



Mid-term Evaluation of the  
Institutional University  
Cooperation with  
Mzumbe University, Tanzania

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## ACRONYMS

ABCD	Automated Bibliographic Central Documentation
ADF	Academics for Development (Belgian NGO)
Ag	Acting
BTC	Belgian Technical Cooperation; since January 2018 “ENABEL”
DICT	Directorate Information Communication and Technology
DVC	Deputy Vice Chancellor
EAC	East African Community
ENABEL	Belgian Technical Cooperation
ETP	Education and Training Policy
EASSy	East African Submarine Cable System
FSS	Faculty of Social Science
GDP	Gross Domestic Product
FST	Faculty of Science and Technology
HEAC	Higher Education Accreditation Council
HESLB	Higher Education Students’ Loans Board
HOD	Head of Department
HRM	Human Resources Management
ICT	Information Communication Technology
IDM	Institute of Development Management
IDS	Institute of Development Studies
IOB	Institute of Development Policy and Management, University of Antwerp
IUC	Institutional University Cooperation
IUCEA	Inter-University Council for East Africa
M&E	Monitoring and Evaluation
MSEs	Micro- and Small Enterprises
NACTE	National Council for Technical Education
NM-AIST	Nelson Mandela African Institute for Science and Technology
NRM	Natural Resources Management
OFC	Optic Fibre Cable
OPRAS	Open Performance Review and Appraisal System
P	Project
PC	Programme Coordinator

PL	Project leader
PM	Programme Manager
QA	Quality Assurance
SIDO	Small Industries Development Organisation
SME	Small and Medium Enterprise
SOB	School of Business
SOPAM	School of Public Administration and Management
STI	Science, Technology and Innovation
SWOT	Strengths, Weaknesses, Opportunities and Threats Analysis
R&D	Research and Development
TCU	Tanzania Commission for Universities
TERNET	Tanzania Research and Education Network
UN	United Nations
UQF	University Qualifications Framework
VC	Vice Chancellor
VETA	Vocational Education and Training Authority
VLIR-UOS	Vlaamse Interuniversitaire Raad – Universitaire Ontwikkelingssamenwerking

# PREFACE

*In this publication, we present the results of the mid-term evaluation of the VLIR-UOS programme “Institutional University Cooperation with Mzumbe University”. The programme is a long-term inter-university cooperation (IUC) of Flemish universities funded by the Belgian government. The IUC programme links academic and development-oriented objectives and focuses on the institutional needs of the partner university in the South and the needs and demands of its stakeholders.*

*This report describes the findings from the evaluation and presents conclusions and some recommendations for further improvement or change. The evaluation team consisted of Prof. Dr. Mayunga Nkunya based in Dar es Salaam, Tanzania and Prof. Dr. Clemens Wollny, currently based in Germany. The evaluation experts were contracted based on their long experience with the higher education sector of Eastern and Sub-Saharan Africa. This report represents the views of this independent evaluation team and does not necessarily reflect the opinions of VLIR-UOS.*

*The evaluation team adhered to international best standards for participatory evaluations in the context of higher education cooperation and development cooperation. The evaluation team received comprehensive information and documentation from the VLIR-UOS team and Mzumbe University. We highly appreciated the professional and process-oriented attitude of the entire VLIR-UOS team and the conducive working environment provided at VLIR-UOS office and at Mzumbe University.*

*This evaluation would not have been possible without the support of many people often working beyond office hours at the partner university. Special thanks go out to the Vice-Chancellor for the very clear and open-minded discussions. We thank the programme manager for the excellent support and organisation. We also thank all contributing interview partners from the academic institutions in the South and in the North, the stakeholders, the farmers and members of communities in Tanzania, and the government representatives in different functions in Tanzania and Belgium. We thank all people who openly presented their views and addressed some critical questions. The evaluation would not have been possible without the open and frank discussions on an individual or group basis. The organisational and logistical support and the warm hospitality at VLIR-UOS and at Mzumbe University made our work enjoyable and smooth. The travel to remote areas and the direct discussions with communities provided us with excellent and direct feedback from beneficiaries in rural areas. It also provided a good overview on the participatory approach in the applied research carried out by the different projects under the programme. Therefore, we thank the driver and colleagues of Mzumbe University for the good preparations. We appreciate the contributions and comments made during the feedback and debriefing sessions held at Mzumbe, Dar-Es-Salaam and in Brussels.*

*We sincerely hope that the mid-term evaluation will contribute to further improve the capacity building efforts and to relevant research for development projects addressing high-priority challenges.*

**Prof. Dr. Mayunga Nkunya**

**Prof. Dr. Clemens Wollny**



# EXECUTIVE SUMMARY

## Introduction

The VLIR-UOS programme is an inter-university cooperation (IUC) between Flemish universities and partner universities in the South, linking academic and development-oriented objectives that focus on institutional needs of the South institutions. The programme is currently supporting cooperation between Mzumbe University in Tanzania and Flemish partner universities, which has started on 1 April 2013. The programme is called “Governance and Entrepreneurship through Research, Education, Access and Technology for Tanzania – Gre@t”. It is implemented in four projects as follows (Flemish partners in brackets):

- P1: “Strengthening teaching capacity, research capacity and organisational capacity” (Vrije Universiteit Brussel);
- P2: “Improving ICT infrastructure and integrating ICT in teaching and learning” (University of Antwerp);
- P3: “Promoting good governance through integrated community-based activities” (University of Antwerp);
- P4: “Promoting entrepreneurship development through integrated community-based activities” (Hasselt University).

As the first phase of the programme is coming to an end on 31 December 2018, a mid-term evaluation has been undertaken to assess the performance of the programme, based on the OECD-DAC criteria for development evaluation. All planning steps and activities for the evaluation were mutually agreed upon with the VLIR-UOS team. The follow-up ideas of the programme for the second phase (cf. self-assessments) were also discussed and evaluated.

## Evaluation methodology

The evaluation was carried out by a team of independent experts, in accordance with OECD/DAC principles for evaluations. It involved various stakeholders in the South and the Flemish partners and was undertaken in three phases, namely (i) an inception phase in which an evaluation framework to guide the subsequent phases of the evaluation was developed; (ii) a data and information collection from various documents and interviews with programme stakeholders; and (iii) data analysis and reporting. The evaluation team used a four-point qualitative scale for the assessment of the various evaluation criteria at programme and project level. Thereafter, scoring was applied to the important indicators and questions attached to the evaluation, but this was not done where insufficient data or information could not allow a fair assessment. The scoring scale applied a rating range from one to four: 1 = poor/not acceptable; 2 = insufficient, 3 = good, 4 = excellent, and N.A. – data not available.

## General assessment

The VLIR-UOS programme is considered to have significantly contributed to the implementation of the 3<sup>rd</sup> Mzumbe University Corporate Strategic Plan (CSP) and to facilitating the implementation of the 4<sup>th</sup> Strategic Plan (2017/18 – 2021/22). Stakeholders are generally satisfied with the contribution of the programme with respect to building capacity in postgraduate training and research. However, despite the interventions in this area, the publication profile at Mzumbe University is still rather low. The programme has contributed reasonably well to the establishment of the ICT capacity at Mzumbe University, in terms of infrastructure, operational systems, and the integration of ICT in teaching and learning. However, the unreliability of Internet connectivity counters the benefits of this achievement. Furthermore,



ICT user education for both staff and students is still limited. The programme also focused on community engagement related to action research and capacity building in the development of MSEs, in governance and gender issues at community level, and teaching and learning improvement in rural secondary schools. This complements government efforts in this area and has an added effect of creating interactive partnership between communities and the university, hence making the university part of the community system.

### **Relevance**

As verified through consultations with different stakeholders and communities, the programme objective clearly contributes to academic and development-oriented solutions. However, the exploitation of the synergy potential of the four projects still needs further improvement. Furthermore, the capacity building efforts of academic staff could not be sufficiently aligned to the actual growth of the institution (number of students enrolled per annum). Publications under the programme are the effort almost exclusively of PhD student research projects. Also, the impression on-site is that publications related to research under the projects are almost exclusively done by PhD students and sometimes with their Northern supervisors. Also, the projects appear to be somehow detached from regular university activities. Therefore, in the subsequent phase, the programme activities need to be integrated into the regular Mzumbe University activities for the purpose of adding value to the latter. For the provision of synergy, there is the need in Phase II to create project inter-linkage and synchronisation within the programme.

### **Efficiency**

The programme appears to progress quite well within set time lines. As mentioned, the main issue is the internal coordination to ensure that projects work together and develop synergy by harnessing the potential complementarity. Furthermore, the frequency of some capacity building interventions through the training of university staff and communities has been limited, with very little or no follow-up undertaken for the purpose of establishing the impact of the interventions. In addition, the communication mechanism and overall programme coordination are considered a challenge at Mzumbe University, which is recognised by the university management. These are issues that require further attention in a possible Phase II.

### **Effectiveness**

Individual postgraduate students show commitment and enthusiasm to respective research projects. They are also increasingly aware of the competitiveness of internationally recognised research. They experience a major change towards a more focused scientific research attitude by being exposed to the partner in the North. Across the project leaders, researchers and PhD students, there is an increased awareness about the importance of outreach and upscaling of research findings and training. It was apparent that researchers better understand that developmental intervention requires solid quantitative and qualitative data. Confidence and motivation of key academic staff have improved through successful proposal submissions. However, there is need for shifting from the current more conventional research to an action and unconventional research approach to enhance the utilisation of research outputs (processes, products and solutions).

## **Sustainability**

Prospects of capacity building and networking are good. A positive factor was the sandwich nature of the PhD training activities that create an environment conducive for continuation in research at Mzumbe University once the students complete their studies, at the same time keeping them in touch with the Northern partners. There is, however, insufficiency in finance prospects in all four projects. With a few exceptions, the projects do not have clear prospects on future sustainability at programme level beyond a possible Phase II. Hence, there is need to develop an exit strategy for each project to facilitate the continuation of the programme achievements and the collaboration with the Flemish universities after the end of Phase II.

## **Impact**

All projects exhibited good scientific community impact, as verified through change in research and overall academic attitude at Mzumbe University, the introduction of new research approaches and the revision of the CSP, which was influenced by the VLIR-UOS programme. The likelihood of developmental impact is good, as individual project activities show possible tangible outcomes. It is too early to assess possible impact on the global scientific community based on the number of publications or other publications at the given stage of the programme. Nonetheless, indications show potential impact on beneficiaries at a pilot scale.

## **Coherence**

At programme level, coherence is insufficient. Networking differs widely from project to project although it is taking place to some extent. It was quite evident during the evaluation that both Mzumbe University Management and project participants accepted the need for coherence at the strategic level between projects and corporate strategy.

## **Added value of the programme level**

The programme has contributed to the establishment of ICT capacity at Mzumbe University, which in the end, will enable the University to link its campuses through IT in management, governance, course delivery and research, thereby enhancing institutional efficiency. The built ICT capacity has prompted the university to offer an undergraduate education course in IT for students training to become secondary school teachers. This is an important step towards the development of a critical mass of teachers to propagate the integration of IT at the secondary school level.

The programme has also performed well in community engagement related to the development of MSEs through action research, in the provision of governance education to communities, and teaching and learning improvement in rural-based secondary schools. This has complemented government efforts in these areas and has led to the creation of interactive partnership between the university and communities, making Mzumbe University more relevant to the community. The community level capacity building initiative is also an input in implementing some aspects of Goal 4 of the UN Sustainable Development Goals (SDGs), on, among others, promoting life-long learning opportunities for all<sup>1</sup>.

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<sup>1</sup> <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

## Overall assessment

Mzumbe University faces the challenge to align the management of the programme to VLIR-UOS and Tanzanian guidelines, rules, and reporting formats. There is clear need to increase programme coordination before Phase II can start. In Phase I, frequent changes of the programme manager position and an internal vacuum at top leadership level negatively affected the coordination of the programme. The evaluation team emphasises that internal university communication lines and reporting structures need to be streamlined. The central administration recognised this and is acting on it.

## Recommendations for programme and projects

**Overall recommendation:** The evaluation team recommends that discussions on development of a feasible and process-oriented Phase II and the formulation process should start as soon as possible.

The report provides a set of nineteen specific recommendations:

**Recommendation 1:** The programme has so far focused on building the capacity of PhD students. The review of the various projects indicates the need of capacity at different levels at Mzumbe University to adequately support project teams. A comprehensive IUC may therefore include, grants for Master students (*sur place* or sandwich).

**Recommendation 2:** Mzumbe University needs to develop a policy framework to guide the e-learning initiative under the VLIR-UOS programme.

**Recommendation 3:** The project teams should promote academic research and should utilise the second phase of the programme to develop a comprehensive research agenda. Many good ideas exist but they need to be well-structured.

**Recommendation 4:** The partners should address the role of project members in each team. There seems to be a lack of clarity in the roles of project team members. It is absolutely important to empower team members. The partners should give special emphasis to the teams of P1 and P3 so that they can support their university-wide role in capacity building through teaching and learning, and governance and outreach.

**Recommendation 5:** The Faculty of Social Sciences should establish capacity in e-pedagogy, independent of the ICT directorate, for the purpose of sustaining the e-learning initiative in the faculty.

**Recommendation 6:** The ICT project (P2) should link up with the Tanzania Research and Education Network (TERNET) for synergistic benefits in this area.

**Recommendation 7:** The ICT project (P2) should consider ICT user education for both staff and students, which is limited.

**Recommendation 8:** Project 3 ('Promoting good governance through integrated community-based activities') should raise the profile of its work on gender issues so that the programme work on gender receives adequate attention and visibility.

**Recommendation 9:** The intermediate results, outputs and outcomes should be used to link up with interested international development agencies (e.g. "Enabel"), local NGOs or private partners (PPP model) to develop joint proposals to promote and strengthen entrepreneurship.

**Recommendation 10:** In Phase II, opportunities to link campuses of Mzumbe University through ICT should be explored. This should be coordinated by the programme support unit (PSU).

**Recommendation 11:** The PSU team should reconsider strategies, mechanisms and concrete measures to strengthen the coordination and synergy of the programme. It should finalise a comprehensive outreach policy.

**Recommendation 12:** The PSU should revise internal reporting mechanisms and an internal record keeping system. The regular update of the website and subdomains should receive more attention. This should be coordinated by the PSU, in close cooperation with P2.

**Recommendation 13:** The evaluation team recommends issuance of certificates to participants of training workshops.

**Recommendation 14:** The evaluation team recommends supporting post-doctoral researchers and the formulation of advanced and highly-focused research questions complementing ongoing research.

**Recommendation 15:** Ensure that quality and intensity of supervision, guidance, and communication with postgrad students (N-S) is at the same level among projects. Specifically, setting milestones and frequency of contacts is of paramount importance to “sandwich” students when working in the field and trying to write up their data for publication. PhD students must be made responsible to report timely to both universities in the North and the South. Define a clear role of local supervisors and develop a framework for effective supervision and empowerment of (“sandwich”) PhD students and conflict resolution. There is also the need that the University of Dar es Salaam teams up with the IUC programme to enable PhD researchers enrolled at Dar es Salaam to collaborate with the partners in the North at the same level as the other staff members on study leave for PhD.

**Recommendation 16:** Partners should train Mzumbe University senior staff on supervisory skills of postgrad students. There is obviously the need to build capacity in this field. Similar training programmes are conducted by other universities in Tanzania, which could possibly be used as a template.

### **Recommendations for VLIR-UOS**

**Recommendation 17:** VLIR-UOS should continue to simplify reporting processes in Phase II. It could then use the same reports for internal reporting at Mzumbe University to reduce inefficiency in the Southern institution.

**Recommendation 18:** VLIR-UOS should facilitate and promote more student and staff exchange *sur place* (South-South) and between North-South to develop sustainable partnerships through complementary programmes. VLIR-UOS should facilitate the establishment of a Tanzanian-Flemish/Belgian alumni network.

**Recommendation 19:** VLIR-UOS should foresee a stronger process-orientation focus in planning Phase II. It is important to emphasise good planning and design on the one hand, but also to leave the necessary room of manoeuvre for experimentation and the possibility to respond to unforeseen opportunities on the other. The practical application of the Theory of Change approach of VLIR-UOS would be more process-oriented, more flexible and complexity oriented. It should be implemented as of the formulation of Phase II.

### **Phase II**

Discussions at the Phase II workshop concluded it was best to focus on the following:

**Programme level:**

- Programme coordination and working towards cohesiveness of the programme
- Proposing to involve the Faculty of Law
- Transversal themes: Considering human rights issues (e.g. Kigoma area); a stronger focus on Natural Resources Management (NRM); intensifying gender research

**Project level:**

- Developing digital content in all subject matter areas of the VLIR-UOS programme (upscaling)
- NRM - conflict resolution (e.g. farmers – pastoralists)
- Using (more) actively participatory research and strengthening the Action Research Approach
- Developing value chains entrepreneurship projects

**Institutional level:**

- Promoting conversion to a research-oriented university (research agenda to be developed)
- Enhancing communication and visibility of outreach

# 1 Introduction

## 1.1 Background

### 1.1.1 The concept of the Institutional University Cooperation (IUC)

An Institutional University Cooperation (IUC) programme is a long-term institutional partnership between a university in the South and Flemish universities. The IUC cooperation with a partner institution covers a period of approximately twelve years with two main programme phases – Phase I (six years) and Phase II (four years) – covering a combined ten years of project execution time. The programme supports the partner university in its triple function as provider of educational, research-related and societal services. It aims at empowering the local university as to better fulfil its role as development actor in society. The guiding principles of the IUC programme can be summarized under the following topics:

The expected output, outcomes and impact of the IUC programme based on the generic theory of change are outlined in Figure 1.

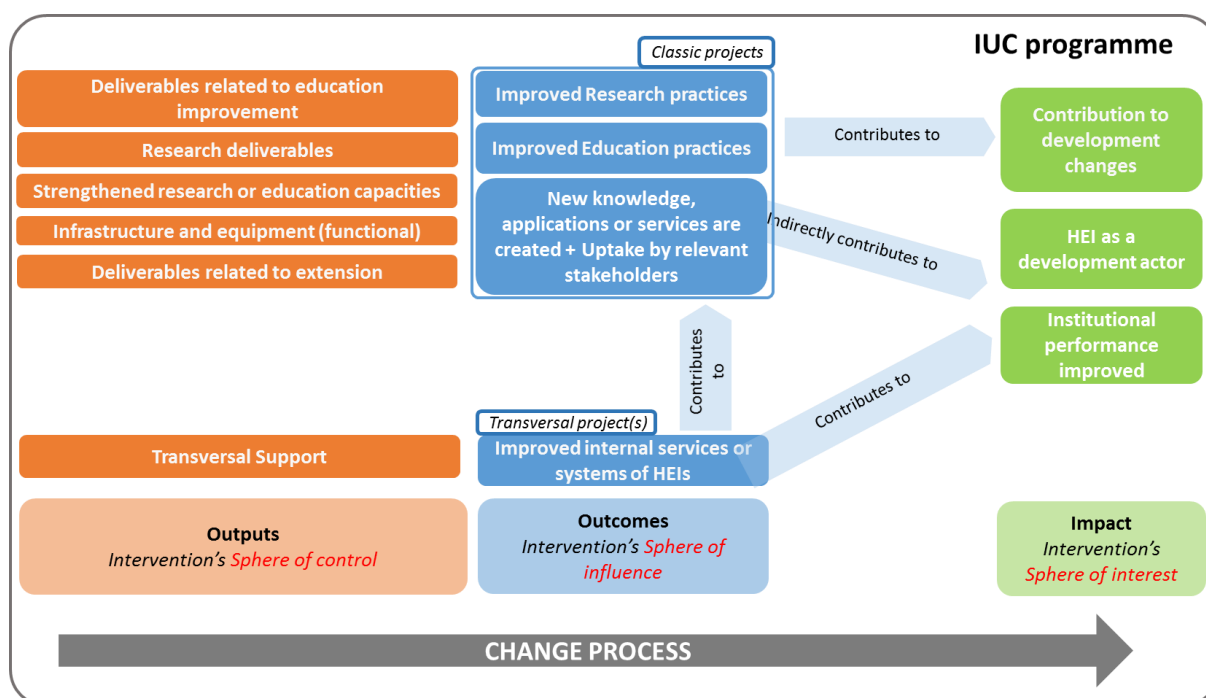


Figure 1 IUC generic theory of change

### 1.1.2 The subject of the evaluation

The subject of the mid-term evaluation is Phase I of the Institutional University Cooperation programme between Mzumbe University in Tanzania and the Flemish partner universities coordinated by Ghent University. Phase I of “Gre@t – Governance and Entrepreneurship through Research, Education, Access and Technology for Tanzania” started on 1<sup>st</sup> of April 2013 and ends on 31<sup>st</sup> December 2018. The partners planned four projects:

- Project 1 (Flemish partner Vrije Universiteit Brussel) “Strengthening teaching capacity, research capacity and organisational capacity”;
- Project 2 (Flemish partner University of Antwerp) “Improving ICT infrastructure and integrating ICT in teaching and learning”;
- Project 3 (Flemish partner University of Antwerp) “Promoting good governance through integrated community-based activities”, and,
- Project 4 (Hasselt University) “Promoting entrepreneurship development through integrated community-based activities”.

The annual programme budget was EURO 250,000. The programme support unit (PSU) administers the programme at the partner university and collaborates directly with the coordination office of the Ghent University on administrative, organisational, and financial matters.

### 1.1.3 The Terms of Reference of the evaluation

**The purposes of the mid-term evaluation are:**

**a) Learning:** about what worked well, what did not, and why. The formulation of these lessons learned will contribute to the quality of on-going and future IUC programmes in terms of the content and management of the programme, including the overall policy framework.

**b) Steering:** support decision-making processes of the IUC (at different levels). The evaluation is input for the possible formulation of a second phase.

**c) Accountability:** by independently assessing the performance of the IUC programme (and validating or complementing the monitoring).

The evaluation’s **primary objective** is to evaluate the performance of the IUC (programme level and project level) based on the OECD-DAC criteria for development evaluation (+ one additional criterion): scientific quality, relevance, efficiency, effectiveness, impact, and sustainability. The evaluation scope also includes the follow-up plan of the programme for the second phase (cf. self-assessments). The follow-up plan needs to further guarantee capitalisation, exploitation, and spread of achievements of the first phase, sustainability at institutional level (and research groups), and the impact of the university on development processes in the surrounding community, province and eventually in the country.

Next to these standard objectives, this mid-term evaluation also has the following, **specific, evaluation questions:**

- How is project 1 (“Strengthening Capacity in Teaching, Research and community outreach services”) supporting the other IUC projects and how is project 1 being integrated into the structures of the university?
- To what extent are the different faculties of the university participating in the IUC programme?
- To what extent have the programme and its projects monitored the relevant conditions in the country, earmarked new opportunities, and responded to them? What can be learned from this about flexibility in programme/project management?



## 1.2 Context

### 1.2.1 Tanzania development priorities

The provision of education in Tanzania is guided by national macro-policies, plans and strategies, and by education sector policies, programmes and strategic plans. The macro-policies include the Tanzania Development Vision 2025 and the Tanzania Five Year Development Plan of 2016/17 to 2020/21. The national policies/plans are further supplemented by education sector policies and programmes, which include the Education and Training Policy (ETP) of 2014. Other policies supporting implementation of the ETP are the Technical Education and Training Policy (1996)<sup>2</sup>, currently under review, and the Higher Education Policy (1999)<sup>3</sup>. The latter might be considered to have been subsumed into the ETP 2014. The main focus of the sector policies is to transform the education sector into an efficient, effective, outcome-based system, which would facilitate the achievement of the educational goals as envisioned in the Tanzania Development Vision 2025 and the objectives of the Five Year Development Plan 2016/17-2020/21.

The National Development Vision 2025, launched in 1999, is currently the guiding framework for socio-economic development of Tanzania<sup>4</sup>. The three main objectives of Vision 2025 are (i) achieving quality and good life for all; (ii) good governance and the rule of law; and (iii) building a strong and resilient economy that can effectively withstand global competition. These objectives entail that education and training are at the heart of the Development Vision 2025, as the vision further underlines a well-educated and learning society as one of the five main national vision outcomes. The specific goals of the vision to the education sector focus on:

- promotion of universal access to quality basic education, including pre-primary, primary and secondary education;
- eradication of illiteracy; and
- expansion of quality tertiary education and training that provides the critical mass of high quality human resources required to effectively respond to and master development challenges at all levels.

### 1.2.2 Business environment

The Small and Medium Enterprise (SME) Development Policy formulated in 2002<sup>5</sup> set strategies for development of the SME sector, which aims at removing the barriers that hinder the development of the sector. The policy aims at creating an enabling business environment as well as strengthening and networking institutions that can address the existing constraints, and at the same time seize the opportunities that determine the growth and the standard of performance of the SME and the overall business sector. One of the policy priorities is the facilitation of SMEs access to technology, business support services, and working premises.

