings were in certain areas difficult to implement because of lack of forests or wildlife. In these areas, training about planting trees could have been more useful than training about conserving the forest or wildlife.
- Formerly selected scholarships were implemented in various sectors and selected participants completed their studies. Currently they are back at work in their institutions serving the public at large with the acquired knowledge and skills.

In the TFF it explains that TIs can also be seen as BIs, in order to improve also their performance. During the programme, it came clear that most of the TIs needed more support on Adult learning principles in order to use a more participative approach during trainings as well as more knowledge on M&E for monitoring ongoing trainings and for post training evaluations. Interviews with some of the trainers showed that they found these courses useful and that they were able to use some of the knowledge and skills during the implementation or evaluation of the trainings.

1.4.3 To what extent have outputs been achieved? Explain

The project has been implementing trainings in Local government management and Natural resources management. Trainings were implemented by public LGM and NRM Training institutions. BTC signed Execution agreements with 9 Training institutions namely; Local Government Training Institute (LGTI), Institute of Rural Development Planning (IRDP), Tanzania Public Services Collage (TPSC), Fisheries Education Training Agency (FETA) - Nyegezi-Mwanza, Forestry Training Institute (FTI) - Olmotonyi-Arusha, Ardhi Institute -Tabora (ARITA), Community Based Conservation Training Centre (CBCTC), East and Southern Africa Management Institute (ESAMI) and National Institute for Productivity (NIP). The process was completed and Execution agreements were signed in May 2015.

The approaches to the capacity building under the Execution agreements involved three phases:
Phase One: Establishment of performance targets and indicators with the Regional Secretariat and Local Government Authorities on the areas of improvement prior to training,
Phase Two: Development of standard training materials and implementation of training programme; and
Phase Three: Post training follow up of participants on the use of knowledge attained during training programme.

The different outputs of the Scholarship Programme were:

- Developing Capacity Building Plans for LGA's
- Developing Execution Agreement with selected training providers.
- Number of trained staff in LGM and NRM
- The percentage of acquired knowledge of the trainees
- The quality of the implemented training, by looking at the improvement of quality of work and service delivery
- Number of confirmed reporting of enrolled long term scholarship students
- Number of obtained academic continuous assessment reports
- Number of supported students that successfully completed their studies

Overall there were 11 Agreements developed; 5 Agreements with LGM training institutions and 6 with NRM training Institutions. 18 trainings were conducted being 12 for LGM courses and 6 for NRM Courses. A total of 3,247 staff were trained, where in LGM were 2,465 and in NRM were 782

Table 3: Number of trained staff and type of training

S/N	Training Institution	Type of Training	Trained Participants	Total
1	Institute of Rural Development Planning	Training on Strategic Leadership and Good Governance	Heads of Department (HOD)	234
		Training on LG Planning (PlanRep)	Planners, Economists, HOD	392
		Training on Gender planning and Main streaming	Community Development Officers, Social welfare officers	293
2	Local Government Training Institute	Training on LG Monitoring, Evaluation and Reporting (including Annual Council Reports, Council Development Report)	Planning officers, Heads of Department	298
		Training on LG analysis of Opportunities and Obstacles for	Community Development Officers, HOD	341

S/N	Training Institution	Type of Training	Trained Participants	Total
		Development (O& OD Approach)		
3	Tanzania Public Service College	Training on local Government Office Procedures and Administrative skills	Personal secretaries, Office supervisions, Records management	476
		Training on Local Government Human Resources Administration (OPRAS, HRP and PE)	Human resources officers, Heads of department	328
		Training on Lawson (A Local Government Human Resources Administration system)	Human resource officers	45
4	National Institute for Productivity (NIP)	Monitoring and Evaluation and report writing	Financial management officers, , HROs, Economists, Agricultural officers	15
		Training on Cooperate Social Responsibility Management	CDOs, Social welfare officers	12
		Human Resources Management	HROs, AOs	20
5	East and Southern Africa Management Institute (ESAMI)	Monitoring and Evaluation of Training Programme	PO-PSM officers	11
		Sub Total		2,465
6	Fisheries Education Training Agency (FETA)	Training on Fish farming and Fisheries Resource Management	Fisheries officers, Community development officers	198
7	Forestry Training Institute (FTI)	Training on Participatory Forestry management	Forestry officers, Community development officers	157

S/N	Training Institution	Type of Training	Trained Participants	Total
8	Ardhi Institute Tabora (ARITA)	Training on Land use planning and management	Surveyors, Valuers and Town planners, Community planners, Economists, Environmental officers	271
9	Community Based Conservation Training Centre (CBCTC)	Community based NRM and conservation	Wildlife officers, Community development officers	136
10	East and Southern Africa Management Institute (ESAMI)	Public Private Partnership in Natural resources management	Directorate of Forestry and Beekeeping, Administration and Human resources management, Policy and Planning	20
		Sub Total		782
		Grand Total		3,247

1.4.4 To what extent did outputs contribute to the achievement of the outcome

The established outputs were linked to the outcome; they all contributed to the achievement of stated outcome. End term evaluation indicates that outcome has been met to an average of 78%. The remaining 22% is partly contributed by participant's absenteeism during trainings and inadequate tools needed for putting into practice the acquired knowledge and skills. It was noted that, absence of participants was mostly contributed by participants going to their offices prior to attending the training sessions.

1.4.5 Assess the most important influencing factors. What were major issues encountered? How were they addressed by the intervention?³

1.4.5.1 Influencing factors

Training needs assessment (knowledge gaps) conducted during target setting phase in LGAs is one of the influencing factors. Trainees were involved in assessing their knowledge gaps which in turn

³ Only mention elements that aren't included 1.1 (Context), if any.

revealed skills and competencies that were needed by the trainees in fulfilling their daily duties at their workplace. By doing so, participants became part and parcel of the training and they were very motivated to learn.

Also, government initiative towards poverty eradication is another factor. The government has aspired to transform Tanzania into a middle income country with high level of human development by 2025, through development of human capital. This brings about the need to train government employees so to improve service delivery as a major concern. The Scholarship project conformed to Tanzanian development policies and strategies of MKUKUTA-II and TDV 2025 which enabled the project to earn government support.

Availability of capable public training institutions is seen as another factor. These local training institutions are not only cheaper compared to foreign institutions but also, they understand not only the training needs but also the local context and the national priority areas for social and economic development.

1.4.5.2 Issues encountered

During the year 2014 and 2015, BIs were involved in national events which potentially influenced implementation of the project negatively. The country had general elections whereas District executive directors and Heads of departments and in some cases Ward councillors who were supposed to be trained, were involved in the preparation and management of elections. This led to postponement of some planned training activities, nevertheless, on resumption trainees were motivated to attend trainings in tight schedules.

1.4.5.3 How issues have been addressed

In dealing with ascended issue, rescheduling of activities was one of the means used in addressing the issues, whereby training schedules were moved forward so as to give a room for the national events.

1.4.6 Assess the unexpected results, both negative and positive ones

1.4.6.1 Unexpected results (Positive)

- Income earning by the TIs: Project enabled the training institutions to gain extra income as the result of professional fees;
- Trainers learned perception of issues at the grass roots, trainers enjoyed the idea of carrying out training in the field and see how issues are really handled in LGAs;
- A promotional opportunity for the TIs: with this training programme, training institutions were able to showcase to LGAs and participants what they can offer. TIs established new customers for other trainings they can offer, consultancies services and research that could benefit LGAs.

1.4.6.2 Unexpected results (Negative)

- Staff turnover: Transferring of trained staff to other LGAs. Some trainees a short while after the trainings were transferred from the project area to other LGAs. This practise is counterproductive because trainees have a minimum chance of practising the new acquired knowledge outside the BI.
- BIs having insufficient funds to enable trainees to apply the new knowledge. Trainees would need to travel to the field and acquire relevant tools and equipments for the new

skills. For example, some trainees needed computers to implement their acquired HR skills. In PFM there was a need for the installation of specific GPS software used to log in and analyse tree dimensions. After the training on fish pond management trainees wanted to visit the possible areas for fish ponds to roll out the technology in the communities, they needed transport and some per-diems, funds were not available.

- Conflicts between Ward councillors and District officers in service delivery and management of development projects: In some LGAs some councillors had personal interests that did not benefit the LGAs.

1.4.7 Assess the Integration of Transversal Themes in the intervention strategy

1.4.7.1 Gender

Scholarship project ensured gender equality through the process of the capacity building intervention (refer to the section 6.2 of TFF) “... *The programme will make specific efforts to mainstream gender throughout all its activities*”.

The following points of attention have been put forward in the TFF:

- 50% of scholarships shall be given to women;
- Specific attention will be given to women organizations working in the both sectors of concentration;

It has been stressed that all layers of the organizations shall be envisaged to participate in trainings. Via this measure more women could be targeted and this could give more women a chance to develop within an organization.

During implementation phase, the project experienced a challenge to attain the target of a level gender balance during selection of training beneficiaries. Most BIs have very few women in positions. Although the project gave priority and preference to women participants as much as possible, the balance tipped on the male’s side.

The project has involved Community development officers (CDO) in order to align gender in the capacity building process at LGA (assessment, planning, implementation and follow-up). The project has planned specific trainings to CDOs on gender mainstreaming in NRM and LGM.

The project ensured that women participate effectively in the trainings by taking into consideration their special needs such as pregnancy, baby nursing and child rearing.

1.4.7.2 Environment

The project incorporated environmental issues in the Natural resources management sector capacity building plans. Environmental considerations have been an integral part of the Natural resource management programme and follows good practice to enhance environmental safeguards. The liaison between the MNRT programme and the Scholarship programme has promoted such considerations.

1.4.8 To what extents have M&E, backstopping activities and/or audits contributed to the attainment of results? How were recommendations dealt with?

1.4.8.1 M&E

Implementation of project activities was done by the contracted public TIs under the close

monitoring by PIU. PIU periodically reported progress to the project Steering committee (JLCB). Each LGA had 2 project focal persons: District human resources officer and a Community development officer. The project conducted 11 Steering committee meetings to ensure proper strategic orientation, planning, implementation and monitoring of the project. JLCB approved plans, budgets, budget reallocations upon request by the PIU, changes to the TFF and approving annual reports.

The M&E framework indicates that the main objective of the project has been to improve the institutional capacity of the districts in service delivery to the public. This helped the programme to all along remain focused on institutional learning: During TNA, planning, implementation as well as during evaluation of the trainings: by searching for the needs on the organizational level, by inviting different department members to the training and letting them share their experiences in the work field and by interviewing them about their work and the service delivery towards the customers during evaluation.

Implementing institutions were responsible for setting training targets, developing course materials, implementing training programs and carrying out M&E under close monitoring of PIU.

1.4.8.2 Backstopping

There was a Backstopping team that was responsible with:

- Providing technical advice and support with regard to the finalization of the Baseline survey and M&E framework for the Scholarship programme;
- Providing technical support to the development of modalities to create synergies with other BTC interventions in Tanzania in terms of capacity development; and
- Identifying lessons learned from the Tanzanian Scholarship programme and its integration in a wider sector approach that can be shared with similar projects.

Backstopping mission was conducted once in year 2013 which came out with the following key recommendations:

- During the formulation of a future Scholarship programmes, formulation teams should recognize the role of Institutional strengthening interventions in change facilitation and analyse the different options for synergies between a Scholarship programme and these Institutional strengthening interventions.
- During formulation of a future Scholarship programme, formulation teams should take care to anchor the project at a strategic level, at an organization with a trans sectoral mandate on capacity development and human resources management) and at an operational level, with human resources focal persons within BIs.
- During the formulation of a future Scholarship programme, formulation teams should take into account the appropriate level of indicators, when developing the Logical framework for the new intervention; and
- During the formulation of a future Scholarship programme, formulation teams should analyse the different existing national HR sub-processes and develop strategies for the new project to link Training & Development to these other sub-processes.

Backstopping influenced review of the project log frame, coverage and project layout where it brought about some crucial changes. Changes which made project implementation better. Monitoring and backstopping missions' recommendations contributed largely to the designing

and redesigning implementation of the strategic activities stipulated in the TFF. PIU proposed initiatives that brought about better performance to the implementation of project activities.

1.4.8.3 Audit

Auditing was conducted at the end of the project and concluded that performance was satisfactory.

1.4.9 Trainings impact assessment

1.4.9.1 Introduction

Impact evaluation of the training was conducted in 11 LGAs from Kigoma, Morogoro and Coast Regions. Prior to data collection, tools were developed and shared with representatives from BTC Tanzania, PO-PSM, and other facilitators (Local government training institute and Tanzania public service college) commissioned to run other capacity building programmes in the same LGAs.

The preparation of the assessment tools was based on the principles of Kirkpatrick's Four Levels of Evaluation^{4,5} approach. At the time of evaluation, the levels applicable were those focusing on impact assessment (post training), that is, level three (changes in the behaviour) and level four (results at organisational level). Thus, based on this principle, evaluation was designed to investigate (1) the extent to which trainees apply what they've learned in the workplace (2) the degree to which targeted outcomes of the trainee or his organization occur as a result of the training programme.

Actual data collection involved face to face interviews with the trainees and their supervisors (where relevant) by completing assessment questionnaires. In addition, a checklist was used to gather information on whether indicators set per each BI were met. Assessment exercises were conducted before and after the training and these assessments were more of level of skills and knowledge before and after the training.

