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# TANZANIA PARTICIPANT TRAINING PROGRAM

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# TANZANIA PARTICIPANT TRAINING PROGRAM FINAL REPORT

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## INTRODUCTION

The United States Agency for International Development (USAID) granted the Institute of International Education (IIE) a contract to administer the Tanzania Participant Training Program (PTP), which began on July 23, 2014 and will end on July 22, 2019. Over the past five years, PTP supported Mission programming across three priority sectors – democracy, rights and governance; health; and economic growth – by providing customized participant training activities. Through short-term training and technical assistance, Tanzanian professionals developed the skills and knowledge to build the capacity of their institutions and technical areas. PTP focused on activities within core sectors that will strengthen the partnership between Tanzanian and U.S. institutions, thereby directly contributing both to USAID/Tanzania’s efforts to strengthen Tanzania’s resource base and the Government of Tanzania’s (GOT) development goals.

PTP was managed by IIE in Washington, DC in partnership with the Economic and Social Research Foundation (ESRF) in Dar es Salaam, Tanzania. IIE is pleased to submit this Final Report which covers activities carried out during the life of the program. The report summarizes the accomplishments achieved and challenges faced during this five-year program and includes recommendations for future USAID programming.

## ACHIEVEMENT OF STRATEGIC RESULTS

Over the life of the program, PTP worked with USAID Mission Development Objective (DO) teams to develop yearly workplans that considered the Mission’s priorities. Based on these meetings, PTP employed the Human and Institutional Capacity Development (HICD) approach to training design, as mandated by the USAID FORECAST II Practitioner’s Handbook. Using the HICD approach, PTP staff completed needs assessments with key stakeholders to develop and propose participant training activities best suited to address expressed needs. Once activities were approved by USAID, PTP worked closely with USAID and the beneficiary institution to develop activity scopes of work, procure training providers, organize logistics, and monitor activity results.

PTP implemented 14 participant training activities, including 8 in-country short-term trainings, 3 U.S.-based short-term trainings, 2 assessments, and 1 technical assistance activity. In total, 376 Tanzanian professionals participated in PTP activities representing 77 governmental and non-governmental institutions.

This section details the 14 participant training activities, including the outputs and outcomes of each activity. In order to measure impact, PTP provided participants with a questionnaire at the end of each activity, the details of which can be found in the final report that was submitted for each activity. For the final report, PTP averaged the results of each questionnaire to show the results across programs. The chart outlining those results can be found below. PTP also conducted a series of focus group discussions with alumni in March and April 2019, the results of which are detailed in the Outputs and Outcomes sections below.

Questionnaire Measure	Average Response Across All Programs
Quality of training content, materials, and delivery.	82%
Training prepared participants for day-to-day work.	84%
Quality of the trainers’ knowledge and experience.	84%
Appropriateness of knowledge and skills learned to professional needs.	83%
Training met expectations.	81%

## PRIME MINISTER'S OFFICE

The mandate of the Prime Minister's Office (PMO) is the coordination of all GOT business, a role which requires the institution to have a workforce which is not only knowledgeable and competent, but also possesses skills that enable it to work effectively within assigned positions. During Year 1, the PTP team undertook a rapid performance assessment following the HICD approach by gathering data on a questionnaire, reviewing the institution's three-year training plan developed from their own performance assessment, and holding a discussion on competencies, skills, and knowledge needed for optimal performance with key PMO employees. Performance challenges were identified both for the institution as a whole and specifically for the Office of Coordination of Government Business. These included weak analytical skills; inadequate policy development skills; deficient negotiation and/or conflict mitigation skills; and lack of strategic and dynamic leadership to drive organizational performance and address frequently changing priorities. As a result of the HICD assessment, PTP worked with the PMO to design and implement the following interventions during the PTP program.

