

Final evaluation of the IUC with Mzumbe University, Tanzania

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Acronyms

4SITE	self-steering sustainable social innovation through training and e-research
CBM	Community based monitoring
CMCS	Community Monitoring and Citizen Science
COP	Community of practice
DVC	Deputy Vice Chancellor
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
HEET	Higher Education for Economic Transformation
IMF	International Monetary Fund
IOB	Institute of development policy
IUC	Institutional University Cooperation
LEVO	Legal Education Vision organisation
MOU	Memorandum of Understanding
MU	Mzumbe University
NDV	National Development Vision
NGA	Non-Governmental actor
NGO	Non-Governmental organisation
PPP	Purchasing Power Parity
PSU	Programme support unit
RUWASA	Rural Water Supply Agency
SDG	Sustainable Development Goals
STEM	Science, technology, engineering and mathematics
TCU	Tanzania Commission for Universities
UA	Universiteit Antwerpen
VDB	Village Duty Bearers
VUB	Vrije Universiteit Brussel

Executive Summary

Subject and objective of the evaluation
Subject of this end of term evaluation is the second phase of the Institutional University Cooperation program (IUC) - Self-Steering Sustainable Social Innovation Through Training and E-Research (4SITE) - conducted in partnership with Mzumbe University (MU) located in Morogoro Region Tanzania and the following educational institutions: Universiteit Gent (UGent), Vrije Universiteit Brussel (VUB), Instituut voor ontwikkelingsbeleid (IOB) Universiteit Antwerpen (UA) and Universiteit Hasselt (UHasselt).

This programme concerns four projects:

- Project 1. Strengthening Institutional Capacity in Teaching, Research and Community Outreach Services
- Project 2. Enhancing Information Services: Contents and Infrastructure
- Project 3. Enhancing good governance through integrated community-based activities – action research: (mobile) community based monitoring in the water sector
- Project 4. Entrepreneurship and Industrial Development in Tanzania through Blended Learning

Objective of this end evaluation was to contribute to learning and to effectiveness, impact and sustainability in particular.

Context
The programme is executed in a context that is characterized by the following elements:

- The Tanzania Commission for Universities (TCU) is charged with the responsibility of regulating the provision of university education in the country.
- The Gross Enrolment Rate (GER) for Tanzania's higher education stood at 5.2% in 2014/2015, this threshold has remained low in the past decade when compared with the rest of the sub-Saharan region.
- Tanzania has not yet achieved the target set by the Global Partnership for Education (GPE) of 20 percent budgetary allocation to education, currently at 15 percent. In 2016, the government introduced a fee free education policy for primary and secondary in government schools adding more pressure for the tertiary education institution to expand their enrolment rates.
- The Tanzanian Higher education system is also characterized by a shortage of well-trained lecturers, fuelled by a wave of age-related retirements and the recent transfer of talented academics into positions within the Government.

Such constrained capacity across the higher learning institutions have triggered the various efforts on University Development Cooperation, which fills the existing capacity gaps. It is under this backdrop that VLIR- UOS supports the partnership between Mzumbe University and Flemish academic institutions in order to improve the capacity and at the same time offer solutions to the global development challenges.

Mzumbe University currently has 3 campuses: the main campus located in Mvomero district, Morogoro Region and campuses in Mbeya and Dar Es Salaam. The University consists of 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.

Methodological approach
This evaluation is part of a more comprehensive evaluation exercise of 8 VLIR-UOS IUC and Network programmes. It is based on a shared evaluation framework that looks at the 5 OECD-DAC criteria and a shared methodological approach which starts from the self-assessments by IUC stakeholders and entails attention for changes in institutional capacity, learning questions and analysis of a particular impact case. The institutional capacity analysis was based on a tool that appreciated changes in 5 core capabilities. This tool was primarily used to highlight changes in capabilities that occurred between 2018 and today and to discuss the contribution of the IUC programme with the stakeholders. To analyse findings related to the learning questions and the impact case, the evaluators collected data in Excel sheets, assessed strength of evidence and analysed contribution based on a set of rubrics.

Execution of the evaluation
Prior to the field mission, the evaluation team undertook various preparatory activities, including desk review, a kick-off meeting and exploratory interviews. The field mission comprised two days of interviews with IUC stakeholders, a day of interviews with staff and students involved in the Fuatilia Maji project, a capacity assessment workshop, and interviews and data collection related to the impact case. The mission concluded with a presentation and discussion of findings with university leadership and stakeholders. Following the field mission, a presentation of the findings took place on November 21st, 2023, involving the IUC coordinator, the PSU coordinator from the South, project team leaders, and representatives from VLIR-UOS.

