

**Data Collection Survey on
Activities by Ex-participants of JICA
Training Programs and Implication
to the Future Training Programs
in the United Republic of Tanzania**

Final Report

February 2022

Japan International Cooperation Agency (JICA)

Fujita Planning Co., Ltd.

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Abbreviations

Abbreviations	Name
ABE	African Business Education for Youth
COVID-19	Coronavirus Disease 2019
ICT	Information and Communication Technology
IDEAS	Institute of Developing Economies Advanced School
JATA	JICA Alumni Association of Tanzania
JICA	Japan International Cooperation Agency
JICE	Japan International Cooperation Center
KOICA	Korea International Cooperation Agency
POPSMGG	President Office-Public Service Management and Good Governance
SATREPS	Science And Technology Research Partnership for Sustainable Development
SHEP	Smallholder Horticulture Empowerment & Promotion
TICAD	Tokyo International Conference on African Development
TOA	Tanzania Osaka Local Government Reform Alumni Association
USAID	United States Agency for International Development

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Photos related to the survey

Note that in the captions below, “project” in the context of the following table means “demonstration project”, and “Project # (number)” matches the project number of “Appendix 2: List of the demonstration projects”.

 <p>Online introductory meeting on the project</p>	 <p>The project establishing six cattle troughs (Project# N15)</p>
 <p>The projects training the SME on the Kaizen approach to boost quality and productivity (Project# N20)</p>	 <p>The project transferring the practicable skills on line transplanting to the farmers (Project# N21)</p>
 <p>The projects teaching SMEs on how to add value to bee cosmetic products (Project# T1)</p>	 <p>The projects strengthening community-based water supply organizations (Project# T9)</p>



The project transferring skills of infant nutrition and female empowerment (Project# T15)



The project introducing simple mechanized techniques of rice planting and agroforestry (Project# T16)



The project supporting the community-based development project (Project# T19)



The project improving the production process and marketing of virgin coconut oil (Project# T20)



The project reducing waiting times at the pharmacy for the elderly and disabled (Project# T23)



The project organizing KAKEHASHI Tanzania (Project# T24)



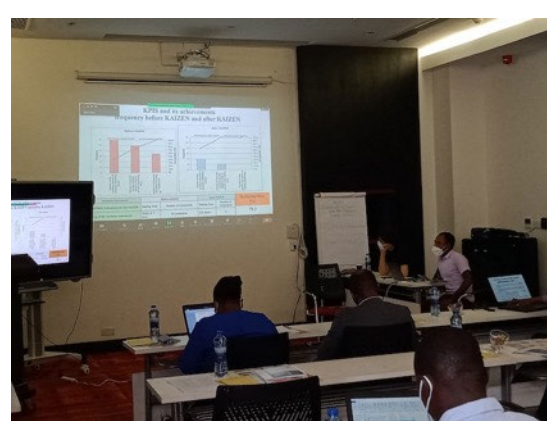
Site visit to the project by the Japanese team
(Project# N20)



Site visit to the project by the Japanese team
(Project# N21)



Site visit to the project by the Japanese team
(Project# T15)



Final conference of the project
(showing the presentation of one of the projects)



Final conference of the project (Awards ceremony)



Final conference of the project (group photo)

Executive summary

This survey was conducted to understand the challenges for ex-participants of the Japan International Cooperation Agency (hereinafter, “JICA”) training program in sharing the results and implementing any activity by applying the acquired knowledge and skills through the JICA training programs in the United Republic of Tanzania (hereinafter, "Tanzania"), and extracted lessons learned. In addition, the results were also used to analyze the factors necessary to develop and sustain outcomes of ex-participants after returning to Tanzania and to provide necessary support regarding the strategic selection of future trainees, post-training support measures, and revitalization of alumni associations of ex-participants.

Furthermore, during this survey, the achievements and challenges of remote training which has rapidly expanded and implemented due to the pandemic of Coronavirus disease 2019 (hereinafter, "COVID-19"), were also reviewed and summarized. Hence, it was expected to consider new measures and ideas of training design and information management utilizing ICT (Information and Communication Technology), interaction among trainees, effective combination of remote training and on-site training in Japan, etc.; that are not bound by precedent.

The survey consisted of four (4) major components: 1) Identification of issues related to training programs in Tanzania, 2) Identification of issues related to alumni associations of ex-participants, 3) Identification of issues related to remote training, and 4) Verification of effective utilization of ex-participant’s abilities through demonstration project. For 1) to 3), questionnaire surveys and online or face-to-face interviews were conducted. Demonstration project were designed and conducted by ex-participants, aiming at solving social problems by applying the acquired knowledge and skills through the JICA trainings and revitalizing the alumni association of the ex-participants.

Through the survey of the alumni associations for ex-participants, it was clear that there were differences in the perceptions of alumni associations’ functions. In particular, the executive committee and members of the JICA Alumni Association of Tanzania (hereinafter, “JATA”) had different views on its operation of the association. In addition, it became clear that KAKEHASHI Tanzania which was established by the Tanzanian ex-participants of the “Master's Degree and Internship Program of African Business Education Initiative for Youth” (hereinafter, “ABE Initiative”), has not been yet organized with an appropriate structure as an alumni association. It seems that the current stagnation of these alumni associations is affected by the different perceptions of the alumni associations among the members, lack of communication, lack of follow-up for the alumni associations and ex-participants, and different level of the member’s motivation to join associations.

Through the questionnaire survey of the participants of the ABE Initiative (hereinafter, "ABE students"), host universities of ABE students, host companies of ABE students, and Japanese companies in Tanzania, it was revealed that the majority are satisfied highly with ABE Initiative, and many respondents expected the continuation of the program in the future. On the other hand,

it was found that there are issues regarding the sharing of information about the program and utilization of the acquired abilities after returning to Tanzania.

The results of the questionnaire survey and interviews with ex-participants indicated a high level of satisfaction with the JICA training programs, with more than 90% of respondents indicating that the JICA training programs met the needs and expectations of the trainees themselves and their organizations.

Regarding the survey on remote training, differences in perception between the training providers (JICA domestic offices and training contractors) and the participants were apparent. Many of the training providers mentioned that remote training especially learning by recorded video and slideshow contributed to enhancing learning support and improving convenience for the participants. However, 41 (78.8%) of the 52 ex-participants who had experienced remote training mentioned that virtual classroom (in real time) or live webinar was preferred. As a reason behind of the responses by ex-participants, it was assumed that virtual classroom and/or live webinar can assist the participants to understand the training contents and to co-create new ideas and value among other participants through feedback, exchanging information and experiences, interactions, and discussions with other participants and trainers.

Regarding the demonstration projects, after briefing the concept of demonstration projects to ex-participants, 56 proposals were applied. Through evaluating all the proposals based on the selection criteria, 11 projects were selected. For those selected projects, the funds were provided for each project according to its scale. During the implementation of the project which is 5 months from August 2021, periodical monitoring for each project were practiced to assess the progress, identify any problems, and provide technical advices. A final activity report was submitted by each project and evaluated from the aspects of effectiveness, efficiency, impact/benefits, sustainability, and relevance to the JICA training program. As a result, five of the 11 projects received an evaluation of 70% or higher for “effectiveness”, but only three projects received an evaluation of 60% or higher for “sustainability”. On the other hand, ex-participants who participated in the demonstration projects positively evaluated the program of demonstration project as an opportunity to transform theory to act, and to enhance their own abilities.

Based on the results of this survey, the following points would be necessary in order to activate actions of ex-participants in Tanzania and to enhance the training program in the future.

Considerations obtained through this survey

- Understanding and sharing of the training program cycle among training project stakeholders
- Enhancement of evaluation of training effectiveness using appropriate criteria and methods
- Regular monitoring of the alumni associations’ status and information-updates and sharing
- Improvement of remote training techniques

Recommendations obtained through this study

- Joint assessment for the JICA training program by JICA and the President's Office Public Service Management and Good Governance (POPSMGG)
- Establishment of a human capital information system (JICA's "PARTNER¹" for ex-participants).
- Reorganization of JATA and establishment of KAKEHASHI Tanzania
- Creating opportunities for ex-participants to utilize their ability

¹ <https://partner.jica.go.jp/>

I. Background

In the JICA Training and Dialogue Program, human resources from low and middle income countries who will become leaders of national development are accepted as “trainees” in Japan or third countries and supportive efforts are made to help them acquire knowledge and skills. Since 1962 to date, 6,556 short-term training participants from Tanzania (including 4,547 participants trained in Japan or remotely and 2,009 participants trained in third countries) have been accepted. In addition, long-term training aimed at helping participants obtain a degree by staying in Japan for one year or more has been underway since 1999 and ABE Initiative program was also launched in 2014. As of March 2020, 110 long-term training participants (including 90 from the ABE Initiative and 20 from other schemes)² have been accepted from Tanzania in various academic programs. For the purposes of this report, “ex-participants” are defined as those having completed one of the above training programs.

In addition, JICA is currently offering a program called “JICA Development Studies Program³” (hereinafter “JICA-DSP”) in cooperation with universities in Japan in line with the program objectives, in which candidates from low and middle income countries come to Japan to systematically learn about its development experience and understand Japan, as well as education and research in their specialized fields during their university degree programs. Furthermore, JICA also accepts highly specialized candidates through the Science and Technology Research Partnership for Sustainable Development (SATREPS) to help handle global issues such as the environment and energy, biological resources, disaster prevention and infectious diseases.

Moreover, for the follow-up cooperation scheme, JATA established in 1984, has been playing a central role in strengthening the network among ex-participants, sharing experiences in Japan and promoting the acquisition of new knowledge.

JATA is an organization for all ex-participants having participated in the training programs provided by JICA. As of September 2020, 4,530 ex-participants were registered as JATA members. There is also KAKEHASHI Tanzania, an alumni association for ABE students. Previously, there used to be the Tanzania Osaka Local Government Reform Alumni Association (hereinafter, “TOA”) that comprised local government officials having participated in the Country Focus Program of “Local Government Reform (2002-2019)”⁴.

Alumni associations of ex-participants are trying to revitalize the association through visits to JICA projects, exchanges of information at regional meetings and annual general meetings as well as acquiring knowledge and upskilling through workshops and seminars. Among other things, some issues remain with regards to how to operate the association sustainably, such as the fixation of members, a decline in the annual membership fee collection rate and follow-up of ex-participants. In addition, it is not always sufficient both follow-up for ex-participants of senior

² (Source) JICA public announcement content (in Japanese): https://www2.jica.go.jp/ja/announce/pdf/20201202_205814_1_01.pdf

³ (Source) JICA Website “JICA Development Studies Program” <https://www.jica.go.jp/dsp-chair/english/index.html>

⁴ TOA has repositioned itself from an alumni association to an association of current administrative directors of districts and regions (such as Regional Administrative Secretary, District Executive Director) based on their positions and was renamed the “Tanzania Local Government Reforms Association”.

officials after trainings and for ex-participants of general officials after promotion to senior officials. Though it is also known that some ex-participants are active as senior officials in the government agencies in Tanzania who promoted after the JICA training and help smooth implementation of several JICA projects and contribute to the strengthening of trust between Japan and Tanzania.

After the outbreak of the COVID-19 pandemic worldwide at the end of 2019, many JICA officials returned to Japan temporarily, which hampered efforts by JICA to carry out local activities including follow-up activities for ex-participants. During the time the future seemed unpredictable, in order for Japan to show its presence as before, it is more important to support activities of ex-participants, hence the need for a survey to analyze how best to support it in future.

In principle, the Knowledge Co-Creation Program (hereinafter, “KCCP”) for Group and Region Focus Programs in Japan was canceled during 2020. Many training courses were conducted remotely (i.e., online) and remote training is expected to prevail to some extent in the future. With this in mind, the issues and advantages of remote training as well as the advantages of training conducted in Japan must be understood and analyzed to provide desirable training designs and continue effective support for developing countries. In this survey, the activities by ex-participants and implications for future training programs were surveyed through ex-participants, stakeholders in JICA training program and development partners, etc. and the current situation was studied and analyzed through demonstration projects to identify issues. Finally, recommendations and suggestion were presented for future support in this field.

II. Objectives

- (1) The purpose is to organize the results and challenges of the activities by ex-participants, extract and analyze the lessons learnt and analyze the factors necessary for achieving and sustaining results after the training sessions, including selecting trainees strategically, supportive measures to ensure effective training efforts and development utilization of the alumni association, as well as the necessary support for that purpose.
- (2) The purpose involves considering new and unprecedented measures regarding the effective combination of remote training and training in Japan; training design utilizing ICT, interaction between ex-participants and a mechanism allowing ex-participants to be actively involved in JICA projects, etc.