### Policy Development & Analysis Training

During Year 2, PTP contracted Nordic Consulting Firm, through their partner the Eastern and Southern African Management Institute (ESAMI), to conduct a training on Policy Development and Analysis for staff members from the PMO and other government agencies. The training consisted of two sessions. The first session took place in Dar es Salaam from November 23-27, 2015. The first session included 24 participants from the following GOT offices: the PMO; President's Office; Ministry of Livestock and Fisheries; Ministry of Agriculture, Food Security and Cooperatives; and Ministry of Industry and Trade. The training addressed the need for integrated policy planning, formulation, and action as key elements to the success of the coordination function of the PMO and other government ministries. Participants developed action plans during the first session to implement in their workplace in between the two sessions. The second session, with 23 of the participants from the first session, took place from February 8-12, 2016, in Arusha. ESAMI followed up with the participants on their progress in between the two sessions on reviewing and revising their actions plans.

#### Outputs and Outcomes

- The Problem Tree Identification Method and SWOT Analysis are used by the alumni to enhance identification and policy development conceptualization.
- Through alumni efforts, authentic data is now being collected at the PMO and used to enable centralized activities such as the budget management system and data integration of the budget among the budgeting and planning departments for more data-driven policy decision making.
- In the PMO Media Unit, the analysis of captured data is being used to inform the general public about the coordinating activities of the PMO and other line ministries, civil society, and the private sector.
- The alumni use the skills they gained to participate in the ratification of formulated policies and the submission of these to the



*GOT staff members participate in the Policy Development & Analysis training.*

Cabinet Secretariat in the President's Office. PMO analysts use the problem tree technique to help the policy authors from the line ministries improve their policy writing skills.

### Coordination of Government Business Training

During Year 2, PTP contracted Mzumbe University to conduct a training on Coordination of Government Business for staff members of the PMO and other government agencies. The training was held from March 7-11, 2016, in Morogoro for 24 participants. Through lectures, practical examples, and group work, the participants gained knowledge and skills in coordination of government business, strategic communication, and change management. Participants developed action plans during the training focused on implementing their new skills and knowledge into the workplace. Mzumbe University provided remote support for the action plan progress to participants for one-month after the completion of the training.

#### *Outputs and Outcomes:*

- The alumni from the PMO Coordination of Government Business Department have used the skills from the training to institute several processes to improve coordination within the department and throughout the GOT as a whole.
- A dashboard has been established on which the PMO and all policy and Planning Departments from the line ministries are able to post information which is shared by all in the GOT. This allows better communication throughout the GOT.
- Information from the Local Government Authorities (LGA) that is generated at the regional and district government level is collected by the President's Office Regional Administration and Local Government (PORALG), then shared with the line ministries through the dashboard.
- Alumni are involved in the establishment of a revised GOT Communication Strategy, which will include regulations on e-government.
- Alumni have implemented a Government Mail System (GMS). The GMS allows employees to set up group email chains to improve communication.
- Efforts by alumni are underway to set up electronic files.

### Negotiation and Conflict Management Training

During Year 2, PTP contracted JYAX Development and Training, in partnership with the Rutgers University School of Social Work, to conduct a training on Negotiation and Conflict Management for staff members from the PMO. The purpose of the training was to build the capacity of PMO staff and improve the PMO's organizational response when faced with conflict situations requiring PMO intervention. The training took place in Arusha from August 15-19, 2016. The 9 participants were senior level government officials from the PMO. The training included a mix of classroom lectures and group discussions paired with field visits to the East African Community



*PMO participants on a site visit to the African Court on Human and Peoples' Rights during the training on Negotiation and Conflict Management.*

Headquarters Department of Peace and Security and the African Court on Human and Peoples' Rights. Feedback from the training was positive.

#### *Outputs and Outcomes*

- The alumni reported that they feel better equipped with tools and knowledge to coordinate conflict management and advise local and regional governments.
- Specific policies on negotiation for conflict management inside and outside the country are being revised and strengthened.
- The Malawi/Tanzania conflict on Lake Nyasa was resolved amicably within senior levels of government. Alumni reported that they felt the training equipped them to assist with this.
- At an individual level, the alumni reported that they can handle family conflicts better than before the training.

