

Evaluation:

Strengthening Indigenous Academic and Digital Publishing in Tanzania

Final Report, February 2016

The logo for TZAP (Tanzania Zanzibar Academic Publishers) features the letters 'TZAP' in a bold, black, sans-serif font. The letters are centered between two horizontal bars: a green bar above and a blue bar below. The 'T' and 'Z' are connected, as are the 'A' and 'P'.

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I. Summary

The two-year project 'Strengthening Indigenous Academic and Digital Publishing in Tanzania' (abbreviated to TZAP in this document) aimed to contribute to a knowledge-based society in Tanzania from 2014 to 2015. Responding to a growing demand in Tanzania to 'go digital', TZAP conducted training and workshops for commercial and university publishers in topics such as Digital Publishing and Marketing and Communication. In addition, a Consortium of Academic Publishers was created.

The TZAP project was conceived by the former Voluntary Service Overseas (VSO) volunteer Liesbeth Kanis, who wrote a project proposal on the basis of her experience working in academic and digital publishing in Tanzania, and consultations with Tanzanian organizations such as the Tanzania Commission for Science and Technology (COSTECH) and publishing consortia in Tanzania, i.e. Publishing Association of Tanzania (PATA) and Book Development Council of Tanzania (BAMVITA). INASP agreed to provide funding, and the project partnership between INASP, VSO, PATA, BAMVITA, Dar Teknohama Business Incubator (DTBI) and COSTECH was established. The project launched at the beginning of 2014. A VSO professional volunteer, Maaïke Duine, was recruited and hosted by COSTECH to lead the work in Tanzania. Elsevier Foundation (EF) joined the TZAP project after it started and provided eight technical experts for in-country training.

TZAP finished at the end of 2015 and the different TZAP partners agreed on a participatory evaluation. The evaluation observed the following achievements and challenges.

Achievements and successes

Through the continuous efforts of the VSO volunteer on the ground, TZAP:

- Conducted a thorough assessment of the needs of academic and private-sector publishers.
- Delivered 10 multi-day workshops around digital publishing, as well as marketing and communication reaching over 181 participants (24% female).
- Organized 12 shorter presentation sessions around plagiarism, research writing and open access, reaching over 350 participants (32% female).
- Convened and founded the national Consortium of Academic Publishers.

These activities contributed to sensitizing a wide audience on important topics around open access, digital publishing and marketing, digital repositories and print on demand. The evaluation team interviewed 45 beneficiaries as well as direct project stakeholders observing that:

- Many interviewees emphasized the eye-opening experience gained through attending the workshops. They learned about previously unknown subjects and gained new knowledge.
- Many of the participating institutions, journal editors and commercial publishers made initial changes and plans with regards to Digital Publishing, Marketing and Communication and Digital Rights Management.

Running the project in partnership with several national and international organizations and drawing on the expertise of volunteers added much value to TZAP. Firstly, the VSO volunteer on the ground was able to manage the project and deliver key outputs without much external support. Secondly, the subject specific expertise of the Elsevier Foundation volunteers who functioned as trainers for the different workshops was appreciated by participants. Thirdly, there was big potential to draw on the experience and knowledge of the different partner organizations.

Challenges

While the project was successful in conducting training and raising awareness about digital publishing issues, several factors were observed that resulted in the project not reaching its full potential.

The Evaluation Team observed that not all project stakeholders were continuously engaged throughout the two years. The reason for this could be that the TZAP partnership model lacked clear defined leadership, responsibilities, internal communication and decision-making processes. As a result of this, particular challenges around the sustainability of training activities and of the new publishers' consortium were observed. Greater impact would have been achieved if additional support to the participants had been provided after the training. There were further challenges regarding training content generation and adaptation.

Recommendations

In order to achieve greater impact, similar projects should take into account the following main recommendations in future:

Planning

The objectives for TZAP were aimed too high. In order to show the effectiveness of similar projects better in the future:

- Specific, measurable, achievable, realistic and timely objectives need to be clear and consistent for all project stakeholders. They need to match the overall scope of the programme.
- Objectives need adequate indicators that can be continuously monitored in order to assess effectiveness of the project.
- The project needs to be supported with practical Monitoring and Evaluation from the beginning of the project.
- Gender aspects should be included from the beginning, especially in projects related to publishing and academia; a gender lens should be applied to programming.

Training

In order to ensure continuous participation and better fit of participants' backgrounds with training content:

- Select training participants through a more competitive selection process
- Make training participants pay a small training fee
- Ensure high-quality and practical trainings throughout the project
- Consider training of trainers as an approach to support sustainability of training capacity

In order to support changes on the organizational levels:

- Include the development of action plans in the trainings and follow-up with the participants on the different action plans

Consortium

Founding a consortium is only part of the process. It is also important to think thoroughly think about the need and added benefit of the consortium from the beginning. This means:

- Developing a more long-term and realistic strategy on income generation from the beginning.
- Identifying a 'champion' institution that will host the secretariat of the consortium from the beginning or work with revolving secretariats instead.
- Ensuring the handover of responsibility for the consortium from the beginning.

Partnership model

The different strengths of each partner can be played out best in when:

- There is a leading organization responsible for the success of the project.
- National partners are selected or incentivized better so that they engage in the project continuously and contribute to its sustainability.
- There are clear responsibilities for each partner organization.
- There is sufficient knowledge sharing among the partners.
- There are project reviews, when new partners join which is likely to have effects on scope, approach, management and objectives.

Volunteer models

The long-term volunteer model can be improved by:

- Adequate support in strategic questions of the project such as through regular catch ups with the different / leading partner organization.
- Ensuring the host organization has the capacity to manage the volunteer. In case of changes in staff or willingness to do so, a backup plan needs to be in place.

The short-term volunteer model can be improved by:

- More cost-effective recruitment and training of volunteers.
- Adequate knowledge management and sharing between different cohorts of volunteers.
- Adequate support for volunteers in terms of training preparation and pedagogy.

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III. Introduction and background

The project ‘Strengthening Indigenous Academic and Digital Publishing in Tanzania’ (abbreviated to TZAP in the following) was implemented from January 2014 to December 2015 with the aim to promote and strengthen indigenous academic publishing in Tanzania. Special focus was put on enhanced digital publishing. The higher goal was that TZAP should contribute to the strengthening of a knowledge-based society in Tanzania in order to enhance development. The project implementation was mainly done through training and workshops for commercial and university publishers and with the creation of a Consortium of Academic (university and commercial) Publishers. The latter was intended to strengthen the network among publishers too.

The TZAP project was conceived by the former VSO volunteer Liesbeth Kanis, who wrote a project proposal on the basis of her experience working with the publishing sector in Tanzania in the research project ‘Exploring Opportunities for Academic and Digital Publishing in Tanzania’, and consultations with Tanzanian organizations such as PATA, BAMVITA and COSTECH.² Liesbeth approached INASP looking for funding to support the project proposal and training workshops. As part of the project development, the project collaboration between INASP, VSO, PATA, BAMVITA, DTBI³ and COSTECH was established and captured in a Memorandum of Understanding (MoU). In addition, a new VSO volunteer was recruited to lead the work in Tanzania. At this stage, the project was envisaged at a relatively small scale with an original budget of \$100,000 over two years and a series of training workshops anticipated to be run mainly by external trainers. It was intended that commercial publishers would be approached for this. From INASP’s point of view, this was an opportunity to see what could be achieved by providing a relatively small amount of hand-off funding to a country project based on local needs and knowledge.

Following an assessment of training needs by the VSO volunteer, Elsevier Foundation joined the project some months later, offering training support through technical expert volunteers from Elsevier. With the inclusion of Elsevier Foundation the project’s overall scope and approach expanded.

With TZAP finishing at the end of 2015, a participatory evaluation was agreed by the different TZAP partners. This required the evaluation objectives, methodology, data collection and analysis to be planned and conducted in a participatory manner. As a consequence, a core evaluation team and wider evaluation consultation group were created and the following questions were posed:

- How effective was TZAP according to the projects’ objectives?
- How well did TZAP respond to needs in country? Have contextual factors been sufficiently considered?
- How well have southern actors been sufficiently involved in the project planning, design and implementation?
- What capacity needs in the publishing sector can be identified beyond TZAP?
- What is the added value of a new consortium in relation to the already-existing associations? What are the incentives of the consortium to work together?
- How did the volunteer model, both Elsevier’s ‘Publishing without Border’ volunteers and VSO’s model of having in-country volunteers, work for the goals of TZAP?
- What were the strengths and weaknesses of the partnership model used for TZAP, considering finance, know-how, and ownership, internal and external communication?
- Are the benefits of TZAP continuing after the initiative ends, i.e. functioning consortium and embedded training and knowledge?

² Commission for Science and Technology (COSTECH), Publishing Association of Tanzania (PATA), Book Development Council of Tanzania (BAMVITA)

³ Dar Teknohama Business Incubator (DTBI)

- What role do gender aspects play in the publishing sector in Tanzania and in how far did TZAP address these?⁴

Please find a section on the evaluation's methodology in the annex of this report. Also in the annex is further supporting evidence and eight short institutional case studies that will enable reflection on the context of the different universities and publishers in Tanzania.

In the following sections the evaluation results, conclusions and recommendations are presented.

⁴ Please note that there was not enough time for the Evaluation Team to adequately answer this question, which is hence not addressed in depth in this report. Gender was not addressed further in TZAP.

IV. Results of the evaluation

The results of this evaluation will be described in the following two main parts. The first part describes the activities and key deliverables of TZAP as outlined in the existing project documentation. This section draws on the results from the interviews conducted with workshop participants. Part two focuses on answering each pre-defined evaluation question separately. Wherever overlaps appear among these sections, other parts and sections may be referred to. Some evaluation questions are already answered in the first part.⁵

Key activities and deliverables

The ultimate goal of TZAP is to cultivate a knowledge-based society in Tanzania that can help to reduce poverty (Impact). The way to achieve this is by the strengthening and promotion of the publishing sector with specific focus on digital publishing and alternative business models⁶; increased (quality of) research outputs; and a strengthened voice of umbrella organizations for research and publishing in Tanzania (please see Table 5 in the annex for systematized theory of change).

The objectives stated above should be understood as general direction and guidance since they are very high aimed and perhaps out of reach for a relatively small project in terms of budget and timeframe. The original size of TZAP was roughly \$100K with one project staff member for a two-year period. Some aspects of the existing monitoring and evaluation framework that concentrated on higher-level outcomes were hence not adequate. This is because certain changes need time and cannot be observed within the lifetime of the project.⁷ For instance, one objective of TZAP was to measure if the different Tanzanian journals would become listed in African Journals Online (AJOL) as a result of the training. But before a journal can be listed in AJOL, many different structures and processes such as a mixed board of editors must be in place. These structural changes often take more time than the duration of TZAP and the evaluation at the project's end. However, the monitoring of the project's activities through quarterly reports, training participation data, feedback from participants and the minutes from the mid-term review were very valuable for this evaluation.

The key activities and deliverables of TZAP were:

- a) **Training and Workshops** for commercial and university publishers (Journals Publishing, Books Publishing, Digital Publishing I (Production), Digital Publishing II (Online Business Models), Marketing and Communication, Digital Rights Management).
- b) **Creation of a Consortium** of Academic (university and commercial) Publishers (CAPT) under the umbrella of the Publishing Association of Tanzania (PATA) with a Consortium website and an online platform.
- c) **Linking and strengthening umbrella organizations** such as COSTECH, PATA, BAMVITA, and research-related institutions (Networking).
- d) **Lobbying and advocacy** for alternative publishing business models (such as open access, print on demand, institutional repositories), networks and collaborations through presentations, formal and informal meetings, market research.

In addition to the workshops mentioned under a), 12 presentation sessions for a wider audience were conducted. These sessions covered topics such as trends in scientific publishing, open access, ethics

⁵ These are: How effective was TZAP according to the project's objectives? What is the added value of a new consortium in relation to the already existing associations? What are the incentives of the consortium to work together? Are the benefits continuing after the initiative ends, i.e. functioning consortium and embedded trainings and knowledge?

⁶ Alternative business models and digital publishing are exemplified through open access, print on demand, digital products (eBooks), institutional repositories and publishing standards among others (see indicators).

⁷ Please see Evaluation Planning Document as well as TZAP mid-term Review minutes

and copyright. In the following sections, results of this evaluation regarding each key deliverable will be explained in more detail.

a) Workshops

This section concentrates on learning outcomes and personal as well as organizational changes that occurred due to participating in TZAP workshops. It is mainly based on interviews conducted with workshop participants if not otherwise indicated. Prior to this, there is an overview of the workshops and a reflection about participant selection for the workshops. The final sub-sections concentrate on challenges, recommendations from participants and sustainability.

Workshop overview

In total, 10 workshops were conducted with a total of 181 participants (24% = female, see Table 1) representing over 30 Tanzanian institutions or organizations. This means that each institution often sent more than one representative to the workshops. It is also likely that some participants attended more than just one workshop. They therefore may be counted more than once in the total number of participants as that figure records the cumulative total participants from all the workshops.