Set areas of assessment were assessed on basis of practice before and after the training. DD system (Different of Differences) was applied in evaluating practical skills through participant observation. Where applicable, the evaluation also sought to observe behaviour changes in service delivery. The intent was to determine to what extent trainees could demonstrate application of acquired knowledge and skills in the work place setting. In this case, the major task was to examine whether there was evidence of change in quality of outputs (e.g. reports) as a result of training.

1.4.9.2 Data Analysis

The exercise basically has been a qualitative survey, based on pre-designed questionnaires and pictorial evidence (documentary review/ observation of the filing system/ registration of licenses/ etc.). The data collected from the respondents were subjected for statistical analysis using MS. Excel 2007 and Statistical Package for Social Sciences (SPSS) program Version 16 where applicable. Qualitative data were transcribed and summarised using qualitative content analysis. Attempt

⁴ Donald Kirkpatrick (1959, 1994, 1998)

⁵ Involves two evaluation phases namely Phase I: Evaluation during training (Level 1= reaction; Level 2= learning) and Phase II: Evaluation after training (Level 3= behavior; Level 4= results)

was made to compare actual performance of trainees with pre-set performance targets/improvement plan with actual performance.

1.4.9.3 Limitations

The capacity building interventions were designated to improve delivery of services by BIs through strengthening their work performance. However, since the start of training program in 2013, a very high degree of staff turnover had been recorded. For instance, at the time of evaluation, some of the participants in higher BIs had been transferred to other work stations outside the programme area. Similarly, majority of the council or councillors who attended the training in the BIs were not re-elected in the 2015 general election. Nonetheless, at the Lower Local Government (LLG), most of other categories of trainees such as Village Executive Officers (VEOs), Ward Executive Officers (WEOs), Divisional Officers (DOs), Community Development Officers (CDOs) and Social Welfare Officers (SWOs) were still serving in the same work stations.

1.4.9.4 Local Government Management Trainings

Training on Strategic Leadership and Good Governance

Training objectives:

The objectives of the training on Strategic leadership and good governance were:

- i. Acquaint council leaders and officials on concepts and best practices of strategic leadership.
- ii. Familiarize trainees with management techniques applicable to councils.
- iii. Share experiences on conflict management in councils.
- iv. Discuss application of pillars of good governance in councils and plan implementation of key management and leadership issues.

Across the sessions, the various objectives were translated into practical issues, linked to leadership and governance for which indicators were developed (Table 3).

Results

Results from a 4-point Likert scale shows that well over half (54%) of the indicators listed were rated "high". The rest were rated "moderate". Overall, these results indicate that the training programme on leadership and governance has had a significant influence on day to day activities of trainees. During the FGD, it was revealed that the training had helped officials and leaders make significant changes in practicing ideals of good leadership and governance. They for example, reported increased access to important working documents, trust between and among leaders, improved working relations between and among leaders and council officials and adherence to procurement procedures as compared to the situation before the project intervention. Findings also show increased commitment in community involvement in preparation and implementation of village development plans/projects. In Kilombero, for example, the District Planning Officer stated that:

"...all I can say is that our staffs were truly inspired then, and they are still inspired now. Ever since, I have seen incredibly higher levels of commitment on involvement of grass root communities in the planning process, amid the challenges of financial resources. It is something

particularly noticeable. I have seen changes in the sectors such as agriculture in which priorities were usually set by officials at the higher level".

In general, a number of practices tied to leadership were reported to have improved. For instance, during FGD with officials in Kigoma DC, Mkuranga DC, Rufiji DC, and Kasulu DC reported that team work had improved and there were better feedback practices between managers and their subordinates. It was also reported that members of the Council Management Team (CMT) had become more effective in providing feedback from the CMT meeting through departmental meetings.

Table 3: Mean scores (\pm SD) on application of knowledge and skills gained during training on Strategic leadership and good governance (n=68)*

Indicator	Mean \pm SD	Degree of application by learners **
Access to important working documents (e.g. Strategic Plan) in your office	2.4 \pm 0.8	M
Degree of trust between and among leaders and council officials	3.1 \pm 0.7	H
Degree of separation of powers between leaders and council officials	3.0 \pm 0.7	M
Degree of good working relations between and among council officials and political leaders	3.2 \pm 0.6	H
Efforts to implement national anticorruption strategy	2.9 \pm 1.0	M
Adherence to the code of ethics and conduct among leaders and council officials	3.0 \pm 0.8	M
Adherence to procurement procedures	3.1 \pm 0.8	H
Managing and resolving conflicts	3.2 \pm 0.4	H
Community involvement in preparing and implementation of village development plans/projects	3.2 \pm 1.0	H
Initiatives to advance civic education among community members	2.8 \pm 0.9	M
<i>Overall</i>	3.1 \pm 0.7	H

*Results are based on means derived from a four-point scale, where 1="none", ≤ 2 = "low", 2.1-3.0 = "moderate" and 3.1-4.0 = "high degree"; **M= moderate and H= high

Councillors in Tanzania represent potentially important part of accountability landscape. This training, therefore, involved councillors. Most of councillors were new at the time they received the training. The training was, therefore, their first learning experience. Major areas of the learning included roles and responsibilities of a councillor and skills a councillor should possess to be able to respond to the leadership demands.

Taking a specific case: In Kasulu DC, the training involved a total of 30 councillors from the ruling party and 31 others from opposition parties.

Discussions with councillors who had attended the training in 2013 revealed a number of positive outcomes. For instance, it was noted that the training had brought councillors to the whole new level of leadership and political relations. One of the councillors gave evidence of the importance of this training saying:

"The training brought us together; we learned to work on bipartisan spirit and reminded ourselves that to serve our communities better, we need to work together. We said, separatism was not

anything less than turning the clock of our efforts. We agreed that our destiny was common and bigger than partisanship and gridlocks. As a result, our working relations improved. Levels of cynicism went really down and our capacity to oversee public finances and overall LGAs activities increased because we worked more and more as a team".

Another councillor shared with the evaluation team how working relations developed during and after the training made their voices stronger. He recalled how they managed to deal with theft of public funds, and expressed fortitude saying:

...."through bipartisan spirit, we were able to uncover acts of fraud. We suspected gross misconduct in public funds. Unified with the opposition parties, we leveraged out power really well. We demanded special audit. The audit was carried out, and the report came up with very stunning observations. Consequently, nearly all heads of departments were transferred and investigations began immediately". But this was an outcome of the training which helped us make a difference, short of which these officers would have continued to steal money that could be used for good coursesIt [the training] was a good thing and we still need it especially because after the 2015 general election, very few councillors (1 out of 20 for Kasulu town council and 5 of 41 for Kasulu DC) were re-elected, the newly elected councillors are not as conversant to the rules of the game as they should. Our councils really need a similar training"

In Ulanga DC, the DED acknowledged the positive contribution of the training in the day to day activities of the councils. She pointed out to specific examples in which the effect of the training was realized very clearly. These include holding meetings as stipulated in the governing rules at HLG and a close follow up and monitoring mechanism of the same at LLG by district officials. The DED showed that there was a shear increase in enrolment of community members to the Community Health Fund (CHF) and that formation of more than 300 groups had been realised in the period between December, 2015 and June, 2016.

This response was partly attributable to skills attained during training and the new government's initiatives promoting social economic developments in villages. Further, evidence from Ulanga DC showed increased ability of LGA staff to mobilize community members in undertaking development activities. For example, respondents reported a marked increase in funds raised for school desks. Findings also showed increased mud bricks making. In this activity, communities created "bricks bank" for use in construction of school laboratories or other public facilities.

Kigoma DC, too, experience showed increased community mobilization for development activities. Reports in this council showed that officials had designed and executed one-day training on Leadership and good governance to all Wards in the council. Indeed, this was a very effective way of sharing lessons learned during training. This arrangement was called for as a result of the felt need to resolve conflicts at LLG level in Kigoma DC. At the time, conflicts appeared to be rising to the new heights. Discussion with one of WEOs in Mwandiga gave indications of how the training had changed his practice in the service. The officer said *"...this [training] helped me do away with the traditional style of decision making"*. He went on to say. *"...and by that, I mean making decisions on a top down style"*

Way forward

The training on Strategic Leadership and Good Governance is deemed so useful that it should be conducted at LLG in all district councils where it was not previously conducted. However, it was noted that understaffing was one of the major challenges in public service delivery particularly in

LLGs. It is recommended that BIs continue to appeal to the central government for new employments in reference to the actual establishment. Such cases need to be designated according to the size and geographical conditions of the BI in question.

Training on Local Government Planning (PlanRep)

Training objectives

The objectives of the training on Local Government (LG) planning were

- i. Equip participants with planning skills, knowledge and attitudes.
- ii. Guide the streamlining of the development planning processes, and empower people to participate in the planning processes.
- iii. Enable participants understand concepts and essentials of development planning.
- iv. Explain the planning cycle at both HLG and LLG levels, their critical paths and inter-linkages
- v. Enable participants understand and facilitate the PlanRep3 tool installation and its customization.

Thus, the training was meant to help participants understand and apply the steps involved in planning and formulate annual plan/rolling plans in their respective LGAs.

Results

Table 4: Mean scores (\pm SD) on application of the knowledge and skills gained during training on Local Government planning (n=72)*

Indicator	Mean \pm SD	Degree of application by learners**
Ability to guide LGA planning process	3.2 \pm 0.5	H
Ability to identify revenue sources	3.0 \pm 0.6	M
Efforts to establish and maintain revenue database system to monitor all council revenues from own sources	2.7 \pm 0.9	M
Ability to link LGA's plan and MTEF	3.3 \pm 0.8	H
Ability to formulate SMART targets and specific activities and performance indicators	3.2 \pm 0.4	H
Ability to perform costing priorities and budget interpretation	3.0 \pm 1.0	M
Involvement of stakeholders in LG planning process	3.1 \pm 0.9	H
Ability to apply PlanRep3 software and EPICOR	2.4 \pm 1.1	M
Ability to link LGA plans and M&E plans	2.9 \pm 0.8	M
Overall	3.0 \pm 0.8	M

*Results are based on means derived from a four-point scale, where 1= "none" and 4= "high degree", **low, \leq 2; moderate, 2.1-3.0 and high, 3.1-4.0; M= moderate and H= high; LGA, Local Government Authority; MTEF, Medium Term Expenditure Framework

The results show that several indicators were rated "high". These include ability to guide LGA planning process, ability to link LGA's plan and Medium Term Expenditure Framework (MTEF),

ability to formulate SMART targets and specific activities and performance indicators and practices of involvement of stakeholders in LG planning process. On the other hand, application of PlanRep3 was rated "medium". This is still good progress given the fact that, many of those who attended to this course had not used the software before.

Further, findings show that in the wake of the training workshop, most of staff were better able to supervise the planning process both at LLG and HLG. An interview with the Planning Officer in Kilombero DC showed how useful this training was. The premise of her story lies on her observation on increased motivation and capacity of the LGA staff on guiding the planning process particularly at the LLG level. She asserted that:

"...the training changed practices in the planning processes. For example, the training added energy in upholding improved O&OD procedures which we adopted through the JICA⁶ support. So much that the exercise has been so engaging particularly with communities living in Mang'ula A, Mang'ula B, Kamwene and Viwanja Sitini. I think that the training gave a sense of commitment and our staff have become very supportive of community led initiatives."

Another experience relates to the application of PlanRep3 software. Staff who participated in the evaluation showed that their ability to use the software had improved. Specific skills included ability to link LGA's plan and MTEF, ability to link PlanRep3 and EPICOR, ability to link LGA plans and M&E plans; ability to formulate SMART targets and specific performance indicators. Trainees indicated that LGA budget preparation became a lot easier. One of the staff in Kibondo stated:

"I appreciate the skills taught. Such skills are not taught in schools or colleges. Before training, using the software was the farthest thing I could ever imagine! Now I use it and I work with confidence. My contribution to this year's budget preparation was visible and appreciated"

Discussion with officers in Uvinza also showed similar outcomes. Before the training, only one officer knew how to run PlanRep3 programme. After training, several departments especially the department of Planning, Health, Agriculture, Livestock, Community Development, Finance and other departments were reported to have done very well this year. These departments prepared budgets without support of the Planning department. Staff from various LGAs reported that more than 50% of the departments managed to prepare their own budgets. During interviews, one of the officers in Uvinza district council had the following views:

"It is very crucial that each department does prepare its own budget. I think that details such as activities, SMART targets, performance indicators, costing and priority can best be formulated by professionals working for each department in line with their areas of specialization. These things require technical inputs. Technical details can best be handled by personnel from respective departments if they know how to use the planning software. The training we received was a very important as it had contribution to efficiency in the planning process. But poor internet connections are one thing that continues to hold us back"

Information from Heads of Departments (HoDs) in Kibondo DC showed increased levels of application of the PlanRep3 software. A number of staff in every department were able to use the software. They also mentioned increased ability to link LGA plans and Monitoring and Evaluation (M&E plans). One of the heads of section stated that:

⁶ Japan International Cooperation Agency

"The training was very useful to my job. Through it, I acquired skills needed for running PlanRep3 software in preparing budget and MTEF. This year, I participated in preparing budget for our department and the council. Later, I was appointed to attend budget preparation meetings at the Regional and Ministerial levels. This was certainly an outcome of the skills gained during the training. That training was of its own kind. I am glad for what I have accomplished"

On similar accounts, discussions with HoDs across the LGAs revealed that budget preparation and use of PlanRep3 was no longer performed by only one designated department (usually the Planning Department). However, Monitoring and Evaluation (M&E) is affected by budget constraint. Budget for M&E is normally sourced from LGA's own source and as explained earlier, funds raised as own source in the BIs is meagre.