### **U.S. Leadership Trainings**

One of the expressed needs of the PMO was leadership training for senior level PMO staff. During Year 2, PTP managed programs for 14 senior-level staff to attend off-the-shelf leadership trainings in the United States. For each of these trainings, PTP conducted research into off-the-shelf trainings available in the United States related to leadership and developed a menu for the PMO to select trainings best suited to their needs. The four trainings that were selected are detailed below.

1. **High Impact Leadership:** Three participants attended a one-week training on High Impact Leadership at Columbia University Business School from December 6-11, 2015. The training used 360-degree feedback, intensive one-on-one coaching, self-assessment tools, and small group work to help participants develop a realistic path to become more effective leaders.
2. **Leadership Development Program:** Five participants from the PMO attended a one-week Leadership Development Program through the Center for Creative Leadership (CCL) in February and March 2016. Through hands-on exercises, personal coaching sessions, and peer learning groups, the Leadership Development Program helped participants develop a sense of their own leadership style and a concrete direction for becoming a more effective leader.
3. **Leading for Organizational Impact:** Five participants from the PMO attended a one-week Leading for Organizational Impact training through the Center for Creative Leadership (CCL) in March 2016. Through research-based content to improve skills and knowledge, simulation exercises, and peer and faculty feedback sessions, the Leading for Organizational Impact course strengthened the ability of participants to manage complexity, balance competing priorities, and collaborate across their organizations to achieve tangible results.
4. **Authentic Leadership Development:** Five senior level government officials from the PMO attended a training on Authentic Leadership Development at Harvard University from August 28-September 2, 2016. Through case studies, individual exercises, classroom debates, and small group discussions, participants gained a clearer sense of their own leadership style and a concrete direction for becoming a more influential leader.

#### *Outputs and Outcomes*

- The alumni have implemented the 360-behavior assessment in leadership situations, mentoring, and coaching.
- Some of the alumni have continued networking with colleagues from other countries who attended the same training.
- The alumni report that they continue to visit the online program forums established during their trainings to network with other alumni and access information on leadership.

- Alumni have established weekly meetings in each department and weekly management meetings. As a result, the PMO is now able to get an overall picture of all ongoing activities within the PMO.

## NATIONAL BUREAU OF STATISTICS

During Year 3, PTP facilitated a technical assistance activity to help the National Bureau of Statistics (NBS) in the production of population projections for 2013 to 2050 at all administrative levels on the mainland and Zanzibar. For this activity, PTP contracted two U.S. experts who were former employees of the U.S. Census Bureau with prior experience working with NBS on the Tanzania census. The activity took place in Morogoro from March 16-April 12, 2017. There were 14 participants from NBS and other government agencies responsible for collecting and analyzing census data. The consultants led the participants in the development of population projection assumptions and projections at the national and regional level. Feedback from NBS and the consultants indicated that the activity successfully completed the intended objectives.

### *Outputs and Outcomes*

- During the activity, the consultants and participants successfully completed the following population projections.
  - The size, growth, and age-sex structure of the total population.
  - Total fertility rates
  - Mortality rates
  - Life expectancy for males and females
  - Birth and death rates
- After the technical assistance activity, participants were able to work independently to complete the remaining projections for the district levels and urban and rural areas that were not completed during the technical assistance activity.

## MINISTRY OF AGRICULTURE

In April 2016, PTP conducted meetings with the USAID Economic Growth DO team, the Mikocheni Agricultural Research Institute, and the Ministry of Agriculture, Livestock, and Fisheries (MALF) to discuss the performance gaps in integrated pest management (IPM) for horticultural crops that could be addressed through the provision of training programs. These discussions highlighted the main concerns in



*Participants examine pests on tomato plants during the IPM training in August 2016.*

IPM in horticulture in the areas of crop research, information dissemination, IPM surveillance at all levels, the need to address new emerging pests, and the high level of pesticides being used by farmers. Inadequate IPM has negative effects on the ability of Tanzanian farmers to export crops and the health of Tanzanians eating the crops sprayed with pesticides. As a result of these meetings, between July 2016-June 2018, PTP supported three activities aimed at improving IPM practices in the Southern Agricultural Growth Corridor of Tanzania (SAGCOT) by increasing knowledge and information flow on IPM among the Ministry of Agriculture (MA), agricultural extension officers, and farmers.



