Activity Progress Report

Infrastructure Skills for Development

Q1: January-March 2015

Australia-Africa Partnerships Facility

An initiative of the Australian Government

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1. Acknowledgements

Cardno Emerging Markets (Australia) Pty Ltd manages the Australia-Africa Partnerships Facility (AAPF) on behalf of the Australian Government.

The NEPAD Planning and Coordinating Agency is the primary implementation partner for IS4D.

2. Executive Summary

January to March 2015 constituted the first quarter of implementation activity under the Infrastructure Skills for Development (IS4D) program. As such, the quarter included both set-up and core implementation tasks. Key activities undertaken during the first quarter of 2015 included:

- Recruitment of 6 infrastructure experts to serve as IS4D Mentors;
- An IS4D Kick-off Workshop for 38 participants held in Sandton, South Africa February 9 to 20, 2015;
- Orientation to Action Learning methodology provided to mentors and IS4D management by an Action Learning specialist from Australia;
- Establishment of 6 Learning Sets whereby participants were matched to mentors and placed into a peer group with common interests;
- Learning Agreements covering Work-Based Projects, Work-Based Learning Goals and Online Learning Modules discussed and concluded between mentors and participants over the course of the workshop;
- An Australian Registered Training Organisation—the Central Institute of Technology — conducted baseline Training Needs Assessments & enrolled 36 participants into 2 modules each selected from Australia's official vocational curriculum in Project Management;
- Finalization of an IS4D Monitoring and Evaluation framework and data collection plan. Baseline data was collected and stored in AAPF database;
- Launch of off-site mentoring, including one-on-one and group facilitation sessions;
- Launch of procurement for customised training providers as well as design of an IS4D Reporting Website.

Descriptions of these activities along with insight into the challenges and breakthroughs experienced by IS4D participants are narrated in the body of this report.

3. Introduction

The Infrastructure Skills for Development Activity (IS4D) was prepared during 2014 calendar year with funding of $2.5 million provided by the Australian Department of Foreign Affairs and Trade (DFAT) for design and implementation. During this period DFAT executed a partnership agreement with the NEPAD Planning and Coordinating Agency (NPCA) to implement the 9-month skills development program with the support of the Australia Africa Partnerships Facility (AAPF). Inception activities included joint travel by NPCA and AAPF representatives to West, East and Southern African regions to meet with agencies involved in delivering key regional infrastructure projects. Applications were invited from four corridors, including the Dakar-Bamako rail corridor, the Northern multi-modal transport corridor, the North-South Power Transmission corridor and the Beira-Nacala rail corridor. Agencies in the West African corridor declined participation at the present time in order to pursue their internal recruitment objectives and expand their personnel. Fifty five applications in total were received in early December from the other three corridors and these were screened and ranked against transparent criteria by AAPF, NPCA, the EAC Secretariat and the Northern Corridor Transit and Transportation Agency. A total of 38 participants were accepted into the program and mobilized for the kick-off workshop held in February 2015.

4. Background

At up to $50 billion per year, Africa's annual infrastructure financing gap is cutting growth of gross domestic product by about 2.2 per cent. The Africa Mining Vision articulates the importance of harnessing the continent's natural resource endowment as a means of accelerating economic growth, and it emphasises the critical role of infrastructure therein. Recognising the infrastructure deficit, African Heads of State approved an ambitious continent-wide Programme for Infrastructure Development for Africa (PIDA) in 2012, together with a Priority Action Plan to develop the key trade, transport, information and communications technology, power and water corridors with potential to integrate the continent. Australia's aid program in Africa includes a focus on the extractives sector, to encourage the development of mineral wealth in a manner that favours good governance and inclusive economic opportunity. The NEPAD Planning and Coordinating Agency has oversight over PIDA. Together, DFAT and NPCA are sponsoring the Infrastructure Skills for Development program to build public-sector capacity to plan and oversee the delivery of priority PIDA infrastructure projects.

Lack of finance is only one cause of public infrastructure deficits in Africa. A more serious problem is the lack of public sector experience with complex regional projects requiring cross-border collaboration and institutional solutions. All IS4D participants have responsibilities pertaining to the delivery of priority regional projects and each will be supported through the program to enhance their skills in complex project management. The three stated objectives of IS4D are:

1. Improved design and packaging of priority regional public infrastructure projects in partner countries via improvements in key project management skills and capacities among selected public sector professionals;
2. Agencies working on PIDA PAP program delivery implement cross-border infrastructure projects more effectively through peer to peer practitioner networks that foster institutional learning;

3. Generate and document learning on the relevance, efficiency and effectiveness of the IS4D program model (including the *action-learning* pedagogy) in order to draw lessons that will improve future program delivery.