III. Methodology

In this survey, both field and remote surveys were conducted based on the following framework, as summarized in Table III-1 below:

Table III-1: Framework of the survey

Items to be surveyed	Contents of the survey
Challenges and findings of the network of ex-participants	Revitalization of the JICA alumni association and utilization of ex-participants
Demonstration project	Application of acquired skills and knowledge through JICA Training programs
Challenges and findings of the training programs	Applying the knowledge gained from the people involved in training programs to Tanzania
Challenges and findings of the remote training programs	Recommendations and suggestions on effective remote training

(Source: Compiled by the survey team based on JICA's official announcement)

Field survey:

The following were conducted during the field survey:

- Concluding the contract with the local subcontracted consultant
- A briefing session of the survey given to JATA
- Activities related to the demonstration projects (during 1st dispatch of Japanese survey team): formation of the demonstration project steering committee, finalization of the application guideline, a briefing session for ex-participants, call for proposals etc.
- Activities related to the demonstration project (during 3rd dispatch⁵ of Japanese survey team): field visit, the final conference
- Interview with the ex-participants of the group thematic training sessions
- Interview with JATA, KAKEHASHI Tanzania and TOA

Remote survey:

The following were conducted during the remote survey:

- Development of questionnaires to JICA Domestic Offices, ex-participants, universities experienced in receiving ABE students, development partners and Japanese private companies both experienced and unexperienced in receiving ABE students
- Sending, collecting and analyzing those questionnaires
- Training effectiveness evaluation of the three selected training courses conducted by some JICA Domestic Offices
- Interview: Japan International Cooperation Center (hereinafter, "JICE"), ABE students (6th batch), professors of universities in Japan having mentored ABE students, Japanese private companies experienced in receiving/recruiting ABE students, Interview with POPSMGG, ex-participants
- Activities related to the demonstration project: collection and assessment of proposals, conclusion of contracts with the selected demonstration project, progress check and provision of technical advice, project evaluation etc.

⁵ The 2nd field dispatch planned in the work plan was cancelled due to the spread of COVID-19.

IV. Target organizations and personnel of the survey

Table IV-1 lists the target organizations and personnel of the survey

Table IV-1: List of subjects

Target organizations	Details
JICA Country Office	JICA Tanzania Office
JICA Domestic Offices (In order of prefecture location)	<ul style="list-style-type: none"> • JICA Sapporo • JICA Obihiro • JICA Tohoku • JICA Hokuriku • JICA Tokyo • JICA Yokohama • JICA Chubu • JICA Kansai • JICA Sikoku • JICA Chugoku • JICA Kyushu • JICA Okinawa • JICA Tsukuba
ABE student (6 th batch) (in alphabetical order) *The 6th batch was selected because they were mainly in Japan during the survey period and were less affected by the time difference and the Internet	<ul style="list-style-type: none"> • Ashikaga University • Mie University • Sophia University • Tokai University
Mentors/Professors of ABE student (6 th batch) ⁶ (in alphabetical order)	<ul style="list-style-type: none"> • Ashikaga University • Mie University • Sophia University • Tokai University
Universities accepting ABE students (in alphabetical order)	<ul style="list-style-type: none"> • International University of Japan • Kobe Institute of Computing • Kumamoto University • Kyoto Institute of Technology • Obihiro University of Agriculture and Veterinary Medicine • Rikkyo University • Ritsumeikan Asia Pacific University • Ryukoku University • Saitama University • Tottori University • Toyo University • Toyohashi University of Technology • University of Miyazaki • Waseda University
Alumni associations of JICA (in alphabetical order)	<ul style="list-style-type: none"> • JATA • KAKEHASHI • TOA
Other alumni association	<ul style="list-style-type: none"> • Tokyo University of Agriculture
Ex participants	<ul style="list-style-type: none"> • Ex-participants from the energy sector • Ex-participants from the agricultural sector • Ex-participants from the industrial sector • Ex-participants from the health sector and education sector
Companies with experience of hosting the ABE internship program (in alphabetical order)	<ul style="list-style-type: none"> • ActPro Co., Ltd. • Earth System Science Co., Ltd. • Fujita Co., Ltd • Studio Canbe Co., Ltd

⁶ Considering the time difference and the stability of the Internet connection, the 6th batch of respondents who were staying in Japan during the period of this survey were targeted.

Target organizations	Details
	<ul style="list-style-type: none"> • Tohkemy Co., Ltd. • Yagai Workshop Limited Partnership
Regular members of the Tanzania Commerce and Industry Subcommittee and Japanese companies (in alphabetical order)	<ul style="list-style-type: none"> • ENHANCE AUTO TANZANIA LTD. • JAPAN TANZANIA TUOURS • JOY FACTORY LTD. • JT International (Tanzania Cigarette Company) • MF IMPORT AND EXPORT CO., LTD. • Mitsubishi Corporation Dar es Salaam Liaison Office • WASSHA Yembi Adventure Ltd.
JICA experts, consultants	<ul style="list-style-type: none"> • Experts, Project for Strengthening DADP Planning and Implementation capacity through Use of SHEP Approach⁷ (hereinafter, "TANSHEP Project") • Former expert, Project for Strengthening the Backstopping Capacities for the DADP Planning and Implementation under the ASDP Phase 2 • Former expert, The Project on Strengthening Manufacturing Enterprises through Quality and Productivity Improvement (KAIZEN) • Former expert, Technical Cooperation in Strengthening Participatory Planning and Community Development Cycle for Good Local Governance (hereinafter, "O&OD⁸ Project") • Advisor, Ministry of Regional Administration and Local Government • Former expert, Project on Capacity Building for Tanzania Revenue Authority • Former expert, Project for Strengthening Hospital Management of Regional Referral Hospitals
Implementers of Demonstration Project	27 ex-participants

(Source: Compiled by the survey team based on the survey conducted.)

⁷ SHEP approach: Smallholder Horticulture Empowerment & Promotion (SHEP) have developed in Kenya through technical cooperation project by JICA which started from 2006 and succeeded in increasing farmers' income. SHEP is an approach which realizes "Market-Oriented Agriculture" and converts farmers mind from "grow and sell" to "grow to sell"
https://www.jica.go.jp/english/our_work/thematic_issues/agricultural/shep/index.html#:~:text=SHEP%20is%20an%20approach%20which%20realizes%20%22Market-Oriented%20Agriculture%22,of%20%2C500%20smallholders%20only%20within%20%20years%20%282007-2009%29

⁸ O&OD: Opportunities and Obstacles to Development, This is a unique participatory planning method that has been introduced to all Tanzanian municipalities since 2002.

1. Overview of the JICA Training Program

Training programs implemented by JICA are among the pillars of Japan's technical cooperation projects to support efforts to resolve various issues in developing countries and aims to develop candidates who will underpin the nation-building efforts. As well as helping resolve issues in developing countries, the training programs are also designed to promote understanding of Japan among trainees and boost the internationalization of various regions in Japan via exchanges with Japanese officials involved in the training programs⁹. Training programs can be divided into two categories: training in Japan, where trainees are invited to Japan and overseas training in developing countries (Third-Country Training Program and local domestic training). In this study, we focus on training in Japan.

Training in Japan is classified into five types: (1) KCCP for Group and Region Focus Program, (2) KCCP for the Young Leaders' Program, (3) KCCP for the Country Focus Program, (4) KCCP for Long-Term Program and (5) other training programs. 378,406 trainees from around the world participated in training in Japan from 1954 to 2019. The number of trainees coming to Japan has been declining since the spread of COVID-19 in 2020, as many training courses in Japan have shifted to remote training.

(1) KCCP for Group and Region Focus Program

More than 300 KCCP for Group and Region Focus Programs are planned and implemented each year, covering wide-ranging fields. Given the difficulty in coming to Japan for training due to the spread of COVID-19, remote training was introduced from Financial Year (hereinafter, "FY") 2020 in Japan.

In FY2020 in Japan, 256 courses were conducted, 47 of which in the Agricultural Development field, comprising about 18% of the total, followed by 27 courses in the health field (about 11%) and 24 courses in the Transportation field (about 9%). In terms of the percentage of trainees by region, trainees from Africa comprised 37% of the total, followed by 34% from Asia and 14% from North America and Latin America¹⁰ respectively.

(2) KCCP for the Young Leaders' Program

The KCCP for the Young Leaders' Program also covers wide-ranging fields and is basically set based on JICA's priority areas or programs in each target country. In FY 2019, 547 people from 109 countries participated in the course¹¹.

(3) KCCP for the Country Focus Program

Unlike KCCP for Group and Region Focus Program, in which the Japanese side presents programs in advance, KCCP for the Country Focus Program is a tailor-made training program in

⁹ KENSU-IN GUIDEBOOK (April 2021):

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/c8h0vm0000011i07-att/guide_en.pdf

¹⁰ JICA website "KCCP for Group and Region Focus Program":

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/about/group.html

¹¹ JICA website "KCCP for Young Leaders":

https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/about/young.html

response to specific requests made by developing countries. The training programs cover wide-ranging fields, with 3,805 participants accepted in FY 2019 in Japan¹².

(4) KCCP for the Long-Term Program

KCCP for the Long-Term Program was launched in 1999 to accept trainees for more than one year, mainly to study in university degree programs and accepted 299 students in fiscal 2019. Of these, since fiscal 2014, the ABE Initiative¹³ was launched, aiming to support young personnel capable of acting as “Navigators” to help Japanese companies’ business in Africa development. This program offers opportunities for young Africans to study at master’s courses at Japanese universities as international students and experience internships at Japanese companies. This program was launched at the 5th Tokyo International Conference on African Development (hereinafter, “TICAD”) V held in June 2013 as a national strategy to accept international students from Africa. Furthermore, at TICAD VI in 2016, plans to continue the program were announced. Later, the implementation of ABE Initiative 3.0 was announced at TICAD 7 in 2019 and the sixth batch was accepted in the fall of 2019.

(5) A new platform “JICA-VAN”

Currently, JICA started to promote the JICA-Virtual Academy Network (hereinafter, “JICA-VAN”) concept, which aims to create opportunities for human resource development and co-creation and build and expand human resource networks, is being promoted using a Learning Management System (hereinafter, “LMS”) and a Social Networking Service (hereinafter, “SNS”).

¹² JICA website “KCCP”: https://www.jica.go.jp/english/our_work/types_of_assistance/tech/acceptance/training/about/index.html

¹³ JICA website “ABE Initiative”: <https://www.jica.go.jp/english/countries/africa/internship.html>

2. Overview of the Alumni Associations and a related organization of Ex-participants in Tanzania

2.1. Outline of the Alumni Associations of Ex participants in Tanzania

There are two alumni associations of JICA training programs in Tanzania: JATA, which is an organization for all trainees having participated in the training scheme provided by JICA and KAKEHASHI Tanzania, which comprises the ex-participants from the ABE Initiative.

Previously, TOA was set up as an alumnus association by ex-participants of the Local Government Reform Program (commonly known as the Osaka Training Program). Currently, it is restructured as an association with the members from the President’s Office, Regional Administration and Local Government (hereinafter, “PO-RALG”) to improve the administration of governance in local government authorities in Tanzania. The following table summarizes interviews with each alumni association regarding the current situation and challenges:

Table 2-1: Outline of each ex-participants’ alumni association

	JATA	KAKEHASHI
Year of establishment	1984	2018
Registration	Apply before leaving for training or after returning.	Apply after returning.
Number of Members	4,530	90
Annual fee	25,000 TZS	None
Sources of information	Newsletter (since 2012) WhatsApp group	WhatsApp group
Website	https://www.facebook.com/Jicajata/	Web site under construction
Active members	JATA has numerous registered members, but only around 2,000 members actively participate in activities. There is no clear definition of an “active member”, but according to the interview with JATA Executive Committee, active members include those who join WhatsApp groups, attend events frequently and participate in local events.	Around 30 of the 90 KAKEHASHI members actively participate.
Role	- Networking among ex-participants through an annual meeting. - Networking for wide dissemination of skills and knowledge acquired in Japan. - Understanding of Japan and JICA projects.	To act as a bridge between Japanese companies and African businesses, to attract Japanese companies to Tanzania, to exchange information, match needs and resources and strengthen business initiatives.
Advantage of participation	- Networking among ex-participants within the region of residence or employment.	- Create a human resource network. - Expanded scope to connect with Japanese companies, job opportunities and participate in projects.

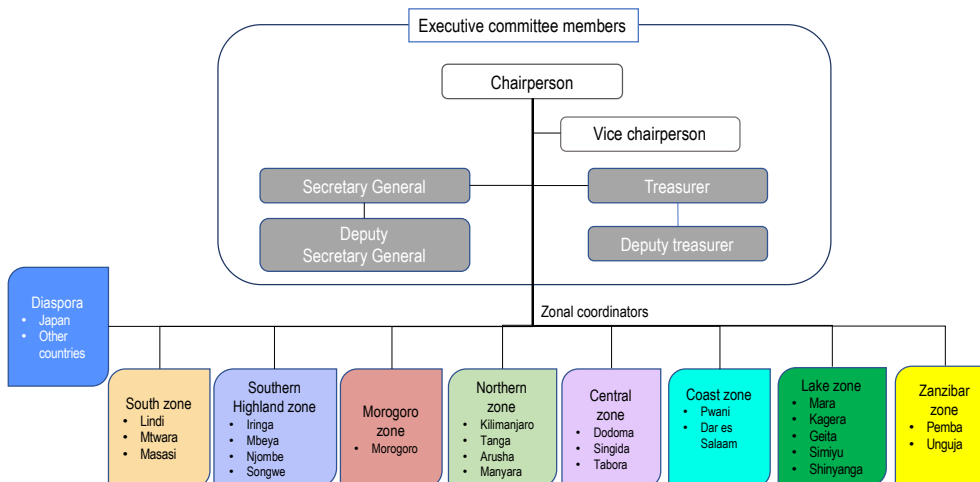
	JATA	KAKEHASHI
	<ul style="list-style-type: none"> - Various information can be shared among ex-participants. - Multisectoral cooperation can help in areas of residence/work. 	<ul style="list-style-type: none"> - Get involved in developing the Tanzanian private sector.
Current situation	<ul style="list-style-type: none"> - Before or after training, the participants register with the alumni association, but even if they change their workplace, contact details, etc., the information is not updated, so it is not possible to contact them through the alumni association. - There are currently no ideas as to how best to encourage people to update their information. 	<ul style="list-style-type: none"> - Frequent information sharing to ensure alumni activities continue. - They understand the benefits of continuing the Japanese approach to business and thus prioritize our people network. - Reflecting on new ways to make our participation in the Alumni Association worthwhile.

