



# Tanzania Strategy document

December 2011

As discussed by the Bureau UOS on 20 Dec 2011

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# Foreword

The process of country strategy identification and IUC selection was rolled out by VLIR-UOS in the context of the implementation of the political agreement signed in 2010. This agreement necessitates VLIR-UOS to formulate a strategy for each of its 20 VLIR-UOS partner countries. This will be done in a phased manner, Tanzania being one of the first six countries for which a strategy will be formulated by the end of 2011. Identification missions were conducted by country teams consisting of two experts (one international and one local expert), a member of the Bureau UOS and the VLIR-UOS country desk officer.

A VLIR-UOS strategy represents an informed policy choice that serves as a framework for programming. This framework must be sufficiently broad in order to ensure that a sufficient number of quality partnerships can be formed and projects formulated on the basis of the VLIR-UOS operating modalities. However, the means of VLIR-UOS, both in terms of financial and human resources, are limited. For this reason, a relatively broad strategy may result in a modest programme.

VLIR-UOS funds partnerships of willing academics (Flemish academics offer their time on a voluntary basis) on themes that are developmentally relevant and result from a shared interest. Interventions may be in the form of scholarships or projects at institutional or sub-institutional level. Capacity development aimed at furthering the ability of HE institutions to serve as actors in development, is at the centre of the VLIR-UOS programme.

Country strategies are policy documents that will guide funding decisions of VLIR-UOS and allow for strategic impact based on programme coherence and contextual relevance.

## *Time frame and content*

The development of academic capacity requires a long term framework that often goes against the current policy dynamics that are characterized by constant changes and shifts at the international and country level in both North and South.

Therefore, VLIR-UOS has opted for a strategic framework covering 12 years. This may seem long but merely represents one or two programming cycles in case of the budgetary more significant VLIR-UOS intervention types. Obviously, contextual changes (national policies, donor positions, VLIR-UOS (country) priorities etc.) may necessitate interim changes.

Also, the 12 year timeframe should be seen as a guideline given a more 'evolutionary' approach whereby every 6 years a strategic review will be made, if possible coinciding with the 6-year strategic programming of VLIR-UOS to DGD. A more explicit re-formulation will occur every 12 years. As a principle, abrupt strategic re-orientations will be avoided as this undermines the need for predictability and long term visioning, in particular at the level of the academic communities concerned.

As for content, strategies are meant to focus on academic and societal needs that match with the interest and expertise that can be offered by Flemish higher education institutes. This focus may be conceptual and/or region based with due consideration for the importance of possible themes put forward by ongoing IUC partnerships. In all cases, however, it must allow for multidisciplinary inputs. VLIR-UOS indeed favours holistic approaches.

### *Ownership and legitimacy*

A country strategy is the result of numerous inputs and consultations with a wide spectrum of actors in Flanders and Tanzania. The strategy draws legitimacy from the lengthy consultation and formulation process. Eventually, however, it is a VLIR-UOS policy document.

While fully funded by the Belgian government, VLIR-UOS is not obliged to align itself with the Belgian bilateral cooperation programme, in those VLIR-UOS partner countries that also are Belgian partner countries. In terms of its strategic orientation and priorities, VLIR-UOS is therefore fully independent.

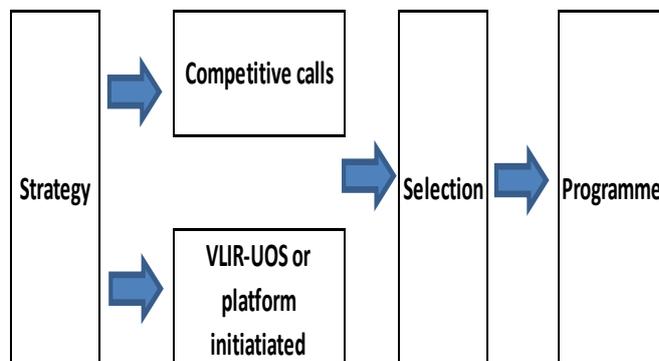
### *The country strategy as overriding reference*

VLIR-UOS embraces project funding through open competitive calls and a merit and quality based selection. However, calls for proposals will make reference to the respective country strategies. Given sufficient quality, proposals will be further evaluated and ranked in terms of their possible contribution to the strategic framework. This may include considerations of strategic areas that are relatively over or underserved.

### *A country programme*

VLIR-UOS has defined an indicative country budget that allows for a translation of this strategy academic partnerships and related initiatives through competitive calls and need/opportunity based interventions. The totality of the selected and funded projects represents a country programme for which VLIR-UOS in turn receives funding of the Belgian government on the basis of successive action plans each covering 3 years. VLIR-UOS oversees project implementation by the academics concerned, and reports to the Belgian government in terms of the (country level) results achieved.

However, in terms of fundable initiatives, VLIR-UOS relies on the response of the academic partners, and in most cases the academics of Flemish higher education institutes, to respond to such calls.



### *Country level objectives and results*

VLIR-UOS facilitates academic partnerships and related initiatives within the context of a long term country strategy with a general objective. The portfolio of funded VLIR-UOS initiatives in Tanzania will contribute to attaining this objective, and represents a result in itself.

Furthermore, VLIR-UOS has defined a range of indicators (Key Result Areas - KRAs) on the basis of which individual initiatives are expected to report. Such KRAs conform with standard academic benchmarks. Apart from objective key result areas such as publications and degrees being awarded,

VLIR-UOS also tracks more qualitative results. The accumulated indicators for the whole of the funded country level initiatives, henceforth represent actual results that qualify the objectives.

The building of academic capacity is central to the work of VLIR-UOS. However, such capacity is expected to generate knowledge and insights as well as applications that when adopted could result in 'changing lives'. This dimension is obviously much more difficult to capture, but VLIR-UOS hopes to identify trends through interim country level evaluations.

# Acronyms

BTC	Belgian Technical Cooperation
CBO	Christian Based organizations
CoET	College of Engineering and Technology
COSTECH	Commission for Science and Technology
CTG	Close the Gap
EU	European Union
FAO	Food and Agricultural Organization of the United Nations
FBO	Faith Based Organizations
GIS	Geographical information system
GTI	Gender Training Institute
HE	Higher education
HEDP	Higher Education Development Programme
HEI	Higher education institution
HRD	Human resources development
ICT	Information and Communication Technology
IFM	Institute of Finance Management
IFS	International Foundation for Science
IITA	International Institute for Tropical Agriculture
ILVO	Institute for Agricultural and Fishery Research
IUC	Institutional University Cooperation
K.U.Leuven	Katholieke Universiteit Leuven
MDG	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
MU	Mzumbe University
MUHAS	Muhimbili University of Health and Applied Sciences
NACTE	National Accreditation Council for Technical Education
NEMC	National Environment Management Council
NGO	Non-governmental organisation
NHLQATC	National Health Laboratory Quality Assurance and Training Centre
NM-AIST	Nelson Mandela-African Institute of Science and Technology
NRDP	National Research and Development Policy
NRM	Natural Resource Management

Nuffic	Netherlands Organization for International Cooperation in Higher Education
PCM	Project Cycle Management
REPOA	Research on Poverty Alleviation
SAUT	St Augustina University of Tanzania
Sekuco	Sebastian Kolowa University College
SUA	Sokoine University of Agriculture
TASENE	Tanzania, Sweden and Netherlands Post doc programme with COSTECH
TCU	Tanzanian Commission of Universities
TFDA	Tanzanian Food and Drug Authority
TGNP	Tanzania Gender Networking Programme
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
UGent	University of Gent
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USD	United States dollar
VLIR	Vlaamse Interuniversitaire Raad (Flemish Interuniversity Council)
VLIR-UOS	Flemish Inter University Council-University Cooperation for Development
VUB	Vrije Universiteit Brussel
WB	World Bank
WHO	World Health organization



## 1.2. Development priorities

The national strategy for growth and reduction of poverty (Mukukuta) (2005-2010), highlighted the focus on poverty alleviation as a national priority. In order to fight poverty, one needs to address amongst others education, gender equality and sustainable development (seminar report, Brussels, 13 September 2011), and increased enrolment in higher and technical education, improved knowledge on entrepreneurship skills and effective HIV/Aids education/treatment (Tanzania concept note, 13 September 2011). Mukukuta's successor focuses on poverty eradication. The national agricultural policy is *Mkulima kwanza* ('farmers first') and is labeled as the *agra-revolution* in Tanzania.