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<sup>2</sup> ([http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/tanzania\\_technical\\_education\\_policy\\_1996.pdf](http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/tanzania_technical_education_policy_1996.pdf) )

<sup>3</sup> (<http://www.tzonline.org/pdf/nationalhighereducationpolicy.pdf> )

<sup>4</sup> <http://www.mof.go.tz/mofdocs/overarch/vision2025.htm>

<sup>5</sup> [http://www.tzdpd.or.tz/fileadmin/\\_migrated/content\\_uploads/sme.policy.2002.pdf](http://www.tzdpd.or.tz/fileadmin/_migrated/content_uploads/sme.policy.2002.pdf)

### 1.2.3 Information and Communication Technology

In order to provide a sound base for advancements in the use of Information and Communication Technology (ICT), 25,954 kilometres of optic fibre cable (OFC) backbone have been laid across the country, covering 24 regions of Mainland Tanzania<sup>6</sup>. The OFC provides a base for scaling up broadband access across the country, enhanced connectivity, and the provision of efficient services nationally and in the region. The infrastructure is intended to ultimately provide 40 percent of the communications services availed to land-locked countries in the region. Connectivity to submarine cables (EASSy – East African Submarine Cable System & SEACOM<sup>7</sup>) and cross-border connectivity with neighbouring countries has been successfully implemented. However, limited education level and human resources to adapt, manage, and operate new technologies, weak monitoring of quality and standards of hardware and software, low awareness and usage of open-source software are among the challenges facing effective utilisation of this ICT infrastructure., especially in the education sector.

Furthermore, ICT in education delivery in both schools and universities has not yet picked up despite these investments in ICT infrastructure. This is an area that still needs further intervention.

### 1.2.4 Gender and women empowerment

Tanzania has made progress towards attaining gender balance, including access to primary and Ordinary Level (O level) secondary education to the extent that there is currently gender parity in transition to secondary education<sup>8</sup>. The proportion of women in decision-making levels and parliamentary representation has increased. The level already achieved is in accordance with the national aspirations of having at least 30 percent female participation in this regard. Women have benefited from a decade of economic transformation in Tanzania through increased access to new employment opportunities in higher productivity sectors such as manufacturing, trade, hotels and food services, and in accessing soft loans for business ventures provided through microfinancing institutions. Expansion of public services has increased the education of women and hence their participation in and contribution to the labour force as well as increasing life expectancy.

Despite this progress, some disadvantages have persisted. Women are relatively poorer in the society compared to men. While men's time taken up by household chores is low, for women it is high. This burden begins as early as at the age of ten years for females. Young women still marry before the age of 18 and start raising families soon after, thus reducing their education and employment options in the future. Therefore, interventions to ensure gender balance are needed to unleash women's potentials to contribute to the envisaged socio-economic transformation, and more importantly as a matter of human rights.

### 1.2.5 The higher education system

The establishment and running of universities in Tanzania is governed by the Universities Act No. 7 of 2005 (Chapter 346 of the Laws of Tanzania). According to the Act, no person (or institution) is allowed to provide university education in Tanzania unless that person (or institution) has been granted a charter or approval of a charter in accordance with the provisions of the Act. Thus, for an institution to be allowed to operate in Tanzania, the President of the United Republic of Tanzania must have granted it a Charter.

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<sup>6</sup> [http://www.mof.go.tz/mofdocs/msemaji/Five%202016\\_17\\_2020\\_21.pdf](http://www.mof.go.tz/mofdocs/msemaji/Five%202016_17_2020_21.pdf)

<sup>7</sup> SEACOM is a submarine cable operator with a network of submarine and terrestrial high-speed fibre-optic cable that serves the east and west coasts of Africa.

<sup>8</sup> [http://www.mof.go.tz/mofdocs/msemaji/Five%202016\\_17\\_2020\\_21.pdf](http://www.mof.go.tz/mofdocs/msemaji/Five%202016_17_2020_21.pdf)

As the grant of charter is normally a long process, the Tanzania Commission for Universities (TCU) which is mandated to regulate university education in the country allows universities to start operating once they have met the prescribed requirements and have submitted to TCU an acceptable draft charter.

Historically, a system of higher education in Tanzania was for the first time introduced in 1961. The political and socio-economic reforms that had been initiated in the late 1980s enabled the private sector to play a major role in the provision of higher education. Therefore, in 1996 private university institutions started to emerge in Tanzania for the first time and this brought in exponential expansion of higher education in the country. Tanzania had started to witness growing public awareness on the importance of education at all levels including higher education. This led to an even more impetus in the demand for higher education access in the country.

It became apparent that the exponential expansion in higher education would have led to compromised quality of the institutions being established and the education to be provided if quality assurance safeguards were not adequate. Therefore, in 1995 the then Higher Education Accreditation Council (HEAC) was established, with the legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country. In 2005, HEAC was replaced by TCU, whose mandate was extended to the regulation of the quality in public universities as well, besides the private ones.

In recent years, the need to expand higher education capacity for public institutions has become a pressing issue. Thus, the increase in the number of university institutions from four (three public and one private) in 1997 to the current 49 institutions, particularly the private ones, has correspondingly led to a more than 15-fold rise in the national higher education gross enrolment rate from 0.27% in 1997 to more than 4 percent in 2016. Despite this increase, Tanzania still lags behind in higher education enrolment, with enrolment levels being much below those of the Sub-Saharan Africa average of about 8 percent. Thus, in 2013/2014, the overall student enrolment in universities was 218,959, which translates to a gross enrolment rate of about 4.2 percent.

Of the 49 university institutions in Tanzania, 33 are fully-fledged universities and 16 are university colleges.<sup>9</sup> Among the fully-fledged universities, twelve are public institutions, which include Nelson Mandela African Institution of Science and Technology, and 21 are privately owned institutions which are fully private or belong to religious denominations. The universities and university colleges differ in size in terms of physical infrastructure as well as student enrolment, with the privately-owned institutions generally being relatively smaller, except a few which have an enrolment exceeding 10,000 students. Most of the university institutions are concentrated in Dar es Salaam, Morogoro and Arusha-Kilimanjaro area.

A study carried out in 2014 by the Inter-University Council for East Africa (IUCEA, an institution of the East African Community – EAC responsible for coordinating the development and harmonisation of higher education in the Community) established that although many Tanzanian university graduates possess adequate academic knowledge, their ability to apply the knowledge in the job market was limited. The graduates are also perceived to have inadequate soft skills needed for the job market. This study has prompted governments and universities in the EAC member countries to come up with various interventions to address the identified deficiencies of the university graduates vis-à-vis expectations of the job market. Such interventions include skills development programmes conceived at the national level, and curriculum re-orientation by universities to skills development, including putting more emphasis in community engagement in the curriculum and adoption of learner centred pedagogy.

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<sup>9</sup> [www.tcu.go.tz](http://www.tcu.go.tz)

## **1.2.6 Key institutional contextual factors within the partner university under evaluation**

### **1.2.6.1 Historical context**

The Mzumbe University started in 1953 as a Local Government School for training chiefs, native authority staff and councillors. In 1972, it transformed into the Institute of Development Management (IDM). The institute focused mainly on the training of civil servants at the senior level, many of whom later became senior government officials including permanent secretaries and ambassadors. It also trained professional accountants and business administrators.

In 2001, IDM transformed into the present-day fully-fledged University, established under Mzumbe University Act No. 21 of 2001, with the core functions of teaching, research, and consultancy and outreach services. When the Universities Act No. 7 of 2005 was enacted, all Acts establishing public universities in the country were repealed. The universities were subsequently re-established under the new Act. The Act provides for the regulation by the Tanzania Commission for Universities (TCU) of all universities in Tanzania, both public and private.

### **1.2.6.2 Institutional profile**

Mzumbe University was granted its Charter in 2007 in line with the provisions of the Universities Act No. 7 of 2005. The Charter establishes the institutional framework of the University, including governance, management, and administrative arrangements of day-to-day operations. Currently, the University has three campuses:

- The Main Campus is located at Mzumbe area in Mvomero District, Morogoro Region. It is 24 kilometres South West of Morogoro Municipality and about 225 kilometres from Dar es Salaam.
- The other campuses, namely the Dar es Salaam Campus College and Mbeya Campus College are respectively located in Dar es Salaam and Mbeya Cities.

The University constitutes three faculties, namely the Faculties of Law, Social Sciences, and Science and Technology. It also has two schools, the School of Business and School of Public Administration, and the Institute of Development Studies. Additionally, there are also non-academic directorates, namely the Directorate of Quality Assurance and Directorate of ICT, which are located at the Main Campus.

In 2016/2017 Mzumbe University offered 26 undergraduate and 28 Master's degree programmes. The University also offers doctorate studies in Economics, Public Administration, Law, and Business Administration. Furthermore, the university offers seven programmes at the diploma level and eight others at the certificate level. With respect to student enrolment, during the academic year 2016/2017 there were 11,362 students (undergraduate and postgraduate), of whom 5,550 were females (which represents 49% of all enrolled student) and 2,514 were postgraduate students.

By September 2017, Mzumbe University had 579 staff, comprising 291 academic and 288 administrative staff. With this staffing level, Mzumbe University has a critical shortage of teaching staff to match with the increasing number of enrolled students. Considering the presence of only thirteen Associate and full Professors and 22 Senior Lecturers, the University has a critical shortage of senior staff who are supposed to handle postgraduate training. This means that the few available staff members are overstretched. This could be to the detriment of maintaining quality of postgraduate training and research at the University. The small number of publications, standing at 48 articles in 2015/2016, reflects the shortfall in senior academic staff. Even the larger publication figures for the previous three years of 113, 123 and 108 respectively are still on the lower side of a reasonable publication profile. Therefore, the University is still in dire need of enhancing its academic staffing levels and profile of academic publications.

### **1.2.6.3 Developmental profile**

According to the Mzumbe University Fourth Corporate Strategic Plan 2017/2018 – 2021/2022, the University is fully aware that structural changes in the national economy have far-reaching implications to the type of training and education services the universities in the country need to offer. Therefore, the Fourth Corporate Strategic Plan recognises that education for the future must meet the workforce transitioning to knowledge work and equipping national and regional economies to compete globally.

To achieve this, the University sees a number of opportunities, in the vibrant national economy and private sector-led buoyant economy that opens opportunities for joint venture undertakings with universities in different domains. However, the University also envisions some major challenges to seize the available opportunities, including the fast-changing demand pattern for skills and technical competencies resulting into short shelf-life of training programmes, and difficulty in retaining highly performing staff from the temptation of better-paying jobs in the private sector.

With respect to the Education Policy and Legal Environment, Mzumbe University sees higher education institutions being likely affected by the Fifth Phase Government decision on provision of free education up to ordinary level secondary education. This will result in massive numbers of students qualifying to join universities. This implies that higher education institutions including Mzumbe University must make adequate preparations for accommodating these large numbers of students.

## **1.3 Evaluation methodology**

The evaluation methodology is based on the concept of an ‘informed peer review’. The mid-term evaluation follows the general principles for evaluations as defined by OECD/DAC<sup>10</sup>: independence, credibility, participation, usability and transparency. According to these principles, the evaluation is carried out by a team of independent experts of the higher education sector, involves various stakeholders: project managers, users/beneficiaries and partners in DCs and the Flemish partners, and includes information for interviewees on processes, instruments and results. The specific challenge of a mid-term evaluation of the given IUC format is to generate sufficient information to allow decision-making for the second phase.

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<sup>10</sup> See <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.oecd.org/dac/evaluation/2755284.pdf>

### 1.3.1 Evaluation process (activities undertaken)

We implemented the evaluation in three phases: an inception phase, a phase of data collection, and a phase of analysis and reporting. During the inception phase, we developed an evaluation framework (see below).

Step 1: The document analysis formed the basis for the evaluation process. We considered the following sources:

- General information on VLIR-UOS strategy and programmes;
- Phase I: programme and the project planning documents;
- Programme and project self-assessment reports
- Other documents provided prior to interviews and mission, e.g. annual reports, website of the institutions etc.

Step 2: Individual face-to-face or Skype interviews of programme and project coordinators of Flemish universities and visiting scientists from partner institutions at VLIR-UOS office in Brussels. The team leader conducted these interviews.

Step 4: Development of detailed mission programme and direct communication with the management of the partner university.

Step 5: On-site visit of the evaluation team of Mzumbe University 5<sup>th</sup> to 13<sup>th</sup> February 2018. Presentation of preliminary findings, validation of observations and workshop Phase II.

Step 6: Report writing and discussion on assessment of criteria within evaluation team.

Step 7: Presentation and validation of preliminary findings and observations by the team leader at VLIR-UOS office Brussels.

Step 8: Final draft of report, quality check and submission to VLIR-UOS for comments.

Step 9: Final write-up after having received comments from all parties involved in the North and South..

Step 10: Submission of report to VLIR-UOS for publication and dissemination.

### 1.3.2 Data and information collection methods and sources

Analysis of existing data: The team reviewed available documentation and the self-assessment reports. It explored preliminary hypotheses during interviews with project leaders in Belgium and Tanzania. The team consulted the following sources:

1. Project-specific information on project activities (internal documents)
2. University strategy documents
3. Drafts of follow-up plans for phase II (cf. self-assessment reports)
4. List of publications and published or submitted papers
5. Conference contributions
6. PhD proposals and progress reports
7. Master's degree curricula
8. Handouts provided at workshops and training sessions, feedback and reports
9. Laboratory and training manuals
10. Programme or project related media reports
11. Relevant information published on websites (Universities, Stakeholders, Government Authorities)
12. Visit of facilities and experimental sites



13. Any other verifiable documents provided to the mission team will be considered, if relevant.
14. Documents and comments submitted after the feedback workshop.

**Assessment of change:** The evaluation team conducted individual and group interviews to obtain a good understanding of the projects, programmes, and institutional achievements and challenges. It targeted informant ranging from top leader to support staff of the institution, in-depth individual interviews face-to-face or by Skype with almost all PhD students, selected Master students met on-campus, and interviews with project leaders and team members. This approach resulted in a good insight of the level of ownership, intrinsic and extrinsic motivation, willingness to change, and hints of change resulting from exposure to different environments or target groups.

**Triangulation of data and findings:** The focus of the evaluation is on use of qualitative data. The requested summative reporting in the self-assessment reports allows a simple comparison of planned versus realised results. It does not allow informative conclusions or explanation of processes of change. Therefore, the assessment of outcomes was based on the following steps:

1. before the site-visit: mapping all of the key outcomes based on document study and introduction interviews with project leaders
2. through semi-structured interviews and document analysis on-site, important outcomes were recorded and compared to the results of step one (this was done daily at the end of each day within the team during the field visit); if matters were arising the PM of Mzumbe University was requested to provide additional documents or to arrange for other interviews
3. the outcomes were, whenever possible, further validated or complemented through interviews with internal and external stakeholders; and
4. the most important findings and observations were validated at the level of the programme and research teams in joint workshops on-site and in Belgium at VLIR-UOS office, and in a separate debriefing session with the Vice Chancellor of Mzumbe University.

### 1.3.3 Definition of the evaluation criteria and indicators used

We used a four-point qualitative scale for the assessment of the evaluation criteria at programme and project level. The mission team aimed to provide transparency on how it interpreted the various indicators and information. The scale applies a scoring from one to four (see also ToR). The final report visualises the judgement of each evaluation criteria of the projects and the programme as follows:

1 = poor/not acceptable
2 = insufficient/low
3 = sufficient/good
4 = excellent/outstanding
N.A. – data not available

We did not apply any scoring in case insufficient data or information could not allow a fair assessment. The scoring was applied to all important indicators and questions: composite questions received a scoring that is the weighted average of the scores of their constituent dimensions. In Table 1, we present our evaluation framework.



Table 1 Evaluation framework

Key Evaluation questions	Programme level Assessment criteria	Project level Assessment criteria
<b>1. To what extent is the programme/project relevant?</b>	The programme objectives contribute significantly to the needs of the university.	The academic objective of the project is consistent with the university development vision, mission and strategy. Consistency with Corporate Strategic Plan.
	Synergy: The programme is supporting the university capacity building process through relevant research, training and outreach activities of the individual projects.	The collaboration among the (three) projects leads to synergy regarding interdisciplinary cooperation.  Transversal themes (gender, environment, D4D) are considered.
		The project specific development objectives or achieved results are relevant to the needs of the defined target group or sectors.
<b>2. Scientific Quality</b>	To be assessed at project level	The quality of research is accepted by the scientific communities and stakeholders and published or publishable in peer-reviewed journals.
		The quality of education and training are of high quality. Didactical approach, supervision, and mentoring of post-grad students results in good progress and high demand of students striving for excellency.
<b>3. What is the level of efficiency?</b> <b>How is the programme? How are the projects managed?</b>	Intermediate Results: Delivery of outputs in good time and quality.	Extent of delivery of intermediate results (outputs) in relation to means and measures in good time and in good quality.

	<p>Management, coordination and communication on time and in good quality.</p> <p>Input : Output ratio in terms of financial and human resources capacity parameters.</p>	Flexibility of project management to adjust in a changing environment.
<b>4. To what extent is the programme/project effective? The extent to which the objectives are expected to be achieved, taking into account their relative importance.</b>	<p>Academic objectives:</p> <p>Overall effectiveness of the programme regarding academic advancement.</p> <p>Changes in awareness, knowledge and skills at institutional level.</p> <p>Changes in organisational capacity.</p>	<p>Attainment of specific academic objectives regarding the level and degree to what extent research, teaching and learning, and outreach were enhanced.</p> <p>The extent or development of new patterns of change regarding academic attitude and behaviour.</p>
	<p>Development objectives:</p> <p>Overall effectiveness of the programme regarding development orientation.</p> <p>Changes in awareness, knowledge and skills through use of development relevant outputs.</p>	<p>The direct utilisation of research, training and learning outputs regarding achievement of planned or unexpected development related effects.</p>
<b>5. What are the prospects of continuing the programme based on Phase I? If Phase II is implemented, could a sustainable continuation be expected after the programme has been completed?</b>	<p>Institutional prospects of capacity and networking:</p> <p>Academic recognition of the university at national, regional and international level secured. Post VLIR-UOS programme themes attract highly qualified staff and external partners.</p> <p>Coordination and clear leadership of the institution.</p>	<p>Institutional prospects of capacity and networking:</p> <p>Situation and prospects of trained academic and non-academic staff: measures for academic and technical staff retention in place; involvement and cooperation South-South and South-North (e.g. research programmes addressing or using innovative methodologies and instruments)</p>

	Financial prospects: Ability to attract external funding or co-funding for research oriented programmes.	Financial prospects:  Long-term cooperation with Flemish universities and complementary support through joint application to development oriented organisations. Research groups or faculties are competitive to attract external funding.
<b>6. Are there indications or results, which could indicate long-term effects (impact)?</b>	First indications of impact at academic level through overall institutional growth resulting in added value.	Scientific community: Critical mass of excellence in specific areas achievable.
	First indications of impact on development at local or regional level.	Development orientation: Research findings show potential for effective transfer or up-scaling.
<b>7. Is coherence and plausibility given?</b>	The systematic intervention is plausible and coherent.	Project teams are aware and realise that a coherent approach and plausible planning in cooperation with other programmes and actors is required to stay competitive in the academic world addressing development related challenges.

### **1.3.4 Avoidance of conflict of interest, limitations and evaluability**

Prior to the evaluation, the evaluators signed individually a protocol that they do not have any conflict of interest in providing the service of mid-term evaluation of the IUC programme. In the process of the evaluation, it was ensured that there was no direct or indirect influence of any party.

The evaluation team executed the evaluation as planned. The team talked to all relevant internal and external stakeholders. The quality of the programme planning document and self-assessment reports contributed to a good understanding of the projects. It enabled the team to obtain an excellent insight in the project and its institutional achievements and challenges, which it validated and further discussed during the evaluation visit and debriefing sessions on-site and at Brussels.

Evaluability was somewhat limited due to unavailability of adequate logical framework monitoring data at outcome level. Another problem was that the initial programme log-framework remained unchanged. In Phase I, the main cause of missing outputs was the wrong assumption that sufficient qualified personnel would be available in the South.

A few limitations should be taken into account when reading the evaluation report:

- a) The ToR and the evaluation framework considered assessing impact. However, the programme is still in its infancy. Most of the research results were not yet published, tested, or transferred to the field. If possible, the evaluation team identified and described any first indications of impact.
- b) The evaluation team could not verify all the quantitative data on indicators due to the type of record keeping and limited access to electronically stored information. Instead, the evaluators focused on qualitative assessment of available documents.
- c) The evaluability of activities and outputs was somewhat limited in the start-up phase of the programme due to changes in the programme personnel support and at VLIR-UOS-offices

### **1.3.5 Quality assurance of the evaluation**

The evaluation team agreed all planning steps and activities with VLIR-UOS and MDF Training and Consultancy. It checked and triangulated all sources of information and data. In the process, it used various instruments to ensure a representative and objective evaluation. For example, it used semi-structured interviews and open questions. Quality was assured through feedback on the evaluation process thorough internal team discussions, group meetings with partners, debriefings, presentation and validation of preliminary findings and provision of first draft reports for commenting.

## **1.4 Structure of the evaluation report**

The results of the evaluation are presented in following chapters. Chapter 2 presents the assessment of the IUC programme according to the different OECD/DAC criteria. Subchapter 2.1 describes the results at programme level and in the following four sections the assessments per project are presented. In chapter 3, the conclusions and in chapter 4 the recommendations are described. The annex contains some more information on the ToR (A 1) and the inception report (A 2). The mission programme is presented in A 3 and the list of persons consulted in A 4. The documents, which were used in this evaluation are listed in A 5.

## 2 Evaluation

### 2.1 General overview and assessment

The success of national interventions for development requires strong partnership between universities and the government, and between universities and other public and private sector players, including the community. Such partnership will enable universities to unleash their knowledge in fostering the country's socio-economic development. However, for such partnership to thrive sustainably the universities should be more proactive on their engagement with government, the private sectors, and the community. This is what the Mzumbe University initiative under the VLIR-UOS Programme exemplifies. Mzumbe University is one of the very few universities having a clear overall development perspective: „the chance of changing something”. The focus of Mzumbe University is on the humanities. Its reputation for correct use of public funds is highly positive. The partnership between Mzumbe University and Belgian Universities through the VLIR-UOS Programme provides an opportunity to the University in nurturing its growth. The university leadership is fully committed to achieving developmental impact. It has conceived various interventions for that purpose as articulated in the Mzumbe University 4<sup>th</sup> Corporate Strategic Plan 2017/2018 – 2021/2022.

Mzumbe University is a popular university in Tanzania and well recognised for its good infrastructure and practically oriented programmes in financial and business management, and public administration. It is an important institution for strategically steering the country's socio-economic development. Therefore, the VLIR-UOS programme is an intervention of utmost importance in building Mzumbe's capacity to discharge its developmental mission, as at present there is no programme at the University with an outlook similar to the VLIR-UOS programme.

### 2.2 Evaluation per project

#### 2.2.1 Project 1: Strengthening Capacity in Teaching, Research and Community Outreach Services

##### 2.2.1.1 Description of the project (intervention logic)

Mzumbe University faces significant challenges due to rapid expansion of students' enrolment. As a result, the university faces challenges of capacity and education quality due to inadequate human resource. The intervention targets the efficiency and effectiveness of teaching and learning, research management, and coordination. At postgraduate level the intervention provides training in teaching methodologies, proposal writing, academic writing, and communication. More critical is inadequate capacity of the university to engage communities and wider society in the form of outreach services. Communities and lower level Local Government Authorities (LGAs) in particular face critical challenges in embedding governance mechanism and institutional set up.

Mzumbe University, which as an institution specialises in local government and business management, failed to offer its engagement services to these communities. The project is geared towards helping the MU to improve and expand existing programmes in terms of quality, quantity, and the efficiency in realising outputs and outcomes. It envisages to improve the quality of education and training in general and ultimately the production and service delivery by Mzumbe University to the community. Besides, the

project will strengthen the participation of MU in providing community outreach and extension programmes to solve communities' problems as well as link with industries and communities based organisations.

Therefore, the project formulated two specific objectives:

- To develop capacity of the university to offer high quality research and teaching and outreach services, and
- To ensure that academic services have a better impact on society's development. During Phase I, project activities were focused on PhD training and skills in the short-term training of academic staff in the area of research methodology, academic writing, curriculum design and development, blended and e-learning, and development of policy. The partners also planned content development for e-learning and outreach training activities.