Table 1: Overview of TZAP workshops and participants

Workshop (number)	Participants (female)
Digital Publishing (2)	51 (11)
Journals Publishing (2)	26 (2)
Books Publishing (2)	23 (8)
Digital Rights Management (1)	35 (13)
Marketing & Communication (3)	46 (13)
Presentation Sessions (12)	349 (113)
Total	>530 (160)

Based on the findings of an initial needs assessment, the following topics were covered in the workshops: Editorial and Online Peer-Review, Digital Publishing, Marketing and Communication, Copyrights and Permissions, Publishing Books and Digital Rights Management.

The participants were affiliated to one of the 15 different universities and research institutes, eight different commercial publishers or three (semi-) governmental organizations (please see Table 7 in annex). About 25 workshop participants were affiliated with one or more of 18 journals (please Table 6 in the annex). Almost all of these journals are published by a university and some were inactive at the time TZAP started and remained so at the time that the evaluation took place.

In the course of TZAP, the need was identified by the VSO volunteer to reach out to a wider audience in parallel with these multi-day workshops. Hence, 12 short presentation session with 349 participants (32% = female, see Table 4) were held covering academic writing skills, open access publishing, ethics and plagiarism. Because these sessions were rather short (two to three hours), the main focus for this evaluation will be on the multi-day workshops.

Participant selection

Some of the interviewees enjoyed the heterogeneity of the groups in the workshops because they got to know, for instance, the perspective of commercial publishers when they themselves had an academic publishing background. Through this, direct, personal relationships have been made possible. One participant spoke about now being able to contact a book publisher in a short time and getting his manuscript published more easily. The heterogeneity of participants from one institution is sometimes also necessary because, for some organizational changes, a variety of different staff is needed. For instance, digitizing a journal would need input from the editor and an IT person. Hence, both should attend the workshop on Digital Publishing.

On the other hand, however, it was suggested by one EF volunteer trainer interviewed that some of the workshops were targeted to specific topics which should be reflected in a more homogenous and perhaps specialized participant group. The example that was provided in the interviews was the book publishing workshop, which was intended for commercial and academic books publishers as well as university presses but which attracted academics who had no direct stake in book publishing.⁸ This reflects the more general challenge faced by the project in selecting the right participants for TZAP workshops.

There were practical problems in getting the right participants into the different TZAP workshops.⁹ The approach taken was that institutions were contacted by the VSO volunteer in the first place, if contacts had not already been established, for instance through COSTECH. There were challenges to get the right contact person; for example some would not respond to emails or phone calls. Sometimes there were no contact details available on the institute's website. Hence, it may be that a Librarian was contacted instead of the Head of Research and Publication.

After being contacted and perhaps involved in the needs assessment for TZAP, each institution was invited to participate in the workshops by nominating some of their staff to attend. The workshop objectives were clearly communicated to institutional contact points. It was assumed by the VSO volunteer that each particular institution contact point would then be able to identify an appropriate staff member to attend the training. However, this may have been challenging to some individuals as it would require a thorough understanding of the topics and knowledge about the individual skills of staff members. Instead, workshop participants may have been self-selected or nominated to attend even though they were not the most appropriate candidates. In some cases, correctly targeted individuals sent a representative rather than attending the workshop themselves, but when a representative is not reporting back, then changes are less likely to happen. Another problem encountered was of prospective participants signing up to the workshop but then not showing up.

Due to these challenges, the evaluation team estimated that over a third of the workshop participants were not directly targeted and hence also had difficulties in implementing what was learned. This estimation derives from ratings by the evaluation team about each interviewee and his or her fit with the workshop(s) they attended. The ratings show that 12 out of 38 interviewees were not considered appropriate candidates for the workshop(s) they attended. This was despite the fact that selection of interviewees was already done on the basis of who was more engaged and participated in several rather than just one workshop.

The varying backgrounds and knowledge of participants directly impacted the effectiveness of the workshops as was also noted by the trainers of Elsevier Foundation: *"The different levels of expertise hampered good learning experiences for everyone present"*.¹⁰

In the future, more effective strategies may be followed in order to get a better selection of participants. This would also allow smaller groups. The following is recommended:

- Clearly specify the background/role of the targeted workshop participant better, e.g. IT analyst, librarian, journal editor, and invite the higher management of the institution to select them accordingly.
- Approach the right individuals directly and ensure there is senior management buy-in for them to attend the workshops.
- Have a more competitive participant selection process by asking applicants to apply for each workshop. This process would ensure that the training had more committed participants who also had support from their line management.
- Have small fees to sign up for the workshop to reduce the number of drop-outs. This fee could either be paid back once the workshop has been attended successfully, or instead, a scholarship system would ensure that everyone motivated could attend the workshop.

⁸ See also EF Internal Evaluation 2015 and EF Interviews

⁹ Information from VSO volunteer

¹⁰ Interview EF and EF Internal Evaluation 2015

- Set upper limits for group sizes. Smaller groups are more effective if the right participants have been targeted. They are further easier to deal with for the facilitators.

Personal gains, organizational changes and new networks

In the following, information from the participants' feedback forms is summarized, followed by the results from the 39 interviews. The data is organized to reflect the personal benefits, organizational changes and networking opportunities that the participants reported during the interviews.

Participants' feedback

The participants' responses to feedback questionnaires depict a generally positive picture of the workshops. Concerning ratings on different scales regarding workshop logistics and facilitation, responses were very positive. However, qualitative responses called for better internet connections and facilities.

A large majority of the participants agreed or completely agreed to statements of the feedback questionnaire such as "The workshop was well organized"; "I had enough time to understand the new information"; "The workshop was tailored to learners' needs"; "The facilitators gave constructive feedback to participants"; or "The facilitators ensured that everybody was able to understand the most important contents". This could be found across all workshops considered.

Overall, the qualitative feedback provided emphasized the many aspects that were useful for the participants. Marketing plans and tactics, e-book and digital publishing, as well as learning about AJOL, were mentioned repeatedly.

As for the areas to improve, participants noted that they required more time for understanding the different concepts, more practical exercises and better workshop venues.¹¹

Personal, organizational and network changes

The workshop triggered a variety of changes on the personal, network and organizational level.

1. Personal benefits

Most of the interviewees were able to articulate the personal benefits of taking part in the workshops. They reported being able to work more efficiently (e.g. when searching for literature), to collect more statistics that inform their decisions, to get to know about marketing aspects of publishing, copyright law and more. Sometimes they referred to the knowledge gained through the presentation sessions rather than from the workshops.

"The most important thing was the awareness I gained about publishing and what other organizations are doing, for example what COSOTA (The Copyright Society of Tanzania) is doing."

Interviewee from University of Dodoma

Further, some of the workshops helped academics to better understand how to publish their work and to cascade knowledge to others. Some interviewees were able to critically reflect on the initiation of new journals because of the workshops:

"The most important thing I learned during the workshop was that starting a journal is a critical phase. Doing an initial market analysis before starting a journal is important."

Interviewee from NM-AIST

"There is an inflation of institutional journals. For many researchers it would be better to start as a reviewer at a functioning journal and then perhaps get asked to be on an editorial board rather than creating a journal at their institution. This even poses a threat to the institution if the journal is run badly or inactive."

Interviewee from St. John University

¹¹ Summary TZAP Participants' Feedback + Quarterly Reports

2. Organizational changes

The participants reported that these personal gains often enabled or contributed to (prospective) organizational changes.

“The workshops were an eye opener [...]. We are now in the process to put DOIs [Digital Object Identifiers] to the articles and in the last steps to joining on AJOL, once the necessary changes to the editorial board and the scope of the journal are made”

Interviewee from Mount Meru University

Some of the changes that the participants reported as being made in their organizations included the initiation of digitizing journals, making PDFs available online, or improving the quality of their journals with the introduction of DOIs and improved editorial boards. Respondents from commercial publishers also reported that their organizations had introduced costing exercises as a result of the training.

“The workshops opened our eyes for the potential of the digital world, for publishing and for knowledge management. It motivated us to brief our bosses about this. They gave their consent to take the first steps towards digitization.”

Interviewee from Institute of Rural Development and Planning

3. Network changes

Some gains at the network level were the creation of contacts with useful people and organizations in Tanzania and also abroad, such as AJOL or Elsevier volunteers.

“I have made a friend from another company with whom we share software and ideas.”

Interviewee from commercial publisher

“We have shared our expertise with one of the other publishers after establishing contact through the workshops.”

Interviewee from commercial publisher

An overview of personal gains, organizational changes and new networks is included in Table 2.

These results should be understood as a wide picture of mostly positive changes and not as a representative or exhaustive list. The changes were self-reported by the interviewees, i.e. former training participants, and were often not triangulated with other interviewees or methods. In other words, information was not always verifiable. Table 2, as well as most of the quotes, just show the positive side of things. It has to be kept in mind that some interviewees were not able to articulate positive changes and that there was often a general vagueness when reporting them. The data is further subject to social desirability biases, which means that interviewees try to be “good” interviewees by reporting positive things rather than negative ones and by reporting things that sheds a good light on them, their institution or organization. Further, it needs to be pointed out that many organizational changes may still be in the planning stage and that their success is not at all certain. However, it is encouraging to see that these initial steps have been taken (see following section on challenges).

See the different institutional case studies for a more holistic picture (see annex).

Table 2: Positive organizational changes, personal gains and new networks, as reported by the 40 interviewed workshop participants disaggregated by commercial and academic publishers (repeated changes are indicated with counts in parentheses)

	Academic publishers (32 interviewees)	Commercial publishers (7 interviewees)
Personal level	<ul style="list-style-type: none"> • New ideas for engaging and motivating other editors and peer-reviewers. • Knowledge gained about: <ul style="list-style-type: none"> ○ How to manage online journals, use cross referencing and DOI registration. ○ How to prepare to raise funds to run an online journal. ○ Ways of getting statistics about users and or publishers (2). ○ Illegal downloading and dissemination of e-resources such as articles and books, but also films and games (2). ○ Identifying quality journals (2). ○ Journal metadata (3). ○ Marketing of books/journals (3). ○ Copyright issues and understanding the ISSN and ISBN (2). • “The most important thing I learned during the workshop was that starting a journal is a critical phase. Doing an initial market analysis before starting a journal is important.” • “The most important thing was the awareness I gained about publishing and what other organizations are doing, for example what COSOTA [The Copyright Society of Tanzania] is doing.” • Submission of two papers for publication. Transformed his Master’s studies dissertation into an e-book and submitted to Amazon for review and publication. • Introduced TZAP to Director of Research and Publication so that three colleagues were able to attend the TZAP workshops. (2) • Prepared a proposal on training, which is to be submitted the Ministry of Health for funding. 	<ul style="list-style-type: none"> • “Getting to know about digital publishing, which was an eye opening experience.” • New marketing and communication strategies. • Learning about: <ul style="list-style-type: none"> • How to publish digitally. • Website design and social media. • Develop digital library in the website for uploading digital and video clips for success stories. • How to digitize books or any publication materials.

Organizational level

- Publish the journal's PDF articles online with a link to the institutional website.
- Insights into good editing, peer-reviewing and plagiarism with direct impact on their peer-reviewing and editing behaviour in their local journals.
- Due to the planned digitization of the journal, costs for printing can be saved in future. Challenges remain to publish two issues per year, due to the lack of engaged reviewing.
- Digitization workshop triggered the initiation of an institutional digital repository, which will allow access to papers, theses and books for students and staff.
- New knowledge about copyrights and open-source materials such as DOAJ will be cascaded through the orientation library sessions to new students.
- Workshops contributed to the implementation of the Open Journal System (OJS) for two of their journals
- The librarian plans to implement a library repository software (KoLibRI) software in the near future, once important institutional decisions have been made. There are recommendations to digitize the library.
- University management agreed to mobilize funds to start online journal and has promised IT support for the preparations and trouble- shooting, along with a computer.
- "Our university was in the state of darkness when dealing with journal publishing; there were problems with formatting, for example with ISSN. Now we have improved the journal to a level of international standards."
- "The workshops were an eye opener [...]. We are now in the process to put DOIs to the articles. We are now in the last steps to joining on AJOL and the necessary changes to the editorial board and the scope of the journal."
- "Before, we failed to publish on time, there were financial problems. With online publishing those financial problems are gone. The idea of
- Some of the tools from the book publishing workshop (planning tool, price calculation tool) have been adopted (2).
- Adoption of technique to store electronic data (Unique identifiers, metadata) (2).
- Improvements to some of the old practices after gaining knowledge from copyright law and intellectual property workshop.
- Engaged with external supplier to digitize some of their products.
- Use of social media to advertise some products.
- Improve organization's website by its design, contents and uploading success stories.
- Digitization of some of the organization's articles and documents.
- Workshop knowledge was shared with other local publishers and book printing presses.

online publishing came through the TZAP seminars.”