(Source) Compiled by the survey team based on interviews with each alumni association

2.2. Organization of the Alumni Associations and a related organization of Ex participants in Tanzania

2.2.1. The organizational structure of JATA (Alumni Association)

JATA is headed by a chairperson and a vice-chairperson. There are two departments, the Secretary-General and the Treasurer, each with its own director and deputy director and the Executive Committee is the decision-making body comprising the above officers. All officers are elected by members at the annual meeting for a three-year term. There are nine regions, each of which has its own regional office to promote and supervise regional activities.

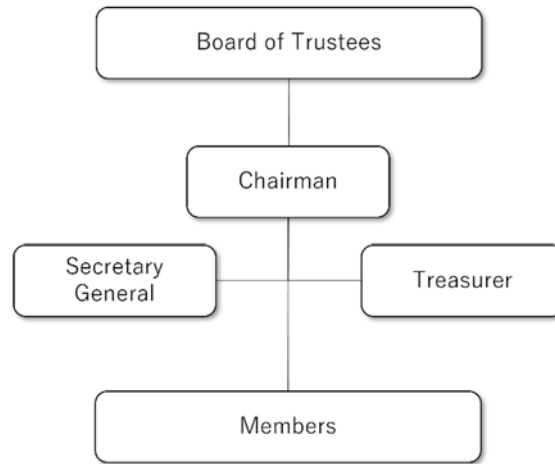


(Source: Compiled by the survey team based on interviews with JATA Executive Committee members)

Figure 2-1: Organization chart of JATA

2.2.2. The organizational structure of KAKEHASHI (Alumni Association)

According to the interview with KAKEHASHI Tanzania, although 90 ex-participants are registered as members, there are almost no activities as an alumni association. The organization chart shown below is just a draft and no actual organization committee yet exists. In addition, there are only about 30 active members, many of whom have lost their motivation to participate in KAKEHASHI with four to five years having elapsed since their return.

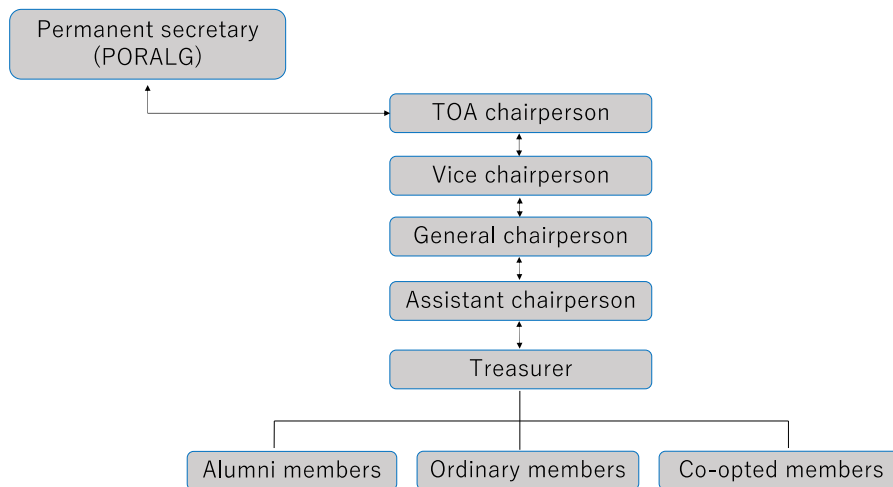


(Source: Compiled by the survey team based on interviews with KAKEHASHI board members)

Figure 2-2: Organization chart of KAKEHASHI

2.2.3. The organizational structure of TOA (A related organization)

As mentioned above, TOA is no longer a JICA alumni association. The current organizational chart is as follows:



(Source: Compiled by the survey team based on interviews with the TOA secretariat)

Figure 2-3: Organization chart of TOA

3. Challenges facing the Alumni Associations of Ex participants in Tanzania

3.1 Interviews with JATA

For this survey, JATA, which has members from wide-ranging fields and numerous members, was interviewed by the training field (a total of 12 people from the fields of Agricultural Development, Private Sector Development, Health, Education and Natural Resources and Energy). Many JATA members interviewed indicated that they were not attracted to the activities of JATA; citing the following reasons:

- It is just a social gathering and does not benefit my own work or expertise.
- Information, e.g., on meetings is not shared properly.
- I am unfamiliar with JATA's activities.
- Events are held at very short notice, making them hard to attend.
- I am unable to attend events, because alumni activities are always held in Dar es Salaam.

From the above, it can be inferred that there are issues with PR activities in terms of sharing activities widely with alumni association members, announcing events appropriately and establishing operational systems to implement them properly.

Conversely, according to an interview with the Executive Committee that manages JATA, the alumni association is functioning, many members are aware and active. Therefore, it became clear that a perception gap exists between the JATA registrants and the JATA Executive Committee. However, the JATA Executive Committee perceives the problems that there is a need to improve the updating of the member list, understanding of active members and dialog with members. The abovementioned problems were also observed in KAKEHASHI Tanzania, where, in some cases, members began to lose interest in Japan and its connection with their own country over time after returning to Tanzania and became less keen on being a member of the alumni association.

In addition, there are still some challenges between JATA Executive Committee and those handling training at the JICA Tanzania Office regarding the division of duties and responsibilities that have been customary in JICA and that JATA would like to implement in the future such as updating JATA member list, procedures for new members, management of payment for alumni association activities, etc.

According to Onishi's survey¹⁴ on the "Current status and future of alumni associations of ex-participants", it was pointed out that in many countries, alumni associations of ex-participants generally face the following challenges:

- A very limited number of ex-participants take the time to actively participate in the activities of the alumni association.

¹⁴ Yasunori Ohnishi, Current and future status of the Japan Alumni Association of JICA Ex-Participants. (Article in Japanese) <https://www.grips.ac.jp/forum/pdf17/APIR2016Report/Ch5.pdf>

- There is a tendency for the same person to remain as the executive of the alumni association and as the member's aging: this renders the organization and its activities unsustainable and rigid.
- Some alumni associations claim that member numbers have remained constant.
- Many alumni associations have a member list (or mailing list), but it does not adequately reflect the members and is not updated promptly.
- Regarding the funding of activities, it is rare for alumni associations to have the financial strength to carry out income-generating activities for them and they remain highly dependent on JICA's financial support.

Of the above, challenges related to the updating of the member list and limited active members were also mentioned during the interview with JATA's Executive Committee and this clearly emerged as a common challenge for many countries too. Another common challenge is only a limited number of members actively participating in the alumni association activities. Reasons include: (1) Inability to participate and (2) Unwillingness to participate. As mentioned above in the interview with JATA members, specific reasons included "no notice of the event, or notice just before the event", "the event held only in a certain city" and "lack of awareness of JATA's activity" which are considered operational challenges in response to the above (1). Conversely, reasons like "It is just a social gathering and does not benefit my own work or expertise" can be categorized under (2) as above, namely an issue related to the added value of the alumni association. Meanwhile, it is expected that operational challenges can be resolved by thoroughly establishing rules for appropriate actions and it could be started immediately. As far as training or event locations are concerned, remote events must be considered, although issues related to added value remain difficult to solve. However, as described later in 8.1.3, Sectorial subcommittee's activities as a place to share and update knowledge and technology and demonstration projects as opportunities to utilize knowledge and technology may help enhance the appeal of the alumni association.

3.2 Questionnaire Survey of the Ex-participants in Tanzania

This time, based on the information shared by the JICA Tanzania Office, including the list of JATA members (until 2019), the list of 2020 remote training participants, the list of ABE students, government-sponsored international students of the Ministry of Education, Culture, Sports, Science and Technology (MEXT)¹⁵ in Japan, international students of the University of Tsukuba (Program in Economic and Public Policy (PEPP)¹⁶) and international students of IDEAS

¹⁵ The Japanese Government Scholarship Program supports international students who have been selected based on recommendations from Japanese diplomatic missions or universities abroad to study at Japanese universities or other institutions, or to conduct research under the guidance of an academic advisor. This system, established in 1954, consists of seven programs, and about 80% of government-sponsored international students have the opportunity to study in Japan under the "research student" category.

¹⁶ PEPP: "Program in Economic and Public Policy", This is a partner program with the Japan-World Bank Cooperative Graduate Scholarship Program, a large scholarship program funded by the Japanese government and administered by the World Bank for

(Institute of Developing Economies Advanced School)¹⁷, the questionnaire was sent only to ex-participants who had participated in the training since 2010, taking the possibility of retirement or resignation into account. The questionnaire was created using Google Form and sent via email. The questionnaire was sent to a total of 1,971 ex-participants, but due to errors in email addresses, the questionnaire could not be sent to 331 ex-participants and was distributed to the remaining 1,640.

The number of survey targets (i.e., questionnaires distributed) was 1,640, to which 345 responded (21.0% response rate). Despite repeated email and other reminders to the JATA SNS group, the response rates from ABE students and 2020 remote training participants were 53.3 and 51.1% respectively, while the response rate from other JATA members was even lower at 17.5%. The breakdown is shown in Table 3-1.

This can be attributed to the low level of awareness of those in the alumni association and the low level of active participation in its activities. (The reason for the relatively high response rate from ABE students is inferred that they were long-term program participants and had stronger ties with Japan and JICA than short-term program participants.)

Table 3-1: Breakdown of the survey targets

No.	Breakdown of the survey targets	No. of ex-participants to whom surveys were sent	No. of respondents (Response rate)
1	Ex-participants having participated in KCCP for Group and Region Program, KCCP for the Country Focus Program, or KCCP for the Young Leaders' Program since 2010 (Extracted from the JATA member list)	1,538	256 (16.6%)
2	Ex-participants having participated in remote training (KCCP for Group and Region Program) (Extracted from the list of FY2020 remote training participants)	60	32 (53.3%)
3	Ex-participants having participated in the ABE Initiative (Extracted from the list of ABE students)	90	46 (51.1%)
4	MEXT international students	3	3
5	University of Tsukuba PEPP international students	5	4
6	IDEAS international students	4	4
	Total	1,640	345 (21.0%)

(Source: Compiled by the survey team based on the questionnaires sent and responses received)

The questions were divided into four sections: “Basic Information for Respondents,” “About the alumni association,” “About utilizing knowledge and skills acquired in Japan,” and “Remote

Young professionals from developing countries. The program aims to provide the skills and training needed to conceptualize, design, and implement public policies, with an emphasis on quantitative skills in economics using state-of-the-art technology.

¹⁷ IDEAS: “Institute of Developing Economies Advanced School”. It aims to develop professional human resources engaged in economic cooperation (trade and investment, expansion of the role of private organizations, etc.) and development assistance in Japan and developing countries. Since October 2018, the program has been renewed with the new objective of unifying Japanese and foreign trainee programs and developing the capacity of professionals who promote free and fair rule making for globalization.

training.” Of these, the situations and challenges suggested by the responses to “About the alumni association” and “About the use of knowledge and skills acquired in Japan” are described below:

(1) Respondents’ attributes

The average age of the respondents was 41.6 years (the oldest was aged over 65, the youngest was 25) and 256 (74.2%) were male. The current affiliation was public institutions for 287 (83.2%), private institutions for 49 (14.2%) and others did not answer or had retired.

(2) Related to the Alumni Association of Ex participants

At least 280 of the 345 respondents (81.2%) were aware of the existence of the alumni association, of whom 198 (about 70%) were members. Most were JATA members. When asked “How did you find out about the alumni association?” (Multiple answers allowed), 87.4% of the trainees who were aware answered that they had received information from JICA or their host institutions. Conversely, information from the alumni association organization was cited by about 20% of the respondents and information from the website or public relations by less than 10%, suggesting that the PR activities by the alumni association to ex-participants remain insufficient. This is in line with the challenges inferred from the results of an interview with JATA members mentioned above.

Among the alumni association members, only about 30% answered that they actively participated in alumni association activities, but if including those who answered that they sometimes participated, the result comes to about 70%. The most common reason given for participating was to exchange opinions with ex-participants in the same field, followed by the opportunity to exchange opinions and collaborate with ex-participants in other fields.

In terms of expectations for the alumni association, about 75% of the respondents cited networking with other members and follow-up to help them achieve their goals by utilizing the knowledge and skills gained from the training, followed by opportunities for continuous training. It was suggested that the respondents expected the alumni association to function as a hub to connect members and provide ongoing learning.

Those who answered, “I don’t participate in alumni reunions” or “I sometimes participate in alumni reunions” cited “a busy schedule”, followed by “physical distance from the event venue”, as reasons for not actively participating. Very few stated that “they were useless”. Therefore, the questionnaire responses imply that rather than dissatisfaction with the content of the alumni association activities, it is the difficulty in obtaining opportunities to participate which hindered the active involvement of members. This correlates to the opinion of JATA members mentioned in the interview above that they were unable to participate in events because they were held only in Dar es Salaam. In addition, although most respondents who were not members of the alumni association were positive about registering with the organization, they cited their busy schedule and lack of clarity on how to register as reasons for not registering. Therefore, PR and other information dissemination activities were suggested as issues to be addressed. It may be a good idea to assign a PR person or recruiter (person handling registration solicitation) to the alumni

association immediately before or after the training, when the participants are highly motivated and establish rules for following up.