The project is formally hosted in the Directorate of QA, but linked to the Faculty of Social Sciences, of whom four staff are directly involved. The Departments of Economics, Languages and Communication Studies and Education Foundations and Teaching Management (Faculty of Social Sciences) conducts most of the activities.

### 2.2.1.2 Assessment of evaluation criteria

Relevance	
Consistent with Corporate Strategic Plan	The rating is 'good'. The theoretical programme of the project is highly consistent with the previous (3 <sup>rd</sup> CSP) and the new Corporate Strategic plan (4 <sup>th</sup> CSP), which emphasises the need for e-learning and blended learning in higher education learning, and outreach.
Contributing to Synergy	The rating is 'insufficient'. The project conducted joint activities regarding in-house training and outreach on the use of ICT in teaching and learning with P2 on an <i>ad hoc</i> basis. There was no systematic and ongoing comprehensive approach to integrate and support the other projects. The project is formally hosted by Central unit for Quality Assurance but in practice conducted through various departments in the Faculty of Social Sciences. There is a strong need to empower team members and improve within and between project coordination.
Transversal themes (gender, environment, D4D)	The rating is 'good'. Linking Mzumbe University with outreach activities through training on ICT has been a topic in many training workshops. P3 addressed Natural Resource Management (water) and P4 small-scale farmers. P3 conducted academic research on gender-related topics. However, we could not observe a systematic integration of gender in the other projects.
Responding to needs Good	The rating is 'good'. The feedback from stakeholders and trained academic staff has proven that their expectations on strengthening didactics, pedagogical, and subject matter related topics are adequately fulfilled.



Explanation and comments	
<p>The project is supposed to contribute to the e-learning initiative at the university but, there is limited capacity in this area, as the faculty relies on expertise from the Directorate of ICT. Only one staff member in the project participates in educational content development and delivery after having participated in e-learning training.</p> <p>The development of e-MBA with e-learning and blended content is envisioned to open up full-scale adoption of e-learning for the university's MBA programme and to enable the university to link up MBA course delivery in the three campuses. Staff appreciates the usefulness of the e-learning system but has inadequate instructional design skills that would enable them to develop e-learning course materials and upload them onto the e-learning platform. The current PhD student in e-learning is the most knowledgeable person on the topic in the faculty.</p> <p>The University is training secondary school teachers to acquire skills in integrating ICT in teaching, including some elements of e-learning. This is an important step towards propagating technology enhanced teaching and learning in secondary schools in Tanzania.</p>	
Scientific Quality	
Quality of research	<p>We found clear indication of quality: two internationally recognised publications by one of the PhD candidates; another international publication; one book chapter in an internationally recognised book series; and several other publications at various stages of completion (accepted, under review, submitted). We validated the presence of well-written abstracts of conference contributions. PhD research was weighing high in this project.</p> <p>The evaluation team recommends a rating of 'excellent'.</p>
Supervision, research training and mentoring	<p>Supervision and mentoring through Flemish partner follows internationally recognised best standards. Local supervisors are fully supportive on logistical and organisational issues. Supervisory capacity at Mzumbe University is still inadequate, including its scope and content regarding research skills. The need to increase capacity on all aspects of research training and supervision was clearly presented to the evaluation team on-site</p> <p>The overall rating is 'good'.</p>

Explanation and comments	
PhD-based research is significantly delayed due to start-up problems of the VLIR-UOS programme at Mzumbe University. Slow initial communication between supervisor and candidate as well as insufficient input from the local team or co-supervisor affected the planning and development of research proposals.	
Efficiency	
Intermediate Results: Delivery of outputs in good time and quality	<p><i>IR 1: Upgraded capacities related to research</i></p> <p>PhD students published excellent papers in international journals, submitted and presented contributions at international conferences in Kenya and Europe (Spain).</p> <p>Thus, overall rating is “excellent”.</p> <p><i>IR 2: Upgraded capacities related to teaching and learning</i></p> <p>Two PhD students are still progressing with their studies. Progress is somewhat delayed but intermediate results of good quality are available. Training of staff were conducted in cooperation with the ICT project (P2) on e-learning. However, records on scope of the workshops or seminars and number and qualification of participants were difficult to trace. It was not possible to review details of the training during the site-visit. The same applies to the curriculum training and development of digital material, which is still in progress. The planned blended courses in the MBA programme are still under development and were not made available to the evaluation team.</p> <p>The component of capacity building through PhD projects is rated ‘good’ based on the presented work.</p> <p>The rating regarding the training component is ‘insufficient’.</p> <p><i>IR 3: Upgraded capacities related to provision of community outreach activities /public services:</i></p> <p>Training of staff in article writing was conducted but records on scope and participants were difficult to trace. It was not possible to review details of the training during the site-visit.</p> <p>A methodological training for 25 secondary school teachers was conducted. The programme</p>

	<p>was available and some participants were interviewed. The feedback on the training was very positive.</p> <p>A brief draft on outreach policy was submitted to central administration for review. The status of this paper was not clear at the time of the visit.</p> <p>Thus, the rating regarding the training is 'good'. The rating regarding the outreach paper is 'insufficient'.</p> <p><i>IR 4: Upgraded capacities in management of re-search programmes and projects</i></p> <p>53 staff members were trained on project management. In addition, two members of the project in collaboration with INASP, Gulu University, Uganda Martyrs University, University of Dodoma and three other non-governmental organisation (AFELT, ASHOKA, LIWA) developed a proposal and submitted to SPHEIR. The proposal was selected and will be funded from year 2018.<sup>11</sup></p> <p>Thus, the rating for IR4 is 'good'.</p> <p>After careful triangulation of all information and data the evaluation team concludes an overall rating of 'good' on delivery of outputs in good time and quality.</p>
Flexibility to adjust to changing environment	<p>The overambitious planning required highly flexible adjustments based on availability of staff, budget and identification of adequate target groups. The judgement takes the institutional constraints into account.</p> <p>Thus, the rating is 'good'.</p>

<sup>11</sup> SPHEIR (Strategic Partnerships for Higher Education Innovation and Reform – <https://www.spheir.org.uk/> ) aims to transform higher education systems in in Sub-Saharan Africa to better meet the needs of graduates and employers; INASP (International Network for the Availability of Scientific Publications – <http://www.inasp.info/en/> ) focuses on enabling countries improve access, production and use of research information and knowledge; AFELT (Association for Faculty Enrichment in Learning and Teaching) is an association for academic staff and other major players in higher education that seeks to enhance scholarship of learning and teaching and life-long learning through collaboration with similar organizations (<http://www.afelt.org/membership/>); Ashoka is a framework for living and working together; while LIWA (Linking Industry with Academia) facilitates the effective linkage of private sector, academia and government in Kenya.

Explanation and comments
<p>Students were asked to participate in e-learning training. Survey data on adoption of e-learning are not yet available.</p> <p>The majority of undergraduate students, which were met randomly on-site, report that they have some problems with access and missing subjects regarding e-learning components. They also feel that more training and guidance is required to utilise the established infrastructure.</p>

Effectiveness	
Attainment of specific objectives	<p>Some good progress has been reported against set targets. However, qualitative or quantitative effects regarding the development of capacity of the university to offer high quality research and teaching and outreach services, and to have a higher impact of the academic services on the development of the society were only partially observed. Factors beyond the control of the project (e.g. Internet connectivity, willingness to change of senior teaching staff) contributed negatively.</p> <p>The overall rating at the time of the mid-term evaluation is a bare 'good'.</p>
Extent of change regarding academic attitude and behaviour	<p>Rated as 'good' because PhD students, who successfully completed the Belgian pre-doc programme and who are currently continuing their studies, experience a major change towards a more focused scientific research attitude. Awareness on competitiveness of internationally recognised research has increased. They understand that developmental interventions require solid quantitative and qualitative data.</p>
Utilisation of outputs	<p>Awareness level of user groups (staff members, students, collaborating institutions) is high but adoption rate appears to be very low.</p> <p>Thus, the rating is 'insufficient'.</p>
Explanation and comments	
<p>The extent to which research and training outputs are utilized is challenged by traditional attitudes towards education, administrative hurdles and financial constraints regarding investment and maintenance. The connectivity to utilize new technologies needs to be improved and secured, which is to some extent beyond the influence of the university. At the national level the widespread attitude that education must take place in a classroom, the fear of administrators on using ICT in education due to high investment costs for training and equipment, and connectivity problems prevent the adoption. These challenges are partially addressed by the project on a case-to-case basis. The present non-systematic approach on training in e-learning is inadequate and would require additional resources and human capacity to come up with adequate solutions.</p>	

<b>Sustainability</b>	
<b>Institutional prospects of capacity and networking</b>	<p>The research and outreach activities depend on initiatives and guiding input from the Northern partner due to very limited capacity of faculty members in the South. Outreach activities are not yet recognised in the internal staff promotion scheme.</p> <p>The establishment of collaborative networks at local, regional and international level has started.</p> <p>Thus, the rating is 'insufficient'.</p>
<b>Financial prospects</b>	<p>Research activities depend on external funding and availability of postgraduate scholarships.</p> <p>Outreach activities depend 100% on availability of external funding. The financial sustainability is negatively affected through misleading expectations of target groups who expect and receive payments when trained.</p> <p>The project was responding to calls for proposals and succeeded to attract one significant external funding source. Definitely, more opportunities need to be identified to sustain the project agenda.</p> <p>At mid-term evaluation, the overall rating is 'insufficient'.</p>
<b>Explanation and comments</b>	
<p>There is need to evaluate the efficacy, enhanced efficiency and effectiveness of the introduction of e-learning and ICT in education at the university in order to appreciate the value for money aspect associated with the intervention. The formulation of convincing statements would help to mobilise urgently required resources for future development of e-learning.</p>	
<b>Impact</b>	
<b>Scientific community</b>	<p>The published conceptual papers of the PhD candidates are of high quality and will have most likely high impact on the debate regarding blended learning approach in Tanzania and the entire region. For this reason, the rating is "good".</p>
<b>Development</b>	<p>The feedback from targeted groups indicate potential impact of outreach activities based on training workshops and technical advice at a micro-pilot scale. However, the information regarding impact is very small and it would not be fair to score this item.</p>
<b>Explanation and comments</b>	
<p>Despite the fundamental usefulness of the interventions to promote integration of technology in teaching and learning in secondary schools in supporting the improvement of teaching and learning as acknowledged by the teachers interviewed, the number of sessions for the trainings and follow up were inadequate for achieving the expected impact.</p>	

<b>Coherence</b>	
Plausibility and competitiveness of scientific approach to address development challenges	No measures or activities recorded – ongoing PhD research addresses issues at national and regional scale. The unavailability of sufficient data suggest that no rating should be applied.
<b>Explanation and comments</b>	
Ongoing research on blended learning in Tanzanian universities could provide a solid platform for coherent approaches at a later stage.	

### 2.2.1.3 Assessment of key results area (KRA) project 1

In Table 2, we present a summary of performance of project 1.

**Table 2 Assessment of key results area (KRA) project 1: ‘Strengthening Capacity in Teaching, Research and Community Outreach Services’**

Key result area	Summary of indicators	Score
<b>KRA1 Research</b>	Four papers in international peer-reviewed journals published (three) or accepted (one) based on PhD research projects; several others under preparation for submission; more than 10 conference abstracts, posters, papers and presentations (mainly based on the PhD students); one book chapter (2015) published	<b>excellent</b>
<b>KRA 2 Teaching</b>	One course on e-learning developed and presented – results well below planned activities	<b>poor</b>
<b>KRA 3 Extension and Outreach</b>	Training of staff in article writing was conducted. One workshop on methodological training for 25 secondary school teachers. Brief draft of an outreach policy paper submitted to central management.	<b>Good</b>
<b>KRA 4 Management</b>	No activities were planned	<b>N.A.</b>
<b>KRA 5 Human Resources Development</b>	Two PhD students (staff members) – one will complete most likely in 2018.	<b>Good</b>
<b>KRA 6 Infrastructure Management</b>	No activities were planned	<b>N.A.</b>

<b>KRA 7</b> <b>Mobilisation of additional resources/opportunities</b>	One joint research proposal submitted to SPHEIR. The proposal was selected and will be funded from year 2018. (The assessment is based on the criterion of financial sustainability.)	<b>insufficient</b>
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#### 2.2.1.4 Assessment of follow-up plan for Phase II

A research agenda or any type of a draft plan addressing academic or development related challenges is not available. At present the intervention logic and project description is the base of activities. An assessment, therefore is not feasible. However, individual ideas of postgraduate students and other team members consulted recommend the following relevant topics to be considered in Phase II:

- Training of academic staff in regard of use of ICT in teaching and learning
- Linking of Mzumbe University with surrounding communities in the long-term
- Focus on genuine research output of Mzumbe University

### 2.2.2 Project 2: Improving ICT Infrastructure and Integrating ICT in Teaching and Learning

#### 2.2.2.1 Description of the project (intervention logic)

The project interventions were aiming to build institutional capacity at Mzumbe University through strengthening MU institutional capacity in ICT services and infrastructure in order to attain and maintain excellence in teaching and learning, research and academic development, community engagement and partnership, and governance and administration of the university (overall objective). The specific areas of intervention were aiming to support the core functions of the university: the upgrade and usability of ICT and the library infrastructure to enhance the overall quality of teaching, learning, research activities; the provision of institutional support for outreach and extension services through ICT enhanced community engagement and partnership; and the improvement of governance and administration of the university through sustainable provision of appropriate ICT services and infrastructure. The main intervention measures were training of academic and technical staff through specific workshops or on the job, the procurement, installation and integration of hard- and software and the upgrading of existing IT systems.

#### 2.2.2.2 Assessment of evaluation criteria

<b>Relevance</b>	
<b>Consistent with Corporate Strategic Plan</b>	The project is directly addressing the ICT topics as outlined in the previous CSP (2012-2017) and in the SWOT analysis of the new CSP (2017-2022).  Thus, rating is 'excellent'.
<b>Contributing to Synergy</b>	Joint activities regarding in-house training and outreach on use of ICT in teaching and learning are conducted mainly with P1 in a non-regular schedule. However, the transversal project had synergy effects beyond the VLIR-UOS programme. It is envisioned that P2 could provide support to P4 by developing an application for enabling rural enterprises access to information.  Thus, rating is 'excellent'.

Transversal themes (gender, environment, D4D)	<p>The focus is on technical implementation and training of D4D to different target groups of internal and external stakeholders in the education and health sector. There were some institutional and budgetary constraints beyond the direct influence of the project team.</p> <p>The overall the rating is 'good'.</p>
Responding to needs	<p>Responding to technical needs of the target groups is well supported through the establishment of a student manned support group assisted by technicians and supervised by ICT experts of the project team. There is need to better understand subject matter related type of data and information, which is required by specific target groups.</p> <p>The rating is 'good'.</p>
<b>Explanation and comments</b>	
Planned work, for example, intends to analyse and to establish a needs oriented qualitative monitoring system for a specific health discipline. The objective is to identify and extract relevant data from already existing data banks to be used by medical specialists.	
<b>Scientific Quality</b>	
Quality of re-search	<p>Technical solutions, which contribute to research are all of high quality. One PhD student is attached to the project working on digital anthropology with a specific focus on mobile learning through community-based applications (apps).</p> <p>The judgement is 'excellent'.</p>
Supervision, re-research training and mentoring	<p>Rated as 'good' because of the supervision and cooperation regarding intra- and interuniversity work on-site. Staff fluctuation within the team is high making it difficult to obtain a reasonable objective impression on this criterion. The PhD candidate could not be interviewed face-to-face. Contact was through correspondence and a brief Skype interview. The PhD project is challenging, delayed but no major problems regarding supervision were reported in this specific project.</p>
<b>Explanation and comments</b>	
The PhD research contributed to international and local conferences and paper writing for publications is in progress. The role of research is minor within the project P2 and could be enhanced in a possible Phase II:	
<b>Efficiency</b>	
Intermediate Results: Delivery of outputs in good time and quality	<p><i>IR 1: Management information system (MIS) adopted and more efficiently used</i></p> <p>At least 50% of MU staff and students' awareness on MIS increased; All students and records available on ARIS and FINIS; MIS policies and guidelines are in place.</p> <p>The rating is "good".</p> <p><i>IR 2: Outreach and extension services efficiently supported</i></p>



Two short courses on e-learning were conducted (with P1); subdomains (websites) established; VLIR-UOS website established and maintained; HELPDESK website established and maintained; MFUNZI mobile website added.

The rating is 'good'.

*IR 3: ICT support services improved*

Students help desk established and operational; several more workshops on ICT were conducted than planned (seven ICT local workshops; five ICT international workshops; eight ICT Experts attended short courses and five ICT experts attended over-seas short course)

The rating is 'excellent'.

*IR 4: ICT systems and infrastructure improved*

The intermediate result was fully achieved through installation of adequate hard- and software and training: current e-mail system reliability and availability was improved; current MU websites were enhanced with CMS technology; additional ICT hardware was acquired; the current ICT network system was upgraded and linked with wireless access; the DICT staff was trained in ICT infrastructure management; and reliable backup and security system was installed. The weighing of IR 4 in the overall assessment is relatively high.

The rating is 'excellent'.

*IR 5: ICT support on learning and teaching improved*

The initially set target of 50% of all courses being offered in the e-learning system was not achievable and not feasible; the team estimates that up to 15% of the courses on offer are in the e-learning system but evidence could not be provided to what extent the VLIR-UOS programme had contributed. However, two short courses on e-learning were offered and general awareness could be raised. Computer lab and server room were established, which was significantly supported by VLIR-UOS. One PhD research and two Masters students are in progress (see above).

The overall rating is 'good'.

*IR 6: Support on research and academic development activities improved*

The initial target of 50% of both student and staff research reports available online and 100% of IUC programme stakeholders' reports published online could not be achieved. The delivery of the reports and publications is the responsibility of P1, P3 and P4 overseen and coordinated by PSU. Instead, the focus of P2 was on installation of library systems (e.g. OPAC) and contributions to publications on e-learning. Several short-term trainings for library staff were conducted at Mzumbe University and in Belgium.

Therefore, a rating of 'good' is justified.

*IR 7: Sustainability of ICT Services ensured*

	<p>The project was able to mobilise various sources for funding to sustain and fulfil requirements of ICT services. Workshops were conducted and proposals were drafted and (in most cases) successfully submitted as needs and demand raised. The relative weight of IR 7 is relatively high.</p> <p>Thus, overall rating is 'excellent'.</p>
<b>Flexibility to adjust to changing environment</b>	<p>There is need to adjust according to frequent changes in information and communication system infrastructure and emerging opportunities for acquiring information systems solutions such as cloud computing, virtualisation of ICT, green ICT and bringing your own device concept require the university to constantly invest in ICT solutions. The project demonstrated a high degree of flexibility.</p> <p>Rated as 'excellent' because the project was well able to adjust to changing environmental conditions regarding availability of human capacity, hard- and software technological developments and local requirements.</p>
<b>Explanation and comments</b>	
<p>The new CSP (2017/18 to 2021/22) summarises the situation regarding ICT adoption: Mzumbe University has modest Internet and Intranet connectivity within its campuses. A considerable investment in ICT has been made at the university campuses although there are relatively low adoption and use of ICT in teaching, learning and administration as well as e-Learning Management System (e-LMS). The two webmail systems have been enhanced and e-Learning services have been rolled out to all campuses. About 90% of academic staff have been trained on the use of e-learning systems in teaching, yet very few courses have been customised to e-learning mode. The CSP reflects the overall impression at the time of the mid-term evaluation.</p> <p>At the beginning of the programme the university was not connected to the Internet. At mid-term evaluation the campus is fully covered by Wi-Fi. The bandwidth needs to be increased by contracting another ISP than the government owned TTC. However, this is difficult for a public institution to implement.</p> <p>The demand and challenges to the small team are very high and at different levels.</p>	

<b>Effectiveness</b>	
<b>Attainment of specific objectives</b>	<p>The specific objectives were attained on an estimated average of 75%, which results in a rating of 'good'.</p>
<b>Extent of change regarding academic attitude and behaviour</b>	<p>There are indications of change among researchers and students of Mzumbe University at all levels, but because of poor Internet connectivity, and delayed submission of research reports users access to e-resources is sometimes limited. The installed learning platforms (e.g. moodle) are also rarely in use. Awareness on ICT for teaching and learning and its potential for transfer of research results has significantly improved over phase I of the VLIR-UOS programme throughout the university.</p> <p>Therefore, the project is rated 'good'.</p>

Utilisation of out-puts	<p>All devices, systems and computer labs are fully in use. The challenge is to obtain adequate content from other sources (research teams, publications etc.) and motivate lecturers to use and implement the e-learning systems.</p> <p>The rating is 'good'.</p>
<b>Explanation and comments</b>	
<p>There is strong appreciation of the usefulness of the ICT initiative across Mzumbe University for both staff and students. The above indicated quantitative assessment of the attainment of specific objectives is based on the assessment of the effects through ICT technology resulting in change of work attitude and quality. However, challenges abound with respect to inadequate user education at all levels, for which more training is required. The unreliable Internet connectivity and inadequate bandwidth further frustrate efforts to establish effective ICT infrastructure and operational systems at Mzumbe University.</p>	
<b>Sustainability</b>	
Institutional prospects of capacity and networking	<p>The project has established a solid and sustainable base for continuation. Most of the interventions will continue due to their high relevance for the institution and the establishment of networks with other institutions. The assumption is that current project leader will continue to operate at institutional level after his term as director of ICT is completed.</p> <p>Thus, the rating is 'excellent'.</p>
Financial prospects	<p>The degree of financial and economic sustainability is very high as the project 2 is addressing key national ICT issues and priorities related to ICT infrastructure and service support.</p> <p>The number of mobilised projects and other resources (&gt; 10) indicate strong abilities to sustain the project. Thus, the rating is 'excellent'.</p>

Explanation and comments	
<p>The descriptions in the self-assessment report were explained and validated during the on-site visit of the evaluation team. The need for upgrading and improving ICT and library infrastructure for enhanced teaching, learning, and research activities at Mzumbe University is widely accepted. The role of ICT is recognised by institutional top-leadership. At the national level, the National Information and Communications Technologies Policy (URT, 2016) emphasises the role of ICT development in enhancing education access to ICT and developing capacities of education institutions in harnessing the added advantages of ICT application in academic environment.</p> <p>At the university level the organisational and institutional setup is well aligned with P2 objectives, intermediate results, and project activities. Therefore, most of the interventions will continually be supported as:</p> <p>The ICT project objectives were well linked in the Mzumbe University strategic plan 2012/13 – 2016/17. The new Fourth Corporate Strategic Plan (2017/18 – 2021/22) is also supporting ICT objectives as mentioned under category “Relevance” above. The existence of Open Performance Review and Appraisal System (OPRAS) system is forcing university members to mainstream the ICT indicators in their performance indicators. The University has quality assurance mechanism through an independent Quality Assurance Directorate, which is closely following up utilisation of ICT resources. The DICT weekly report to the top management is continuously addressing the status of P2 implemented activities</p> <p>The team has secured additional funding through several complementary projects from various sources.</p>	
Impact	
Scientific community	<p>Through cooperation with the Flemish university, linking up with universities and institutions in the Morogoro region and with Nelson Mandela African Institute of Science and Technology the expected impact on ICT development in higher education in Tanzania is high. The completion of the ongoing PhD research and the planned upscaling of research of project 4 and others could possibly have some further impact on the community of researcher in applied ICT.</p> <p>Based on such early indications a rating of ‘good’ is well justified.</p>
Development	<p>At district level, the project is having an impact beyond the university and in particular to entrepreneurs within Mvomero district in which Mzumbe University is located. The project is establishing the CRC and NoA for the provision of information about markets, prices of their projects and previous research findings in the areas of entrepreneurship, microfinance, and small business.</p> <p>The planned upscaling through apps could result in tangible impact.</p> <p>The rating is ‘good’.</p>

Explanation and comments	
One of the project impact attributes relates to the process to development of networking among university libraries in Tanzania through the ABCD library management system that is assisting the Mzumbe University Library to network with libraries at Sokoine University of Agriculture, Jordan University College Morogoro, Muslim University of Morogoro, and Nelson Mandela African Institute of Science and Technology. In the IT area, students have developed a network called MFUNZI, which is used to link Mzumbe University students online.	
Coherence	
Plausibility and competitiveness of scientific approach to address development challenges	<p>The project developed cooperation with the IUC programme at Nelson Mandela African Institute of Science and Technology. Special focus is given to the introduction of the ABCD library system. The facilities are up-to-date and offer a good potential for up scaled project work. The planned development of apps are mainstream technology in D4D and offer potential to directly address development challenges through coordinated efforts. The project team is willing and able to network on ICT related challenges within the region and at national level. Development agencies, however, are not yet aware of the enormous knowledge potential at Mzumbe University.</p> <p>The rating is 'good'.</p>
Explanation and comments	
Despite Mzumbe University having made enormous strides in ICT development, the University has not endeavoured to link up with similar initiatives in other universities through the Tanzania Research and Education Network (TERNET) for synergistic benefits in this area.	