Evidence from Ulanga DC shows that the need to increase own source of funds received more attention after the training. The council decided to form a task force for resource mobilisation plan. Members of the task force visited Njombe town council, Iringa DC and Mufindi DC. These councils were known for being successful in mobilising internal resources at the time. Following the visit, the task force managed to develop the plan. The plan included strategies to ensure compliance to the use of Electronic Fiscal Device (EFD)⁷.

Way forward:

There is a need to reinforce and encourage the use of planning software by more staff. Efforts are needed to ensure continued mentoring and regular technical backstopping by experts. Also, findings showed that application of PlanRep3 and EPICOR software were affected by poor internet connections in most of LGAs. It is recommended that as much as possible LGAs should invest for reliable and stable internet services. This would, in turn, increase efficiency of implementation of planned activities that require use of internet services.

Training on Gender planning and mainstreaming

Training objectives

The objectives of gender planning and main streaming were to:

- i. Facilitate learning of key concepts and approaches to gender and gender mainstreaming.
- ii. Articulate gender constraints and issues.
- iii. Familiarize with gender analysis tools in LGA activities
- iv. Review the gender dimension in monitoring and evaluation.

Results

Indicators used to assess the training on gender mainstreaming are presented in Table 5. The evaluation results show that to a large extent, BIs have heeded the plans that were agreed during the training.

Table 5: Mean scores (\pm SD) on application of the knowledge and skills gained during training on gender mainstreaming in development planning (n=66)*

⁷ Machine designed for use in business for efficient management controls in areas of sales analysis and stock system and which conforms to the requirements specified by the laws

Indicator	Mean±SD	Degree of application by learners **
Redressing existing gender inequalities in the community	3.2±0.7	H
Working closely with the community leaders/elders to address gender discrimination	3.0±0.6	M
Building women capacity and encourage them to take leadership positions	3.0±1.1	M
Educating community on the dangers of Patriarchal system and forms of gender discrimination	3.1±0.8	H
Addressing gender equality all spheres of life	3.1±0.7	H
Building women capacity and encourage them to take active role in decision making process	3.0±0.8	M
Identifying specific sets of interventions to address gender stereotypes and gender inequality in education system	2.7±0.7	M
Advocating for men involvement in raising children	2.4±0.7	M
Encouraging men to communicate gender violence whenever they become the victims	2.4±0.8	M
Encouraging formation of groups of women entrepreneurs	3.3±1.2	H
Ability to create space for men and women to discuss gender issues openly	2.2±1.1	M
Collecting data that are disaggregated by sex	3.3±0.9	H
Creating awareness on gender policy and uses in its planning process	3.2±1.1	H
Allocating financial resources for support gender mainstreaming	2.4±0.8	M
Preparing project reviews and reports that include information and analysis against gender indicators particularly in monitoring and evaluations	1.7±0.7	L
Overall	2.8±0.7	M

*Results are based on means derived from a four-point scale, where 1= "none" and 4= "high degree", **low, ≤2; moderate, 2.1-3.0 and high, 3.1-4.0; M= moderate and H= high

Key program indicators set to assess whether targets have been achieved or not showed favourable ratings. This shows that application of knowledge and skills on specific actions to address gender gaps has been realized in the BIs. The highest rated elements (scores exceeding "3" in the 4-point Likert Scale) include redressing existing gender inequalities in the community,

educating community on the dangers of patriarchal system and forms of gender discrimination, addressing gender equality all spheres of life, formation of groups of women entrepreneurs, disaggregating data by sex and creating awareness on gender policy and uses in its planning process.

Items rated "moderate" although still relatively high (score of "3.0") are: working closely with the community leaders/elders to address gender discrimination, building women capacity and encourage them to take leadership positions and building women capacity and encourage them to take active role in decision making process. Overall, the application of knowledge and skills on aspects related to these indicators were reported to have increased after the training. Indeed, such initiatives are in line with Goal #5 under Sustainable Development Goals which seek to achieve gender equality and empower all women and girls. Indeed, the initiatives would enhance social economic development and benefit communities at large. Few specific cases are drawn from interviews and discussions with trainees across LGAs.

In Ulanga, some practical examples of areas where gender mainstreaming skills were applied include: (1) Implementation of the Campaign for Female Education (CAMFED) and "NIACHE NISOME" which literally means "Leave me alone, I need to study". This campaign aimed at preventing teenage pregnancy to ensure all girls complete their studies. The campaign has seriously advocated against school dropout due to pregnancy (2) Gender initiatives by The Tanzania Social Action Fund (TASAF) Project were being conducted by Community Development department through Radio Ulanga FM.



Focus group discussion with officials in Rufiji District Council

In Kigoma DC, it was reported that staff had become more active in dealing with their clientele,

particularly in designing and implementing training to youth/women groups. In Kigongo ward, community members were mobilized for construction of a health centre which was at the roofing stage by the time of the follow up mission. Regarding sharing of knowledge, the community development officer had designed the training which started in April, 2016 for all 16 wards in Kigoma DC. But due to lack of money and limited transport facilities, the training was conducted to 8 wards each for one day only.

In one of the FGDs in Mkuranga, a social welfare officer indicated how passionate she became on gender issues after training.

"I feel I have a greater responsibility to promote gender equity in these communities. I have become more gender sensitive, and more able to use a variety of gender analysis tools for development issues. I consider myself privileged to have attended to the training. That was quite opportunity. It changed my way of looking at people and gender. After all, gender equality is the fairest thing because it is about how men and women can be allowed to walk through the path of development regardless of their sex. It is about relations between men and women, women and women, also between men and men and boys and girls"

Trainees were also asked whether they shared what they learned with colleagues who did not take part in the training programme. The evaluation findings show overwhelmingly positive experience shared by those who attended as reported in the one of the FGDs in Kilombero DC

"After the training, we shared our experience with others in our department. We shared the training materials we received to help others understand the importance of gender integration in our work. We did it because we so believed (and we still do) that in depth understanding of the concept of gender equity is important to engage in meaningful dialogue with community groups and pursue for the right cause of promoting transformed relationships for the well-being of all".

From the analysis of training programmes, it seems evident that these programmes well received as reflected by favourable feedback from trainees. The programmes appear to have met the targets of the wide-ranging needs for addressing challenges in leadership, Local Government planning as well as gender gaps across the LGAs. In depth discussion with trainees showed that relevance of the programmes and practical dimensions borne in them were the major reasons for success of the three training programmes. Although there were some variations in ratings across training programmes, average rating for each programme was in the favourable category.

Way forward

Gender training was conducted to CDOs and SWOs only. In view of its importance as cross-cutting issue, and high staff turnover especially in remote district councils, there is a need to consider training of other officials at HLG and LLG levels (especially WEOs and VEOs).

Training on Local Government Monitoring, Evaluation and Report Writing

Training Objectives

The training aimed at capacitating the LGA's staff from the BIs with *Monitoring, Evaluation and Reporting* skills.

Results

92% of respondents said that they are now able to conduct regular M&E in their departments. Also, on the same population, 90% of the respondents said they are able to collect and analyze M&E data. Moreover, 79% of respondents admitted that there are tools for M&E in their departments and they know how to use them.

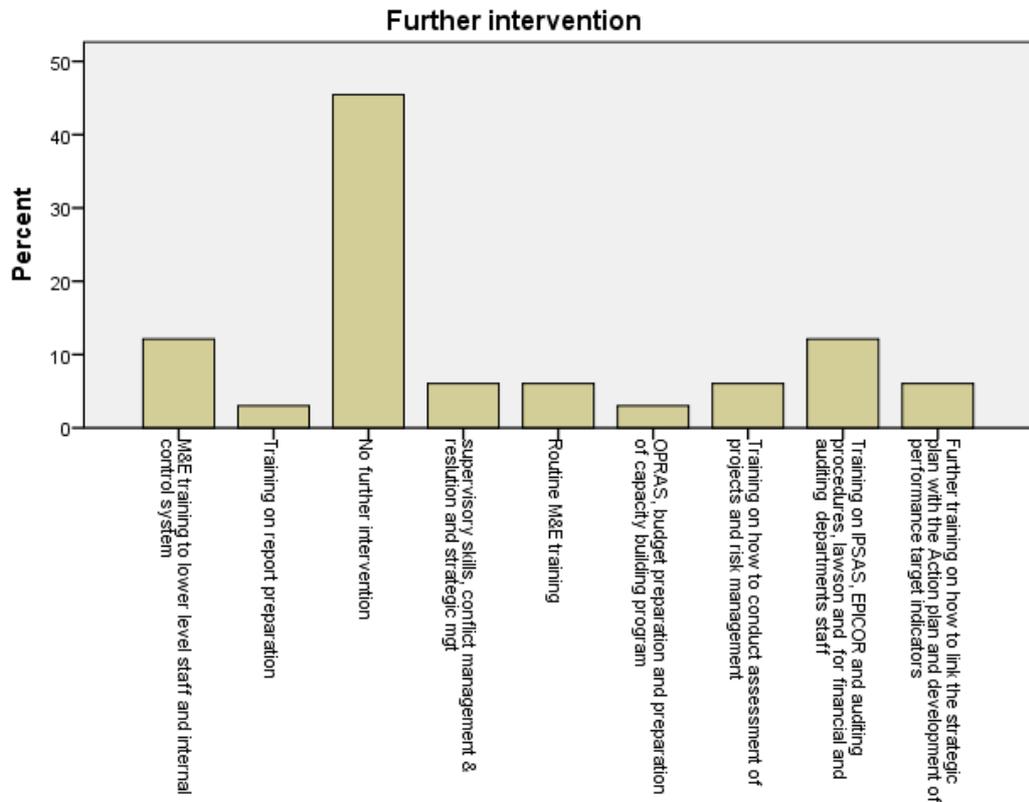
Respondents also said that, they shared skills and knowledge gained from the training and among the skills shared were:

- Knowledge on conducting M&E, preparation of financial reports, preparation of periodic reports
- Planning an effective M&E
- Application of CDR, CFR, M&E implementation, development of performance target indicators, MTEF vs strategic plan

Despite the fact that respondents are able to do more on M&E, there are some few challenges that they faced during implementation of skills and knowledge they acquired during training. Some of the challenges include:

- Lack of fund, transport facilities, shortage of skilled staff and less commitment of other user departments/units
- Shortage of financial resources
- Shortage of working tools and political interference
- Resistance to change
- Delay of disbursement of funds from Central Government
- Frequently change of customized reporting formats from both PO_RALG and other sector ministries

Respondents were asked whether there is any area not covered by the training or covered but still need further intervention, most respondents were satisfied with components covered by the training provided that is they did not require further M&E and reporting training, whereas some few respondents mentioned some areas that require further intervention are mentioned here under.



Way forward

The project should provide routine training on M&E to increase awareness. The training should also be conducted far from workplace and the duration of training should be increase. In addition, M&E and reporting training should also be conducted to other officers in the department for more efficiency. To make training more useful and understood by most participants, training should be provided in Kiswahili.

In future training, duration of training should be increased so that the training could more of practical approach rather than theories. Also, training budget should include costs such as Co-workers training budget for the orientation.

Training should cover other areas such as Strategic management and Conflict resolution and management at work place, auditing, IPSAS, EPICOR and PlanRep.

An emphasis should be made such that BIs whose strategic plans (SPs) are phasing out to have them renewed using the knowledge obtained from M&E training and the project technical assistance where possible, so as to enhance their job performance. Moreover, LGAs which have no strategic plans are to be assisted in developing their own SPs by experts from either LGTI or other institutions.

Training on Local Government analysis of opportunities and obstacles for development

Training objectives

The training aimed at capacitating the LGA's staff from the BIs with analysis of opportunities and obstacles for development.

Results

Data showed that 87.7% of respondents said agree that the training enhanced their capacity in facilitating community plans. Moreover, 84.4% of respondent declared that they facilitated participatory plans with communities. On sensitization of self-reliance philosophy, 86.7% of said that they were able to sensitize the community to carry out their development activities with less dependence form the government.

Training on Local Government Office Procedures and Administrative skills

Training objectives

The training was designed for participants to be able to:

- i. Create tools that will enable participants to do their job efficiently
- ii. Manage files
- iii. Handle confidential file when taking them to action officers
- iv. Fill the transit ladder properly
- v. Handle incoming and outgoing mails
- vi. Receive and make calls and messages from phones.
- vii. Write informative reports
- viii. Receive instructions from the supervisors and communicate in the office
- ix. Serve people with special needs
- x. Deal with difficult customers
- xi. Effective time management.
- xii. Share knowledge and skills gained during the training with other staff in LGAs

Results

Data shows that, 97.8% of participants confirmed to have shared the knowledge and skills gained from the trainings. Participants from each LGA admitted to share skills except, few of them from Buhigwe DC and Kilombero DC who admitted not to have shared the skills and knowledge gained. The method that was widely used was discussion (81.7% of respondents said they used this method) and formal presentation (92.3% of respondents said they did not use this method) being least used.

