



BTC

BELGIAN TECHNICAL COOPERATION

UNITED REPUBLIC OF TANZANIA

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

ANNUAL RESULTS REPORT 2015



FEBRUARY 2016

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

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DAR ES SALAAM

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Acronyms

AFO	Administrative and Finance Officer
ARITA	Ardhi Training Institute Tabora
BI	Beneficiary Institution
BLS	Base Line Study
BTC	Belgian Technical Cooperation
CB	Capacity Building
CBP	Capacity Building Plan
CDR	Council Development Report
CBCTC	Community Based Conservation Training Centre
CFR	Council Financial Report
DC	District Council
DCDO	District Community Development Officer
DED	District Executive Director
DIA	District Internal Auditor
DLG	District Local Government
DHRO	District Human Resource Officer
DPLO	District Planning Officer
EA	Execution Agreement
EIA	Environmental Impact Assessment
EPC-LGAP	Enhancement Procurement Capacity –Local Government Authorities Project
EPICOR	Accountancy software used for Integrated Financial Management System
FTI	Forestry Training Institute
FETA	Fisheries Education Training Agency
IDCP	Indicative Development Cooperation Programme
JLCB	Joint Local Consultative Body
IRDP	Institute of Rural Development
HOD	Head of Department
HRP	Human resources Planning
KILORWEMP	Kilombero and Lower Rufiji Wetland Ecosystem Management project
LED	Local Economic Development
LF	Logical Framework
LGA	Local Government Authority
LGAM	Local Government Authority Management
LGM	Local Government Management
LGR	Local Government Reform
LGTI	Local Government Training Institute
M&E	Monitoring and Evaluation
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoF	Ministry of Finance
MNRT	Ministry of Natural Resources and Tourism
MTEF	Medium Term Expenditure Framework
MTR	Mid-Term Review
NRM	Natural Resources Management
NPC	National Project Coordinator
NRM 4 LED	Natural Resource Management for Local Economic Development
O and OD	Opportunity and Obstacle to development

OPRAS	Open Performance Appraisal system
PC	Project Coordinator
PO	Project Officer
PE	Personnel Emolument
PIU	Project Implementation Unit
TPSC	Tanzania Public Services College

1.1 INTRODUCTION

This report provides an overview of the progress towards result during the year 2015. This report comes on the second year of the project life and the first year of implementation.

This report will include the following

1. Introduction
2. Analysis of intervention performance
3. Transversal themes
4. Steering and learning
5. Annexes

1.2 Project form

Intervention at a glance (max. 2 pages)

1	Project Name	Individual Learning for Organizational Development: Tanzanian- Belgian Scholarship Programme
2	Country	Tanzania
3	Navision Code	TAN 1088811
4	National Number DGDC	NN 3010237
5	National or Regional institution in charge of the execution	Ministry of Finance/POPSM
6	Agencies in charge of the execution	Belgian Technical Co-operation
7	Number of BTC International Cooperation experts	None
8	Duration of the project (according to SA/ EoL)	60 months
9	Starting date of the project:	April 12, 2013
10	Ending date of the project SA:	April 12, 2017
11	Project management methods	Own-management
12	Target groups	Individual employees in selected 3 Ministries, 3 Regional Secretariats and 11 Districts focusing on Natural Resources Management & Local Government Management
13	Global Objective	Improvement of public service delivery

14	Specific Objective	Contribution of the organizational capacity strengthening of the Beneficiary Institutions
15	Result areas	Beneficiary institutions in the sector of Local government management have reinforced their functioning and performance
		Beneficiary institution in the sector of Natural Resources Management have reinforced their functioning and performance
		Scholarships are implemented in various sectors
16	Project Belgian Budget	Euro 2,596,749.50

1.3 Project performance

Logical table of the intervention: Fill out on the basis of the data entered in 2.2.4, 2.3.3, 2.4.3 ... (only provide A, B, C or D scores¹).

	Efficiency	Effectiveness	Sustainability
Outcome			
Output 1	A	A	B
Output 2	A	A	B
Output 3	A	A	B
Output 4			

The Annual Result Report for 2015 is informed by the monitoring and evaluation framework of the project and the planning review with Beneficiary Institutions.

1.3.1. Relevance

	Performance
Relevance	A

- The project objectives are embedded in the national training policy and training strategy. The national training policy for public services in Tanzania and the PO-RALG training strategy
- The project operates in 11 Local Government Authorities in Kigoma, Coast and Morogoro Regions. The areas of intervention Natural Resources management and Local Government Management are both vital to the LGAs
- Belgian Technical cooperation is supporting Natural Resources Management projects in the three regions. KILORWEMP in Coast and Morogoro and NRM-

¹ A = Very good performance, B = Good performance, C = Weak performance, D = problematic

LED in Kigoma, scholarship project is complementing the work done by the two project to ensure energy of our effort.

1.3.2. Efficiency

	Performance
Efficiency	A

- The planned trainings were implemented by selected training Institutions. The project signed agreement with three local Government training Institutions and four Natural resources management training Institutions.
- The project is following up the execution Agreements to ensure good quality of trainings and the activity value for money.
- Financial execution of 2015 stands at 95% of the annual planned budget and at 32% of the overall project budget

1.3.3. Effectiveness

	Performance
Effectiveness	A

- Project stakeholders at Ministries, Regions and Local Government Authorities were fully involved in the design, initial project assessments and implementation of activities
- The project is organized in the three phases to ensure the project realizes results out of the intended activities
- Phase One: Establish performance target and indicators with the Regional Secretariat and Local Government Authorities on the areas of improvement prior to training,
- Phase Two: Develop standard training materials and implement training programme
- Phase Three: Follow up of trained participants on the use of Knowledge attained during training programme

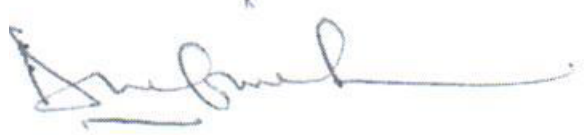
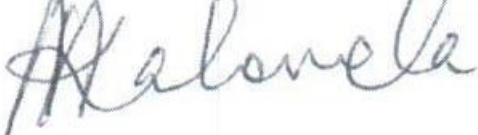
1.3.4. Potential sustainability

	Performance
Potential Sustainability	B

- The capacity building approach is demand driven interventions which provides the main building blocks for the ownership and sustainability of the project activities
- The interventions are linked to the day –to- day work of the officials in the LGAs
- The interventions build on the existing management systems to make them perform better

1.4 Conclusion

- The project is fully in implementation phase, two to three months later participants will be followed up to assess status following the use of knowledge attained how the attained knowledge is put in use
- There is demonstrated willingness and commitment of the stakeholders to support the project. Participation has been high, partner Institutions have been supported in Training Venues
- The project management is closely following the plan for mitigating risks and ensure the quality of intervention

National Execution Official Elisante Mbwilo	BTC Execution Official Martin Kalowela
	

1.5 Budget execution

Total Budget (TZS)	Expenditure 2013-2014 (TZS)	Balance (TZS)	Total Disbursement Rate (%)
2,596,749.50	1,613.315.00	983,434.5	62%

1.6 Summary

Formulate 5 key points (briefly, in one or two sentences) that a reader of this report should remember.