### 2.2.2.3 Assessment of key results area (KRA) project 2

In Table 3 we present the performance in key results area (KRA) of project 2.

**Table 3 Assessment of key results area (KRA) project 2: 'Improving ICT Infrastructure and Integrating ICT in Teaching and Learning'**

Key result area	Summary of indicators	Score
<b>KRA1 Research</b>	three conference contributions were listed in the project records	<b>insufficient</b>
<b>KRA 2 Teaching</b>	two workshops on e-learning; one workshop on R-statistics; on the job training of >ten students;	<b>good</b>
<b>KRA 3 Extension and Outreach</b>	one Helpdesk established; one VLIR-UOS website established; 26 subdomains (websites) established	<b>good</b>
<b>KRA 4 Management</b>	Set-up of institutional ICT management and operational systems including network system for student "MFUNZI"	<b>excellent</b>

<b>KRA 5</b> <b>Human Resources Development</b>	One PhD in progress (Belgium), one Master student in progress at NM-AIST; on the job training of >ten students and technical staff	<b>insufficient</b>
<b>KRA 6</b> <b>Infrastructure Management</b>	Complete set-up of ICT infrastructure, hard-, software, two Management Information Systems installed and operational (ABCD; ARIS)	<b>excellent</b>
<b>KRA 7</b> <b>Mobilisation of additional resources/opportunities</b>	More than ten complementary projects for additional resources submitted and won	<b>excellent</b>

#### 2.2.2.4 Assessment of follow-up plan for Phase II

The Phase II of the VLIR-UOS project on ICT should focus on the integration of IT systems, the use of mobile ICT in various sectors and E-government. The new CSP outlines the key importance of ICT to build capacity and to fulfil the core functions of the University. In particular, the university sets specific plausible targets for the enhancement of ICT infrastructure and use (CSP, p. 36-37).

- Software Development and Innovation Centre for promoting internal systems development and ICT Innovations established by 2022
- Relevant ICT policies and strategies to facilitate systems development and ICT utilisation developed and deployed by September 2018
- Quality and scope of ICT services at the University core functions enhanced by June 2019
- Requisite smart technologies for effective learning and teaching for both students and teachers acquired and deployed by June 2022
- The University Local Area Network (LAN), and bandwidth expanded to 60Mbps to cover all campuses, classes and accommodation facilities by June 2019
- All Mzumbe University campuses connected through VPN to enhance e-resources- and secure data sharing by June 2019
- Wireless LAN (WLAN) extended to cover all students' hostels and nearby residential areas by 2022
- Cloudy computing and virtualisation of ICT services enhanced by 2022
- All Mzumbe University campuses connected through video conferencing system by June 2022
- ICT services mainstreamed in all Mzumbe University strategic functions by June 2022
- At least (80%) of the academic staff are equipped with relevant digital skills for modern academic delivery by June 2022
- Library E-Resource Utilisation Strategy developed and deployed by June 2022
- Three percent (3%) of print and e-resources from commercial and open sources for the respective year acquired annually
- At least 50% academic programmes at Mzumbe University available in blended or e-learning modes by June 2022

## 2.2.3 Project 3: Enhancing Good Governance through Integrated Community-based Activities

### 2.2.3.1 Description of the project (intervention logic)

The area of intervention was focusing on the Mvomero district. The overall objective of the project was to improve natural resource management and local social service delivery in the areas of education, health, water and sanitation in the district. The project aims to contribute to the overall objective through improvement of governance in the area of local social service delivery and natural resource management. The specific academic objective is to conduct and improve quality and quantity of relevant research, education and extension/outreach activities and outputs in the area of local governance of social service delivery and NRM. In particular, the outreach/extension services elaborated in the context of the project will be an important channel to link the specific academic objective to the specific development objective. The main interventions are aiming on i) local governments' management and accountability for social service delivery and natural resources, ii) citizens' participation and voice in local governance of social services and natural resources, iii) interaction between government actors and citizens with respect to social service delivery and NRM. Furthermore, it is the aim to mainstream a gender dimension throughout the project.

One main intervention cluster was aiming on research capacity building in governance issues related to social service delivery and NRM through provision of ICT equipment and scientific literature and through promoting PhD researchers. The development of a joint research agenda on local governance was regarded as a prerequisite in this context. The second intervention was aiming more broadly to translate the insights from research and training of southern staff involved in the project as much as possible into the educational offer of Mzumbe University. The planned measure was, therefore, to take advantage of the existing review process of master programmes that takes place every three years and to develop and integrate two new courses on local governance issues and related course material into the curriculum. The third cluster of intervention was planned to focus on outreach/extension services in the area of governance of social service delivery and NRM through specific staff training, policy development and through exchange meetings with local development partners. In order to ensure sustainability of the project the mobilisation of other resources and funds was described as feasible in the planning document.

### 2.2.3.2 Assessment of evaluation criteria

Relevance	
Consistent with Corporate Strategic Plan	<p>The project objectives and measures are generally consistent with the CSP. More specifically, it contributes to the institutional strategic objective to enhance and coordinate research and innovation for socio-economic growth. Furthermore, it contributes to the key result areas on teaching and learning and outreach of the CSP 2017/18 – 2021/22.</p> <p>The rating is 'good'.</p>

Contributing to Synergy	<p>Synergy effects were observed within the university and between Southern and Northern partners through its activities in research, teaching and learning and community outreach. Cooperation with the other VLIR-UOS projects has potential for improvement. Similar to other projects, the P3 project team participates in joint activities with other projects in the programme, such as in-house training in proposal development and scientific writing, and in outreach services delivery, although this is done on an <i>ad hoc</i> basis.</p> <p>The rating is 'good'.</p>
Transversal themes (gender, environment, D4D)	<p>An important aspect of the research activities of the project is related to the transversal topic of governance of natural resources, e.g. river basin resources degradation and its relation to livelihoods.</p> <p>Tanzania as a country gives special emphasis to the issue of gender. For that reason, a number of universities including Mzumbe University have indulged to develop and implement institutional gender policies. At Mzumbe University the Institute of Development Studies, which hosts P3, is the custodian of the University Gender Centre. It is therefore expected that functional activities in the Institute, including those under P3, among others, substantially incorporate studies and research on gender. During the evaluation, it was acknowledged that the Northern partner and team members in the South have some work on gender aspects in teaching and learning, and in some ongoing research including the incorporation of issues on gender in a PhD research project that is linked to natural resources management. This may further enhance the level of awareness on gender research at Mzumbe University. However, it is important that this matter justifiably receives attention in Phase II of the programme. Overall the visibility of the activities on gender aspects were low at mid-term evaluation. However, we observed indications of change regarding gender awareness, which are explained in some more detail in the paragraph on effectiveness.</p> <p>Taking into account the interdisciplinary approach of transversal themes the project can be rated 'good'.</p>
Responding to needs	<p>The project responds to actual needs as identified in preliminary community engagements encounters at local level.</p> <p>The rating is 'good'.</p>



Explanation and comments
<p>Overall the project shows strength in community engagement with emphasised placed on identified areas requiring outreach intervention.</p> <p>The various measures implemented are relevant but the impression is that many activities are occurring on an <i>ad-hoc</i> basis. This could be an indication of problems regarding workload assignments and inadequate coordination within the project or programme. The driving force of change appeared to be mainly through the input or even presence of the Flemish partner. It should be mentioned that an in-depth baseline study in the area of local research governance of social service delivery and NRM was planned at the beginning of the programme but was not done. The evaluation team, therefore, had problems to follow the logic of the sequence of activities and the rationale of the certainly relevant and important measure could not be explained in an overall context on-site. It appears to the evaluation team that the team members beyond PhD students and their supervisors should be more empowered to contribute and to lead research. Plausible and comprehensive information on a detailed research agenda at research team, faculty or institutional level was not made available. There is obviously need to build more systematically capacity on research in the hosting faculty at Mzumbe University. The evaluation team recognised, that one of the two PhD students is working on intra-household relations, intersectionality, which are gender topics but intersected with other layers such as marital status and natural resource management. It was also recognised that one Flemish PhD student is doing a PhD on gender, intra-household relations and climate change. This activity was linked to the project through field work conducted at Mzumbe University for a couple of months in different years (year 2 and year 3 of the project). The observation of the evaluation team was, however, that level of awareness on this research theme was low in the South. The evaluation team acknowledged that there were also efforts on joint proposal writing on gender and water management for international funding.</p>

Scientific Quality	
Quality of re-search	<p>Published and unpublished papers or reports could not be clearly attributed to the IUC programme. In general, the papers with Northern co-authorship or lead-authorship are all of high quality and adhere to international academic standards.</p> <p>The rating is 'good'.</p>
Supervision, re-search training and mentoring	<p>Supervision of PhD researchers was mostly based on input from the Northern supervisor. Local support was provided mainly on data collection or analysis. The main challenge observed was the inadequate local supervisory capacity at the partner in the South. The focus is clearly on the capacity and not on capability of the supervisors in the South. The inadequate capacity had a direct negative effect on the assessment of the supervisory situation, on research training and mentoring of postgraduate research in the South. The need to build capacity in this field has to be emphasised.</p> <p>Thus, the rating is 'insufficient' regarding the entire criterion.</p>

Explanation and comments
<p>The PhD researchers express a high level of ownership and strong will to continue research activities after graduation. The relationship between the main supervisor and the candidate is conducive, constructive, and based on mutual trust.</p> <p>In project 3, two PhD students are involved: one is fully supervised in the South and the other PhD student is partly supervised in the South and the North. The South supervisor is good in quantitative methods and research design and provides support for that methodology, the Northern supervisor is more a topical expert. The input of the south supervisor has been important, certainly at the outset of the study and when doing the analysis. The evaluation team emphasises that it is not questioning the individual input of the Southern supervisor, who has had a valuable contribution. It is obvious that, the contribution of the North supervisor has been higher, which is not so surprising, as there is a PhD programme at IOB and the North supervisor has ample supervision experience.</p>

Efficiency
<p><b>Intermediate Results: Delivery of outputs in good time and quality</b></p> <p><i>IR1: Quantity and quality of research in the area of local governance of social service delivery and NRM increased</i></p> <p><i>IR.1.1: Research capacity in governance issues related to social service delivery and NRM upgraded</i></p> <p>Training on various aspects of research skills was conducted in the South and in Belgium (data analysis, governance, M&amp;E course etc.)</p> <p>Two gender courses at Mzumbe (IDS) have been updated as a result of gender courses that two staff members followed in the University of Antwerp.</p> <p>The planned in-depth baseline study was supposed to be completed by end of 2014. However, this was not done but 'replaced by a superficial baseline study and drafting of a research concept note' (c.f. self-assessment), which were not presented to the evaluation team. It is difficult to understand how research was pursued in a very complex environment without having identified and mapped the overall situation. There is a logical problem in the argumentation of the intervention logic.</p> <p>Thus, the rating is despite the recognisable activities on individual training 'insufficient'.</p> <p><i>IR.1.2: A joint research agenda on local governance is fine-tuned, decided upon and implemented</i></p> <p>There is no doubt that numerous research activities took place but the evaluation team could not trace or discuss with present team members a comprehensive research agenda for ongoing or planned research. This challenge was also observed at the planning workshop for Phase II. There was one activity added, which was originally not planned. In order to stimulate research and outreach a research and outreach fund was set-up and used by non-PhD students.</p> <p>Thus, the rating on this aspect is 'good'.</p>

	<p><i>IR.2: Opportunities are explored for the integration of governance-related issues in the current master programmes</i></p> <p>Review of Master programmes took place and there are plans to introduce new courses in the next phase. The planned work could not be done in Phase I as planned.</p> <p><i>IR.3: Quality and quantity of extension/outreach in the area of governance of social service delivery and NRM is increased</i></p> <p><i>IR.3.1: Extension/outreach capacity in governance issues is improved</i></p> <p>Capacity building workshop for staff on policy brief writing was conducted; a generic monitoring sheet for outreach recording was developed.</p> <p><i>IR.3.2: Outreach/extension services in the area of governance of social service delivery and NRM are effectively developed and offered</i></p> <p>In the neighbourhood rural and peri-urban communities were trained and empowered to water governance and other issues.</p> <p>The good quality of the community work was validated by the evaluation team.</p> <p>The production of relevant working reports (University of Antwerp, IOB) and the publication record is 'excellent'.</p> <p>Thus, the overall IR 3 result on extension and outreach was rated 'good'.</p> <p><i>IR.4: External funding is solicited to deepen and sustain the partnership</i></p> <p>The rating on this item is 'good'. Four project proposals were written and submitted to international agencies but could not attract funding. One proposal drafted by the Northern project leader together with staff from the Mzumbe University attracted complementary funding from VLIR-UOS. The proposal will support the development of a Master Programme in Development Evaluation at Mzumbe University. One Flemish PhD student was mobilised on University of Antwerp research funds and linked to the project.</p> <p>The plan to develop and submit proposals in year five of Phase I was realised.</p> <p>Overall, despite of shortcomings of some key results the overall rating is "good" from the perspective of the evaluation team and the information and data gathered.</p>
Flexibility to adjust to changing environment	<p>The P3 project team portrayed strong ability in mobilising rural communities to participate in interventions provided through the project. However, the mobilisation of the community participants with diverse backgrounds must have required great flexibility on the part of project implementers.</p> <p>Thus, the rating is 'good'.</p>

Explanation and comments	
<p>In the retrospective, the foreseeable problem was that the initial set-up of activities was too ambitious and too many measures were planned. The capacity was simply not available in the South. This is the main underlying reason that the overall scoring is 'insufficient'. This judgement does not imply that the conducted work was generally of poor quality but it could not be sufficiently delivered in time.</p> <p>The strength of P3 lies in the ability of the project team to mobilise communities for effective engagement in the project outreach activities. This could also lead to the project team members to put more emphasis in community mobilisation at the expense of engagement in scholarship. Therefore, there was always need for the project team to balance the two entities.</p> <p>Outputs that have been realised and that were not mentioned initially are the set-up of research &amp; outreach fund as well as the generation of SPSS-databases. Several activities are to a large extent related to the set-up of this research and outreach fund which has motivated team members and students to do research and participate in international conferences.</p> <p>It should be noted that in order to keep track of the outputs the project set up a file on google drive. This is somewhat surprising as this is not aligned to the programme measures in the South. This google drive file is structured alongside the different Key Result Areas (KRA), and map for the action plans and annual reports. This activity was started in 2017. The idea of P3 of setting up a 'Google Drive' should be jointly reviewed with P2 at programme level. Awareness and visibility, however, was not given at the time of the mission at Mzumbe University. It appears it was an individual decision and not coordinated at programme level.</p> <p>Further, it is recommended that the P3 team is empowered and supported, by their Northern partners, to present, explain and discuss their outputs through a participatory approach. The face-to-face and focus group discussions are an important aspect of the evaluation process and must be taken seriously.</p>	
Effectiveness	
Attainment of specific objectives	<p>Activities under P3 emphasis on action research, which focuses more on community engagement through dissemination of research findings to the community. From the engagement of the evaluation team with both the project implementers and the communities involved in the project, it was concluded that by and large the specific objectives were attained.</p> <p>The rating is 'good'.</p>
Extent of change regarding academic attitude and behaviour	<p>Action research is not a common phenomenon among university scholars, which makes the success achieved at Mzumbe University in the project a good indicator of the extent to which the project is transforming the academic attitude and behaviour among the project executors.</p> <p>The rating is 'good'.</p>

Utilisation of out-puts	<p>The utilisation of project output is at the level of the projector implementation team, postgraduate students and the participants in the communities. It should be realised, however, that the projects are site-specific and at micro-scale. The concrete utilisation of specific outputs would require further work before up-scaling.</p> <p>Under the given frame conditions the rating is a bare 'good'.</p>
<b>Explanation and comments</b>	
<p>Largely, the project specific objectives are being attained, as the project has combined capacity building initiatives for the university through postgraduate training and community engagement where there is normally two-way communication with the communities involved in the project in the area of dissemination of research results.</p> <p>During the in-depth discussions with postgraduate students and their supervisors it became clear that the level of gender awareness was low among the southern members. After joining the project, project members reported that the level of awareness was significantly improved. For instance, gender related issues were not explicitly integrated in previous research work during the conceptualisation of the idea of postgraduate initial conceptual work. This was verified by reviewing working papers at the beginning of Phase I. Like in many other studies, gender was only considered as one of the social identities' variables that affect several livelihood outcomes. Over time and through interaction with the supervisors and the attendance of various courses on gender, the unit of analysis was changed to become more gender sensitive. For example, in one PhD research project the unit of analysis was extended from the head of household to include other members of households who are involved in economic activities that make uses of natural resource (river basins resources). From now all research articles that will form parts of the PhD publications will have incorporated the issues of gender and/ or other social identities such as age, marital status and difference relationship with the member of household together with their intersectionality. As a result of this discourse there is an increasing level of awareness on the gender issue. Further, the evaluation team observed that there are ideas among future post docs of the P3 team to specialise on previously neglected research work areas of gender, intra-household differences and intersectionality researches.</p>	
<b>Sustainability</b>	
Institutional prospects of capacity and networking	<p>The strength of this project lies in its engagement with the communities surrounding Mzumbe University. This has opened up opportunity for the University to establish strong networking capacity with the community in which it exists, thereby making the University more relevant to the community. It is expected that the planned policy on outreach will strengthen the institutional prospects.</p> <p>The rating is 'good'.</p>

Financial prospects	<p>Financial prospects in this project lies in Mzumbe University capitalising in this community engagement capacity to develop interventional community engagement projects in partnership with other players involved in financing such activities including the Government of Tanzania, a process that appears to have been initiated under the project.</p> <p>Several proposals (n=5) were drafted and submitted for international funding but only the complementary proposal to VLIR-OUS attracted funding. The attempt to work jointly on proposal writing is rated positively. It is well known that competition for international funding in the humanities is extremely high. Therefore, the project should be judged 'good' for the work done to date.</p>
<b>Explanation and comments</b>	
The project staff at Mzumbe University appreciated the indirect benefits from the project through increased networking and establishment of external collaborations, including collaboration with Belgian universities as viable elements for sustainability of the project initiatives.	
<b>Impact</b>	
Scientific community	<p>Scientific community impact is more vivid in scholarly publications emanating from PhD research, which is mostly spearheaded by the Northern partners.</p> <p>At the point of mid-term evaluation, it was too early to come up with a fair scoring.</p>
Development	<p>The project has provided impetus among communities to appreciate the significance of universities in the provision of outreach services for fostering socio-economic development. The stakeholders (communities) could confirm a direct impact on their livelihood or governance issues of natural (water) resources. This could be verified through in-depth focus group interviews. Thus, the rating is 'excellent'.</p>
<b>Explanation and comments</b>	
This project demonstrates the critical importance of action research, which is supporting community level interventions in fostering management of social services delivery.	

<b>Coherence</b>	
Plausibility and competitiveness of scientific approach to address development challenges	<p>The project demonstrates the new outlook of universities to open up to community engagement and be seen as part of the solution to societal developmental challenges. All research and outreach activities were related to governance of service delivery and natural resource management. The involvement of other actors need to be planned to become competitive in the long-term and for up-scaling. From the viewpoint of the evaluation team the overall information on coherence was not clear and for this reason we decided not to provide any judgement.</p>

Explanation and comments
Although the community engagement interventions focused more on water services delivery, the experience gained through the project could be diversified to interventions to the provision of other social services.

### 2.2.3.3 Assessment of key results area (KRA) project 3

In Table 4 we present the performance in key results area (KRA) of project 3.

**Table 4 Assessment of key results area (KRA) project 3: ‘Enhancing Good Governance through Integrated Community-based Activities’**

Key result area	Summary of indicators	Score
<b>KRA1</b> <b>Research</b>	Thirteen conference papers published; two papers published in international journals (one paper Flemish PhD student, one paper Mzumbe PhD student); one paper submitted for a national journal; two papers accepted and nine papers submitted for review; four book chapters	<b>excellent</b>
<b>KRA 2</b> <b>Teaching</b>	Two new courses developed; two gender courses updated (all courses not yet in place; no teaching material prepared yet)	<b>insufficient</b>
<b>KRA 3</b> <b>Extension and Outreach</b>	Three communities trained on governance issues; staff training on policy brief writing; two exchange events with Belgian development partners and two with others; four one-day workshops for policy makers; outreach monitoring format elaborated and in use; one research and outreach fund set-up; two outreach activities to media;	<b>good</b>
<b>KRA 4</b> <b>Management</b>	No specific activities were planned.	<b>N.A.</b>
<b>KRA 5</b> <b>Human Resources Development</b>	Two PhD students in progress; six short-term trainings in Belgium; local short-term training of staff in research methodology	<b>good</b>
<b>KRA 6</b> <b>Infrastructure Management</b>	Six laptops, five tape recorders, 41 book titles (117 copies) purchased	<b>good</b>
<b>KRA 7</b> <b>Mobilisation of additional resources/opportunities</b>	Four project proposals were written and submitted to international agencies but not funded. One proposal drafted attracted complementary funding from VLIR-UOS. One Flemish PhD student is mobilised on University of Antwerp research funds and linked to the project. Nine VLIR-UOS travel grants were obtained for field research linked to P3 topics.	<b>Good</b>



#### 2.2.3.4 Assessment of follow-up plan for Phase II

While in Phase I of the project emphasis was given to community engagement, it is important that in Phase II the project also focuses attention in integrating what is being achieved in this phase of the project to enhanced academic scholarship, particularly engagement in conducting research that could lead to international level scholarly publications of team members in the South. Furthermore, there is need in Phase II for the project executors in the South to give more impetus to gender in the scientific research and outreach interventions. The overall view is to focus on empowerment of the team members in the South.

### 2.2.4 Project 4: Promoting Entrepreneurship Development through Integrated Community-based Activities

#### 2.2.4.1 Description of the project (intervention logic)

The main overall objective in this project was to contribute to national development by supporting Micro and Small Enterprises (MSEs) to improve their livelihoods in the value chains of rural economies. From an academic perspective, the key interventions were on capacity building to enable staff to respond to changes in the area of entrepreneurship and to enhance research and outreach programmes in the area of entrepreneurship through measures for adequate staff development. The development oriented interventions were on outlining a model for sustainable rural entrepreneurship, which could be used as a base to identify, capture and package pertinent information for dissemination to rural economic agents and to maintain a relevant walk-in information database, and to actively mobilise partners for rural development support through tapping corporate social responsibility. Training and supervision and participatory, action oriented field work were the main activities to generate knowledge on entrepreneurship for development and clear understanding of the MSEs at Mzumbe University.

The key intervention measures of the project were to build concrete capacity of action research for entrepreneurship development through engagement with MSE groups in supporting the groups and then studying them as they carry out their businesses. The MSE groups were identified in Mvomero District and are involved in carpentry and beekeeping. They were formally registered as community based organisations (CBOs). This was the first time such type of action research approach was undertaken at Mzumbe University.