The finding indicates that, 83.8% of participants managed to create or make use tools acquired from the trainings. These data show that majority of participants did not only benefit by getting knowledge from the training, but also, they managed to take something back to be utilized by the LGAs to improve the service delivery to the people. This implies that, there are improvements in service delivery in different respective LGA which is a result of the training outcomes. Observations showed that among the tools created included file movement registers, mail registers, work plans and many others.

When supervisors were asked in employees managed to close files that meet criteria that, 50.6% of participants improved this skill as a result of the training, 19.4% of participants had this skill before training, 13.5% did not improve this skill and needed to improve this skill.

Participants' supervisors' observations on participants' ability to keep calm when attending difficult customers shows that, 62.0% of participants keep calm when attending difficult customers as a result of the training, 26.2% had this skill before the training and 11.8% of

participants did not improve this skill and needed to improve it.

When we look at the data, in general, more than 73% of respondents acknowledge to improve skills and knowledge as the result of the training. Only few (less than 10%) said they did not improve their skills as the result of the training and need more training to on the same subject matter.

Way forward

In most of Human resources development plans of LGAs and the government in general, this Executive assistants, Records management assistants and Office attendants are not given equal opportunity of attending trainings other cadre, it was recommended that this group of employees to be considered more as they are the ones who deals with customers on daily bases.

Participants also said that they will more comfortable with their work if they will be exposed with the following trainings, OPRAS, basic computer skills, Minutes and report writing, Public service ethics, stress and time management, electronic records and Keyword systems in record keeping.

LGAs must create a mechanism to support training participants so as to ensure that the skills gained are being shared with other staff. Also, there should be a close monitoring (mentoring/coaching) from trainers to trainees. This can be done through the LGTI team of expert spending a minimal duration of time with LGAs officials in the field. This will help to capacitate the LGAs official step by step the best skills required to carry out O & OD in a practical manner. Moreover, joint development of the planning and monitoring and evaluation instrument to the beneficiary organization. This can be done through the LGTI team of expert and LGAs officials gather together in the respective LGAs step by step to come up with strategic plans which appear to be missing to some LGAs.

Training on Local Government Human Resources Administration (OPRAS, HRP and PE)

Training Objectives

The training was designed for participants to be able to:

- i. Share knowledge and skills gained during the training with other staff in LGAs.
- ii. Create tools that will enable participants to do their job efficiently.
- iii. To set performance objectives
- iv. Review progress towards achieving targets
- v. Fill OPRAS forms with minimum supervision
- vi. Set SMART objectives in filling OPRAS forms
- vii. Engage subordinate in performance appraisal
- viii. Prepare human resource plan
- ix. Prepare personnel emolument budget

Results

100% of respondents admitted to share the materials that were covered during the training sessions. The mostly used method that the was used in sharing knowledge is discussion in which 87% of respondents admitted to use while the method that was least used was workshops in which 93% of respondents admitted NOT to use. Majority of the participants who did not use workshop said that, they did not use this method because there is no financial resource to support such an intervention.

Supervisors' observations on improvement in setting performance objectives: Results demonstrate that, 92.7% of participants showed improvement in setting objectives as a result of the training. Also, data indicates that, 6% of supervisors confirmed that, participants did not improve the skill thus, they needed further improvement. These data correlate with how the participants rate themselves about the setting performance objectives as per standards taught during the training. Majority of participants indicated to have improved the skill as a result of that training.

Results demonstrate that 88% of participants confirmed to have improved their ability to fill in OPRAS forms without close supervision. On the other hand, 2% of participants did not improve their ability while 10% believed they had this ability before the training. These data are in contrary to what were observed in the OPRAS forms as, majority of the forms were not filled properly and some were not even signed by individuals as well as immediate supervisors.

50% of participants improved their ability to prepare human resources plan, 17% had this skill, 24% did not improve this skill and they needed more training while 9% of the participants perceived that such skill was not applicable to them. Majority of the participants responded that, this skill was not only required by Human resources officers or managers but also the heads of departments (HoDs.) HoDs are obliged to play a role of planning for their human resources needed in their departments to align their departmental responsibilities and tasks. The aspect of human resources plan, seemed to be well perceived or appreciated by almost 50% of participants and the need for this skill is still high.

Data show that for the most of the items that were taught during the training session were very much appreciated by most participants. Presented analysis of data also show that, skills such as engaging subordinates in conducting performance review, preparation of human resources plan and preparation of personal emolument budget were somehow not yielded the desired outcomes due to perception and misconception by majority of participants.

Way forward

Results show that 95.3% of supervisors will recommend this similar training to other heads of departments and LGA staff. Also, supervisors recommended other set of trainings to be offered to HoDs, these includes gender mainstreaming, project planning and management, performance and service improvement, strategic human resources management and many more. On the other hand, respondents showed interest in the following training programmes, computer aided designing, leadership skills, facilitation skills, records management, e-government and good governance.

A Local Government Human Resources Administration System (LAWSON): Strategic Human Resources Management

Training objectives

The training was designed for participants to be able to:

- i. Create tools that will enable participants to do their job efficiently
- ii. Give correct directives at the right time
- iii. Delegate tasks

- iv. Create modalities to ensure that subordinate observe principles and ethics
- v. Keep calm when dealing with difficult customers
- vi. Use public legal instruments in handling employees' matters
- vii. Lead fellow employee in preparing Human Resource Development Plan
- viii. Advise on strategic moves to retain talented staff
- ix. Implement solution on time in ensuring that the desired goals are achieved
- x. Be team player, guide team work and contribute to a common goal
- xi. Communicate effectively with employees
- xii. Serve clients with special needs
- xiii. Lead employees in developing succession plan
- xiv. Share knowledge and skills gained during the training with other staff in LGAs

Results

100% of participants shared data with colleagues who did not attend the training. This implies that, majority of people who did not attend the training but they were in the HR departments benefited from the training too. Methods that were mostly used were discussion, distribution of training materials in which 100% of respondents acknowledge to us. Workshop method was not used at all by any respondent.

Data shows that, 75% of supervisors said that, participants have improved their skill as the result of the training, 12.5% had this ability before training and 12.5% of participants did not improve their skill and need to improve. As from the previous skill, there is a correlation on improvement of participants to delegate tasks as the result of the training. This implies that the training was able to yield to desired outcomes. Moreover, supervisors saw the need for some of the participants to improve this skill compared to the way participants rated themselves that they improved and had this skill before training.

Data shows that, 66.7% of participants improved this skill on attending difficult customers as the result of the training while the remaining, 33.3% of participants said they had this skill before the training. These data show that majority of the participants benefited from the training. These data imply that, majority of the participants benefited from the training while there are some few participants who need to improve their skill.

Data shows that, 75% of supervisors said that participants improved their abilities in using public legal instruments in handling employees' matters; 12.5% had this skill and the rest 12.5% did not improve the skill and the need to improve. Also, some of the participants need to sharpen their skill as it was recommended by supervisors.

Data shows that, 62.5% of supervisors said that participants have improved their skills on leading fellow employees in preparation of HRDP while 37.5% declared that they did not improve and they need to improve.

Basically, this training met the intended outcome in terms of knowledge dissemination and imparting necessary skills to participants. As findings reveals in report, majority of participants and their supervisors have confirmed and noticed changes that indicates some positive improvements in undertaking their daily responsibilities.

Way forward

Participants suggested that they will recommend this training to their subordinates and other

Human Resources Officers. Participants supervisors suggested other trainings to these participants, the training suggested includes, OPRAS, LAWSON, and preparation of client's service charter. On the other hand, in order to improve their performance, participants need the following trainings, Monitoring and Evaluation, Refresher course for HRs, PE budgeting, and financial management.

Time was one of the barriers in engaging participants in doing practical exercises. Therefore, in case of further allocation of funds, it was recommended for allocation of more time that will enable participants to learn by doing for improvement of their skills and enhancement of LGAs' development.

1.4.9.5 Natural Resources Management

Training on Fish farming and Fisheries resources management

Training Objectives

The objective of the course was to equip participants with knowledge and skills on how to apply basic principles in managing fisheries resources and applying basic principles in fish farming practices.

Results

Application of knowledge/skills and usefulness of resource materials

Results from evaluation indicate that most of the participants from each of the BIs applied the knowledge and skills to meet the targeted objective. Over 90% of the respondents admitted the application of knowledge/skill and usefulness of the provided resource materials (handouts and illustrative videos) in fulfilling their duties. However, some of the knowledge or skills were not applied by some of the BIs especially those prioritizing aquaculture as only source of income from the fishing industry. Moreover, notable impact was in districts with capture fisheries, where they had improved Beach Management Units (BMU) activities, licensing systems and issuance of movement permits for transportation of fish and fishery products. The only difference and probably something not contemplated before was effectiveness and much effort shown by Kasulu DC by setting up fisheries control system and issuing licenses and movement permits to fishers. They had no such system in place, and certainly the district deserves to be complimented for this big achievement.

Knowledge sharing

Nearly 100% of all respondents expressed explicitly that they shared the acquired knowledge and skills to the community, supervisors, fellow employees and friends. It is often said that it is essential to create a "Knowledge Sharing Culture" as part of a knowledge management initiative. An isolated knowledge management programme looked after by a privileged few is a paradox in itself and will not survive for long. Only effective collaboration and communication which spans across the whole organization structure will give knowledge management the boost it really needs. Some philosophers including David Gurteen postulates that in order to enrich a company's current culture, change must start at the individual. Every employee has a sphere of influence along with their own individual knowledge, and this is where he believes a knowledge sharing

culture can begin.

Impact of training on individual performance

In all BIs, respondents most specifically the fisheries and community development officers were confidently admitting that their capacity at work was enhanced after the training and are now working better than before. CDOs talking confidently claimed to have been involved greatly in influencing the society to engage in aqua-business. On the other hand, the training developed inter-disciplinary team work and cooperation among workers. Example is drawn from Kibondo, Kasulu and Buhigwe in which all trainees have been used to work together in fisheries related activities such as conducting training on fish farming. At Buhigwe and Uvinza, the land department allocated for the first-time potential areas for fish farming in their respective land use master plans. One of the trainees who is an expert on agriculture from Kasulu DC came up with the idea of integrating fish farming activities in an irrigation scheme project at Tiyte village. Participants from Kibondo DC collaborated to influence the management in recovery of fish ponds which were used by then as rice fields.

Impact of training on organization performance

Overall the project has achieved its set goals and objectives satisfactorily. The outcomes have been impressive in such a way that the BIs have managed to increase revenue collection through licensing and movement permit, a significant control of illegal fishing methods and environmental destruction. In addition, the organizations are benefiting as staffs are working with determination, creativity and a great morale. Local community has also benefited through increased number of aqua farms and improved resource base management.

Figure: Performance indicators vs Status during impact evaluation

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kigoma MC & RS	Kigoma DC	Uvinza	Mkuranga
			Status During Impact Evaluation			
Low level of knowledge on sustainable fisheries resource management in wetlands	Lack of knowledge of existing fisheries resources and related environment	System in place to record the existing wetlands	Documented wetlands at Katosho, Kokamba, Katabe, Burega, Ruiche and Katandala	Identified wetlands at Zashe, Kagunga, Kagongo, Bubango and Simbo	Documented wetlands at Nguruka, Mgambani and Malagarasi	Documented wetlands at Manzi, Shugubweni, Vianzi and Kikurwi
	Monitoring skills of fisheries resources	Monitoring forms dully filled	fisheries data collection forms correctly filled	in place	fisheries data collection forms correctly filled	Frame survey underway
Lack of communication between fisheries managers and fisheries resource users at district level	Need of knowledge and skills in fisheries extension	Completed monthly performance reports in place	reports prepared and correctly filled	in place	reports prepared and correctly filled	in place
		Consultative roster in place	Format confirmed	in place	Format confirmed	in place
Low level in application of fisheries resource management tools (Fisheries policy, act and regulation)	Need to be trained in legal skills	Fisheries licensing system in place	Documentation of issued licenses excellently filled	in place	Documentation of issued licenses excellently filled	Documentation of issued licenses excellently filled
		Fisheries movement permit in place	Currently issued by Central Government	Currently issued by Central Government	Currently issued by Central Government	Issued movement permit documented but still lacking serial numbers

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kigoma MC & RS	Kigoma DC	Uvinza	Mkuranga
			Status During Impact Evaluation			
		Increased number of fish licensee in capture fisheries	Increased by 20%	increased from 5% - 60% dealing with fish and fishery products	Increased from 950 to 1603 at Lake Tanganyika (Uvinza) and 200 to 450 at Myovosi (Lake Sagala)	Issued license in fishing boats, fish and fishery products and fish traders
Poor involvement and collaboration of resource users	Participatory approach in fisheries resource management	Stakeholders meeting minutes and reports in place	in place	in place	2 stakeholders meeting held from March to September, 2016	
Lack of knowledge in fisheries resource management	BMU as fisheries management authority and Collaborative fisheries resource management	Regular technical visits (BMU register signed) in place	Daily visits	increased from 2 to 5 (new BMUs at Kalalangabo, Mtanga and Kigalye)	BMU by-laws formulated, 5 under registration process and 5 under election process sponsored under BTC	2 BMUs were visited at Kisiju Pwani and Kwale Kisiwani
		BMU technical visit reports in place	in place	in place	The report is well prepared	in place and well prepared
	Training on BMU user tools application	Dully field forms in place	in place	in place	in place	in place