(3) Utilization of Knowledge and Skills Gained from Training

Most of the ex-participants who responded to the questionnaire indicated that the training programs in which they participated met their individual and organizational needs and expectations, indicating a high level of satisfaction. In addition, 89% of the respondents answered “Yes” or “Partially” to the 5-point self-assessment of the question “Did you improve your own work performance by applying the knowledge and skills you gained in training?” 82.4% of the respondents answered “Yes” to the question “Did you have opportunities to share the knowledge and skills you acquired in training with your supervisors and colleagues at work? In addition, 96.3% of the respondents answered “Yes” or “Partially” to the question, “Have you been able to utilize the knowledge and skills you acquired in Japan in your workplace since returning from Japan?”

However, this result is based on about only 20% of the total number of ex-participants who were given the questionnaire in this time. Therefore, it is difficult to use this result as a general trend for all ex-participants. In fact, as a result of our online interview with some of JATA members and members of the demonstration projects, it was responded that ex-participants were usually facing challenges in utilizing their acquired knowledge and skills after the training; which differed from the trends obtained from the questionnaire.

It is necessary to continue collecting further information from various aspects such as extent of utilization of ex-participant’s knowledge and skills in actual workplace, obtained outcomes by the utilization, evaluation and impressions from ex-participant’s supervisors and colleagues to ex-participant’s performance etc., and also necessary to analyze to identify ways to utilize the acquired skills of ex-participants in a systematic and strategic manner.

(4) Ideas for Revitalizing the Alumni association of Ex participants

When JATA members were interviewed by the training area, they were asked about ideas to encourage their participation in JATA activities and the following ideas were raised:

- Improving expertise by holding remote workshops as part of the training follow-up
- Creating opportunities for cross-disciplinary exchange and learning by establishing technical subcommittees and seminars
- Organizing subcommittees online so as not to interfere with daily work
- Use of Social Networking Services to share activities and improve effective communication¹⁸

In the questionnaire responses by the Tanzanian ex-participants mentioned above, the above ideas were cited as expectations for the alumni association and means of networking with other members, following up to realize their goals by utilizing the knowledge and skills gained and

¹⁸ JATA WhatsApp groups are formed only by active members and it is clear that two groups have now been formed, comprising approximately 500 members.

providing opportunities for ongoing training. It is an idea that will help improve issues of being overly occupied and/or too physically distant from the venue, which were cited as reasons for not actively participating in alumni association activities. Moreover, if implemented properly, they would help revitalize the alumni association. Therefore, it is recommended to consider this matter in conjunction with “8.1.3 Reorganization of JATA and establishment of KAKEHASHI”.

4. Challenges facing the Operation Before and After the Training Programs in Tanzania

4.1. Selection of Training Participants in Tanzania

When conducting training projects in Tanzania, the POPSMGG is the point of contact for trainees from government agencies. It includes a Human Resources Development Division, which comprises Human Resources and Leadership Development Section, Technical Cooperation Section and a Human Resources Planning Section. Each sector ministry also has a General Affairs and Human Resources Department. After POPSMGG is notified of training information, POPSMGG sends training information in the relevant field to each sector ministry, which then selects personnel to participate in the relevant training course.

Based on our experience in Tanzania (mainly in the field of Health), it used to be easy for the technical cooperation project (hereinafter referred to as “the project”) to select participants who would boost the project’s outcome and sustainability. In recent years, however, there have been cases where the Human Resource Development Division of the sector ministry has taken the lead when it comes to selecting trainees. In the case of the health sector, from around the beginning of 2019, the Ministry of Health’s Human Resource Development Division began to select trainees based on its own criteria, making it difficult to select applicants whom a JICA project expert recommended for the sufficient project’s operation and sustainable development.

In many cases, the sector ministries to which the trainees belong do not provide any policies and plans on how to utilize the trainees’ knowledge and skills on their return to Tanzania, making it unclear how the trainees will be able to demonstrate the effectiveness of their training. The current application form of JICA training programs includes a “Form 2” in which the organization (supervisor) is supposed to state (i) the reason for selecting the applicant and (ii) how the results of the training will be utilized after the training. Therefore, it is necessary to confirm how they are going to utilize the knowledge and skills after the training at the time of selection to improve the commitment of the organization and to devise further ways to utilize the training effects. One of the possible ways to do this will be to have the opportunities to participate in the presentation session during the training and debriefing session for JICA after the training.

4.2. Training Needs Assessment

Given consensus on the importance of nurturing candidates capable of contributing to the government’s policies and strategies, the training officers of POPSMGG, which is handling overseas training programs, was interviewed about related training needs and issues.

POPSMGG highly evaluates JICA training programs; citing the following reasons: 1) more practical than programs in other countries and 2) wide-ranging, with a scope from Agricultural Development to Health.

The POPSMGG sees wide-ranging training needs for Tanzanian government officials and acknowledges the importance of nurturing candidates to develop the agriculture and fisheries

industries in which most are engaged, social sector development (Education and Health), which is necessary for healthy communities and the capacity for governance of communities.

In the area of Health, despite the need for candidates to help strengthen the health system, Tanzania is currently facing the challenge of providing advanced and specialized medical care and human resource development by training specialist doctors and nurses is urgently needed. Moreover, on the topic of education, there was a desire to learn from the Japanese system and promote reform of the Tanzanian education system. The participants also commented on the high need for training in human resource development that would help reform the educational system.

According to the POPSMGG, it does not compile training needs from each sector ministry and has not prepared a plan to develop Tanzanian government official candidates through training programs provided by development partners. POPSMGG has a human resource development plan for government employees (internal document) and is hiring or training personnel as required in line with the plan.

When asked about how candidates developed through the JICA training program were utilized after returning to Tanzania, POPSMGG explained example cases of ex-participants who immediately applied the skills acquired through the training program at their workplaces and transferring said skills to their colleagues after training, especially for those cases given the practical nature of ICT and engineering skills.

As for the direction of human resource development in line with Tanzania's development plan, it is thought that the POPSMGG has some consistency in training within their own country as well as utilizing overseas training programs provided by developing partners. However, the interviews also identified the following issues:

- Inadequate needs assessment of training courses needed to meet the demand in accordance with strategic plans at the national level and sector level and each ministry's needs; example by considering the interviews with each sector ministry regarding the human resources in the areas they would like to develop, checking their consistency with the strategic plans and sector action plans, and considering the training areas and number of training courses provided by development partners etc.
- There are insufficient opportunities and environments for candidates nurtured through developing partners' training programs to play active roles after the training programs and they are not being properly utilized to develop domestic human resources.
- Insufficient knowledge and understanding of JICA training projects.

Accordingly, there is a need to continue identifying needs steadily in various fields in line with the policies and strategies of the Tanzanian government. The "Joint Assessment for the JICA Training Programs", described later in 8.1.1, may also help promote insights into and awareness of JICA's training programs and identify needs.

4.3. Information Management on Ex-participants in Tanzania

Information on ex participants at the JICA Tanzania Office is managed manually by the national staff, by updating information in the office’s database (via File Maker) for follow-up purposes.

There are several ways to collect and update information on ex-participants of the training sessions and they are currently being used collectively.

The first involves collecting the information through cooperative ex-participants belonging to Tanzanian government ministries. By asking them to collect the information on other ex-participants within Tanzanian government ministries, the information is updated. The second method involves collecting the information through newspapers. When changes and retirements of the Regional Administrative Secretary (hereinafter, “RAS”) and District Executive Director (hereinafter “DED”) were reported in newspapers or other published matter, the information was updated. The third method involves listening to information updates from ex-participants at the time of the JATA General Assembly, whereupon the national staff of the office update the information. All the current methods are time- and labor-intensive.

For this survey, the JICA Tanzania Office kindly shared various databases such as JATA member list and ABE student list and so on. When using these for survey and analysis, the following issues were observed:

- From the perspective of data extraction and utilization, it could be inconvenient to use the format (for example, training categories (KCCP for Group and Region program, KCCP for Young Leaders, KCCP for the Country Focus Program etc.) and the participated year are not recorded precisely, and the labels of each category is not integrated.)
- Updating the information requires active and ongoing efforts to gather information, which takes time and effort.

For example, when sorting by “Unconfirmed”, “Unemployed”, or “blank” in the “Current Organization” item in the list of ABE students, 17 out of 90 people (19% of the total) is applicable, which means the update of the information was not done promptly. Of course, doing so is challenging. Accordingly, it is considered desirable to have a mechanism for ex-participants to update their individual information online in a way that benefits them personally. The “Establishment of human capitals information system” described later in 8.1.2 could be a way to contribute.

5. Findings from People Involved in the Training Program

5.1. Findings in Remote Training sessions

5.1.1. Questionnaire Survey to JICA Domestic Offices

A survey was conducted on the advantages and disadvantages of remote training. The respondents were in-charges at JICA Domestic Offices, who handled the courses implemented from FY2018 to FY2020 which were including participants from Tanzania. The results obtained from a total of 59 from 11 JICA Domestic Offices, which received the participants from Tanzania during the above period, out of 13 Offices as follows:

(1) Advantages

Categorizing the responses obtained, the most frequently raised advantages of remote training were “enrichment of learning support” and “convenience of training participation”.

For the former, trainees had more opportunities to view key videos and slideshows related to the training content for various purposes such as preparation and review. Trainees could also apply the knowledge and skills obtained from training immediately on site, for which follow-up and feedback were received and boosted the learning effect.

As for the latter, the responses included that they could choose the course location according to their circumstances (work, family, safety, etc.), making it less time-consuming and less of a physical burden. In addition, fewer physical barriers made it easier to request cooperation from various types of lecturers, such as those from other countries and ex-participants.

(2) Disadvantages

As for responses regarding disadvantages, most of them related to “Negative effect in terms of training effectiveness” and “barriers to communication”. Examples of the negative effect of training effectiveness included limited technology transfer and learning due to the lack of practical sessions, visitations and experience in Japan. It was also raised a lot to retain the trainees’ concentration and motivation.

As for barriers to communication, many responses focused on the negative impact due to the lack of interaction between trainees and instructors and between trainees.

Another observation cited the burden on training providers due to the increased preparation work, difficulty in managing schedules and dealing with the time differences caused by remote training.

5.1.2. Questionnaire Survey of the Ex-participants in Tanzania

Among the abovementioned questionnaire survey for the ex-participants, the results of the “remote training” were as follows:

Out of 345, 52 ex-participants responded that they had participated in JICA-sponsored remote training programs. Among the participants on the remote training participants list in FY2020 shared by the JICA Tanzania Office, 32 out of 60 responded to the questionnaire as

mentioned above table 3-1 “Breakdown of the survey targets”. Presumably, the remaining 20 ex-participants participated in the remote seminar, webinar, or remote training conducted before 2019.

About the form of remote training which the respondents attended, 38 (73.1%) of them attended “(real-time) virtual classrooms or live webinars,” followed by 11 (21.2%) who watched pre-recorded/recorded slide shows.

The advantage mentioned by many respondents regarding live remote training related to interaction with the instructor and other trainees. Real-time interaction makes it possible to resolve questions on the spot, get feedback on and exchange opinions and engage in discussions. This, in turn, is useful to help inculcate the training content and spark new ideas and values. The disadvantages include unstable communication conditions, difficulty in adjusting the course time due to time differences and difficulty in acquiring skills due to limited practical sessions.

Ex-participants having participated in the remote training by watching recorded materials emphasized the easy access to the learning material as the advantages of this form of training, such as the ease of viewing the materials repeatedly (at their own pace) and no issues over timing and venue. However, the burden of the communication costs for downloading materials¹⁹ and unstable Internet connections were cited as disadvantages.

In terms of the learning environment and technical support that the ex-participants received during the courses, points raised included the fact that the course venue was provided and web conferencing and computer systems used were explained in advance. However, only 22 trainees (48.1%) were able to take the course at a place with a secure Internet connection (JICA Tanzania Office or a venue provided by JICA), while the rest did so from their workplaces or homes. Therefore, it can be inferred that some trainees had difficulty in securing a stable Internet connection. Normally, the remote training was conducted at a location where the trainee stated that there was a stable Internet connection. However, during the training, the connection was not stable enough, and the location needed to be changed or the JICA Tanzania Office lent communication devices during the period of the training. Even if the trainees mentioned that they had a stable connection environment, it may not be sufficient for them to attend the training, so it is desirable to make the connection test in advance mandatory in the training environment and to take action in advance depending on the status of the connection test.

Of the 52 trainees who experienced remote training in this survey, 41 (78.8%) answered that the preferred form of remote training was “(real-time) virtual classroom or live webinar.

The questionnaire responses revealed the advantages and disadvantages of different forms of remote training. Although the relationship between the individual training objectives or the contents and form of the training varies, there is a need to carefully determine the appropriate form of training (real-time, video viewing or a hybrid of the two) according to the training content.

¹⁹ Despite the fact that the communication costs necessary to participate in the remote training are provided to the trainees by the JICA Tanzania office, 17 out of 52 respondents indicated that the burden of communication costs was one of the challenges of the program. Although it requires further survey to understand the background, it was suggested that sufficient understanding of the fact that communication costs are adequately paid and a way to reach agreement on the content of the payment are necessary.

In addition, taking into consideration that the trainee may reside the country side, it will be possible to take measures such as ensuring the location with stable Internet connection where the trainee can concentrate on the training by providing opportunities for connection tests in advance. It will lead to smooth operation on the day of the training or event.