## Phase 1: IPM Training

During Year 2, PTP contracted the Bureau of Agricultural Consultancy and Advisory Services (BACAS) at Sokoine University of Agriculture to develop and implement an IPM training focused on five horticultural crops in the SAGCOT region, including tomatoes, Irish potatoes, watermelon, banana, and mangoes. The training took place in Arusha from August 8-19, 2016. The 25 participants included MALF officials, extension officers, inspectors, and researchers working in IPM. The training included a mix of classroom lectures and group discussions paired with field visits to farms, laboratories, and research institutions. The training included content on taxonomy, pest life history, plant damage symptoms, pest host range, and sampling techniques.



*Participants examine pests on cucumber plants during the IPM training in August 2016.*

## Phase II: IPM Guidebooks Workshop

During Year 3, PTP contracted BACAS to lead a workshop to build upon the success of the IPM Phase I Training to increase the sustainability of IPM practices in the SAGCOT region. The workshop took place in Dodoma from July 17-28, 2017. The purpose of the workshop was to guide participants through the development of IPM guidebooks covering procedures and techniques in IPM for the horticultural crops that were the focus of the Phase I training. Twenty-four participants from MALF and several agricultural research institutions attended the first week of the workshop focused on producing the guidebook materials through group work and presentations. During the second week of the workshop, a smaller group of 15 participants from the original 24 were selected by MALF to synthesize the information pulled together during the first week, finalize the draft guidebooks, and develop an action plan for large scale production of the guidebooks and distribution to farmers and extension officers. After the workshop, BACAS finalized drafts of the guidebooks and fliers in both Kiswahili and English for review by PTP, USAID, and MALF.

## Phase III: IPM Guidebooks Printing & Launch Event

During Year 4, several activities took place as a follow-on to the IPM guidebooks workshop. Starting in October 2017, the guidebooks and fliers in both English and Kiswahili were reviewed by PTP, the Kiswahili Council of Tanzania, USAID, and the Ministry of Agriculture (MA). The final production of 10,000 guidebooks and 70,000 fliers was completed in March 2018. On June 21, 2018, PTP held a one-day launch event in Dodoma with the MA to distribute the guidebooks and fliers to participants from the SAGCOT region. Fifty participants attended the launch event, including Regional Agricultural Advisors (RAAs) and District Agricultural, Irrigation, and Cooperative Officers (DAICOs) from districts throughout the SAGCOT region. During the launch, BACAS gave a refresher to the participants on the content in the guidebooks and fliers. The participants also developed action plans for distributing the materials to farmers and monitoring their use. Representatives from USAID and the MA attended the event and delivered remarks. In July 2018, PTP worked with the RAAs and DAICOs to deliver the guidebooks and fliers to each district within the SAGCOT for distribution.

## Outputs and Outcomes

- The participants established links to help facilitate continued communication and sharing of information on IPM issues throughout different GOT levels, extension officers, and farmers.
- The participants developed relationships with the training providers from local research institutions for continued professional support and information sharing on IPM.
- At the ministry level, there is evidence of increased awareness on IPM issues after the IPM training and launching of the IPM guidebooks and fliers. As follow-on to the PTP-facilitated activities, several steps have been undertaken by the MA to ensure IPM is a priority.
  - The Agricultural Policy (2013) is being revised to include IPM.
  - All MA departments have been provided with information on IPM from the activities. The Department for Training and Knowledge Dissemination has already distributed the printed guidebooks and fliers to agricultural training colleges where the documents are being used as reference materials.
  - The activities and services of the Plant Health Unit have become more robust due to the IPM documents which are being distributed to horticultural farmers nationwide.
  - MA is in the process of introducing radiation (which has already been introduced in Zanzibar) as pest control, especially control of the fruit fly.
  - Inspection on imported insecticides has been strengthened by the opening of a modern and fully equipped Inspection Laboratory. The aim is to help reduce plant infections from imported crops through border posts. More efforts are being aimed at establishing such laboratories at each of the border posts. The Plant Health Unit (PHU) is currently educating importers and exporters on importance of using laboratory inspection facilities.