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kigoma MC & RS	Kigoma DC	Uvinza	Mkuranga
			Status During Impact Evaluation			
Lack of knowledge and skills in basic concepts of fish/seaweed/crustacean farming and fish pond management	To be trained on knowledge and skills in basic concepts of fish/seaweed/crustacean farming and fish pond management	Aqua farmers' database (frame survey) established and operationalised	well established and operationalised	established	under preparation	dully filled registration form in place
Lack of knowledge in aqua business	To be trained in record keeping, accounting and marketing in fish farming	Aqua farmers' database in accountings and marketing established and operationalised	well established	Not yet established	under preparation	only two fish farmers have harvested and sold fish
Lack of knowledge in aquaculture engineering	Basic skills in pond designing and construction	Number of trainings conducted to individual or groups of fish farmers in designing and constructing fish ponds	No training	Conducted to 5 villages namely Zashe, Kagunga, Kagongo, Bubango and Simbo	Training conducted to 6 villages (Songambebe, Mwakizega, Kalenge, Kazulamimba, Luchugi and Mpeta), 7 fish farming groups and 24 individuals.	three trainings have been conducted at Vikindu, Mkuranga and Mwalusembe wards

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kigoma MC & RS	Kigoma DC	Uvinza	Mkuranga
			Status During Impact Evaluation			
Lack of knowledge in Aquaculture in relation to environment	Sustainable fish farming practices	Number of reviewed aqua projects	None	three reviewed projects at Kagunga, Simbo and Bubango	13 projects reviewed so	

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kibondo	Kakonko	Kasulu	Buhigwe
			Status During Impact Evaluation			
Low level of knowledge on sustainable fisheries resource management in wetlands	Lack of knowledge of existing fisheries resources and related environment	System in place to record the existing wetlands	they consist of human activities; the only conserved area is Moyovosi)	Only few: 7 identified at kaziramihonda, Kinonko, Gwakima, Kanyonza, Nyakayenze, Nyagwijima and Kasanda	Documented wetlands at Kagerankanda, Kabulanwili, Chekenya, Gombe, Nyachenda, Kitagata, Kasasa, Kalimungoma and Titye	No documented wetlands
	Monitoring skills of fisheries resources	Monitoring forms dully filled	No recorded monitoring forms	absent	present	through monitoring and evaluation of fish ponds, forms are filled accordingly

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kibondo	Kakonko	Kasulu	Buhigwe
			Status During Impact Evaluation			
Lack of communication between fisheries managers and fisheries resource users at district level	Need of knowledge and skills in fisheries extension	Completed monthly performance reports in place	in quarterly report	aquaculture statistics are included in the general report	present	through monthly report all aquaculture activities, license dealing with fish and fishery products are recorded
		Consultative roster in place	Present	absent	present	Present
Low level in application of fisheries resource management tools (Fisheries policy, act and regulation)	Need to be trained in legal skills	Fisheries licensing system in place	Not established	N/A	Excellent documented licensing system for fishing, vessels, fish and fishery products	available licence dealing for aquaculture/fish and fishery products
		Increased number of fish licensee in capture fisheries	Absent	N/A	Increased from 0 to more than 200	

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kibondo	Kakonko	Kasulu	Buhigwe
			Status During Impact Evaluation			
Poor involvement and collaboration of resource users	Participatory approach in fisheries resource management	Stakeholders meeting minutes and reports in place	Present	Reports in place	Reports in place	stakeholders meeting is conducted to know the progress of the project (BTC, WVT, fish farmers and fisheries officers are the key stakeholders)
Lack of knowledge and skills in basic concepts of fish/seaweed/crustacean farming and fish pond management	To be trained on knowledge and skills in basic concepts of fish/seaweed/crustacean farming and fish pond management	Aqua farmers' database (frame survey) established and operationalised	Updated quarterly, monitoring of aqua farmers	Present	available	from weekly and monthly monitoring and evaluation of fish ponds all events and activities are recorded during daily fish pond management
Lack of knowledge in aqua business	To be trained in record keeping, accounting and marketing in fish farming	Aqua farmers' database in accountings and marketing established and operationalised	Will be established and operationalised after fish harvesting	Will be established and operationalised after fish harvesting	well established	only fish farmers were trained on record keeping in accounting and aqua business (marketing) but effectiveness of recording will start after fish harvesting

EXISTING SITUATION	PERFORMANCE GAPS	PERFORMANCE INDICATOR	Kibondo	Kakonko	Kasulu	Buhigwe
			Status During Impact Evaluation			
Lack of knowledge in aquaculture engineering	Basic skills in pond designing and construction	Number of trainings conducted to individual or groups of fish farmers in designing and constructing fish ponds	groups formulated, currents are under constitutional prepared	Training conducted to fish farming groups within the district and neighbouring district (Biharamiro)	Training at Kitagata, Migunga, Kalimungoma, and Helushingo	Total of 5 fish farming groups with 90 members were trained on fish farming, fish feed formulation using locally available materials, fisheries act and regulation
Lack of knowledge in Aquaculture in relation to environment	Sustainable fish farming practices	Number of reviewed aqua projects	Reviewed	Reviewed at Kazilamihunda, Kinonko, Nyakayenze, Kasanga, Kayonza, Nyagwijima and Gwalama	11 new projects have been reviewed	aqua is still under embryo stage, however environmental issues are considered

Some success stories

Beneficiary Institution	Descriptions/Answers
Kakonko DC	<i>More ponds established, more participants/villages attracted to start fish farming activities (Simon G. Mando- DTA Kakonko)</i>
Kibondo DC	<i>Our district ranked the first among all the district councils in Kigoma for establishment of new projects during Uhuru torch race in 2016 because of aqua projects started after the training (Mr. Gota, Ag.DLFO- Kibondo)</i>
Kasulu DC	<i>We have a lot of success in our district. Staffs are now willing to start aqua business, others have started raising fish and we are earning a lot of money from fisheries resources activities. (Godfrey Kasekela DED - Kasulu)</i>
Buhigwe DC	<i>The role of our district council is to seek multiple sources of revenue as possible. At the moment, we have persuaded the villagers to establish fish farming groups. We have trained and assisted them to stock their fish ponds with fingerlings; Thanks to World vision Tanzania for funding. We are likely determined to increase the budget to encourage the construction of other fish ponds. We have 20 wards that are very potential for Aquaculture, but out of these, only 3 wards have been so far reached, we are still struggling (Keneth Tefurukwa –Buhigwe).</i>
Kigoma DC	<i>Indeed. If every sector is performing well, the respective district will automatically benefit. Since the rules are adhered to, our district council has benefited greatly because of the increase in revenues through licensing and fines for those who break the law. The biggest challenge is limited resources like surveillance boats and communication devices. (Shija Lyella – DFLO, Kigoma DC)</i>
Uvinza DC	<i>We have realized that the present training was very important in our district because there has been a significant increase in revenue collection from capture fisheries. We mounted up to TZS .50, 000,000/=. Thanks to BTC and FETA (Kechegwa Masumbuko HLF and Jonas Hillary, HRO – Uvinza DC)</i>
Mkuranga DC	<i>We have managed to train a lot of people in fish farming business using knowledge and skills imparted by FETA. There is also an increase in number of fish farmers and certainly we believe such a boost up in near future. Increased awareness of most people towards fish farming is also a credit to our district as you will witness when visiting our fish farmers. This is a great success ever in the aquaculture industry in our district. We also have one pioneer fish farmer at our district that is using a state of the art technology to raise fish under supervision of my staffs. Through this farmer, our district council ranked first in 2016 NANENANE exhibition in Mtwara. Horinaus Mgunda (DLFO – Mkuranga DC)</i>

Way forward

- i. **Extending a training program to staffs in site:** many respondents pointed out the need to conduct re-fresher course on Training of Trainers (ToT). This would help produce a group of master trainers who could ultimately reach down the communities. Additional training courses especially for staffs on field who could not manage to attend this training are recommended and may be planned.
- ii. **Allocating more time for training.** It was noted that the time allocated for the training was rather short for the participants to be able to take in all of the necessary frames of reference on the subject matter. Hence, it was strongly recommended that more time should be allocated for future trainings especially in aquaculture.
- iii. **Field visit and practices.** These can be troublesome and difficult to organize and supervise. But they do provide learning opportunities that cannot be experienced in the classroom. They are a great way to communicate difficult information. Through educational field trips most of the concepts and phenomena may be easily clarified understood and assimilated and with the help of this, good deal of energy and time of both the trainers and trainees can be saved.
- iv. **Further training** on fish processing and preservation, quality control and marketing.
- v. **Fish seed and feed.** FETA to increase the supply of good quality and quantity fish seeds and feeds and sell at an affordable price.
- vi. **Refresher courses** on fisheries resource management, fish farming practices etc are always recommended and may be planned, considering the fact that these courses are organized on short term basis and to stress on the subject matters.
- vii. **Establishment of Farmer Field Schools (FFS).** FETA in collaboration with BTC to start up fish farming projects at some selected sites with potentials in aquaculture in Kigoma and the Coast Region and giving training to fish farmers until such a time they will be able to rise on their feet, and walk alone. Such FFSs will for sure encourage and sensitize the local community to establish their own fish ponds and therefore ensuring food security and self-employment.

Training on Participatory Forest Management

Training Objective

The objective of the PFM training was to equip functional officers in LGAs with knowledge and skills on PFM techniques and therefore build their capacity in managing forest resource in their BIs

Results

Impact of training on individual performance

Participants responses indicate that they were satisfied, and the curriculum used in training was judged to be relevant and of high quality for their job performance. From the respondents' views trainers feel that, if utilized, this training will have both short - term outcomes and longer - term impacts... From the LGAs individual feedback it was revealed that the participants gained ability to

identify forest products and associated enterprises. Respondents explained that before the training they were not aware of other products from the forest rather than timber, firewood and charcoal and above all the training built an interest in forest products and forest in general. Currently products like mushrooms, honey, baskets, medicines, ropes and furniture can be related to forest and forest conservation, although sometimes the species name are a bit difficult to identify.

In Kibondo DC participants steered up communities to formulate forest conservation groups, a good example of group started after these initiatives include a group in Kumhasha village and two tree nursery groups (Kiema and Bitale), whereas there is a beekeeping group in Kigendeka and mushroom collectors. On the other hand, there are furniture marts and charcoal dealers in Kibondo Township. In Buhigwe DC most identified Forest Based Enterprises comprise of beekeepers, carpentry and tree planting enterprises. Respondents in Kigoma DC, identified Ubumwe and Mwandiga honey processing enterprise and tree seedling enterprise called Nyarubanda, Mkigwa and in some schools. Kigoma MC and RS identified Ubumwe honey processing, some timber and charcoal dealers who were licensed for monitoring purpose. Uvinza DC registered small enterprises in honey processing (Nguruka honey, oil and soap), Mwangaza and other furniture marts, Walumba weaving enterprise and others in Mugamba ward. In Mkuranga DC respondents registered wood carving, sawmills, carpentry, furniture mart and registered beekeeping enterprises. Registration of resource users is a key step towards sustainable resource monitoring and management.

Review of PFRA plans

Training program focused on imparting knowledge and skills on preparation and review of PFRA. Results from evaluation indicate that Kasulu DC reviewed PFRA plans for nine (9) villages including Kitanga, Herushingo, Kigadie and Kiungwe villages in Msanga, Kibagabaga and Kiungwe forests. In Buhigwe DC review of the plans was not done due to financial problems although the team is in the effort of helping villages to reserve forests for their own use. Kigoma DC had a similar financial and transport problems. Likewise, Kigoma MC and RS respondents could not review the plans on the same grounds of limited funds. Nevertheless, Uvinza DC managed to review the plans partially in Kasisi village forest reserve remaining villages are pending availability of funds. Mkuranga DC managed to review a plan at Kibudi village forest reserve and identified and mapped new village forest reserves in eleven villages.

Sharing of gained knowledge and experience

About 97.3% of participants acknowledged to have shared the knowledge and skills after the training, since they found it very interesting to share forest knowledge with other staff and forest stakeholders. Participants in all BIs shared skills and knowledge through training and sensitizations in different groups especially the one for sustainable charcoal group, the business department of the district on how to transport confiscated logs according to the rules and regulations, and also shared the soft copy of the policies and acts provided during the training.

Practical experience of gained skills

Project implementation reports indicate that participants had chance to implement various practical skills gained during the training. For instance, in Kikonko, the district team was in the process of making land use plans hence the stage for harvesting has not been reached in some

villages, however a two days training (in each village) on sustainable harvesting was done in Gwalama, Kabale, Runashi, Charazo and Nyabibuye villages whereas in Kibondo DC sensitization on sustainable harvesting was done in fish farming and environmental groups in Kumhasha and Kumbanga villages.

Kasulu and Buhigwe DCs could not apply skills to the villages because some of the villages were in the process of setting aside forest for conservation, however the later managed to sensitize sustainable harvesting on poles for electric uses which is still continuing in Mubanga, Migongo, Mugera and Kajana villages. In Kigoma DC respondents managed to train at Bubango village and Lubango in Tumahati village forest reserve. On the other hand, Uvinza DC managed to train in Kasisi village.