#### 2.2.4.2 Assessment of evaluation criteria

Relevance	
Consistent with Corporate Strategic Plan	Outreach and direct work with communities is a key strategy incorporated in the institutional mission of Mzumbe University. Therefore, the community outreach orientation of the project was part of the strategic aspects included in the University's corporate strategic plan (2013-2017). In the new CSP (2017/18 to 2021/2) even more emphasis is directed towards subscription to relevant measures for outreach services delivery. This is vividly covered in this project.  Thus, the rating is 'excellent'.
Contributing to Synergy	Action research approach and focus on support to entrepreneurship offers innovative approaches to any other faculty of Mzumbe University. Field tested models for sustainable rural entrepreneurship are relevant products for upscaling



	<p>through use of ICT. Therefore, methodology and content offer synergy to all disciplines. However, there is not so much collaboration in research among the four VLIR-UOS projects at Mzumbe University. This issue should be discussed at the level of programme coordination.</p> <p>The rating for P4 is 'excellent'.</p>
<b>Transversal themes (gender, environment, D4D)</b>	<p>D4D is regarded as a key factor to transfer research results and to upscale outreach activities, which are a result of relevant researchable questions. Gender issues are not addressed. Environmental challenges or NRM focused research would require a systemic and holistic approach.</p> <p>Thus, the rating is 'excellent'.</p>
<b>Responding to needs</b>	<p>Postgraduate research work addresses clearly the needs of communities, local authorities and other stakeholders.</p> <p>Thus, the rating is 'excellent'.</p>
<b>Explanation and comments</b>	
<p>This project is also in line with objectives of the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty I and II as well as Small and Medium Enterprises policy of 2003. In the same vein, the government urges universities to work with local communities in order to improve the lives of the latter.</p> <p>During the five years of implementation of the 3<sup>rd</sup> CSP, a number of interventions impinging on the aspirations of P4 strategic goals were undertaken. This among others focused on the achievement of strategic objective A1 and strategic objective B1 targets, namely reviewing the University programmes and improving the contribution of research in teaching and socio-economic development. All these interventions were undertaken through training in the form of seminars and conferences, aimed at capacity building as well as enabling academic staff to undertake research related activities. The 4<sup>th</sup> CSP also incorporates the project aspirations as articulated in strategic objective B, namely to enhance collaboration between the university and other national, regional and international institutions, and strategic objective C1, namely to enhance and coordinate research and innovation for socio-economic growth and industrialisation.</p> <p>Planned postgraduate work at Master's level addresses immediate needs of communities. This could be verified through separate interviews with communities and researchers, e.g. factors at customer level regarding carpentry or developing a brand for bee products. There is significant potential of ICT for transferring extension messages and in policy formulation. The evaluation was able to confirm statements of the planning document through interviews and document analysis: Entrepreneurs and community based organisation are interested in getting practical support from the project (training and financial grants), they were interested to see the project imparting entrepreneurial skills to entrepreneurs and CBOs, that local communities are very much interested in economic spinoffs of the project and internal stakeholders were interested in the subject matter to build capacity.</p> <p>There is some interaction between P4 and other projects, mainly in the participation in training seminars and collaboration in ICT with P2. The outstanding achievements in the project include the training provided to staff members in curriculum review and development, in the area of capacity building in needs assessment for reviewing academic programmes. This facilitated the review of curricula of the undergraduate and postgraduate programmes. The training also covered research methodology, how</p>	

to manage business incubation centres, and in scientific writing. The School of Business (SOB) has also assisted two groups of students to register their businesses as companies. The project also supports PhD students working on the project's action research areas.

### Scientific Quality

#### Quality of re-search

The project adopts the establishment of community-based action research through guidance of needs assessment, which leads to more formalised re-search intervention. Research articles at the level of international standards have been published, indicating exceptionally good scientific quality of the project. Through the project MSEs, have been enabled to assess themselves for development of their businesses.

Thus, the rating is 'excellent'.

#### Supervision, re-search training and mentoring

Supervision and mentoring through Flemish partner follows internationally recognised highest standards. Local supervisors are supportive regarding logistical and organisational issues. Scope and content regarding training on research skills is still limited at Mzumbe University. Postgraduate students based in other African countries experience delays due to local frame conditions beyond their control.

The active engagement of the Northern supervisor in field work and the intensive communication within the research team justifies a 'good' rating.

### Explanation and comments

Supervision of PhD candidates by the Northern main promoter is excellent and is characterised by intensive cooperation, efficient communication and personal commitment of the main supervisor in the field. The role of a Northern based co-supervisor, however, may need to be clarified. Master students on a VLIR-UOS scholarship and on study leave in Nairobi experience some delays in developing their research proposals, due to political factors in Kenya affecting the university. The research ideas relate to ongoing community work of the project but there is no mechanism for co-supervision from Mzumbe University.

### Efficiency

#### Intermediate Re-sults: Delivery of outputs in good time and quality

*IR 1: Mzumbe University has a clear understanding of the MSEs and disseminate that knowledge*

The planned indicator refers to publications and dissemination of results at workshops and stakeholder meetings. The references of the publications and conference contributions were verified by the evaluation team. The research team of Mzumbe University had a good and clear understanding of the subject matter, which was discussed in-depth in individual and group interviews. The knowledge on MSEs was shared with other faculties and institutes of Mzumbe.

The rating on IR 1 is 'excellent'.

*IR 2: The School of Business (SOB) is offering high quality business programmes leading to students having entrepreneurial mindset*

	<p>The courses and curricula of the undergraduate and postgraduate programme of SOB were reviewed. Staff and students were trained on entrepreneurship and exposed to action research. Quantitative monitoring data on assessing the students entrepreneurial mindset development were not available (e.g. survey among students). Qualitatively, the activity was verified through interviews with teaching staff and stakeholders, who were cooperating with the SOB.</p> <p>The rating is 'good'.</p> <p><i>IR 3: Academic staff benchmarked against best practices</i></p> <p>The indicator was quantitative ("at least ten papers presented at international conferences; at least ten academic staff participated in International Conferences from year 3 onwards".)</p> <p>This indicator overlaps with the indicator for IR 1 and was partially fulfilled. During the mission the exact number of staff members and conference locations could not be found due to scattered record keeping.</p> <p>Thus, the rating is 'insufficient'.</p> <p><i>IR 4: The MSEs are empowered to make better decisions</i></p> <p>A large number of MSEs (&gt; 50) were identified, contacted and many different process-oriented ('action research') activities took place (trainings, advice, group meetings, participatory work). The implementation was mainly done by the two PhD students under supervision of the Northern and Southern supervisors and team members. During the mission the scope and quality of the work was verified through in-depth interviews at grassroots level with members of MSEs. More than 200 individuals were trained, counselled and incubated during Phase I.</p> <p>Thus, the rating is 'excellent'.</p> <p><i>IR 5: MU has developed and installed an operational incubation centre and information centres at strategic MDC locations</i></p> <p>An incubation room was set-up on campus and information centres were established on campus and near Turiani (120 km distance from Mzumbe at strategic location) through complementary assistance of a Belgian based NGO and local government, respectively. Operations had started recently. However, the use of the centres through MSEs (the target was 100 users) is not documented yet.</p> <p>The rating is 'excellent'.</p> <p><i>IR 6: The society has good understanding of the benefits of entrepreneurship in the economy</i></p> <p>The project team and stakeholders reported about positive feedback and requests for information and action from different regions in Tanzania and different organisations or individuals during the evaluation. This indicates that the targeted society has developed interest and probably some understanding of the benefits of entrepreneurship in the economy. This aspect must be seen in context of the Tanzanian economy and political history to understand its importance</p>
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	<p>for development. However, there is need to package the generated information for dissemination and upscale the project to reach a wider population. Documentation on this aspect should be improved.</p> <p>The indicator judgement is based on rather subjective assessment by the evaluation team and is rated 'excellent'.</p> <p>Overall, the rating on efficiency is 'good'.</p>
<b>Flexibility to adjust to changing environment</b>	<p>The learning process on action research and entrepreneurship required a high degree of flexibility, which was demonstrated in concrete field based research.</p> <p>The rating is clearly 'excellent'.</p>
<b>Explanation and comments</b>	
<p>The project included also 2 PhD students (staff members), which are not allocated in the log-frame to the above listed intermediate results. Both PhD students are progressing at different dynamics. The introduction and application of action research methodology required persistency, flexibility and significant capacity from the North and the South. Flexible adjustments of interventions and measures are required in the interaction with the target groups (communities) over several years.</p>	
<b>Effectiveness</b>	
<b>Attainment of specific objectives</b>	<p>The project has attained its specific objectives with respect to engaging communities in action research and in the process supporting the communities in capacity building for entrepreneurship development.</p> <p>Thus, the rating is 'excellent'.</p>
<b>Extent of change regarding academic attitude and behaviour</b>	<p>Introducing action research and qualitative research approaches resulted in a significant change of research paradigm. This became clearly evident in all subject matter related talks and interviews.</p> <p>The rating is 'excellent'.</p>
<b>Utilisation of outputs</b>	<p>The project outputs have been utilised in coming up with interventions for supporting the participating of community groups in entrepreneurship development. Furthermore, the outputs have also enabled the researchers at Mzumbe University and the collaborating Northern partners to contribute towards the development of new knowledge emanating from community based action research activities as published in scholarly articles. It is envisioned, however, to develop, upscale and transfer results to internal and external stakeholders.</p> <p>The overall rating is 'good'.</p>
<b>Explanation and comments</b>	
<p>The major effect of training and actual research activities in the field is the move towards action research. The learning and practical experience by comparing qualitative research vs. conventional quantitative research, the recognition of the value to work at grassroots' level and the exposure to the communities resulted in a significant mind-set shift of researchers. Therefore, the project has created impact and set ground for future projects to learn from in the area of community-based action research focused towards entrepreneurship development.</p>	
<b>Sustainability</b>	

<b>Institutional prospects of capacity and networking</b>	<p>The PhD students participating in the project have been in the fore front in conceiving the various interventions that have led to achieving outstanding success in the implementation of the planned project activities, which, together with the trust built upon the participating MSEs, guarantees the sustainability of the initiatives conceived under the project even after the students have completed their PhD studies.</p> <p>The level of acceptance of the project approach and the high level of observed ownership leads to a rating of 'excellent'.</p>
<b>Financial prospects</b>	<p>The model adopted in implementation of the project stands out for incorporation into Mzumbe University's entrepreneurship development initiatives in the form of provision of consultancies to desirous groups and other community-based entities. The presented outputs and outcomes should be used to link up with interested international development agencies (e.g. "ENABEL"), local NGOs or private partners (PPP model) to develop joint proposals for funding.</p> <p>The prospects to generate further funding are assessed as 'good'.</p>
<b>Explanation and comments</b>	
<p>The project revolves around a strong North-South partnership that involves the universities in Belgium and Mzumbe University. Through this collaboration Belgian students visiting Mzumbe University also participated in the project. This has been instrumental in raising funds that enabled the construction of a honey collection house in Mvomero District and facilitation of credit that helped the carpentry group to procure some workshop equipment.</p> <p>Through this project Mzumbe University has set up an interesting model for interventions focused on community engagement for multiplication in other Universities in Tanzania and beyond through the provision of outreach services by universities that supports the development of entrepreneurship activities based on the evolvement of grass root business entities.</p>	
<b>Impact</b>	
<b>Scientific community</b>	<p>The project has set up a research avenue involving community based action research, thus combining interventions related to research with outreach serviced delivery, which hitherto was not practiced at Mzumbe University. The research approach indicates institutional impact through developing an innovative research and outreach profile.</p> <p>Thus, the rating is 'excellent'.</p>
<b>Development</b>	<p>The intervention under the project has already connected to national initiatives for supporting entrepreneurship development among the youth in rural areas, in which case the Government has joined hands with the University in that regard. This is unprecedented among universities in Tanzania.</p> <p>Thus, the rating is 'excellent'.</p>
<b>Explanation and comments</b>	
<p>Through this project, Mzumbe University is capitalising on its humanities and social sciences academic orientation in supporting socio-economic development in Tanzania's rural communities and hence taking the lead in this domain among universities in Tanzania. The intervention stands out to provide far-reaching impact in stimulating entrepreneurship development among the rural communities in Tanzania.</p>	
<b>Coherence</b>	

Plausibility and competitiveness of scientific approach to address development challenges	<p>Seeking interaction and exchange of knowledge with BTC (i.e. ENABEL), ADF and SIDO was realised at specific project related level. This is regarded as a very first step to ensure plausibility of development oriented research.</p> <p>The present status on implemented measures to ensure coherence and competitiveness is rated as 'good'.</p>
<b>Explanation and comments</b>	
The researchers of the planned bee keeping project visited the BTC bee keeping component in Kigoma, Tanzania. The analysis of the problems in Kigoma regarding value and supply chain analysis formed a solid basis for further research planning.	

### 2.2.4.3 Assessment of key results area (KRA) project 4

In Table 5, we present a summary of our assessment of project 4.

**Table 5 Assessment of key results area (KRA) project 4 'Promoting Entrepreneurship Development through Integrated Community-based Activities'**

Key result area	Summary of indicators	Score
<b>KRA1 Research</b>	Two published research papers, four under review (three papers for "Africa Focus") and one book chapter published; five conference contributions.	<b>Good</b>
<b>KRA 2 Teaching</b>	Review of nine School of Business programmes (five undergraduate, five postgraduate programmes) completed.	<b>Good</b>
<b>KRA 3 Extension and Out-reach</b>	<p>62 CBOs/MSEs within the study area, and 11 beekeepers in seven different regions in Tanzania were reached; 201 Individuals were trained and coached/mentored on business and entrepreneurship related issues.</p> <p>Five carpentry CBOs have been linked to different customers and gained a sale amounting to more than Tshs. 12 million during the last two yrs.</p> <p>Four beekeeping groups linked to the market and sold more than 600kg of clear honey, and 24kg of bee-wax and gained a total sale amounting to Tshs. five million in year 5.</p> <p>About 200 MSEs were trained on business decision making.</p>	<b>Excellent</b>

<b>KRA 4</b> <b>Management</b>	Two sets of information on business formalisation and financing opportunities compiled, organised and shared for MSEs.  Management of setting up one beekeeping product collection centre with an information room facility at Turiani.	<b>Excellent</b>
<b>KRA 5</b> <b>Human Resources Development</b>	Two PhDs projects (staff members) in progress  Two Master students (staff members) in progress  20 staff trained in curriculum review and development  Four staff were trained in incubation skills	<b>good</b>
<b>KRA 6</b> <b>Infrastructure Management</b>	No measures were planned	<b>N.A.</b>
<b>KRA 7</b> <b>Mobilisation of additional resources/opportunities</b>	One project was financed through Belgian NGO (AfD – Academics for Development); indirect mobilization through three organisations, which were linked to MSEs.	<b>Good</b>

#### 2.2.4.4 Assessment of follow-up plan for Phase II

No concrete agenda or concise plan was identified. Individual ideas were presented. The impression is that concrete expectations of high relevance with significant potential for impact for Phase II are under discussion by the active researchers:

- Up scaling the effects of research outputs through use of D4D
- Concrete technical support on production issues of ongoing community based projects
- Comprehensive modelling and testing of business models considering supply and value chains under community field conditions

## 2.3 Evaluation at programme level

### 2.3.1 General assessment

The VLIR-UOS programme significantly contributed towards the implementation of the 3<sup>rd</sup> Mzumbe University Corporate Strategic Plan and of the 4<sup>th</sup> Strategic Plan. Stakeholders are satisfied with the contribution of the programme, particularly with respect to capacity building through postgraduate training of academic staff and promotion of community engagement. The programme has also promoted research and publication capacity, considering the historical background of Mzumbe University that focused more on training rather than on conducting academic research. The academic and research partnership between Mzumbe University and Belgian Universities helps to build capacity in postgraduate training and research, and in establishing ICT infrastructure. There is balanced participation of the Northern and Southern partners in the majority of programme activities.

Currently, partners do not submit formal reports on programme implementation directly to the university management. Instead, the reports are channelled through the director of the Institute of Development



Studies that hosts the programme. This is in line with the reporting mechanism introduced by the new university management where deans or directors are supposed to report to the senate on matters pertaining to research and publications under the jurisdiction of their academic units. This informs the university management systematically in this domain. However, the university management does not receive minutes from the monthly steering committee meetings. This issue needs immediate redress.

The programme manager (PM) is central in management of the VLIR-UOS programme implementation at Mzumbe University. The PM also handles some of the activities falling under the responsibility of the programme coordinator, which could be an indication of the need to strengthen programme coordination.

There is appreciation of good leadership for all projects although we recommend some improvement in this area for some of them. The programme lacks a clear delineation of roles for project team members. This could affect sustainability of the projects if it remains unchecked in Phase II. Most project members are at the main campus with the programme activities not having adequately reached out to other university campuses in Dar es Salaam and Mbeya. This area may also need to be addressed in Phase II of the programme.

The programme contributed reasonably well to the establishment of ICT capacity at the University, particularly in infrastructure, operational systems, and integration of ICT in teaching and learning, including aspects of e-learning. However, the unstable Internet connectivity and inadequate bandwidth counter the benefits of this achievement. Furthermore, ICT user education for both staff and students is still limited despite efforts put up in this area under the programme. Therefore, Phase II of the programme will need to put more emphasis in this area.

The other strong point is community engagement, particularly related to action research leading to capacity building in the development of MSEs, governance issues at community level, and teaching and learning improvement in secondary schools, thereby complementing Government efforts in these areas. Furthermore, community engagement had an added effect of creating interactive partnership between communities and Mzumbe University, hence making the university part of the community system it exists in, and not an “ivory tower”.

There is need for more capacity building in conducting academic research, which partners could take up in the programme second phase. There are first indications of improvement of the publication profile of the university. This would fit well with the publication policy that is currently under preparation, which among others, will require senior staff to publish at least one paper per year or have submitted for publication at least one paper per year.

Currently, Mzumbe University is developing a number of policy frameworks to guide institutional operations, including university research and innovation policy, publication policy, outreach and community engagement policy, and a research agenda. This is a positive development, which will facilitate institutional transformation of Mzumbe University that the current university leadership is pursuing vigorously. Therefore, it is of utmost importance that the partners integrate the policy frameworks under development into the second phase of the VLIR-UOS programme.



### 2.3.2 Evaluation criteria

Relevance	
<b>Responding to needs</b>	The rating is 'excellent'. The programme is needs and demand oriented. The overall objectives contributed clearly to academic and development oriented solutions, which are required for any planned interventions. We verified this through consultations with different stakeholders and communities.
<b>Synergy</b>	There was relatively little use of synergy complementarity potential in the four projects. Thus, the rating is 'insufficient'.
Explanation and comments	
<p>The programme is highly relevant to the need for institutional capacity building. However, the capacity building efforts of academic staff could not be sufficiently aligned to the actual growth of the institution (number of students enrolled per annum).</p> <p>Apart from P4, there seems not to have been baseline studies undertaken in order to guide the projects, which would have further guided more effective implementation of the projects. A logical and systematic approach or follow-up of initiatives, research or trainings was sometimes difficult to identify.</p> <p>Overall, the projects have not yet sufficiently contributed to enhance the publication profile of Mzumbe University. The impression on-site, as validated through interviews and assessment of papers and field research, is that research is mostly done by PhD students, sometimes with their Northern supervisors. The Northern partner universities lead the publication of a considerable amount of papers and conference contributions, but awareness and access at Mzumbe university appears to be limited. All project teams conducted stakeholder consultation for needs assessment internally and externally including with communities. Documentation of this is however incomplete.</p> <p>The projects appear to be somehow detached from regular university activities. Therefore, programme activities need to be integrated into the regular activities of the university for adding value to the latter.</p>	
Efficiency	
<b>Intermediate Results: Delivery of outputs in good time and quality (IR 1-4 for projects)</b>	<p>The project partners planned the intermediate results at programme level as a composite of the individual intermediate results of the four projects. The programme appears to progress quite well, with set time lines being realised in many cases. PhD training for most of the students appears to progress well in accordance with the timeframe. Community engagement, however, in most of the projects has been limited to one or two events, which may not be adequate, with very little or no follow up undertaken in some of such cases for the purpose of pushing for and checking adoption and impact.</p> <p>Indicators related to the specific academic objective were defined as:</p> <ul style="list-style-type: none"> <li>On average one international publication per participating academic team member per year: <i>Comment of the evaluators:</i> The projects did not exactly define the number of active team members in each project. The reference base is wrongly chosen.</li> </ul>

	<ul style="list-style-type: none"> <li>On average one information dissemination workshop per project per two years: <i>Comment:</i> The programme attained its quantitative goal. The scope and quality differs widely between project and workshops.</li> <li>At least one contribution at international workshop/conferences per project per two years <i>Comment:</i> Overall, the programme attained its quantitative goal. The scope and quality differs widely between project and workshops.</li> <li>In total at least four PhD degrees obtained or near-completed and six Masters degrees were obtained by staff at the end of Phase I; some others have started. <i>Comment:</i> The programme did not deliver the intended result on time. Four PhD students are progressing well with final graduation expected between mid-2018 to end 2019. Master students graduated or are in progress. However, we could not confirm progress on the quantitative goal of the same number of ten staff members having started.</li> </ul> <p>The indicators related to specific developmental objective were defined as:</p> <ul style="list-style-type: none"> <li>Taken together the projects of the programme organise at least two information dissemination (outreach) workshops per annum. <i>Comment:</i> Overall, the programme attained its quantitative goal. The scope and quality differs widely between project and workshops.</li> <li>Establishment of educational materials/manuals (in local language if for outreach purposes): <i>Comment:</i> Overall, the programme attained its quantitative goal. The scope and quality differs widely between project and workshops. We identified a sufficient amount of outreach material in local language.</li> <li>VLIR-UOS office developed into entrepreneurial incubation and governance centre of information. <i>Comment:</i> The programme established the office, which serves as a centre of information and operations. The office did not have the capacity to function as entrepreneurial incubation centre. This function, however, was conducted by project 4 at the School of Business.</li> </ul> <p>The individual rating of the four projects ranges between 'excellent (P2) and 'good' (P1, P3, P4) regarding efficiency. Thus, the overall rating at programme level is 'good'.</p>
Intermediate Results: Delivery of outputs in good time and quality (IR 5 – PSU)	<p>In addition, we defined the intermediate overall result of the programme supporting unit (PSU): "To ensure efficient implementation of the PP and all four projects, in line with VLIR-UOS and MU rules and regulations".</p> <p>Coordination of this very complex programme was a challenge for the South partner. Thus, the rating regarding the efficient implementation at consolidated programme level is 'insufficient'.</p>
Management, co-ordination and communication	<p>The VLIR-UOS programme was well managed with no major difficulties in the South since 2016. Support was continuously provided through the Flemish co-</p>

	<p>ordinator throughout Phase I. At Mzumbe University the incoming new programme manager was well accepted by all parties and worked very efficiently. The mechanism of communication and overall programme coordination was a challenge, as recognised by the management. The ICT based Management Information System (MIS) was not used. The challenge at programme level was the coordination to ensure a good balance of activities of the four projects. The evaluation team observed that the day-to-day management worked well but often projects operated either in isolation or in competition for resources instead of combining resources and capacities. Thus, the rating on past coordination is 'insufficient' at programme level.</p>
Input : Output ratio	<p>The rating is 'good'. Overall the Input/Output ratio was good in regard of facility and infrastructure establishment taking into account the very limited financial means and human capacity availability.</p>
<b>Explanation and comments</b>	
<p>In the North and in the South the number of nominated team members in each project were relatively high. However, it was not clear who and for how long someone was actively contributing. The statement by the coordinators that only the PhD students and the project leaders should be seen as active throughout explains the challenges as described above.</p> <p>The evaluation identified formal and informal communication structures, and needs and opportunities for further aligning them with the university-wide ones. Currently, partners report different content and data to different persons and institutions within the university and to the Northern partner.</p> <p>There is no generic university job description for the programme coordinator or the programme manager but a detailed description is available for the latter in the project management manual. There are indications that the problems experienced on programme management, coordination and communication will be overcome in Phase II. An internal monitoring and evaluation (M&amp;E) system should be an active element of the university QA and QM system. The VLIR-OUS programme should be subject to internal M&amp;E.</p>	
<b>Effectiveness</b>	
Academic objectives	<p>The overall rating is 'good'. Individual postgraduate students show commitment and enthusiasm to respective research projects. There is also increasing awareness on competitiveness of internationally recognised research among both researchers and PhD students.</p> <p>PhD researchers experience a major change towards a more focused scientific research attitude after their time in Belgium. This is clearly a positive effect of the sandwich type of scholarship.</p>
Development objectives	<p>The rating is 'good'. Across the project leaders, researchers and PhD students, there is increased awareness on the importance of outreach and up scaling of research findings and training. Researchers understand better that developmental intervention requires solid quantitative and qualitative data.</p>

<b>Explanation and comments</b>	
Confidence and motivation of key academic staff has improved through successful proposal submissions. However, to enhance utilisation of research outputs (processes, products and solutions) there is need for paradigm shift from the current conventional research to an action research approach.	
<b>Sustainability</b>	
<b>Institutional prospects of capacity and networking</b>	<p>The sandwich nature of the PhD training activities enables the continuation of research at the university once the students complete their studies, at the same time making them remain networked to the Northern partners. However, the partners should urgently address the issue of insufficient collaboration among the four projects as mentioned above under the sub-criterion 'synergy'.</p> <p>Thus, the rating is "good".</p>
<b>Financial prospects</b>	<p>The partners should develop a long-term exit strategy to facilitate continuation of programme achievements and collaboration with the Flemish universities. With few exceptions, there is no clear prospect on future sustainability at programme level beyond a possible Phase II.</p> <p>Thus, the rating is 'insufficient'.</p>
<b>Explanation and comments</b>	
The lack of collaboration among the four projects might be due to not having been conceived with synergy in mind. Despite that shortfall, Mzumbe University should mainstream project activities into university activity plans and budget. For the provision of synergy, there is need in Phase II to create inter-linkage and synchronisation of projects within the programme.	
<b>Impact</b>	
<b>Scientific community</b>	<p>The rating is 'good'. There are indications of institutional impact due to high relevance of the programme. We verified this through change in research attitude and behaviour, the introduction of new research approaches, and the revision of the CSP, which the VLIR-UOS programme strongly influenced.</p>
<b>Development</b>	<p>Individual project activities show indicative possible tangible outcomes, which could have an impact. However, we considered the data and observation on this as premature, and could not assign any rating.</p>
<b>Explanation and comments</b>	
It is too early to assess possible impact on the global scientific community based on the number of publications or other publications at the given stage of the programme. However, first indications show potential impact on beneficiaries at a pilot scale. In relation to the short time frame, a mark of "good" is justified.	