IS4D places emphasis on an Action Learning approach whereby participants will stay in their own jobs and, with the support of an assigned mentor and a peer Learning Set will apply new learning to problem solving on their own work-based project. The program is complemented by academic course material delivered via distance learning and other enrichment activities. The IS4D program will consist of six distinct yet complementary learning elements. It has been designed so that participants have an overall learning experience that develops both technical and softer project management skills. The six elements are:

1. Work-Based Project: A participant-identified project relevant to PIDA infrastructure priorities to be completed in the workplace over 9 months
2. Mentoring: One-to-one relationship with a designated infrastructure specialist
3. Group Learning Set: Regular peer-to-peer discussions facilitated by the mentor
4. Experiential Visits: Exposure to a variety of stakeholders and alternative infrastructure models through travel or through immersion in the work place of another organisation
5. Customised Short-term Training: intensive, short-term skills training in topics of relevance
6. Project Management Curriculum: Online delivery of up to two project management training modules for which participants will receive Certificates of Attainment when successfully completed.

5. Activity Progress Quarter One: January – March 2015

Recruitment of IS4D mentors was completed in January 2015 with the selection of six infrastructure experts—3 in transport and 3 in power sectors. Four of the six mentors are African nationals, one is Australian and one is Jamaican by birth but now a naturalized citizen of Namibia. January was devoted to organizing visas and travel logistics for 38 participants and 6 mentors in time for the official launch and Kick-Off Workshop held in Sandton, South Africa in February, 2015.

5.1 Orientation and Kick-Off

On February 9th, the IS4D implementation team convened six mentors plus an Action Learning specialist to a four day session at the Balalaika Hotel in Sandton during which all program personnel were given an intensive introduction to Action Learning methodology. Representatives of the Infrastructure Development Academy (IDEA) of the Development Bank of Southern Africa (DBSA) were invited to join this session in order to gain an exposure to Action Learning for the benefit of their institution.

After two days of theory and two days of practice, the team welcomed the arrival of 38 participants (7 women and 31 men) from seven countries to the official

launch of IS4D. All IS4D participants are professionals involved in the delivery of priority PIDA projects in the road and rail transport sectors or the power transmission and distribution sectors. Participant characteristics are included in the Statistical Annex # 1.

The launch was presided over by Adam McCarthy on behalf of DFAT and Adama Deen on behalf of NPCA and the event generated publicity by NEPAD and *Infrastructure News* per the links below.

http://www.nepad.org/regionalintegrationandinfrastructure/news/3581/skills-development-programme-launched-address-africa%E2%80%99

http://www.infrastructurene.ws/2015/03/20/addressing-africas-infrastructure-challenges/

5.2 Establishment of Learning Sets

After general exposure to Action Learning methodology and IS4D program objectives, all participants were assigned to a specific mentor and placed into a peer group with whom they will collaborate closely for the duration of the program through October 2015. The "Learning Sets" are a core element of Action Learning methodology whereby the assumption is that adult practitioners are well placed to share their experience via questioning insight with each other, thereby helping peers to see common challenges from a different light. It is based on the idea that the most effective adult learning takes place when one is faced with a real problem that one is obliged to solve—referred to as a "Work Based Project" within IS4D. The premise is that such learning is aided by a collaborative process of reflecting on real work issues with peers facing similar challenges to explore possible solutions and formulate plans for action. This premise is the foundation behind one of IS4D's core objectives which seeks to foster better cross-border infrastructure collaboration and institutional learning through the establishment of peer to peer practitioner networks. It is the reason why recruitment of IS4D participants was confined to a limited selection of clearly identified PIDA corridors so that professionals working on different sub-projects within a given corridor would assemble with others working towards the same corridor development objectives.

IS4D will apply the Action Learning approach through a combination of one-to-one engagement between mentor and participant plus group discussion by the entire Learning Set, each on a monthly basis. The Learning Set composition took several criteria into account in order to balance diversity of gender, nationality and seniority with common interests among participants, not just around infrastructure corridor or sub-sector, but also around themes (eg. PPPs) or pertaining to common challenges (eg. sourcing of finance). The resulting group composition is reported under Output # 20 in Annex 1: Statistical Reporting on M&E Indicators.

Whereas many IS4D participants arrived with an assumption that their mentor would be filling a more familiar role such as that of "expert advisor", they all understood by the end of the workshop that they would be in charge of their own learning and that mentors would act as facilitators but not as consultants. All Learning Sets were given some time during the workshop to get to know their mentor and peers and to practice a structured approach to action learning within their groups. Whereas all participants appeared to have mastered an understanding of the Action Learning approach, the general

sentiment was that more unstructured time to network among participants and with mentors to further develop relationships would have been beneficial. An end-of-workshop survey was conducted to ascertain participant perspectives on success of the workshop and these results are presented in Annex 2. Related lessons learned are presented in Section 7 below.