- The university is planning to organize similar seminars at our university to transfer the knowledge.
- “The workshops opened our eyes for the potential of the digital world, for publishing and for knowledge management. It motivated us to brief our bosses about this. They gave their consent to take the first steps towards digitization” (2)

Network level

- “[...] contacts with people from several other institutes in Tanzania [...]. Yes, in this way TZAP has been a networking programme. I have not yet used the network yet but I will certainly consult them if needed”
- Through the TZAP programme the personal network of the interviewee has grown; this has been a benefit for the university’s journal as they got the AJOL contacts and they ask workshop participants from other institutes for submissions.
- Through the network obtained during the workshops the Journal is in the process to be printed by one of the local publishers, such as Mkuki na Nyota, Oxford University Press Tanzania, etc.
- A positive result of the workshops was the creation of new networks such as with COSOTA and national publishers. It reinforced communications between publishers and other academics.
- “Through the seminars I have managed to meet with so many colleagues and publishing companies such as Oxford University Press, Mkuki na Nyota as well as organizations dealing with issues related to copyright such as COSOTA. These all were not known to most of us”.
- Confidence to approach colleagues from other organizations whom they met from the workshop for help or support, something which was not easy before.
- There are also new contacts which have been added to company’s database as a result of the workshops.
- “One of contacts developed has turned out to be the author for the company.”
- “We have shared our expertise with one of the other publishers after establishing contact through the workshops.”
- “I have made a friend from another company with whom we share software and ideas.”
- Widened networks in the same area of work and experience especially in information publication: “...through the workshop facilitators I have the contacts and invited the company from South Africa to conduct more training on digital publication in Tanzania...”

Table 3: Overview of challenges faced by academic and commercial publishers to implement change, disaggregated by personal, organizational and macro level

	Academic publishers	Commercial publishers
Personal level	<ul style="list-style-type: none"> • Staff members in universities are usually too busy to implement new ideas. They have teaching and administration obligations giving them limited time to improve processes of a journal or digitize it. • The knowledge about implementing new ideas may be limited, too. 	<ul style="list-style-type: none"> • The habit of sticking to traditional ways of working rather than trying out novel ways and fostering change.
Organizational level	<ul style="list-style-type: none"> • Journal editors face poor-quality submissions, especially in terms of English language. The content is usually substantial enough. • Peer reviewers want to be paid for their work although this is usually a voluntary honouree position. When peer-review is not paid for, they often lack professionalism and commitment to the task. Thus, some institutions give a token fee to local reviewers but not for international ones. • For organizational change or the creation of new policies and structures, there is often limited buy-in and support from senior management or other colleagues. This may be because they are not informed about results of the workshop or other reasons. • There is a general low level of ICT skills in Tanzania, which is reflected in skills of workshop participants, too. Due to this, basic preconditions for the workshops' objectives may not be met to the same degree by all participants. • Financial problems to support journals in a professional manner (allocated resources and staff time). 	<ul style="list-style-type: none"> • For smaller commercial publishers it can be a huge challenge to acquire the technology needed for publishing in general and digital publishing in particular: Advanced scanning machines and software, good-quality printing machines etc. • There is often a lack of expertise to implement novel ideas. • Lack of funds that needed to implement the availed knowledge and techniques.
Macro - context	<ul style="list-style-type: none"> • Internet connectivity and electricity is unstable in Tanzania. This directly impacts many of the areas of digital publishing and the processes related to it for both academic and commercial publishing. • The educational environment does not always provide individuals with the necessary ICT and research writing skills. 	

Challenges to implementation and change

The beneficiaries interviewed faced a number of challenges in applying what was learnt during the training in their institutions or journals. These challenges can be categorized into three different levels:

The macro-context refers to the cultural, political and economic background in Tanzania. Most of the interviewees mentioned problems with internet connectivity and electricity here. Another key challenge noted was that people were not very familiar with online and digital forms of communication in Tanzania.

“A challenge is that many students, i.e. users are not digital yet. They don’t like reading online preferring hard copies. Further, many have no access to internet at their homes”

Interviewee from Institute of Rural Development and Planning

“[...] People are used very much to old ways of communication, through brochures, leaflets and all those, but in actual sense people real don’t read those materials [...] the knowledge in papers is really wasted [...]”

Interviewee from Commercial Publisher

The organizational level refers to the organizational settings and cultures. Interviewees reported similar challenges such as the problem of quality submissions for the journals, limited buy-in from senior management for organizational changes or the lack of financial resources. Lack of IT expertise to maintain IT networks and databases were also mentioned.

“The lack of IT expertise to maintain the quality of databases, insufficient IT and internet infrastructure on the campus as well as limited funds are challenges faced in this University.”

Interviewee from University of Dodoma

The personal-level challenges refer to barriers for individuals. Lack of time and expertise was most often cited. See an overview of the different challenges above in Table 3.

Recommendations from participants

Interviewees were asked about how the workshops could be improved. The following recommendations were made¹²:

- More practical exercises for deeper understanding of issues (this was also raised in written participant feedback of different workshops).
- Longer trainings and more intensive courses (often raised in the participant feedback, too).
- Learning environment should be consistent with topics, i.e. the venue should have internet connection (this was also raised in written participant feedback of different workshops).
- Allowances for participants.
- Support organizational changes and after workshop actions through follow-ups (often raised in the participant feedback, too).
- Share information about the workshop beforehand.
- Target the same participants for multiple to ensure continuity.
- The first workshop was very much encouraging people to set up their own journals on OJS. Direct and explicit warnings about the hard work it takes should be voiced as well.
- Workshop experts could prepare better by reviewing participant journals and then provide individual feedback.

This feedback provided by the different interviewees provides some useful insights in their thinking and for practical improvements of future workshops, as follows:

Action plans and follow-up

“I think there needs to be a follow up on certain actions that were planned and agreed in the workshop, especially in an environment that is not conducive to change.”

¹² Summary TZAP Participants’ Feedback + Quarterly Reports + Interviews

Interviewee from St. John University

The quote above stands exemplary for many other similar statements. Relevant literature notes that the main changes happen outside of workshops and training and have to be supported by training action plans and follow-up.¹³ The development of action plans and follow-up should be an integral part of the training. Perhaps these could have contributed to more practical training too, as action plans help to link abstract ideas and novel approaches with the participants' realities. Action plans need to be accompanied by institutional buy in.

Allowances

"Sometime majority of lecturers does not want to attend the workshop because there is no allowance but once allowance introduced, many people will join you"

Interviewee from Open University Tanzania

The quote above states a fundamental problem, that there are participants who expect to get reimbursed for attending workshops. Interestingly, this issue has also been raised by interviewees from commercial publishers where we could see organizational changes. This has been despite the fact, that transport cost and accommodation was provided for two to three participants per institution in case they had to travel to another city for a workshop. When this issue was discussed among the evaluation team members, there was disbelief and even slight anger.

Allowances foster extrinsic motivation rather than participants' intrinsic will or an organizational need for them to participate. Allowances are not suitable to get the right participants into the workshop. On the contrary, it can be argued that there should be a small fee for workshop participation in future. Only then, would participants think about if they really need this kind of training.

Longer and more practical trainings

It seems that interviewees liked to be trained and would be in favour of longer training sessions. Some also suggested more intensive courses in the future. Some interviewees felt that they did not know enough about digital publishing yet.

It is not clear to the evaluation team why further and more intensive workshops are requested, when interviewees faced challenges on the most basic levels in order to make changes to their journals and apply what was learnt in practice. When this issue was discussed among the evaluation team, it was voiced that these interviewees had not fully understood how digital publishing works and their part in it; that change happens incremental with little steps and that it needs to come from inside rather than through endless workshops.

Sustainability

TZAP was designed as a pilot project, which naturally limits sustainability aspects. Nevertheless, provisions on sustainability were made by including local partner organizations such as PATA, BAMVITA and COSTECH and by creating the Consortium of Academic and Commercial Publishers. Beyond this, there were not enough funds available to support a 'Training of Trainers' component or for providing support to one of the participating organizations to take on a training role in the mid- and long-term. It is possible that the Consortium for Academic Publishers, which was initiated by TZAP, could act as a training institution. However, members of the Evaluation Team expressed doubts as to whether it will survive in the future without external support and commitment to certain responsibilities by its members.¹⁴ To date, the Community of Practice that could function as a sustainable learning and networking platform has not materialized. Because of this and a lack of engagement by some Tanzanian partner organizations, local organizations did not take on the role of a long-term-training provider.¹⁵

¹³ Please see:

- Haddock, P. (2015). Monitoring and Evaluating Training Challenges, opportunities and recommendations
- Kirkpatrick, J., & Kirkpatrick, W. K. (2009). The Kirkpatrick Four Levels: A Fresh Look After 50 Years 1959-2009

¹⁴ Please see below paragraph b)

¹⁵ Please see below paragraph c)

It is recommended to have a 'Training of Trainers' component in similar future projects and to embed trainings within different institutions which could then act as hubs or 'one-stop shops' to go to in the future.

Summary and conclusion workshops

In summary, TZAP organized workshops for over 190 participants in Tanzania with expert trainers from Elsevier Foundation. This was facilitated by the coordination and management of the VSO volunteer on the ground.

The workshops were not gender balanced, which probably reflects the level of female involvement in the Tanzanian publishing sector in general. However, it was also not encouraged by the project plans or implementation.

At least one third of the workshop participants were not the appropriate target group, e.g. because they were not affiliated with any journals at their institutions. An improved and perhaps more competitive selection process could have allowed better targeting of individuals to join the training which would have added to the effectiveness of the workshops too.

Most of the interviewed participants reported a variety of things learned at a personal level, ranging from copyright to metadata. Some reported changes made in their home institutions, for instance the cascading of information to management or the implementation of digital planning tools and practices. Some benefits have also been gained by networking among participating individuals. It is clear that certain institutions were more engaged and advanced in changing practices than others. Some of the reported outcomes and changes are not validated and are often in the planning or early implementation stages. It is expected that due to the many challenges associated with them, these institutions would have benefitted from additional support such as through action plans and follow-ups.

With regard to the original goal 'to strengthen and promote the publishing sector with specific focus on digital publishing and alternative business models in Tanzania', the workshops have been a first step in sensitizing the participants to digital publishing, copyright, online marketing and communication.

"The programme has had a short-term impact, the awareness creation on publishing. The long term impact will be a lot of publications."

Interviewee from NM-AIST

It has been an "eye-opening experience" for many participants, showing the general low familiarity of academics and publishers in Tanzania with the workshop topics. This reflects the many challenges and further steps that need to be taken on the path to digital publishing and increased (quality of) research output in Tanzania: For instance, there were general problems with internet connectivity and low-quality journal submissions in terms of research writing.

Considering these circumstances and the personal backgrounds of participants, some workshop content may have been aimed too high. On the one hand, skills and knowledge of many participants may have not been adequate for the level of training, and on the other hand workshop content was very technical in the beginning. Initial discussions between EF and INASP highlighted the need to start 'with the basics'. After the first workshops, Elsevier Foundation volunteers, too, identified this issue and tried to address this problem in the following workshops (see section EF Volunteer model below).

The foundation for networking has been laid but the networks are not yet active. The Consortium of Academic Publishers (CAPT) was conceived as a body that could support networking among the publishers, but it was often not known to the interviewed workshop participants nor was there clarity about its benefits (see section below).

A consideration of how to ensure the sustainability of the capacity-building efforts beyond the setting up of CAPT would have been beneficial to achieving longer-term project impacts.

b) Consortium

TZAP succeeded in bringing together the nine founding member institutions of the Consortium for Academic Publishers in Tanzania (CAPT).¹⁶ The members agreed on a constitution with a mission and vision, membership regulations and fees, as well as objectives that reflect the goals of TZAP to a large extent (often word for word). It is uncertain in how far a signed constitution (June 2014) is enough to establish CAPT as a legal entity under Tanzanian law.¹⁷

Under the umbrella of the Publishing Association of Tanzania (PATA), CAPT seeks to provide support and share knowledge in order to strengthen academic research and publishing in Tanzania. Emphasis is put on the quality of research output and specifically digital publishing, strengthened relationships among its members as well as strengthened umbrella organizations such as COSTECH or PATA. From the discussion with the Evaluation group, it was not clear what the added benefit was of establishing CAPT under the umbrella of PATA. Representatives from PATA were not available for interview. CAPT could also have been set up independently.¹⁸

With these objectives and its members, CAPT is, to some extent, different from other Tanzanian consortia in this sector: PATA and BAMVITA are apparently more business-oriented organizations. Consortium of Tanzanian University Libraries (COTUL) provides access to e-resources for member libraries.

To date, the website for CAPT is not yet online but apparently under development by DTBi. The same applies to the 'Community of Practice', an online communication tool for the consortium's members that will be provided by INASP.

What is the added value of a new consortium in relation to the already existing associations? What are the incentives of the consortium to work together?

The following information is based on a group discussion with the core evaluation team and a staff member from COSTECH. Important stakeholders invited, such as PATA, BAMVITA or higher COSTECH officials, have been invited but were not present at the discussion.

Generally, the group thought that CAPT is beneficial for a stronger relationship between its member institutions, most of which are universities. They all share the need to publish academically and to represent themselves nationally. A key challenge is to find one institution that takes the responsibility:

- To act as the CAPT secretariat in order to give a physical address, convene meetings etc.
- To host and manage the website which is yet under construction.
- To host and manage the Community of Practice, a low-cost, online communication tool provided by INASP.

The challenges above are recognized by CAPT and have been discussed at its meetings: As CAPT is in its very early stages, COSTECH is thought to be best-placed to host the secretariat during this initial phase. This was also proposed in the consortium's constitution.