## 1.3. The Tanzanian higher education system

### The Higher Education context: increasing access through expansion

The **Ministry of Education and Vocational Training**, includes the directorate of Higher Education. The identification team spoke with the Director of Higher Education. He indicated that the challenges in the HE sector are many. On 24 October 2011, the day that the team met with the Director, Tanzania had 40 universities. The Higher Education handbook, dated April 2010, lists the names of 32 public and private universities. Hence within the passed 1,5 years, 8 new universities were established, reaching 40, being:

- 12 Public Universities, of which 9 are full fledged universities and 3 are university colleges. The 12 public are: SUA, UDSM, Muhimbili (MUHAS); ARDHI, Mzumbe, Dodoma, OUT, NM-AIST, State University of Zanzibar (SUZA), Moshi University College of Cooperative and Business studies (MUCCoBS), Dar es Salaam College of Education (DUCE) and Mkwawa University college of education (MUCE)
- 28 Private universities of which 15 are full fledged and 13 are university colleges (see the Handbook).

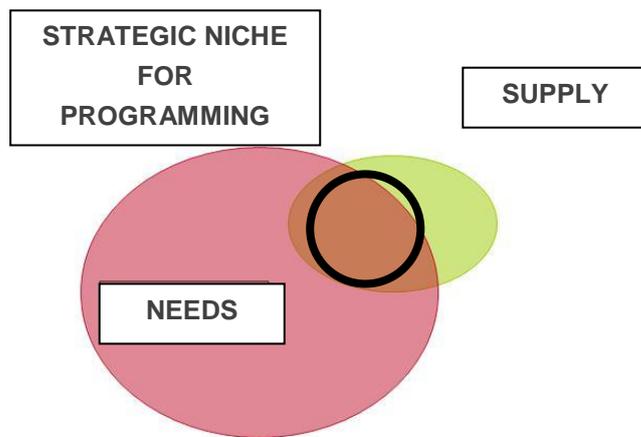
University colleges do not have a full fledged administrative structure. Universities are increasing in numbers, not only because universities are newly constructed, but also because departments or colleges break away from existing universities, to continue as universities on their own (see the HE handbook). During the VLIR seminar, the Tanzanian Commission for Universities (TCU) indicated that more universities are to be established, because TCU received 5 new requests.

## 2. Country Strategy

### 2.1. Background

#### 2.1.1. Tanzania country strategy formulation process

In the past months, the Flemish areas of interest in working with Tanzania have been captured (supply side). The identification mission was meant to identify the needs (demand side) and identify (thematic, regional, institutional) the space and opportunities for both to match. Need identification will be done through visits to pre-selected HE institutions, authorities and other stakeholders. In addition, the hosting of a local seminar allowed further inputs and discussions.



The preparatory work consisted of a survey of Northern and Southern institutions and a desk study of various Tanzanian and international (policy) documents.

Among other, The Ministry of Communication, Science and Technology was contacted. In addition, a number of HE institutions have approached VLIR-UOS directly in terms of expressing their interest in academic collaboration. Contact was also made with BTC and DGD representatives .

All the information collected, including the results of a survey among academic stakeholders in Flanders resulted in a draft Tanzania Fact Sheet. This document, as well as further information on the preparatory work can be found on the Tanzania webpage.

#### 2.1.2. Higher education and research: policy environment

##### *Strategic focus on national development priorities*

The director of Higher Education explained that in the past ten years the emphasis was on primary and secondary education and only now the emphasis is on HE. Expansion of universities and increased student enrolments are aims in HE and therefore the HE directorate emphasized the following needs:

- 1) **training and qualifying more staff**, in order to match the increase in number of students and the increase in the number of universities. A lot of staff is not yet qualified.
- 2) **rehabilitating the infrastructure** and to construct new buildings in order to accommodate more students

- 3) facilitating the production of **teaching materials**
- 4) expanding and developing **ICT** networks and teleconferencing
- 5) providing more **research** funds through COSTECH. The president decided that 1% of the GNP will be allocated to research. Funds are distributed on a competitive basis. Staff in universities is trained to facilitate the use of research funds. Funds are also provided for research facilities.

**The Higher Education Policy** is laid out in the Higher Education Development programme (HEDP: 2010-2015).

The vision is: **Enhanced Relevance, Access and Quality in Higher Education.**

Three programme areas are distinguished:

I) **Institutional reform**, which contains the specific areas of:

- 1) Policy instruments,
- 2) Governance and management structures
- 3) Institutional linkages.

II) The programme area of **service delivery**, contains the specific areas of:

- 1) Relevance and diversification;
- 2) Access and
- 3) Equity and quality improvement.

III) The programme area of **sustainability mechanisms** contains the specific areas:

- 1) Financial sustainability,
- 2) Environmental sustainability
- 3) Human resource sustainability

#### **The Research context: increasing relevance through collaboration**

Tanzania Commission for Science and Technology (COSTECH) is a parastatal organization under the **Ministry of Communication, Science and Technology** and responsible for the **National Research and Development Policy**. It is entrusted with the responsibility of coordinating and promoting science and technology development activities in Tanzania. It is the principal advisor to the government on science and technology. During the seminar COSTECH also distributed their policy booklet on the National Research and Development policy (2010). The booklet explores the R& D policy and describes the coordination and management of the R&D system and the achievements of R& D activities in Tanzania. A few of the challenges mentioned (see page 6-7) are:

- 1) Inadequate use of the multi-disciplinary approach
- 2) Lack of emphasis on socio-economic research
- 3) Inadequate links with the private sector
- 4) Inadequate mechanisms for technology transfer and commercialisation of research results
- 5) Inadequate funding for research

One of COSTECH's strategies is the **Multi Helix approach**, in which public and private sectors, academia; NGO's CBO's and FBO's collaborate to make research more relevant and applied. The Tanzanian government and the World Bank allocate funds to research and development and those funds are managed by COSTECH. They currently manage a number of about 200 Msc and 45 PhD scholars. COSTECH recently started a new collaborative research programme. It is a common fund for post doctoral support, for scientists from Tanzania, Sweden and the Netherlands (TASENE), aiming at strengthening research collaboration between Europe, Africa and Tanzania in which Tanzania's priorities are addressed. **COSTECH's challenges** are:

- 1) increasing the relevance of research by emphasizing multi-disciplinarity and the collaboration with the broader context of public, private and other organizations (multi helix) and
- 2) strengthening research quality by supporting universities to become centres of excellence and centres of technology transfer and by starting new programmes such as the post doc initiative TASENE.