<ul style="list-style-type: none">• The Scholarship project has started a new approach for provision of individual learning for capacity building of Beneficiary Institutions.
<ul style="list-style-type: none">• The capacity building interventions are aligned with the Beneficiary institutions capacity Building policy and strategies and the Institutional development objectives and strategies
<ul style="list-style-type: none">• The Project is aiming at improving performance of Beneficiary Institutions beyond individual staff development.
<ul style="list-style-type: none">• Monitoring and evaluation will be done well beyond the training activity, the capacity building process intends to capture the performance changes realized following the use of knowledge attained during trainings. . The project has set indicators at the output and outcome levels to measure changes in performance.
<ul style="list-style-type: none">• The project will sticky on gender sensitivity in the process of planning and implementation of the capacity building interventions
<ul style="list-style-type: none">• Execution Agreement for 3 Local Government Training Institutions was completed and the three training Institutions have been carrying out trainings to Local Government Authorities
<ul style="list-style-type: none">• Grant Agreement for 4 Natural Resources Training Institutions was completed and they Training Institutions have started to implement training s in NRM to the Local Government Authorities. They are in Phase II.
<ul style="list-style-type: none">• 8 training s in LGM at RS and LGA's and 2 trainings at Ministries have been completed and from April 2016, trainees will be followed up for assessment on the use of knowledge attained

2 Analysis of the intervention²

2.1 Context

2.1.1 General context

*Describe the contextual elements that have had an important influence (positive or negative) on the intervention. **These events should have occurred during the reporting period** and can relate to changes in sector policies, decentralisation and deconcentration policy, major political events, environmental events, etc. Limit yourself to the description of key evolutions during the reporting period.*

Maximum length: 250 words

The Government of Tanzania is currently undertaking various initiatives towards poverty reduction and attainment of sustainable social and economic development. These initiatives are founded 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 (NSGRP or MKUKUTA) is geared toward achieving the TDV 2025. Under the NSGRP 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 and Natural Resources Management has been aligned to national strategies and priorities, especially the TDV 2025, NSGRP and specific sector policies and strategies.

The Tanzania Government is reinforcing the Development Vision through the strategy of Big Results Now (BRN). The implementation of the BRN requires motivated staff with right knowledge and skills. The scholarship Project is supporting to Beneficiary Institutions with improving their performance.

The country had National General Election in October 2015. The preparations, campaign, voting and announcing of results involved some key officials and participants of the planned trainings. The project postponed the training programs for one month to allow District staff to

2.1.2 Institutional context

Assess the effects (positive or negative) of the intervention's institutional anchorage - and the major evolutions of the institutions in which the intervention is anchored - on the progress of the intervention. Is the institutional anchorage still relevant? Give a score (Very Appropriate, Appropriate, Not appropriate, Not appropriate at all) and comment on the attributed score (current situation, strengths, weaknesses, influence on the progress of the intervention). Limit yourself to the description of key evolutions during the reporting period.

Maximum length: 250 words

² In this document: Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

The scholarship project is working with the following Beneficiary Institutions (BI):

A. Central Ministries:

- i. President's office Public Services Management (PO-PSM)
- ii. Ministry of Natural Resources and Tourism (MNRT)
- iii. Prime Minister's Office Regional Administration and Local Government (PMO-RALG)

B: Regional secretariats and LGA's:

- i. Kigoma Region: Kigoma MC, Kigoma DC, Kibondo DC, Kasulu DC, Kakonko DC, Buhigwe DC and Uvinza DC
- ii. Morogoro Region: Kilombero DC and Ulanga DC
- iii. Coastal Region: Rufiji DC and Mkuranga DC

The project is coordinated by the President's office Public Services Management (PO-PSM) and implemented in line with the National Training Policy and National Training Strategies. The project has a National Coordinator from PO-PSM and the Project Implementation Unit (PIU) has offices within the BTC offices in Dar es Salaam: The PIU is made up of the Project Coordinator, Project Officer and the Project Accountant. The National Project Coordinator is from PO-PSM, the Programme Manager, Accountant and project officer all comes from BTC

2.1.3 Management context: execution modalities

Assess the effects (positive or negative) of the execution modalities on the advancement of the intervention. Provide a score (Very Appropriate, Appropriate, Not appropriate, Not appropriate at all) and comment on the attributed score (current situation, strengths, weaknesses, influence on the progress of the intervention). Limit yourself to the description of key evolutions during the reporting period. Maximum length: 250 words

The project TFF has identified Regie (own management) as the financial mode of the scholarship project. The project is finalizing Execution Agreements which intends 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.

2.1.4 Harmo-context

Describe how other actors influence the outputs-to-Outcome dynamics (and vice-versa) and the dynamics with other actors with regards to the different result areas (and vice-versa): harmonisation initiatives with other development actors (or other BTC interventions), the alignment with partner strategies, ownership by the partner. Limit yourself to the description of key evolutions during the reporting period. Maximum length: 250 words

During the year 2015 the Beneficiary Institutions were involved in national events which potentially may influence implementation of the project.

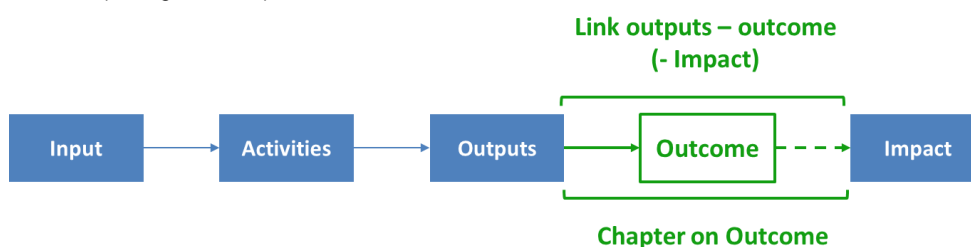
The country had national general election. District Executive Directors and Heads of Departments who were trainees during capacity building intervention involved in the preparation and management of the election.

New Government burned forensic travel, as the result some trainings were scheduled to local venue which results to less budget.

The trainee has been more motivated to work and have been working better than before the training. The training institutions facilitators gained field experience and their Institutions benefited from the percentage of professional fee.

2.2 Outcome

Give an overview of the likely achievement of the Outcome (i.e. outcome) and the dynamics surrounding the Outcome (see figure below).



Analysis of progress made

Limit yourself to filling out the table³

Outcome ⁴ : Contribute to the organizational strengthening of the beneficiary institutions ⁵ .						
Indicators ⁵	Baseline value ⁶	Progress year N-1 ⁷	Progress year N ⁸	Target year N ⁹	End Target ¹⁰	Comments ¹¹
Number of BIs recorded improvement in identifying Capacity Building Needs and CB Planning	None	14	14	14	14	This was successfully achieved.
Number of BIs recorded performance improvement in Local Government Management	None	None	11	14	14	The project will track the trainee performance six months following the trainings. The follow up of trainee will start in Quarter 2, 2016.
Number of BIs recorded performance improvement in Natural Resources Management	None	None	11	14	14	The project will track the trainee performance six months following the trainings. The

³ Depending on the number of indicators, and depending on the number of main activities, rows should obviously be added/deleted.