5.3 Development of Learning Agreements and Tri-partite Documentation

An IS4D *Learning Agreement* includes 3 components: (a) an individualised Work Based Project (WBP), (b) individualised Work-Based Learning goals (WBL) and (c) enrolment in 0 to 2 online learning modules drawn from Australia's Standard level vocational Project Management curriculum. During the workshop all participants revisited the definition of a specific WBP and associated WBL Goals on which they would devote work time on the job in the coming 8 months and for which they can be held accountable for progress. After discussion and reflection, each participant executed agreement on these with their mentor within an individualized Learning Agreement. Following the workshop, IS4D management appended Learning Agreements to Tripartite Agreements and these were sent to the supervisors of all participants to elicit their consent and endorsement of the program individualised to each participant. Signatories to the Tripartite Agreement include the participant, the participant's supervisor and the IS4D Activity Manager. As at mid-April, 2015, 24 Tripartite Agreements had been executed, representing 63 % of the cohort.

Annex 3 captures a summary of the entire "portfolio" of finalised Work Based Projects and presents specific progress made by each participant in the month of March. This is a monitoring tool which should permit external stakeholders to learn about the successes and challenges which participants are experiencing with respect to their particular role in the PIDA context to which they are assigned. This WBP Annex will be updated on a monthly basis.

Each participant was free to document their own WBL goals without being steered from a prescribed list. Consequently, a total of 29 distinct topics were identified for work-based learning. The most popular WBL topics included a good deal of overlap with the topics to be studied through on-line learning:

- Stakeholder engagement and management—18 participants cited this
- Negotiation skills—12
- Project Scheduling & Time management—10
- Risk Identification, Mitigation and Management – 9
- Project Quality and Monitoring—9
- Procurement management—8
- Project evaluation, including review & evaluation of consultant outputs – 8
- Communications skills—7
- Project governance and integration—7.

The twenty other WBL topics were more individualized and included subjects such as "legal drafting" and "safety management" or technical subjects such as "way-leave acquisition" and "financial modelling for wheeling agreements." This diversity of learning interests will be catered to through one on one mentoring, monthly group meetings and enrichment activities to be pursued in later stages of the

project.

Concurrently, participants learned about the suite of Project Management courses available from Central Institute of Technology (CIT)-- the selected Australian Registered Training Organisation authorised to administer courses within the BSB51413 series which can lead to a Project Management diploma. In the case of IS4D, it was deemed that 36 participants had sufficient linguistic competence in written and spoken English to enrol, while 2 participants from South Sudan will work independently to improve their English language skills.   Australia's official Diploma of Project Management encompasses 14 modules, of which twelve must be completed in order to earn a diploma. Because IS4D is primarily focused upon applied learning, participants were limited to enrolling in two modules at most for which they can earn Certificates of Attainment upon successful completion of all module requirements.   All eligible participants chose to register for two modules each and the following were selected.

Project Management Unit: Module Topic	Number Enrolled
Manage project integration	25
Manage stakeholder engagement	15
Manage project risk	11
Manage project time	7
Manage project quality	4
Manage project governance	3
Manage project information and communication	3
Manage project procurement	2
Manage project scope	1
Manage project human resources	1

During the first "off-site" month of March, CIT contacted all students and spoke with more than half of the cohort by phone. Those who were not reachable by phone were emailed to make contact in writing. By month end, only two students had not been in contact with CIT to follow up on their enrolment. First Assessment tasks (T1) for all units were due on or before March 30th. For the sixteen submissions received prior to the 25th, results and feedback were sent back to students. Fourteen students demonstrated that they met the evidence standards for their first assignment and two are required to take more follow up action. Ten other submissions before month end are being evaluated and will be

reported upon next month.   Some participants had travel or other work conflicts which caused them to negotiate new deadlines with CIT. A few experienced difficulties in accessing Blackboard but CIT worked diligently to overcome technological issues of this sort and, for the most part, it seems that the online learning approach for this IS4D element is working satisfactorily.

5.4 Notable Participant Achievements and Breakthroughs

The month of March marked the commencement of off-site mentoring whereby each participant was to engage in a one-on-one virtual meeting with their mentor as well as a Group Learning Set session. All indications suggest that mentors and participants tried diligently to connect as planned, making use of internet-aided communications tools such as Go-to-Meeting or Skype. A few cases of poor bandwidth were discovered, affecting both participants and mentors, but for the most part, the mentoring process moved forward making use of back-up communications tools and budgets. IS4D management has scheduled meetings with each mentor during April to continue working on ICT challenges and the like. Annex 3 provides a summary of activity undertaken across the entire IS4D portfolio. Yet, there were some achievements or breakthroughs which seem particularly noteworthy, highlighted as follows:

- J. Oindo – KETRACO Way-leave negotiations. A re-visit to project affected persons along the Nairobi ring power transmission line resulted in a compromise to the original line plot and the rescinding of four court cases by protesting stakeholders. This breakthrough may lead to a more generalized review of Agency protocol and policies with respect to way-leave acquisition.