Improved performance in coordination and inter-sector linkages through Policies that support PFM:

BIs in collaboration with agriculture, forest, land and community development departments resolved various PFM related conflicts between Village Natural Resources Councils and Village Committees; this was the result of training in conflict resolution. The BIs also, collaborated with education department in schools' tree planting campaigns. In Kasulu there was a joint training on forest conservation in Kitema, Nyakintonto, Mgombe, Kitoyonta, Mwali, Nyaminsini and Mvugule villages among the things discussed included the problems between farmers and livestock keepers. Above all the land use planning activity found different departments collaborating in Kitanga, Herushingo and Kigalye villages. In Buhigwe DC collaboration was among agriculture, Tanzania Forest Services (TFS), livestock, water and forest departments in awareness rising in land use plans, forest laws & legislation and forest conservation in Kajana, Kitundu and Mugera villages.

Kigoma DC participants acknowledged improved collaboration within the departments, it is now easier to obtain information or to share work facilities among the departments especially under the District Facilitation Team (DFT). Uvinza DC links were executed in the different sectors although much emphasis was put on the subject at hand, mainly collaboration between forest, Community Development (CD), lands, health, environment, planning, registry and Jane Goodall Institute which supports environmental conservation education in schools and other VNRC. In Mkuranga DC collaboration was with Ward Executive Officer (WEO), Village Executive Officer (VEO), District Natural Resources Officer (DNRO), lands, livestock, TFS and other staff in different departments in all activities a good example being management of Masangani Forest Reserve.

Changes observed in performance:

Generally, for all Beneficiary institutes the following were observed changes to trained staffs after the training;

- Improved deliverance and efficiency in training and facilitation in PFM including smart and understandable report writing after the facilitation/training
- Able to apply CBFM guidelines at their own and thoroughly interpretation to the villagers. That means confidence have been well established among staffs
- Increased forest patrolling at the village level which in turn has lowered illegal activities incidences in village forests
- A number of entrepreneurship groups involving both male and female have been greater

than before. These groups have facilitated the increase in household income (esp. in value addition of honey products) and hence poverty reduction.

Some Success stories

- *“Now I have confidence in delivering any facilitation, I know how to treat my audience following the adult learning principles so that they are not bored with what I want them to learn” (Kakonko respondent)*
- *“I could not associate other products I see in the market with forests, but now I know that even baskets, medicines, ropes and furniture can be related to forest and mostly that they are related with forest conservation” (Kigoma DC).*
- *“Facilitation has become fun nowadays, I copy and use the energizers you used during the PFM training, the audience find it easier to follow any training we offer” (Kigoma MC)*
- *“Generally, the training was really beneficial. I would recommend such training to be offered to our supervisors like DED and MPs so that we speak the same language on forest conservation” (Kibondo respondent)*
- *“The training was an eye opener and we thank BTC and FTI because it has enlightened more on how to involve the communities in forest conservation, we hope the issue of depending on the forests for energy will soon be tackled” (Uvinza respondent).*
- *‘ Honestly, our organization is not the same as it was before we participated in the training. There is a lot of improvement on many aspects. We can now translate CBFM guidelines without problems; we can talk about forest conservation with confidence” (Kakonko)*
- *‘We really appreciate the skills from the training but still short time and if possible the training can be offered and checked now and then we hope that together can make a change” (Mkuranga respondent)*

Training on Land use Planning and Management

Training Objective

This training aimed at capacity building to the Local authorities and Regional secretariat to improve and increase services delivery and efficient in the area of Land use planning and management.

Results:

Sharing of acquired knowledge and experience

Overall evaluation results show Over 89% of participants in all BIs at least shared gained competences with Village Land Use Committees and colleagues at work place. Most shared knowledge on laws, regulation and guidelines of participatory land use planning. They have been also sharing skills and knowledge when solving land use conflicts occurring in respective working areas.

Impact of training on individual performance

Evaluation indicates that participants in all BIs have improved their performance at work place. Up to when this exercise was conducted around 90% of the participants had applied the knowledge and skills gained into participatory rural appraisal for land use management, supplementary surveying, Participatory village land use planning and administration, and

implementation of appropriate land management measures. The best performance could be noted in Uvinza and Kasulu Districts where they had started to prepare land surveys and land use plans for villages. Some shortfalls observed in some districts contributed to limited funds.

Way forward

- Time allocated for his training programme was insufficient. We request the donor to see the possibility of adding or locating more time for the coming training programmes
- We are suggesting having one venue that combines at least four beneficiary institutions, which are located in one region for training duration of fifteen days.
- We are requesting the donor of the programme to extend the training program to other regions since the skills and knowledge of natural resources management is vital to all areas in Tanzania.

Community based Natural Resources Management and Conservation

Training Objective

The training course aimed at building capacity of the beneficiary institutions in community based natural resources management.

Results

Impact of training on individual performance

Observation during evaluation and results from focus group discussion indicate that there is significant change in performance of LGA's staff in the institutions after training on conservation awareness within the community by being familiar and able to apply Community Based Natural Resources Management tools and related guidelines, managing the wild animals problem and good integration among departments as well as other conservation stakeholders.

Wildlife conservation awareness skills

Evaluation outcome show there is dramatic change in performance of LGA's staff who attended training. They were more confidence in providing conservation awareness than before the training. Also the degree of sharing natural resources conservation knowledge and skills to their co-workers, village government leaders and natural resources committees has increased.

Human Wildlife conflicts

Training on CBNRM was as a catalyst for LGA's staff to gain more confidence in resolving human wildlife conflicts arising in community areas. They have shared problem wildlife controlling techniques and legal procedures for consolation with community. For example, LGA's emphasizes community to report to DGO's once wild animals damage their crops, livestock or destroys other properties. The community is now aware that instead of killing the problematic wild animal there is a legal procedure to be followed in handling the situation.

Knowledge sharing and awareness rising

LGA's staff have managed to disseminate conservation awareness to the community. For example Kasulu DC raised conservation awareness to thirteen (13) villages through village natural

resources committees. Buhigwe DC provided conservation awareness to Kajana, Katundu, Mugera, Kilelema villages and communities around Kirungu forest. Uvinza DC managed to provide conservation awareness to fifteen (15) village councils.

Moreover, LGA staff use conservation awareness approaches in formulation of village bylaws governing wildlife management and provide training to VNRC, VLUM, village government, four (4) Primary school and one (1) Secondary school teachers on procedures to formulate the environmental school clubs. Further, LGA Staff used conservation awareness techniques on environmental day celebration held on 5th July 2016 at Makere division addressing the issue of establishment of WMA in the area adjacent to protected area example in the landscape known as Kagera-Nkanda.

Way forward

- BTC in collaboration with District Councils make a follow up to the LGA's staff in order to ensure that they use fully the knowledge and skill obtained after training on CBNRM Conservation.
- There is still a need to provide them with other skills such as game patrol techniques, prosecution procedures, strategic in wildlife Management, human wildlife conflict management, wildlife behaviour, wildlife utilization, wildlife diseases (zoonotic), new technology in wildlife management for example dash board techniques, wetland management and wildfire control.
- Special training on CBNRM should be provided to other stakeholders in managing and conserving natural resources. For example, Head of department, Ward councillors and other politicians who are key decision makers and monitor working performance of LGA's staff currently attained the training.

Managing Public Private Partnership Projects in Natural Resources Management

Training objectives

The purpose of this training was to impact participants with basic skills on designing and managing Public Private Partnership projects in Natural Resources Management. This training was a short course offered by ESAMi-Kampala, in which 11 senior officers from MNRT participated.

As the result of the training the participants were expected:

- i. To understand PPP projects
- ii. To structure PPP projects
- iii. To cost PPP projects
- iv. To use financial models for PPP projects
- v. To understand key legal issues about in the projects
- vi. To understand how to manage contracts in PPP projects
- vii. To understand key negotiation skills
- viii. To draft PPP agreement
- ix. To be able to resolve conflicts
- x. To manage risks in PPP projects
- xi. To Monitor PPP projects

Results

After training, participants' knowledge and skills was enhanced in the following key areas:

i. PPP opportunities

The training was able to bank on participants' skills and knowledge in identifying resources gaps and how the Private sectors could be used in narrowing down this gap. With these skills, Government can now offer services and infrastructures that are environment-friendly. Also as the result of the training, the ministry get more revenue from natural resources through collaborating with private sectors. Moreover, the ministry makes arrangements with private sectors so as to use their experience and innovative ideas in benefiting from natural resources and eco-tourism infrastructures. Collaboration with Private sectors proved to short leap time and reduced cost of projects conducted by the ministry, also, PPP is found to improve maintenance of natural resources management infrastructures and assets through improvement of incentives for private contractors, local communities and government.

ii. PPP challenges and measures

PPP arrangements are very complex and these agreements must be entered with a very great and kin care. As the result of the training, Ministry can now enter into such agreements with less worry. Based on the training, the ministry make sufficient preparations which include due diligence, PPP bid evaluations and contract management; failure to do so, might bring the ministry in a big loss and loss of public money.

Way forward

PPP interventions are very important in delivering services. With this attention to importance, lot of precaution must be taken so as to mitigate or dealing with any risk that might arise. So as to make sure that PPP interventions are smooth. It was recommended that there should be a continuing capacity building in PPP. Also, Ministry should identify technical teams or division where by people with desired skills are placed to successfully implement PPP projects.

1.5 Sustainability

1.5.1 What is the economic and financial viability of the results of the intervention? What are potential risks? What measures were taken?

The beneficiaries of Scholarship project were government institutions and hence finance viability of the results is mainstreamed into normal government budgets. The project provided training in "Training of Trainers-TOT" system whereas trainees had to trickle down the acquired knowledge and skills within their institutions. The Tanzania government mainstreamed project activities into normal budgets. The potential risk associated with this, is the possibilities of such allocated budgets to be inadequate as compared to real budgets required for dissemination of project results. Soliciting funds from other relevant projects is highly recommended as source of finances for funding.

During M&E most districts confirmed have capacity building plans for staff development. The plans are financed through own sources of the districts. The central government used to send to LGAs capacity building funds though for the past two years they have not received any.

Hence, further support is inevitable for assurance of projects results sustainability. Phase II of the project is highly recommended.

1.5.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support? What are potential risks? What measures were taken?

The in-built system at ministerial, district and ward levels creates great potentials for continuation of project interventions. In each beneficiary institution key practitioners and other officers have been trained, making a total of 2700 change agents within their areas of operations. These have responsibility of enabling trickle down of project results. With that pool of extension staff the institutions can upscale results of the Scholarship project.

PO-PSM, which was the lead ministry in managing the Scholarship programme, was positive with regard to the institutional set-up which fosters joint decision-making in the implementation of the project. This approach designed to facilitate medium & long- term ownership of the intervention by the beneficiaries.

The BTC approach deemed to be adequate to needs and it ensured full participation of partners in identifying their training needs, training course proposals, implementation and evaluation. M&E reports indicated that the LGA's and Ministries were involved in the identification of CD areas to be supported.

The support to TIs by the project in strengthening their capacity building and methodologies contributed to ensure sustainability as well as serving to keeping costs down particularly in being able to reduce training fees.

The main risk is possibility of trained staff to shift from project area to other districts outside the project area, with a little possibility of receiving support from district leadership when trying to put into practice the skills learnt during the project.

1.5.3 What was the level of policy support provided and the degree of interaction between intervention and policy level? What are potential risks? What measures were taken?

The project covered from the policy making level (at the ministry) to the policy implementation level at the LGAs to the local community. Project implementation strategy enabled national and regional administration, district and ward officials in the local government to interact and articulate on the project interventions.

Joint planning, implementation and monitoring with PO-PSM enable experiences and results of the project to find way to the revision of policies on capacity building in public service.

To a great extend the project was in line with existing national policies in order to minimise risk of a rift between project results and existing policies and strategies.

1.5.4 How well has the intervention contributed to institutional and management capacity? What are potential risks? What measures were taken?

1.5.4.1 Contribution of intervention to institution and management capacity

The intervention has developed capacity in service delivery of LGAs through trainings. As the result of these trainings, participants have improved the way to conduct business by creating or adopting new tools, use of best practise and sharing acquired knowledge with others. With these trainings, management become easy as staff were equipped with modern tools and skills. The project intervention has set up mechanism for enabling institutional linkages between national, regional secretariat and the districts. The training has enabled smooth communication among key actors within the chains of command.

1.5.4.2 Potential risks

The most foreseen potential risks include but not limited to death, job transfer and insufficient funds. During M&E exercises it was noted that one of the training participants died, at some point, this is seen as a loss because, the participant died a short time after training. Due institutional need of the staffing, at some point staff are required to move from one LGA to another or some staff quit their jobs to pursue their carriers with other institutions and the end result the intended LGA will suffer the loss. Insufficient funds are seen as another risk that might hit most LGAs, in LGAs it is known that development budget in terms of retooling and capacity building are very minimum, with this, LGAs will find themselves at risk of not using the acquired knowledge simply because they do not have enough funds to facilitate what they know.

1.5.4.3 Measures to be taken

In addressing or mitigating the risk, nothing can be done to prevent death but there should be mechanism to capture and disseminate experience, skills and knowledge acquired from training. In case of job transfer, there should be a policy that each training participant should work in the benefited and intended LGA for a period not less than a year. In addressing insufficient funds, LGAs should be encouraged to prioritize in improvement of service delivery where by budget allocation and use of funds should be directed to intended tasks, on the other hand, if there are any new projects coming for these LGAs, focus should be on both retooling and enhancement of knowledge and skills.