Depending on the age of the project, columns should be added for the values of the preceding years (if applicable), in order for progress to be assessed against the value of the preceding year. By reporting cumulatively, the progress made in the reporting period can be determined in a precise way.

Do not write anything below the table. Comments are only allowed in the table.

⁴ Use the formulation of the outcome as mentioned in the logical framework (DTF) or the last version of the logical framework that was validated by the JLCB.

⁵ Use the indicators as shown in the logical framework

⁶ The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention

⁷ The actual value of the indicator at the end of year N-1

⁸ The actual value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

⁹ The target value at the end of year N

¹⁰ The target value at the end of the intervention

¹¹ Comments about progress realised, namely assessment of the achieved value of the indicator at the end of year N compared to the "baseline" values (time 0) and/or the value of the preceding year, and compared to the expected intermediate value for year N. If the intermediate value is not available, the end target will be the reference. Comments should be limited to a minimum.

						follow up of trainee will start in Quarter 2, 2016
Analysis of progress made towards outcome: Analyse the dynamics between the outputs achieved and the likely achievement of the Outcome (see Results Report Guide):						
<i>Relation between outputs and the Outcome. (How) Are outputs (still) contributing to the achievement of the outcome:</i>	The project outputs still contributing to the outcome.					
<i>Progress made towards the achievement of the outcome (on the basis of indicators):</i>	The project completed its start-up phase. The implementation phase started in July 2015. 15 training programs were implemented. 12 in LGA's and 3 at Ministry levels. The project will track the performance status of trainee six months after each training program starting from April 2016. The project will use the set indicators to track the trainee performance					
<i>Issues that arose, influencing factors (positive or negative):</i>	None					
<i>Unexpected results:</i>	None					

2.2.1 Risk management

Provide the evolution of risks¹² and how they have been managed. Identified risks consist of risks emanating from the TFF and/or from the baseline study, and significant risks that have been identified during the implementation of the intervention. Risks can also be identified during the Results Monitoring.

- Describe the risk
- Score the probability that the risk might occur: High, Medium, Low
- Score the impact if the risk would occur: High Medium, Low

If a risk is attributed with a C or D score, detail the measures that have been taken/will be taken and indicate the person/actor responsible. For details on scoring: see Guide

¹² Limit yourself to Development Risks, Reputational Risks

Risk		Risk Analysis		Risk Treatment			Follow up of Risk	
Description of Risk	Period of risk identification	Probability of risk occurrence	Potential risk Impact	Action(s)	Resp.	Deadline	Progress	Status
Mismanagement of funds/fraud	During implementation of CB activities	Low	High	Institute strict financial controls using Belgian financial system	PC, PO	On going	The project used The Belgian rules during pilot trainings	
				Develop and use project operations Manual to guide Procedures	PC, PO	Sept. 2016	The manual were developed	Completed
				Strengthen project Monitoring and Follow up		On going	The Monitoring and Evaluation framework developed	
Failure to identify appropriate gaps and needs	During Training Needs assessment	Medium	High	Proper strategies for conducting TNA	PC	Mar-14	TNA was properly done	Completed
Right staff not available	During development of CB Plans	Medium	High	Develop training plan focusing departments with staff	PC	Dec-15	BI developed plans with the focus of existing staff	Completed
Lack of Tools to apply Knowledge and Skills	During implementation	Low	High	Proper identification of training that will not require application tools	PC	On going	Analysis of the performance gaps and the type of training was done	Completed
Interference of schedules between project vs routine BIs activities	During Training implementation	Low	Medium	Proper planning of project activities	PC	Ongoing	Planning of project activities was done	Still will be reviewed regularly
Limited capacity of training institutions to deliver appropriate interventions	During training implementation	Low	High	Proper assessment of training institutions capacity	PC	Apr-14	Assessment was done, for training Institutions in Tanzania	

2.2.2 Potential Impact

Describe how probable it is that the Outcome will contribute to sectoral objectives and whether the impact aimed for is still guaranteed as (pre)supposed (during formulation or as expected from baseline data). It should thus be assessed whether this part of the intervention logic is still valid. If data is available for the indicators of the general objective, please add these values as an illustration of the potential impact, if relevant.

The broad objective of the scholarship project is to contribute to institutional capacity development in Tanzania". The capacity building interventions planned guarantee that this impact will be achieved by the project. The project is aligning with the policy and strategies of the Government of Tanzania. The intervention is aiming at improving institutional performance in service delivery through the provision of scholarships.

The project has put in place the best possible way to track changes in performance. During the follow up phase the project will collect data for trainee performance

The implementations of trainings in all the LGA's on the other hand has improved the training Institutions capacity to develop and deliver the trainings in future

2.2.3 Quality criteria

For each of the criteria (Efficiency, Effectiveness, Sustainability and Relevance) a number of sub-criteria have been formulated. By choosing the statement that fits your intervention best, you can calculate the total score for those specific criteria (see below for calculation instructions).

1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries		
<i>In order to calculate the total score for this Q-criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>		
1.1 What is the present level of relevance of the project?		
<input checked="" type="checkbox"/>	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.
<input type="checkbox"/>	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.
<input type="checkbox"/>	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.
<input type="checkbox"/>	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.
1.2 As presently designed, is the intervention logic still holding true?		
<input checked="" type="checkbox"/>	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).
<input type="checkbox"/>	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.
<input type="checkbox"/>	C	Problems with intervention logic may affect performance of project and capacity to monitor and evaluate progress; improvements necessary.
<input type="checkbox"/>	D	Intervention logic is faulty and requires major revision for the project to have a chance of success.

2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way (assessment for the whole of the intervention)

In order to calculate the total score for this Q-criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D

2.1 How well are inputs (financial, HR, goods & equipment) managed?

<input checked="" type="checkbox"/>	A	All inputs are available on time and within budget.
<input type="checkbox"/>	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.
<input type="checkbox"/>	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.
<input type="checkbox"/>	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.

2.2 How well are outputs managed?

<input checked="" type="checkbox"/>	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
<input type="checkbox"/>	B	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
<input type="checkbox"/>	C	Some output are/will be not delivered on time or with good quality. Adjustments are necessary.
<input type="checkbox"/>	D	Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N

In order to calculate the total score for this Q-criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D

3.1 As presently implemented what is the likelihood of the outcome to be achieved?

<input type="checkbox"/>	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.
<input checked="" type="checkbox"/>	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.
<input type="checkbox"/>	C	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.
<input type="checkbox"/>	D	Project will not achieve its outcome unless major, fundamental measures are taken.