- C. Kasonde – Engaging Stakeholder Milestone: Stakeholders were invited to a breakaway workshop to engage around the definition of the Lusaka Transmission and Distribution investment project. Output = agreement around a defined project scope for submission to management.

- D. Muhwezi – Traffic study data collection for the Kibuye-Mpigi road Expressway was completed; analysis will continue next month.

- E. Kiruja – The Independent Regulatory Board of Eastern Africa Power Pool approved proposed principles and process of wheeling agreement formulation, so Kenya Power can move ahead with model development.

- M. Gondwe – Malawi ESCOM management was sensitized to the need to establish joint Technical Working Group with ZESCO and agreed to reach out to establish this cross-border collaboration in relation to the Malawi-Zambia power transmission interconnector.

- H. Mulapani – Project delivery schedule for the ZESCO TX line to the Malawi border was renegotiated with the contractor to take account of sourcing delays and other problems. The new schedule has buy-in of vendor and can be better enforced by ZESCO going forward.

- E. Longo – A draft bilateral agreement was tabled between the Government of South Sudan and the Government of Kenya for the Development and Utilisation of Transport Corridor Infrastructure between Lamu-Juba and Nairobi-Juba—the "LAPSSET" corridor.

- G. Magwede – Progress was made in getting Malawi representatives included within regional discussions around Beira-Nacala rail corridor planning.

6. Lessons learnt

An end-of-workshop survey was conducted to ascertain participant perspectives on the IS4D program framework and the Action Learning approach. Scores against closed-end questions were aggregated and are included in Annex 2. While responses were abundantly positive for the most part, open-ended questions elicited several comments which were culled into a set of lessons learned. In addition, the IS4D management team contributed their own reflections to round out the list of key lessons. Those listed below will be important to incorporate in any future replication of the IS4D program.

- In future cohorts it would be beneficial to split the mentor training component (on Action Learning methodology) from the inception workshop. Having the two back to back was very intense and tiring for the mentors. Providing a lapse of time between the two would allow greater opportunity for the mentors to practice their new skills in action learning facilitation before meeting their mentees. This would make it more expensive however- two trips rather than 1 trip. At the same time, the workshop clearly demonstrated the value of having an Action Learning specialist at hand.
- Review the nomination form to capture issues such as language. The current nomination form did not screen the Arabic speaking South Sudanese participants.
- Consider procuring a large panel of mentors that could be accessed over a multi-year period and deployed into successive cohorts as appropriate to the constituents' sub-sector needs when each one commences. Another suggestion is to consider enlisting some of the current mentees as mentors for future cohorts.
- Prepare a complete pack of initial paper work - that each mentee would need to complete through the course of the inception workshop - and provide this to them as one package at the start of the workshop rather than sequentially as the orientation progresses.
- The inception workshop should be slightly longer than 8 working days and should provide the weekend off for the participants. This is so that sufficient time is allowed for mentors and mentees to establish relationships - but also because participants need to rest.
- Provide more time for participants to spend networking among themselves during core working hours (not just dinners) at future events. Similarly, provide more time for mentors and IS4D program managers to interact and exchange ideas with each other (while participants are networking) so it does not have to be crammed into sessions at the end of busy days.
- Although we stuck to the original design principles of offering a high degree of customisation for each individual participant, it would be more practical in the future to pre-identify and procure a set range of choices for customised training. It remains to be seen how well mentors get on with arranging tailored experiential visits and work-place immersion opportunities, but it could be that these options should also be pre-arranged for future cohorts. The recruitment effort was too labor intensive to permit this kind of pre-arrangement for the current pilot, but if the program is repeated, elements like these are worth reconsidering.

7. Next Steps

During April, procurements will be finalised in order to offer IS4D participants a choice of short courses on the following 3 topics:

- Financing Options for Infrastructure
- Negotiation Skills Training
- Leadership Training for Managing Across Boundaries.

In addition, mentors will finalise agreement with participants around their preferences with respect to enrichment activities and will begin to identify the location of proposed study travel or host institutions to offer participants one week immersion experiences.