#### **The donor context: increasing concerns about staff shortages and quality**

Currently chairing the Education Development Partner's Group (ED-DPG), is the Canadian High Commission. This donor group aims at maximising comparative advantages. Canada does not have a HE mandate. Only the Sida and World Bank (WB) have. They focus on research and innovation, and on general budget support. The World Bank's programme runs from 2010-2015 and is called STHEP, Science, Technology and Higher Education Programme and is more aligned with COSTECH. The WB documents can be found on the WB Tanzania website. ED-DPG's major concerns were the following:

- 1) The imbalance in the growth in the sector. Currently, 27% of the funds are allocated to Higher Education (including student loans which are not always paid back); 40% to primary education and 20% to secondary education, which leaves only 10% for the rest, meaning Technical Education and Vocational Training (TEVT) and continuing education.
- 2) Experience from the past has learned that secondary education expanded too quickly and university education seems to follow the same path, resulting in a negative impact on quality..
- 3) An inadequate number of senior teaching staff in the country, as for example 60% of the lecturers in Dodoma University are BA holders.

#### **Committed ministries and universities: the emerging needs in the universities**

From the HE & research policies, emerge the **main needs** of: 1) staff development, 2) strengthening of quality in education and research through training and qualification frameworks, 3) infrastructure including ICT, 4) collaboration and knowledge hubs, 5) gender and 6) sustainability. During the visits at the universities (see annex 3) and during the seminar (annex 7) the same **needs** emerged, being: 1) staff development, 2) strengthening research capacity, 3) ICT support, 4) training of staff in new technological developments, 5) establishment of hubs, 6) linking with industry, 7) gender equality, 8) equipment for laboratories and books for libraries.

#### **Training, collaboration and monitoring performance in order to improve quality in education and research**

**Training.** An increasing number of universities, currently 40, but soon 45, challenges the quality of HE, because it causes, amongst others, a shortage in senior staff. All universities complained about

this shortage in senior staff. Therefore, training and education for higher degrees is a pressing need. Other important training areas that were mentioned were: training in research methodologies and writing research proposals and training in how to link research with the private sector, NGO's, FBO, CBO's and government (considering COSTECH's multi helix). Due to the rapid development in technologies and innovations in new industrial areas, training is seen as a priority, especially in the areas of environment, ICT and health, in order to keep track of the changes. It appears that there is an issue concerning the fact that there is a paradox between the need of the universities to upgrade their staff to PhDs on the one hand, to cope with teaching and masters, and the fact that HE is producing too much masters who are not fit for the job market, and who seek in the first place a safe job in Dar Es Salaam instead of being in the province. The huge generation of BA graduates, instead of being available for the job market, and especially the private sector in huge need of them, chooses to continue to study to master level instead, becoming overqualified or not fit for the needs of the country, because too far from the realities in the field. This should be taken into account, to ensure enough contact with the field and valorise bachelors for the job market and not just as a flow-through to the Master level. This of course touches the issue of vocational training as well, which was only marginally discussed during the mission.

**Collaboration.** The Tanzanian Commission for Universities (TCU) maintained during the seminar that the universities must perceive quality strengthening as a challenge and must therefore work together. The TCU manages the HE platform, in which the VC's of all universities meet and where many ideas and new plans are discussed. Furthermore, the TCU is developing a National Qualification Framework for Tanzania and will be supported by SAQA, the South African Accreditation Authority in November 2011. The NQF is a HEDP indicator that needs to be realised by 2014.

**Monitoring of performance.** In order to increase quality, the performance of universities must be monitored. Numbers of publications and employment of graduates are good performance indicators, but the identification team noted that universities do not have these figures readily available. The universities indicated that their students find employment easily, but they could not prove that with data. Assistance in establishing data bases on the basis of tracer studies was requested. COSTECH's mandate is research and they manage the various research programmes through competitive calls. The quality of the research proposals that they receive from universities is a concern, as they expressed during the seminar. Training in writing research proposals and research budgets is a dire need, as is the inclusion of women and young scientists in research.

#### **Collaboration between universities is increasing through staff mobility**

Shortage of senior staff in universities is also caused by staff mobility. The identification team noticed that university staff from old universities applies for interesting posts in new universities. Especially the University of Dar es Salaam is losing senior staff to new universities (e.g. NM-AIST). The universities that lose staff call it poaching and the universities that employ new senior staff call it brain gain. NM-AIST succeeded in employing Tanzanian professors from other universities in Tanzania, but also from universities in South Africa and US. The trend is that these days Tanzanians who obtain a PhD or MSc degree abroad, return to Tanzania due to good opportunities in the industries, consultancy and due to increased salaries. In the eighties the graduated Tanzanian PhD/Msc often stayed abroad. Also retired Tanzanian professors from the USA come back to lecture in Tanzania. Staff mobility between universities and countries appears a basis for more intensive collaboration between old and young universities. However, even without new staff appointments, the identification team witnessed that older universities support new universities (e.g. SUA-Sekuco). SUA assisted Sekuco in formulating new curricula/programmes and in conducting collaborative research. At the seminar,

group 3 in the world café, elaborated on the networks and platforms and called for more engagement with each other. The establishment of a system of visiting lecturers as in Europe and the inclusion of PhD fellows in lecturing was called for. Collaboration was seen as needed for increased access to information and increased motivation.

### **Inter-disciplinarity is increasing**

The identification team noticed that not only collaboration between universities, but also within universities between the various disciplines is strengthening. Especially NM-AIST showed this in their power point presentation and SUA in their practice of supporting Sekuco.

### **New and old universities have different infrastructural needs**

In new universities visited (Sekuco and NM-AIST) the available infrastructure (buildings/laboratories) was impressive, including ICT hardware. The team did not visit Dodoma and SAUT universities, but they indicated a need for ICT support in their fact sheets. In older universities, such as Mzumbe, the ICT infrastructure was more limited. Tanzania is improving the ICT environment, as Costech explained in their power point presentation during the seminar. Libraries were still weak in new universities, but more up to date in older ones. OUT has an impressive distance education network with 27 ICT centres in the country, but does not own laboratories and therefore must rely on other universities, which does not always work out in practice.

## **2.2. Views and themes expressed (based on survey, interviews and seminar, and mission and seminar)**

### **2.2.1. Expressions of interest by the Flemish (academic) stakeholders**

In terms of subject areas/themes, the following clusters of Flemish interest have been identified:

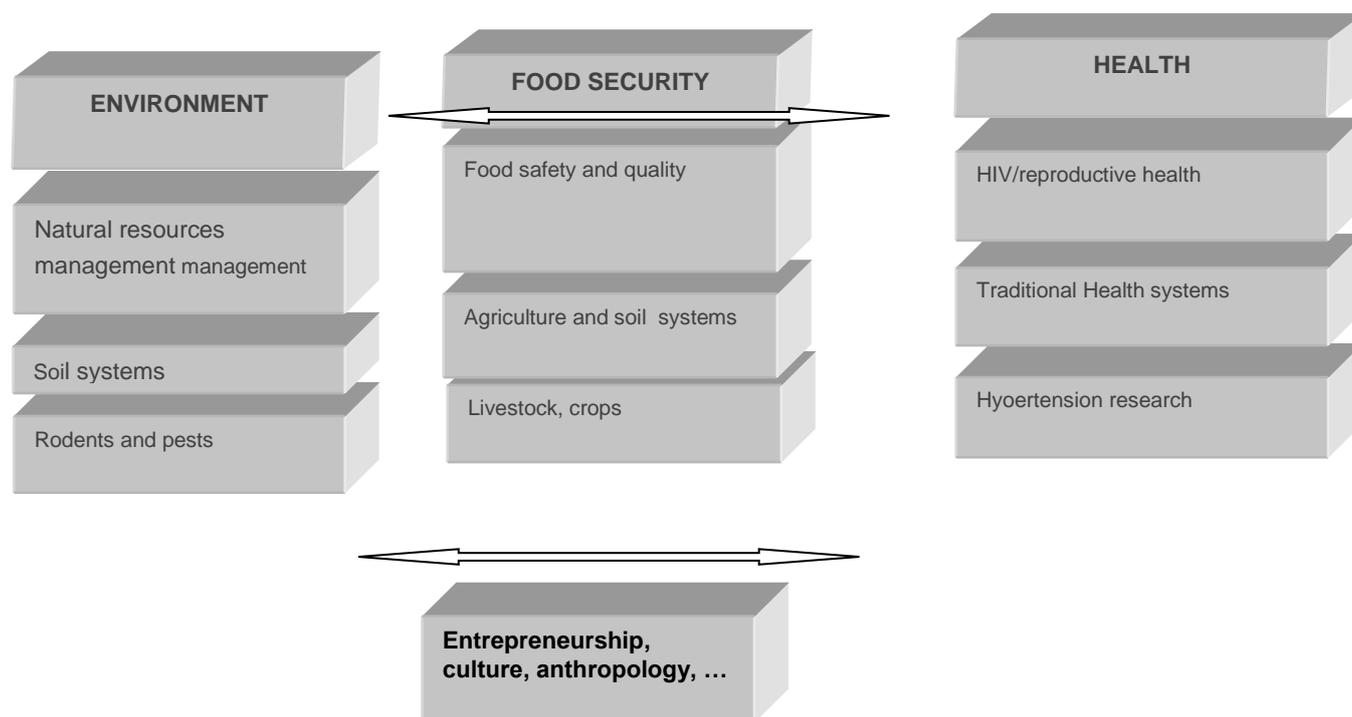
**(1) 'Environment', (2) 'Food security', (3) 'Health' and (4) 'Entrepreneurship'** with a number of transversal issues are the most important ones.

Also for Tanzania, a portfolio approach is being supported with due attention for the gender balance, and the need to address missing links (Master programmes, conversion of research dissemination and application). In terms of entrepreneurship and spin offs, linkages could be sought with the NUFFIC programme.

Flemish universities and individual academics have been engaged in collaboration and human resource development initiatives in Tanzania since 1996.

Reference is being made to the strategy grid that was elaborated before the mission on the basis of present cooperation and interest in Tanzania ([annex 1](#)). **Fout! Verwijzingsbron niet gevonden.** Figure 1 summarises the thematic priorities and research interests (and potential synergies between these) of Flemish academics who expressed interest in working with Tanzania or are currently working in Tanzania.

**Figure 1: Summary of Flemish academic priority themes and research interest**



### 2.2.2. Expressions of interest by the South (government and academic stakeholders)

In order to come up with the main themes for Tanzania in terms of university cooperation, it is important to envisage a certain number of matters of importance for the improvement of HE in Tanzania.

#### Linking education with industry/labour market/entrepreneurship

In order to make research more relevant and increase its quality, the HE sector, together with COSTECH, focus on linking education with industries. Many universities grapple on how to do this. The NM-AIST has made linking with industries a motto, but admitted that the strategy is not yet developed. Both industry and education can benefit from such collaboration and therefore it is important that win-win scenarios are developed. During the seminar, group 1 of the world café, elaborated on the linkages between government-university-entrepreneurship and industry. Elaborated needs were:

- 1) engaging with each other
- 2) understanding the value of the collaboration,
- 3) pro-activeness,
- 4) Establishing more institutional mechanisms for collaboration.
- 5) applied and action research

### **The need for hubs/ platforms to strengthen each other and sharing innovative ideas**

The identification team noticed during the visits and seminar, that all stakeholders, especially donors (e.g Belgian embassy, DAAD) and also the government are continuously developing their programmes and practices, or adjusting their programmes based on their experiences. Therefore new programmes become available, such as the DAAD's co-financing programme and COSTECH's new collaborative programme TASENE. An important question is then: how can stakeholders, but also the donors like VLIR-UOS, link up with those initiatives. Hubs /platforms can play an important role in learning from each other and keeping each other informed.

### **The importance NGO inclusion**

The visits of the identification team and the seminar revealed that collaboration with and involvement of NGO's would ensure:

- 1) inclusion of the grassroots' levels
- 2) the formulation of practical packages from research data
- 3) neutrality in monitoring with clearly defined (gender) indicators,
- 4) empowerment of minorities and marginalised groups;
- 5) the connection between the HE sector, government and the grassroots' levels

TGNP, REPOA, Vredeseilanden, TRIAS are important organizations (see table 4 below) for the VLIR-UOS strategy in Tanzania.

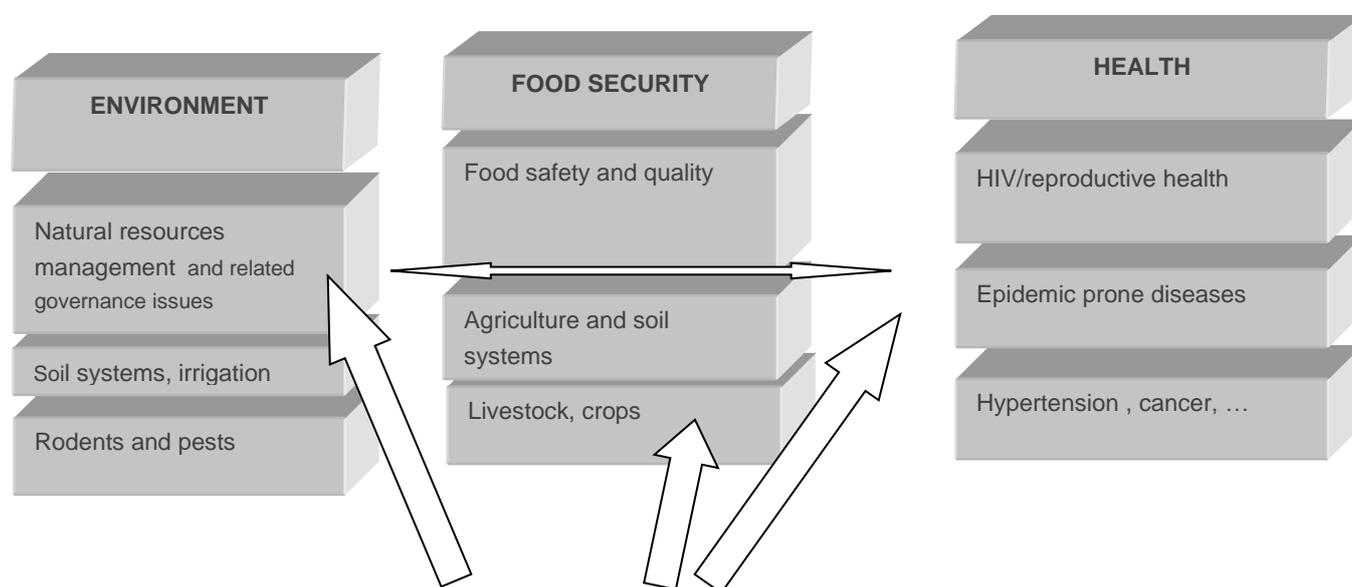
### **Gender balances and mainstreaming**

In the majority of universities, it was a group of staff that received the identification team. In that group, women were clearly underrepresented (below 10%). Also the management is predominantly male. Sekuco was the exception, where one woman, the provost, received us and gave the presentation. The HE policy focuses on gender, but then specifically on female student numbers. Staff numbers also need to be addressed and gender mainstreaming strategies must be formulated.