3.2 Are activities and outputs adapted based on the achieved results in order to the outcome (Specific Objective)?

<input checked="" type="checkbox"/>	A	The project is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.
<input type="checkbox"/>	B	The project is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.
<input type="checkbox"/>	C	The project has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the project can achieve its outcome.
<input type="checkbox"/>	D	The project has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.

3. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).		
<i>In order to calculate the total score for this Q-criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A ; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C ; At least one 'D' = D</i>		
3.1 Financial/economic viability?		
<input type="checkbox"/>	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.
<input checked="" type="checkbox"/>	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
<input type="checkbox"/>	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.
<input type="checkbox"/>	D	Financial/economic sustainability is very questionable unless major changes are made.
4.2 What is the level of ownership of the project by target groups and will it continue after the end of external support?		
<input checked="" type="checkbox"/>	A	The JLCB and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.
<input type="checkbox"/>	B	Implementation is based in a good part on the JLCB and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.
<input type="checkbox"/>	C	Project uses mainly ad-hoc arrangements and the JLCB and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
<input type="checkbox"/>	D	Project depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
4.3 What is the level of policy support provided and the degree of interaction between project and policy level?		
<input type="checkbox"/>	A	Policy and institutions have been highly supportive of project and will continue to be so.
<input checked="" type="checkbox"/>	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the project, and are likely to continue to be so.
<input type="checkbox"/>	C	Project sustainability is limited due to lack of policy support. Corrective measures are needed.
<input type="checkbox"/>	D	Policies have been and likely will be in contradiction with the project. Fundamental changes needed to make project sustainable.
4.4 How well is the project contributing to institutional and management capacity?		
<input checked="" type="checkbox"/>	A	Project is embedded in institutional structures and contributed to improve the institutional and management capacity (even if this is not a explicit goal).
<input type="checkbox"/>	B	Project management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.
<input type="checkbox"/>	C	Project relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
<input type="checkbox"/>	D	Project is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

Assign a final score to each criterion. If a monitoring criterion has been marked a 'C' or a 'D', measures have to be proposed, as part of the Action Plan (4.1)

Criteria	Score
Relevance	A

Effectiveness	A
Sustainability	A
Efficiency	A

2.3 Performance Output 1¹³ Needs for capacity development are identified

Assess the likelihood of achieving the Output concerned and the dynamics surrounding the evolution of this Output.

This section describes the performance output 1.

2.3.1 Analysis of progress made

Output 1: Needs for capacity development are identified						
Indicators	Baseline value	Progress year 14	Progress year 15	Target year 15	End Target	Comments
1.1 Number of BIs recorded improvement in Capacity Building Needs assessment	None	TNA was conducted	14	14	14	The target is achieved. The project supported local Government Authorities to carry out Training Needs assessment
1.2 Number of Capacity Building Plans for GA's developed	None	The process for developing Capacity building plans started	14	14	14	The target is achieved. Each local Government Authority developed implementation plan for 4 years 2013-2016. The LGA's plans are reviewed annually.
1.3 Number of Execution Agreement with selected training providers developed.	None	Assessment of Training Institutions was conducted.	7	7	7	3 Execution Agreements for Local Government Management and 4 for Natural Resources Management were development and signing in 2015
Progress of main activities ¹⁴			Progress:			Comments (only if the value is C or D)
			A	B	C	
Needs assessment of the beneficiary institutions			x			
Quality assessment of known and provided training possibilities			x			

¹³ The template accommodates up to 3 Outputs (chapters 2.2, 2.3, 2.4). If the intervention has more outputs, simply copy and paste additional output chapters. If the intervention has less than 3 outputs, simply delete the obsolete chapters)

¹⁴ A: The activities are ahead of schedule
 B: The activities are on schedule
 C: The activities are delayed, corrective measures are required.
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

related to the demand					
Exploration of new qualitative training possibilities related to the demand	x				
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>					
<i>Relation between activities and the Output. (how) Are activities contributing (still) to the achievement of the output (do not discuss activities as such?):</i>	The set activities were linked to the output, they all contribute to the achievement of the output. All the activities were aiming at identifying specific needs				
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>	This output was completed in 2014, the project is making use of the information derived from the activities in this output to develop and plan trainings according to the demands of Beneficiaries				
<i>Issues that arose, influencing factors (positive or negative):</i>	-None				
<i>Unexpected results (positive or negative):</i>	None				
None					

2.3.2 Quality criteria

On the basis of the elements above, attribute a simple A, B, C or D score¹⁵ to the following criteria

- **Efficiency:** Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into outputs in an economical way.
- **Effectiveness:** Degree to which the output is achieved as planned at the end of year N.
- **Sustainability:** The degree of likelihood to maintain the outputs of the intervention in the long run (beyond the implementation period of the intervention).

Criteria	Score
Efficiency	A
Effectiveness	A
Sustainability	B

¹⁵

- A: Very good performance
 B: Good performance
 C: Performing with problems, measures should be taken
 D: Not performing/ having major difficulties: measures are necessary

If a criterion cannot be assessed (e.g. because the project has only just started), attribute the criteria with an 'X' score. Explain why the criterion has not been assessed.

2.4 Performance Output 2: Beneficiary institutions in the sector of Local Government Management have reinforced their functioning and performance thanks to trainings and appropriate coaching

This section describes the performance output 2.

2.4.1 Analysis of progress made

Output 2: Beneficiary institutions in the sector of Local Government Management have reinforced their functioning and performance thanks to trainings and appropriate coaching						
Indicators	Baseline value	Progress year 20 14	Progress year 2015	Target year 20 15	End Target	Comments
Number of staff trained aggregated by sex	None	400	1,978	2,000	2,500	This is measured during training implementation
% of average knowledge change for training participants	None	40%	60%	70%	100%	The project is measuring this indicator during the implementation phase
% of satisfaction of training participants	None	70%	80%	90%	100%	The project is measuring this indicator during the implementation phase
Progress of main activities			Progress:			Comments (only if the value is C or D)
			A	B	C	
Coaching on the elaboration of the capacity building plans and on follow up of trainings			x			
Implementation of training according to demand			x			
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>						
<i>Relation between activities and the Output. (how) Are activities contributing (still) to the achievement of the output (do not discuss activities as such?):</i>	<p>The key activities were fully implemented, the trainings in LGM in LGA' s and Ministries were implemented. Trainings in LGM shall be followed up from April 2016A set of activities are valid to the output</p> <p>The activities are contributing to the project objective to enhance performance in Local Government management.</p>					
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>	<p>The project has been implementing trainings in Local Government Management. The trainings were implemented by public LGM Training Institutions. BTC signed execution Agreements with three LGM training Institutions namely; Local Government training Institute, Institute of Rural development Planning and Tanzania Public Services Collage. The process was completed and the Execution</p>					

Agreements were signed in May 2015.

A total of eight Trainings in Local Government Management were implemented by the institutions.

The approaches to the capacity building under the Execution Agreements involved three phases.