It is intended that CAPT will gain complete financial independence when more paying members join. This is, however, relying on the hard work and motivation of a small group or an internal champion, as well as concrete and tangible benefits which will incentivize organizations to join as members.

"I think the Consortium will help increasing the culture of publication but this is not an overnight issue."

Interviewee from NM-AIST

While there seem to be some individuals and institutions who regard CAPT positively and who want to bring the consortium forward, no member institution has taken responsibility to host CAPT's secretariat yet. Further, tangible benefits are not visible. This has been reflected in interviews with workshop participants who often did not know about CAPT altogether or about its benefits. One potential role for CAPT is to host and manage a nationwide academic repository, which would incentivize other institutions to join. This may ultimately result in the desired financial sustainability.

¹⁶ Founding member institutions: COSTECH, BAMVITA, VSO Tanzania, E&D Vision publishing, Read it Publishing, Oxford University Press, The Open University, Ardhi University, University of Iringa and Mount Meru University

¹⁷ Evaluation Team Group Discussion

¹⁸ Constitution of Consortium for Academic Publishers in Tanzania

However, the University of Dar es Salaam has already started to build a national repository that is not known to most other institutes or even at COSTECH.

While TZAP was still ongoing, CAPT meetings were organized by the current VSO volunteer and this built an important momentum. There is an increased risk, however, that this momentum will fade following TZAP's termination at the end of 2015 and if no answers to the above-mentioned challenges are found.

In summary, it can be considered a key outcome that CAPT was established by its founding members and through the networking efforts of the VSO volunteer. The first CAPT meetings were supported successfully. It is this momentum that is likely to wane if sustainable solutions to the following questions are not found: Which organization will take responsibility for CAPT's secretariat and the upcoming website and communication portal? How can other organizations be incentivized to join and pay the membership share? What are the tangible benefits of CAPT? No information is currently available on how CAPT members intend to address these challenges.

c) Link and strengthen umbrella organizations¹⁹

From the beginning, there was a very participatory approach to gather key stakeholders in the Tanzanian publishing sector to sign a Memorandum of Understanding before the start of TZAP. These stakeholders and signatories of the MoU were identified by a former VSO volunteer: Publishing Association of Tanzania (PATA), Book Development Council Tanzania (BAMVITA), Tanzanian Commission for Science and Technology (COSTECH) and Dar Teknohama Business Indicator (DTBi). All of the partners had specified responsibilities and commitments. These comprised, for instance, support to the establishment of a consortium, to help organize trainings and to make available important contacts. Specifically COSTECH was to host the VSO volunteer Maaiké Duine and DTDi was to provide support to realize an online platform for the consortium.²⁰ Direct beneficiaries such as journals, universities and publishing houses were represented through these consortia. However, there were limits as to how much everyone could contribute to the programme during the planning stage.

"Not everyone (universities) can plan and implement, someone has to be the beneficiary."

Member of the Evaluation Team

The MoU created the necessary means and ways to participate and shape TZAP for the aforementioned stakeholders and the universities and publishers they represent. The VSO volunteer, who managed the programme on the ground, was receptive to ideas not only from these umbrella organizations and important stakeholders in the Tanzanian publishing sector, but also directly from beneficiaries of the different universities and commercial publishers.

Despite this promising outset of TZAP, the engagement throughout TZAP of most national stakeholders was low beyond the signing of the initial MoU. Only one individual from BAMVITA was engaged in TZAP throughout and was involved in some of the workshops with presentations and co-facilitation, helping to link the highly technical expertise of Elsevier volunteers with local needs and challenges.

For the rest of the stakeholders, there was a perceived lack of motivation to be more actively involved in TZAP, for instance engaging in the consortium or this evaluation. This is despite the fact that the VSO volunteer continuously tried to engage them, including in a focus group discussion for this evaluation. Reasons for this lack of involvement include, for instance, staff changes at COSTECH or business-related problems for PATA. The change in national policy in the initial stages of the project, which mandated that all textbooks are to be published by the National Institute of Education, affected the morale of commercial publishers. As not all representatives from these organizations were available for interviewing, a final clarification on their reduced engagement is not possible. In future, better selection of or incentives for local partner engagement may help to ensure their continuous engagement and perhaps sustainability of the programme.

In summary, key national stakeholders such as the publishing consortia and COSTECH were involved in TZAP from the outset by signing the MoU and, with this, made concrete commitments. Despite this

¹⁹ Please note that this section covers, too, the evaluation question: 'In how far have southern actors been sufficiently involved in the project planning, design and implementation?'

²⁰ Memorandum of Understanding between VSO, INASP, COSTECH, DTDi, BAMVITA

and the many opportunities to be involved in TZAP, overall engagement of the key national stakeholders was low. This lack of engagement had a direct effect on the main intended outcome of TZAP to 'strengthen the network of academic and commercial publishers'. As a result, no conclusion can be made regarding an improved linkage between these different umbrella organizations and the new Consortium of Academic Publishers.

d) Lobbying and advocacy

It was intended in the project planning that the VSO volunteer would lobby and advocate for alternative publishing business models (such as Open Access, Print on Demand, Institutional Repositories), networks and collaborations through presentations, formal and informal meetings, as well as market research. However, as the VSO volunteer was responsible for a huge amount of managerial tasks, the lobbying and advocacy efforts had to be set to one side until the VSO volunteer was less busy with management tasks and better familiarized with the Tanzanian publishing sector, towards the end of TZAP.

The VSO volunteer held several formal and informal meetings with different stakeholders, organized Consortium meetings and presented TZAP at important events, for example, a presentation about TZAP at a workshop on Open-Access Publishing organized by the Tanzania Academy of Sciences. It is as a result of the participation in these meetings and events that collaborations have been enabled and important efforts on the above-mentioned topics have been made. For instance, Open Access was discussed in the workshops about intellectual property rights. Ideas and tools for institutional repositories were introduced in the digital publishing workshops.

Though collaboration has been enabled through TZAP and sensitization of important topics occurred, it is another question as to how far this collaboration has resulted in any actual partnerships or widespread changes in practice, for instance with regard to alternative publishing models. For this, longer-term support and engagement would be needed. Please read through section about workshops above.

Evaluation questions

a) Needs in Tanzania and contextual factors

Following her recruitment to the project, the new VSO volunteer²¹ interviewed 22 university and seven commercial publishers for a formal training needs assessment. This in-depth needs assessment gave concrete recommendations for general and digital publishing along with topics and content that should be covered in the upcoming workshops. The needs assessment served as a starting point for recruiting the Elsevier Foundation volunteers and the adaptation of the training. The needs assessment also acknowledged the varying capacity with regard to general and digital publishing among the different publishers and universities.²² TZAP tried to respond to these particular realities by adjusting workshop content as well as materials. In the training, participants had space to discuss these particularities, which they found to be stimulating and interesting.

In addition to the thorough needs assessment, volunteer trainers from Elsevier Foundation (EF) sent out pre-training questionnaires to prospective participants for some of the workshops in order to inform the content of their training better. This was a lesson learnt from the first two EF volunteers.²³ Unfortunately, there was no action plans or follow-up for the training.

The EF volunteers had to first familiarize themselves with the realities on the ground in Tanzania in general and the publishing sector in particular. This was achieved through meetings with a representative from BAMVITA, Skype calls with the former VSO volunteer and short training sessions by VSO Netherlands. However, due to the short-term nature of their missions, the knowledge gained was not always possible to hand over to the next volunteer cohort or put into direct effect.

The majority of institutions in Tanzania suffer from context-specific problems such as internet connectivity and electricity supply. Tanzania is several years behind the latest developments around IT, broadband and connectivity, and some institutions are at a better stage of readiness than others.

²¹ It is noteworthy that the volunteer was hired with a strong background in academic publishing.

²² TZAP Needs Assessment 2014

²³ Please note that EF volunteers are henceforth the trainers for the different TZAP workshops

In this light, it seems strange on first sight that TZAP specifically focused on digital publishing and digital marketing. But, there is a unstoppable trend in Tanzania to “go digital”, evidenced for example by COSTECH announcing fibre glass broadband to all universities or the Nelson Mandela Institute that builds a data centre at its campus. Furthermore, mobile coverage is very good and many Tanzanians use social media actively. In that way, TZAP fed a general trend at its early stages in Tanzania. These trends were seen as an opportunity and welcomed by the participating local stakeholders.²⁴

In summary, TZAP planning underwent a thorough process in Tanzania and was based on the knowledge of the many stakeholders in the Tanzanian publishing sector. TZAP and particular the training activities were further informed by an early-stage needs assessment conducted by the VSO volunteer. Tanzania is just starting to go digital, shown in weak internet access and internet literacy. This was reflected in how eye opening the many workshops were for the participants, too. Arguably there was a mismatch of the backgrounds and available means of the participants and the content of the workshops. Bridging this gap through intensive post-workshop support and follow-up did not materialize. Hence, many changes on the organizational level remain in the planning stages to date.

b) VSO volunteer model and TZAP

VSO usually sends professional volunteers to partner institutions that request them. In the case of TZAP, no partner institution asked for a volunteer but it was agreed in the MoU that COSTECH would host one. From the outset, COSTECH was not financially supported for TZAP.²⁵ In the course of TZAP, COSTECH underwent staff changes with direct impact on the relationship to the VSO volunteer and COSTECH's overall motivation to participate in TZAP.

VSO Tanzania usually allocates long-term staff time and financial resources to each of their volunteers. The VSO Volunteer received a VSO allowance, arrangements for housing and medical insurance. Her work was *informally* supervised by a VSO manager who had also key contacts to COSTECH. Informally means that the VSO manager did not officially allocate staff time to the supervision of the VSO Volunteer, because firstly, the VSO Volunteer was hosted by COSTECH.²⁶ Secondly, TZAP was also out of the scope of the projects and sectors that VSO Tanzania usually engages with. Because of this and the staff changes at COSTECH, the VSO volunteer was not provided with enough support at the beginning of the project and had to take on a lot of the responsibility for the project management herself.

She took over all the managerial tasks of TZAP, including communicating with the different stakeholders, the needs assessment, financial administration of the project and organizing the training workshops. She also organized the logistics for the short-term volunteers from Elsevier who led the different workshops. This might have been too much to her at times. Therefore, there was a mismatch between the volunteer's actual responsibilities and the overall rights and duties of a VSO volunteer in a similar position. As such, the volunteer did not have a VSO email address, nor was she able to access the VSO internal knowledge management system. In contrast to many other VSO volunteers, she was able to spend the funds from INASP (\$22,500 per year) for travel expenses etc., which gave her the flexibility needed in order to deliver on the project's objectives. Due to this development of her managerial tasks, there was increasing support to the volunteer from the VSO Tanzania side, such as through training on project management and Monitoring and Evaluation. At times the VSO volunteer had too much on her shoulders, partially in response to the need to support Elsevier Foundation trainers. This has been a learning curve throughout the project and is why, for instance, it was decided to have the EF Volunteers arrive at larger intervals and in groups rather than individually.

The set-up of the project led to unclear reporting lines or people to seek advice from for the VSO volunteer.²⁷ She had to write quarterly reports to INASP, was stationed at the COSTECH office for the majority of the project and was supervised by a VSO Tanzania programme manager who had not officially allocated time for TZAP. For the VSO volunteer, this made it harder to find the right persons to seek advice or support from and also to develop a sense of identity when not knowing which organization she was directly working for.

²⁴ Information provided by former VSO Volunteer and Evaluation Team members

²⁵ Please note that this applies to all local partner institutions (PATA, BAMVITA, DTBi) and that this may be a significant factor why motivation to participate in TZAP was low.

²⁶ Interview VSO staff in Tanzania

²⁷ Interviews with INASP and VSO staff

Due to being busy in the day-to-day management of TZAP, the VSO volunteer could perhaps not use her own expertise enough or invest more time in the lobbying and advocacy activities of TZAP. Despite all these problems, the VSO volunteer succeeded in delivering on the key outcomes of TZAP, namely, the setting up of the consortium and the delivery of training workshops.

VSO long-term volunteers change every two years and, with them, their knowledge and networks. Talking to the former VSO volunteer who initiated TZAP, it became clear that with her leaving Tanzania, a lot of her networks and knowledge disappeared also. This included important links to COSTECH or the publishing sector in Tanzania in general. However, the hand-over was well prepared for through study reports and induction / familiarization meetings between the former and current VSO volunteer but also with the Elsevier Foundation's short-term volunteers.

In summary, VSO has long experience with employing international volunteers over two years in different partner organizations. This model seems to work in general. For TZAP, this model was not as effective due to the overall set up of the project involving different project partners. This reduced ownership on the COSTECH side where staff changes further posed challenges to their motivation to host and support the VSO volunteer for TZAP to the full extent. It was due to the continuous efforts of the VSO volunteer on the ground that the key activities of TZAP were conducted according to plan.

c) Elsevier Foundation volunteer model and TZAP

Elsevier Foundation (EF) joined TZAP after it had already started. EF provided volunteer trainers who were sent to Tanzania in order to conduct the different TZAP workshops. Volunteers were selected on the basis of a letter of motivation and their technical expertise with regard to TZAP training areas. VSO Netherlands supported recruitment, conducted preparatory training, provided logistics and general support for the EF volunteers on the ground. The selection process did not enough take into account the overall fit of the volunteer for working in a developing-country environment and their prior skills in training pedagogy. Pedagogy training for the EF volunteers did not materialize as intended due to time constraints and logistical issues. EF voiced that responsibilities for their volunteers have been unclear. They would have wished for more support by VSO Netherlands in terms of travel preparations (visa applications etc.).