### **Funds and financial sustainability**

The visits to the universities gave the impression that universities rely for an estimated 50% on student fees. Donor funds, church funds and the government make up the other half. Consultancies and new projects with donors remain largely in the hands of the lecturers who did the consultancy or started the projects. It appeared a struggle in each university to obtain sufficient funds for all the ambitious plans they had.

**Figure 2: Summary of Tanzanian academic priority themes and research interest**



## 2.3. Strategy framework and implementation

### 2.3.1. Areas of focus (thematic, regional, partners)

#### Themes

As HEIs in Tanzania are required to focus their activities on the national development priorities broad similarities in research and development priorities can be noted among the individual institutions visited, tempered by their specialist capacities and provincial location. Five themes for international cooperation in research and human resource capacity

- **Environment (Natural resource management, eco-tourism, energy, soil systems)**
- **Health**
- **Food security**
- **Entrepreneurship/business development**

Please refer also to **Annex 3**, where this joint offer is complemented by proposed axes and modalities of cooperation.

#### Transversal needs and opportunities and crosscutting themes

The social/transversal approaches emerge in the HE policy of the Ministry of Education and Vocational Training and in the research policy of the Ministry of communication, science and technology. The VLIR UOS strategy must align from the start with those policies. While formulating the strategy for the country, it also should include from the start such organizations as TGNP (gender), Repoa (monitoring and evaluation/research proposals) and the UDSM business school.

The Country Team also confirmed among the Tanzanian HEIs significant interest and need for action in three cross-cutting or transversal themes, in which the priority would be institutional capacity development rather than research, in transversal actions open to any Tanzanian HEI in the national network.

*Transversal needs and opportunities*

Meetings during the identification mission have revealed a need for cross-cutting support within several areas where universities would profit jointly:

Table 1

Area	Status	Recommended transversal measure	Activity
<b>Gender</b>	Gender is an important focus in the HE and Research policies. Women are hardly represented in management and among lecturing staff it is approximately 10% (based on the visits to the universities). The identification team did not explore if universities have active gender policies	Mainstreaming of gender and formulation of gender policies in universities. Action research.	Training of IUC, OI staff and platform members in gender mainstreaming, and participatory approaches. TGNP can play a role in that training, supported by a Flemish institute.
<b>Monitoring/evaluation</b>	Quality of research proposals is weak and performance and quality in general is not monitored and evaluated. Collaboration between the many actors (Multi helix) needs monitoring too.	Improved monitoring and evaluation of quality, performance and collaboration to increase relevance.	Training of IUC and OI staff and hub members in monitoring & evaluation and research proposal writing . REPOA can play a role in that training, supported by a Flemish institute
<b>ICT</b>	ICT infrastructure is well developed in new universities, but less in older universities. ICT Learning platforms are not widely established and	Support to ICT infrastructure and setting up ICT learning platforms	The suggested thematic platform to benefit from ICT support.

	used except by OUT		
<b>Information repositories and management</b>	Especially in new universities, the libraries are not yet fully established and access to resources can always be improved.	Support to libraries and e-library.	Support in establishment of libraries and e-libraries.

*Possible synergies with the activities of the Belgian Cooperation in Tanzania*

See later in the document (Table 5) for the overview on potential synergies with non academic stakeholders.

### 2.3.2. Country Strategy Framework (strategic niche resulting from the above)

Of the 40+ universities and university colleges (public and private) in Tanzania, 10 institutes of Higher Education were identified in Belgium as being of interest for the Flemish academic community.

The strategy identification exercise (2011) identified Natural Resource Management, food security and Health being the main clusters of activities, together with entrepreneurship, while culture, language, monitoring, ICT, and gender were identified as transversal supporting themes.

This matches well the sectors of the Belgian cooperation, being good governance and natural resources management.

Some 3 universities were identified with potential to start a small scale tailor made IUC, one to have potential to coordinate a platform on NRM and 6 to be potential beneficiaries of competitive calls for SI and OI.

Given the very visible enthusiasm and policy dynamics amongst the government bodies, the universities and the donors, despite some dangers of donor fatigue inherent to a donor darling such as Tanzania, VLIR-UOS has good potential to establish an interesting strategy adapted to national priorities and aligned with other donors.

Table 2: Country Strategy Framework summarises the potential domains in which these themes and sub-themes could be pursued in a programme of VLIR-UOS supported cooperation. It also takes into account where the Flemish interests lie, as articulated in the North seminar on Tanzania and subsequent interviews.

Table 2: Country Strategy Framework – strategic niche of cooperation considering Tanzanian demands and Flemish interest/expertise for cooperation

THEMES				DOMAINS									EFFECT
SUB-THEMES /AREAS		Regions / Provinces	Possible partners	EDUCATION			RESEARCH		EXTENSION		MANAGEMENT		
				Masters	PHD	Short courses	Multi-disciplinary research	Research output	Collaborative training	Community services	HRD	International networking and linkages	
<b>CONTENT BASED THEMES</b>													
environment (through IUC, hub, OI, SI)	natural resource management/ environmental management	National	Sekuco, SUA, NM-AIST, NEMC, UDOM	*	*		*	*	*	*		*	THEMATIC CAPACITY
	soils, land use and land degraditon	National	Sekuco, SUA, NM-AIST	*	*		*	*	*	*		*	
	eco-tourism	National	SUA, Sekuco, SAUT, dodoma, out	*	*		*	*	*	*		*	
	renewable energy	national	CoET, NM-AIST									*	
	water sanitation	national	MUHAS, NM-AIST, CoET, OUT	*	*		*	*	*	*		*	
Health (through hub, OI and SI)	drug resistance hiv	national	NHLQATC	*	*		*	*				*	THEMATIC CAPACITY
	environmental health water sanitation	national	MUHAS, NM-AIST, CoET, OUT	*	*		*	*	*			*	
	governance: establishing databases 4 diseases	national	NHLQATC				*	*				*	
	bubonic plague and zocenos rodents	National	sekuco, sua										
	non communicable: hypert., diabetes	national	muhas, nhlqatc										
food security	technology development	national	CoET, NM-AIST;	*	*		*	*	*				THEMATIC CAPACITY
	food quality and food safety	national	OUT; muhas, TFDA	*	*		*		*				
bussiness/entrepreneurship	community involvement; governance	national	Mzumbe, sekuco, saut	*	*		*	*	*				SUPPORT CAPACITY ENABLING ENVIRONMENT
	linking with industry	national	NM-AIST, Sekuco, hubs	*	*		*	*		*			
	incubator development	national	UDSM buss school, Sekuco, hubs	*	*		*	*					

