

# The BALANCED Project



## Summary of the East Africa Population, Health and Environment Course in Tanzania, February 2013

*March 1, 2013*



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**Cover Photo** (top): Community theater promoting healthy behaviors in a healthy environment

**Photo Credit:** TCMP

**Cover Photo** (bottom) Women seaweed harvesting, Pangani district, Tanzania

**Photo Credit:** Tanzania Coastal Management Partnership (TCMP)

## **Table of Contents**

<b>Introduction.....</b>	<b>1</b>
<b>Overview of the PHE Course Objectives .....</b>	<b>1</b>
<b>Participant Summary .....</b>	<b>2</b>
<b>Highlights of the Course.....</b>	<b>2</b>
<b>Evaluation.....</b>	<b>4</b>
<b>Conclusion .....</b>	<b>6</b>
<b>Annex 1, Participant List .....</b>	<b>7</b>
<b>Annex 2 Course Schedule.....</b>	<b>8</b>

## Introduction

The United States Agency for International Development (USAID)-supported Building Actors and Leaders for Advancing Community Excellence in Development (BALANCED) Project conducted a two-week course entitled, “Building Community Resilience: Integrating Population, Health and Environment (PHE)”, in Bagamoyo, Tanzania from February 18-28, 2013. Sixteen participants from Ethiopia, the Gambia, Kenya, Mozambique, Senegal, Tanzania and Uganda completed the training in PHE concepts relating to family planning, health, climate change, coastal resources management, resilience, behavior change communication, systems thinking, advocacy, scaling up and monitoring and evaluation (M&E).

The purpose of the two-week intensive course was to increase capacity and skills among these 16 PHE program implementers in Sub-Saharan Africa. The course promoted advanced thinking, the sharing of lessons learned from practical experience and the exploration of creative ideas from across Africa. It provided a rare opportunity for reflection, learning, networking and access to leading thinkers and practitioners in natural resources management, population and health and the nexus of all three. The course built technical and management skills and knowledge while also providing professional skills development. Participants also recognized their fellow trainees as resources for PHE information and tools.

By the end of the training, participants refined their knowledge in PHE concepts and gathered learned lessons on integrated PHE approaches through site visits to villages surrounding Saadani National Park in rural Tanzania. Participants also prepared action plans to continue to advance and strengthen their personal and project PHE objectives beyond the course.

## Overview of the PHE Course Objectives

The BALANCED Project key personnel and the training team collaborated to design the course schedule and curriculum based on previous PHE program design trainings, study tours and other capacity building activities. The training team included Glenn Ricci, Coastal Management Specialist and lead trainer from the University of Rhode Island Coastal Resources Center (URI CRC); Janet Edmond, BALANCED Project Deputy Director from Conservation International (CI); Lucy Shillingi, Country Director from Pathfinder Uganda and Director of the Health of the People and Environment – Lake Victoria Basin (HOPE-LVB) Project; and Juma Dyegula from the Tanzania Coastal Management Partnership (TCMP), a CRC partner on the BALANCED Project.<sup>1</sup>

The course objectives were to enable participants to:

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<sup>1</sup> Shillingi and Dyegula completed the three-week introductory PHE course in June 2012 at the Coastal Resources Center in Narragansett, RI. The June course was delivered by CRC and CI and attended by 17 health, development and conservation practitioners from eight countries. Several participants were sponsored by the BALANCED Project.

### **Knowledge building sessions:**

- Champion the PHE approach
- Implement proven techniques for building community resilience through integrated programming
- Design integrated PHE issue assessments in areas of high biodiversity
- Develop integrated interventions that address root causes of environmental and social change across PHE sectors
- Apply improved professional skills to conduct their PHE activities

### **Professional skills-building sessions:**

- Group dynamics & teamwork
- Integrated program design
- Develop clear and persuasive communication
- Demonstrate effective leadership skills

## **Participant Summary**

BALANCED Project key personnel selected participants based on participants' experience working with PHE initiatives, and potential capacity to continue PHE activities in the future. Eight of the 16 participants paid the \$3,000 course fee from PHE projects funded by USAID, the Packard Foundation and MacArthur Foundation, while eight participants' course fees were sponsored by the BALANCED Project. See **Annex 1 Participant List**.