The EF volunteers brought to TZAP a high level of technical expertise around digital publishing, marketing and communication. Due to their experience, they were able to manage the sometimes-high expectations of participants in Tanzania. For instance, there was a strong demand to set up institutional journals by workshop participants for which the necessary systems and structures, such as OJS, were provided. However, the EF volunteers were not able to reflect critically on this 'need' when overall funding for research is very low in the respective institutions and in the case where there was no prospect to even gain nationwide credibility with a particular journal.

Another potential advantage that EF volunteers bring in is their international network. They would be able to connect workshop participants in Tanzania with other people around the world for collaborations and funding. Unfortunately, this potential was not realized sufficiently.

On the one hand, the high level of expertise helped to adapt workshop content more easily to differing needs quickly. Depending on the audiences, certain topics could be left out or covered in more depth and overall level of content was adapted. However, the expertise of each volunteer was not always fully made use of when workshop participants have very different backgrounds, levels of knowledge and often use different operating systems than Elsevier. Elsevier also sources out many of the basic publishing processes that participants in Tanzania have to deal with in their everyday work. This became evident for the Digital Publishing workshops in which some presentations may have been too technical as a result of which not all participants were reached to the same extent. In that way many useful tips and good practices that were expected by participants could not always be provided to them by the EF volunteer trainers.²⁸

Another problem related to using international trainers is that local expertise in Tanzania was not built up. For this, a Training of Trainers approach or embedding knowledge in particular universities or publishers that could later act as hubs would have been useful for sustaining capacity around digital publishing, marketing and communication in Tanzania.

The EF volunteers noted that there was not enough time to prepare the workshop content adequately. In particular, the first volunteer in 2014 had less time to prepare than the later ones. In terms of

²⁸ EF Internal Evaluation 2015

preparing the training content, EF adapted its approach during TZAP. The first EF volunteer relied on semi ready-made and on-the-fly prepared presentations which were not fit for the needs on the ground. After realising this, questionnaires were sent out to the different Tanzanian institutions in order to get a better understanding of the particular training needs of the prospective workshop participants. On the basis of this information, subsequent EF Volunteers were able to develop better workshop content and presentations.

Overall, it is believed that more support on the training content development and delivery by other TZAP organizations (such as INASP) would not only have helped the EF volunteers in the beginning but especially made their training efforts more sustainable and effective, e.g. through a Training of Trainers, preparing the content of the training to fit the local realities in Tanzania better and providing post-training support with action plans or communities of practices. However, the TZAP project was not designed (nor funded) to include these support activities from INASP because it was set up as a pilot project. Future projects that seek sustainable outcomes will need to ensure that these strategies and approaches are adequately included in project design, budgeting and implementation support.

What applies to VSO long-term volunteers applies to EF volunteers to an even greater extent. Because of the short-term character of their mission (up to one month), each one had to adapt and familiarize with the unknown environment in Tanzania, get to know the publishing context and the backgrounds and challenges of each training participants anew. All of this affected the adaptation of the training content to local needs as well as the continuous participation of workshop participants. Important lessons learnt that were gained through these experiences may not always be possible to be handed over to the next cohort of volunteers. However, the Elsevier Foundation underwent an internal evaluation process as a result of which many challenges were addressed better.²⁹ Further, it proved to be an effective strategy to involve former volunteers or 'champion volunteers' in the preparation of the next cohorts.

Volunteering was a very good personal experience for Elsevier staff, which resulted in further engagement with EF and in several blog articles.³⁰ EF volunteers got a good insight into the challenges of working in a developing country. It further contributed to the overall awareness of EF's 'Publishers without Borders' programme within and outside Elsevier, demonstrating the skills and input that Elsevier can make in building up research in other countries.

In summary, the TZAP project and training participants benefitted from the expert knowledge of the EF volunteers. With EF's contribution, the financial resources of TZAP were freed to be spent on other activities. TZAP was a novel type of project for EF, too, and training content adaptation and selecting appropriate volunteers was a learning experience. Future projects should put greater emphasis on sustaining the expertise by volunteer trainers, e.g. through a Training of Trainers, preparing the content of the training to fit the local realities in Tanzania better and post-training support with action plans or communities of practices. These strategies and approaches need to be included adequately in project design, budgeting and implementation support.

d) Strengths and weaknesses of the partnership for TZAP

The project in its set-up took a very innovative and participatory approach. This was underlined by INASP and VSO staff. It involved several local and international organizations with different strengths and expertise. Ideally, the different strengths and expertise could have contributed to a greater extent for the success of TZAP. Please find below an analysis of strengths and weaknesses in terms of finance, ownership, communication and knowledge.

Finance

The three 'northern' partners of TZAP contributed to TZAP financially to varying degrees:

- Elsevier Foundation joined at a later stage of TZAP and contributed \$140,000 over two years. \$30,000 was used for flight travel and admin.³¹ Roughly \$110,000 (\$13 750 per EF Volunteer) went to VSO Netherlands for services such as organizing the EF volunteer selection process, providing training to EF volunteers in the Netherlands and, in Tanzania, costs for visa and accommodation and medical examinations. In addition to this, Elsevier covered the opportunity

²⁹ Minutes Volunteer Lunch + Interview EF + EF Internal Evaluation 2015

³⁰ www.elsevierfoundation.org/publishers-without-borders (accessed 20.11.2015)

³¹ This sum does not cover the salaries that EF Volunteers are paid.

costs of each EF volunteer, e.g. their monthly salaries. With EF joining TZAP, the project increased considerably in scope.

- INASP contributed \$45,500 over two years for the day-to-day project running costs, such as travel expenses for the VSO volunteer and the organization of workshop logistics or the setting up of the consortium. Further, internal capacity for conducting this evaluation was provided. However, there was not enough staff time allocated for TZAP.
- VSO Tanzania agreed to recruit and employ a VSO volunteer, which comes down to a total of \$55,870 for the two-year period, including VSO allowance, housing arrangement and medical insurance.³² Later on, VSO Tanzania provided training in project management and monitoring and evaluation for the VSO volunteer. VSO Tanzania did not formally allocate managerial time to the VSO volunteer.
- COSTECH, PATA, BAMVITA and DTBi contributed to TZAP in kind by supporting the project with their expertise. They did not receive any money but were invited to participate in the training workshops.

In summary, Elsevier Foundation contributed the largest portion of funds to TZAP through recruiting its volunteers, financing the travel and covering salary costs. VSO Netherlands acted as a recruitment agency and service provider for many of these aspects. The money spent by Elsevier Foundation on its volunteers (excluding the salary costs) was more than a third larger than the costs of the VSO volunteer on the ground and the entire TZAP budget combined. It is debatable if this additional investment was cost effective:

While the costs of EF volunteers were high, local, perhaps less expensive training expertise in Tanzania was not used sufficiently (or strengthened). Only the last training course on Digital Rights Management was organized with local partners. Further, the VSO volunteer in Tanzania used her time organizing much of the logistical aspects for the EF volunteers, taking valuable time that she herself could have invested in trainings or other activities.

Potentially, more could have been achieved with the training activities to justify their high costs. Not all training activities were of equal high quality and practicality and important measures that would have increased effectiveness, such as action plans and post-training support, did not materialize.

The perceived value for money of the TZAP training model would be improved if recruitment costs for short-term volunteers can be reduced significantly and if a better support in terms of training pedagogy as well as content creation and adaptation can be provided. As an alternative approach, existing subject knowledge of the VSO volunteer and local expertise could be used to a greater extent for the training.

Ownership

Due to the number of local and international organizations involved, the feeling of ownership for TZAP was reduced for each of the organizations respectively.³³ This was further affected by a number of factors:

- Staff changes at COSTECH (allocated staff left and not replaced) and INASP during TZAP.
- Tanzanian school book policy that affected PATA's involvement in TZAP.
- Local partners not receiving a budget for TZAP and hence not being able to allocate staff time for it. It was intended that the prospect of participating in the workshop would be sufficient to keep them engaged. This did not manifest as intended.
- The general bureaucratic processes of many governmental / semi-governmental organizations
- Elsevier Foundation joining TZAP at a later stage but then providing the volunteers and content of the training workshops. There was not enough discussion among all the partners (including the financial agreement between EF and VSO Netherlands) regarding this development and how the training with EF trainers would take place and what support was needed.
- TZAP not being part of the main area of work of VSO Tanzania, i.e. it is only indirectly related to poverty reduction.

³² A stated in the original budget proposal.

³³ This was raised in interviews with different stakeholders of TZAP

- INASP initially taking a leading role, but this decreasing over time and changing when EF joined. INASP considered TZAP a pilot project from the beginning.
- The former VSO volunteer who planned TZAP not directly participating in its implementation through any of the project's organizations, although she took an external advisory function. Among other things, she voluntarily supported the VSO volunteer throughout the project, assisted in selecting and briefing the EF volunteers and helping design the set-up of training.

Due to these circumstances, every organization was in charge of its own aspect of the work but none looked out for the bigger picture. In Tanzania, this role was taken on by the VSO volunteer. She led TZAP on the ground and managed all aspects of the project. However, she also lacked the guidance and advice on important questions from a leading organization.

The lack of a leading organization had severe effects on many strategic decisions that were not actively taken: How to make training and knowledge sustainably available? How to ensure that best practices in terms of training content development are shared with the partner organization that sends out volunteer trainers? How to share best practices on post-training support, for instance through action plans and communities of practices with the implementing partners? Particularly after EF joining TZAP when training began to be delivered, a programme review could have helped answering the questions above and implications for management, objectives and approaches.

Internal and external communication

The number of project partners made it difficult to streamline internal and external communication.

In terms of internal communication, especially in the beginning of TZAP there were several Skype calls for all project stakeholders to update on the programme development and its objectives. The Skype calls became less frequent as the project advanced. As such, it took several attempts to convene a mid-term review phone call with all stakeholders. When this finally materialized, important local stakeholders were not able to participate, in particular, COSTECH. Although this probably relates to COSTECH's own motivation, it was voiced by INASP staff that internal communication was lacking clarity on roles and responsibilities in terms of managing TZAP. This was similarly perceived by other stakeholders.

It was voiced by several interviewees, that a kick off meeting of TZAP apart from when the MoU was signed would have benefitted to clarify communication, project management and responsibilities better from the beginning. TZAP grew considerably when EF joined after the start of the programme. At this point, a review of the project would have been beneficial for overall management, internal decisions and communications of TZAP.

There were no plans to have external communication for TZAP in the beginning. Hence, there was no clear communication plan outlined. INASP and EF felt more confident with the project's external communication once this was agreed mid-way through the project. On request of INASP, the VSO volunteer wrote a blog article and press coverage of signing the MoU was arranged. In retrospect, INASP would have liked to support local partners better with the communication of TZAP. EF financed the production of three videos about Copyright (COSOTA – ca 92 clicks), Book Publishing (Bgoya – ca 175 clicks) and Scientific Publishing (Dr Mboera – ca 83 clicks) that can be used for communication purposes.³⁴ Unfortunately, the uptake and dissemination of the videos did not succeed widely. While they were shown in one of the presentation sessions by the VSO volunteer in Tanzania, reaching an audience of about 120 people, they have not been widely viewed online yet (see clicks above). This, however, may change in the future. EF volunteers also wrote several blog articles about their experiences with the project and the publishing sector in Tanzania.

In summary, regular internal communication among the project's stakeholders is important in order to respond to the projects growing scale and complexity. Regular meetings (kick-off meetings, annual conference, quarterly reviews, etc.) and an organization feeling responsible for leading the project will have positive effects on management and decision making in future projects. External communication may also be streamlined and fostered more from the beginning. When additional organizations join a programme, it may be beneficial to critically review the impact on scope, management, approach and objectives.

³⁴ YouTube clicks accessed 02.11.2015

Know-how

The VSO volunteer was hired as a Publishing Advisor specifically for TZAP. As such, the volunteer model allowed for thematic expertise on the project management side. Her familiarization with the Tanzanian publishing context was enabled not only through her prior experience but also through existing background information from prior projects, including scoping studies, reports and insights provided by the former VSO volunteer. However, it took time for the VSO volunteer to fully get to know the particularities of the publishing sector in Tanzania, which was problematic considering the relatively short time frame of TZAP. Support was provided by the local partners. COSTECH involved the volunteer in visits to Universities and important stakeholders. BAMVITA and PATA provided access to a range of commercial publishers in Tanzania.