TRANSVERSAL AND CROSS-CUTTING THEMES													
monitoring & evaluation	multit helix: public-private-uni's-NGO's-FBO	National	all, repoa, the hubs										SUPPORT CAPACITY ENABLING ENVIRONMENT
	NGO involvement	national	repa, tgnp										
	research proposals: applied/action	national	repa, costech										
ICT and applications	ICT Systems and administration	National	sekuco, SUA, Mzumbe, Dodoma, SAUT			*					*	*	SUPPORT CAPACITY ENABLING ENVIRONMENT
	Statistics and Biostatistics	National	NM-AIST, Sekuco, hubs	*		*			*		*		
	Learning platforms development	National	hubs and OUT			*			*		*		
gender	gender mainstreaming	National	TGNP, all	*	*	*			*	*	*	*	SUPPORT CAPACITY ENABLING ENVIRONMENT
	equal rights; action research, facilitation, participatory appr.	National	TGNP, all	*	*	*			*	*	*	*	
Information management	Library & information services management	national	all			*			*		*	*	SUPPORT CAPACITY ENABLING ENVIRONMENT
	Access to research information and resources	national	all			*			*		*	*	
EFFECT				NEW PROGRAMMES, IMPROVED TEACHING QUALITY ETC.			RESEARCH CAPACITY, CULTURE, OUTPUT		EXTENSION CAPACITY, CULTURE, OUTPUT		VISION, STRUCTURES AND PRACTICES, PROCEDURES		

### 2.3.3. Collaboration within networks

Sokoine University of Agriculture (SUA) was involved in a VLIR IUC, which lasted more than 10 years and closed in 2008. VLIR/SUA documents and evaluations have captured the achieved results in this IUC. Currently 3 Research Initiative Projects (RIP) are on-going, being competitive research grants for post IUCs. The main area for collaboration is natural resource management with specific areas of soil and land use; rodents and plague eradication and wildlife management. In those areas, capacities were built, scientific output increased and lasting relationships were established. SUA assisted Sekuco in formulating a BSc in nature conservation and eco-tourism in 2007. Sekuco also collaborates with other universities in Tanzania and the region. They definitely want to continue with the VLIR UOS collaboration and elaborated on win-win scenarios for being the host of a hub/platform. Based on the findings of the mission team, partners in the hub can be Sekuco, Dodoma, SAUT and OUT but also NM-AIST for example and NGO's, research centres and government/donor representatives would be welcome to collaborate. The platform could be supported by TGNP, REPOA and the UDSM business school.

SUA is very much interested to continue its VLIR-UOS collaboration. They elaborated various ways: 1) coaching new partners in the complex VLIR administration processes; 2) provide tailor made training on a per diem base; 3) conduct collaborative research in NRM. The existing SUA-Sekuco collaboration supports the idea of SUA being a hub.

Ensuring the feasibility of the hub/thematic platform, the following must be taken into consideration:

1) the formulation of MoU's in which the win-win scenarios are clearly elaborated and agreed upon between the partners involved. The win-win scenarios suggested for the collaboration between SUA and Sekuco were as follows: I) training of Sekuco staff at SUA (MSc etc); II) SUA students to do research in Sekuco; III) joint research projects; IV) joint publications; V) SUA to assist in establishing a directorate of research in Sekuco. VI) SUA to supervise research and write research proposals; VII) SUA and Secuko to share equipment .

2) Individual SUA professors to spearhead particular academic areas.

3) The inclusion of expertise from NGO's and bilateral cooperation

**Proposed model: A thematic platform coordinated by a host university:**

Theme	Possibly Coordinated by
NRM and Eco tourism	Sokoine University of Agriculture

- Via thematic hubs/platforms the different stakeholders can assist and learn from each other;
- Collaboration between disciplines needs to be strengthened in order to increase the efficiency of development;
- The government aims at relevance through research in networks of collaboration between the universities, industry and government; ngo's and fbo's;

- University staff must collaborate with students and graduates on the labour market and in lecturing;
- Hubs can keep all stakeholders updated about new support modalities, in the country, region and internationally.
- Collaboration with Europe is guaranteeing scientific peer quality, not only academically but also regarding continued upgrading of skills and attitudes in a highly competitive and networked science world.

### 2.3.4. Partnership modalities (portfolio of intervention types)

The full range of partnership and cooperation modalities is proposed, however, with certain restrictions regarding managerial and budget capacity in the case of institutional or network university cooperation modalities.

Table 3: Summary of potential in various partnership modalities

Level	Remarks and recommendations
<b>National/transversal</b>	REPOA (monitoring/research proposals), TGNP (gender) and the Business school (UDSM, entrepreneurship) assist in strengthening the inter-disciplinarity of the various modalities (hub/platform, IUC, OI, SO) in Tanzania
<b>Institutional but hub-based (Network University Cooperation)</b>	<b>Knowledge hubs or platforms</b> SUA is the potential host for a platform in NRM and eco-tourism and partners are Sekuco, Dodoma, SAUT and OUT (ICT support for a platform). The platform is open to any university that specializes in NRM/eco-tourism. The hub will coordinate research, exchange and learning in NRM and eco-tourism
<b>Institutional (IUC), model small scale</b>	Tanzania has a good potential for collaboration and various partners have potential for a small scale <b>IUC</b>
<b>Sub-institutional</b>	<b>The following areas could be very valuable in the context of a country programme with Own initiatives/South Initiatives</b> ICT, environment, food & nutrition eco-tourism, communication environmental health drug resistance of HIV

<b>Individual (scholarships)</b>	<p>As part of the various modalities</p> <p>Collaborative research programmes in collaboration with COSTECH</p> <p>In dialogue with the BTC and other donors, e.g. DAAD, CIDA, SIDA</p>
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### 2.3.5. Non-academic partners and stakeholders

Table 4

<b>Partner</b>	<b>Domain</b>	<b>Possible synergy with VLIR programme</b>
<p><b>Belgian bilateral cooperation</b></p> <p><b>Belgian Development Agency BTC</b></p>	<p><b>Natural Resource Management</b></p> <ol style="list-style-type: none"> <li>1. Wetland Kilombeo and bee keeping</li> <li>2. Decentralization of NRM</li> </ol>	<p>There is synergy and complementarity with the interests of Flemish universities and the needs of the Tanzanian universities.</p> <p>BTC must also be included in the platform on NRM and eco-tourism so that they learn from each other and strengthen quality. Also, scholarship programmes should be informed and aligned as much as possible.</p>
	<p><b>Local governance and decentralisation</b></p> <p>Basket funding and support to decentralisation programmes</p>	<p>Synergy and complementarity with Mzumbe University and Flemish interest (ILVO and Ugent)</p>
	<p>Various</p> <ol style="list-style-type: none"> <li>1. Belgian Food security fund supports the banana production (varieties and resistance)</li> <li>2. Support to transport and infrastructure</li> </ol>	<p>There is complementarity between the Belgian embassy /BTC and the VLIR UOS programme. The platform can guarantee exchange. The social impact study requested by a Flemish university for the banana production project could</p>

	<p>3. Tourism, Management and veterinary support</p> <p>4. Stimulation of entrepreneurship through establishment of incubators</p> <p>5. Support to micro-interventions of NGO's</p>	perhaps be channelled through BTC in collaboration with a university that coordinates one of the platforms.
	<p><b>Scholarship programme</b></p> <p>They develop a new scholarship programme.</p>	<p>In the areas of NRM and decentralisation/governance</p> <p>Different universities benefit already from the BTC, OUT has several scholarships for example. The platforms could also benefit</p> <p>Dialogue needed to know about the changes in the scholarship programmes.</p>
<b>TRIAS</b>	<p>TRIAS is an NGO, active in areas of pastoralism and agriculture. A programme advisor attended the seminar and their motto is: supporting movements of farmers and entrepreneurs. Their intervention in the seminar was a call for applied research. Due to time shortage the team did not visit them.</p>	<p>Important synergy and complementarity for the areas of NRM, food security and health. NGO's role is empowering, connecting, monitoring and translating and using results from research in practice.</p>
<b>Vredeseilanden</b>	<p>Vredeseilanden works with farmers organizations at different levels of ward, district, region and national. They support farmers with investments. The focus is on food crops. The programmes are based on the needs of farmers and support is given to the whole food chain and to the development of business models. They have three offices in Tanzania.</p>	<p>This NGO is a very important actor in the food security area and business development. They should be part of platforms and link up with UDSM business school for example.</p>
<b>National Health Laboratory Quality Assurance and</b>	<p>The centre focuses on 1) Epidemic prone diseases (outbreaks); 2) diseases of public health importance; 3) diseases which are targeted for elimination and eradication.</p>	<p>This laboratory has been proposed to be included in the VLIR UOS strategy as their needs match with the Flemish</p>