The strategic advisor will carry out home visits in June and will be visiting agencies in Zambia, Kenya, Arusha, and Dar Es Salaam. The agencies she is planning to visit are as follows:

Kenya: Railroad Agency, Kenya Highway Authority, Ketraco, Kenya Power
Tanzania: Eac Secretariat, Ministry of Mines and Energy, Tanesco
Zambia: Opppi, Zesco

Annex 1 – Statistical Annex: Reporting against M&E Indicators

For the first quarter of implementation, reporting will be against Output Indicators only—as applied to the 3 official IS4D activity objectives.

Objective 1: Improved design and packaging of priority regional public infrastructure projects in partner countries via improvement in key project management skills and capacities of participants.

Output # 1: Learning Goals agreed between Mentors and Participants: Number and % concluded.

38 Learning Agreements (LAs) were concluded between mentors and participants during the Kick-Off workshop—100% of total cohort. 18 (47%) of participants would benefit from better articulation of interim milestones or better anticipation of target dates. IS4D management will bring this to the attention of mentors during April conference calls. 3 (8%) of participants' WB Learning Goals require documentation around baseline competency at start of program.

Output # 2: Number of participants reporting progress against an agreed Learning Goal:

Several participants are reporting progress against WB Learning Goals, but formal measurement of this indicator is due to take place mid-way through the project after four months of post-workshop mentoring. Hence, data will be reported in June.

Output # 3: Work-Based Projects agreed between Mentors and Participants: Number and % concluded

38 WBPs agreed (100%) and documented.

Output # 4: Participants requiring a modification to their Work Based Projects: Number and %

1WBP for a South Sudanese participant was fine-tuned after return to post and duties accepted for cross-support to two non-English speaking S.S. participants.

Output # 5: Participants meeting a documented interim Work Based Project Milestone: Number

9 participants (24%) reported progress in meeting an identified WBP milestone in March 2015.

Output # 6: Data on participant enrolment in PM online modules

Project Management Unit Title	Number of enrolments
Manage project integration	25
Manage stakeholder engagement	15
Manage project risk	11
Manage project time	7
Manage project quality	4
Manage project governance	3
Manage project information and communication	3
Manage project procurement	2
Manage project scope	1
Manage project human resources	1

Output # 7: Scores from baseline Training Needs Analyses for online Project Mgm't Modules

TNA scores were reported by CIT for 26 participants on the 52 PM modules in which they have enrolled. TNA scores were "Not Available" for 10 participants on the 20 PM modules in which they enrolled. IS4D management is following up to see if baseline scores can be obtained for 100% of participants.

Project Management Unit Title	Average Baseline Competency
Manage project integration	3.25 (quite high)
Manage stakeholder engagement	3.2
Manage project risk	2.27
Manage project time	2
Manage project quality	2
Manage project governance	4 (very high starting point)
Manage project information and communication	2.5
Manage project procurement	5 (Only one enrollee)
Manage project scope	1
Manage project human resources	2

Output # 8: Monthly progress data pertaining to online Project Management Modules

- *Total number of candidates : 36*
- *94% of student contact for the month of March (Telephone + Email contact: 22; Email contact only: 12; No contact: 2)*
- *16 candidates submitted an assessment*
- *14 candidates met standards (Demonstrated) on their first submission*
- *N/A candidates met standards upon resubmission*
- *10 candidates are currently being marked*
- *1 candidate is preparing additional evidence for final portfolio*

Output # 9: Tripartite Agreements executed with Agency supervisors' signatures: % concluded

- *24 Tripartite agreements executed with Agency supervisor's signature, 63% concluded*

Output # 10: Mentor & participant Communication strategies operationalized and working effectively

n/a

Objective # 2: Agencies working on PIDA Priority Action Plan program delivery more effectively implement cross-border infrastructure projects through peer to peer practitioner networks that foster institutional learning.

Output # 11: Qualitative stories of peer learning—including WBP cross-learning and incidents of collaboration or cross-border lessons-- reported by mentors from monthly learning group sessions.

- *Kenya Power reporting that TANESCO is expected to make a request of KETRACO in March 2015 for wheeling of Ethiopian-sourced power. EAPP secretariat is facilitating Ethiopia-Kenya-Tanzania meetings re sales by Ethiopia and transport through Kenya.*
- *DRC participant reports that participation in group sessions has added value in learning how other agencies tackle stakeholder engagement.*
- *Lesson learned in Malawi: TZ and MW have been planning a hydro-generation project, collaborating between water authorities only. Have now realized importance of engaging the utilities (TANESCO & ESCOM) earlier in process to ensure that systems differences in the two countries are factored into preparation stage feasibility studies.*
- *Tanzanian mentee working on ZTK transmission line claims he has gained wider appreciation of the need and levels of negotiation on this project as a result of interaction with team members in group-learning sessions.*
- *Mentees from Uganda and South Sudan have been sharing knowledge on best practice between rail and road transport sectors.*

Output # 12: Evidence of student collaboration and networking as reported by Australian Registered Training Organisation—CIT

No report at this stage

Output # 13: Examples of NEPAD involvement and value added in supporting mentors or participants of IS4D programs.