## ZANZIBAR CIVIL SOCIETY ORGANIZATIONS

Based on a request from the USAID Democracy, Rights, and Governance (DRG) DO team, PTP supported a two-phase capacity building assistance activity for 15 Zanzibari Civil Society Organizations (CSOs) selected by USAID that focus on youth and women. Associates for Global Change (AGC) conducted both phases. The first phase was an organizational assessment to assess performance gaps and provide recommendations for interventions. The assessment took place during Year 3 from April 19-May 3, 2017 in Zanzibar



*Representatives from CSOs in Zanzibar and USAID at the culmination of the capacity building trainings in December 2017.*

and Pemba, during which AGC and ESRF conducted an orientation session with the CSOs and held a series of individual interviews with key stakeholders in each CSO to assess needs and develop recommendations

for follow-on support. An assessment report was developed with recommended interventions in coordination with each CSO.

Based on the recommendations produced from the assessment and discussions between USAID and AGC, 13 of the CSOs were chosen by USAID to participate in the follow-on support based on their capacity to benefit from further interventions. The follow-on support was conducted by AGC during Years 3 and 4 from September – December 2017. The five-phase approach combined training, action planning, and coaching to target four key areas that the assessment identified as areas of improvement for all CSOs: 1) Business Development and Resource Mobilization, 2) Strategic Planning and the Role of the Board of Directors, 3) Monitoring, Evaluation, and Learning, and 4) Financial Management. Two individuals from each CSO participated in the activity.

#### *Outputs and Outcomes*

- Based on the focus group discussion with 8 of the CSOs, the organizational gaps that had been identified during the assessment have been addressed in the following ways:
  - All alumni reported using the knowledge and skills to formulate or revise their strategic plans.
  - All organizations have established their M&E Departments.
  - Financial documents (financial manuals, resource mobilization strategy), including the use of Quick Books has been established.
- In addition, individual CSOs have also accomplished the following:
  - Pemba Press Club has established institutional auditing machineries plus resource mobilization strategies.
  - Zanzibar Youth Forum has produced brochures and business cards. They have also established a Strategic Plan Market to attract funding opportunities.
  - Pemba PIRO (Popular Inspiring and Relief Organization) changed their name (formerly Pemba Inspiring and Relief Organization) in order to obtain a positive image in Pemba, Unguja, and Tanzania Mainland. This involved the review of their organizational constitution.
  - ZAFELA, through funding from the Legal Service Facility, has employed an IT personnel who is also maintaining the organization website.

## EASTERN AFRICA STATISTICAL TRAINING CENTRE

During Year 4, PTP worked with USAID to identify interventions focused on increasing the data-driven decision making of GOT staff. USAID identified the Eastern Africa Statistical Training Centre (EASTC) as a key partner for these activities. EASTC is a higher education and training institution based in Dar es Salaam with the mandate to train government staff from all Anglophone African countries. EASTC staff also spend time collecting and analyzing data for governmental and non-governmental projects. PTP performed an HICD assessment on EASTC in order to identify the skill gaps among the lecturers. The assessment identified several skill gaps, including advanced data collection and analysis, report writing, and knowledge of computer-assisted personal interviewing (CAPI) as the current method of collecting data using tablets. Based on this assessment, PTP worked with EASTC and USAID to develop two interventions during Year 4 based on building the skills of EASTC staff so they are better able to perform their mandate, including training of other GOT staff with data analysis needs. The two interventions are outlined in more detail below.



*GOT participants stand with their certificates after completing a training on data analysis and reporting at EASTC in July 2018.*

### Phase I: Training of Trainers for EASTC Lecturers

Phase I of the training was a two-week training in Morogoro from January 15-26, 2018 for 25 EASTC faculty members to strengthen their curriculum, teaching methods, and use of technology in statistics, data analysis, and research. PTP contracted Academics International (AI) to develop and implement the Phase I TOT. Unfortunately, AI decided to leave the TOT on the third day of the training. PTP acted quickly in collaboration with EASTC to identify ways in which the training could be salvaged after AI's departure. USAID was informed immediately and kept up to date as planning progressed. For the remainder of the first week, the EASTC lecturers took over the curriculum themselves and provided peer training on the hand-held tablet devices which were procured for the training. EASTC also used the remainder of the first week to plan for the Phase II training. For the second week, PTP identified a local trainer from the University of Dar es Salaam to take over the remainder of the TOT. Despite the challenges, the participants provided positive feedback and noted that they felt they gained useful skills and knowledge from the training.

