

BILD TANZANIA EVALUATION REPORT

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Anita White

BILD TANZANIA EVALUATION

EXECUTIVE SUMMARY

This evaluation was commissioned by the Top Foundation and conducted by Dr Anita White in the first three months of 2012. **Its purpose** was to report on the successes and lessons learned from the experience of the BILD project in Tanzania, the first country in which the BILD programme was introduced.

Methods used were a mixture of document analysis coupled with interviews, first hand observation, and discussions with programme deliverers and participants in Tanzania.

In the introductory section of the report, the context, background and content of the programme is described, as well as the reported results and methods of reporting.

The results section identifies fifteen areas of success, indicating that the programme had had a significant impact. Seven challenges are also identified and lessons learned discussed. The degree of integration of the programme with the sporting infrastructure of Tanzania is analysed, as is the monitoring and evaluation conducted in-country. The final part of this section identifies eight critical success factors emanating from the Tanzania experience, and poses issues and questions arising from the evaluation.

It is concluded that BILD has pioneered a way of working that develops human capacity in-country and reduces dependence on outside training. A network of trainers and leaders has been developed which can be utilised by Tanzania in the future. Moreover it is evident that the project has represented very good value for money, and that much has been learned through this first iteration of BILD in Tanzania which should benefit other countries where BILD is introduced.

It is recommended that the Top Foundation Board builds on the successes of BILD Tanzania by giving another country the financial backing to establish their own BILD programme.

A set of recommendations for the successful introduction of BILD in other countries is contained in Appendix 5.

INTRODUCTION

Purpose of evaluation

In December 2011 the TOP Foundation commissioned Dr Anita White to conduct an independent evaluation of the Beckwith International Leadership Development (BILD) programme in Tanzania. The main purpose of the evaluation was to provide the TOP Foundation (TF) with a report of the successes and the lessons learned from the experience of the BILD project in Tanzania (the first country in which the BILD programme has been established), in order to assist its decision making with regard to the expansion of the programme to other countries. In line with the intentions expressed in the MOU signed between the TOP Foundation and International Development through Sport (IDS), in-country personnel assisted and supported the evaluator in gathering and interpreting data in order to help build capacity for future monitoring and evaluation work in Tanzania. Six key objectives of the work were identified:

1. To report on the extent to which BILD Tanzania has monitored and achieved its aims, targets and objectives as set out in its strategic plan.
2. To evaluate what was successful/unsuccessful and why.
3. To identify the critical success factors.
4. To identify lessons learned (acknowledging in-country factors)
5. To assess the degree of integration of the BILD programme within the sporting infrastructure of Tanzania.
6. To make recommendations for the successful reproduction of the BILD programme in other countries.

Methods

There were three phases to the evaluation:

Phase 1; January and February 2012: Desk research including a review of all relevant documents produced prior to and since the introduction of BILD, planning of field visit, design of interview guides and focus group frameworks, face to face or telephone interviews with UK personnel involved in the establishment and running of the programme.

Phase 2: March 2012: Field Visit to Tanzania including interviews with stakeholders, management, and former BILD leaders, focus groups with current BILD Leaders from Dar es Salaam and Arusha, observation of BILD training session in a Dar es Salaam school and a Bonanza at the stadium in Arusha, and a workshop to present and discuss initial findings.

Phase 3: March and April 2012: Analysis of data, further data collection to fill gaps identified while in Tanzania, writing up and discussion of draft findings with the project officers and the BILD technical advisory group (TAG).

(See Appendix 1 for list of people interviewed , Appendix 2 for Focus Group participants and Appendix 3 for Documents reviewed)

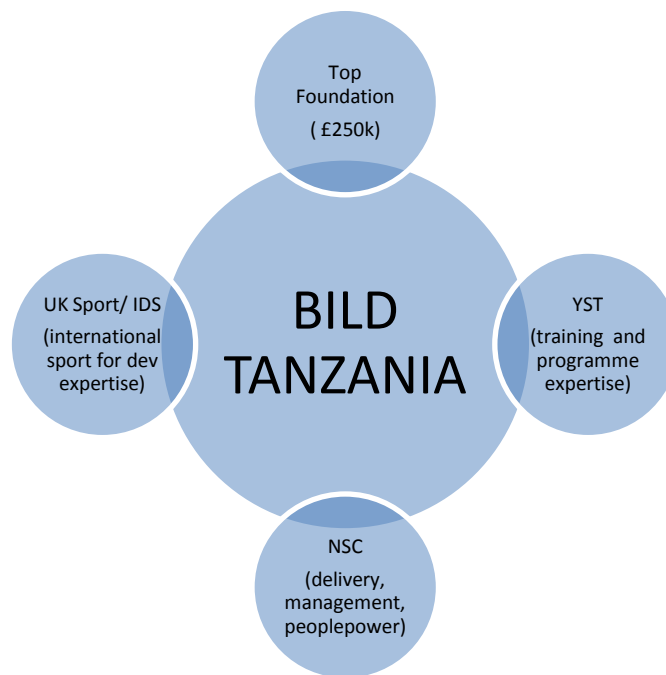
Country context

Tanzania is one of the poorest countries in the world with a population of 45 million, many of whom live below the poverty line. A third of the population lives on less than £7 a month. It also has a high proportion of young people, with almost half of the population aged under 15. Consequently the country faces major challenges in providing education and employment opportunities for young Tanzanians. However, strong progress in health, education and other basic services has been reported in the last 10 years. 95% of young people now attend primary school and about 50% attend secondary school, though the completion rate is lower for girls than boys. Traditional attitudes towards gender prevail, and 22% of girls aged 15- 19 have already begun childbearing. HIV/AIDS remains a problem with 5.7% of the population HIV positive. Overall life expectancy is 51.45 years.

Sport is very popular, particularly football, but not surprisingly there has been limited investment in the development of sport. Sport and Physical Education were suspended from the national curriculum for a number of years but have now been reinstated. The Ministry of Information, Youth, Culture and Sport (MIYCS) is responsible for sport policy, and the National Sports Council (NSC) for strategy and delivery. A “Strategic Plan for Sport in Tanzania 2009 -2014” provides the framework for the work of the NSC and other sporting organisations.