INASP engagement in TZAP was to provide funds for the VSO volunteer to conduct her work and to provide guidance in terms of digital publishing. The volunteer appreciated the helpful visit of Sioux Cumming from INASP and, through her, the Director of AJOL, Susan Murray. But the volunteer noted INASP's decreasing involvement over the project period, a view acknowledged by INASP staff, too. INASP involvement took up only slightly again towards the end of the project. The support of AJOL Director Susan Murray to the digital publishing workshop was very much appreciated by the participants who were journal editors as most of them plan or currently are in the process of applying to the AJOL platform. It was acknowledged by INASP staff that they did not have the time available to engage proactively in TZAP and that important areas may have benefitted from INASP experience, such as training pedagogy, sustaining trainings in country and supporting change in the participants' organizations after the training.

Elsevier Foundation (EF) joined TZAP at a later stage. Its main responsibility was to provide expert volunteers for the workshops of this project. Initially, VSO Tanzania considered the management of the EF volunteers as an additional task to the overall management of TZAP. VSO projects are usually not run with that many short-term international volunteers. However, it was quickly realised that the EF volunteers would save a search for workshop facilitators in Tanzania. They further contributed exceptional expertise to TZAP that would not have been affordable through the TZAP budget. From the feedback of workshop participants, it appears that the volunteers from the Elsevier Foundation were very much appreciated as it allowed a direct contact to a world-leading publishing house and the respective expertise. The downside of having international expert facilitators is that the training was not sustainable in country, i.e. that there were no local capacities built that could continue with the training once TZAP ended. Another downside is the significant costs associated with this and the challenges related to adapting the training to local needs.

V. Conclusion

This participatory evaluation was conducted towards the end of the TZAP programme. This participatory approach was not without shortcomings but also provided opportunities: It was particularly useful to work with direct beneficiaries who have an expert knowledge on the Tanzanian publishing sector. However, synthesis of data from several interviewees proved challenging and the early-stage nature of the evaluation (shortly after some workshops had completed), meant that some of the expected changes would not have realistically been achieved.

The following concluding paragraphs summarize the outcomes of TZAP and its strengths and weaknesses regarding volunteers, partnerships and management in light of these challenges.

Project outcomes

TZAP was set-up in a very innovative and participatory way: The project was planned on the basis of information acquired through prior experience and the input from local stakeholders. It was financed by INASP, VSO Tanzania and Elsevier Foundation and involved key local partners through an initial Memorandum of Understanding.

With the continuous efforts of the VSO volunteer on the ground, TZAP succeeded in conducting a thorough needs assessment, delivering 10 multi-day workshops reaching 181 participants (24% = Female) in total, organizing several presentation sessions reaching over 350 participants (32% = Female) and convening the founding members for the Consortium of Academic Publishers.

With the topics of digital publishing, marketing and communication and others, TZAP fed into the emerging digitization of Tanzania in general and the publishing sector in particular. This was reflected in how 'eye opening' the workshops were for many of the participants. Many participants reported on the things learnt and personal benefits such as contacts and new insights. Some were able to voice actual or future plans for changes in their journals, departments and organizations. More thorough support on this long path, which is full of challenges, was demanded by several of them. Particular issues such as access to the internet, the means available to the participants in order to drive change and personal backgrounds needed to be considered better in the participant selection process. Due to gender-related problems in the academic sector, women should have been targeted more explicitly with the workshops from the project outset.

The Consortium of Academic Publishers was founded and meetings were convened by the VSO volunteer in Tanzania. Important momentum was built, a membership fees system established and founding members are motivated to make a difference. This is, however, likely to wane once TZAP comes to an end. This is because there are unanswered questions over who will host the consortium's secretariat and there is a lack of clarity over the concrete benefits that will incentivize other organizations to join and pay membership fees.

Besides the training activities and the creation of the consortium, TZAP aimed to strengthen and link key national stakeholders and publishing consortia. Many of them were participating in TZAP formally through signing the Memorandum of Understanding. Despite this and the many opportunities to be involved in TZAP, overall engagement of the key national stakeholders was low. This lack of engagement had a direct effect on the main intended outcome of TZAP to 'strengthen the network of academic and commercial publishers'. In the future, greater consideration may be needed around the inclusion of different project partners, by all concerned, and ways to galvanize and energize the active engagement and participation of project partners may be needed.

Regarding the lobbying and advocacy objectives of TZAP, a wide research and publishing audience was sensitized on important topics of, for instance, open access, digital publishing and marketing, repositories and print on demand. The VSO volunteer has been able to network with a variety of stakeholders in the publishing sector. However, to date it is uncertain in how far these efforts have resulted in any actual partnerships or widespread changes in practice. It needs to be emphasized that change occurs through continuous long-term efforts, not only from the support but also the beneficiary side. In this way, the evaluation may have been too early in time. This applies to the changes as a result of the training as well.

Volunteers, sustainability and partnerships

Volunteers

Both VSO and Elsevier Foundation worked with volunteers in this project. While VSO Tanzania employed a long-term volunteer in Tanzania for managing TZAP, Elsevier Foundation sent out eight short-term volunteers to prepare and conduct the different training activities. The volunteers had to be recruited, trained and supported in order to play out their full potential.

The EF volunteers contributed a high level of subject expertise to TZAP and the workshops. However, not all EF volunteers were able to deliver practical training, suitable to the local contexts. The recruitment process was very expensive (exceeding the combined TZAP budget and the costs of the VSO volunteer by 40%). Due to this and limited continuity of their involvement in the project, the short-term volunteer model cannot be considered very cost-effective. The model would benefit if recruitment costs could be reduced significantly and if better support in terms of training pedagogy as well as content creation and adaptation could be provided to them. As an alternative approach, the existing subject knowledge of the VSO volunteer and local expertise could be used to a greater extent for the training.

As for the VSO volunteer in Tanzania, the project benefitted hugely from having an engaged representative and advocate on the ground resulting in timely delivery of key activities. Because of this and due to the long-term nature of the assignment, the long-term volunteer model is quite cost-effective.

Sustainability and partnership

There have been several important consequences to the programme of both the original programme design and the changing nature of the programme once Elsevier Foundation (EF) joined.

TZAP was designed as a pilot project. Because of this, the original programme design did not include strong strategies to support the sustainability of training (such as a training of trainers, the support to follow up activities after training or issue resolution within the publishing consortia). Further, none of the partners influenced the project implementation for a stronger sustainability approach. Future projects should build in strategies to support sustainability from the start if they wish to be achieved.

The scope and complexity of the project changed considerably with the inclusion of the Elsevier Foundation volunteers, and it is likely that the consequences of that decision on the programme design were slow to be realised by the partners as a whole.

The role of the VSO volunteer in Tanzania changed significantly in that much of her time was spent coordinating and supporting the visiting EF trainers, rather than conducting training herself, with less time available for advocacy, or sustainability aspects of the work.

With EF and EF volunteers involved, there was a greater need for much stronger internal communication, a common project branding, and greater clarity over responsibilities and leadership. A joint project brand was established and internal communications between the (international) project partners were improved. However, a lack of clarity on responsibilities and no clear leadership organization amongst its partners ultimately led to important shortcomings of TZAP as a whole, with no clear strategy to sustain the training efforts in the long term and a lack of support to workshop participants to implement the changes in their journals, departments and organizations. Where there were advantages of having different expertise among the project's stakeholders, this potential was not sufficiently realised, perhaps due to the lack of ownership and insufficient knowledge sharing among the partners.

VI. Recommendations

In order to achieve greater impact, similar projects in future should take into account the following main recommendations.

Planning

The objectives for TZAP were aimed too high. In order to better show the effectiveness of similar projects in the future:

- Specific, measurable, achievable, realistic and timely objectives need to be clear and consistent for all project stakeholders. They need to match the overall scope of the programme.³⁵
- Objectives need adequate indicators that can be continuously monitored in order to assess effectiveness of the project.
- Support for the project in terms of practical Monitoring and Evaluation needs to be considered from the beginning of the project.
- Gender aspects should be included, especially in projects related to publishing and academia from the beginning. A gender lens should be applied to programming.

Training

In order to ensure continuous participation and better fit of participants' background with training content:

- Select training participants through a more competitive selection process.
- Make training participants pay a small training fee.
- Ensure high quality and practical trainings throughout the project
- Consider Training of Trainers as an approach to support sustainability of training capacity.

In order to support changes on the organizational levels:

- Include the development of action plans in the trainings and follow-up with the participants on the different action plans.

Consortium

Founding a consortium is only part of the process. It is also important to think thoroughly think about the need and added benefit of the consortium from the beginning. This means:

- Developing a more long-term and realistic strategy on income generation from the beginning.
- Identifying a 'champion' institution that will host the secretariat of the consortium from the beginning or work with revolving secretariats instead.
- Ensuring the handover of responsibility for the consortium from the beginning.

Partnership model

The different strengths of each partner can be played out best in when:

- There is a leading organization responsible for the success of the project.
- National partners are selected or incentivized better so that they engage in the project continuously and contribute to its sustainability.
- There are clear responsibilities for each partner organization.

³⁵ SMART is an acronym for Specific, Measurable, Achievable, Realistic and timely

- There is sufficient knowledge sharing among the partners.
- There are project reviews, when new partners join which is likely to have effects on scope, approach, management and objectives.

Volunteer models

The long-term volunteer model can be improved by:

- Adequate support in strategic questions of the project such as through regular catch ups with the different / leading partner organization.
- Ensuring the host organization has the capacity to manage the volunteer. In case of changes in staff or willingness to do so, a backup plan needs to be in place.

The short-term volunteer model can be improved by:

- More cost-effective recruitment and training of volunteers
- Adequate knowledge management and sharing between different cohorts of volunteers
- Adequate support for volunteers in terms of training preparation and pedagogy

VII. Annex

Methodology

This part is divided into data collection and limitations and opportunities of the participatory approach taken.

Data collection

In order to answer the different evaluation questions, primary and secondary data sources have been used. This part will also reflect on the extent of triangulation of different methods and data sources as well as challenges when collecting the data.

Primary data sources

The data collection involved primary data collection through 46 semi-standardized interviews. This number can be divided into interviews with direct beneficiaries and interviews with project stakeholders:

- Interviews with direct beneficiaries involved 39 workshop participants (five were female) representing 17 universities and publishers in Tanzania. Interviewees attended an average of two different workshops and in Table 4 it can be seen that the interviewees represent the different types of workshops well enough. However, the proportion of women interviewees is even lower than women participating in the different workshops. Seven out of the 39 interviewees were from commercial publishers.
- Interviews with project stakeholders involved nine interviews (seven female interviewees) such as programme managers from VSO, INASP and Elsevier Foundation. Some important stakeholders of TZAP were not available for interview; inter alia representatives from PATA, BAMVITA and DTBi.³⁶

Selection of workshop participants for interviews was done on the basis of a complete participant list of all workshops. Thereby, participants were preferably invited to the interview when actively involved in the newly set up Consortium of Academic Publishers or when they participated in several rather than just one workshop. Clearly, this selection bias skews the results to some extent because interviewees are more likely to report learning and organizational changes because on average they participated in more workshops and were overall engaged more than compared to non-selected interviewees.

Table 4: Overview of interviewees for the evaluation and participants per workshop disaggregated by sex³⁷

Workshop (number)	Interviewees (female)	Participants (female)
Digital Publishing (2)	11 (0)	51 (11)
Journals Publishing (2)	8 (0)	26 (2)
Books Publishing (2)	4 (0)	23 (8)
Digital Rights Management (1)	9 (1)	35 (13)
Marketing & Communication (3)	13 (2)	46 (13)
Presentation Sessions (12)	NA	349 (113)
Total	49 (3)	>530 (160)

It was a conscious choice of the evaluation team to deal with this selection bias because firstly, a representative sample would not be possible in any case. Further, the final interviewees are always

³⁶ Please contact the lead evaluator for a complete list of interviewees: jliebnitzky@inasp.info

³⁷ Please note that the workshops attended could not be established for all interviewees, especially for the 5 female interviewees. Further, the 39 interviewees took several workshops hence the different total count.

more likely to be the more engaged and motivated ones because they self-select themselves as interviewees by responding to the interview invitation. Secondly, the goal of the evaluation was not to quantify the outcomes of the different workshops but to report the breadths of positive changes that occurred. A more representative interviewee group would have been less likely to report certain positive changes.

It can be further suspected that interviewees are more prone to answer in a social desirable way, i.e. emphasizing the positive side of things. This can be done to give the impression of the impacts of a training programme as an argument for future funding and often comes with the recommendation to expand and intensify the programme. Please keep this in mind when reading the results.

Please note that the evaluation team consisted of direct stakeholders and beneficiaries of the project. Hence, interpretation and synthesis of results may underlie certain biases as well (confirmation bias etc.). In order to mitigate this risk, a draft evaluation report is sent around for discussion to the evaluation team and the consultation group. Also, the evaluation team was sensitized upfront about the different kinds of biases and strategies to mitigate them.

Besides these interviews, primary data sources comprise further participant feedback, which was analysed or taken from existing reports. Group discussions regarding particular evaluation questions were held with the core evaluation team.³⁸

Secondary data sources

A number of documents were reviewed: Project proposal, Constitution of the Consortium of Academic Publishers, Memorandum of Understanding TZAP.