## **Highlights of the Course**

The course was built around case studies that drew from the experiences of the BALANCED Project and/or its partners as they have implemented PHE interventions in different regions of the world, in different contexts and using somewhat different PHE "models." The course was divided into four primary components: refreshing PHE concepts and analysis; building leadership skills; observing and learning from a field trip to PHE sites; and preparing action plans for further application of PHE skills. The course was based on the principles of adult learning with a focus on interactive activities that addressed the practitioners' needs and immediate options for application. See **Annex 2 Course Schedule** for further details.

## **PHE concepts and analysis**

BALANCED Project key staff and the training team designed the curriculum for the first week to address the primary concepts and skills needed for PHE practitioners to implement systematic, well thought out and integrated initiatives. The training materials and presentations were drawn from collaborating partners and projects in the PHE community, including Population Reference Bureau, the Environmental Change and Security Program at the Woodrow Wilson Center for International Scholars, John Snow International, Blue Ventures, Population Action International and World Wildlife Fund.

Upon arrival in Bagamoyo, the training team met and modified the schedule to incorporate a session on advocacy approaches for PHE, and trainers added a session on PHE Scale Up to the second week to address emerging issues in the PHE community.

During the introduction to the course objectives session, participants expressed the need for a more targeted session on Monitoring and Evaluation (M&E) approaches for PHE interventions, including general M&E approaches, how to prepare an M&E plan; examples of M&E tools; and information on qualitative and quantitative data collection methods. The training team met and designed a new session for Friday morning to address the first three objectives stated above. These changes are reflected in the course schedule in Annex 2.

## **Leadership Skills**

On Sunday, February 24, the group engaged in a leadership retreat designed to help participants understand their personal and professional style and preferences and how these interact with those of others in the workplace. The session began with a collective exercise in which participants shared the results of the personality types test based on the Myers Briggs assessment scores. The scores show how individuals have different ways of sharing and taking in information, perceiving others' actions and interacting with the world around them. This exercise allows for reflection on how different personality types can work together effectively in a workplace environment and how leaders can build effective teams with different personality types.

Participants then broke into small groups led by Glenn, Janet and Lucy/Juma respectively to discuss further skills needed for effective leaders. Participants identified world leaders who demonstrate strong leadership and reflected on the characteristics and qualities of leadership. Participants then completed an exercise in creating their “mind map” or personal vision for change in the future and how to achieve their visions.

## **Field Trip**

On Monday and Tuesday, February 25 and 26, participants and the training team took a field trip to three villages, Mkwaja, Kwakibuyu and Mkalamo, surrounding Saadani National Park in Pangani district, to allow participants to observe and learn from existing BALANCED Project PHE interventions. TCMP/URI CRC planned the field trip to give the participants an opportunity to learn by observing and interacting with community

members in the target villages. After arriving in the first village, participants split into three groups and interacted with the community members in order to understand the PHE approach and how the community perceives the interventions. Community-based distributors (both male and female), seaweed harvesters, cook stove technicians, beekeepers, Village Multisectoral AIDS Committee (VMAC) members, youth peer educators, SACCO (saving banks) members and other members of the communities shared their experiences and their thoughts on how effective the PHE project has been. Participants also were able to see Theatre for Development (TFD) performing a PHE role play in one of the villages.

On Wednesday, February 27, the group shared its impressions of the field trip and answered a series of questions about their experiences in the villages.

### **Action Plan**

At the beginning of the course, participants identified a potential project or intervention in their place, or a PHE issue they wanted to work on. Participants used several different tools during the first few days' sessions to consider the drivers, relationships and links between stakeholders in their community or project site. During the two week course, participants took lessons and skills learned in the course and applied them to a personal Action Plan, which will help ensure immediate value to their current workplace issues and tasks. All participants presented an overview of their action plans to the group on Thursday, February 28 and received feedback from fellow participants.

### **Course Addition**

During the review of the course objectives and daily schedule on the first day, participants expressed the desire for each participant to present their existing PHE project to the group. The participants were relatively unknown to each other and the majority of the participants arrived at the course with prepared presentations of their work. In order to address this need and retain the majority of the planned training content, the group agreed to have an additional voluntary session from 6 to 7 pm, with two participant presentations each night. Representatives from The Nature Conservancy, Kwetu Training Center, Greenbelt Movement, UZIKWASA, HOPE-LVB, VEDCO, MELCA-Ethiopia and BCMT gave presentations about their work.