Phase One: Establish performance target and indicators with the Regional Secretariat and Local Government Authorities on the areas of improvement prior to training,

Phase Two: Develop standard training materials and implement training programme and

Phase Three: Follow up of trained participants on the use of Knowledge attained during training programme

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	150
		Training on LG Planning (PlanREP)	Planners, Economists, HOD	392
		Training on Gender planning and Main streaming	Community Development Officers, Social welfare officers	240
			Subtotal for IRDP	782
2	Local Government Training Institute	Training on LG Monitoring, Evaluation and Reporting (including Annual Council Reports, Council Development Report)	Planning officers, Heads of Department	281
		Training on LG analysis of Opportunities and Obstacles for Development (O& OD Approach)	Community Development Officers, HOD	261
			Subtotal for LGTI	542
3	Tanzania Public Service College	Training on local Government office Procedures and Administrative skills	Personal Secretaries, office supervisors, Records management	336
		Training on Local Government Human Resources Administration (OPRAS, HRP and PE)	Human Resources Officers, Heads of Department	263
		Training on Lawson (A Local Government Human Resources Administration system	Human Resources Officers	45
			Subtotal for TPSC	644
GRAND TOTAL				1,968

	<p>All the three training Institutions implemented phase one and two. The project is preparing for phase three which is follow up of trainee performance.</p> <p>During this year the project supported the training of 11 staff from PO-PSM to participate a course on Monitoring and Evaluation for trainings organized by ESAMI in Kampala - Uganda</p>
<i>Issues that arose, influencing factors (positive or negative):</i>	National General election of 2015 influenced the schedule for implementation of trainings. Heads of Departments from the LGA's were involved in the preparation and management of the election exercise.
<i>Unexpected results (positive or negative):</i>	None

2.4.2 Quality criteria

On the basis of the elements above, attribute a simple A, B, C or D score¹⁶ to the following criteria

- Efficiency: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into outputs in an economical way.
- Effectiveness: Degree to which the output is achieved as planned at the end of year N.
- Sustainability: The degree of likelihood to maintain the outputs of the intervention in the long run (beyond the implementation period of the intervention).

Criteria	Score
Efficiency	A
Effectiveness	A
Sustainability	B

¹⁶

- A: Very good performance
 B: Good performance
 C: Performing with problems, measures should be taken
 D: Not performing/ having major difficulties: measures are necessary

If a criterion cannot be assessed (e.g. because the project has only just started), attribute the criteria with an 'X' score. Explain why the criterion has not been assessed.

2.5 Performance Output 3¹⁷ Beneficiary institutions in the sector of Natural Resources Management have reinforced their functioning and performance, thanks to trainings and appropriate coaching

This section describes the performance output 3.

2.5.1 Analysis of progress made

Output 3: Beneficiary institutions in the sector of Natural Resources Management have reinforced their functioning and performance, thanks to trainings and appropriate coaching						
Indicators	Baseline value	Progress year 2014	Progress year 2015	Target year 2015	End Target	Comments
Number of staff trained aggregated by sex	None	None	710	750	800	The implementation is in performance target phase, actual implementation will be effected in February 2016.
% of knowledge change	None	None	10%	60%	100%	The project is measuring this indicator during the implementation phase
% of satisfaction of training participants	None	None	10%	60%	100%	The project is measuring this indicator during the implementation phase
Progress of <u>main</u> activities			Progress:			Comments (only if the value is C or D)
			A	B	C	
Coaching on the elaboration of the capacity building plans and on follow up of trainings			X			
Implementation of training according to demand			X			
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>						
<i>Relation between activities and the Output. (how) Are activities (still) contributing to the achievement of the output (do not discuss</i>	<p>The key activities were fully implemented, the trainings in NRM in LGA's and Ministries were implemented. Training Institutions completed the Performance target setting. Training Institutions will implement trainings in NRM starting from February</p> <p>The activities are contributing to the project objective to enhance performance Natural Resources</p>					

¹⁷ If the Logical Framework contains more than three Outputs, copy-paste the 2.4 chapter and create 2.6 for Output 4 , 2.7 for Output 5, etc.

<i>activities as such)?:</i>	Management																														
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>	<p>The project started performance target setting for Natural resources trainings. The implementation shall continue in Quarter 1 2016</p> <table border="1" data-bbox="453 472 1481 1422"> <thead> <tr> <th data-bbox="453 472 549 584">S/N</th> <th data-bbox="549 472 807 584">Training Institution</th> <th data-bbox="807 472 1059 584">Type of Training</th> <th data-bbox="1059 472 1355 584">Participants</th> <th data-bbox="1355 472 1481 584">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 584 549 779">1</td> <td data-bbox="549 584 807 779">Fisheries Education Training Agency (FETA), Nyegezi-Mwanza</td> <td data-bbox="807 584 1059 779">Training on Fish farming and Fisheries Resource Management</td> <td data-bbox="1059 584 1355 779">Fisheries officers, Community Development officers</td> <td data-bbox="1355 584 1481 779">170</td> </tr> <tr> <td data-bbox="453 779 549 931">2</td> <td data-bbox="549 779 807 931">Forestry Training Institute (FTI), Olmotonyi-Arusha</td> <td data-bbox="807 779 1059 931">Training on Participatory Forestry management</td> <td data-bbox="1059 779 1355 931">Forestry officers, Community Development Officers</td> <td data-bbox="1355 779 1481 931">150</td> </tr> <tr> <td data-bbox="453 931 549 1160">3</td> <td data-bbox="549 931 807 1160">Ardhi Institute Tabora (ARITA)</td> <td data-bbox="807 931 1059 1160">Training on Land use planning and Management</td> <td data-bbox="1059 931 1355 1160">Surveyors, Valuers and town planners Community Planners, Economists, Environmental Officers</td> <td data-bbox="1355 931 1481 1160">236</td> </tr> <tr> <td data-bbox="453 1160 549 1352">4</td> <td data-bbox="549 1160 807 1352">Community Based Conservation Training Centre (CBCTC)</td> <td data-bbox="807 1160 1059 1352">Community Based NRM and Conservation</td> <td data-bbox="1059 1160 1355 1352">Wildlife Officers, Community Development Officers</td> <td data-bbox="1355 1160 1481 1352">135</td> </tr> <tr> <td data-bbox="453 1352 549 1422"></td> <td colspan="3" data-bbox="549 1352 1355 1422" style="text-align: center;">GRAND TOTAL</td> <td data-bbox="1355 1352 1481 1422">691</td> </tr> </tbody> </table>	S/N	Training Institution	Type of Training	Participants	Total	1	Fisheries Education Training Agency (FETA), Nyegezi-Mwanza	Training on Fish farming and Fisheries Resource Management	Fisheries officers, Community Development officers	170	2	Forestry Training Institute (FTI), Olmotonyi-Arusha	Training on Participatory Forestry management	Forestry officers, Community Development Officers	150	3	Ardhi Institute Tabora (ARITA)	Training on Land use planning and Management	Surveyors, Valuers and town planners Community Planners, Economists, Environmental Officers	236	4	Community Based Conservation Training Centre (CBCTC)	Community Based NRM and Conservation	Wildlife Officers, Community Development Officers	135		GRAND TOTAL			691
S/N	Training Institution	Type of Training	Participants	Total																											
1	Fisheries Education Training Agency (FETA), Nyegezi-Mwanza	Training on Fish farming and Fisheries Resource Management	Fisheries officers, Community Development officers	170																											
2	Forestry Training Institute (FTI), Olmotonyi-Arusha	Training on Participatory Forestry management	Forestry officers, Community Development Officers	150																											
3	Ardhi Institute Tabora (ARITA)	Training on Land use planning and Management	Surveyors, Valuers and town planners Community Planners, Economists, Environmental Officers	236																											
4	Community Based Conservation Training Centre (CBCTC)	Community Based NRM and Conservation	Wildlife Officers, Community Development Officers	135																											
	GRAND TOTAL			691																											
<i>Issues that arose, influencing factors (positive or negative):</i>	<p>National General Election of 2015 influenced the schedule for performance target setting of trainings. Heads of Departments from the LGA's were involved in the preparation and management of the election exercise</p> <p>The project supported 19 participants from MNRT to attend courses in Public Private partnership in Natural Resources Management. The participants attended two trainings organised by ESAMI in Kampala – Uganda</p> <p>9 - Participants attended a course in Structuring Public Private partnership projects</p> <p>10 – Participants attended a course in Designing and Managing Public Private partnership</p>																														
<i>Unexpected results (positive or negative):</i>	None																														