Background to the programme

The BILD programme in Tanzania commenced in April 2009 as a three year programme, funded by the TOP Foundation, via IDS, with an investment of £250K. The investment is managed by UK Sport International development officers who provide sport development expertise and advice. Training expertise is provided by the Youth Sport Trust (YST). In country partners in Tanzania are the National Sports Council of Tanzania (NSC) which manages and delivers the programme with the support Ministry of Information Youth, Culture and Sport (MIYCS), and the British Council in Tanzania (BC).



Considerable preparatory work was done before the introduction of BILD in Tanzania. In December 2008, two members of UK Sport International development team plus an external expert (David Haskins) conducted a scoping visit to Tanzania. David Haskins and Debbie Lye (Director of International Development, UK Sport) made a follow up visit in January 2009 which resulted in detailed proposals and costings for setting up BILD in Tanzania. During these visits, discussions were held with the University in Dar es Salaam and with the NSC, and it was decided that the NSC was best placed to be the principle partner organisation in Tanzania. It already had a strategic plan for the development of sport in which the BILD programme could be embedded, so giving BILD a greater chance of sustainability in the long run.

Having established BILD in Tanzania, the partnership between the TOP Foundation and IDS was formalised in a Memorandum of Understanding on July 19th 2010. This MOU, which was drafted by Nick Pink (BILD Programme Manager, UK Sport) and Guin Batten (Head of Research and Innovation at the TF), envisioned a wider international role for BILD and was an *“Agreement to promote cooperation and development between the TOP Foundation (TF), International Development through Sport (IDS), and participating countries to embed National Centres for Leadership Development (NCLD) using the overall concept of Beckwith International Leadership Development (BILD)”*

An organogram showing the structure and relationships within the BILD programme as it currently exists in Tanzania and Ghana is included in Appendix 4.

Description of the programme

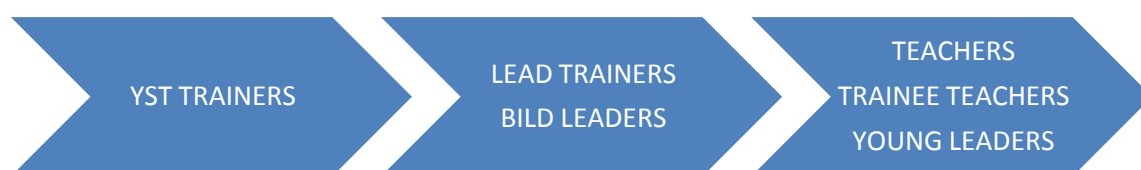
The BILD programme in Tanzania has been summarised as follows:

“To establish four sports leadership centres in Tanzania to enable the development of a training model and resources for sports leadership courses to be delivered by Tanzania. This will develop training capacity in Tanzania and reduce the dependence upon input from overseas trainers, while empowering young people to lead the activity and programme development.” (papers to IDS trustees)

The programme is managed by Henry Lihaya, the Secretary General of the NSC and operates from four centres: Dar es Salaam (HQ of the NSC) Arusha and Songea (zonal sports offices) and the Malya Sports College.



According to Leonard Thadeo, Director of Sport at MIYCS, the decision to locate BILD in these four regions meant that, in addition to the benefits of integration, there were also considerable savings on salaries and office space. Henry Lihaya and the Principal Sports Officers of MIYCS who were located in Dar es Salaam, Arusha and Songea took on BILD as part of their work load as did the Principal of the Malya Sports College. All benefitted from progressive training courses run by visiting YST trainers, which developed their capacity as lead trainers. In 2009 and again in 2010 each centre recruited four BILD leaders (totalling 32 BILD leaders in all). These leaders also benefitted from training run by visiting YST trainers and in turn became the main deliverers of training to teachers and trainee teachers in schools and colleges and leaders in community groups.



Typically the training they delivered involved a 5 day course culminating in the organisation of a bonanza for children and young people playing fun games and activities. These activities required team work and basic movement skills such as throwing, catching and running, but little in the way of specialised sports equipment or facilities. It is a model of training that has been successfully promoted by the YST over a number of years and introduced in many countries by the British Council as part of the Dreams and Teams programme.

Reported results of the programme

The results of the programme have been reported in a number of ways. Updates on the programme have been prepared regularly by Nick Pink, the UK Sport International project officer, for each IDS Trustees meeting and TOP Foundation Board meeting. These papers typically summarise outcomes and outputs, with analyses of risks and recommendations for their mitigation. **One of the most impressive outputs of the project is the number of people trained. As of January 2012 the BILD leaders are reported as having trained 8000 teachers and 6500 young leaders who have themselves reached a further 55,000 children and young people participating in Bonanzas or other sports activities.** Information about the progress of the project has also been provided by reports from YST trainers who have conducted training in Tanzania, and reports of visits by Nick Pink. In addition, there have been 3 BILD Tanzania newsletters produced in 2009, 2010 and 2011 by Mohammed Mvumbagu, one of the BILD Leaders, and Nicholas Bulamile, Head of the BILD Centre in Dar es Salaam and an Annual Review of the programme submitted by Henry Lihaya in October 2011. All of these resources have provided a wealth of information about the BILD Tanzania programme which has been most useful to the BILD Technical Advisory Group in its ongoing work and to the evaluator in conducting this review.

RESULTS OF THE EVALUATION

This chapter is organised in five sections to reflect the objectives of the evaluation: successes, challenges, integration, monitoring and evaluation, and critical success factors. Finally it raises some issues and questions that would be pertinent for funding agencies and UK Sport development officers to consider in planning future programmes of this kind.

SUCSESSES

The BILD programme has been strikingly successful in a number of ways. Most of these successes had been identified in reports reviewed prior to the evaluator's field visit, but all were confirmed by observation and interviews and focus groups in Tanzania.