### **Evaluation**

At the end of the course, all 16 participants completed evaluations to assess the effectiveness of the course training sessions and logistics. The overall results are described below.

## Overall rating

The majority of participants agreed the objectives of the course were met, indicating overall satisfaction with the course content. Several participants expressed appreciation for the participatory adult learning techniques used in the training course.

	Objectives met	Mostly Met	Somewhat Met
Number of responses	14	1	1

## Technical Sessions

In general, the participants indicated that the majority of sessions were highly effective or moderately effective.

Session	Highly Effective	Moderately Effective	Neutral	Somewhat Effective	Not Effective
Status of PHE	9	7			
Resilience	11	5			
Population Dynamics	7	7	2		
Issue Assessment and Systems Thinking	8	6	1		
Partnerships	6	7	2		1
Family Planning	5	9	2		
Climate Change	7	5	3		
Health	2	11	1	1	
Advocacy	5	5	3	2	1
BCC	8	7			1
Field Trip	3	7	2	2	2
PHE Scale Up	2	9	2		2

Note: The M&E session was mistakenly not included on the evaluation form so it was not rated.

Selected comments on this section:

- One participant reported that the participant presentations and sharing of experiences was very valuable, as these presentations provided an overview of how PHE is being implemented across Africa.
- Several participants indicated the role plays were especially effective methods for communicating information in several sessions at the beginning of the course.
- Several participants suggested including more case studies and success stories into the curriculum to strengthen the content.

- Five participants indicated that the field trip was a useful learning opportunity.

### **Most effective session**

The participants provided multiple responses to the question about topics/sessions they found most useful. These responses included:

<b>Session</b>	<b>Number of Respondents</b>
Resilience	6
Issue Analysis and Systems Thinking	6
Field Trip	5
Population Dynamics	3
Advocacy	2
Climate Change	2
Leadership	2

### **Logistics**

The course was held at the Millennium Old Post Office Hotel, in Bagamoyo, a two to three hour drive north of Dar es Salaam. While it is considered a tourist town, Bagamoyo has limited infrastructure and few restaurants and social events. Overall the participants were positive about the quality of the hotel facilities but the training room was too small for the number of participants. Participants acknowledged the efforts of the TCMP/URI logistics team to address diversity in the group in terms of the food and social activities. Several areas for improvement were suggested including providing more reliable internet service, explaining how the per diem was calculated for BALANCED-sponsored participants and providing information with more advance notice.

### **Conclusion**

The BALANCED Project vision is to promote PHE champions and the PHE approach in Africa and Asia. This East Africa PHE training course helped further that goal by strengthening the capacity and networking of a wide range of health, development and conservation professionals to implement PHE projects. At the end of the course, participants received certificates of participation and flash drives with all the PHE course materials, as well as a supplemental CI gender training course materials for future use. Participants also will have continued access to the CRC central desktop platform in order to share information with fellow PHE participants, from both the June 2012 course and this one. These efforts are designed to help strengthen the PHE community, network and promote PHE champions.

## Annex 1: Participant List

Country	First Name	Family Name	Organization	Gender	e-mail
Uganda	Samuel	Baale	DSW Uganda	Male	baalesi@yahoo.com
Mozambique	Corina	Clemente	Gorongosa Restoration Project & USAID Global Health Fellowship	Female	corina@gorongosa.net
Uganda	Mey	Cooper	HOPE-LVB Project & USAID Global Health Fellowship	Female	mey.cooper@gmail.com
The Gambia	Famara	Drammeh	NEA	Male	famsken_jnr@hotmail.co.uk
Uganda	Moses	Koojo	VEDCO	Male	kbenardmoses@yahoo.com
Uganda	Benjamin	Lutimba	East African PHE Network and The Uganda PHE Working Group	Male	benmtn@hotmail.com
Tanzania	Petro	Masolwa	TNC	Male	pmasolwa@TNC.org
Senegal	Lamine	Mbaye	Marine Fishery Department	Male	lamine.mbaye67@gmail.com
Kenya	Mercy	Mbogho	Kwetu Training Centre For Sustainable Development	Female	<a href="mailto:kipsengwet@yahoo.com">kipsengwet@yahoo.com</a> <a href="http://info@kwetukenya.org">info@kwetukenya.org</a>
Tanzania	Wilbard	Mkama	TCMP	Male	<a href="mailto:w.mkama@yahoo.com">w.mkama@yahoo.com</a>
Tanzania	Emmanuel	Mlule	UZIKWASA	Male	<a href="mailto:emlule@yahoo.co.uk">emlule@yahoo.co.uk</a>
Kenya	Nancy	Njuguna	The Green Belt Movement	Female	nwaceke@yahoo.com
Kenya	Antony	Okello	Pathfinder International	Male	AOmimo@pathfinder.org
Ethiopia	Befekadu	Refera Soreta	MELCA-Ethiopia	Male	<a href="mailto:befekadurefera@yahoo.com">befekadurefera@yahoo.com</a>
Uganda	Dorah	Taranta	Pathfinder International – Uganda Office	Female	<a href="mailto:DTaranata@pathfinder.org">DTaranata@pathfinder.org</a>
Uganda	Moses	Turyamureeba	Bwindi Mgahinga Conservation Trust	Male	<a href="mailto:tmbujara@yahoo.com">tmbujara@yahoo.com</a>