<p><b>Training Centre (NHLQATC);</b> Ministry of Health and Social welfare</p>	<p>The centre is a reference laboratory for the country. It is the public health lab and tests all outbreaks. The American centre for disease control and prevention is the major funder. The labs are well equipped! They are in the process of receiving accreditation by the WHO.</p>	<p>interests.</p>
<p><b>REPOA</b></p>	<p>REPOA is an independent, non profit organization concerned with poverty and related policy issues in Tanzania. REPOA undertakes and facilitates research, enables monitoring, and promotes capacity building, dialogue and knowledge sharing. REPOA's research agenda is concerned with poverty and its alleviation and the objectives are:</p> <ul style="list-style-type: none"> <li>• develop research capacity in Tanzania</li> <li>• enhance stakeholders' knowledge of poverty issues and empower them to act</li> <li>• contribute to policy dialogue</li> <li>• support the monitoring of the implementation of poverty related policy (such as Mukukuta, see list of documents)</li> <li>• strengthen national and international poverty research networks and forge linkages between research (ers) and users. More information about Repoa's research themes can be found on the following websites:</li> </ul> <p>When entering the building, good quality publications are readily available for free on a stand (see annex 7). The publications deal with writing concept notes, research proposals, food security and gender indicators for example.</p>	<p>REPOA could monitor performance in universities, the quality of research proposals and the performance of the modalities.</p> <p>This knowledge centre can deliver good support to the VLIR UOS programme in Tanzania</p>
<p><b>TGNP</b></p>	<p>Tanzania Gender Networking Programme (TGNP)_started in 1993, aiming at social justice and equal rights and dealing with</p>	<p>This is a strong NGO with international recognised areas</p>

	<p>structural and systemic issues such as patriarchy. TGNP works together with many actors aiming to transform society and focussing on the strengthening of research capacity, knowledge, organisation and movement building (including grassroots activism) (see their strategic plan).</p> <p>The Gender Training Institute (GTI) is part of TGNP and was established in 2008 (approved by NACTE). The plans are to transform the GTI in a gender university in the years to come. The certificate programme starts next year. GTI is the catalyst for the movement. TGNP runs short courses and tailor made training programmes. Examples are: gender &amp; election; gender and budgeting/performance tracking; economic policy; gender policy on hiv and aids; gender violence; women and leadership; gender mainstreaming course.</p> <p>TGNP maintained that numbers do matter. Numbers is a right issue. Women need to be present in equal numbers at all levels, including the ministries and leadership in universities. There is a lot of window-dressing in a male dominated system. Women compromise and can't articulate. Percentages of women in management and leadership remain very low in Tanzania and TGNP attributed this to the limited available resources</p>	<p>of expertise.</p> <ol style="list-style-type: none"> <li>1. facilitator capacity</li> <li>2. participatory approach</li> <li>3. action oriented research</li> <li>4. gender mainstreaming capacity</li> </ol> <p>which c</p> <p>The GTI demands academic collaboration in the areas of research (eg land and gender) and wants to connect with research institutes.</p> <p>This knowledge centre can deliver crucial support to the VLIR UOS programme in Tanzania</p> <p>in their four areas of excellence and in connecting , empowering and monitoring gender .</p> <p>They want to play a catalyst role between theory and practice.</p>
<p><b>NEMC</b></p>	<p>This is a government body and the main function is the enforcement of environmental management.</p> <p>NEMC is a watchdog for the ministry of environment, ministry of water, and ministry of mining. They have 86 technical staff with MSc/PhD and 66 support staff.</p>	<p>This institute has an important role to play because they are managing and guarding the environment, with the aim to prevent instead of cure. However, they deal with an historic legacy, and a rapid pace of technological (and poorly planned) development.</p>

	<p>New issues emerge every day and therefore NEMC maintained that training is a priority. New issues on environmental problems are outsourced to research. Collaboration exists with universities on a consultancy basis, predominantly with UDSM, SUA and ARDHI. The new topic is gas and oil exploitation, which means that NEMC staff needs training in those areas.</p> <p>NEMC maintained that environmental management should have a preventive nature, but incidences shape a lot of their work. Industries do their businesses and some need to be forced to comply. Tanzania's industries were established without proper planning, with the consequence that settlements and industries are too intimate and too close at present. Also attributed to the lack of planning in the past, is the fact that no single industry complies with the existing rules. NEMC orders industries and companies to comply with the laws, but their responses are, 'what technology should we use instead'? The need for training in order to stay ahead of the technological developments is a dire need.</p>	<p>Environmental law is one of the elements of NRM that needs to be included as a focus in the platforms or IUC partner.</p> <p>The Dutch embassy indicated that Gas and oil exploitation will be explored by British gas and others, which is said to increase the GNP by 30% within 5 to 10 years. This will have an environmental impact too. There is shortage of qualified oil and gaz specialists in Tanzania</p>
<b>TCU</b>	<p>Tanzanian Commission for Universities is governing all universities in the Tanzania. TCU is currently developing a National Accreditation Framework. TCU manages the HE platform in which the VC's and acting VC's from all universities are represented and they also elaborate on the needs for the HE sector.</p>	<p>The HE platform needs to inform the VLIR-UOS programme and strategy in Tanzania through the TCU and vice-versa.</p>
<b>Donors like DAAD, but also the World bank and the African Development</b>	<p>The DAAD has developed a system of co-financing scholarship programmes, e.g. the Ministry of education and vocational training contributes to the PhD funding. DAAD requirements can be found on the TCU</p>	<p>The VLIR-UOS programme and strategy needs to be informed by donors and banks as their programmes have complementary elements.</p>

<p><b>Bank</b></p>	<p>website. The co-financing exists for a limited number of 12 -20 PhD per year. The professors from Germany visit Tanzania and interview the candidates. Constraints seem to lay in methods and topics. Sometimes the professor insists that the student adjusts his/her topic and the student is not always very knowledgeable about scientific research methods.</p> <p>The World Bank is one of the funding institutions of the education sector in Tanzania and also makes reviews of this sector.</p> <p>The African development bank has provided funds for the NM-AIST and is certainly doing more in Tanzania.</p>	<p>Furthermore, donor programmes change regularly and are adapted to new policies and developments. VLIR-UOS needs to keep track of these changes as it can learn from and link up with these changes (e.g co-financing of scholarships by the DAAD and the TASENE programme by COSTECH).</p> <p>DAAD has different types of scholarship programmes and those may be interesting for the VLIR and Belgian embassy to explore and align with.</p> <p>The Education Development Partner's Group (ED-DPG) represents the various donors in education and aims at maximising comparative advantages.</p>
<p><b>NUFFIC</b></p>	<p>The current Nuffic NICHE support programme focuses on mainstreaming entrepreneurship in curricula in universities, technical institutes, vocational training institutes and in primary/secondary schools. This will be achieved through university collaboration projects with the Tanzanian Commission of Universities (TCU), the Vocational Education and Training Authority (VETA), the National Accreditation Council for Technical Education (NACTE) and the Tanzania Institute for Education (TIE).</p> <p>In the NUFFIC NPT programme (the predecessor of NICHE), the entrepreneurship centre of UDSM was strengthened, amongst others through the establishment of an incubator. In 2010, this entrepreneurship centre was incorporated in the business school of the UDSM.</p>	<p>VLIR-UOS keeps being informed by NUFFIC interventions in Tanzania. The VLIR-UOS programme can learn from and include entrepreneurial approaches by collaborating with the business school and the above mentioned authorities that focus on mainstreaming entrepreneurship. It remains to be explored if or how these processes can be supported by Flemish academics.</p>