Coherence	
Plausibility	<p>Networking with other institutions/stakeholders took place but it differs widely between projects. Furthermore, a coherent and plausible approach requires documentation and structuring.</p> <p>Thus, we assessed coherence at programme level as 'insufficient'.</p>
Explanation and comments	
<p>It was quite evident during the evaluation that both the management of Mzumbe University and participants in the projects realised the need for coherence in the strategic implementation of the programme objectives for effective contribution in the achievement of the University's Corporate Strategic Plan goals.</p>	

### 2.3.3 Added value at programme level

The VLIR-UOS programme contributed to strengthening of the profile of Mzumbe University as a potential key player for development based on innovative research approaches in the humanities. The added value of the VLIR-UOS programme is evident in the new (4<sup>th</sup>) Corporate Strategic Plan (2017/18 to 2021/22), which contains many elements of the VLIR-UOS programme. The VLIR-UOS programme was launched some four years earlier.

The programme has contributed reasonably well to the establishment of ICT capacity at the University. This in the long-run will enable the University to create IT enabled linkage among its campuses not only in management and governance issues, but also in course delivery and research, thereby enhancing institutional efficiency. The ICT capacity built through the programme has prompted the university to offer an education course in IT to undergraduate students who are training to become secondary school teachers. This is a step towards a critical mass of secondary school teachers who could propagate IT in Tanzania's secondary school education.

The programme has performed reasonably well in community engagement, particularly related to capacity building in the development of MSEs through action research, in the provision of governance education to communities, and teaching and learning in secondary schools. This has complemented government efforts and has led to the creation of interactive partnership between Mzumbe University and communities. This makes the university more relevant to the communities in which it exists. The community-level capacity building initiative under the programme is a useful approach in implementing some aspects of Goal 4 of the UN Sustainable Development Goals, which among others emphasises promoting lifelong learning opportunities for all<sup>12</sup>.

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<sup>12</sup> <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

## 2.4 Evaluation of the management of the programme

### 2.4.1 Evaluation of the management by the partner university

The PSU ensures the organisation of all events, meetings and other activities to facilitate the coordination of the programme. The intermediate result of (IR 1) *Overall managerial coordination is ensured (support systems for coordination and decision making)* has been partially fulfilled. Local and annual management and steering committees were organised and reported. Communication, reporting structures, distribution of information and approval of minutes were not fully transparent. Before 2016, regular monthly local meetings were not taking place. Relevant information to facilitate timely decision-making, interventions and reporting to Flemish Management Team and VLIR-OUS was generally provided. Internal reporting structures to central administration or Senate are not clear at the time of the mid-term evaluation. Since 2016 the new programme manager is managing all aspects and affairs and the overall situation has significantly improved. The collaboration with the accounting department of Mzumbe University is efficient. The Belgian Ambassador and the attaché in charge are regularly visiting Mzumbe University. The official launch of the IUC programme was successfully organised in 2013. The launch was broadcast at national TV channel and 7 articles were published in leading newspapers.

The main issue, however, is insufficient internal coordination to ensure that the projects work together and develop synergy.

Another main task of the PSU is that a *coherent programme is ensured (IR2)*. Links with the VLIR-UOS programme at Nelson Mandela African Institute of Science and Technology was established through P2 on ICT. It could not be verified that the local PSU played a major role in this context. It is assumed that the MU's VLIR-UOS programme activities are in pace with the institutions strategies and developments but due to change of personnel at top-management verification was not possible. The VLIR-UOS programme, however, complies well with the revised CSP.

The *efficiency of the communication system (IR3)* requires further attention in some areas. Relevant information for the preparation of the mid-term evaluation was circulated and was timely communicated to all parties. However, the PSU need to improve internal and external communication between participants and other interested parties at all levels in North and South. Those include academics, university management, administrators, financing authority (VLIR-UOS, DGDC), Belgian Embassy, other potential financing authorities and other Southern African Universities. The programme coordinator should play a major and leading role in this regard, which was not sufficiently executed. The programme websites are not up to date and not much information is provided.

With the support of the Flemish coordinator the IR 4 *“Efficient administrative and financial support systems are in place”* could be achieved in 2016. The focus was on training of the programme management in procedures and methods for the implementation of the VLIR-UOS programme on the job. Due to previous frequent change of management personnel administration of the complex programme was difficult. At mid-term evaluation, the administrative and financial management was running smoothly. In particular, it could be confirmed that annual inventory report, database of all relevant administrative and financial records, follow-up of the internal and external audits, all administrative activities related to budgeting, procurement, payments and financial reporting of each project and the programme are carried out, administration management according to the needs of the projects is monitored, adjusted and reported. Expectations of project team members and students are sometimes beyond the budget and its regulations. Another reported issue was that topping ups for local staff were promised at the beginning of the programme but could not be paid due to policy.



The PSU programme manager (PM) ensures (*IR 5*) that *all projects have the infrastructure, means of transport, equipment and supplies available, necessary for the successful functioning of the projects*. The PM informs PLs and team members as well as students and administration on rules and regulations, which requires strong diplomatic skills due to the complex guidelines, which differ in some areas to local rules, Tanzanian governmental guidelines and cultural habits (i.e. per diem issue). In particular, transport and management of the project vehicle is well organised and cost-effective maintenance is ensured through establishment of a revolving fund.

A very important and essential task of the PSU will be the correct administrative and financial management of the programme and its projects.

All necessary (*IR 6*) *travel activities related to the PP are organised*. At mid-term evaluation, no complaints or problems were reported.

**Overall assessment:** Mzumbe University is able to cope with administrative and financial requirements of agencies but require specific training including continuous update. The challenge is to align the management of the programme to VLIR-UOS, Belgian and Tanzanian guidelines, rules, and reporting formats. There is clear need to implement professional mechanism of coordination within the programme before a Phase II could start. In Phase I, frequent changes of the programme manager position and an internal vacuum at the top leadership level affected the coordination of the programme negatively in the first three years. Internal university communication lines and reporting structures need to be streamlined. This is recognised by the central administration and actions are underway.

#### 2.4.2 Evaluation of the management by the Flemish coordinating university

The Flemish coordinating university (UGent) has long-term experience in managing VLIR-UOS sponsored programmes in Africa and elsewhere. The required intermediate results (*IR 1 to 6*) were almost all achieved. The programme manager in the South and the North are in contact almost on a daily basis since 2016. The working relationship is very good.

The VLIR-UOS brings together interested Flemish universities and creates a critical mass of expertise. There is, however, need to enhance the visibility of the VLIR-UOS programmes in general among the scientific community in Flanders. Project partners from the North reported that many professors of Flemish universities are not aware of the development cooperation dimension.

The funding of the Mzumbe IUC was negatively affected by the restricted budget. It was reported that other IUC programmes receive usually a maximum amount of 350 T€ instead of 250 T€ p.a. The IUC programme Western Cape, South Africa) (2003 – 2013) was endowed with an annual budget of 350 T€. The reduced budget could be one of the explanations for the relatively low level of performance in some areas. However, the core funding would have been sufficient but too many activities were planned from the beginning.

#### 2.4.3 Evaluation of the cooperation and coordination between all parties

Overall the cooperation and coordination between all parties is good to very good. The coordination and implementation of the VLIR-UOS programme was negatively affected by internal politics beyond the control of the projects or PSU in the past. For some time, the position of the top leadership were vacant and finally filled in 2016 more than three years after the commencement of the VLIR-UOS programme. The national reputation of Mzumbe University is very good at all levels. The assessment include governmental institutions of different level, higher education institutions, agencies, and communities. The

current expansion of the institution leads to the assignment of additional tasks and roles of project leaders and team members, which affects the timely completion of project related activities and minimises available time slots for outreach.



## 3 Conclusions and lessons-learned

### 3.1 Concerning the programme and its projects

The major lessons learned refer to the realised effects of the programme:

- Paradigm shift through action research approach
- PhD researchers and senior staff experience increasing awareness on competitiveness of internationally recognised research
- Local networking with other institutions is feasible and rewarding

Inadequate cohesiveness (project and programme) could lead to inefficiency, ineffectiveness, and lack of synergy, which can be prevented through intensified coordination, management and team building efforts in a possible Phase II.

The apparent decision of VLIR-UOS to support more projects and reduce the overall budget should be revisited. Such a decision has a significant impact at faculty level and is probably one cause for the relatively large number of incomplete activities recorded in Phase I. The overall aim to meet quantitatively set targets should be revised in favour of well-defined qualitative goals and monitoring of scope and depths of measures. The planning matrix and programme description of Phase I set very ambitious goals initially. The planning process did insufficiently consider prevailing constraints mainly capacity of academic staff of Mzumbe University. The large number of individual activities and the partial failure to conduct an in-depth situation analysis before starting actions was very difficult to coordinate. There were attempts and some good examples of cooperation between projects but inadequate follow-up. Therefore, adhering to set time frames in academic research and outreach was not feasible at programme level.

Overall, intervention logic and sequencing of the projects should be carefully planned and analysed regarding its feasibility. The key issue is to align research output and content production to establishment of instruments for teaching and learning and outreach.

The timely implementation of measures requires continuous monitoring of the log-frame matrix through efficient M&E. The programme requires clear indicators with feasible milestones in combination with improved flexibility.

### 3.2 Concerning the management of the programme

A comprehensive project management training and intensive selection of suitable candidates is of significant importance to the success of the programme. Mzumbe University programme coordination and university top-management should strengthen the role of the present programme manager and provide career development perspectives to avoid staff retention problems. Participation of PC and PM (also from the North) in actual activities resulted in good understanding of the challenges of academic and outreach work.

### **3.3 Concerning the coordination between all parties**

The IUC scheme of VLIR-UOS is well recognised by African and Tanzanian university rectors. The long-term perspective of the programme is appreciated, which is in contrast to many other third-party funded projects. It is recognised and actually used to initiate an institutional learning process resulting in change of behaviour towards relevant research at Mzumbe University.

The coordinating persons in charge are challenged to facilitate the implementation of a systemic and interdisciplinary approach addressing the development needs and to formulate a competitive research agenda. The introduction of new measures and implementation of correcting actions at management level of the programme are necessary and were confirmed in the process of the evaluation.

Reporting requirements are directed to the North, and are not very useful to the South partner. The structure and format of the current templates for reporting are tedious and often redundant. It would be better to ask for qualitative reports that highlight critical issues rather than detailed and summative reports.

## 4 Recommendations

### 4.1 Overall recommendation

The evaluation team recommends discussions on development of a feasible and process oriented Phase II and the formulation process should start as soon as possible.

### 4.2 Recommendations for programme and projects

**Recommendation 1:** The Flemish universities are strongly focused on PhD research projects. The review of the various projects, however, indicates need of human capacity at different levels. A comprehensive IUC may include therefore, grants for Master students (sur place and sandwich) to support adequately project teams. In particular, the postgraduate training could be an incentive for the crosscutting project ICT and assist to build a critical mass of expertise.

**Recommendation 2:** The University needs to develop a policy framework to guide the e-learning initiative under the VLIR-UOS programme.

**Recommendation 3:** Promote scholarly research. Despite the interventions undertaken under the programme, improvement of the publication profile at Mzumbe University is still rather minimal. Therefore, there is absolute need for enhanced emphasis on capacity building in conducting scholarly research among the academic staff, which could be taken up in the second phase of the programme. Good ideas should result in drafting a research agenda, which is not yet available.

**Recommendation 4:** The partners should address the role of project members in each team. There seems to be a lack of clarity in the roles of project team members. It is absolutely important to empower team members. The partners should give special emphasis to the teams of P1 and P3 so that they can support their university-wide role in capacity building through teaching and learning, and governance and outreach.

**Recommendation 5:** The Faculty of Social Sciences (P1) should establish capacity in e-pedagogy independent of the ICT directorate, for the purpose of sustaining the e-learning initiative in the Faculty.

**Recommendation 6:** P2 to link up with the Tanzania Research and Education Network (TERNET). Despite Mzumbe University having made enormous strides in ICT development, the University has not endeavoured to link up with similar initiatives in other universities through the TERNET for synergistic benefits in this area.

**Recommendation 7:** P2 should consider ICT user education for both staff and students, which is still limited. Therefore, there is need to put more emphasis in this area in Phase II of the programme.

**Recommendation 8:** In P3 little was mentioned on the project's engagement in gender issues despite the importance given to this item at national level and in the research programme of the Northern partner. Therefore, it is important that this matter justifiably receives adequate attention and visibility in Phase II of the programme.

**Recommendation 9:** The intermediate results, outputs and outcomes should be used to link up with interested international development agencies (e.g. "ENABEL"), local NGOs or private partners (PPP model) to develop joint proposals for funding in P4.

**Recommendation 10:** In Phase II, opportunities to link campuses of Mzumbe University through ICT (P2) should be explored. The programme support unit (PSU) should coordinate this in close cooperation with P2.

**Recommendation 11:** The PSU should reconsider strategies, mechanisms and concrete measures to strengthen coordination and synergy of the programme. In this context, the coordination to finalise a comprehensive outreach policy would be of high importance.

**Recommendation 12:** The PSU should revise internal reporting mechanism and internal record keeping system. The regular update of the website and subdomains should deserve more attention. This should be coordinated by the PSU in close cooperation with P2.

**Recommendation 13:** It is recommended to issue certificates to participants of training workshops through the coordinating office (PSU). The content has to be aligned to internal regulations (e.g. use of logo, content, signatories).

**Recommendation 14:** The support of post-doctoral researchers (returning PhD students) through specific training (e.g. on outreach and transfer, action-research, business development, pedagogic and didactical skills etc.) and the formulation of advanced and highly focused research questions complementing ongoing research are recommended options for a Phase II. Support of postdoctoral staff would directly contribute to strengthening intrinsic motivation of highly qualified academic staff.

**Recommendation 15:** Ensure that quality and intensity of supervision, guidance, and communication with postgrad students (N-S) is at same level among projects. Specifically, the setting of milestones and frequency of contacts is of paramount importance to “sandwich” students when working in the field and trying to write up their data for publication. PhD students must be made responsible to report timely to both universities in the North and the South. Define a clear role of local supervisors and develop a framework for effective supervision and empowerment of (“sandwich”) PhD students and conflict resolution. There is also need that the University of Dar es Salaam teams up with the IUC programme to enable PhD researchers enrolled at Dar es Salaam to collaborate with the partner in the North at the same level as the other staff members on study leave for PhD.

**Recommendation 16:** Training on supervisory skills of postgrad students should be conducted for Mzumbe University senior staff. There is obviously need to build capacity in this field. Similar training programmes are conducted by other universities in Tanzania, which could possibly be used as a template.

### 4.3 Recommendations for VLIR-UOS

**Recommendation 17:** Continue to simplify reporting processes. Reporting format and frequency of project activities and financial matters are tedious and information is repetitive and redundant. The same reports should be used for internal reporting at Mzumbe University to reduce inefficiency. The objective is to ensure an efficient monitoring and evaluation of ongoing processes.

**Recommendation 18:** Facilitate and promote more student and staff exchange sur place (South-South) and between North-South to develop sustainable partnerships through complementary programmes. For example, participating Flemish students should be integrated in the project work in the South, which must include operating costs such as transport. Establish Tanzanian-Flemish/Belgian alumni network. The IUC programme should enable local PhD students to benefit through exchange and dialogue.

**Recommendation 19:** A stronger process orientation should be foreseen in planning Phase II. It is important to emphasise good planning and design but leave also the necessary room of manoeuvre for experimentation and the possibility to respond to unforeseen opportunities. This is particularly important in the second phase as capacities should have grown and staff is more ready to respond to opportunities from 2019 onwards. The practical application of the Theory of Change approach of VLIR-UOS (see Fig. 1) would be more process, more flexible and complexity oriented. It should be implemented as of the formulation of Phase II.

# ANNEXES

## Annex 1: Terms of Reference (Summary of the ToRs)

### Purposes of the evaluation

A mid-term evaluation has 3 different standard purposes:

- 1. Learning:** on the basis of the analyses made by the evaluation team, lessons can be learned about what worked well, what didn't and why. The formulation of these lessons learned will contribute to the quality of on-going and future IUC programmes in terms of the content and management of the programme, including the overall policy framework.
- 2. Steering:** on the basis of the analyses made by the evaluation team, recommendations will be formulated to support decision making processes of the IUC (at different levels). For a mid-term evaluation, specifically: the evaluation will be used to decide about – and as an input for – the formulation of a second phase.
- 3. Accountability:** by independently assessing the performance of the IUC programme (and validating or complementing the monitoring), different actors (HEI, VLIR-UOS, etc.) can fulfil their accountability requirements.

### Evaluation objectives

The evaluation's primary objective is to evaluate the performance of the IUC (programme level and project level). This is the basis of every IUC evaluation. Next to this objective, final IUC evaluations also analyse the prospects for the post-IUC period:

A. The performance of the IUC needs to be evaluated on the basis of the OECD-DAC criteria for development evaluation (+ one additional criterion): **scientific quality, relevance, efficiency, effectiveness, impact, and sustainability**. For mid-term evaluations, a particular focus needs to be given to **efficiency** and **effectiveness**.

B. In case of a mid-term Evaluation: the follow-up plan of the programme for the second phase (cf. self-assessments) is also evaluated. The follow-up plan needs to further guarantee capitalisation, exploitation and vulgarisation of achievements of the first phase, sustainability at institutional level (and research groups), and the impact of the university on development processes in the surrounding community, province and eventually in the country.

Next to these standard objectives, this mid-term evaluation also has the following, specific, evaluation questions:

C. How is project 1 ("Strengthening Capacity in Teaching, Research and community outreach services") supporting the other IUC projects and how is project 1 being integrated into the structures of the university?

D. To what extent are the different faculties of the university participating in the IUC programme?

E. To what extent have the program and its projects monitored the relevant conditions in the country, earmarked new opportunities and responded to these? What can be learned from this about flexibility in programme/project management?

## Evaluation criteria

As mentioned, the evaluation will use the OECD-DAC criteria (+ a criterion on scientific quality) as criteria to evaluate the IUC: **scientific quality, relevance, efficiency, effectiveness, impact, and sustainability**. Any priorities regarding criteria are mentioned in 3.2.

Below a brief definition of the criteria is provided and the interpretation of the different criteria (at programme level and at project level) is provided through the formulation of a number of questions/descriptors that specify the VLIR-UOS interpretation of the criteria. These descriptors are indicative. It is up to the evaluators to develop a more detailed set of sub-questions to assess the criteria.

The different criteria need to be analysed and assessed by the evaluators. They also need to provide a score for every criterion using a four-point evaluation scale. The scale is as follows:

1 = (very) poor

2 = insufficient/low

3 = sufficient/good

4 = very high/excellent

These scores – expressing in quantitative terms an overall and synthetic yet differentiated qualitative judgement – should facilitate the task of evaluation and should be applied for the IUC programme level and for each project within the IUC programme.

## Programme level

Criterion	Descriptors
Relevance	<p>The extent to which the objectives of a programme are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies."</p> <p>The extent to which the programme is addressing immediate and significant problems and needs of the concerned partners (institutional) as well as regional and national policy makers, with reference to the MDGs, PRSP and other multilateral policy documents. Synergy and complementarity with other (Belgian) actors. Link with transversal themes of Belgian development cooperation: gender, environment and D4D.</p>
Efficiency	<p>"A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results."</p> <ul style="list-style-type: none"><li>• Sufficient "economy" considerations by the programme</li><li>• The use and application of the means earmarked for collaboration.</li><li>• The management of the programme both in Flanders and locally: results-orientation of management; cooperation between all parties involved (between projects and programme level, between projects, within projects, between programme and local university); quality of communication between all parties involved (between projects and programme</li></ul>



	level, between projects, within projects, be-tween programme and local university); external communication
Effectiveness	<p>The extent to which the programme' s objectives are expected to be achieved, taking into account their relative importance.”</p> <ul style="list-style-type: none"> <li>• Overall effectiveness of the programme, taking into account the attainment of specific objectives at project level</li> <li>• Changes in awareness, knowledge, skills at institutional level</li> <li>• Changes in organisational capacity (skills, structures, resources)</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• “Potential positive and negative, primary and secondary long-term effects produced by the programme, directly or indirectly, intended or unintended.”</li> <li>• Not just actual but also (given time limitations) potential impact.</li> <li>• Added value of the IUC programme for the institutional performance of the university</li> <li>• Policy changes at institutional level? Changes in behaviour at institutional level?</li> <li>• Added value of the IUC programme for the role of the university as a development actor</li> <li>• The extent to which the collaboration has sparked other departments to initiate interuniversity collaboration, joint capacity building, fund raising etc.</li> <li>• The extent to which the collaboration has led to joint developmental activities or similar collaborative models at the regional level</li> <li>• The extent to which the collaboration has raised interest of policy makers and academics, and how the partner university is called upon or is pro-actively developing collaboration models that could be fed into policy advice</li> </ul>
Sustainability	<p>“The continuation of benefits after the programme have been completed.”</p> <p>Financial, institutional and academic sustainability:</p> <ul style="list-style-type: none"> <li>• Co-funding by the partner university (matching funds)</li> <li>• Incorporation of costs into the budget of the partner university</li> <li>• The partner university sets aside funds for operations and maintenance of physical infrastructure</li> <li>• Ability to attract external funds</li> <li>• Ability for full financing or co-financing events, workshops, congresses, mobility, grants, investments, infrastructure</li> </ul>

- Strengths and weaknesses of the institution in terms of institutionalising the collaboration
- Intensification and/or formalisation of interuniversity consultations (North-South and South-South)
- Ability to produce joint proposals (fund raising, research)
- Collaboration and exchanges outside of VLIR-UOS-programme
- Curbing brain drain into sustainable brain circulation, installing incentives, “pull factors” against “push factors”

## Project level

Criterion	Descriptors
Scientific Quality	<p>The extent to which a project has a ground-breaking nature and ambition (excellence)."</p> <p>Quality of research: the extent to which research – sufficiently involving stakeholders – is cutting edge; extent to which the results have been incorporated in local or international refereed journals</p> <p>quality of education: the extent to which new education practices – developed while sufficiently involving stakeholders – are cutting edge; Extent to which alumni easily get a job which fits their education profile; the number of fellowships acquired from foundations</p>
Relevance	<p>"The extent to which the objectives of a project are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies."</p> <p>The extent to which the project addresses immediate and significant problems of the community, looking at the amount of self-finance, demand from state and private actors, the level of transfer of know-how and technology. Synergy and complementarity with other (Belgian) actors. Synergy and complementarity with other (Belgian) actors. Link with transversal themes of Belgian development cooperation: gender, environment and D4D.</p>
Efficiency	<p>"A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results."</p> <ul style="list-style-type: none"> <li>• The extent to which intermediate results (outputs) have been delivered</li> <li>• The relationship between the intermediate results and the means used to reach the intermediate results.</li> <li>• The relationship between the objectives and the means used to reach the objectives.</li> <li>• Efficiency of project management (e.g. the extent of flexibility during implementation)</li> </ul>

Effectiveness	<p>The extent to which the project objectives are expected to be achieved, taking into account their relative importance.”</p> <ul style="list-style-type: none"> <li>• the degree to which the specific objectives have been achieved</li> <li>• the “use of outputs”</li> <li>• changes in behaviour</li> <li>• the extent to which the university/faculty/department has created the conditions for impact (e.g. by facilitating uptake)</li> </ul>
	<p>“Potential positive and negative, primary and secondary long-term effects produced by the project, directly or indirectly, intended or unintended.”</p> <p>Not just actual but also (given time limitations) potential impact:</p> <ul style="list-style-type: none"> <li>• Upscaling of new knowledge/applications/services by communities/governments/organisations</li> <li>• Impact on internal performance of involved academics/departments:</li> <li>• Renewed curriculum functions as example for other universities/departments</li> <li>• The new style of teaching has become a model for teaching (e.g. the systematic use of teaching in combination with laboratory work)</li> <li>• The library has experienced a clear increase in number of visitors</li> <li>d) Impact at the level of the private sector: the amount of money earned on the market</li> <li>e) The extent to which academics, involved in the project, are called upon by the government for policy advice</li> </ul>
Sustainability	<p>“The continuation of benefits after the programme have been completed.”</p> <p>Especially financial and institutional sustainability:</p> <ul style="list-style-type: none"> <li>• measures for staff retention of trained staff</li> <li>• (potential) synergy and complementarity with other actors (e.g. in extension), local and Belgian actors in particular</li> <li>• do the Flemish universities (and university colleges) commit their own university funds to the programme, for instance by giving fellowships or by allowing academics to go to the field ?</li> <li>• personal commitment of academia?</li> <li>• availability funds for operations and maintenance of physical infrastructure</li> <li>• are there joint research projects which are interesting both to the Northern and Southern academics involved ?</li> </ul>

- do the partner universities also commit their own funds to the programme (matching funds)?