1. **A system of high quality leadership training has been established in Tanzania.** This system develops and then utilises leadership skills among young people through a cascade system where the young leaders pass on their knowledge and skills to others who in turn can utilise these skills to provide sports activities for children. Most importantly this system is no longer dependent on UK trainers as there are sufficient trainers in Tanzania to sustain it. Tanzania now has a network of talented BILD leaders with expertise as trainers, on which the NSC, MIYCS, schools, colleges, local authorities and sports organisations can draw.
2. There has been significant **human capacity development.** The BILD leaders from Dar identified many ways in which their capacities had been developed including: facing challenges and dealing with different people, meeting people and creating new networks, gaining work experience and becoming more employable, developing communication, organising and mentoring skills. More experienced sports officers employed by MICYS have also benefitted significantly. For example Nicholas Bulamile, the Head of the Dar centre, described how the UK trainers had added value to him as a trainer, enabling him to train, supervise and coordinate the programme in Dar.
3. **BILD is embedded** in and has enhanced the work of the NSC and MIYCS and has been adopted as part of the NSC's long term plan. As Debbie Lye pointed out "*BILD enabled them (the NSC) to do something they already wanted to do.*" And Leonard Thadeo confirmed that BILD was "*integrated from the start*". Both the Principle Sports Officers in Dar and Arusha were convinced of the value of the programme to their work, even though it added substantially to their existing work load.
4. **The quality of leadership in Tanzania has been outstanding.** It was clear that from the Director of Sport through the Director of the Programme and Heads of Centres to the BILD leaders and former leaders, there was a shared vision and commitment to the BILD programme. It was particularly impressive to observe the BILD leaders from the Dar Centre conducting a training session with mature teachers at Kibwana Secondary School. These five young leaders in their early 20s clearly had the respect of their elders. As Mohamed, their mentor wrote: "*We have trained many people of different categories, some very senior to us. At the beginning this was difficult because we have to train our teachers who have higher education level than we*

have, but based on what we are training it became easier and our elders accepted and showed interest in us. This increased our confidence as trainers and the respect between trainers and trainees is very apparent”

5. **The reach of the programme** in terms of numbers trained and young people engaged is impressive. Eight thousand teachers / trainee teachers and 6500 young leaders have received training from Tanzanian trainers. They in turn have reached a further 55,000 children and young people participating in Bonanzas or other sports activities. And they have the skills to reach many more on an ongoing basis through after school and community clubs and activities.
6. BILD has brought about a **changed way of thinking about sport**. Those involved in the programme (particularly teachers) have realised that children can learn through physical activities and play without the need for sophisticated facilities and equipment. As Lillian Ombima, a tutor at Midland Teacher Training College in Arusha wrote *“BILD has removed my limited thinking of sports equipment and facilities to teach young people a variety of life skills. I never trained as a PE teacher, but found myself as a sports teacher in school and therefore my thinking was always to have sports equipment and facilities to be able to play with the kids. BILD taught me to act in a limited space and equipment but very successfully delivering”*
7. There has been **significant professional development** for teachers and enhancement of initial teacher training (ITT) through BILD, giving teachers the confidence and skills to organise physical activity for pupils. This should help establish a stronger base for PE and sport in schools and so improve the overall quality of education in the future.
8. **Excellent team work** was observed particularly among the BILD leaders in Dar es Salaam and Arusha. In both cases a former BILD leader was acting very effectively as a mentor to the current team as well as providing excellent support to the Head of Centre.
9. The different teams had shown **flexibility** in their approaches according to the situations they encountered. For example, the Dar Centre found that it was difficult to get local government to agree to send teachers to training because of the transport and attendance costs. So it changed its way of reaching teachers, approached school head teachers directly, and then delivered the training programme in the school itself.
10. **People with disabilities were included** in management and leadership roles from the start. Iddi Kibwana, General Secretary of the Tanzania Paralympic Committee was appointed as a member of the Board and was able to offer advice on how best to include people with disabilities in the programme. In his view, it had been critical to involve someone with expertise in sport for people with disabilities from the beginning. Azizi Mwalukwa, who has had cerebral palsy and walks with the aid of crutches, was one of the BILD leaders in the Dar team, and the evaluator observed him training school teachers. His involvement as a trainer demonstrated in a very visible and powerful way to the trainees that his disability was no barrier to him. He was an extremely effective leader and trainer. In the evaluation at the end of the

training session one of the teachers commented that he had previously been unaware that people with disabilities could do sport with the able bodied.

11. The BILD programme has begun to **increase the participation of girls and women** in play and sport. The activities promoted are not gender specific and are equally appropriate for and enjoyed by both girls and boys. The programme has been very popular with Teachers Colleges where a majority of the trainees are women. For example in Arusha, 1382 women have received training out of a total of 1772, and in Songea, 565 women out of a total of 1003. However, less than a quarter of Beckwith leaders were female (7/32 overall) though the number improved in the 2nd cohort and there are more women being recruited as leaders now than there were at the start of the programme.
12. The programme has encouraged **volunteerism**, although this is difficult in a country where people earn so little and often need to find several different jobs to make enough money to support themselves and their families. However it was increasingly recognised that the experiences gained through volunteering in the BILD programme could develop skills that would help in finding future employment.
13. A **reflective approach**, involving continuous evaluation and improvement from the bottom up was evidenced in a number of ways. Observation in a BILD training session showed feedback from participants, both to their peers and their trainers, encouraged during the session as well as at the end. The Head of the Dar es Salaam Centre had designed a follow up questionnaire to go to recipients of training to find out how they were using the training they had received. Each centre sends in reports of their activities to the Development Board, and challenges and solutions were discussed regularly between the four centres and the Board.
14. **Communications were of high quality**. The three newsletters produced by Nicholas Bulamile and Mohammed Mvumbagu from the Dar Centre were very colourful and informative, including pictures and personal testimonies which really captured the essence of the programme and brought it to life. They are extremely effective vehicles for celebrating and promoting the programme.
15. **The quality of support given by UK Sport Officers and YST trainers** was highly valued by partners in Tanzania. There is no doubt that the extent, regularity and quality of support given by Nick Pink through the establishment of the programme was a huge support to Henry Lihaya and his team. Similarly the training provided by the YST trainers has been crucial to the success of the programme. John Chalukulu wrote of Viv Holt's training: *"As an experienced, principled and talented sports tutor Viv delivered a very remarkable course that will not varnish in our minds. She updated and reminded us of the best training methodologies and techniques to ensure we are well equipped to successfully lead and motivate the teams we are working with. To Viv, the great facilitator we say keep it up and you are highly acknowledged for your great teachings!!"* And Viv herself remarked that the partnership between the YST and IDS had worked very well, *"with IDS giving esteem and opening doors and the YST delivering quality training"*.