NEPAD Power Sector expert was helpful in making introductions between IS4D mentor and potential hosts for Work Immersion within national or regional power pool organizations as an enrichment activity for IS4D participants.

Objective # 3: Generate and document learning on the relevance, efficiency and effectiveness of the IS4D program model (including the action-learning pedagogy) in order to draw lessons that will improve future program delivery.

Output # 14: Lessons Learned identified and documented from the Learning Goals process.

A survey was conducted at the end of the Kick-Off Workshop and lessons were drawn about workshop organization and the overall documentation burden pertaining to Learning Agreements. These have been written up and circulated to DFAT and NEPAD. This topic shall be revisited with respect to the WBL goals at the end of the program.

Output # 15: Lessons learned identified and documented from the WBP process.

Comments for Output # 14 apply.

Output # 16: Lessons learned identified and documented from the online learning process.

This topic shall be revisited with respect to online learning at the end of the program.

Output # 17: Psychographic data on IS4D applicants collected.

A total of 55 applications (including 9 women) were received from 8 countries. We observed that a higher number of applicants responded from countries that were visited in person. Where IS4D team members did not visit, countries had a tendency to nominate only the number that would eventually be admitted which did not enable us to apply a competitive sieve in order to maintain cohort intake with good national diversity.

Output # 18: Psychographic data on IS4D enrolled participants collected.

Although forty applicants were accepted, two from Rwanda had to drop out due to lack of travel permission; hence 38 participants were eventually enrolled. This cohort included 7 women and 31 men from Democratic Republic of Congo, Kenya, Malawi, South Sudan, Tanzania, Uganda, Zambia. Regional Economic Communities represented included IGAD, EAC, COMESA and SADC.

Output # 19: Number of mentors hired and their relative sector expertise.

Twelve individuals applied for the role of IS4D mentor. Six were eventually hired. Selection criteria focused both upon prior mentoring experience or "disposition" and infrastructure expertise. Of those selected, two were self-declared experts in rail transport, two were self-

declared experts in power, one was a self-declared expert in energy and climate change and one was a self-declared expert in port transport and civil engineering. The original intention had been to hire experts with the same range of sub-sector expertise in infrastructure to match perfectly with the sector orientation of the incoming cohort (power vs. rail vs. roads). We also sought infrastructure experience gained in Africa. In actual fact, it was not possible to work out the perfect sub-sector "match" but this was mitigated by the fact that most mentors actually had project management experience across a broader range of infrastructure sectors. More importantly, it became clear that the Action Learning methodology—if correctly applied—does not require the deep subject-matter knowledge of an experienced sector practitioner as we had expected. Though it remains helpful, as does African experience, a mentoring "disposition" is probably more important in the final analysis. If IS4D is to be replicated, one might consider establishing a mentor "panel" to draw upon over time for repeated intake cohorts, but a mentoring disposition remains more important overall.

Output # 20: Learning set composition—Agency, sector, nationality and gender blend.

The IS4D cohort originates from 18 Agencies in 7 countries and includes 7 women and 31 men hailing from rail, road and power sectors. Composition of the learning sets was a challenging task because of the need to balance diversity on the one hand (gender, nationality, experience level) with common interests among the cohort on the other hand. A great deal of thought was put into this process, based principally upon the participants' initial proposals for their work based project interests. The table below presents the resulting Learning Set composition.

Group Name:	Impalas	Rhinos	Kudus	Lions	Elephants	Eagles
# in SET	6	6	7	6	7	6
# Roads	1	2		2	2	5
# Rail	5	4				1
# Power			7	4	5	
# Female	1	1	2	1	1	1
# Male	5	5	5	5	6	5
# Corridors	2	2	1	2	2	2
# Senior	5	1	0	2	5	2
# Junior	1	5	7	4	2	4
Regional	2	0	1	1	0	3
DRC					1	2
Kenya	2	1	2	3	2	3
Malawi	1	1	1		1	
South Sudan	1	3				
Tanzania				2	1	1
Uganda	2	1			1	0	1
Zambia				2	1	2	