## Actors involved

The following actors will be involved in the evaluation. All of them have an important stake in the evaluation:

- the VLIR-UOS secretariat;
- the stakeholders (both in Flanders and in the partner country) involved in the ongoing IUC co-operation programme;
- the members of the evaluation team;
- the Directorate-general Development Cooperation and Humanitarian Aid (DGD), i.e. the Belgian government administration for international cooperation
- other relevant stakeholders;

## The evaluation team

The evaluation is to be undertaken by both members of the evaluation team.

One expert will act as team leader. In this capacity, he/she will lead the meetings that have been programmed and will coordinate the report drafting. He/she will be invited to use his/her experience with international cooperation in the field of higher education and research as reference for the evaluation, especially when formulating recommendations for improvement of the global set-up and management

The following expertise need to be represented in the evaluation team:

- International development expertise: knowledge of and experience with processes of development cooperation, capacity building and methodological issues in general and in higher education in particular;
- A solid experience with and expertise in evaluation
- Country expertise: knowledge of and experience in the local context and the higher education and research system.

The following attribute is considered an advantage:

- Academic expertise regarding the core theme(s) of the partner programme such that the academic quality may be assessed

The above fields should be accommodated by the joined and complementary expertise of two external evaluators. These experts should be neutral. This means that evaluators (1) have not been involved in the implementation of the intervention being evaluated (2) and have no contractual relationship, now or in the past, with any of the partners involved with the project/programme under review.

## The Northern stakeholders involved in the ongoing IUC co-operation programmes

What is meant by the Northern stakeholders is: all persons from the Flemish universities or university colleges who are involved in one of the ongoing IUC cooperation programme. This means: the top management of the Flemish coordinating university, the Flemish coordinator, the Flemish project leaders and team members, Ph.D. student promoters, the Institutional coordinator for University Development Cooperation of the Flemish coordinating university (the so-called ICOS), the financial officer(s) of the Flemish coordinating university, VLIR-UOS programme officer, students, Belgian development actors, etc.

## **The Southern stakeholders involved in the ongoing IUC co-operation programmes**

What is meant by the Southern stakeholders is: all persons from the partner university and the local government(s) and community who are involved in the respective IUC partnership. This means:

- the top management of the partner university, the authorities at faculty level, the local coordinator, the programme manager, the local project leaders, their deputies (if applicable) and team members, the staff of the local coordinating unit of the IUC programme (secretaries, accountants, ...), the students funded by the programme, the student supervisors and/or promoters, technicians, staff from other donor-sponsored cooperation programmes being implemented at the partner university, etc.;
- representatives from central, regional and local government agencies and from civil society (e.g. local chambers of industry, employers' association, ...), officials of the Ministry of Education and of Foreign Affairs, and of the Belgian Embassy, and others.

## **The VLIR-UOS-secretariat**

The VLIR-UOS-secretariat will function as organiser of the evaluation, as well as resource centre for the evaluation team. The evaluation team will be closely assisted by the programme officer of the respective IUC programme within VLIR-UOS (cfr. M&E Policy and VLIR-UOS Evaluation guidelines).

### **DGD**

The Directorate General for Development Cooperation, will be invited to be interviewed by the evaluation team and, if so desired, to participate in a debriefing meeting with the evaluation team.

## **Management of the evaluation**

1. Every evaluation is managed as a project, including a governance structure that is set-up for a given evaluation. This structure – the **evaluation reference group** – has three roles<sup>3</sup>, representing three different perspectives. These roles are assumed by the coordinator, a programme officer and the evaluation officer. Their task is to facilitate the evaluation process. The reference group can be expanded at any time in order to ensure one or more of the three perspectives. The evaluation team will be closely assisted by the programme officer of the respective IUC programme within VLIR-UOS (cfr. M&E Policy and VLIR-UOS Evaluation guidelines). The reference group reports to the executive board of VLIR-UOS called Bureau UOS (BUOS) which makes the final decisions (approval report, management response).

2. The evaluation team will be composed by 2 evaluation experts. The evaluation team will receive from VLIR-UOS, apart from basic information on the IUC Programme, a set of documents relating to the respective IUC partnership for the desk study.

3. The Northern and Southern stakeholders of each of the ongoing IUC cooperation programmes have received the formats for the self-assessment reports on 7 September. The reports will have to be submitted to VLIR-UOS-secretariat at the latest before 15 December.
4. The partner universities will be invited to draft the programme of the evaluation missions, in consultation with – and taking into account the possible requests formulated by – the evaluation team.
5. The evaluation team (or one of the experts) will conduct interviews in Flanders. The methodology of the evaluation will be refined in consultation with the VLIR-UOS-secretariat
6. The evaluation team will submit an inception report **two week** before the field mission.
7. The field mission will be organised in consultation with the main stakeholders between 12 February and 16 March 2018.
8. At the very end of the mission, the evaluation team will discuss its preliminary conclusions and recommendations at length with the Southern and any present Northern stakeholders.
9. The evaluation team members will submit a draft report **after their return from the mission**. A debriefing will be organised during which the highlights of the evaluation are presented. The draft report will be submitted, for comments, via VLIR-UOS, to the resp. Flemish and local coordinator. It will be up to the two coordinators to coordinate the reactions to this draft report. The evaluation team will decide, given its autonomy, whether or not to take into account the comments received (if major comments are not integrated, this needs to be explained). The final evaluation report is expected **8 weeks** after the field phase.

## Annex 2 : Inception report : Evaluations questions

### Evaluation questions

An informed peer-review approach must consider:

- Cross-cutting questions regarding goals and underlying strategy
- The structure and process
- Output and outcomes
- Overall strength and weaknesses

They will ensure that different perspectives of the interviewed persons and groups are captured.

The following evaluation questions addressing the key evaluation criteria will be used for guidance at programme and project level, respectively

The inception report presents selected guiding questions in regard of the evaluation criteria and in regard of interviewed status group.

**Table 6 Guiding evaluation questions (in addition to the evaluation descriptors presented in the ToRs)**

Criterion	Questions
<b>Relevance</b>	To what degree are the research projects relevant to the scientific disciplines and communities?
	To what extent do the objectives of the programme/ projects contribute to the strategic goals of the institution?
	How and through whom can developmental relevance be strengthened in the future?
	To what extent does the development measure target poverty reduction or other key development challenges? Are the projects needs oriented?
	Which cross-cutting issues are relevant (considering the actual priority/transversal themes of VLIR-UOS: gender, environment, D4D (Digitalisation4Development), and the private sector)?
	How well do the objective and measures of the programme comply with the Tanzanian sector strategy on (higher) education and development?
<b>Scientific quality</b>	To what extent are the research groups characterised by academic excellence (quality of research, training, transfer)?
<b>Efficiency</b>	How are the relationship between use of resources and results being assessed?
	Are there efficient M&E measures in place?
	Are there any measures that have specific positive or negative effects on achievement of intermediate results?



	Are the programme and projects communication measures adequate?
	Are any measures inadequate or lacking?
	Are the project measures logically planned and goal oriented?
<b>Effective-ness</b>	To what extent have the specific objectives of the projects contributed to overall effectiveness of the programme?
	Which main factors influence the attainment of specific goals?
	Are changes regarding awareness, knowledge and skills observed?
	Are changes in organisational capacity implemented?
	To which extent are changes regarding research culture and actual behaviour (problem approach, action-research, linking theory and practice etc.) occurring?
<b>Sustainabil-ity</b>	What is the expected sustainability of the recognised results on the individual, organisational and systemic levels?
	To what degree are the achieved effects at Phase I sustainable?
	Which steps are planned to secure the sustainability of achieved results?
	Which factors foster and which hinder sustainability?
	To what extent are partners able to sustain positive results without support from the actually supporting agency?
<b>Impact</b>	How can the programme achieve impact internally (institutional level) and externally (communities, policies)?
	What contributions can the projects realistically make in Phase II or in the foreseeable future to providing knowledge solutions to development challenges?
	Which other overarching effects on development impact can be expected?
<b>Coherence and plausi-bility</b>	Are there any cooperation agreements with other programmes and actors?
	Are there additive or synergetic effects expected and at what level (academic, policy, regional scope)?

## Guiding questions target group

The evaluation team will address specific questions at the strategic, structural, process, output and outcome level to different groups of interviewed persons:

### Group 1: Top Management Level (Vice-Chancellor, Deputy Vice-Chancellor, or Directors of strategically important units of the institution)

#### Level of Goals/Strategy

- Relevance of cooperation with universities/institutions from countries in the North as described in the university mission statement
- Compatibility of VLIR-UOS programme with the university's general education/research profile

- Overall importance of the VLIR-UOS programme for the university (and beyond)
- Visibility of the VLIR-UOS programme project within and outside of the university and faculty/department
- The involvement of the different faculties or units at strategic level

### **Structural Level**

- Integration of VLIR-UOS programme/project into the university and the faculty/department
- Administrative support of VLIR-UOS programme/project by central units of the university/ faculty/departments (e.g. international office, department for finances and accounting, quality assurance)
- Financial support of VLIR-UOS programme/projects by university or faculty/department

### **Process Level**

- Communication/cooperation with VLIR-UOS programme partners in Tanzania
- Communication/cooperation with VLIR-UOS programme/coordinators with Flemish universities and other stakeholders in Belgium

### **Output/Outcome Level**

Effects of the VLIR-UOS programme/project on:

- education of students and PhDs (quality of training) and professors/staff (e.g. development in bringing together working units, effects on human resources development regarding personal growth, overall capacity building)
- research (e.g. effects on research topics, development in research quantity and quality)
- cooperation (e.g. development of number of partners and quality of partnerships)
- policy analysis and consultancy
- regional development

### **Overall**

- (up to) three major strengths and weaknesses
- Recommendations for a future development of VLIR-UOS programme with special regard to positive and negative factors on attainment of specific objectives

### **Group 2: Users and implementing support staff of the VLIR-UOS programme**

- Individual meetings with Students (post grad only)
- PhDs/post-docs (if available in Tanzania)
- Scientific staff/professors at programme and project level
- Coordinators/administrators at programme and project level
- Programme Support Unit staff
- Any other persons of the institution involved

### **Level of Goal Achievement**

- Motivation to participate in the VLIR-UOS programme/project
- Visibility/awareness of VLIR-UOS programme/projects internally (within the university or faculty/department) and externally (local region, country level, Sub-Saharan Africa etc.)

### **Structural Level**

- Support of institution/faculty/department for participating in VLIR-UOS programme/project (e.g. general information and advice, preparation of document application)
- Funding issues in the context of VLIR-UOS programme/project
- Network partners (e.g. compatibility on a content level, further interesting partners, outreach and community participation)

### **Process Level**

- Communication/cooperation with VLIR-UOS programme partners in Tanzania
- Communication/cooperation with VLIR-UOS programme/coordinators with Flemish universities and other stakeholders in Belgium
- Implementation of measures (activities as described in the various log frame matrices and action plans, efficiency)

### **Output/Outcome Level**

- Quantitative and qualitative effects of VLIR-UOS programme/project on personal development (e.g. career plans, intrinsic motivation driver) in relation to specific objectives and indicators of the logical framework
- Institutional development (e.g. bringing together working units, development in research quantity and quality, development of number of partners and quality of partnerships, quality and quantity of policy analysis and consultancy)
- In detail the specific objectives and indicators of the logical framework will be analysed and assessed. The self-assessment report will be used to clarify or validate observations or findings during the interview, if necessary.

### **Overall**

- (up to) three major strengths and weaknesses of VLIR-UOS programme/project
- Recommendations for a future development of VLIR-UOS programme with special regard to positive and negative factors on attainment of specific objectives (Phase II)

### **Group 3: Multipliers (Other internal and external stakeholders, potential beneficiaries, target group representative, local and other authorities)**

This is a very important group to obtain feedback regarding potential development impact.

### **Level of Goal Achievement**

- Importance of the VLIR-UOS programme/projects for local and regional development (e.g. consideration of needs and demands)
- Visibility/awareness of the VLIR-UOS programme/project in the region

### **Structural Level**

- Compatibility of VLIR-UOS programme/project with further initiatives and programmes with regard to Local and National Strategic Plans (e.g. possible synergistic effects)
- Potential for additional funding or long-term support of VLIR-UOS programme/project at present and in future

### **Process Level**

- Communication/cooperation with VLIR-UOS programme/project

### **Output/Outcome Level**

Effects of VLIR-UOS programme/project on:

- regional development (e.g. empowerment of locals, infrastructure, community work)
- policy analysis and consultancy (needs and requests, quality of consultancies)
- achievement of SDGs

### **Overall**

- (up to) Three major strengths and weaknesses of VLIR-UOS programme/project
- Recommendations for a future development (Phase II) of the VLIR-UOS programme with special regard to positive and negative factors on attainment of specific objectives

## Annex 3: Mission programme

Date	Morning	Afternoon
<b>Monday</b> <b>05/02/2018</b>	Briefing meeting at Embassy of Belgium	Travel to Morogoro, Mzumbe University
<b>06/02</b>	<p>Briefing meeting at PSU with Project Co-ordinator and Programme Manager</p> <p>Briefing meeting with four Project leaders</p> <p>Briefing meeting with Vice-Chancellor</p>	<p>Tour of faculties, directorates, offices, lecture halls and hostels with short interviews:</p> <ul style="list-style-type: none"> <li>• University communication manager</li> <li>• 1<sup>st</sup> year students HRM in class</li> <li>• Faculty of Social Sciences(Dean)</li> <li>• Institute of Development Studies (Director)</li> <li>• Brief visit to hostel for female students</li> <li>• Central library and staff (group meeting)</li> <li>• School of Public Administration and Management</li> <li>• Student Assistance Desk</li> </ul>
<b>07/02</b>	<p>Validation of documents and reports</p> <p>Budgeting and accounting system VLIR-UOS and University Mzumbe</p> <p>Project 1 Capacity Strengthening:</p> <ul style="list-style-type: none"> <li>• focus group interview with team members (FSS) plus one lecturer from SOB (5 persons)</li> <li>• face-to-face interview with PhD candidate</li> </ul>	<p>Face to face interview with former VC</p> <p>Project 2: ICT Infrastructure :</p> <ul style="list-style-type: none"> <li>• face to face interview with PL</li> <li>• focus group interview with technical ICT support staff (7 persons)</li> <li>• visit of ICT facilities and computer labs</li> </ul>
<b>08/02</b>	<p>Project 3 Good Governance :</p> <ul style="list-style-type: none"> <li>• face-to-face interview with PL</li> <li>• face-to-face interview with PhD candidate</li> <li>• group interview with team members (6)</li> <li>• face-to-face interview with DVC-Academics</li> </ul>	<p>Project 4 Entrepreneurship:</p> <ul style="list-style-type: none"> <li>• face-to-face interview with PL</li> <li>• face-to-face interview with PhD candidate</li> <li>• interview with (2) team members</li> </ul>

<b>09/02</b>	<p>Face-to-face interview with project coordinator (PC)</p> <ul style="list-style-type: none"> <li>• Individual face-to-face interview with stakeholders</li> <li>• Secondary school representatives (P1)</li> <li>• Regional Academic Officer District Mromero (P3)</li> <li>• Water Sector District Council Mromero (P3)</li> <li>• Ward councillor Mzumbe (P3)</li> <li>• Ward education officer (P3)</li> </ul>	<p>Focus group meeting stakeholders (P2) :</p> <ul style="list-style-type: none"> <li>• Morogoro Teachers College</li> <li>• VETA representative</li> <li>• Librarian Jordan University</li> <li>• Librarian Sokoine University of Agriculture</li> <li>• District council Mvomero</li> </ul> <p>Focus group meeting stakeholders (P4) :</p> <ul style="list-style-type: none"> <li>• District community development officer</li> <li>• Regional bees officer</li> </ul> <p>Face-to-face interview with programme manager (PM)</p>
<b>10/02</b>	<p>Field trip to Turiani (89pprox.. 120 km from Mzumbe):</p> <ul style="list-style-type: none"> <li>• Focus group interview with community group of bee keepers (15 persons) (P4)</li> <li>• Focus group interview Niamoja group collection centre (4 persons) (P4)</li> <li>• Focus group interview secondary school teachers (2 persons) (P1)</li> <li>• Focus group interview community enterprise carpentry (3 persons) (P4)</li> </ul>	
<b>11/02</b>	<p>Several individual Skype interviews with PhD students currently in Belgium</p> <p>Skype interview with Master student on study leave in Kenya</p> <p>Face-to-face interview with Master student on study leave to NM-AIST, Tanzania</p> <p>Pre-structuring of preliminary findings</p>	
<b>12/02</b>	<p>Face-to-face interview with Director of Communication</p> <p>Field trip to Changarawe Village, Vikenge Village, Chamwino Ward –Tupendane Street in Morogoro (P 3):</p> <ul style="list-style-type: none"> <li>• 3 focus group interviews with community leaders (4, 5, and 5 persons)</li> <li>• Workshop preparation (late p.m.)</li> </ul>	
<b>13/02</b>	<p>Feedback session</p> <p>Workshop Phase II</p>	<p>Meeting with the VC (Dar es Salaam)</p>

## **Annex 4: List of persons consulted**

### **Belgium**

#### **Briefing VLIR-UOS**

Herman Diels	VLIR-UOS Programme Officer South
Koen de Koster	VLIR-UOS Evaluation Officer
Peter de Lannoy	VLIR-UOS Programme Manager

#### **Interviews in Belgium**

Nathalie Holvoet	Project promoter – University of Antwerp – “Good Governance”
Jennifer Sesabo	Project leader – Mzumbe University – “Capacity Strengthening”
Egbert de Smet	Project promoter – University of Antwerp – “ICT Infrastructure”
Koen Stroeken	Coordinator – Ghent University
Wim Vanhaverbeke	Project promoter – Hasselt University – “Entrepreneurship”
Annelies Verdoolaege	Assistant Coordinator (until 1/1/2017) – University of Gent
Annick Verheylezoon	Programme support unit – University of Gent
Chang Zhu	Project promoter – Vrije Universiteit Brussel – “Capacity Strengthening”

### **Interviews and consultation at Mzumbe University**

#### **Central Administration, Central Units and Support Services**

Lughano Kusiluka	Vice-Chancellor
Joseph Kuzilwa	former Vice-Chancellor (2007-2014)
Ganka Nyamsogoro	DVC Academics
Sylvia Lupembe	Communication Manager
Goodluck Mosha	Acting Director Library
Daniel Deogratius	Systems Librarian
Rainfrida Ngatunga	Director of Communication

#### **VLIR-UOS Programme Support Unit**

Aurelia Kamuzora	Programme Coordinator
Mara Mwinyigogo	Programme Manager (since 2016)

#### **Faculties and Institutes**

Mackfallen Anasel	Acting Dean, School of Public Administration and Management
Athanas Ngalawa	Director, Institute of Development Studies



Charles Tundui	Dean, Faculty of Social Science
Emmanuel Akili	Lecturer, School of Business, Dept. Procurement and Logistics

### **Project 1 Capacity Strengthening**

Stephen Nalaila	Acting project leader, HOD QA and Support Services
Perpetua Khalimasi	HOD Dept. Education
Dominic Msabila	Lecturer, Dept. Education
Haruni Machuma	PhD candidate final year, Dept. Education (expected to finish 2018)
Mustapha Almasi	PhD candidate, third year (expected to finish October 2019)

### **Project 2 ICT Infrastructure**

Albogast Musabila	Project leader, School of Business, Director of ICT (2012-2018)
Laurent Patrick	Directorate Information Technology
Daniel Deogratus	Systems Librarian
Ramadhani Shemahmge	Directorate Information Technology (since 05/2017)
Lawrance Massanda	Student, Helpdesk Unit
Lunodzo Mwinuka	Student, Helpdesk Unit
Exaud Paul Mushi	Student, Helpdesk Unit
Mohamed Ghasia	PhD candidate (since 2015), Principal Systems Administrator DICT
Edger Rutatola	Master student (on study leave to NM-AIST), Dept. Computer Science, FST

### **Project 3 Good Governance**

Elizabeth Genda	Project leader, Acting Head Gender Dept.
Norbert Ngowi	PhD candidate final year
Athanas Ngalawa	Director, Institute of Development Studies
Mursali Milanzi	Dept. Education
Yona Matekere	Gender Department, Institute of Development Studies
Felichesm Lyakurwa	Institute of Development Studies (part-time)
Theobald Theodory	Ag. Head Center of Environment
Christina Shitima	PhD candidate, final year, Dept. Economics (expected to finish 2019)

### **Project 4 Entrepreneurship**

Hawa Tundui	Project leader, Acting Dean, School of Business
Jasinta Msamula	PhD candidate, final year, School of Business
Nsubili Isaga	School of Business
Emmanuel Chao	School of Business
Jerum Kilumule	Master Student (final year), School of Business

Nicholaus Tutuba      PhD Student Year 3 (expected to finish July 2019)

### **Student Groups**

1<sup>st</sup> Year students on Human Resources Management (met in class; 92pprox.. 100)

Several brief contacts with under- and postgraduate students of different study programmes, including one Flemish exchange student on campus.

### **Stakeholders**

Reinout Van Vaerenbergh	Embassy of Belgium, Dar es Salaam
Sylvain Vanrie	Embassy of Belgium, Dar es Salaam
Monica Mpululu	Statistics and Logistics Education Officer, Mvomero District
Gabriel Ngongi	Engineer Water, Mvomero District
John Robert	Headmaster, Kikeo Secondary School (4hrs drive from Mzumbe)
Nestoria Mtenga	Academic Master, Lusanga Secondary School
Omari Kibukila	Ward Education Officer
Rachael Kingu	Ward Councillor, Mzumbe
Grace Mzigu	Act. Director Library, Jordan University
Donastan Mabula	Librarian, Sokoine University of Agriculture
Robert Chassama	Teachers Training College Morogoro
Justin Komba	VETA Morogoro
Alfred Chali	Planning Officer, District Council Mvomero
Basil Makunza	District Community Development Officer, Mvomero
Hassan Sengerere	Master Student of Botany (final year), Regional Bees Officer
Florian J. Msuya	English Teacher, Nassoro Seif Secondary School
Sallehe P. Ndawala	English teacher, HOD English Department, Lusanga Secondary School

### **Stakeholder – Community groups**

Ezdori Peter	Kwelikwiji Beekeepers Group
Exavier Paulo	Chairperson, Kwelikwiji Beekeepers Group
Christina Peter	Secretary, Kwelikwiji Beekeepers Group
Emiria Joseph	Kwelikwiji Beekeepers Group
Teresia Michael	Kwelikwiji Beekeepers Group
Bibiana Eliasi	Kwelikwiji Beekeepers Group
Helemina Mariseri	Kwelikwiji Beekeepers Group
Fatuma Abdallah	Kwelikwiji Beekeepers Group
Abeda Ramadhani	Kwelikwiji Beekeepers Group

Agnes Malishali	Kwelikwiji Beekeepers Group
Emmanuel Christoph	Kwelikwiji Beekeepers Group
Paulo Roman	Kwelikwiji Beekeepers Group
Endu Mriga	Kwelikwiji Beekeepers Group
Elizabeth Tile	Kwelikwiji Beekeepers Group
Emmanuel Mgasia	Village Executive Officer Kwelikwiji
Jonas Isdory	Chairperson, Niamoja Group
Sebastiana Mpangala Mbaga	Secretary, Niamoja Group
Jonas Isdory	Chairperson, Niamoja Group
Eliza Mlahagwa Aaron	Coordinator of Training, Niamoja Group
Genoveva Constantine Paulo	Sales Officer, Niamoja Group
Hasani Musa Athmani	Chairperson, LUTEHAGRO Group (Carpentry)
Fabrisio Jacob Wissa	Secretary, LUTEHAGRO Group (Carpentry)
Andrew Lucas Ndelwa	Treasurer, LUTEHAGRO Group (Carpentry)
Ferdinand Matangalu	Village Chairperson, Changarawe Village
Abdulrazak Ahmed	Act. Village Executive Officer, Changarawe Village
Issa Samkundy	Member Social Welfare Committee, Changarawe Village
Alex Msinga	Water technician, Changarawe Village
Ahmad Lukoo	Village Chairperson, Vikenge Village
Maneno Charcus	Member Social Services Committee, Vikenge Village
Said Mgaya	Member Social Services Committee, Vikenge Village
Amina Muomela	Member Social Services Committee, Vikenge Village
Said Said	Technician, Vikenge Village
Francis Sentimali	Village Chairperson, Tupendane Street, Morogoro
Biumi Banda	Member of Street Committee, Tupendane Street, Morogoro
Martho Thomas	Member of Street Committee, Tupendane Street, Morogoro
Ramadhani Mapanga	Member of Street Committee, Tupendane Street, Morogoro
Emilian Michael	Member of Street Committee, Tupendane Street, Morogoro

## **Annex 5: List of documents consulted**

Project proposal for the programme and projects incl, all annexes

Self-assessment reports of PSU, programme and projects

Financial and technical plans and reports (2013 to 2017)

PhD proposals, progress reports and evaluations

Master Students progress reports and evaluations

Outreach and workshop presentations (in local language)

Technical reports

Policy briefs

Conference contributions (abstracts)

Published technical papers (non-peer reviewed)

Draft papers accepted/submitted to peer-reviewed journals for publication

Published papers in peer-reviewed scientific journals

Project proposal to VLIR-UOS: Virtualisation of Information and Communication Technologies at Mzumbe

University (VICT@MU)

Mzumbe University Fourth Corporate Strategic Plan (June 2017) 2017/2018 to 2021/2022, 107pp.