CHALLENGES

As with the successes of the programme, most of these challenges had been identified by programme managers and participants in Tanzania and UK Sport staff prior to the external evaluation. They were discussed in interviews before and during the evaluator's visit to Tanzania, and with project officers and the BILD Technical Advisory Group after the visit.

1. **Sustainability of the programme when the Top Foundation funding ends** was perceived to be the biggest challenge. Despite assurances from the Director of Sport at MIYCS that BILD was "*part and parcel of our programmes, located within zonal centres and included in the budget*", fears remain that the limited budget the NSC gets for sport will be insufficient to sustain the programme in its present form. One of the main concerns is the discontinuation of financial support to the BILD leaders and mentors who are currently paid monthly allowances by IDS. As the BILD Tanzania Annual Review stated: "*The presence of BILD Leaders is of utmost importance to the project and since they are not employed by the NSC they will have to stop working with the project unless we have secured some funds to give them as allowances to enable their working. This means that although BILD work will be going on we have a shortage of manpower*". The Director of Sport confirmed that the payment of allowances to BILD leaders and mentors would not continue when TF funding ended. His view was that this was unsustainable and that volunteerism should be encouraged. The reality, according to others closely involved, is that the current BILD leaders rely on the small allowances they are paid (equivalent to about £100 a month) for food and transport.

Since the evaluator's visit to Tanzania, there has been further consideration of this issue by the managers of the programme in Tanzania, IDS staff and the Technical Advisory Group (TAG). Henry Lihaya has reported that International Inspiration (II) is utilising the BILD leaders for its training, and also some of the districts are requesting the NSC to develop leadership training in their areas, which will also be provided by existing BILD leaders. There is also the possibility of training and employing some of the BILD leaders to assist with the monitoring and evaluation of the Leverhulme research project over the next two years. This is being explored by Iain Lindsey, Leverhulme Project Director and a member of TAG. And the Anita White Foundation has agreed to fund the three existing female BILD leaders for a further year of work that will focus on developing community sport for girls and women.

2. This links to the second challenge identified: "**How best to utilise the skills and talents of the current BILD leaders?**" What are the progression pathways for them and will they be able to contribute to sport in Tanzania when their year as a BILD leader is up?" A good deal of time and money has been invested in developing their leadership skills, which were most impressive. One would hope that the experiences and training they received through the BILD programme would equip them to develop their careers, and there was some evidence that this was the case. Of the first cohort of BILD leaders, some had progressed to be mentors, some had gone on

to further education, and one was combining working for an NGO with a voluntary position with his local football association.

TAG members felt it was unrealistic to expect continuous employment of BILD leaders in their current role, but hope that the experiences they had gained and skills they had developed would enable them to progress in their careers whether inside sport and education or in other fields.

3. The third challenge relates to **the extent to which the teachers and others trained by the BILD leaders actually use the skills they have learned** by running Bonanzas or organising sport for young people in their schools or communities. As Nicholas Bulamile, Head of the Dar es Salaam centre wrote in the Annual Review: *“It is not enough having as many people attend trainings if they do not practice the knowledge imparted to them. It is a challenge to BILD Tanzania to ensure that the devised mechanisms to follow up and monitor her impacts for those that have attended trainings”*. Heads of Centres and Principals of Teachers Colleges estimated between 50% and 75% organised some kind of bonanza/ sports activity, but it must be acknowledged that there was very little hard evidence available to verify this. Some people less closely involved in the programme doubted whether much additional sports participation was generated as a result of the training and pointed out that organising a single Bonanza, however enjoyable it was as a one off event, hardly amounted to sports development. Leaders in Arusha and Dar es Salaam confirmed in focus group discussions that they do their best to provide post training support for Bonanzas and the setting up of clubs.

It was acknowledged that more thought need to be given to establishing opportunities for continued participation in sport and more rigorous monitoring was needed to establish a more accurate picture of follow-up activity. The BILD team in Tanzania had already started work on this prior to the evaluator’s visit and a questionnaire designed by Nicholas Bulamile enquiring about follow up activity had been sent to all schools who had participated in training. This will also be an aspect of sustainability that will be investigated by the Leverhulme research project.

4. When the programme was established it was assumed that the setting up of **after school clubs** by those trained would help build the sporting infrastructure in Tanzania. The BILD Strategic Plan set targets of 400 after school clubs being set up for young people and 200 for parents and teachers. At present there is very limited hard data about the numbers of clubs that have been set up either after school or in school, though it was generally acknowledged that the targets were unlikely to be met. There were good reasons for the difficulty in establishing clubs: public transport to get home is poor, journeys take a long time, and many teachers have other jobs and responsibilities and expect to be paid allowances for extra work. Charles Paul, the mentor at the Songea Centre, explained that the idea of clubs was new to the people with whom they were working. He knew of 3 after school clubs and one community club operating in the Songea region.

With the benefit of hindsight, it is clear that the targets set for establishment of after school clubs were over-ambitious. It will be timely, as the Top Foundation and IDS funding comes to an end, for the NSC to revisit and revise the Strategic Plan and set more realistic targets.