The above may also be useful information for JATA and KAKEHASHI Tanzania to plan and implement remote events, training and subcommittee activities going forward, considering the advantages and disadvantages of each form of training.

5.2. Participants of JICA Training Programs in Tanzania

5.2.1. Interviews with the Tanzania ABE Steering Committee

Interviews regarding the ABE Initiative Program were conducted with the Tanzania ABE Steering Committee which is responsible for making announcements regarding the ABE Initiative Program in each batch, nominating and recommending appropriate candidates, approving finalists and sending ABE students to Japan.

The Tanzania ABE Steering Committee comprises representatives from five organizations: JICA Tanzania Office (Chair), POPSMGG (Co-Chair), Embassy of Japan in Tanzania, Committee of Commerce and Industry of Japanese Society of Tanzania and Tanzania Private Sector Foundation (TPSF). In addition, the Ministry of Foreign Affairs and East African Cooperation, Ministry of Finance and Planning, Zanzibar Government Affairs Coordination Office (ZGACO), Confederation of Tanzanian Industries and the Tanzania Chamber of Commerce, Industry and Agriculture participated as observers.

As a result of the interview, the steering committee members mentioned that while it is sometimes difficult to recommend appropriate candidates because there are no members who are familiar with the all aspects of higher education, the steering committee will be able to examine and recommend appropriate persons if the steering committee obtain enough time by early notice on the themes and areas of each batch.

The steering committee members also mentioned to the insufficient connection between ABE graduates and Japanese companies and inability to utilize the skills and knowledge of ABE graduates effectively.

It seems that one of the reasons why they mentioned the insufficient connections with Japanese companies was that although they were expected ABE students to find employment in Japanese companies or work together with them after the ABE Initiative program, such cases were actually limited. In addition, it was inferred that they were dependent on JICA for the measures to create relationships between the ABE graduates and Japanese companies.

According to the interview with JICE, previous events such as the wide-area networking held by JICA to connect ABE graduates with Japanese companies and the online exchange meeting held in Tanzania between ex-participants and Japanese companies were very useful for ABE graduates, KAKEHASHI Africa and KAKEHASHI Tanzania. Accordingly, it is desirable for

KAKEHASHI Tanzania to establish a mechanism to plan and implement such online events periodically.

5.2.2. Interview with and/or Questionnaire Survey of the ABE students host universities

A survey on the reasons for accepting ABE students from Tanzania and expectations for the JICA long-term training program was conducted via an interview or questionnaire. Interviews were conducted with 4 universities and 15 universities responded to the questionnaire survey²⁰.

(1) Reasons and expectations for acceptance

The most common reasons for accepting ABE students were “matching research content” and “the university’s internationalization strategy”. With regard to the former, it can be thought that the content of research desired by ABE students was sufficiently considered before accepting them. As part of the university’s internationalization strategy, it was mentioned that the number of opportunities for communication in English between students and faculty members, including Japanese students, had increased and cross-cultural understanding among students had progressed. The host universities had a very positive impression of the ABE students’ attitudes and abilities and all the host universities agreed with the question: “Have the results of accepting ABE students met your expectations?”

(2) Expectations for JICA’s long-term training programs in the future

In terms of accepting ABE students, all the universities expressed their willingness to continue doing so.

As an expectation for the future of the training program, the need to establish a mechanism to maintain the connection between the graduates and the university after the training course was mentioned, indicating that the ABE Initiative program is expected to boost human resource exchanges and research development going forward. For example, online seminars and debriefing events with the universities organized by KAKEHASHI Tanzania could be a possible starting point. As another idea, having the universities utilize the alumni association as part of their education program. For example, having ABE ex-participants serve as lecturers to pass on details of the actual situation of the relevant field in Tanzania and engage in discussions with Japanese students.

(3) Others

Some of the professors at universities having accepted ABE students observed that the accepted ABE students were concerned about the financial aspects of their early life in Japan. Likewise, in the interviews with ABE students (Batch 6), all four interviewees cited difficulties at an early stage in their daily lives in Japan. The interviews implied that they might not have

²⁰ Interviews were conducted with Ashikaga University, Mie University, Sophia University, and Tokai University. The questionnaires were responded by International University of Japan, Kobe Institute of Computing, Kumamoto University, Kyoto Institute of Technology, Obihiro University of Agriculture and Veterinary medicine, Rikkyo University, Ritsumeikan Asia Pacific University, Ryukoku University, Saitama University, Tottori University, Toyo University, Toyohashi University of Technology, University of Miyazaki, Waseda University.

understood clearly or even misunderstood the schedule and timing of payments during their early life in Japan. Considerable anxiety on arrival in Japan is also assumed. Accordingly, it may be helpful to hold a round-table discussion with ex-participants and/ or ABE students who are currently studying in Japan in advance and to share with them what they need to keep in mind about their daily lives, mainly early life in Japan to ease their anxiety and encourage them to prepare well in advance. In this case, if there are any changes in the schedule from the past batches, there is a need to follow up with a careful explanation to avoid confusion and misunderstanding.

5.2.3. Questionnaire survey to Japanese Companies

A questionnaire on ABE Initiative students was distributed to Japanese companies for the survey. The questionnaires were prepared according to whether or not the company had experience in accepting ABE students. For companies that had such experience, the questionnaires asked for details and their perceived advantages and disadvantages of accepting them. Companies without experience were asked about their awareness and interest in JICA training programs. A total of 14 companies responded to the survey: six companies with experience of accepting trainees and eight without.

(1) Results of the survey of companies with hosting experience

The results of the responses from six Japanese companies were as follows (In alphabetical order):

- ActPro Co., Ltd
- Earth System Science Co. Ltd.
- Fujita Corporation
- Studio Canbe Corp.
- Tohkemy Corporation
- Yagai Workshop Limited Partnership

None of the companies has a local branch office in Tanzania.

From the above companies, four accepted two ABE interns and two accepted one. The most common cited benefit of accepting interns raised was “a foothold to expand business in Tanzania” (five companies). Only two companies hired ABE students after the internship. Reasons cited for not hiring ABE students included “differences in expertise” (two companies), “no concrete business development plan in Tanzania” (one company) and differences between the needs of the company and the current skills of ABE students, such as “weak PC skills” (one company), and “anxiety about the technical aspects required for work” (one company), which reflect the challenges faced by the ABE students themselves. Regarding the acceptance of interns in future, a total of four companies responded positively.

(2) Results of the survey of companies with no experience of accepting ABE students

The results of responses from the following eight companies were as follows:

All these companies are Japanese companies based in Tanzania and with business activities there. (In alphabetical order)

- ENHANCE AUTO CO. LTD.

- JAPAN TANZANIA TOURS LTD
- JOY FACTORY LTD.
- JT INTERNATIONAL (Tanzania Cigarette Company)
- MF IMPORT AND EXPORT CO LTD
- MITSUBISHI CORPORATION Dar es Salaam Liaison Office
- WASSHA Inc.
- YEMBI ADVENTURE LTD

Of the eight companies listed above, six responded that they had never heard of the internship program. Regarding the question about interest in accepting and hiring interns, three answered that they had such interest and four answered that they would like more information about it. This indicates a high level of interest among Japanese companies, which could be the target for active dissemination of information in future.

Furthermore, companies emphasized attitudes and standpoints as criteria for hiring Tanzanian candidates in future, such as “willingness to work” (seven companies) and “regularity” (six companies), suggesting that ABE students’ specialties and acquired skills may be less of a barrier.

5.3. Findings from Other Developing Partners in Tanzania

To understand the training programs of other development partners, questionnaires were distributed to the Tanzanian offices of GIZ²¹, EU²², KOICA²³, UKAID²⁴ and USAID²⁵, the Embassy of Finland in Tanzania and the Embassy of the United States of America. Although responses from one person at the Embassy of Finland, two people at USAID and one person at KOICA were kindly shared, detailed information on the training scheme or content requires a further survey. In addition to the questionnaire, additional information was obtained separately from KOICA, the Chinese Embassy and the Indian High Commission.

As a result of the survey, it was confirmed that the US, India, South Korea and Finland have been providing various training programs to Tanzania and are now shifting to remote training due to the COVID-19 pandemic.

(1) Results of the response from the Embassy of Finland

Issue-specific training²⁶: Forestry, business development, courses for government officials, courses for program staff. No training equivalent to JICA’s KCCP for the Long-Term Program or Third-Country Training Program has been conducted. Challenges cited by the training program included differences between the needs of the participants and the content of the training and the

²¹ GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)

²² EU: European Union

²³ KOICA: Korea International Cooperation Agency

²⁴ UKAID: United Kingdom Agency for International Development

²⁵ USAID: United States Agency for International Development

²⁶ This is for the sake of convenience because it is inferred to correspond to KCCP for the Group and Region Program in the JICA training program, rather than the official scheme named by Finland. (The same applies to the following USAID, KOICA, etc.)

lack of scope to utilize skills acquired through training by graduates. Also, the lack of any alumni association for ex-participants.

(2) Results of the response from USAID

USAID implemented more than 60 development programs during the period 2018-2020, in which issue-specific training was provided. In addition, it provides third-country training in wide-ranging fields including environment, health, governance, agriculture, social security and information technology. The alumni association meets on a quarterly or annual basis. In addition to challenges facing the Tanzanian side such as unstable Internet connection, lack of computer literacy among trainees and difficulties in maintaining motivation, challenges facing the training provider side such as difficulties in facilitation during the training were also cited as challenges in implementing remote training.

(3) Results of the response from KOICA

According to the responses to the questionnaire from KOICA, more than 90 training programs were conducted in Korea for Tanzanian trainees between 2018 and 2020 and all of these were face-to-face training sessions. According to the KOICA Tanzania Office website, it encompasses various training schemes, including single- and multi-country training programs and scholarship programs for master's degree programs. As well as the challenges raised by the above two developing partners, the following were also raised as challenges in the training program: a weak follow-up system after the training, lack of selection of appropriate personnel (which KOICA considers desirable) and difficulty in securing venues in which for trainees to participate in remote training. An alumni association has been organized and meets irregularly, at events paid for by KOICA and held as part of the post-training follow-up.

(4) Results of the response from the Chinese Embassy

The training programs offered by China are short-term programs of three to four weeks and master's degree programs lasting one to two years. Remote training has been also launched due to the COVID-19 pandemic. In any case, the difficulty in securing participants was cited. The background to this is that in remote training programs, benefits such as scholarships are not provided and participants have to take an extended leave of absence to participate.

(5) Results of the response from the Office of the High Commissioner of India

India offers short-term training programs ranging from two to three days to six months (conducted remotely since the COVID-19 pandemic), as well as scholarship programs in master's and doctoral programs lasting one to five years and for capacity-building for civilians, government officials and military personnel. As in other countries, challenges in implementing training include the difficulty of conducting remote training.

6. Results of the demonstration project

6.1. Outline

6.1.1. Purposes

The demonstration project is the first trial program for the JICA Tanzania Office and aims to identify ways to support JICA ex-participants following their participation in the JICA training program. Through the demonstration project, JICA Tanzania Office encourage ex-participants to utilize the knowledge and skills acquired through the JICA training program for resolving ongoing problems in their communities and/or organizations. Moreover, this demonstration project is also intended to revitalize the alumni associations by encouraging more active involvement of the alumni association members.

6.1.2. Steering committee of the demonstration project

The steering committee of the demonstration project was established in May 2021, to maintain fairness when implementing demonstration project processes with key stakeholders; namely three from JATA, two from KAKEHASHI Tanzania, four from the JICA Tanzania Office, three from this survey team and three from local subcontracted consultants. The activities of the steering committee included assessing and evaluating the proposal submitted by ex-participants, sharing the progress of implementation among members and finally evaluating the project implementation.

6.1.3. Overall processes

There are four (4) steps in the process of the demonstration project program as Diagram 6-1 shows below: (1) Application process, (2) Selection and contracting process, (3) Implementation and monitoring process and (4) Evaluation process.

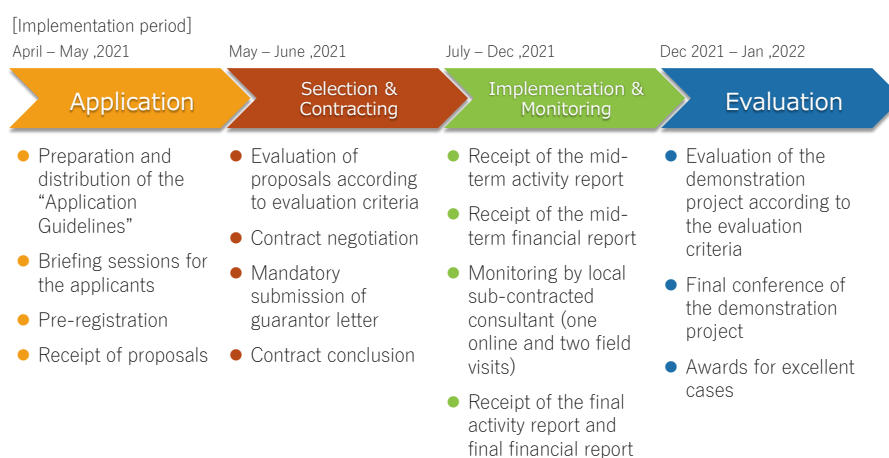


Figure 6-1: Overall process of the demonstration project

(1) Application process

This process includes; (i) preparing and distributing the application guidelines for the demonstration project to JICA ex-participants, (ii) holding the online introductory meeting and (iii) collecting proposals (the deadline for submission was May 28, 2021).