2.5.2 Quality criteria

On the basis of the elements above, attribute a simple A, B, C or D score¹⁸ to the following criteria

- **Efficiency:** Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into outputs in an economical way.
- **Effectiveness:** Degree to which the output is achieved as planned at the end of year N.
- **Sustainability:** The degree of likelihood to maintain the outputs of the intervention in the long run (beyond the implementation period of the intervention).

Criteria	Score
Efficiency	A
Effectiveness	A
Sustainability	B

2.6 Performance Output 4¹⁹ Formerly selected scholarships are implemented in various sectors

2.6.1 Analysis of progress made

Output 3: Formerly selected scholarships are implemented in various sectors						
Indicators	Baseline value	Progress year N-1	Progress year N	Target year N	End Target	Comments
Number of staff trained aggregated by sex	20	10	5	5	20	
% of Knowledge change	None		80%		100%	
Progress of <u>main</u> activities			Progress:		Comments (only if the value is C or D)	
			A	B		
Implement the on-going scholarship programme			x			
Analysis of progress made towards output: <i>Analyse the dynamics between the activities and the probable achievement of the Output (see Results Report Guide).</i>						
<i>Relation between activities and the Output. (how) Are activities (still) contributing to the achievement of the output (do not discuss activities as such):</i>		The key activities were fully implemented, the training for the ongoing students were supported in Local trainings Institutions and in Belgium. The activities are contributing to the project objective to enhance performance in Local Government management and Natural Resources Management				
<i>Progress made towards the achievement of the output (on the basis of indicators):</i>		The project continued to support 10 ongoing scholarship students in 2015. Five graduated in 2015, the project is expecting to support 5 students in 2016 of which 4 will graduate in 2016 and 1 in 2017				
<i>Issues that arose, influencing factors (positive or negative):</i>		None				
<i>Unexpected results (positive or negative):</i>		None				

¹⁸

- A: Very good performance
- B: Good performance
- C: Performing with problems, measures should be taken
- D: Not performing/ having major difficulties: measures are necessary

If a criterion cannot be assessed (e.g. because the project has only just started), attribute the criteria with an 'X' score. Explain why the criterion has not been assessed.

¹⁹ If the Logical Framework contains more than three Outputs, copy-paste the 2.4 chapter and create 2.6 for Output 4 , 2.7 for Output 5, etc.

STATUS OF SPONSORED STUDENTS

MASTER DEGREE COURSE PROGRAMS IN TANZANIA						
S/N	NAME	SEX	COURSE PROGRAMME	Durati on	STATUS	INSTITUTI ON
1	Farid Akrabi Hudaa	Female	Master of Medicine in Internal Medicine	3 years	Graduated in 2013	KCMC
2	Maganga Emmanuel	Male	Master of medicine in Internal Medicine	3 years	Graduated in 2013	Bugando
3	Anna Pendo Deogratias	Female	Master of Medicine in Pediatrics	3 years	Graduated in 2013	Bugando
4	Chofle Awilly Aden	Male	Master of medicine in Internal Medicine	3 years	Graduated in 2013	Bugando
5	Gandye letisia	Female	MSc in Obstetrics & Gynaecology	3 years	Graduated in 2013	Bugando
6	Lyimo Frank John	Male	Master of Medicine in Orthopaedics & Traumatology	3 years	Graduated in 2013	MUHAS
7	Mkony Martha	Female	Mater of medicine in Pediatrics	3 years	Graduated in 2013	MUHAS
8	Mwanga Joseph	Male	Master of medicine in Orthopaedics & Traumatology	3 years	Graduated in 2013	MUHAS
9	Gerald Cubwa	Male	MSc in Obstetrics & Gynaecology	3 years	Graduated in 2014	KCMC
10	Alute Prosper	Male	Master of Medicine in Orthopaedics & Traumatology	3 years	Graduated in 2014	KCMC
11	Seif Salum	Male	Master: Community Economic Development	2 years	Graduated in 2015	Open University
12	Mikidadi Daudi Nchunguye	Male	Master: Development Policy and Practice for Civil Society	2 years	Graduated in 2016	Mzumbe University
13	Agnes Punjila	Female	Master: Social Work	2 years	Due to graduate in 2016	Open University
14	Adam Ramadhani Harenga	Male	Bachelor of Science in Forestry	3 years	Due to graduate in 2016	SUA
15	Sharifa Nabalanganya	Female	Master: Monitoring and Evaluation	2 years	Due to graduate in 2016	Open University
PHD PROGRAMMES						
1	Mpulila Thadeo	Male	PhD: Modelling soil hydraulic properties of tropical soil based on Tanzanian soil	4Years	Terminate d in 2013	IN BELGIUM
2	Happy Magoha	Female	PhD: Formulation of pre & post - harvest measures for reduction of fumonisins contamination in home	4Years	Graduated in 2014	IN BELGIUM

			grown maize in Tanzania			
3	Ngirwa Coletha	Female	PhD: Role of leadership in organizational change: a study in higher education institutions in Tanzania	4Years	Graduated in 2014	IN BELGIUM
4	Mtoni Anthony	Male	PhD: regional hydrogeochemical characterization of processes in quaternary sand aquifers of the Dar Es Salaam region	4Years	Graduated in 2014	IN BELGIUM
5	Lalika Makarius	Male	PhD: Potential payment for environmental services for watershed management and climate change mitigation in Pangani	4Years	Graduated in 2015	IN BELGIUM
6	Senkondo Yasin	Male	PhD: Contamination of food chain by copper fungicides in coffee fields under different land utilization types	4Years	Graduated in 2015	IN BELGIUM
7	Muganda Michael	Male	PhD: Towards sustainable solutions for conflicts between local social actors and national Parks in Tanzania: case study of Saadani National Park	4Years	Graduated in 2015	IN BELGIUM
8	Lucy Massoi	Female	PhD: The base and premises of administrative behavior on land ownership and use among women in Tanzania, the case of Kilosa District in Morogoro	4Years	Graduated in 2015	IN BELGIUM
9	Amani Angumbwike	Male	PhD: Likelihood of serodiscordant couples relationship sustenance: reasons for & implications to couple testing and counselling	4Years	Due to graduate in 2016	UDOM IN TANZANIA

2.6.2 Quality criteria

Criteria	Score
Efficiency	
Effectiveness	
Sustainability	

3 Transversal Themes

Explain how the intervention has taken into account Transversal Themes.