## Building Community Resilience: Integrating Population, Health and Environment (PHE)

**February 18 - 28, 2013**  
Bagamoyo/Saadani, Tanzania

		WEEK 1					WEEK 2														
	SUNDAY 17-Feb	MONDAY 18-Feb	TUESDAY 19-Feb	WEDNESDAY 20-Feb	THURSDAY 21-Feb	FRIDAY 22-Feb	SATURDAY 23-Feb	SUNDAY 24-Feb	MONDAY 25-Feb	TUESDAY 26-Feb	WEDNESDAY 27-Feb	THURSDAY 28-Feb	FRIDAY 1-Mar								
8:30	<b>ARRIVE</b>	<b>Introduction:</b> course objectives, participants, trainers	<b>Resilience = Integration</b>	<b>Issue Assessment &amp; Systems Thinking</b>	<b>Climate Change and NRM/CRM</b>	<b>Monitoring &amp; Evaluation</b>	<b>FREE DAY</b>	<b>Free Time</b>	<b>Field visits (villages)</b>	<b>Field visits (District Staff)</b>	<b>Monitoring &amp; Evaluation</b>	<b>Action Planning</b>	<b>DEPART</b> Arranged Transport for All								
9:00														<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:00		<b>Profiles of Participants</b> Places/Project	<b>Population Dynamics review</b>	<b>Partnerships as Part of a System</b>	<b>Advocacy for PHE</b>	<b>Mosque</b>		<b>Preparing PHE Action Plans</b>	<b>Field visits (check into hotel)</b>	<b>Field visits</b>	<b>Field visits</b>	<b>PHE Scale Up</b>		<b>Presentation of PHE Action Plans</b>							
11:00		<b>Break</b>													<b>Break</b>						
12:00		<b>Lunch</b>													<b>Lunch</b>						
1:00		<b>Profiles (continued)</b>	<b>Family planning methods /distribution review</b>	<b>IEC / Behavior Change</b>	<b>Preparing PHE Action Plans</b>	<b>Evaluation &amp; Debrief of Week</b>		<b>Leadership Retreat</b>	<b>Field visits (check into hotel)</b>	<b>Field visits</b>	<b>Field visits</b>	<b>Action Plan/ Comms Skills</b>		<b>Evaluation</b>							
2:00		<b>Status of PHE</b>													<b>Break</b>						
3:00		<b>Status of PHE: Review PHE approaches and links w/ P, H, and E</b>	<b>WRAP-UP</b>	<b>WRAP-UP</b>	<b>WRAP-UP</b>	<b>WRAP-UP</b>		<b>WRAP-UP</b>	<b>WRAP-UP</b>	<b>Debrief</b>	<b>Travel to Bagamoyo</b>	<b>WRAP-UP</b>		<b>Closing Circle</b>							
4:00		<b>Welcome Dinner</b>													<b>WRAP-UP</b>						
4:30																					
5:00																					
6:00																					
7:00																					
8:00																					
9:00																					

COLOR CODE

Social/Free Time	PHE Sessions	Leadership	Field Trip	Action Planning
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Resource Team

Janet, Glenn, Lucy, Juma, Elin

The background features a collage of textures. The top half is a solid orange color. Below it is a horizontal band with a repeating pattern of green leaves on an orange background. The bottom half is a solid green color with a faint, larger-scale pattern of green leaves.

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