1.6 Lessons Learned

Various lessons have been learnt from the Scholarship project, from planning to dissemination up to evaluation. Some of the key lessons learned include;

- Planning the training with trainees is a key to training success; this training course was done during target setting whereas key prospective participants were involved to provide thematic areas which were then used to prepare a training manual.
- Delivering better training services to council staff members requires conducting the training away from the council's headquarters to enhance undivided attention on the part of participants
- Delivering better effective training services to council staff members requires a well-built case for the training
- Delivering better services to communities calls for leveraging of available resources

and/or budgeting for it

- Delivering better services to communities requires inclusion of political leaders at all levels of the local government authority (LGA) in (personal) capacity building efforts.
- Improved services at work place require a broad-based competence within the LGA, i.e. diffusion of needed competences across all levels of the LGA – not only at its HQs.
- To pass on knowledge and skills to other council staff members we not only need to sensitize staff members on the benefits of getting trained but also need to make it possible for them to actually get the training with or without using money.

1.7 Recommendations

Table 6: Recommendations

Recommendation (Description of the decision to be taken)	Source (Where does the recommendation refers)	Target audience
Age of Trainees: Younger employees should be given first priority in attending such training due to the fact that they have a long time to exercise acquired competence and upscale project interventions for much longer	M&E reports	PO-PSM, PMO-RALG, District Council and BTC
Retaining trainees to their working stations: There should be a mechanism for staff who have attended training to remain in their working stations for extended period of time to be able to deliver and practice acquired skills	M&E reports	PO-PSM, BIs
Allocating more time for training: It was noted that the time allocated for the training was rather short for the participants to be able to take in all of the necessary frames of reference on the subject matter, hence need for more time allocation of up to three weeks was recommended	TIs Reports	BTC
Training Venues: Organising further training programs outside the working premises for much concentration and avoiding disturbances.	Lessons Learned Report	BIs
Equipment and Tools : In some few cases BIs had no Tools required to apply Knowledge and Skills gained, it would be worth to consider retooling as part of scholarship in future	MTR	BIs and BTC

PART 2: Synthesis of (operational) monitoring

1.8 Follow-up of decisions by the JLCB

Table 7: Strategic decisions by JLCB

Description of the strategy	Reference	Responsible	Period
The JLCB approved the proposed adaptation of the Technical and Financial File (TFF)	Minutes of the 1st Meeting	JLCB	Oct. 2013
JLCB approved the operation plan for October to December 2013	Minutes of the 1st Meeting	JLCB	Oct. 2014
Budget revision will have to be presented during the next JLPC.	Minutes of the 1st Meeting	PMU	Jan. 2014
To review and approve the Inception Report and plans for 2015-2017	Minutes of the 3rd Meeting	JLPC	Dec. 2014
The Project to ensure the trainee be able to participate fully if possible away from their working stations	Minutes of the 2nd Meeting	PMU	Continuing
During implementation, the Project should as much as possible follow the Government guidelines. However, for overseas scholarships, BTC has a specific policy	Minutes of the 2nd Meeting	PMU	All the time
The PMU should have more specific information on the type of trainings and indicators as included in the Baseline survey and Training Needs Assessment	Minutes of the 2nd Meeting	PMU	Dec.14
Project Financial modifications and implementation Manuals approved	Minutes of the 3 rd Meeting	JLPC	December, 2014

1.9 Expenses:

Exported overview of expenses from FIT

FIT - [Budget Execution Detail 2016]												
File Edit View Insert Format Records Scripts Window Help												
Budget vs Actuals (Year to Month, by Quarter) of TAN108811												
Project Title : Individual Learning for Organisational Development : Belgian- Tanzanian Scholarship Programme											Print	
Budget Version : C02											Quit	
Currency : EUR												
YtM : Report includes all closed transactions until the end date of the closed closing												
2016												
Status	Fin Mode	Amount	2015	Q1	Q2	Q3	Q4	Total	Total Exp.	Balance	%	
A	SPECIFIC OBJECTIVE		1,920,949.00	1,255,325.91	253,207.97	186,302.90	78,907.61	84,400.52	602,899.99	1,858,224.91	62,744.09	87%
01	R1 Needs for capacity		67,344.00	67,344.72		207.12	164.61		371.73	67,716.45	-372.45	101%
01	Needs assessment within	REGIE	41,755.00	41,755.34		207.12			207.12	41,962.46	-207.46	100%
02	Quality assessment of	REGIE	25,589.00	25,589.38						25,589.38	-0.38	100%
03	Exploration of new	REGIE	0.00	0.00			164.61		164.61	164.61	-164.61	7%
02	R2 Beneficiary institutions		915,000.00	868,977.04	42,315.60	57,031.49		2,516.86	101,863.95	970,841.00	-55,841.00	106%
01	Coaching on the	REGIE	65,000.00	26,805.29		56,300.54			56,300.54	83,105.83	-18,105.83	128%
02	Implementation of	REGIE	850,000.00	842,171.75	42,315.60	730.95		2,516.86	45,563.42	887,735.17	-37,735.17	104%
03	R3 Beneficiary institutions		715,000.00	133,829.16	205,726.12	111,421.11	76,814.85	78,166.73	472,128.80	605,957.97	109,042.03	85%
01	Coaching on the	REGIE	45,000.00	6,945.22	33.77	239.96	23,020.17		23,293.91	30,239.13	14,760.87	67%
02	Implementation of	REGIE	670,000.00	126,883.94	205,692.35	111,181.14	53,794.68	78,166.73	448,834.90	575,718.84	94,281.16	86%
04	R4 Formerly selected		223,625.00	185,174.99	5,246.24	17,643.18	1,928.15	3,716.93	28,534.50	213,709.49	9,915.51	96%
01	Local trainings selected	REGIE	5,728.00	3,213.05						3,213.05	2,514.95	56%
02	Trainings in Belgium	REGIE	118,772.00	75,137.88	3,360.00		445.00	1,694.46	5,499.46	80,637.34	38,134.66	68%
03	Local trainings selected in	REGIE	62,950.00	58,649.03	211.24	17,643.18	1,483.15	2,022.47	21,360.04	80,009.07	-17,059.07	127%
04	Trainings in Belgium	REGIE	36,175.00	48,175.03	1,675.00				1,675.00	49,850.03	-13,675.03	138%
X	BUDGETARY RESERVE (MAX 5%)		23,720.00	0.00						0.00	23,720.00	0%
01	Réserve budgétaire		23,720.00	0.00						0.00	23,720.00	0%
01	Budgetary reserve	REGIE	23,720.00	0.00						0.00	23,720.00	0%
Z	GENERAL MEANS		652,061.00	359,460.01	25,970.06	34,207.55	20,555.83	58,752.35	139,456.78	498,945.90	153,115.20	77%
01	Human Resources		322,415.00	162,033.71	18,803.83	23,956.19	8,055.11	15,437.52	66,262.65	228,296.35	94,116.65	71%
		REGIE	2,596,750.00	1,614,785.92	279,258.02	220,510.44	99,463.43	143,152.87	742,384.77	2,357,170.71	239,579.29	91.00
		COGEST										
		TOTAL	2,596,750.00	1,614,785.92	279,258.02	220,510.44	99,463.43	143,152.87	742,384.77	2,357,170.71	239,579.29	91.00

Budget vs Actuals (Year to Month, by Quarter) of TAN108811 Printed on 17/02/2017 page: ?

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Budget vs Actuals (Year to Month, by Quarter) of TAN1088811

Project Title : **Individual Learning for Organisational Development : Belgian- Tanzanian Scholarship Programme**
 Budget Version : **C02** Year to month : 31/12/2016
 Currency : **EUR**
 YtM : **Report includes all closed transactions until the end date of the closed closing**

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Status	Fin Mode	Amount	2016				Total	Total Exp.	Balance	%	
			2015	Q1	Q2	Q3					Q4
Z GENERAL MEANS		652.061,00	389.460,01	29.970,06	34.207,55	20.555,83	58.752,35	139.488,78	498.945,80	153.115,20	77%
01 Human Resources		322.413,00	162.033,71	18.803,83	23.966,19	8.055,11	15.437,52	66.262,65	228.296,35	94.116,65	71%
01 Scholarships Programme	REGIE	120.962,00	69.473,24	6.354,69	8.570,62	5.220,13	6.953,80	27.099,24	96.572,48	24.289,52	80%
02 Scholarships Programme	REGIE	110.613,00	57.199,62	6.652,91	6.694,12	8.824,79	6.312,86	28.484,68	85.684,30	24.928,70	77%
03 Half-time Accountant	REGIE	54.695,00	17.405,02	3.923,87	4.148,24	-8.066,54	743,57	749,14	18.154,16	36.538,84	33%
04 Driver	REGIE	27.845,00	11.822,29	1.208,54	4.225,22	1.577,43	916,66	7.927,86	19.750,15	7.694,85	71%
05 Topping up National	REGIE	7.200,00	4.761,94	663,82	327,98	499,30	510,63	2.001,72	6.763,66	436,34	94%
06 Recrutement	REGIE	1.400,00	1.371,60						1.371,60	28,40	98%
02 Investments		40.045,00	36.361,01	72,02		808,76		880,78	37.241,79	2.803,21	93%
01 Vehicle 4x4	REGIE	29.845,00	30.741,40	44,90		808,76		853,66	31.595,06	-1.750,06	106%
02 Office equipment	REGIE	5.000,00	1.648,51						1.648,51	3.351,49	33%
03 IT equipment	REGIE	5.200,00	3.971,10	27,12				27,12	3.998,22	1.201,78	77%
03 Operating Costs		146.160,00	101.066,23	7.094,21	10.145,96	11.691,96	6.025,69	34.957,82	136.024,06	10.135,94	93%
01 Office operating costs	REGIE	22.360,00	24.179,96	1.122,96	183,71	9.395,17	3.594,68	14.296,52	38.476,48	-16.116,48	172%
02 Vehicle Operating Costs	REGIE	35.000,00	19.828,87	-137,91	2.209,59	381,96	891,60	3.345,24	23.174,11	11.825,89	66%
03 Telecommunication	REGIE	2.850,00	4.159,94	200,88		166,08	379,65	746,61	4.906,55	-2.066,55	172%
04 Office supplies	REGIE	2.700,00	2.542,87	1.165,94	484,10	989,45	160,81	2.800,31	5.343,18	-2.643,18	198%
05 Little IT costs	REGIE	800,00	1.033,11	269,39	145,47	116,58	95,10	626,54	1.659,65	-779,65	189%
06 Missions	REGIE	43.300,00	32.136,36	2.679,01	5.656,01	486,10	-7,59	8.813,54	40.949,90	2.350,10	95%
07 Training staff	REGIE	15.000,00	7.539,85	785,00	1.237,38	-848,93	200,00	1.373,46	8.913,31	6.086,69	59%
08 Representation costs and	REGIE	7.350,00	453,01						453,01	6.896,99	6%
	REGIE	2.596.750,00	1.614.785,92	279.258,02	220.510,44	99.463,43	143.152,87	742.384,77	2.357.170,71	239.579,29	91,00
	COGEST										
	TOTAL	2.596.750,00	1.614.785,92	279.258,02	220.510,44	99.463,43	143.152,87	742.384,77	2.357.170,71	239.579,29	91,00



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Budget vs Actuals (Year to Month, by Quarter) of TAN1088811

Project Title : **Individual Learning for Organisational Development : Belgian- Tanzanian Scholarship Programme**

Budget Version : **C02** Year to month : 31/12/2016

Currency : **EUR**

YtM : **Report includes all closed transactions until the end date of the chosed closing**

	Status	Fin Mode	Amount	2016					Total	Total Exp.	Balance	%
				2015	Q1	Q2	Q3	Q4				
01 Investments												
01 Vehicle 4x4		REGIE	29.845,00	30.741,40	44,90		808,76	853,66	31.595,06	-1.750,06	106%	
02 Office equipment		REGIE	5.000,00	1.648,51					1.648,51	3.351,49	33%	
03 IT equipment		REGIE	5.200,00	3.971,10	27,12			27,12	3.998,22	1.201,78	77%	
03 Operating Costs			146.160,00	101.066,23	7.094,21	10.145,96	11.691,96	6.025,69	34.957,82	136.024,06	10.135,94	93%
01 Office operating costs		REGIE	22.360,00	24.179,96	1.122,96	183,71	9.395,17	3.594,68	14.296,52	38.476,48	-16.116,48	172%
02 Vehicle Operating Costs		REGIE	35.000,00	19.828,87	-137,91	2.209,59	381,96	891,60	3.345,24	23.174,11	11.825,89	66%
03 Telecommunication		REGIE	2.850,00	4.159,94	200,88		166,08	379,65	746,61	4.906,55	-2.056,55	172%
04 Office supplies		REGIE	2.700,00	2.542,87	1.165,94	484,10	989,45	160,81	2.800,31	5.343,18	-2.643,18	198%
05 Little IT costs		REGIE	880,00	1.033,11	269,39	145,47	116,58	95,10	626,54	1.659,65	-779,65	189%
06 Missions		REGIE	43.300,00	32.136,36	2.679,01	5.656,01	486,10	-7,59	8.813,54	40.949,90	2.350,10	95%
07 Training staff		REGIE	15.000,00	7.539,85	785,00	1.237,38	-848,93	200,00	1.373,46	8.913,31	6.086,69	59%
08 Representation costs and		REGIE	7.350,00	453,01						453,01	6.896,99	6%
09 Bank costs		REGIE	2.720,00	2.058,46	520,42	229,68	257,37	711,43	1.718,91	3.777,37	-1.057,37	139%
10 Meeting JLPC		REGIE	14.000,00	7.133,80	488,52		748,18		1.236,70	8.370,90	5.629,50	60%
04 Auditing, Monitoring and			133.443,00	51.831,48		95,40		37.289,14	37.384,54	89.216,02	44.226,98	67%
01 Baseline		REGIE	44.293,00	44.292,64						44.292,64	0,36	100%
02 Evaluation		REGIE	40.000,00	0,00		95,40		37.289,14	37.384,54	37.384,54	2.615,46	93%
03 Audit		REGIE	44.150,00	5.587,90						5.587,90	38.562,10	13%
04 Backstopping		REGIE	5.000,00	1.950,94						1.950,94	3.049,06	39%
99 Conversion rate			10.000,00	8.167,58						8.167,58	1.832,42	82%
98 Conversion rate		REGIE	10.000,00	8.167,58						8.167,58	1.832,42	82%
		REGIE	2.596.750,00	1.614.785,92	279.258,02	220.510,44	99.463,43	143.152,87	742.384,77	2.357.170,71	239.579,29	91,00
		COGEST										
		TOTAL	2.596.750,00	1.614.785,92	279.258,02	220.510,44	99.463,43	143.152,87	742.384,77	2.357.170,71	239.579,29	91,00

Budget vs Actuals (Year to Month, by Quarter) of TAN1088811 Printed on 17/02/2017 page: ?