3.1 Gender

The scholarship project will ensure gender equality through the process of capacity building intervention (refer to the section 6.2 of TFF)

“.....The programme will make specific efforts to mainstream gender throughout all its activities.

Following points of attention have been put forward in this TFF:

- ✓ *50% of scholarships shall go to women;*
- ✓ *Concerning potential beneficiary institutions: for civil society organisation, specific attention will be given to women organisations working in 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 50-50 during the selection of participants for various trainings, since participants selection be based on positions within the BI. Most BIs have very few women in positions; therefore the project will give priority and preference to women participants as much as possible

The project has involved Community Development Officers (CDO) to align gender in the capacity building process at LGA (assessment, Planning, implementation and follow-up). The project has planned specific trainings on gender mainstreaming in NRM and LGAs

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

3.2 Environment

The project has incorporated environmental issues in the Natural Resources Management sector capacity building plans.

4 Steering and Learning

4.1 Action Plan

On the basis of the data and analysis above, formulate actions to be taken ((decisions to be taken) These can be strategic and/or operational.

Activities	Implementation Period																			
	Year 1 - 2013				Year 2 - 2014				Year 3- 2015				Year 4- 2016				Year 5 - 2017			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q1	Q 2	Q 3	Q 4	Q1	Q 2	Q 3	Q 4
Baseline Survey																				
Training Need Assessment																				
Assessment of Training Providers.																				
Beneficiary Institutions to prepare Training Plans																				
Implement BI Capacity Building Interventions																				

4.2 Lessons Learned

Capture important Lessons Learned from the intervention's experience. Lessons Learned are new insights that must remain in the institutional memory of BTC and partners. The lessons learned can be drawn from activities, outputs, outcome (or a combination of levels or any other aspect of the intervention and its environment).

S/N	Lessons learned	Target Audience
1	Capacity building preparation and intervention requires maximum ownership of key stakeholders of the project	BTC and GoT
2	Capacity building interventions needs to be derived from clearly identified performance gaps	BTC
3.	Individual capacity building require stable work environment to be effective	BTC
4	There is much staffing instability in the Local Government Authorities, shift of staff from the project Beneficiary Institutions to other LGAs	BTC
5	There is a need of defining performance target and indicators before implementation of training in order to track the use of knowledge and performance improvement	BTC
6	The project needs to assess the capacity and quality of training providers before engaging them to carry out trainings	BTC
7	The training Institutions involved required a refresh in Teaching methodology and adult learning principles in order to improve the quqlity of their trainings.	BTC

5 Annexes

5.1 Original Logical framework

Include the 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 of the organization 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 	<ol style="list-style-type: none"> 1. IOCA reports 2. Study on training providers 3. Annual Results reports 	

		3. List of training institutes to be reinforced (potential BI)		
R 2	<u>Result 2:</u> BI staff skills are improved in LGR sector	<ol style="list-style-type: none"> 1. The competency management of the BI integrates the followed trainings 2. Acquired knowledge and skills are being transferred towards the organization (internal workshops, train the trainer, etc) 3. The training material used during the training followed is put at the disposal of the BI 4. Percentage of women having participated in trainings (in relation to the gender composition of the organization) 5. Satisfaction degree of the individuals and the BI on the quality of the trainings 6. Motivation of staff having benefited from a scholarship has risen 7. Analysis of the regions of origin of the candidates 	<ol style="list-style-type: none"> 1. Competence management plans of the organization 2. Number of workshops, peer learnings, etc that follow the actual trainings 3. Organizations' libraries 4. Reports of the BI on the trainings 5. Individuals' evaluation forms after the training 6. Interviews with the scholars 7. Selection database 8. Quarterly project reports 	PMO-RALG is transparent on its capacity building strategy

R 3	<u>Result 3:</u> BI staff skills are improved in NRM sector	Idem as for Result 2		BI are proactive with their demands MNRT is transparent on its capacity building strategy
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		

5.2 Updated Logical framework

Include the updated logical framework if it has changed in the last 12 months, or if this Results Report proposes a new and updated Logical Framework.

Logical of Intervention	Outputs/ Outcome	Indicator	Data source	Frequency of data collection	Responsible person(s)
<u>Global objective</u> Better Service delivery to the population	Improved Service delivery to the population	BI Status of service delivery to the general population	BI Report Project Report	Annually	NC PC, PO
<u>Specific objective</u> 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 Report Project Report	Annually	NC PC, PO
Result 1	Outcome	Indicator	Data source	Frequency of data collection	Responsible persons

Needs for capacity development are identified	<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 Report	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
	Output 1.2 Execution Agreement with selected training providers developed.	2. Number of Execution Agreement with selected training providers developed.	EA for training provider	Once (in year 1)	PC, PO
Result 2: 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 and 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 3: Beneficiary institutions in the sector of Natural Resources 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 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 Report, Districts NR assessment reports, Land use reports	Annually	SPO, NC PC, PO
	Output	Indicator	Data source	Frequency of data collection	Responsible persons
	<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 and 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

5.3 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	YES
Baseline Report registered on PIT?	YES
Planning MTR	July 2016
Planning ETR	March 2017
Backstopping missions since 01/01/2012	April 2014

5.4 "Budget versus current (y – m)" Report

Budget	Amount planned (Eur)	Expenditure (Eur)	Percentage of expenditure per annual plan	Percentage of annual expenditure per Global Budget
Global Budget	2,596,750			
Year 2013	198,051.25	198,619.96	100.29%	8%
Year 2014	561,455.48	434,036.82	78.0%	17%
Year 2015	867.821	830.031	95%	32%
Year 2016 - 2017	983.435	0	0%	38%

5.5 Resources

In this optional annex, interventions should mention any material on the effects of the intervention on the beneficiaries that is available. Material that uses methods that focuses on the beneficiaries is highly appreciated ("story telling", ...). Also indicate whether audio-visual material, studies, capitalisation reports or (scientific) publications which highlight the effects of the intervention on the beneficiaries, has been produced and is available.

5.6 Decisions taken by the JLCB and follow-up

Provide an overview of the important strategic decisions taken by the JLCB and the follow-up of those decisions.