### 2.3.6. Contribution and opportunities for Flemish non-university HE institutions

There are certainly opportunities for Flemish non-university HE institutions in the VLIR UOS strategy, because such contributions are very relevant in a Tanzanian context that calls for a link with industry, the need for non-academic support, the need for action and applied research and the use of results from research. Belgian universities are challenged to work in consortia with Flemish university colleges and NGO's. The role of NGO's was elaborated above, highlighting the repackaging of research results, linking with grassroots, their neutral position regarding monitoring and the empowerment of those who are marginalised.

During the identification mission the possible role of university colleges was not elaborated. However in the area of water sanitation, there is already collaboration with NM-AIST and CoET. In the area of health are existing links to send interns to Tanzania, which could be strengthened.

## 2.4. SWOT analysis of a VLIR-UOS strategy with Tanzania

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• The good potential of Tanzanian institutes in terms of specialised and qualified staff, management and strategies, to collaborate with Flemish researchers</li> <li>• Renewed interest in HE and strong government commitment</li> <li>• Existing HE platform managed by TCU</li> <li>• Distinct strategies from the Ministry of Education and Ministry of Communication, Research and Technology</li> <li>• Active involvement of COSTECH in the seminar</li> <li>• The history of an IUC with SUA (1998-2008) that uses its capacity to collaborate and strengthen other universities</li> <li>• Good potential for a VLIR-UOS strategy to align with the HE policy, contributing to achieving the HEDP indicators</li> <li>• good potential for a VLIR-UOS strategy to align with the COSTECH research policy, contributing to strengthening research and establishing</li> </ul>	<ul style="list-style-type: none"> <li>• Individual working styles of the universities, although the expansion of the universities increases collaboration between old and new through staff mobility.</li> <li>• Weak research capacity in the universities</li> <li>• lack of collaboration between the private and public sector (the industry and education).</li> <li>• lack of knowledge on how to mobilise funds from industry for example</li> <li>• Shortage of senior staff through growing number of universities in Tanzania</li> <li>• a scientific orientation, focussing too much on research in a particular discipline and not on the implementation of those results, the interdisciplinarity and the applicability in the job market and the private sector</li> <li>• the complexity of the rules and regulations, the administration of a VLIR project</li> <li>• shortage of equipment (ICT and libraries) in the majority of universities</li> </ul>

<p>centres of excellence (hubs etc)</p> <ul style="list-style-type: none"> <li>• A good potential for VLIR-UOS strategy to align with the programmes of the Belgian government and embassy</li> <li>• The needs in the specific thematic areas correspond well to the offer of the expertise of the Flemish researchers;</li> <li>• Some Flemish researchers have already formed a thematic platform. The VLIR-UOS strategy for Tanzania might be the catalyst for more inter-disciplinary platforms in Flanders;</li> <li>• Improving internet connectivity in Tanzania</li> <li>• The focus on inter-disciplinarity, and increasing relevance by linking with private sector and other organizations</li> <li>• Existing collaboration between universities, but can improve</li> <li>• Strong institutes that represent the transversal themes of gender, monitoring &amp; evaluation and entrepreneurship,</li> <li>• Strong health institute</li> <li>• Staff mobility increases collaboration between the old and new universities</li> <li>• National qualification framework in the making, that will improve the quality of the university programmes</li> <li>• Existing interdisciplinary focus in universities</li> <li>• Universities are accessible</li> </ul>	
<p><b>Opportunities</b></p>	<p><b>Threats</b></p>
<ul style="list-style-type: none"> <li>• To strengthen universities through existing collaborations</li> <li>• A previous IUC partner that knows the administrative rules and regulations and is seeing the win-win situation of being the host of a knowledge platform in NRM</li> </ul>	<ul style="list-style-type: none"> <li>• too many new universities, leading to a shortage in senior staff, low quality, delays in project implementation and shortage of funds</li> <li>• lack of initiative among staff</li> <li>• delays in the implementation as is outlined in the strategic plans of the institute, due to shortage of funds, low numbers of applications,</li> </ul>

<ul style="list-style-type: none"> <li>• New universities with mature staff like NM-AIST</li> <li>• New universities with good infrastructure including ICT and e –learning centres</li> <li>• Older universities having better libraries</li> <li>• Tanzania has promising universities and motivated staff for VLIR collaboration</li> <li>• aligning to the national policies of higher education and research and the agricultural policies to achieve relevance and quality.</li> <li>• working together with other donors and stakeholders in the areas of Natural resource management and health</li> <li>• the use of different modalities and collaborations through a combination of IUC, hub, own/south initiatives</li> <li>• the use of the Costech’s Multi helix approach, i.e. collaboration between academia, public sector, private sector, NGO/CBO and FBO;</li> <li>• the engagement of universities with private sector, public sector, NGO’s and CBO/FBO’s to ensure relevance and funds from industries</li> <li>• a good number of support and scholarship programmes that can be taken as examples for collaboration</li> <li>• Possibilities to elaborate and operationalise the win-win scenarios for supporting institutes(TGNP, REPOA, Business school)</li> <li>• Addressing multidisciplinary by including the transversal and crosscutting themes from the start by enrolling the expertise from organizations that represent those transversal and crosscutting themes</li> <li>• strengthening the staff in the institutes in a context where there is a shortage.</li> <li>• searching for alternative research funds, for example from industries</li> </ul>	<p>etc.</p> <ul style="list-style-type: none"> <li>• lack of experience in working together through HE platforms, including a variety of stakeholders</li> <li>• lack of experience for VLIR-UOS to work with Hubs/platforms</li> <li>• lack of experience in linking with industry/labour market, delivering research and students that are not relevant for the labour market.</li> <li>• Student unrest due to the limited access to loans and due to bureaucratic procedures</li> <li>• Staff unrest due to shortage in senior staff</li> <li>• The overall development in Tanzania where the middle class lives comfortably, but where the poor face more difficulties to survive, which could lead to unrest in the country</li> <li>• lack of alignment with the HE policies and research policies</li> <li>• limited internet access/ict environment in certain universities</li> <li>• few institutional mechanisms that stimulate collective action and implement research results and guard the relevance of research</li> <li>• lack of monitoring and evaluation capacity to ensure quality and sustainability of platforms</li> </ul>
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## **ANNEXES**

- 1. Pré Mission Strategic Framework (see VLIR-UOS website – Tanzania Country info)**
- 2. Country Fact Sheet (see VLIR-UOS website – Tanzania Country info)**
- 3. Country Strategy grid (already included in text p. 19-20)**