In addition to this, TZAP had the following monitoring tools in place which were also reviewed: quarterly reports, needs assessment, baseline data, data regarding training (participants' lists, feedback data), Minutes from meetings such as Elsevier Foundation Volunteer lunch session 2015, TZAP Mid-term Review 2015 and Elsevier Foundation Internal Evaluation 2015.

Extend of triangulation

As much as possible, several persons from the same institution were interviewed in order to triangulate results. This applies to the different evaluation questions as well as to the workshop participants from an institution. For the latter, several interviewees from one institution were able to provide more balanced a picture about TZAP outcomes. However, this proved not always possible due to challenges in the data collection. Please see the small institutional case studies as well as the following subsection about challenges collecting interview data. It is pointed out accordingly wherever triangulation was not possible or insufficient.

Challenges collecting data

There were numerous challenges when collecting interview data from the direct beneficiaries, i.e. workshop participants of TZAP. These challenges led to an overall reduction of the number of interviews conducted from the previously planned 50 to around 39 (referring to just direct beneficiaries here):

- A public holiday was announced at very short notice due to the president's inauguration. This resulted in reduced interviewee available and an overall reduction of the number of interviews conducted.
- Often interviewees try to give socially desirable answers. Among other reasons, this was because the interviewer was known to them or because they want the project to continue. At times, this made it difficult to filter out relevant and true information.
- Interviewees forgot about the workshops they had attended or the things they had learned. They were caught somewhat off guard because they did not necessarily expect a follow-up on these workshops and hence could not really prepare for them. While this is a result in itself and says something about their engagement, they may also mix up a TZAP workshop with another one and the contribution to certain outcomes by TZAP cannot always be assessed.

³⁸ Please see TZAP Evaluation Planning 2015 document for detailed insights into the rationale behind the data collection methods.

- Some interviewees are very busy people and perceived the interviews as interfering with their day-to-day work. This did not contribute to a good interview atmosphere.
- Interviewees changed their jobs during TZAP project and in between the workshops. While for some cases, this may have made their attendance obsolete, there were examples that this contributed to the cascading of the issue of digital publishing and TZAP. As one participant from originally SJUT and then Mwalimu Nyerere Memorial Academy in Zanzibar pointed out:

“I was able to introduce the problems that TZAP is trying solve to the Director of Research and Publication at my new workplace and consequently three staff members were able to participate in the workshops as well.”

- The big majority of the interviewees were male. While this reflects the generally male dominated workshop participants it also shows the general problems of gender biases in academic and commercial publishing in Tanzania. In hindsight, the evaluation should not only have ensured gender balanced set up of the evaluation team but perhaps have targeted women interviewees to a greater extend, too.

Limitations and opportunities of the participatory approach for this evaluation

This evaluation took a participatory approach by involving a wider consultation group consisting of the major TZAP stakeholders and a core evaluation team consisting of six members: three direct beneficiaries, VSO volunteer and VSO M&E advisor and INASP M&E officer. Due to this set up, a number of challenges and opportunities arose in this evaluation:

- Members of the Evaluation Team were engaged with TZAP prior to the evaluation and hence had a deep understanding about context and the circumstances of the interviewees. They were also very engaged throughout the data collection period in Tanzania.
- Especially in the planning process of the evaluation, it was difficult to engage the members of the Evaluation Team due the lack of face-to-face meetings. Conference calls via internet were not possible because the internet connection is unstable in Tanzania. Hence, all communication was done through email and led by INASP and VSO Tanzania.
- The synthesis of the collected data proved challenging. Because the standard procedure of quantitative content analysis of the many interviews would leave out much of the richness of each interviewers' gained understanding about the interviewees' background, it was agreed to write short institutional case studies (see below). An overview of the outcomes was produced afterwards.
- Core evaluation team members voluntarily participated in the evaluation. While their expenses were covered with a lump sum of circa \$50 per day, they did not receive a formal allowance for the six days of field work. And, while this proved the team members' engagement in TZAP, in future, it is recommended to officially contract the core evaluation team members as this would clarify roles, responsibilities and deliverables better.
- The prioritization of the different evaluation questions was insufficiently done by TZAP evaluation team. In the end, efforts for the evaluation where not proportionate to the actual programme size and a stronger prioritization about which questions to answer would have made the evaluation easier.³⁹

³⁹ Please see the notes about feedback from the Evaluation Team in the annex.

Interview guide, workshop participants

Short introduction by the interviewer about TZAP and the evaluation (5min.):

- Why TZAP and evaluation
- Duration of interview

Background & icebreaker

1. What is the relation of your job or position to the TZAP programme?
 - a. Why did you take part in the workshop?
2. How did you or your organization benefit from the TZAP programme? Please describe with concrete examples.

Outcome a: Increased knowledge, skills and expertise about digital publishing and alternative business models of individual staff at academic and commercial publishers'

3. What were the most important things you have learnt in the workshop(s)?
4. How did you employ what you have learnt in your job or at your organization / journal so far? Please describe with concrete examples.
 - a. What was successful and what difference did it make?
 - b. (In how far was what you have learnt useful for your daily activities?)
5. What challenges did you face transferring what was learnt to your job / organization / journal? Please describe with concrete examples.
 - a. (Did you get any support implementing what you have learnt? Please describe.)
6. What are future plans to address challenges and to put what was learnt into use?
 - a. Please describe how you are going to achieve this?
7. What recommendations can you make to the TZAP programme or the workshop(s)?
8. (What future training needs do you face?)

Outcome b: Strengthened network of academic and commercial publishers

9. What impact did the workshop(s) have on your professional and personal networks? Please describe with concrete examples.
 - a. Who did you get in contact with? Please describe the new relationships gained in detail.
10. (To what extent has your / or the network of your organization / journal increased? Please describe with concrete examples.)
 - a. (What benefit has the increased network to you? Please describe with concrete examples.)

Other evaluation questions

11. Did / do you receive other training in the same field?
12. Please make any comments you wish regarding the TZAP programme.

Case 1 – St. John University

Three workshop participants from St. John University were interviewed: Lecturer, Director of Faculty and Journal Editor, Senior IT Analyst.

The Lecturer was part of a currently inactive journal and, as such, had the right background to participate in the workshops. He was able to remember some of the workshop content. However, he was not able to implement any changes in his institution or the inactive journal due to limited support from management and because he himself is very busy. He did, however, present the results of a SWOT analysis about the inactive journal as part of the workshop to the management. This has not materialized into any effects or increased commitment yet.

The Faculty Director has been editor of a journal since 2009 for which he is struggling to receive quality submissions. Further, the peer-review process is not yet reliable and professional enough. He implemented the journal on OJS prior to visiting the workshops and is planning to join AJOL in future. The two workshops helped him to ask explicit questions and get to know experts from AJOL and Elsevier. He also found it very helpful to receive ideas for engaging and motivating other editors and peer reviewers. After the workshops, he made some minor changes to the OJS and journal, but he also admits limited time to engage more. On the other hand, he was also critical about the general idea of the digital publishing workshop: **“There is an inflation of institutional journals. That for many researchers it would be better to start as a reviewer at a functioning journal and then perhaps gets asked to be on an editorial board rather than creating a journal at their institution. This even poses a threat to the institution if it is run badly or not functional.”**

The Senior IT Analyst supports the two inactive and one active journal of SJUT with formatting and digitalization. He reported many things that he has learned, such as dealing with plagiarism, open access and design of online content. Some of the workshop content had had effects on his personal work, such as collecting and working with website statistics. He acknowledged the problems of engaging peer reviewers and a mixed editorial board for the one active journal of SJUT.

In conclusion, workshops attendees benefitted to varying degrees by getting to know about digital publishing, peer reviewing and editing. Various reasons prevent changes or effects for the inactive journals or the organization of the publishing processes in SJUT.

Case 2 – Institute for Rural Development and Planning

Four staff from IRDP were interviewed: the Editor of Rural Planning Journal, Senior IT staff member and two lecturers on financing and sanitation respectively.

The Editor and IT staff member were very positive about the attended workshops: **“The workshops opened our eyes for the potential of the digital world, for publishing and for knowledge management. It motivated us to brief our bosses about this. They gave their consent to take the first steps towards digitization.”** Hence they started to publish the journal's PDF articles online with a link to the IRDP website; the journal is not running on OJS yet. They also got many insights into good editing, peer reviewing and plagiarism with direct impact on their peer-reviewing and editing behaviour. Due to the planned digitization of the journal, costs for printing can be saved in future. Challenges remain to publish two issues per year, due to the lack of engaged reviewing.

In parallel to this, they the workshops triggered the initiation of an institutional digital repository, which will allow access to papers, theses and books for students and staff. However, as the IT staff member noted, **“a challenge is that many students, i.e. users are not digital yet. They don't like reading online, preferring hard copies. Further, many have no access to internet at their homes”**

The other two lecturers interviewed were hardly able to remember the content of the workshop and mainly gained personal benefits such as, searching for articles, knowledge about impact factors, transform documents (e.g. doc to PDF) and using Mendeley literature management software. They were not able to implement much of what was learnt, since they were not formally affiliated with a journal or publisher.

In sum, the workshops triggered some positive first changes in thinking and practice of IRDP especially with regard to the journal. An institutional digital repository has been created which can be considered a positive unintended effect. The challenge lying ahead is to gain money from online publishing in order to cover costs of peer reviewing and administration of the online journal.

Case 3 – University of Dodoma

Only one person from UDOM was interviewed, the Director of Library who attended three workshops. Since there is a huge knowledge gap among UDOM students about copyright and permissions, he was very positive about the knowledge gained regarding illegal downloading and dissemination of e-resources such as articles and books, but also films and games. He intends to cascade this knowledge through the orientation library sessions that they have for incoming students. Along with this information, alternative open-access resources, such as DOAJ (www.doaj.org) or www.bookfi.org, will be given to students.

In mid-2015, two journals from UDOM got implemented on OJS, hence the content is available online and submissions can be made through a standardized process. The librarian claimed that the workshops contributed to this development.

The librarian was fascinated about the library management software Kolibri.⁴⁰ He plans to implement this software in the near future, once important institutional decisions have been made. He notes on the challenges, however, **“the lack of IT expertise to maintain the quality of databases, insufficient IT and internet infrastructure on the campus and limited funds.”**

Case 4 - Sokoine University of Agriculture (SUA)

Two participants were interviewed: an Agricultural Economist Professor and a Senior Library Officer. The professor is a Chief Editor and reviewer of the *Journal of Continuing Education and Extension* published by the SUA Centre for Continuing Education. The Senior Library Officer is the editor of the SUA Library Newsletter, as well as other faculty newsletters in his capacity.

It is noted that both the interviewees have individually benefitted from the TZAP project. This included, for the Professor: i) How to manage on-line journals ii) How to go on-line iii) The use of cross referencing iv) How to upload online the back issues, and v) How to prepare to raise funds to run online journals. The Senior Librarian admitted that through the attended training he learnt more ways to get usage and publishing statistics.

The university is engaged mostly in academic publishing; however, departments and faculties stand independently in the production or publishing of the research outputs. They collect information from different authors within and outside the country. The university does not have a printing/publishing department. When asked, the professor said: **“...each faculty is struggling on its own to go about publishing their research output from different researchers from within and outside the country. We are kind of becoming obsolete.”**

Both the interviewees commented on the leadership challenges in relation to the existence of TZAP. They noted that TZAP is not well known within the University's administration. This shows that the university has not been able to own TZAP in order to propel it further. According to one interviewee, “very little benefits” could be noted at the institutional level: However, with the dynamic energy of the Chief Editor of Journal of Continuing Education and Development, she has managed to convince the management to agree to mobilise funds to start an on-line journal and has been promised technical expertise (internal arrangement). An IT person will be allocated in her office to help in the preparations and trouble- shooting and she has also been promised a computer. All this aimed at starting an on-line journal.

Another challenge that was strongly raised had to do with poor writing skills by different local authors. This complicates the publishing process as it makes the review process longer. At the same time, editors take too long to proofread a document. The interviewees were of the opinion that writing skills trainings should be encouraged.

They both cherished the TZAP consortium idea and believed that it would support the strengthening of on-line publishing in many institutions. However, the question of hosting and sustainability cropped up. One of the interviewees suggested that COSTECH should take full responsibility now. Later, when more institutions are aware of TZAP and they can see the benefits, it will be possible to incorporate them in the consortium.

⁴⁰ Please see: [kopal Library for Retrieval and Ingest](#) (2007), accessed 20.12.2015

In conclusion, it was noted that it is necessary to introduce TZAP through the top management line before it trickles down to the bottom for effective implementation. This would have enabled the university to have a stake in the formation and running of TZAP.

Case 5 - Mzumbe University (MZU)

In the case of MZU, two participants out of four were interviewed. The two were the former Head of Department for Research and Publication/Lecturer/ and author of academic books and the other one a senior officer at the university.

Case 6 - E & D Vision Publishers

The company majors on educational publishing, although it has about 10 titles of tertiary / academic publications. It also has one annual journal and it plans to expand the list. One of the staff members attended four workshops while the other interviewee attended three. The company has signed up for membership in the academic publishing consortium. They were motivated to attend workshops because “they wanted to learn things.” They were also enticed by the learning objectives which were clearly stated in the invitations.