- The Application Guidelines include the purpose of the demonstration project, eligibility for participation, application process and method, development of an action plan, selection process and its method with the selection criteria and cost estimation method (Table 6-1).
- About 100 people participated in the online introductory meeting. Afterwards, 104 ex-participants performed the pre-registration, from which 56 proposals (29 normal applications and 27 team-based applications) were submitted.

Table 6-1: Summary of the application guideline of the demonstration project

① Eligibility :		
Applicants for the demonstration project must meet all four (4) requirements listed below:		
1) A person having participated in JICA-related training programs in the past KCCP, Young Leaders Training, Long-term Training Program and/or Training in the 3 rd Country etc.		
2) Proposals that can help solve social issues in the community/organization of the participant; by utilizing the knowledge and skills acquired through JICA-related training programs.		
3) Members of the JICA ex-participant’s alumni associations		
4) Scope for the person to grant their own portrait rights to JICA for the filming and usage of documentary videos produced by the JICA Tanzania Office.		
② Type of application:		
Each applicant can apply for only one of the following two options. In other words, the same person cannot be involved in multiple proposals:		
Type of project	Requirements	Maximum amount of support for activity expenses
Normal application	For applications of two (2) or fewer ex-participants	7,300,000 TZS. (Approximately 3,200 USD.)
Team-based application	For applications of three (3) or more ex-participants	25,000,000 TZS. (Approximately 11,000USD.)
③ Conditions that may invalidate a proposal:		
• A proposal that has been already supported and/or approved under the framework of another demonstration project and/or from other public/private organizations.		
• A proposal solely for research purposes, to collect basic information on social development issues, needs and the business environment.		
• A proposal that may have a significant negative impact on the environment and/or society.		
• A proposal that contains any falsehood.		
④ The six target sectors of the demonstration project: Agriculture (including fisheries), Industry, Transport, Electricity and energy, Local administration and Basic administrative services (e.g., water resource and healthcare services) Note: Those target sectors are in accordance with the development cooperation policy of the Government of Japan for Tanzania.		
⑤ Application documents (single format prepared for all documents): Proposal, costing details, self-assessment of environmental impact/pollution and permission form for use of portrait rights.		

(2) Selection and contracting process

The steering committee selected 11 projects; three (3) normal projects and eight (8) team-based projects, by applying the proposal selection criteria. Afterwards, this study team conducted contract negotiations with each project to carefully discuss the appropriateness of the planned activities and the estimation and to establish a consensus on the contract details with each project. The contract for each project was signed at the JICA Tanzania Office in June 2021.

(3) Implementation and monitoring process

The implementation period for the demonstration project was five (5) months from August to December 2021. During this period, several monitoring activities were provided as follows:

- Checking contents of the mid-term and final activity reports of each demonstration project.
- Conducting online monitoring that was implemented by the local subcontracted consultant in Tanzania; twice during the period.
- Conducting site visit by local subcontracted consultant in Tanzania; twice during the period.
- Conducted site visit by the Japanese survey team; once during the period.

Based on the results of monitoring activities, technical advice to facilitate the operation of the planned activities and appropriate financial management were provided by the survey team and the subcontracted consultant in Tanzania.

(4) Evaluation process

The steering committee evaluated the demonstration project based on the assessment criteria in the following five (5) categories: effectiveness, efficiency, impact, sustainability and relevance to the JICA training program. As a result of the assessment (Figure 6-2), the top three (3) highest-scoring projects; namely projects T1, T20 and T15, were honored with “Awards of Excellence”. Moreover, the project number N21 was accorded the “Special Award of the JICA Tanzania Office” due to its exceptional cost-effectiveness and scope to help numerous beneficiaries, with limited activity expenses.

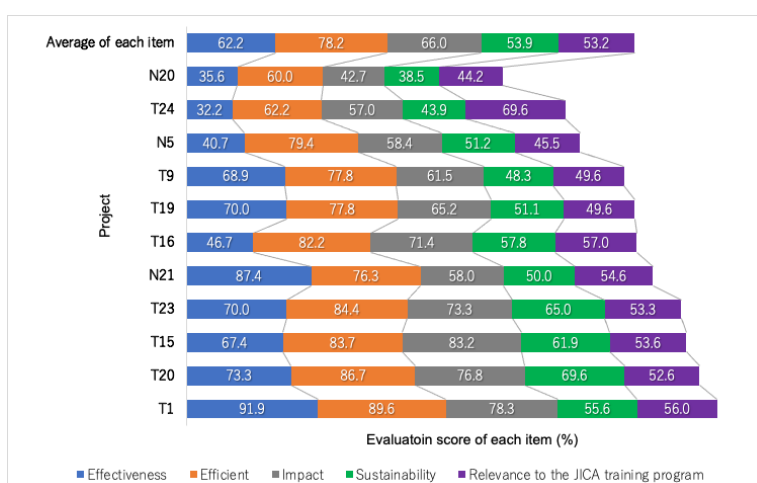


Figure 6-2: Assessment results of all the demonstration projects

6.2. Outline of each demonstration project

All 11 projects are listed on Diagram 6-3 below:

#	Sector	Name of the project	Implementation site (Region)
N5	●	Integrating Adaption Technics to Climate Change into Agricultural Production and Food Security in Paradiso Village	Ruvuma
N20	■	Small and Medium Enterprises Development through Kaizen and Product Standardization	Dar es Salaam
N21	●	Up scaling appropriate technologies for rice production through demonstration under irrigated conditions to small holder farmers in the Southern Highlands of Tanzania	Mbeya
T1	■	Value Addition on bees Cosmetics Products	Pwani
T9	★	Enabling Community-Based Water Management Systems in Kondo District Council	Dodoma
T15	★	LISHE SMART Project	Zanzibar, Dar es Salaam
T16	●	Training on Simple Mechanized Rice Cultivation Technologies and Agroforestry in Promoting Agribusiness in Rural Area	Mwanza
T19	◆	Increase number of Community Participation in Implementation of Development Projects at Village Levels	Singida
T20	■	Improvement of Virgin coconut Oil Production	Dar es Salaam
T23	★	Reducing the waiting time and overcrowding of special groups (Elderly and people with disability) at pharmacy	Mbeya
T24	★	Revitalization of Ex-ABE Participants (KAKEHASHI Tanzania) in achieving development of partnership between Tanzania and Japan through business diplomacy	Dar es Salaam

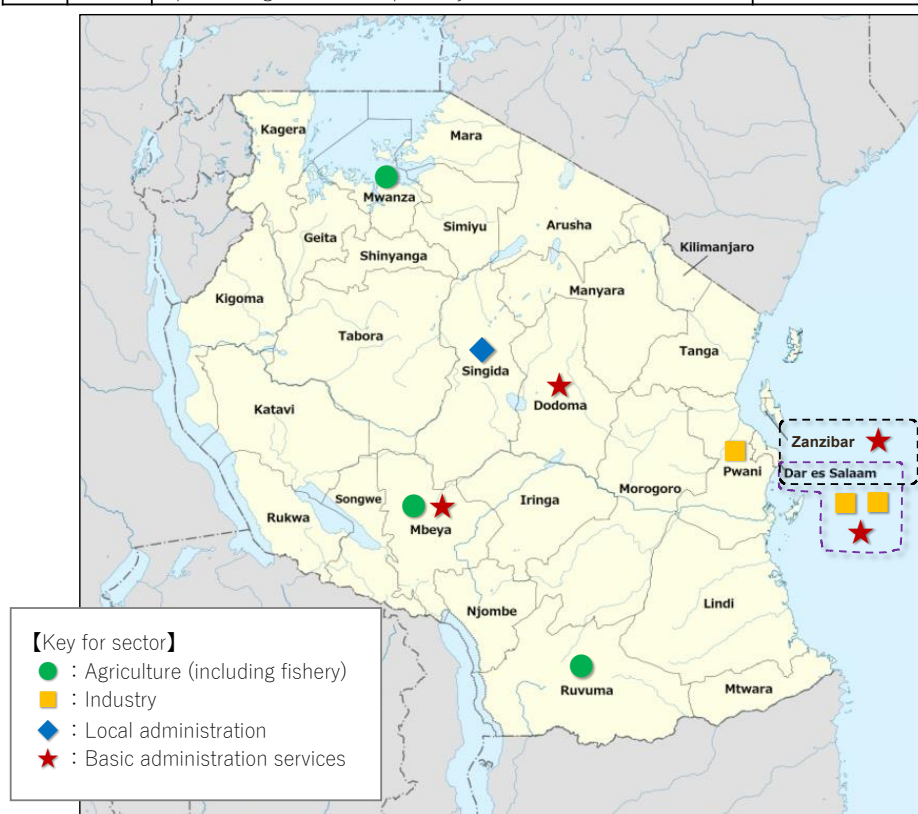


Figure 6-3: List of JICA Tanzania Demonstration Projects

6.3. Final conference of the demonstration project

On January 25-26, 2021, the final conference of the demonstration projects was held in Dar es Salaam. The aim was to share the progress and achievements of all the demonstration projects and review all the processes of the demonstration project for further improvement.

With COVID-19 in mind, the number of participants in person was limited; only one (1) representative from each demonstration project was invited, while other participants participated online. The list of online participants is shown on Table 6-2.

Table 6-2: Number and details of online participants

Category	NP	Category	NP
Members of demonstration projects, ex-participants	21	TOA (Chairperson)	1
Japanese private companies (3 companies)	5	JATA (Chairperson, Vice-chairperson)	2
JICA	15	KAKEHASHI Tanzania (Chairperson)	1

After all the projects had been presented, a general discussion was held to review all the relevant processes. The major topics of the discussions included: (1) lessons learnt from the demonstration project, (2) how to write an effective proposal to pass the competition, (3) requests for future demonstration project programs and (4) way of revitalizing alumni associations through the demonstration project.

(1) Lessons learnt from the demonstration project:

- It was a good opportunity for us to transform knowledge acquired through the JICA training program to act.
- The demonstration project supported our efforts in assuming financial challenges; which were some of the biggest barriers hampering the efforts of ex-JICA participants to act.
- Implementing the demonstration project allow us to further refine our own abilities by utilizing acquired expertise and experiences.
- We helped solve the problems facing our communities and organizations.
- It was a meaningful experience for us to manage and operate our own projects with creativity rather than simply being guided by Japanese experts.
- We are glad that the JICA Tanzania Office and the study team trusted us to carry out the entire implementation process.
- Regular monitoring and technical advice were useful.

(2) How to write an effective proposal to pass the competition

- Clearly stating the problem to be addressed.
- Clearly and tangibly setting out the benefits for project beneficiaries in a community/organization rather than for the project.
- Complying with rules described in the application guidelines.

- Remaining aware of the evaluation criteria for proposals at all times.

(3) Requests for future demonstration project program

- The implementation period should be extended from five (5) months. This would make it easier to implement the planned activities and achieve the projects, especially given seasonal and weather factors. We would also be better able to conduct follow-up activities after any intervention.
- For demonstration projects classes as “Normal projects”, involving others in the project implementation could be done easily and smoothly. This means that even with just one implementer in the project, all activities will be performed efficiently and effectively.

(4) How to revitalize the alumni associations through the demonstration project

- Sharing achievements of the demonstration project with ex-participants through the alumni associations, which will help encourage non-members to become members and apply lessons learnt from the demonstration project in future
- Increasing interactions among demonstration projects with similar project purposes and approaches. Consequently, this will encourage dialog among the alumni association members.
- Leveraging the alumni associations to share the progress and results of the demonstration project, which would help when sharing information and experiences among members.

6.4. Survey results of the demonstration project

The demonstration project is the first trial program for the JICA Tanzania Office which aims to identify ways to support JICA ex-participants following their participation in the JICA training program. Moreover, this demonstration project is also intended to revitalize the JICA alumni associations (JATA and KAKEHASHI Tanzania) by encouraging the alumni association members to be active.

Since many positive effects were observed for those implementing the demonstration projects, the demonstration project can be considered one of the effective follow-up activities for JICA ex-participants. Accordingly, it seems the first purpose of the demonstration project was effectively achieved. However, the second purpose was not well achieved. To revitalize the alumni associations through the demonstration project, there is a need to clarify detailed strategies of how to involve the alumni associations at each stage of the demonstration project such as preparation, implementation and follow-up; including monitoring progress, evaluation and sharing the project results. More detailed recommendations to implement the demonstration project effectively will be described in Section 8.1.4 of this report.

7. Consideration for Effective Utilization of Training Programs in Tanzania

7.1. Challenges in Training Programs Cycle Management among the Stakeholders

Stakeholders in JICA training program in Tanzania can be broadly categorized into six groups: 1) POPSMGG, 2) JICA Tanzania Office, 3) organizations to which trainees belong, 4) Japan Alumni associations, 5) training contractors and universities receiving the students of long-term training and 6) trainees.

This survey has highlighted one of the major challenges, namely the inability of each stakeholder to fully understand or recognize their roles and responsibilities in the management cycle of JICA training programs in Tanzania. For example, POPSMGG which serves as the contact point for these programs takes roles of coordinating human resource development but did not conduct training needs assessment sufficiently. Another example, the trainee's organization has responsibilities to well collaborate with ex-participants and utilize their acquired skills to revitalize own organization and improve work effectiveness and efficiency. In fact, in the questionnaire survey of the ex-participants, which had a response rate of 21%, more than 90% of the respondents answered that they were able to utilize the knowledge and skills they acquired in Japan in their workplaces after the training. However, on the contrary, according to the online interview with the members both of JATA and demonstration projects, they explained that there were limited opportunities to share the knowledge and skills in the workplace after the training.