Annex 2 – Feedback from Participant Workshop Survey

IS4D PARTICIPANT EVALUATIONS OF ORIENTATION WORKSHOP, 1=LOW 5=HIGH		1	2	3	4	5	No Opinion
1. The logistics of the Workshop i.e. travel, accommodation, meals	Q1			8%	38%	54%	
2. How well the purpose of the workshop was explained at the start	Q2			16%	46%	38%	
3. The approaches used during the event e.g., one on one and group learning sessions, half-day technical workshop, etc.	Q3	3%		8%	41%	46%	3%
4. The amount of time provided to clarify your work based project and establish your learning goals	Q4		3%	5%	51%	41%	
5. The opportunity to exchange experiences with other participants	Q5		5%	14%	46%	35%	
6. The opportunity for you to get to know your mentor	Q6			8%	43%	49%	
7. The overall usefulness of the Workshop in orientating you to the IS4D activity	Q7			16%	27%	49%	
8. How well do you now understand what is expected of you with regards to your Work Based Project?	Q8			16%	62%	22%	
9. How well do you now understand the role that your mentor will play in supporting you during the IS4D activity?	Q9			11%	57%	32%	
10. How well did the workshop help you to understand your learning needs?	Q10			16%	59%	24%	
11. How relevant was the technical session on Bankability to you?	Q11			27%	49%	24%	
12. If you attended the Energy Indaba, was that a valuable component of the program?	Q12				50%	50%	
13. How confident are you that the project management module(s) you have enrolled in will help you build your infrastructure skills?	Q13				35%	62%	3%

NB: The rating of "1" on Q3 pertained to a complaint about "insufficient per diem" as the participant would have liked a higher amount to be supplied in cash. Also, with respect to Q 11, it seems that it was the more senior participants who valued the technical session on bankability.

Annex 3 – IS4D Participant WBP Portfolio and Monthly Progress Tracker

Agency	Participant Name	Cluster	Work Based Project Focus for IS4D-- Per Learning Agreement	WBP Milestone or Output Progress March 2015
Malawi Ministry of Transport-- Rail	Geoffrey Francis Magwede	Rail	Feasibility studies for Malawi Railway Rehab & Reconstruction	Progress made in getting Malawi representatives included within regional discussions around Beira-Nacala rail corridor planning
	Cedric Njala		Feasibility studies for Rehab & Reconstruction of Limbe line and Mchini	Elicited stakeholder feedback on Limbe line studies-- poor response rate raised to Permanent Secretary for action
Uganda National Roads Authority	Nakonde Zaituni	Roads	Completion of Reconstruction of Mbarara-Katuna NC Route 124 km	Review and settlement of contractors' claims has reached an advanced stage
	Patrick Muleme		Developer Selection for Kampala-Jinja Expressway PPP Project	Mentee made progress on stakeholder identification-- both internal and external
	Davis Muhwezi		Economic Analysis of the Kibuye Busega Mpigi Expressway Project	Traffic study data collection done. Transport cost studies underway.
Kenya Highway Authority	Samson Mwangi Murage		Eldoret-Webuye-Malaba A-104 NC Road Rehabilitation	Participant making progress on identifying project risks
	Eunice Kageni Kiambi		Dev't of a better risk mgm't plan for oversight KE roads construction	Launched process of creating risk register with risk catalogue and risks define w/consultant buy-in
Kenya Railways Corporation	Benedict Mukuma Kimau	Rail	Rehab and upgrade capacity of Nairobi Commuter Rail	Participant is following the necessary approaches to manage staff and projects
	John Ireri Maina		Improved Passenger Mobility Kenya Commuter Railway Stations	Procurement of contractor and construction materials has advanced with specification of bill of quantities
Uganda Railways Corporation	Peter Katwebaze		Dev't of HR Capacity Building Plan for the Uganda Std. Gauge Rail project	Working w/HR to design skills audit templates. Coordinating w/other agencies so progress re financing and other deliverables does not affect delivery schedule
	Daniel Kabaggoza		Construction of standard gauge Railway network	Participant is working of project leadership.
South Sudan Roads Authority	Emmanuel Roy Longo	Roads	Strategic Plan for South Sudan Multi-Modal Transport Dev't	Participant is actively supporting Minister's bilateral discussions w/Kenya on the EAC corridor
	Koma Denis Donato		Estab. Consultant selection Mgm't Documentation system for SSRA	Prepared TOR, RFP and Tender document for upgrading Kapoeta-Boma-Raad Rd. to bitumen std.
DRC Agency for Large Public Works	Eric Ngilo		Sup'vn of works for Lubumbashi-Dar es Salaam road & bridge segment	Construction contract signed between DRC government and construction company
	Léopold Lukunja	Rail	Pre-Feasibility study for Kamango-Kisangani DRC Standard Gauge Rail	Progress made in preparing pre-feasibility TOR. Work underway to identify financing and investors
Sudan Ministry of Transport Railway Directorate	James Joseph Uyo Khafir		Establish framework for effective mgm't of SS Railway infrastructure	Concluded skills gap analysis and identified 69 positions need to be filled based on replication of former Sudan HR capacity & rail organization
	Adam Talo Fartak		Effective delivery of railway signalling services w/in SS Railway network	Making plans to discuss signalling plans from former Sudan with East African railways personnel
EAC Secretariat-- Infrastructure Division	Joster Imbuchi Onyango		Dev't Tech Specs for Interoperability for East African Railways	Participant is developing country benchmarking as input information to interoperability design
	Gratian Rutaserwa	Roads	Feasibility Study and detailed design for Dar es Salaam Bypass Road	Concept paper and TOR for study is in preparation. Search for financing has been launched
	Hosea Nyangweso		Harmonization of road transport policies, standards & specifications	Stakeholder mapping completed
NCTTA - Secretariat	Cezzy Kanionga Kanionga		Securing finance for 2 pilot Roadside Stations in Northern Corridor	Preparations underway for an investor conference, including TOR for investor scope of engagement
	Racheal Nyamwiza Nganwa		Feasibility study & detailed design for Mbarara-Kisangani Upgrade	Participant has redoubled efforts to find financing for preparation phase work. Is taking an active role in approaching alternative sources in order to overcome this initial critical obstacle