The participants cited three areas where they saw the benefits of the workshops: the first one is the knowledge they gained on digital publishing, which was an eye-opening experience. They are now motivated to explore the model. The second benefit was new marketing strategies learned from the workshop on marketing and communication. The publisher has already started to implement some tactics such as the gathering of metadata and the use of social media to advertise some products. The third benefit was the knowledge they gained from the project assignment in the book publishing workshop, which helped to improve their project planning. They now set objectives early in advance and develop portfolios prior to the implementation of a year plan. Costing is done using the tools that were provided.

The interviewees said they face the following challenges to transferring what was learnt to their job / organization: technological deficit; expertise to implement the novel ideas; lack of funds-- large investment is needed to implement the new knowledge and techniques; and low or unreliable internet connectivity, which limits the efforts to digitize the products. The company will need to raise extra funds to overcome the technological deficit and improve expertise. The company will also create a separate department on digital publishing, which will facilitate the digitization process.

The participants observed that although the project was well organized and participatory; most of the content was basic / introductory. They recommended detailed programmes with more practical exercises for deeper understanding of the issues. Less time should be spent on discussion so that more time is devoted for learning new issues. They also recommended a learning environment that is consistent with the topics, for example, the teaching and learning of digital publishing should be done in a place where the tools (like computers) and internet connection are available and reliable. (Trainers should show more confidence and competence in responding to issues that are brought up.) They also advised that organizers should consider giving the participants some allowances because people have expectations for them.

In terms of impact of the project on personal and institutional networks, they reported a positive outcome. Like confidence to approach the colleagues from other organisations (whom they met at the workshops) for help or support; something which was not easy before. There are also new contacts which have been added to the company's database as a result of the workshops.

In conclusion, the interviewees commended the project's unique and comprehensive approach compared to some attempts made by PATA when it offered some similar training on publishing in general. They appreciated the support from dedicated facilitators. They look at the model as a platform to learn and exchange knowledge as well as improving networks among the locals.

Case 7 - Dar es Salaam University Press

The company publishes academic books. It also offers printing services. It does not have a journal, but the press does offer printing services to two of the university journals. The company has not yet signed up for membership in the academic publishing consortium. The interviewee, the company's

printing manager, took part in three workshops. He was prompted by the relatedness of the workshops to publishing, which is the main business of the company. He also wanted to gain new knowledge that could be helpful in his job responsibilities. He wasn't able to articulate the specific benefits of the workshop to the company apart from the support which the company gained in terms of human resource development.

The most important things he gained from the workshop include the opportunity to network and the application of social media in marketing activities. He also looked at digital publishing as an alternative publishing model that the company has to consider in the long run. However, he acknowledged that not so much of what he learned is being used in his daily activities; perhaps he was not suitable for the workshops, being a printing manager. Despite that, he was able to list similar challenges to those faced by the other two companies (E&D and OUP) in transferring what was learnt to the organisation. These included: lack of infrastructure (equipment and facilities) to undertake digitization; lack of human resources (enough trained personnel to implement the things); lack of funding to develop the infrastructures and a mind-set problem (i.e. willingness to change the old practices into new novel approaches). Although the company has limited options to work on the challenges due to financial difficulties, there is now awareness on the need to move from conventional approaches to digital publishing as the current environment calls for it.

He recommended that TZAP should continue to run as many workshops and trainings as possible to build the capacity in academic publishing. According to him, the emphasis should be placed on academic publishing in general rather than focusing on digital publishing alone. He thinks the question 'how to handle the costs of digital publishing' should be addressed in future training so that a cost-benefit analysis can be made for decision making.

The participant acknowledged the impact the workshop(s) had on his personal networks. He used 10 contacts he developed during the workshops as subjects in his study related to publishing.

He recommended more intensive trainings to be run on quarterly basis and periodic evaluation to enable early modifications.

Case 8 - Oxford University Press Tanzania

Three participants from Oxford University Press were interviewed. A Science Editor (Chemistry and Biology), who attended three workshops; Another Science Editor who attended two workshops and a Language Editor who attended one workshop. The company majors on educational publishing, though it has a few academic book titles. They don't have any journals.

The reason they attended the workshops was the relevance to the company's business suggested from the titles of the workshops. The benefits of their attendance to the workshops include: adaptation of some of the tools from the book publishing workshop; adaptation of techniques to store electronic data, and modification to some of the old practices after gaining knowledge from the copyright law and intellectual property workshop. Generally, they viewed the new knowledge as a valuable food for thought for the future development of the company.

Like the E&D participants, they cited lack of expertise and absence of tools and software to implement the new ideas (like digitization of the content) as challenges they face when it comes to transferring what was learnt to their job or organization. Readiness to change and apply the new knowledge was also seen as a cultural problem as people are comfortable with their usual way of doing things. On top of that, some implementation entailed a major financial investment, for example digitization. Despite that, they have taken a step in digital publishing and have a supplier named 'World reader' who has started digitizing some of their books. They are also in negotiations with other companies like 'study' and 'M-paper.'

As far as recommendations to the TZAP programme or the workshop(s), they made two similar observations as the E&D publisher's interviewees. The first one is the need to move from general issues to detailed technical issues like how to work out the digitization process. Secondly, the problem of confidence of one of the facilitators in the workshops. They suggested that there should be keenness in the selection of those. Other recommendations include: the need for facilitators to share workshop information early before workshops so that participants are able to prepare beforehand; targeting the same participants in each workshop to ensure continuity; and consider inclusion of educational publishers.

In terms of the impact of the project on individual and organizational networks, some of the successes that have been observed so far:

“One of the new contacts has turned out to be an author for the company.”

“We have shared our expertise with one of the upcoming publishers after establishing contact in one of the workshops.”

“I have made a friend from another company with whom we share software and ideas.”

The interviewees acknowledged having received similar trainings from PATA, which used to offer different trainings on publishing in general; though somehow skewed to educational publishing. Also ‘World reader’ held a digital publishing training with a number of Tanzanian publishers except university publishers. Generally the participants found the workshops to be resourceful and suggested the continuity of the project.

Feedback on the TZAP evaluation⁴¹

Positive

- Feeling of being involved in the actual conduct as compared to preparation of the evaluation.
- Meeting interviewees (intellectuals, business people, etc.) is interesting.
- **Engaged team work and spirit!!!!**
- Learned about TZAP and participatory M&E.
- **To work with different individuals together is challenging but also beneficial.**
- Learn about interviews techniques.
- Gender sensitivity of the Evaluation Team.

Challenges

- **Getting to interview all the relevant / right interviewees (timing, public holiday).**
- Travelling time from and to VSO office.
- Interviewees were not always cooperative.
- Synthesizing the data from interviewers having different perspectives and not losing the breadth of the contexts.
- **Scale / size of the evaluation in relation to the actual project.**
- Investment into preparatory planning not always worthwhile when realities are different from those expected or change (scheduling interviews per email or changing agenda).

⁴¹ The core evaluation team members were asked for feedback on their experience of conducting the evaluation.

Table 5: Integrated Results Framework for the TZAP Evaluation and M&E Indicators

	TZAP Evaluation	M&E Indicators
Impacts	I. Reduce poverty II. Cultivate a knowledge based society	No indicators defined
Longer-term Outcomes	1. Promoted and strengthened Tanzanian academic publishing focusing on enhanced digital publishing. 2. Increased (quality of) research output 3. Umbrella organizations for research and publishing can articulate better the needs of indigenous publishing in Tanzania	<ul style="list-style-type: none"> • Percentage of Tanzanian Academic Journals on African Journals Online • Percentage of Tanzanian Journals that have included academic publishing standards⁴² • Percentage of publishers using alternative business models such as open access, online platforms, PoD, IRs • Percentage of publishers creating digital products such as eBooks, apps • Percentage of publishers using digital workflows • Number of research proposals at COSTECH is increasing • Number of published articles is increasing • Number of articles published in journals with impact factor⁴³
Outcome(s)	a) Increased knowledge, skills and expertise about digital publishing and alternative business models of individual staff at academic and commercial publishers b) Strengthened network of academic and commercial publishers c) Strengthened relations and collaborations of publishers with government and research-related institutions (targeting secondary longer term outcome)	a)• Percentage of workshop attendees who report increased knowledge on academic and digital publishing • Transfer of skills to the job + behaviour change + implementation, see indicators for longer-term outcomes b)• creation of the consortium, website, online platform which increasingly active and used • regular communication between the different publishers • collaborations between publishers c)• Online platform is actively used by government, research related organisations and publishers • Number of people / organisations participating in an online platform is increasing • Number of website clicks over the project's time period is increasing

⁴² These may comprise: abstract/summary, keywords, email of corresponding author, affiliations of authors, names of editorial board with varied composition and affiliations, instructions to authors, ISSN (print and online), running heads to give article title and journal name, DOIs in references

⁴³ Has been added by the evaluation team and is still under discussion

**Outputs and
main
Activities**

	<ul style="list-style-type: none"> • Other forums for dialogue and collaborations are established or used
<p>a) <u>Training and Workshops</u> for commercial and university publishers (Journals Publishing, Books Publishing, Digital Publishing I (Production), Digital Publishing II (Online Business Models), Marketing)</p> <p>b) <u>Create a Consortium</u> of Academic (university and commercial) Publishers under the umbrella of the Publishing Association of Tanzania (PATA)</p> <p>Creation of a Consortium Website</p> <p>Creation of an online platform</p> <p>c) Link and strengthen umbrella organizations such as COSTECH, PATA, BAMVITA, and research-related institutions (=Networking, targeted at longer term secondary outcome 2.)</p> <p>d) <u>Lobby and advocate</u> for alternative publishing business models (such as OA, PoD, IRs), networks and collaborations through presentations, formal and informal meetings, market research</p>	<p>a) • 10 Workshops with reports</p> <p>10 Commercial publishers trained per workshop</p> <p>10 University Publishers trained per workshop</p> <ul style="list-style-type: none"> • Number of Participants disaggregated by sex, background, workshop • Feedback by participants and facilitators <p>b)• Founding documents of the Consortium</p> <ul style="list-style-type: none"> • 4 Consortium meetings with 10 participants present (minutes) <p>a. • Existence of website and usage stats</p> <p>b. • The existence of an online platform and user stats</p> <ul style="list-style-type: none"> • Number of publishers participating and frequency of usage <p>c) + d)</p> <ul style="list-style-type: none"> • Number of publishing houses, universities, staff presented to • Number of meetings with stakeholders and umbrella organizations • Market research conducted informing publishers and networks in Tanzania • Minutes from meetings

Table 6: Journals, publishers and number of affiliates (editors, etc.) visiting the different workshops

Journal	Publisher	Journal Publ. Workshop	Digital Publishing: Production Workshop	Marketing & Communication
Rural Planning Journal	IRDP	2	3	2
Journal of Humanities	University of Dodoma	1	1	1
Journal of Informatics and Virtual Education	University of Dodoma	1	1	1
Health Research Africa	University of Dodoma	1	1	
SOMA	St. John's University	2	2	1
Tanzania Journal of Natural and Applied Sciences	St. John's University	3	2	1
African Journal for Transformational Scholarship	St. John's University	1	1	
Uongozi Journal	Mzumbe University	1	1	1
Economics papers	Mzumbe University	1	1	1
Journal of Leadership and Policy	Mzumbe University	1	1	1
East African Journal of Research	University of Iringa	1	1	1
The Eastern African Journal of Hospitality, Leisure and Tourism	St. Augustine's University	2		2
Law Journal	St. Augustine's University	2		
General Education Journal	Mount Meru University	3	2	2
Huria	Open University		1	
Kivukoni Journal	The Mwalimu Nyerere Memorial Academy		3	2
Journal of Building and Land Development	Ardhi University		2	2
Journal of Continuing Education and Extension	Sokoine University		2	1
Total		22	25	19

Table 7: Number of participants per institution / organisation disaggregated by sex and workshop topic

Institution / Organisation	Journals Publishing (2)		Books Publishing (2)		Dig Pub: Production (2)		Marketing Comm (3)	
	F	M	F	M	F	M	F	M
1 IRDP		2				3		2
2 University of Dodoma		3				3		4
3 St. John's University		6	1		1	4	1	1
4 Zanzibar University		2			2	1		
5 Mzumbe University	1	2		2	1	2	2	15
6 Sokoine University of Agriculture				1	1	1		1
7 University of Iringa	1					1	1	3
8 Mount Meru University		3			1	1	1	1
9 Nelson Mandela Inst.		2		2		3	2	7
10 SAUT		4						2
11 Ardhi University			1	1		3	1	1
12 University of Dar es Salaam			1	1				
13 Muhimbili University				1		1	1	2
14 Open University			1	1		1		
15 The Mwalimu Nyerere Academy					1	2		2
16 Read it Books			1	1	1	2		
17 Law Africa / Euphrates Consulting			1			1		
18 Aidan Publishers			1	1				
19 Oxford University Press				2		3		
20 E&D Vision Publishing				2		2		2
21 Dar es Salaam University Press						2		2
22 Mkuki na Nyota Publishers					2	3	2	1
23 Health Promotion - Ministry of Health							2	
24 COSTECH			1		1			
25 Cosota						1		
Total	2	24	8	15	11	40	13	46