ACTION PLAN	SOURCE	ACTOR	DEADLINE	ACTION PLAN
Description of the action/decision	Reference	Responsible	Period	STATUS
The JLCB approved the proposed adaptation of the Technical and Financial File (TFF)	Minutes of the 1st Meeting	JLCB	Oct. 2013	Done
JLCB approved the operation plan for October to December 2013	Minutes of the 1st Meeting	JLCB	Oct. 2014	Done
Budget revision will have to be presented during the next JLPC.	Minutes of the 1st Meeting	PMU	Jan. 2014	Done
To review and approve the Inception Report and plans for 2015-2017	Minutes of the 3rd Meeting	JLPC	Dec. 2014	Done
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	Done
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	On going

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	Done
Project Financial modifications and implementation Manuals approved	Minutes of the 3 rd Meeting	JLPC	Dec. 2014	Done

REGIONAL SECRETARIATES CAPACITY BUILDING PLAN FOR 2015-2016

PARTICIPANTS	BENEFICIARY INSTITUTION	TARGET NUMBER	TYPE OF TRAINING	DURATION	FACILITATORS	YEAR 2016			
						Q1	Q2	Q3	Q4
Staff from RS and LGAs	Kigoma RS	45	Regional Inter-Council Forum for Kigoma Region	2 days	IRD P				

POPSM CAPACITY BUILDING PLAN 2015-2016

S/N	DESIGNATION	No. of Staff	DEPARTMENT	TYPE OF TRAINING	TRAINING PROVIDERS	DURATION	2015				2016					
							1	2	3	4	1	2	3	4		
1	Principal Human Resource Officers and Human Resource Officers, Principal Administrative and Administrative Officers	10	DHRD & DAHRM	Follow up of trainee for Training on Monitoring and Evaluation – of Training	ESAMI	2days										

PO-RALG CAPACITY BILDING PLAN 2015-2016

S/N	Designation	No. of Staff	DEPARTMENT	TYPE OF TRAINING	TRAINING PROVIDERS	DURATION	2015				2016						
							1	2	3	4	1	2	3	4			
2.	Financial Management Officers, ADO, HRO, Economist, , Agriculture Officers,	15	Division of Regional Administration, Division of Local Government Administration, Sector Coordination Unit	Training on Monitoring and Evaluation and report writing	NIP	4 days											
3	CDO and Social Welfare Officers	12	Division of Local Government Administration	Training on cooperate social Responsibility management (Focusing on Gender Equality and Diversity in Management)	NIP	3 days											
4	Human Resources Officers, Administrative	20	Division of Administration Human Resources Management	Training on Human Resources Management (Focusing on succession planning)	NIP	4 days											

MNRT CAPACITY BUILDING PLAN 2015-2016

S/ N	DESIGNATION	NO. OF STAFF	DEPARTMENT	TYPE OF TRAINING	TRAINING PROVIDERS	DURATI ON	2015				2016				
							1	2	3	4	1	2	3	4	
1	Directors, Asst. Directors,	10	Directorate of Forest and Beekeeping, Administration and Human Resources Management and Policy and Planning,	Follow up of trainee for Training on Designing and managing Public Private Partnership projects in Natural Resources Management	ESAMI- Venue to be determined	2 days									
1	Head of Sections and Managers	10	Directorate of Forest and Beekeeping, DHRM and DPP	Follow up of trainee for training on structuring Public Private Partnership in Natural Resources Management	ESAMI- Venue to be determined	2 days									

PLAN FOR SCHOLARSHIP – KILORWEMP ACTIVITIES IN JANUARY –DECEMBER 2016

PACKAGE/MODULE	TYPE OF TRAINING	PARTICIPANTS	IMPLEMENTATION TIMELINE							
			2015				2016			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
PACKAGE 2: To build capacity of MNRT and RS staff to respond to concerns and request for support from the	Legal drafting skills	Staff of MNRT Legal Unit (2)								
	CBNRM monitoring	AAS EPS and RNRO, DPT								
	Stakeholder coordination and conflict resolution	AAS EPS and RNRO, MNRT TF members								

LGA levels, Civil Society as well as Private sector																			
PACKAGE3: LGA Facilitation and empowering capacity	LGA leadership role in CBNRM	DED, HoDs																	
	SCEWE CBNRM governance support capacity	Standing committee Council chairperson																	
	DFT empowerment and facilitation skills	VLUM, WMA , BMU and PFM team																	
PACKAGE 4: LGA Technical capacities	Fisheries mgt in small lakes (RDC)	RDC fisheries staff																	
	PFM inventory skills	DFOs x DCs																	
	Wetland inventory preparation	DFT members																	
PACKAGE 5: Business development skills	DFT business support capacity	HoD, DGO, Trade Officer, DLO, Economist, HoD, DFOs, CBO leaders,																	
	WMA CBO business skills	WMA CBO Board																	

**INDIVIDUAL LEARNING FOR ORGANIZATIONAL DEVELOPEMENT : BELGIAN-TANZANIAN SCHOLSRHIP PROGRAMME
ANNUAL IMPLEMENTATION PLAN FOR JANUARY-DECEMBER 2016**

PARTICIPANTS	BENEFICIARY INSTITUTION	TARGET NUMBER	TYPE OF TRAINING	DURATION	TRAINING PROVIDER & VENUE	YEARS 2016			
						Q1	Q2	Q3	Q4
LOCAL GOVERNMENT MANAGEMENT									
Heads of Departments, Division Officers	LGA's	281	Follow up of trainee for training on Local Government Monitoring, Evaluation and Reporting	4 Days	Local Government Training Institute				
Heads of Departments, Division Officers	LGA's	150	Follow up of trainee for Training on Strategic Leadership and Good Governance	5 days	Institute of Rural Development Planning				
Office supervisors, office attendants, personal secretaries, records management assistants	RS and LGA's	336	Follow up of Trainee for Training on Office procedures and administrative skills	5 days	Tanzania Public services college				
Heads of Departments, Administrative officers, HR	LGA's	275	Follow up of trainee for Training on Local Government Human Resources Administration	4 Days	Tanzania Public services college				
Human Resources	RS and LGA's	45	Follow up of trainee for Training on Lawson	5 days	Tanzania Public services college				
Heads of Department, planners, Economists	LGA's	392	Follow up of trainee for Training on Local Government planning	4 Days	Institute of Rural Development Planning				
Community Development Officers - CDO	LGA's	261	Follow up of trainees for Training on local Government analysis of Opportunities and obstacles to Development	4 days	Local Government Training Institute				
Total Local Government Management		1,358							
NATURAL RESOURCES MANAGEMENT									
Fisheries Officers, Forest Officers. Agriculture officers	RS and LGA's	145	Training on fish farming, fisheries Resource management.	5	FETA				
Forestry Officers, CDO's	RS and LGA's	150	Training on Participatory Forest Management	5	FTI				
Surveyors, valour, town planners and CDO,s	RS and LGA's	236	Training on land use planning and management	5	ARITA				
CDO and SWO,	RS and LGA's	135	Training on community based Natural Resources Management	5	CBCTC				
CDO, SWO	RS and LGA's	240	Follow up of Training on Gender planning and Mainstreaming	5 days	Institute of Rural Développement and Planning				
Total Natural Resource Management		905					46		
Total for LGM and NRM		2,263							