5. Another of the targets set in the BILD Strategic Plan was to **deliver training in all 26 regions and all districts** within these regions. This has also proved to be an overambitious target as the programme has only operated in 4 regions. However, the numbers trained in these 4 regions far exceeds the targets set: 8000 teachers/trainee teachers (target 4000) and 6500 young leaders (target 4000). Demand for courses had exceeded expectations, and Centres were running 2 or 3 courses a month when they had only expected to run 1 a month. Having established the delivery model in 4 regions, there is no reason why it could not be implemented more widely if resources permit. The intention in the future is to make BILD an integral part of the Community Sport Programme which will operate across all 26 regions. The Director of Sport said *“festivals will be held in all communities starting at village level and giving ownership to local people and spreading across the whole country”*.
6. **Providing opportunities and increasing participation among women and people with disabilities** were also objectives of the programme. It was noted above that there had been successes in both these areas. However challenges remain in providing transport and appropriate equipment to enable people with disabilities to participate, and also in overcoming the deep-seated cultural and social constraints on women’s participation.
7. Principals of teachers colleges and sports teachers identified the **lack of progression** for leaders as another challenge. The training received was extremely useful in getting primary and nursery teachers started on how to introduce play and games in their schools and giving them the confidence to organise bonanzas. However they needed further training to be able to take activity on to the next stages of a physical education curriculum, including progressive games and practices that would lead into sport specific skills.

INTEGRATION WITHIN THE SPORTING INFRASTRUCTURE OF TANZANIA

In evaluating the degree of integration of the BILD Programme within the sporting infrastructure in Tanzania, one first has to understand the nature and context of current sports provision in Tanzania. In general terms, the sporting infrastructure is not well developed, there is little in the way of a club structure and limited community provision. The national sports associations (NSAs) are mainly concerned with the support of national teams. However there is a “Strategic Plan for Sport in Tanzania” produced by the NSC in 2009, into which the BILD initiative fits.

The NSC’s approach to the development of community sport is to provide in school and after school opportunities for young people to take part in sport. The BILD programme has

contributed in a significant way to the fulfilment of this aspiration through the training capacity developed in-country and the establishment of a training model at the 4 centres. The intention was that each centre would build relationships with schools, NSAs, regional and district organisations and NGOs as well as establish after school clubs, and in this way ensure the integration of BILD within the wider sporting infrastructure. The successes of the BILD centres in building relationships with schools and colleges in their regions have been described. Challenges exist in establishing after school clubs, and persuading local government to support and resource the community sport programme, as the NSC does not have the resources to do this itself.

Looking to the future, it is anticipated that International Inspiration (II), which runs from 2011 – 2014, will assist in the overall development of sporting infrastructure in Tanzania, utilizing the existing BILD programme, and ensuring its further integration and sustainability. While the skills of the existing BILD Leaders were highly valued, British Council representatives leading II in the country warned of the danger of placing too much expectation on them. It is clearly too early to judge to what extent II does assist the integration of BILD and worth noting that successive UK Sport project officers have identified the potential lack of partnership between II and BILD as one of the risks to the project.

MONITORING AND EVALUATION

Among the successes reported was the reflective approach that was observed throughout the programme, from feedback at training sessions to regular reporting by Heads of Centre to the Project Director and to the Development Group. In all cases the evaluation was formative in the sense that challenges were discussed, solutions sought and adjustments made as the programme unrolled. The objectives of this evaluation sought to address the more specific question, “To what extent has BILD Tanzania monitored and achieved its aims, targets and objectives as set out in its strategic plan?”

The response to this question is that the BILD Strategic Plan has not been used as a monitoring and evaluation tool. As mentioned previously, some of the aims and targets in the Strategic Plan were exceeded (the numbers of teachers and young leaders trained) while others were not met (reaching all regions and districts and setting up of after school clubs).

One explanation for the apparent lack of relevance of the BILD Strategic Plan may, paradoxically, lie in the fact that it was tied in to theme 1 of the overall Strategic Plan for Sport in Tanzania 2009 – 2014 which is about community sport participation rather than about leadership development. Of course, there is an assumed relationship between leadership and participation, as the Vision for BILD Tanzania makes explicit: “*BILD aims to increase...participation in sport by creating a system of leadership...*” The assumption is that if more leaders and teachers were trained, then increased community sports participation would follow. This is not necessarily the case, and there was little evidence that the

evaluator could uncover to support the theory that leadership development had led to increased community participation at this point in time.

When asked the question, “Do you believe the BILD programme is primarily about leadership development or primarily about developing community participation?” all respondents were of the view that it was primarily about leadership development. As John Chalukulu, a member of the Development Group wrote in the Annual Review: *“The fact that BILD is doing this very important work in our sport society of Tanzania, we all would wish that it is taken as an important beginning of incorporating leadership development in our school curriculum so that youths not touched directly by the work of the NSC will get it through the school curriculum”*. And those present at the workshop session regretted “the silence of leadership” in the school curriculum.

It follows that if it is accepted that BILD is primarily about leadership development, then tying BILD in to the participation objectives of the Strategic Plan for Sport in Tanzania may be assuming a connection for which there is little evidence in practice. However, the value of BILD as a leadership development programme in its own right is not disputed. One is led to the conclusion that at the present time, the biggest impact of BILD has been on education (through leadership development) rather than sport. The potential for it to have a major impact on sport participation has yet to be realised.

CRITICAL SUCCESS FACTORS

The lessons learned from the establishment of BILD in Tanzania lead to the identification of eight critical success factors:

1. The programme was something needed by the country, rather than an idea parachuted in from overseas.
2. There was thorough analysis and planning before the introduction of the programme.
3. Stakeholders from key organisations were involved in the planning process.
4. There was commitment at senior level in Tanzania.
5. The programme was embedded in the work of appropriate organisations – in the case of Tanzania this was MIYCS and the NSC.
6. There was effective and appropriate financial and technical support from UK agencies: the Top Foundation, the YST and UK Sport/ IDS.
7. There was effective partnership working between UK and Tanzanian agencies, based on trust, reciprocity and openness.
8. The right people were selected to lead the programme in country, and appropriate professional support was given to them.

ISSUES AND QUESTIONS ARISING FROM THE EVALUATION

1. Is BILD primarily about sport development or leadership development (education)? Most people thought it was primarily the latter which begs the question as to where its natural “home” should be – in sport or in education? If it is intended that leadership development will lead to sport development, then mechanisms need to be built in to ensure that this connection works in practice, and ongoing support provided to leaders to enable them to contribute fully to sports development.
2. How well does the Cascade model work? How many of those trained have sufficient competence, confidence and opportunity to apply their leadership skills in school and communities?
3. Quality or quantity? Would it be more effective to offer more development opportunities to fewer people who are more likely to use them?