### Phase II: Data Analysis Training for GOT staff

The Phase II training took place from July 16-27, 2018 at EASTC in Dar es Salaam. The EASTC lecturers who were trained during Phase I implemented a training to 25 participants from the PMO and Iringa regional government. The two-week training focused on practical utilization of population projections and government databases to determine growth strategies for the two areas. The training also focused on the ability to set targets for public-sector indicators and to interpret and write high-quality data-based reports.

The participants were also trained on tablet-based data collection strategies, which they indicated will enhance the GOT's ability to collect accurate data.

#### *Outputs and Outcomes*

- EASTC faculty found that the Phase I training was successful in preparing them to develop the content for Phase II and increased their ability to collect accurate data using tablets.
- The EASTC faculty members report using the skills they gained in CAPI for data analysis through computer modeling and factor analyses.
- The EASTC faculty now use Google Classroom as a teaching methodology.
- The EASTC faculty use their improved report writing skills to edit and provide feedback on written reports, such as the Demographic Household Survey Report which is produced by the national statistical bureaus in the various EASTC member countries.

## **BENJAMIN WILLIAM MKAPA FOUNDATION**

At the request of the USAID Health DO team, PTP met with staff members from the Benjamin William Mkapa Foundation (BMF) in February 2016 to assess organizational capacity needs that could be met through participant training activities. Based on these meetings, there were several key areas that BMF could benefit from interventions, including financial management, knowledge management, and monitoring and evaluation. PTP worked with USAID and BMF to develop a two-phase approach to building the capacity of BMF. The two phases are outlined in more detail below.

### **Phase I: Assessment of Financial and Operational Systems and Processes**

During Year 4, IIE contracted Deloitte Consulting Limited (Deloitte) to assess BMF's financial and operational systems and processes. The assessment took place between June 20-July 19, 2018. During this time, the assessment team conducted interviews with key internal and external stakeholders, reviewed policy documents and operation manuals, and observed financial management workflows and functions to identify performance gaps and root causes of the gaps, and recommend solutions based on interviews, surveys, and on-site observation of BMF. Deloitte utilized a participatory process that involved engagement with the BMF staff, BMF board, and external stakeholders throughout the assessment process. At the close of the assessment, Deloitte engaged senior BMF staff in a day-long feedback session to present the findings of the assessment, including recommendations for follow-on activities. Deloitte presented the findings based on eight domains: 1) governance, 2) financial management, 3) procurement systems, 4) human resource systems, 5) project performance management, 6) organizational sustainability, 7) administration and operations, and 8) information communication technology. Once the assessment was complete, Deloitte also worked with BMF to update and finalize BMF's accounting manual.

### **Phase II: Training on Monitoring & Evaluation Best Practices**

Based on the recommendations in the assessment report, PTP worked with USAID and BMF to identify recommended interventions that could be supported by PTP in Year 5. BMF indicated their preference for a training on Monitoring & Evaluation (M&E) and Human-Centered Design Thinking (HCDT). The assessment indicated the need for BMF to re-evaluate and redesign its M&E practices in order to better utilize resources to enhance the efficiency and effectiveness of its operations and sustainability; improve the quality of data and reports; and better meet the goals of BMF and its partners. Based on these discussions, PTP contracted JEYAX Development and Training to implement a training on M&E Best Practices, incorporating HCDT. The training took place from May 6-17, 2019 in Dar es Salaam. The

training built the capacity of BMF staff to analyze and improve operations and enhance partnerships and collaborative efforts that BMF leads within the health sector. During the first week, 25 BMF staff members were provided with training on M&E best practices incorporating HCDT. During the second week, 10 staff members chosen by BMF leadership worked with JEYAX Development & Training to establish a Results Management Office that utilizes practices grounded in HCDT to yield the following results: consistent meeting of project targets with desired impact created on the ground; enhanced quality of data and reports; better data-driven decision making; value proposition to be used in the pitching of newly designed projects; increased compliance to report submission times; and enhanced delivery of program objectives and increased focus on strategic outcomes. The BMF staff also developed a draft M&E guide during the training.