Mzumbe University, Directorate of Planning (2017), Facts and Figures 2016/2017, 47pp.

Ministry of Finance and Planning (2016): National Five Year Development Plan 2016/2017 – 2020/2021, United Republic of Tanzania.

Inter-University Council for East Africa – IUCEA (2014): Report from a Study Establishing the Status of Higher Education Qualifications Systems and their Contribution to Human Resources Development in East Africa.

Planning Commission: The Tanzania Development Vision 2025, United Republic of Tanzania.

The Universities Act, No. 7, 2005, United Republic of Tanzania.

Ministry of Education, Science and Technology (November 2017): Education Sector Development Plan (2016/17 to 2020/21), United Republic of Tanzania

## ABOUT VLIR-UOS

VLIR-UOS supports partnerships between universities and university colleges in Flanders and the South that seek innovative responses to global and local challenges.

We fund cooperation projects between professors, researchers and teachers. In addition, we award scholarships to students and professionals in Flanders and the South. Lastly, we contribute to strengthening higher education in the South and internationalising higher education in Flanders.

The information and views set out in this evaluation report are those of the author(s), independent evaluators, and do not necessarily reflect the opinion of VLIR-UOS or the universities/university colleges involved.

VLIR-UOS is part of the Flemish Interuniversity Council and receives funding from the Belgian Development Cooperation.

More information: [www.vliruos.be](http://www.vliruos.be)

Responsible editor: Kristien Verbruggen, VLIR-UOS, Julien Dillensplein 1, bus 1A, 1060 Brussels



# Management response to mid-term evaluation

## Self-Steering Sustainable Social Innovations through Training and (e-)Research (4SITE) - 2018

### Programme level

#### General appreciation

Project teams received and discussed the evaluation report through project meetings. On 20th April 2018 Project Leaders and University management met to discuss the report and outcomes of the projects meeting in which each Project Leader presented their feedback. The presentations covered project responses regarding different issues raised in the report as reflected in the minutes. The University Management appreciated the evaluation comments and promised to make improvements (see attached minutes of 20th April 2018).

The Flemish steering committee examined the recommendations as well in a separate meeting on 26th April 2018 and earmarked the main opportunities for improvement and activity in the next phase. Also critical remarks were expressed regarding the relevance of some recommendations.

In general, the evaluation report was useful in understanding the programme performance in the first phase of its operation. It has helped in improving communication and involvement of members especially in the formulation of the phase II leading to an improved synergy among projects. It has awakened the University Management and stakeholders to understand and perform their roles in the programme.

Specifically, the evaluation has helped to improve transparency of project activities, visibility, being conscious of transversal issues such as gender and environment. Furthermore, the evaluation has brought to our attention untapped opportunities such as partnership which may be formed between Mzumbe University and NGAs which are supported by Belgian government. It has acted as a reminder of important aspects of the programme, e.g. sustainability of the programme after phasing out.

#### Follow-up on recommendations

<b>Recommendation 1:</b>	The Flemish universities are strongly focused on PhD research projects. The review of the various projects, however, indicates need of human capacity at different levels. A comprehensive IUC may include therefore, grants for Master students (sur place and sandwich) to support adequately project teams. In particular, the postgraduate training could be an incentive for the crosscutting project ICT and assist to build a critical mass of expertise.
<b>Management Response</b> (Agree, partially agree, disagree):	Disagree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Master degree is not relevant objective in consolidation-oriented (only 4-year) phase 2 and does not strengthen institution MU

Actions Planned /Actions taken + timeframe (action finalised)	Implementation stage (not started, underway, completed)
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<b>Recommendation 2:</b>	The University needs to develop a policy framework to guide the e-learning initiative under the VLIR IUC programme.
<b>Management Response</b> (Agree, partially agree, disagree):	Partially Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	4SITE Programme can only advice top management and support for the implementation
Actions Planned /Actions taken + timeframe (action finalised)	Implementation stage (not started, underway, completed)
Advice to top management	Not started

<b>Recommendation 3:</b>	Promote scholarly research. Despite the interventions undertaken under the programme, improvement of the publication profile at Mzumbe University is still rather minimal. Therefore, there is absolute need for enhanced emphasis on capacity building in conducting scholarly research among the academic staff, which could be taken up in the second phase of the programme. Good ideas should result in drafting a research agenda, which is not yet available.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Projects develop research agenda within their centres and reduce themes for visibility and focus + continue academic writing module
Actions Planned /Actions taken + timeframe (action finalised)	Implementation stage (not started, underway, completed)
Senior PhD students support junior PhD students	underway
A first joint conference and special issue in peer-reviewed journal to stimulate joint publications	completed
A second joint conference and special issue in peer-reviewed journal to stimulate joint publications	Not started
Projects develop a research agenda whose sharper focus will increase visibility	underway
Academic writing module offered by P1 to all projects	Underway (two workshops in January 2018)

<b>Recommendation 4:</b>	Address the role of project members in each team. There seems to be lack of clear delineation of specific roles of project team members in all the projects. For sustainability of the projects, this needs to be redressed in phase two of the programme. Therefore, it is of mandatory importance to empower team members. Special emphasis should be given to the teams of P1 and P3 to support their university wide role in capacity building through teaching and learning, and governance and outreach.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Roles have been identified in the management manual. (It is unclear what is meant by P3's university-wide role).
Actions Planned /Actions taken + timeframe (action finalised)	Implementation stage (not started, underway, completed)
Each project has identified capacity building to team members as priority	Underway

The members will be required to commit themselves to contribute to Project Goals	Underway
Coordination and exchange of members from education department and department for communication and language studies will be facilitated	Underway

<b>Recommendation 5:</b>	The Faculty of Social Sciences (P1) should establish capacity in e-pedagogy independent of the ICT directorate, for the purpose of sustaining the e-learning initiative in the Faculty.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	We agree with importance of e-learning as research theme but cooperation with ICT-directorate and other departments seems best for the institution. Established unit should not be under FSS but stand as an independent unit.	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
P1 planned for a centre of excellency for social innovative pedagogy is underway		Underway
P2 planned for multi-media contents services unit		not started

<b>Recommendation 6:</b>	P2 to link up with the Tanzania Research and Education Network (TERNET) Despite Mzumbe University having made enormous strides in ICT development, the University has not endeavoured to link up with similar initiatives in other universities through the TERNET for synergistic benefits in this area.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	We welcome all linkage but P2 complements this top-down initiative with the bottom-up approach of its Morogoro HLI network	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Each project has planned to collaborate with other institutions		Underway

<b>Recommendation 7:</b>	P2 should consider ICT user education for both staff and students, which is still limited. Therefore, there is need to put more emphasis in this area in phase two of the programme.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	P2 in collaboration with P1 and DICT will continue to build capacity on ICT to student and staffs.	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Planned for awareness campaign and short training to ICT end users Planned to use micro learning approach to deliver contents to stake holders/end users.		Underway

<b>Recommendation 8:</b>	In P3 little was mentioned on the project's engagement in gender issues despite the importance given to this item at national level and in the research programme of the Northern partner. Therefore, it is important that this matter justifiably receives adequate attention and visibility in phase 2 of the programme.	
<b>Management Response</b> (Agree, partially agree, disagree):	Agreed partially	



<b>If recommendation is rejected or partially accepted, report reasons:</b>	Gender is approached in many ways, including 'intersectionality', especially by P3, but the visibility of the theme will be increased
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
In planning phase II project 3 has considered gender sensitivity in governance of natural resource. Other projects too have increased gender components in planning as transversal theme.	Underway

<b>Recommendation 9:</b>	The intermediate results, outputs and outcomes should be used to link up with interested international development agencies (e.g. "Enabel"), local NGOs or private partners (PPP model) to develop joint proposals for funding in P4.
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	No NGO'S in Morogoro region have bilateral be-tz funding but the search for other NGA'S continues (or NGO'S in other region such as Kigoma)
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Project 4 has consulted number of NGOs and is planning to consult other NGA including Enabel.	Underway

<b>Recommendation 10:</b>	In phase 2 opportunities to link campuses of Mzumbe University through ICT (P2) should be explored. The PSU should coordinate this in close cooperation with P2.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
P2 has planned to link all Mzumbe University Campus through video conferencing	Not started
PSU planned to have meeting and workshop with all Management include leaders from each campus	Underway

<b>Recommendation 11:</b>	The PSU should reconsider strategies, mechanism and concrete measures to strengthen coordination and synergy of the programme. In this context, the coordination to finalize a comprehensive outreach policy would be of high importance.
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
In planning of Phase II PSU ensured that there is a clear synergy among Projects	Underway
PSU is planning to conduct capacity building workshops that will bring Project leaders and members from different Mzumbe University campuses	Underway

<b>Recommendation 12:</b>	Revise internal reporting mechanism and internal record keeping system (PSU). The regular update of the website and subdomains should deserve more attention (PSU – P2).	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>		
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
PC report to DVC-A on weekly bases		Underway
P2 to maintain website		Underway
<b>Recommendation 13:</b>	It is recommended to issue certificates to participants of training workshops through the coordinating office (PSU). The content has to be aligned to internal regulations (e.g. use of logo, content, signatories).	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>		
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Certificates of attendance to participants have started been issued after evaluation		Started

<b>Recommendation 14:</b>	The support of post-doctoral researchers (returning PhD students) through specific training (e.g. on outreach and transfer, action-research, business development, pedagogic and didactical skills etc.) and the formulation of advanced and highly focused research questions complementing ongoing research are recommended options for a phase 2. Support of postdoctoral staff would directly contribute to strengthen intrinsic motivation of highly qualified academic staff.	
<b>Management Response</b> (Agree, partially agree, disagree):	Disagree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	In Phase II Post-Doc guidance is not relevant for Mzumbe academic needs, given the limited funding. PhD is the primary concern still in Mzumbe U and Tanzania at large. Postdocs should rather be helping the PhD students (see Recommendation 3).	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)

<b>Recommendation 15:</b>	Ensure that quality and intensity of supervision, guidance, and communication with postgrad students (N-S) is at same level among projects. Specifically, the setting of milestones and frequency of contacts is of paramount importance to “sandwich” students when working in the field and trying to write up their data for publication. PhD students must be made responsible to report timely to both universities in the North and the South. Define a clear role of local supervisors and develop a framework for effective supervision and empowerment of (“sandwich”) PhD students and conflict resolution. There is also need that the University of Dar es Salaam teams up with the IUC programme to enable PhD researchers enrolled at Dar es Salaam to collaborate with the partner in the North at the same level as the other staff members on study leave for PhD	
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<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	PhD in north always requires supervision committee; not clear about University of Dar es Salaam
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Exchange of ideas about supervision committees in LSC, FSC and JSC	Underway

<b>Recommendation 16:</b>	Training on supervisory skills of postgrad students should be conducted for Mzumbe senior staff. There is obviously need to build capacity in this field. Similar training programmes are conducted by other universities in Tanzania, which could possibly be used as a template.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>		
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)	
Under P1 there will be training to seniors to get supervision skills	Underway	

## Project 1: Strengthening Institutional Capacity in Teaching, Research, and Community Outreach Services Through Social Innovation Methods

### Follow-up on recommendations

<b>Recommendation 4:</b>	Address the role of project members in each team. There seems to be lack of clear delineation of specific roles of project team members in all the projects. For sustainability of the projects, this needs to be redressed in phase two of the programme. Therefore, it is of mandatory importance to empower team members. Special emphasis should be given to the teams of P1 and P3 to support their university wide role in capacity building through teaching and learning, and governance and outreach.	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Roles have been identified in the management manual	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)	
Each project has identified capacity building to team members as priority	Underway	
The members will be required to commit themselves to contribute to Project Goals	Underway	
Coordination and exchange of members from education department and department for communication and language studies will be facilitated	Underway	
<b>Recommendation 5:</b>	The Faculty of Social Sciences (P1) should establish capacity in e-pedagogy independent of the ICT directorate, for the purpose of sustaining the e-learning initiative in the Faculty.	

<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	We agree with importance of e-learning as research theme but cooperation with ICT-directorate and other departments. Established unit should not be under FSS but stand as an independent unit.
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
P1 planned for a center of excellency for social innovative pedagogy is underway	Underway
P2 planned for multi-media contents services unit	not started,

<b>Recommendation 16:</b>	Training on supervisory skills of postgrad students should be conducted for Mzumbe senior staff. There is obviously need to build capacity in this field. Similar training programmes are conducted by other universities in Tanzania, which could possibly be used as a template.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>		
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)	
Under P1 there will be training to seniors to get supervision skills	Underway	

## Project 2: Enhancing Information Services: Contents and infrastructure

### Follow-up on recommendations

<b>Recommendation 4:</b>	Address the role of project members in each team. There seems to be lack of clear delineation of specific roles of project team members in all the projects. For sustainability of the projects, this needs to be redressed in phase two of the programme. Therefore, it is of mandatory importance to empower team members. Special emphasis is should be given to the teams of P1 and P3 to support their university wide role in capacity building through teaching and learning, and governance and outreach.	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Roles have been identified in the management manual	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)	
Each project has identified capacity building to team members as priority	Underway	
The members will be required to commit themselves to contribute to Project Goals	Underway	
Coordination and exchange of members from education department and department for communication and language studies will be facilitated	Underway	

<b>Recommendation 6:</b>	P2 to link up with the Tanzania Research and Education Network (TERNET) Despite Mzumbe University having made enormous strides in ICT development, the University has not endeavoured to link up with similar initiatives in other universities through the TERNET for synergistic benefits in this area.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially Accepted:	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	We welcome all linkage but P2 complements this top-down initiative with the bottom-up approach of its Morogoro HLI network	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Each project has planned to collaborate with other institutions		Underway

<b>Recommendation 7:</b>	P2 should consider ICT user education for both staff and students, which is still limited. Therefore, there is need to put more emphasis in this area in phase two of the programme.	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	P2 in collaboration with P1 and DICT will continue to build capacity on ICT to student and staffs.	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Planned for awareness campaign and short training to ICT end users Planned to use micro learning approach to deliver contents to stake holders/end users.		Underway

<b>Recommendation 10:</b>	In phase 2 opportunities to link campuses of Mzumbe University through ICT (P2) should be explored. The PSU should coordinate this in close cooperation with P2.	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	PSU should arrange with P2 to coordinate campus e-linkages with Dar and Mwanza (which PSU had begun with hardware for Mbeya library), but thematically the cooperation should be in line with phase II	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
P2 has planned to link all Mzumbe University Campus through video conferencing		Not started
PSU planned to have meeting and workshop with all Management include leaders from each campus		Underway

<b>Recommendation 12:</b>	Revise internal reporting mechanism and internal record keeping system (PSU). The regular update of the website and subdomains should deserve more attention (PSU – P2).	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>		
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
PC report to DVC-A on weekly bases		Started

P2 to maintain website	
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<b>Recommendation 13:</b>	It is recommended to issue certificates to participants of training workshops through the coordinating office (PSU). The content has to be aligned to internal regulations (e.g. use of logo, content, signatories).	
<b>Management Response</b> (Agree, partially agree, disagree):	Agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>		
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Certificates of attendance to participants have started been issued after evaluation		Started

## Project 3: Enhancing Good Governance Through Integrated Community-Based Activities

### Follow-up on recommendations

<b>Recommendation 1</b>	The partners should address the role of project members in each team...it is absolutely important to empower team members (=recommendation 4 – first part)	
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Agree with the fact that members should have a more clear contribution. However a broader membership-base might as well help to build a critical mass of staff that is working on similar topics.	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)
Membership in Phase I will not automatically lead to membership in Phase II. All P3 members will be requested to renew membership and explicitly commit themselves to contribute to P3 goals.		Completed
Coordination and exchange among members that belong to different institutes and departments will be facilitated through the effective use of Google Drive and P3 seminar series.		Underway

<b>Recommendation 2:</b>	Partner should give special emphasis to the teams of P1 and P3 so that they can support their university-wide role in CB through teaching and learning and governance and outreach (=second part recommendation 4)	
<b>Management Response</b> (Agree, partially agree, disagree):	Disagree	
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Evaluators misunderstood the focus of P3. Focus is not on governance at level of the university, but on local governance of natural resources and service delivery. P3 has no specific role in terms of university outreach, outreach is a key concern for all projects, not only for P3	
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>		<b>Implementation stage</b> (not started, underway, completed)

None	
<b>Recommendation 3:</b>	In P3 little was mentioned on the project's engagement in gender issues despite the importance given at national level and in research programme of northern partner. It is important that this matter receives attention and visibility in Phase II (= recommendation 8)
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	As already documented in the rebuttal, gender (and intersectionality) was very prominent in P3 (see: one of the PhDs was devoted to the topic, several of the research & outreach projects included a gender dimension, gender trainings were followed by P3 members, gender courses were updated, various of the publications include a gender dimension, the Flemish PhD linked to the project was on gender/intersectionality).
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
In Phase II gender (and intersectionality) will have the same prominent place as in Phase I. During the next evaluation visit, members will need to be more vocal about the gender dimension in the project.	Underway

## Project 4: Rural health care

### Follow-up on recommendations

<b>Recommendation 1</b>	The project had provided evidence of various activities example training manuals and training reports. But, such evidence is claimed to be not enough to support genuineness of project activities
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Authenticity of the Evidence of Project Activities may be increased in various ways
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
To provide certificates to training participants	Underway
For mentoring/coaching activities, service contracts will be prepared to guide the activities between the project and entrepreneurs we are working with.	Underway
To document activities of each group through establishment of 'a file' for each group of entrepreneurs. Example in a particular 'file', participants' attendance and minutes will be included. Project album will be used to document pictures of project activities as supporting evidence (soft and hard copies of the pictures)	Underway

<b>Recommendation 2:</b>	<b>Low Publication Rate</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree



<b>If recommendation is rejected or partially accepted, report reasons:</b>	At year five, project members managed to publish 2 papers and 1 book chapter. But in addition to that, there are 4 papers that are already submitted for publications
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
We expect to submit four papers for publication and one beekeeping book at the end of this year	Underway
The project will increase the rate of publication through promotion of co-authorship in research	Underway

<b>Recommendation 3:</b>	<b>There is no mechanism for co-supervision from Mzumbe University</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Disagree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	So far there are 2 PhD candidates for P4 project, they are both registered at Hasselt University; main supervisor comes from Hasselt while one of the co-supervisor comes from Mzumbe University
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
None	

<b>Recommendation 4:</b>	<b>Low Program Impact; the project could have done more than what is has done</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	In response to project-level impact, it is important to take into consideration that P4 was confined to a pilot area which is Mvomero district. There are relatively tangible outputs. For instance, we have trained more than 200 entrepreneurs. Linkage of MSEs to the market worth more than 20million sales revenue. In addition, we participated in events such as Alumni Day and Entrepreneurship Camp which were organized at Mzumbe University.
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Among others, the project will do the following activities in order to increase the visibility of Mzumbe University and VLIR UOS to the communities;	
Show-case our activities by using different platforms which are in the district/region/ national level. For instance, through exhibitions such as Nane Nane.	Not started
Solicit for free media talks regarding various lessons through our collaborations with entrepreneurs	Not started
More utilization of social media example though the use of sponsored social media rather than free media platforms such as Facebook.	Not started
Labels of MSEs' products to indicate the sponsorship of Mzumbe University and VLIR UOS	Not started
Provide Posters to all business premises of MSEs which we are working with.	Not started
Install the signage at Honey Collection Center	Underway
The certificates we will provide to entrepreneurs will increase our visibility as well	Underway



<b>Recommendation 5:</b>	<b>Gender issues are not addressed</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Partially agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	During Project write-up, it was not specified clearly that gender was meant to be mainstreamed in the execution of the activities of P4. However, our report has included gender-specific aspects of the project or project activities.
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
Currently we are working with both men and women in beekeeping activities, for example; <ul style="list-style-type: none"> <li>- Dakawa beekeeping group has 30 women</li> <li>- Kwelikwiji group beekeeping group has 24 women and 4 men</li> <li>- Nia Moja beekeeping group has 8 women and 2 men</li> </ul> In addition, we have observed that groups with women tend to be more committed/successful than groups with men only.	Underway
We are planning to include gender mainstreaming activities in Phase II	

<b>Recommendation 6:</b>	<b>Natural resources and environment aspects are not addressed by the project</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Disagree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Both beekeeping and wood furniture manufacturing industries are engaged in the utilization of forests as natural resources.  As for beekeeping industry, our purpose is to provide interventions on commercialization of beekeeping MSEs through sensitization of modern beekeeping practices which are environmentally friendly. We managed to link beekeeping MSEs with Mkingu Nature Reserve; the enterprise conducts its beekeeping activities in a modern way at the reserve. Also, we are working with beekeeping MSE which is located at Peko Misegese-Mgeta whose core activities are environmental conservation. Tree planting and beekeeping are their activities.  As for carpentry, the intention is to obtain the knowledge regarding the performance of MSEs which is linked to entrepreneurial activities that complies with legal/regulatory environment so as to increase the efficient management of forests resources. We facilitated the registration of 8 carpentry MSEs which have at least 50 carpenters
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
None	

<b>Recommendation 7:</b>	<b>Quantitative monitoring of data to assess entrepreneurial mindset among the students was not there; example survey among students</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	It is true that, we have not conducted tracer studies to verify whether students have entrepreneurial mindset; however, the project has been involving students in its various activities.

	<ul style="list-style-type: none"> <li>Students were involved in the preparation of MSEs' constitutions in the activities of the first year.</li> <li>Students were involved in team-business training in the activities of the second year.</li> <li>3 senior students (Master's students) were involved in research in the activities of the third year. Their dissertations were confined to the research areas of the project within Mvomero district.</li> <li>Students were mentored in beekeeping activities in the fourth year of the project</li> </ul>
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
None	

<b>Recommendation 8:</b>	<b>Benchmarking of academic staff against best practices- few staff were involved</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	Project members have been exposed to the international research platforms; through international conferences. More staff could have this benefit however staff who are not project members cannot be sponsored by the project. The project invited more staff to be project members, which they joined the project in year two. However, the participation of those members in the project was not sufficient. For instance, few members attended meeting when called.
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
More members will be invited again in Phase II	

<b>Recommendation 9:</b>	<b>Sustainability</b>
<b>Management Response</b> (Agree, partially agree, disagree):	Agree
<b>If recommendation is rejected or partially accepted, report reasons:</b>	We recognize that more projects at the School level are needed so as to sustain what has been achieved by VLIR-UOS:
<b>Actions Planned /Actions taken + timeframe (action finalised)</b>	<b>Implementation stage</b> (not started, underway, completed)
We plan to build capacity of staff by engaging members to write proposals in response to different project calls. In this year the School managed to respond to different calls: four (4) concepts notes, four (4) proposals, and three (3) concepts were submitted to IDRC, COSTECH, and to DANIDA respectively. There are more calls which we are planning to respond including Africa Union Call, Norwegian Call and SME Innovation Partnership Call.	Underway
We will solicit partnerships with similar projects which are sponsored by Belgian Government Non-Governmental Actors (NGAs). For instance, currently there is a Belgian-sponsored programme called ENABEL which sponsors beekeeping projects. However, this programme requires applicants to have results of baseline surveys on areas of interests. We think baseline surveys which were conducted through various projects such as BEST-AC could help us in this.	Not started

We will increase South-South partnerships example between Mzumbe University and Tanzania Forests Services (TFS). Initiatives are still in place.	Underway
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