Accordingly, there is still a need for creating an opportunity to share the management cycle of JICA training program in Tanzania to the stakeholders and promote understanding of related roles and responsibilities respectively.

7.2. Evaluation of Training Effects

The results of the survey of JICA Domestic Offices revealed that 41% of the respondents defined the success of the training courses for short-term training programs as "submission of specific action plans and other deliverables". However, this indicator of the success may not be valid if it is difficult for the trainee's organization to secure specific budget for their action plan and any human resources who can assist ex-participant. There is the gap between the training providers' and receiver's actual situation. Additionally, it is quite difficult for ex-participants who are not given any authority to incorporate the developed action plan into the organization's plan to realize their action plan. Therefore, to judge the "success" of the training, it will be necessary to assess the trainee's situation such as the status of trainee's organization and trainee's authority etc. and provide follow up to see if ex-participants apply the skills to their workplaces. Conducting the Joint Assessment for the JICA training program will be also recommended in 8.1.1. below as one of the follow-up actions after JICA training program.

7.3. Current situation on the Alumni Association of Ex participants in Tanzania

It was revealed that there is a big gap observed between the opinion of the Executive Committee of JATA and the members. The Executive Committee and key members mentioned that JATA functions well as an alumni association, conversely, the ex-participant of KCCP who were interviewed in this survey mentioned that they were not informed of JATA's events in advance and what JATA is doing. This revealed differing perceptions of the role and activities of the alumni association within JATA. Accordingly, there is a need to reorganization of JATA. Detailed recommendations of the reorganization will be explained in 8.1.3. below.

For KAKEHASHI Tanzania, no functional operational structure as an alumni association has yet been established. Accordingly, there is a need to provide supports for establishment as an actual organization as suggested 8.1.3. below.

7.4. Remote training

In 2020, due to the COVID-19 pandemic, remote training was conducted as an alternative to planned short-term training programs in Japan. Although JICA Domestic Offices nor contracted training providers had not sufficient capacity, know-how from the experiences and teaching materials for effective remote training, their continuation of the remote training through trial and error enhanced the quality of remote training and clarified the advantages and disadvantages of the remote training. In addition, since ideas for more effective remote training have been created, implemented among, and shared among training providers, it is expected to further improve its quality further in future.

However, remote training has disadvantages which were raised by both the implementers and participants and clearly cannot substitute training in Japan. Even after the COVID-19 pandemic ends when training in Japan can be resumed, remote training should remain as a training method to complement the training in Japan. For example, for a training program in Japan that requires considerable time for practical session and visitation to related organization, it is a good opportunity to reconsider the effective design of the training program by using the LMS to complete prior learning before coming to Japan, which will help streamline the training program and standardize the understanding of the trainees when they arrive in Japan. It can be a good accumulation of experience in reconsidering effective training design.

8. Recommendations and suggestions for Effective Utilization of Training Programs in Tanzania

8.1. Strengthening the network of ex-participants and optimizing utilization of the alumni association

8.1.1. Joint Assessment for the JICA Training Program

Interviews with the POPSMGG revealed that there is room for clearer understanding of JICA training program. In addition, ex-participants have been having several long-standing challenges, such as opportunities to share acquired skills at the organization after the training, inconsistency between the operational plan of their organization and the trainees' action plan and lack of opportunities to upskill and gain new insights etc. Accordingly, we propose that POPSMGG and JICA Tanzania Office conduct a joint assessment of JICA training programs, which would have the following advantages:

- It would help promote understanding of the JICA training program
- It would boost awareness of and the ability to address the challenges faced by ex-participants
- It would promote dialogs on the JICA training program

As for the frequency of implementation, although it needs to be coordinated with the POPSMGG, it will be appropriate to conduct once every two years. The joint assessment will consist with essential activities such as selecting the courses in each training target sector, interviewing with ex-participants and their colleagues including managers, checking achievements, analysis the current situation of ex-participants and clarifying way forward etc.

8.1.2. Establishment of a human capital information system (“PARTNER” for ex-participants)

Under current circumstances, the personal information of ex-participants registered with JATA and/or KAKEHASHI Tanzania is compiled in a spreadsheet with general information such as the name and the course period and contact information etc. However, information on transfers, promotions, job changes, contacts update etc., is not obtained actively and updated promptly manner. Moreover, skills acquired through continuous education and other programs after training as well as duties performed at their new destinations are also remain unknown.

This means a lack of information on which to base decisions when considering any collaboration with ex-participants. To improve this situation, it is suggested to establish a human capital information system of ex-participants.

The outline of the information system can be easily envisaged as an “ex-participants’ version” of the comprehensive human capital information website “PARTNER” operated by JICA. By providing information on training sessions, conferences and job openings alongside human capital information, it is likely that ex-participants will also benefit from using the system.

If KAKEHASHI Tanzania is successfully organized as NGO, KAKEHASHI Tanzania can work together with JICA Tanzania office to establish, operate and manage this human capital

information system, hence, it is expected to promote the utilization of human capital further and easily.

8.1.3. Reorganization of JATA and establish of KAKEHASHI Tanzania

With regard to JATA, as mentioned above, differing perceptions of the JATA's roles and activities emerged among the members. According to information from the JATA Executive Committee, only about 500 members out of 4,200 are actively participating in JATA's activities. In response, the following activities may be necessary:

- Review the purpose of the association
- Change to the expertise group that can boost the development of Tanzania
- Revise the constitution and organizational structure
- Boost publicity and promotion (e.g., create and distribute a leaflet on how to join and the association's policy activities)
- Consolidate technical ties by introducing sectoral subcommittees
- Strengthen horizontal ties among the subcommittees
- Continue demonstration projects (even on a small scale)
- Support business expansion for those who succeed in demonstration projects (follow-up funding and small-scale loans)

This change in structure will strengthen the association in a multi-sectoral manner, not only by connections among members within the sectorial subcommittees but also by connections among the sectorial subcommittees. This will give meaning to the group as a fount of expertise with knowledge and skills acquired through technical trainings in Japan.

Establishing the sectorial subcommittees would be a useful approach, particularly for ex-participants. Even if some members attended the same course, the training contents should be updated every few years and if several years have elapsed since the course they attended, the opportunity for ex-participants to update their knowledge and skills. In addition, even if one ex-participant is not provided with opportunities to share acquired skills with colleagues after training, by the subcommittee planning and disseminating the seminars for the public/any external organizations, the knowledge and skills acquired through the training in Japan will be disseminated in Tanzania widely.

It is also idea to show the acquired skills and experiences in Japan by participating any commercial events such as SabaSaba²⁷ and NaneNane²⁸ in Tanzania. This will encourage ex-participants and the sectorial subcommittees to utilize the acquired abilities in the public.

As for KAKEHASHI Tanzania, as mentioned above, it has not been established as a fully functional organization. Therefore, it needs to establish KAKEHASHI Tanzania as an organization, hence, KAKEHASHI Tanzania can fill the required roles both as an alumni association for ABE Initiative and an organization bridging between Japanese companies and Tanzania. Since the members of KAKEHASHI Tanzania are generally young and still have room

²⁷ Saba Saba: Commercial festival held for a week around July 7 every year.

²⁸ Nane Nane: Commercial festival held for a week around August 8 every year.

to improve their management and leadership skills, technical supports from JATA and JICA Tanzania Office will be needed.

Regarding PR activities, it is recommended that the Executive Committee and the regional offices have their own PR officers and work together. About the updating of the JATA member list, until the system described in “8.1.2”, it is desirable to establish a system to update the list by each regional PR officer and supervise by the PR officer in Executive Committee periodically to ensure quality.

In the recruitment process, the Executive Committee should collaborate with the JICA Tanzania Office to obtain information on participants who will attend a training in advance and share the information with regional PR officers. Then, each regional PR officer should contact the participants based on the standardized rules such as every time before the training, immediately after the training, and two weeks after the training, and recruit them with detailed explanations using leaflet or other PR materials.

As for the planning and implementation of events, the regional PR officers should rotate the role of an event-organizer and basically hold the events on a regular basis. This will also help to standardize preparation processes of the event and communication procedures to ex-participants. Those processes and procedures would be documented as an operation manual.

8.1.4. Creating opportunities for the JICA ex-participants to utilize their ability

(1) Continuation of the demonstration project awards

Followings are ideas to strengthen the four processes of the demonstration project which is shown in Figure 6-1:

1) Application process

- Clarify the roles and activity plans of the steering committee members for the demonstration project, and establish a consensus among the steering committee members
- Clarify that the demonstration project is part of the activities of the alumni associations and will help revitalize association’s function.
- Clearly explain the purpose of the demonstration project to applicants during the briefing session to give clear directions for ex-participants in accordance with the purpose of demonstration project
- Extend the period of the application process (preferably more than one month).

2) Selection and contracting process

- To create an environment where applicants can post their proposals on the alumni association’s bulletin board or WhatsApp group, hence, it will be possible to recruit resource personnel who can collaborate and contribute to the project objectives.
- Increase the weighting of the “Revitalization of the alumni association” score among the selection criteria for proposals.

- The “guarantor letter” from the organization of the applicants is essential to emphasize the need to manage given funds properly and easily involve other peoples around the implementers such as colleagues and supervisors of their organization
 - Prepare two ways of fund disbursement: (i) lump-sum fund and (ii) specific items-based fund. Hence, for the project implementer to easily appropriate the funds to not-planned but necessary items during the implementation, and for the payer to easily manage financial report from the demonstration project
 - The number of demonstration projects will be limited to one per one sector at most, hence, resources will be distributed appropriately and the quality of the follow-up during the implementation period will be secured.
- 3) Process of “Implementation and Monitoring”
- Extend the implementation period (preferably by seven to eight months).
 - Monitoring will be carried out by the demonstration project steering committee to increase interactions between JATA and ex-participants.

4) The “evaluation” process

After the demonstration project is implemented, the project process and achievements will be shared with other ex-participants at regular meetings of the alumni associations and/or via association’s newsletters to further encourage the participation of ex-participants in the next demonstration project.

(2) Utilization of ex-participants in JICA projects

This recommendation will be useful not only for the JICA Tanzania Office but also for overseas offices. The survey team have experience in appointing a representative of KAKEHASHI in the Republic of Djibouti as a local consultant for a field survey during another survey conducted in the Republic of Djibouti. This person was introduced by the JICA Djibouti Office and worked easily together with him due to the fact that the ex-participants understood the expectations of Japanese people toward work.

Based on this experience, all parties would gain advantages and smoothly achieve expected objectives if JICA’s overseas offices, alumni associations of ex-participants such as KAKEHASHI and JICA’s contractors collaborate closely each other in coordination of various surveys and projects conducted by JICA, sharing responsibilities etc.

In this demonstration project, there was a proposal by a graduate of the ABE Initiative to turn KAKEHASHI Tanzania into a local consulting company. However, if they become a corporation, the pursuit of profit will be their priority, and it will be difficult to maintain transparency in relation to JICA, it was recommended instead re-registered as an NGO. Once KAKEHASHI Tanzania is registered as an NGO, it will collaborate with JICA to manage and operate a database of human capital resembling the aforementioned “PARTNER for ex-participant,” which will collect information on Japanese companies’ business expansion, JICA’s

research projects and project implementation, etc. and match x-participants with those with corresponding expertise.

If such companies or organizations could be established in various countries, they would become reliable local entities for Japanese companies and consulting firms and constitute a positive foothold for local expansion. KAKEHASHI Africa and KAKEHASHI Kenya have already become highly independent organizations that performs matching with Japanese companies as NGOs. Therefore, it may be a good idea for KAKEHASHI Tanzania to have a remote seminar with these organizations to learn about their operational systems and methods. In addition, if they gain experience in project management and research going forward, they may be able to introduce human capital to support projects in Europe and the United States as well.

Appendix 1: Interview List

Date	Survey	Method	Interviewee (Figures in parentheses indicate the number of people)
May 11th, 2021	Interview with JATA and KAKEHASHI Tanzania	Online	JATA (1), KAKEHASHI Tanzania (2), JICA Tanzania Office (1)
September 13, 2021	Interview with ABE Steering Committee	Online	ABE Steering Committee (3) (Non-governmental members)
September 13, 2021	Interview with POPSMGG	Online	POPSMGG (1) (In-charge of training)
September 15, 2021	Interview with ABE student (6th batch)	Online	ABE student (1) (Sophia university)
September 16, 2021	Interview with ABE students (6th batch)	Online	ABE students (3) (Tokai university (1), Mie university (2))
September 27, 2021	Interview with JICE	Online	JICE (2)
September 27, 2021	Interview with Yamaha Motor Co., Ltd.	Online	Yamaha Motor Co., Ltd. (1)
October 5, 2021	Interview with ex-participants of KCCP for Group and Region Focus Program (Natural resources and energy)	Online	Ex participants (3) Respectively, ex participant of 2006, 2010, and 2020)
October 12, 2021	Interview with ABE student host university	Online	Professor in charge (1) (Sophia university)
October 14, 2021	Interview with ABE student host university	Online	Professor in charge (1) (Ashikaga university)
October 22, 2021	Interview with ABE student host university	Online	Professor in charge (1) (Mie university)
October 22, 2021	Interview with ABE student host university	Online	International students dept. staff (1) (Tokai university)
January 17, 2022	Interview with ex-participants of KCCP for Group and Region Focus Program (Agricultural Development)	Online	Ex participants (3) Respectively, ex participant of 2010, 2012, and 2012)
January 18, 2022	Interview with ex-participants of KCCP for Group and Region Focus Program (Private sector Development)	Online	Ex participants (3) Respectively, ex participant of 2012, 2013, and 2016)
January 19, 2022	Interview with ex-participants of KCCP for Group and Region Focus Program (Health)	Online	Ex participants (3)
January 21, 2022	Interview with JATA and KAKEHASHI Tanzania	Face-to-face and online	JATA Executive Committee, KAKEHASHI Tanzania board members

Appendix 2: List of the demonstration projects

【Demonstration project 1】

Name of the project	Integrating Adaption Technics to Climate Change into Agricultural Production and Food Security in Paradiso Village
Project ID number	N5
Type	Normal project
Sector	Agriculture
Site	Songea region
Number of members	One (1) JICA ex-participant
JICA Training program participated	Development of Strategies on Climate Change (2014)
Purpose	The main purpose of this Demonstration Project is to mitigate the impacts of climate change on vulnerable rural community groups of Paradiso village, as well as on the natural resources critical for sustaining agricultural production and boost food security.
Outline and achievements	This demonstration project consolidated the capacity of people in target villages by providing learning opportunities on alternative income methods capable of supporting people's lifestyles and helping them withstand climate change. As alternative methods, beekeeping, fish-farming, water cattle management for livestock and water dam management were also introduced.