*BMF staff participate in the training on M&E Best Practices in May 2019.*

### *Outputs and Outcomes*

- BMF plans utilize the recommendations in the assessment report to make improvements throughout their organization across the eight domains.
- BMF is in the process of finalizing the establishment of a Results Management Office to streamline M&E processes across the organization.
- BMF will utilize the draft M&E guidelines that were developed during the training to monitor program progress and impact. The guidelines will be finalized by the organization in the next few months.
- BMF staff were trained in Human Centered Design Thinking which they plan on implementing to improve processes throughout the organization.

## **VISA ASSISTANCE**

In February 2015, USAID transferred responsibilities for coordinating the J1 visa process for USAID/Tanzania-funded exchange visitors from the Mission to PTP. PTP coordinated the visa process for USAID/Tanzania implementers, including Ohio State University (OSU), the National Association of Regulatory Utility Commissioners (NARUC), the University of Minnesota, and the United States Energy Association (USEA). The main responsibilities that were transferred from the Mission to PTP included coordination of USAID signatures on required forms; DS-2019 pickup from Mission and delivery to exchange visitors; guidance for exchange visitors on the J1 visa application and interview process; and pre-departure orientation for all exchange visitors based on the USAID Pre-Departure Guide for U.S.-Based Participant Training & Exchange Visitor Programs. PTP worked in coordination with the Mission and Embassy Consular Section to develop a visa workflow process and clarify visa procedures and requirements to ensure a smooth transition of responsibilities between the Mission and PTP. In total, PTP assisted in the obtainment of visas and implemented pre-departure orientations for 70 participants from USAID/Tanzania implementing partners.

## Shortfalls, Problems, and Recommended Solutions

### WORK PLAN DEVELOPMENT

*Challenge:* One of the challenges faced by PTP throughout the life of the program was in the development of the yearly workplan. PTP followed the process of meeting with USAID DO teams and stakeholders on a yearly basis to solicit information on needs that could be met through participant training. However, PTP faced challenges in securing information on annual funding levels and interest in PTP activities, which led to challenges in planning for yearly activities to meet the project mandate of supporting the training needs of USAID/Tanzania DO teams. The difficulty in finalizing work plans in a timely manner meant that often activities were delayed or did not occur all together.

*Lesson Learned:* The following are suggested actions that can be taken for future participant training programs supported by the USAID/Tanzania Mission.

- The most successful activities that PTP implemented were those that occurred over multiple phases and years. It is suggested for future programs that during the first year, or in the RFP development stage, USAID should identify target technical sectors or institutions to be the beneficiary of participant training interventions over the 5-year lifespan of the program. All activities should start with an assessment. The recommendations from the assessment would then be used to plan activities for future years. This would also provide robust opportunities to monitor and measure impact as the institutions go through multiple phases of assistance. This approach will encourage the most sustainable change within institutions and sectors. In addition, a focused approach starting in the first year should prevent delays in work plan development and implementation.
- If DO teams indicate that they would like to benefit from participant training programs, efforts should be made by each DO team to allocate sufficient funding in the yearly budget so that planned activities can take place.
- USAID and the beneficiary institution should continue to be involved in all stages of activity development, procurement, and implementation to ensure that activities adhere to USAID and institutional goals and objectives.

### SELECTION OF TRAINING PROVIDERS

There were two main challenges faced in the process of procuring training providers for PTP activities.

#### Availability of U.S. University Faculty

*Challenge:* The first challenge relates to activities that required a link with a U.S. university. The timeline of when USAID DO teams preferred for an activity to take place was often out of sync with the availability of faculty to administer trainings due to the U.S. academic calendar. For the Coordination of Government Business and EASTC Phase I trainings, PTP had to do a second round of procurement after an initial round failed to solicit any proposals. PTP faced this challenge by communicating regularly with USAID as problems in procurement arose and conducting extensive outreach to potential U.S. university providers to ensure that the second round of procurement would be successful.