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1.10 Disbursement rate of the intervention

Source of financing	Cumulated budget (Euro)	Real cumulated expenses (Euro)	Cumulated disbursement rate	Comments and remarks
Direct Belgian Contribution	2,596,750.00	2,357,170.71	91%	The remaining 9% will be used for <ul style="list-style-type: none"> • Quarter 1 activities • Commitment from agreements (NRM grants agreements) • Follow-up of Kigoma regional inter-council forum • Follow-up of trainings by NIP, PORALG officials, • Project capitalization, • Final evaluation • KILOR WEMP commitment • administrative cost
Contribution of the Partner Country	-			
Other sources	-			

1.11 Personnel of the intervention

Personnel (title and name)	Gender (M/F)	Duration of recruitment (start and end dates)
1. National personnel put at disposal by the Partner Country:	M M M	National Project Coordinator (NPC) Project Coordinator (PC) Project Officer (PO)
2. Support personnel, locally recruited by BTC:	F M	Project Accountant (PA) Driver
3. Training personnel, locally recruited:		
4. International Personnel (outside BTC):		
5. International experts (BTC):		

1.12 Public procurement

Not Applicable

1.13 Public agreements

S/N	Institution	Assignment	Name of the training	Type of Agreement
1	Tanzania Public Service College - TPSC	<ol style="list-style-type: none"> 1. Training needs assessment 2. Deliver Training 3. M&E 	<ol style="list-style-type: none"> 1. Open Performance Review and Appraisal System (OPRAS), Human Resources Planning (HRP) and Personal Emolument (PE) 2. Office Procedures and Administrative Skills training 3. Strategic Human Resources Management 	Execution Agreement
2	Institute of Rural Development and Planning - IRDP	<ol style="list-style-type: none"> 1. Training needs assessment 2. Deliver Training 3. M&E 	<ol style="list-style-type: none"> 1. Strategic leadership and Good governance 2. Local Government Planning 3. Gender Mainstreaming in Development Planning 	
3	Local Government Training Institute - LGTI	<ol style="list-style-type: none"> 1. Training needs assessment 2. Deliver Training 3. M&E 	<ol style="list-style-type: none"> 1. Training on Local Government Monitoring, Evaluation and Reporting (including Annual Council Reports, Council Development Report) 2. Training on Local Government analysis of Opportunities and Obstacles for Development (O&OD Approach) 	
4	Fisheries Education and Training Agency - FETA	<ol style="list-style-type: none"> 1. Training needs assessment 2. Deliver Training 3. M&E 	<ol style="list-style-type: none"> 1. Fisheries Resource Management and Fish Farming Practices 	Grant Agreement
5	Forest Training Institute - FTI	<ol style="list-style-type: none"> 1. Training needs assessment 2. Deliver Training 3. M&E 	<ol style="list-style-type: none"> 1. Participatory Forest Management 	
6	Ardhi	<ol style="list-style-type: none"> 1. Training needs 	<ol style="list-style-type: none"> 1. Land Use Planning and 	

S/N	Institution	Assignment	Name of the training	Type of Agreement
	Institute Tabora - ARITA	assessment 2. Deliver Training 3. M&E	Management	
7	Community Based Conservation Training Centre - CBCTC	1. Training needs assessment 2. Deliver Training 3. M&E	1. Community based natural resources management (CBNRM) and conservation	
8	East and Southern African Management Institute - ESAMI	1. Deliver Training	1. Monitoring and Evaluation of Training Programme 2. Public Private Partnership in Natural Resources Management	Facilitation Agreement
9	National Institute of Productivity - NIP	1. Deliver Training	1. Monitoring and Evaluation and report writing 2. Training on Cooperate Social Responsibility Management 3. Human Resources Management	

1.14 Equipment

Equipment acquired during the intervention

Equipment type	Cost		Delivery date		Remarks
	<i>Budget</i>	<i>Real</i>	<i>Budget</i>	<i>Real</i>	
Vehicle	29,845.00	31,595.06	Dec. 2013	Dec. 2013	Variation is due to time value of money
IT equipment	5,200.00	3,998.22	Aug. 2013	Aug. 2013	Few project staff
Office equipment	5,000.00	1,648.00	Fe. 2014	Feb. 2014	Few project staff

1.15 Original Logical framework from TFF

1.15.1 Original Logical framework

	Logical of the intervention	Indicators	Sources of verification	Assumptions
GO	<u>Global objective</u> Service delivery to the population is improved	<ol style="list-style-type: none"> 1. Evolution of gender composition 2. Rotation of staff 3. Decrease of vacancies 	<ol style="list-style-type: none"> 1. Annual Report of the organization and/or organization charts 2. Data from PO/PSM at central level 3. Data from PO/PSM at central level 	FTE of PO-PSM put at the disposal of the PMU has enough authority on HR-matters
SO	<u>Specific objective</u> The organizational capacity of Beneficiary Institutions (BI) is strengthened by the scholarships project.	<ol style="list-style-type: none"> 1. Institutions use the acquired competences and knowledge to the benefit of the whole Organization 2. Use of training material within the organization 3. Quality of capacity building plans and training plans has improved 4. Individual career plans are more aligned to the general competence management of the organization 	<ol style="list-style-type: none"> 1. Processes and procedures of the organizations 2. Interviews with the organization's management 3. Plans of the organizations 4. OPRAS of the personnel of the organizations and competence management plans 5. Annual reports of the BI 6. Project MTR 	Leadership of PO-PSM and of the technical ministries concerned on diffusing information on the new scholarship programme
R 1	<u>Result 1</u> BI staff skills management is improved	<ol style="list-style-type: none"> 1. List of competences to be capacities to be reinforced (not in terms of requested trainings) 2. List of potential qualitative training providers 3. List of training institutes to be reinforced (potential BI) 	<ol style="list-style-type: none"> 1. IOCA reports 2. Study on training providers 3. Annual Results reports 	
R 2	<u>Result 2:</u> BI staff skills are improved in LGR	1. The competency management of the BI integrates the followed	1. Competence management plans of the organization	PMO-RALG is transparent on its capacity building strategy

	Logical of the intervention	Indicators	Sources of verification	Assumptions
	sector	<p>trainings</p> <p>2. Acquired knowledge and skills are being transferred towards the organization (internal workshops, train the trainer, etc)</p> <p>3. The training material used during the training followed is put at the disposal of the BI</p> <p>4. Percentage of women having participated in trainings (in relation to the gender composition of the organization)</p> <p>5. Satisfaction degree of the individuals and the BI on the quality of the trainings</p> <p>6. Motivation of staff having benefited from a scholarship has risen</p> <p>7. Analysis of the regions of origin of the candidates</p>	<p>2. Number of workshops, peer learnings, etc. that follow the actual trainings</p> <p>3. Organizations' libraries</p> <p>4. Reports of the BI on the trainings</p> <p>5. Individuals' evaluation forms after the training</p> <p>6. Interviews with the scholars</p> <p>7. Selection database</p> <p>8. Quarterly project reports</p>	
R 3	<p><u>Result 3:</u></p> <p>BI staff skills are improved in NRM sector</p>	Idem as for Result 2		<p>BI are proactive with their demands</p> <p>MNRT is transparent on its capacity building strategy</p>

	Logical of the intervention	Indicators	Sources of verification	Assumptions
R 4	<u>Result 4:</u> Formerly selected scholarships holders have completed their studies	1. Satisfaction degree of the individuals on the quality of the trainings 2. Success rate		

1.15.2 Updated Logical framework

Intervention Logic	Outputs/ Outcome	Indicator	Data source	Frequency of data collection	Responsible
Global Objective: Better service delivery to the population	Improved service delivery to the population	BI status of service delivery to the general population	BI reports Project reports	Annually	NC PC, PO
Specific Objective: The organizational capacity of Beneficiary Institutions (BI) is strengthened	Strengthened organizational capacity of BI in LGM and NRM	BI Status of organizational capacity in LGM and NRM	BI reports Project reports	Annually	NC PC, PO
Result 1: Needs for capacity development are identified	Outcome	Indicator	Data source	Frequency of data collection	Responsible persons
	<i>Outcome 1:</i> Improved Beneficiary Institutions (BIs) capacity building needs assessment and planning	Number of BIs recorded improvement in identifying capacity building needs and CB planning	Project reports	Annually	NC PC, PO
	Output				
	Output 1.1 Capacity building plans for LGA's developed	Number of capacity building plans for GA's developed	LGA CB plans	Once (in year 1)	PC, PO

Intervention Logic	Outputs/ Outcome	Indicator	Data source	Frequency of data collection	Responsible
	Output 1.2 Execution agreements with selected training providers developed.	2. Number of Execution agreements with selected training providers developed.	EA for training provider	Once (in year 1)	PC, PO
<i>Result 2:</i> Beneficiary institutions in the sector of Local Government Management have reinforced their functioning and performance thanks to trainings and appropriate coaching	Outcome	Indicator	Data source	Frequency of data collection	Responsible persons
	<i>Outcome 2:</i> Improved BI performance in the area of Local Government Management	Number of BIs recorded performance improvement in Local Government management	Audit reports, revenue collection reports, financial reports	Annually	SPO, NC PC, PO
	Output				
	<i>Output 2.1:</i> Staff trained	Number of staff trained aggregated by sex	Participant attendance	In each training	PC, PO
	<i>Output 2.2:</i> Individuals acquired knowledge	% of knowledge change	Training pre & post-test results	In each training	PC, PO
	<i>Output 2.3:</i> Quality training implemented	% of satisfaction of training participants	Individuals' evaluation forms after the training	Quarterly	PC, PO
<i>Result 3:</i> Beneficiary institutions in the sector of Natural Resources Management have reinforced their functioning and	Outcome	Indicator	Data source	Frequency of data collection	Responsible persons
	<i>Outcome 3.1:</i> Improved BI performance in the area of Natural Resources Management	Number of BIs recorded performance improvement in Natural Resources Management	Census report, District NRM reports, Districts NR assessment reports, Land use reports	Annually	SPO, NC PC, PO
	Output	Indicator	Data source	Frequency of data	Responsible

Intervention Logic	Outputs/ Outcome	Indicator	Data source	Frequency of data collection	Responsible persons
performance thanks to trainings and appropriate coaching	<i>Output 2.1:</i> Staff Trained	Number of staff trained aggregated by sex	Participant attendance	In each training	PC, PO
	<i>Output 2.2:</i> Individuals acquired knowledge	% of knowledge change	Training pre & post-test results	In each training	PC, PO
	<i>Output 2.3:</i> Quality training implemented	% of satisfaction of training participants	Individuals' evaluation forms after the training	Quarterly	PC, PO
Result 4: Formerly selected scholarships are implemented in various sectors	Outcome	Indicator	Data source	Frequency of data collection	Responsible persons
	<i>Outcome 4.1:</i> Formerly selected scholarships are implemented in various sectors	% of scholarship recipients who record performance improvement	Assessment report	Annually	NC PC, PO
	Output				
	<i>Output 4.1:</i> Reporting of enrolled students confirmed	Number of students who enrolled in the training Institutions	Acknowledgement letter	Annually	PC, PO
	<i>Output 4.3:</i> Academic continuous assessment reports obtained	Obtained Academic continuous assessment reports	Academic progress reports	Bi-annually	PC, PO
	<i>Output 4.4</i> Supported students successfully completed their studies	% of students, successfully completed their studies	Final program report	End of the course	PC, PO

1.16 Complete Monitoring Matrix

Logical framework was used as a Monitoring Matrix

1.17 Tools and products

Listed below are tools generated by the project and available at BTC:

1. Training needs assessment tools
2. Tools for assessing Training Institutions (Tis)
3. LGA performance Target Setting Tools
4. Training manuals
5. Trainees follow-up tools
6. Monitoring Guidelines