【Demonstration project 2】

Name of the project	Small and Medium Enterprise Development through Kaizen and Product Standardization
Project ID number	N20
Type	Normal Project
Sector	Industry
Site	Dar es Salaam region
Number of members	One (1) JICA ex-participant and one (1) non-ex-participant
JICA Training program participated	Small and Medium Enterprise Development and Promotion (2017)
Purpose	The aim of this demonstration project is to impact 25 SMEs in Dar es Salaam with knowledge of Kaizen and product standardization.
Outline and achievements	To boost quality and productivity and produce products that meet Tanzanian quality control standards, the Kaizen method (mainly 5S activities) was taught through classroom lectures and on-site exercises. As a result, all the 25 SMEs practiced S1 (Sort), S2 (Set) and S3 (Shine). Eleven (11) SMEs achieved 60% or more in the scoring based on the monitoring evaluation form prepared in advance by the demonstration project.

【Demonstration project 3】

Name of the project	Upscaling appropriate rice production technologies through a demonstration under irrigated conditions to smallholder farmers in the Southern Highlands of Tanzania
Project ID number	N21
Type	Normal Project
Sector	Agriculture
Site	Mbeya region
Number of members	One (1) JICA ex-participant
JICA Training program participated	Lowland Rice Cultivation Techniques and Extension for Africa (2010)
Purpose	To extend appropriate rice technological packages established during implementation of JICA projects, involving two phases of TANRICE and reaching many farmers with appropriate rice cultivation techniques through a demonstration farm.
Outline and achievements	During this project, a demonstration farm was established within the compound of the Mbeya Agricultural Training Institute, within which 204 farmers from eight target villages in the region were trained on a series of processes and necessary techniques, including how to select quality seeds and prepare them before planting, how to plant rice, how to grow rice properly and how to reap the harvest appropriately. Finally, the farmers acquired basic knowledge and practically applicable skills in rice cultivation.

【Demonstration project 4】

Name of the project	Value Addition on bees Cosmetics Products
Project ID number	T1
Type	Team-based project
Sector	Industry
Site	Pwani region
Number of members	Three (3) JICA ex-participants and two (2) non-ex-participants
JICA Training program participated	(1) Local Industry Development in Agricultural Regions by strengthening Capacity of Management and Marketing (A) (2016) (2) Local Industry Development through the One-Village One-Product (OVOP) Approach (2019) (3) Reinforcing the Investment Decision Program (2007)
Purpose	The purpose of the project was to ensure bee products, with a production volume estimated at 1,500 tons or so per year, were used effectively. The project also intends to transfer skills and technology on adding value to bees' products to beekeepers, processors, staff of local government authorities and the relevant Non-Government Organizations. This project will be able to support the Five Years Development Plan II, which emphasizes the need to diversify income for rural farming households, with beekeeping being one of the options.
Outline and achievements	The demonstration project trained target beekeepers on adding value to bee cosmetic products such as scrubs, shower gels, body lotions, medicated soaps, shampoos and hair treatments, by introducing a manufacturing process for quality products, packaging and branding. Some of those having participated in training actually started manufacturing bee cosmetics.

【Demonstration project 5】

Name of the project	Enabling Community-Based Water Management Systems in Kondoa District Council
Project ID number	T9
Type	Team-based project
Sector	Public Services (Water)
Site	Dodoma region
Number of members	Three (3) JICA ex-participants
JICA Training program participated	(1) Participatory Local Social Development (PLSD) (2013) (2) Participatory Local Social Development (PLSD) (2016) (3) Master Degree Program (2011-2013)
Purpose	The purpose of the project was to support proper functioning of the community-based water management systems in Kondoa District Council.
Outline and achievements	This demonstration project targeted four villages in the district. During the implementation, the demonstration project held several official meetings with the local government authorities in each village, conducted a Social Context Analysis to determine the current status of water management and issues and provided training sessions for the four target villages to help them establish and manage CBWSO (Community-Based Water Supply Organization). Consequently, CBWSOs were established in three (3) villages and a preliminary committee for the CBWSO-establishment was established in the remaining village.

【Demonstration project 6】

Name of the project	LISHE SMART Project
Project ID number	T15
Type	Team-based project
Sector	Public Services (Nutrition)
Site	Dar es Salaam region, Zanzibar region
Number of members	Three (3) JICA ex-participants and one (1) non-ex-participant
JICA Training program participated	(1) Nutrition and Diet Improvement for Women Leaders II (1999/2000) (2) Nutrition and Diet Improvement for Women Leaders II (2004/2005) (3) Nutrition and Diet Improvement for Women Leaders II (2005/2006)
Purpose	Promotion for improved and proper young child feeding and caring practices to parents and caregivers with malnourished infants in Dar es Salaam and Zanzibar by building capacity and promoting empowerment
Outline and achievements	The project developed the animations, short video clips and booklets on the importance of good nutrition for babies and how to cook nutritious semi-solid meals with different kinds of foods available in the local market. The project provided learning opportunities for 100 mothers and caregivers in Dar es Salaam and 88 in Zanzibar through classroom training and held a series of cooking demonstrations in collaboration with the community health volunteers. Moreover, to disseminate the information to as many as possible, the project utilized various social media platforms such as WhatsApp, Facebook, Instagram, Twitter and YouTube effectively. After the project intervention, the target mothers improved their awareness and the nutritional status of their infants had also improved.

【Demonstration project 7】

Name of the project	Training on Simple Mechanized Rice Cultivation Technologies and Agroforestry in Promoting Agribusinesses in Rural Areas
Project ID number	T16
Type	Team-based project
Sector	Agriculture
Site	Mwanza region
Number of members	Three (3) JICA ex-participants and two (2) non-ex-participants
JICA Training program participated	(1) Agribusiness Promotion and Rural Development in African Countries (2014) (2) Small-Scale Lowland Rice Cultivation Techniques and Extension for Africa (2014) (3) Mixed farming for small-scale farmers in Africa (2014)
Purpose	<ul style="list-style-type: none"> • To reduce farmers' workload by introducing simple machines. • To facilitate farmers' efforts to boost rice yield thus accounting for agribusiness. • To mitigate climate change effects by adopting agroforestry. • To improve sensitivity to different gender aspect such as gender awareness, food nutrition, sanitation and family budgeting to help initiate behavioral and altitude change.
Outline and achievements	This demonstration project assisted famers to acquire knowledge and practical skills on simple mechanized rice cultivation technologies through a series of training sessions. The project also emphasized gender equality in agricultural work and the importance of agroforestry. Clearly, some of the participant farmers applied what they had learnt immediately in practice, such as planting trees, taking HIV tests and recording their farming activities etc.

【Demonstration project 8】

Name of the project	Increase number of Community Participation in Implementation of Development Projects at Village Levels
Project ID number	T19
Type	Team-based project
Sector	Local administration - financing
Site	Singida region
Number of members	Four (4) JICA ex-participants
JICA Training program participated	(1) Participatory Local Social Development (PLSD) (2019) (2) Community-based with Local Residents as main actors (2021) (3) Community-based with Local Residents as main actors (2020) (4) Community-based with Local Residents as the main actors (2021)
Purpose	To lead with accountability and transparency in the target villages and motivate community members to increase their trust and fully participate in village development projects.
Outline and achievements	The project empowered village leaders in the target districts tasked with making community decisions and encouraged their good governance and financial management. The project cooperated effectively with the county administration to provide a series of training sessions and consultations with those trained village leaders. Consequently, communities in three (3) villages started raising funds to execute planned village projects that had been stagnant. Within those communities, building offices, school classrooms and additional toilets were constructed.

【Demonstration project 9】

Name of the project	Improvement of Virgin coconut Oil Production
Project ID number	T20
Type	Team-based project
Sector	Industry
Site	Dar es Salaam region
Number of members	Three (3) JICA ex-participants and two (2) non-ex-participants
JICA Training program participated	(1) ABE Initiative Program (Master of Science in Agricultural Economics) (2016-2019) (2) ABE Initiative Program (Master of Business Administration) (2016-2018) (3) ABE Initiative Program (Master of Business Administration in Innovation and operations management) (2017-2019)
Purpose	Three purposes as (i) Improving and expanding the production of virgin coconut oil, (ii) Creating employment and market availability and (iii) Solving health issues
Outline and achievements	The project improved the method used to produce virgin coconut oil and reduced wastage during the consumption of raw materials (coconuts) by introducing some machines. Consequently, the production volume of virgin coconut oil was increased to 120-150 liters per month from 50-60 liters. As well as expanding markets for the oil in Tanzania, the project actively participated in several commercial events in Tanzania. The project also disseminated the health-giving benefits of the oil at two medical facilities in Dar es Salaam (Mwananyamala Regional Referral Hospital and Magomeni Medical Center).

【Demonstration project 10】

Name of the project	Reducing the waiting time and overcrowding of special groups (Elderly and people with disability) at pharmacy
Project ID number	T23
Type	Team-based project
Sector	Public services (Healthcare service)
Site	Mbeya region
Number of members	Three (3) JICA ex-participants and one (1) non-ex-participant
JICA Training program participated	(1) Quality Improvement in health services through KAIZEN approach (2017) (2) Quality Improvement in health services through KAIZEN approach (2018) (3) Quality Improvement in health services through KAIZEN approach including hospital basic management (2016)
Purpose	To reduce waiting time at pharmacy dispensing areas for the elderly and disabled by: <ul style="list-style-type: none"> • Creating a computerized system which will help identify elderly patients and patients with disabilities for each hospital clinic easily: once he/she is registered at the hospital reception by setting a special indicator as an alert. Via this initiative, each clinic will be able to identify the patient easily and assist him/her to get treatment at an earlier stage. • Adding more dispensing areas.
Outline and achievements	This is a project to further strengthen the organizational activities on which Mbeya Zonal Referral Hospital, part of the demonstration project, has been working for some time, namely in an effort to reduce waiting time at hospital pharmacies for the elderly and disabled. The project addressed the problems with the KAIZEN approach (Quality

	Control Story), from situational analysis to implementing countermeasures and establishing a dedicated pharmacy dispensary area, highlighting the patient priorities in an electronic control system and training staff on related areas of concern. Consequently, the waiting time for those specific patient groups at the pharmacy dispensing area, formerly 30 to 60 minutes, was reduced to 5 to 10 minutes after the project. In addition, many complaints over excessive waiting time for patients were reduced. This had a ripple effect of reducing staff workload, gave them more time to explain medications that had been prescribed and to refer questions to doctors.
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【Demonstration project 11】

Name of the project	Revitalization of Ex-participants of ABE Initiative (KAKEHASHI Tanzania) in achieving development of partnership between Tanzania and Japan through business diplomacy
Project ID number	T24
Type	Team-based project
Sector	Public services (JICA alumni association: KAKEHASHI Tanzania)
Site	Dar es Salaam region
Number of members	Three (3) JICA ex-participants
JICA Training program participated	(1) ABE initiative program (Master of Business Administration) (2015) (2) ABE initiative program (Master's degree and internship program of African Business Education Initiative for youth (2015-2018)) (3) ABE initiative program (International Management) (2015-2017)
Purpose	To create a company through which members can work with Japanese business or projects, usually on a contract basis, and utilize KAKEHASHI Tanzania members' skills, knowledge and network to implement such activities while members get to benefit financially and gain capacity as they implement such activities. Doing so is expected to achieve the following: <ul style="list-style-type: none"> • Revive and accelerate the efforts of KAKEHASHI Tanzania members to act as a bridge between Tanzania and Japan businesses. • Leverage the KAKEHASHI Tanzania network and liaise with governments of Tanzania/Japan to further identify opportunities to collaborate in line with national development policy 2025, National five-year development plan 2021/2022-2025/2026.
Outline and achievements	The demonstration project organized KAKEHASHI Tanzania as a private consultancy firm capable of consolidating the relationship between KAKEHASHI Tanzania and Japanese private companies. However, since KAKEHASHI Tanzania needs to consider connections to official development assistance of the Japanese Government in future, it was decided to change the registration form from a private firm to an NGO. Since this change was decided in late November 2021, some of the planned activities of this demonstration project have not been achieved.