CONCLUSIONS

The evaluation report has identified the many successes of the BILD programme in Tanzania and discussed some of the challenges it faces. Without doubt, **it has pioneered a way of working that develops human capacity in-country and reduces dependence on outside training. A network of trainers and leaders has been developed which can be utilised by Tanzanian organisations in whatever range of sporting and educational programmes they develop in the future.** The full impact of such an intervention cannot be properly assessed until much later.

However, even at this point in time, **it is evident that the project represents very good value for money. The investment of £250K has resulted in 14,500 Tanzanian teachers and leaders trained to date, a unit cost of £17.24.** That is without factoring in the impact each of these individuals may have on their pupils and other young people. If one made a very conservative estimate that just 50% of those trained would use the training they have received through BILD to facilitate sports and physical activity for another 50 young people in schools and communities, then the reach of the programme through those already trained would be 362,500. Add to that the further training that the BILD leaders are likely to do (and there seems to be considerable demand for this) then the ongoing impact will be even greater.

As always with an innovative development programme such as this, there will be challenges and lessons to be learned, and much has been learned from the experience of introducing BILD in Tanzania. There is already an avenue for sharing the learning with BILD Ghana, the second country to introduce BILD, through the Technical Advisory Group, and plans are in place for wider dissemination of the lessons learned following this evaluation.

The evaluator's recommendation to the Top Foundation Board is to build on the successes of BILD Tanzania by giving another country the financial backing to establish their own BILD programme.

The model and concept of BILD is sound, though it needs to be tailored to the particular educational and sporting context and needs of the specific country in which it is introduced. Should the Board decide to make a further investment, then a set of recommendations for the successful introduction of BILD in other countries is contained in Appendix 5.

Anita White

April 2012

Appendix 1

INTERVIEWEES

UK

Clare Barrell, BILD Programme Manager UK Sport (since 2012)

Viv Holt, BILD Trainer

Debbie Lye, International Development Director, UK Sport.

Elias Musangeya, Senior International Development Advisor, UK Sport

Nick Pink, Former BILD Programme Manager, UK Sport (2009 – 2011)

TANZANIA

George Agongo, Programme Manager of International Inspiration, British Council, Tanzania

Nicholas Bulamine, Principal Sports Officer, Ministry of Information, Youth, Culture and Sports (MIYCS) and Head of BILD Centre in Dar es Salaam

Anderson Chedego, Former BILD Leader, Dar es Salaam, now studying for a Diploma in Accounting

Denice Kayombo, Sports Officer at Malya College, BILD Leader

Iddi Kibwana, Secretary General, Tanzania National Paralympic Committee, member of BILD Development Team

Iddi Kipingu, Former Chairperson of the National Sports Council in Tanzania and member of the BILD Development Team

Hamad Knee, Lecturer in PE, University of Dar es Salaam

Henry Lihaya, Secretary General of the National Sports Council in Tanzania and Director of the BILD Programme

Samuel Hudson Mpenzu , Mentor, Former BILD Leader, Arusha

Aluswe Mwalwega, Programme Director, British Council

Charles Mwaimu , Former BILD Leader, Arusha, now working for Yes! Tanzania

Charles Paul, Former BILD Leader in Dar es Salaam, now Mentor at Songea Centre

Mercy Rwezaula, Principal Sports Officer for MIYCS, and Head of the Arusha BILD Centre

Leonard Thadeo, Director of the Sports at MIYCS, Chairperson of the BILD Development Team

Appendix 2

FOCUS GROUPS

BILD LEADERS DAR ES SALAAM

Frank Clement

Veronica Kalimili

Azizi Muralukwa

Mohamed Mvumbaru (Mentor, Former BILD Leader)

Kelvin Mwita

BILD LEADERS ARUSHA

Francis Fikiri John

Herieth Samuel Kinisi

Andrew Magesa

Jeremiah Robert

HEADS OF TEACHER TRAINING COLLEGES AND SPORT TEACHERS IN ARUSHA

Daniel Anthony, Principal, Blessed Hope College

Mativo David, Principal, Sila Education Trust

Violet Eboro, Principal, Arusha Institute of Technology

Josephine Sanyagalo, Principal, Bethesda Montessori Teachers Training College

Eunice Mshand, Sports Teacher, New Life Academy School

Charles Richard, Sports Teacher, Maranath Mission School

Judy , Principal, Universal Teachers Training College

Appendix 3.

DOCUMENTS REVIEWED

DATE	TITLE	AUTHOR	SUMMARY OF CONTENT
03.12.08	International Leadership Development Proposal	Debbie Lye with input from Dave Haskins	Outlines concept. UK Sport to report back by March 2009
06.01.09	Draft Strategic Plan for Sport in Tanzania	NSC	Includes: context, overview of stakeholders, vision, strategic themes, core values, SWOT analysis, analysis of current situation, objectives, activities and indicators under each theme.
13.02.09	Beckwith International Leadership Development	David Haskins and Debbie Lye	Full report to the Top Foundation with detailed proposals and costings for Tanzania project
18.12.09	TF Board paper	Nick Pink	Progress Report on training (DH) and appointments: BILD Director + 7 centre heads and 16 Beckwith leaders trained. NP visit in Nov
26.04.10	TF Board paper	Nick Pink	Progress report including extracts from Henry's report. Significant progress on all fronts: Nos teachers/ coaches and YP trained. Launch plans. Building started.
19.07.10	MOU between IDS and Top Foundation	Guin Batten and Nick Pink	Contains generic vision, objectives outcomes etc. Appendix on BILD Concept, values, development principles and areas to be covered by investment in- country.
18.09.10	BILD Tanzania Strategic Plan 2010 - 2012	Henry Lihaya	Vision, values, aims, objectives, activities, indicators (targets) progress. BILD Centre work Programme including delivery of training, staffing, communications, developing after school clubs, building relationships with other partners, and m and e.
23.09.10	Report of Nick Pink's visit to NSC, TF and UK Sport	Nick Pink	Comprehensive report covering operational review, launch event, financial review, NSC update, meetings with Arusha team, teachers, National Paralympic Committee members, Ministry of Info Sport and Culture, British Council, Lead trainers, Beckwith Leaders. Plus an action plan.
Oct 2010	BILD Tanzania e-newsletter Issue 1	Mohammed Mvumbagu (Dar Beckwith Leader)	Positive achievements, project milestones. Introduction to BILD leaders: Mohammed, Anderson, Charles, sportscards and photo gallery
19.10.10	TF Board Paper	Nick Pink	Update/ report. Areas of dev and solutions identified (marketing and comms, after school clubs, equipment) Existing leaders