*Lesson Learned:* For future participant training activities that require a U.S. university linkage, planning needs to take place a year ahead of time to ensure that the timelines proposed for the activities are during the summer when availability is greatest for U.S. university faculty. Training design should also consider that U.S. university faculty often plan their non-academic activities many years in advance and therefore they are usually unable to respond to proposals with short notice. Planning at least a year ahead of time will provide sufficient time to do outreach and procurement giving faculty enough notice to fit the participant training activity into their schedule. Additionally, PTP found that the most successful in-

country activities that required a U.S. university linkage were those where a U.S. university worked with a Tanzanian institution or consultant to facilitate the intervention. This pairing ensures both adherence to the local context and contributes to USAID's Journey to Self-Reliance.

### **Qualifications of EASTC Phase I Training Provider**

*Challenge:* The EASTC Phase I TOT encountered two main challenges with the selected training provider, Academics International (AI). The proposal AI submitted was successful in meeting all of the criteria laid out in the RFP. The challenges arose in the month before the training was planned to commence. The lead trainer stated in his proposal that he would bring with him a statistics support trainer, but he didn't name the trainer in the proposal. During training planning, he provided PTP with the names of qualified trainers who he was going to bring on board. However, AI notified PTP late in the process that he was no longer able to secure a statistics support trainer, and instead planned to invite several speakers virtually and in person to present to participants. PTP requested and received information on the guest speakers to ensure their qualifications, but the situation of the trainers changing at the last minute caused uncertainty that should have been avoided so close to the training start date.

The second challenge began after the start of the TOT with the EASTC faculty and ESRF voicing concerns over the AI lead trainer's inability to deliver the training material and address the topics that the participants were most concerned with. After some back and forth between the participants and training provider, AI decided to leave the TOT on the third day. PTP acted quickly in collaboration with EASTC to identify ways in which the training could be salvaged after AI's departure. USAID was informed immediately and kept up to date as planning progressed. More details are included in the final report for the EASTC Phase I training.

*Lesson Learned:* After the EASTC Phase I training, IIE reviewed its procurement process and new measures were subsequently implemented to ensure that training providers were properly vetted moving forward. These measures included requiring bidders to submit three references, which were checked by a PTP staff member. PTP also put a new policy in place to disqualify any bidders who submit proposals without a full team identified. These new policies helped to ensure that the activities that occurred for the remaining life of the program were all implemented successfully by qualified training providers.

### **Contractor's Assessment of Contract Work Completed**

Through the PTP program, IIE and ESRF successfully met the main program objective of building the capacity of Tanzanian institutions through participant training activities. Though there were challenges, as outlined above, IIE made every effort to work in close collaboration with USAID and ESRF to ensure that all challenges were resolved in a timely manner and that lessons learned were implemented appropriately. Through multi-pronged monitoring and evaluation efforts, PTP was able to observe the sustainable change that was created as a result of PTP trainings within the GOT and private sector.

In addition to the work outlined in the report, IIE contributed to USAID's Journey to Self-Reliance through the capacity building that was provided to ESRF in their ability to manage a USAID participant training contract. Training included the J1 visa process, pre-departure orientation regulations, USAID HICD assessment process, USAID financial management, and USAID contract deliverables. IIE worked with ESRF as a local partner as a cost-effective measure to implement the program instead of setting up an IIE field office. This approach allowed the program to benefit from the networks and management



experience of a well-established Tanzanian institution, while also ensuring that activities implemented were culturally and contextually appropriate.

For future participant training programs, IIE recommends that USAID follow the lessons learned outlined in the Shortfalls, Problems, and Recommended Solutions section to build upon and strengthen the successes that IIE observed during the PTP contract. A participant training program with a clear vision of building the capacity of targeted institutions and/or sectors with a multi-year approach for each target will provide the best roadmap to success and sustainability.