Agency	Participant Name	Cluster	Work Based Project Focus for IS4D-- Per Learning Agreement	WBP Milestone or Output Progress March 2015
Kenya Transmission Company	Ruth Kabiri Mburu	Power Transmission	Project mgm't of Nairobi Transmission Ring	Work stoppage caused by conflict over land rights. Importance of stakeholder engagement now very apparent and recourse may be made to arbitration. Contractor performance below expectations.
	Brian Muchilwa		Procurement for Kenya-Tanzania Power Interconnection project	The AfDB has approved funds for the Project. Internal project management team being assembled.
	Joash M. Oindo		Acquisition of Wayleave for section of Nairobi Ring TX Line	Made return visits to Project Affected Persons of TX Line. Reviewed the corridor and made slight changes without affecting the overall cost of the project. Compromised so as not to affect dev't/building plans of 4 land owners; they withdrew court case against the Utility and agreed in principle to sign agreement. Another 2 families have agreed to accept compensation offers previously rejected. Review of way leave acquisition protocol/policies now underway in KETRACO.
Kenya Power Company	Amos Ronda Nabaala		Develop a model for use in determining Wheeling Charges	No meeting with mentor. Participant working on literature review pertaining to wheeling tariffs
	Erastus M.E. Kiruja		Formulate Wheeling & Tariff terms for Ethiopia-TZ wheeling Agreement	EAPP Independent Regulatory Board (IRB) approved principles & process of wheeling formulation
Tanzania Ministry of Mines & Energy	Yusuf Msembele		Monitor progress on Makamako-Songea 220 KV TX Line	Project progress is on schedule with stakeholders buying in and agreeing to terms
Tanzania Electricity Supply Corporation	David Donald Mrema		Overseeing tendering processes w/in the TZ-KE T-line projects	24 Expressions of Interest received. Ready to move to evaluation and short-listing in March.
	Khalid Reuben James		Implementation of upstream (pre-construction) works on ZTK TX line	EOIs received, evaluated and sent to Tender Board. Project funding from AfDB and JICA approved.
Zambia Electricity Supply Corporation	Hilner Wire Mulapani		Reschedule works re completion/eval'n deadlines Chipata TX Line	EPC meeting & time rescheduling agreed w/out cost changes. Needed to engage w/EPC & win their cooperation to make such time schedule changes. This is the first time such detail of project rescheduling has happened and openness of deliberations with EPC was important.
	Hope Chanda		Lusaka South Multi-Facility Zone; TX lines and Sub-Station	Draft agreement circulated to stakeholders. Project financing is still outstanding.
	Julius Zulu		Oversight of Zambia-Malawi Chipata Transmission Project	Way-leave line survey completed. Compensation for way-leave rights and crop compensation being evaluated
	Cecilia Kasonde		Define Scope & Procurement for Sub-Stations of Lusaka T & D Project	Stakeholder ID completed. Scope document prepared/submitted to mgm't for consent
Office PPPI, PMU for ZTK PIDA Project	Clement Chiwele		Dev't of trading mechanisms for ZTK Project	Work plan developed and submitted to management for approval
Malawi Electricity Supply Corporation	Michael Gondwe		Cross border coord'n to deliver Feasibility study for Malawi-Zambia TX	ESCOM Mgm't sensitized/accepts the need to engage ZESCO to establish joint Technical Work Group
	Julia Nchilamwela		Feasibility studies for Malawi - Zambia Interconnection T-Lines	No meeting with mentor due to communications challenges
EAC Secretariat--Infrastructure	Peter Njoroge Kinuthia--Power		Feasibility Study for Kigali-Bujumbura Pipeline	Participant reporting satisfactory progress in setting up steering committee and counterpart staff