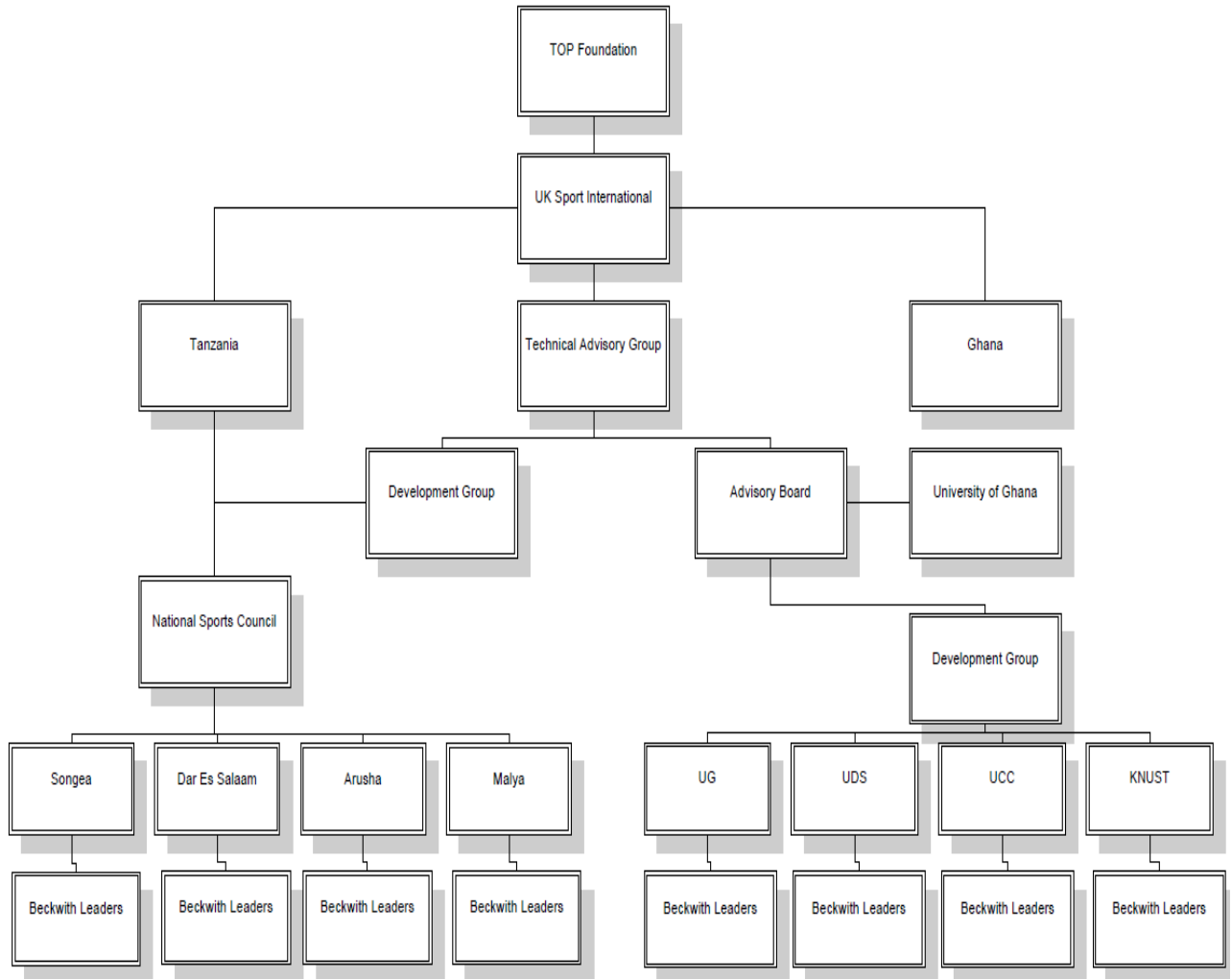
			futures: 4 mentors, 4 scholarships to Tanzania Inst of Sport, 1 scholarship to UK, 1 M and comms. Recruitment of next tranche of BLs
15.11.10	UK Trainer report	Viv Holt	Report of 3 day tutor course followed up by 3 day course for 30 ITT students from 2 colleges in Dar conducted by the tutors. 6 tutors: Nicholas, John, Mercy, Samuel and Alan. Reports on each of them +full report .
Dec 2010	BILD E-Newsletter 2	Nicholas Bulamile (Editor)	10 pages and lots of pics and captions. Articles on trainers workshop led by Viv Holt by John Chelukulu, the launch event, and by Beckwith leaders Adventina Fikiri, Augustino Moyo, Evalina Ndeji and Dickson Chlumba
01.12.10	International Inspiration Scoping Report	Elias Musangeya	Country context, PE and Sport issues, Potential II contribution and scope: teachers and teaching interventions, sports leadership and coaching (mention of BILD) participation of young people with disabilities, girls and women, geographical focus, opportunities and risks.
27.05.11	TF Board paper	Nick Pink	Update/ report. £ 181K awarded so far. 10 day visit of Henry and Samuel to UK for evaluation, planning and budget review + reception. 5000 teachers and 4500 young people trained reaching 50,000 children and YP. Link up with II and IDEALS, Sustainability (NSC and other agencies) professional development (Henry Lihaya as BILD Director and Gen Sec of NCS; Samuel and Mohammed as Heads of Centre and Lead trainers)
9.07.11	UK Trainer Report	Viv Holt	Rigorous 6 day Lead trainer Course with 5 of those previously trained + 6 additional delegates nominated by the Sports Council or University. Only one women. Detailed trainer competency assessments.
March, April and May 2011	Monitoring reports from NSC	Henry Lihaya	Examples of monthly monitoring reports sent to Nick Pink with stats for each of the 4 centres: courses delivered, schools/colleges involved, male and female participants and male and female children/pupils reached +a few lines on whats happening at each centre
Sept 2011	Report of visit by Rex Stevens and Clare Barrell	Rex Stevens and Clare Barrell	Mainly concerned with ICES and II. Two pages on BILD at end detailing observation and discussion with BILD tutors. Range of recommendations about integrating BILD into future developments and coaching pathways and programmes.
Oct 2011	Annual review	Henry Lihaya	20 pages. Foreword from the Chair, Mission, Objectives, Success stories(9)

			graph of expected and actual participants in training, lots of pics, 2 case studies: Josephine and Lillian. Personal testimonies: John, Nicholas, Mohamed. Also addresses issues of embedding sports leadership into education and sport, resources, in-country ownership, continued support for 16 BILD leaders and 4 mentors not employed by NSC after UK Sport support stops.
? 2011	International Inspiration Tanzania Country Plan	Elias Musangeya	Plan budgeted through to 2014. Projected outcomes: participation by children and young people, policy development, systemic change, capacity building.
? 2011	BILD Newsletter issue 3	Nicholas Bulamile (Managing Editor)	10 pages, loads of pictures and action (graphic design by Mohamed) articles by Frank Clement (BILD leader Dar) Mohamed Mvumbagu on Girl's empowerment and positive thinking, Arusha BILD centre leaders, Vincent Mbaya on Songea + II
21/10 and 18/11 2011	Highlight reports to UK Sport	Nick Pink	Investment (£250K total) Latest stats on numbers trained: 7500 teachers, 6500 YLs, 55,000 children and young people reached. Visit by Clare Barrell and Rex Stevens end Sept. Strong link with II, Henry on Steering group and Mohammed has a job. Support from national parliament (group of 30 MPs) Same 3 risks identified: 1. Lack of in-country ownership, 2. Lack of L.A. support, 3. turnover of trainers.
4/1, 20/10 2011 and 12.01 12	IDS Board papers	Nick Pink and Clare Barrell	Standard format for IDS reporting. Most relevant parts are 1. Planned and actual outputs: Leaders and heads of centres trained, support to IDEALS, Dev Group meetings, research programme, partnership development, building development. 2. Risks identified. As above + dev group failing to meet, II decides not to partner, impact not realised without independent research, and sustainability not achieved.
16.02.2012	Women and Sport in Tanzania: Draft final report to UNESCO	Margaret Talbot Consulting	Comprehensive report (60 pages) on situation of PE and sport for girls and women commissioned by UNESCO. Stakeholder meeting to discuss findings held in March 2012 and final report imminent. Passing reference to BILD.
Feb 2012	BILD Arusha Project Evaluation. Nov 2009 – Feb 2012	Mercy Rwezaula	Document prepared by the Head of Arusha centre, for the evaluator's visit, summarising results from the centre: 35 seminars, 1987 attendees, 1905 children participants in Bonanzas. Topics covered, achievements, challenges and solutions. Chart with breakdown of seminars (suggests there were 16 not 35)

Feb 2012	Tathimini Mafunzo Ya Uongozi Kupitia Michezo	Nicholas Bulamile	Five page questionnaire (in Swahili) designed by the Head of the Dar es Salaam centre and sent to Heads of all institutions who had participated in the programme to follow up what has happened since the training.
April 2012	Information and stats on BILD leaders, training sessions conducted and clubs established by Songea centre Nov 2009 – Dec 2011	Charles Paul	Information provided by the mentor at Songea following a request from the evaluator for summary of the centre's activities and follow up in club activity and career development of former BILD leaders: 21 seminars, 1003 trainees, 1640 Bonanza participants. Three clubs established (2 after school and one community). Of former BILD leaders, 3 are now doing further study and one is self-employed.
April 2012	Information and Stats from Dar es Salaam Centre. 2009-2012	Nicholas Bulamile	09-10 Stats: 12 primary schools (35 teachers) 6 secondary schools (360 young people) 4 teacher's colleges(589 trainee teachers) 2011-12 Stats: 10 primary schools (24 male and 95 female teachers trained) 11 Secondary schools (209 male and 272 female teachers trained) 1 teacher's college (30 male and 54 female trainee teachers trained) Records of BILD leaders, 7 male, 1 female training received and current situation of first cohort (1 studying Business studies in UK, 1 studying for Diploma in Tz and 2 mentors to BILD teams in Songea and Dar.

Appendix 4

BILD Organogram



Appendix 5

RECOMMENDATIONS FOR SUCCESSFUL INTRODUCTION OF BILD IN OTHER COUNTRIES

1. Ensure the programme is genuinely needed by the country rather than an idea parachuted in from the UK.
2. Ensure there is thorough analysis and planning before the introduction of the programme, including consideration of the interface between education and sport and the quality/ quantity balance.
3. Involve stakeholders from key organisations in the planning process.
4. Gain commitment at senior level in-country.
5. Embed the programme in the work of appropriate organisations, be they GOs or NGOs, education or sport agencies.
6. Establish effective partnership working, based on trust, reciprocity and openness, between UK and in-country agencies.
7. Provide effective and appropriate financial and technical support from the Top Foundation, the YST and UK Sport/ IDS.
8. Select the right people to lead the programme in country, and give them appropriate support.
9. Assist and advise on the strategic planning process, including the setting and review of realistic targets.
10. Establish monitoring and evaluation systems linked to planning objectives, including the follow up of people and activities.
11. Develop mentoring skills and establish mentoring systems to support in-country leaders.
12. Consider inclusion and child protection issues from the start and build measures to address these in the planning process.
13. Ensure there are opportunities for those trained to use and develop their leadership skills, and support them appropriately in their future work and training.
14. Consider the optimum length of time for the investment, and ensure exit strategies are discussed and in place at least a year before the funding ends.

END