Main findings and conclusions
The programme performed good (to excellent) in relation to the DAC criteria. The IUC programme at Mzumbe University is **relevant** to its context and its ability to meet the diverse and evolving needs of the Institution. It is evident that the Programme is aligned to the Fourth Corporate Strategic Plan 2017/2018 – 2021/2022, focused on dominant academic and developmental themes of the country. The programme included community involvement, was committed to appropriate sustainable development goals and the national development agenda. Given the location of the university in rural Tanzania, its interventions on rural issues are apt and so are the initiatives towards gender integration. In this regard, the evaluation team assesses the relevance of the IUC Programme at Mzumbe as excellent.

The evaluation team has observed a significant disparity in the **coherence** of the IUC Programme at Mzumbe University, distinguishing between its internal and external aspects. While the programme exhibits a high level of internal coherence, the team's assessment suggests that its external coherence is relatively low. The IUC programme at Mzumbe University demonstrated a high degree of **internal coherence** across various areas. This was driven by improved synergy between projects, a sense of ownership among members, alignment with the university's vision, spill-over effects, increased involvement of university management, better communication in phase II and involvement of project team members, limited mobility of staff, and the central role of the Programme Support Unit. These factors collectively contributed to the programme's ability to operate as a more unified and effective initiative within the university. For this reason, the evaluation team finds this coherence excellent. The **external coherence** of the IUC programme with external partners beyond Mzumbe University exhibited both positive attempts at collaboration and challenges in realizing fully integrated coherence. While efforts were made to engage with other partners at individual level, like the common library network, provision of legal education, these initiatives were not always structured, and budgetary constraints posed limitations on formalizing partnerships. The programme's success in fostering external coherence depended on addressing these challenges and further developing structured, sustainable, and impactful collaborations with external partners. For these reasons, the evaluation team rates the external coherence as good.

The IUC programme at Mzumbe University demonstrates its **effectiveness** through significant contributions in addressing capacity gaps within the institution, especially in the domains of research, teaching, learning, gender responsiveness, and community outreach. Notable progress has also been made in enhancing ICT infrastructure and providing student mentorship. These achievements not only benefit the university but also enhance its reputation and capacity to address local needs through research and knowledge dissemination. Most of these gains are currently in the process of becoming institutionalized. Therefore, the evaluation team concludes that the 4Site Programme has proven to be effective at a rating of three plus (3+).

The IUC Programme at Mzumbe University demonstrated a high standard of **scientific quality**, marked by rigorous methodologies, knowledge contribution, and a strong ethical foundation. These endeavours enhanced the programme's capacity to address contemporary academic challenges and promote the academic and research capabilities of both Mzumbe University and the broader higher education community. Consequently, the evaluation team considers that the programme’s scientific quality is excellent.

The **efficiency** of the IUC programme at Mzumbe University was clearly demonstrated in various aspects, including the organization of projects within their respective faculties, efficient coordination, transparent decision-making, and accountability. Besides, the active participation of students aided the programme's efficiency. When evaluating the results achieved in the 4Site Programme in relation to the budget allocated, the evaluation team considers the level of efficiency as notably good (3). The programme's overall efficiency rating is influenced by the evaluation team's perspective that the

programme management team placed greater emphasis on monitoring activity progress rather than on assessing indicator results. The primary forums for discussing progress and implementation were the planning meetings held at both the joint steering and local steering levels. This had the potential to lead to an excessive concentration on the operational aspects rather than the desired outcomes, potentially impeding the ability to learn and improve.

Phase II of the IUC Programme at Mzumbe University was designed to achieve impact at three levels, institutional, academic and societal. At the institutional level, the university has seen improvements in its institutional capacity across all five capability areas, which include the ability to achieve coherence, deliver results, relate to external stakeholders, commit, and adapt and self-renew. While the degree of growth differs among these capabilities, overall, the university is now operating at a higher level of maturity compared to five years ago. This is also acknowledged by even the top leadership of the university. At the academic level, the Programme has had a fundamental impact with notable outcomes that extended far beyond the university itself. It enhanced the university's image, expanded its capacity for research and teaching. In essence, the programme expanded its capacity to achieve results and it currently operates at a higher level of institutional capability realm than it was five years ago. Consequently, at the institutional level, impact is excellent. On the societal level, the university has brought about some positive changes in communities, although it is apparent that not all efforts have consistently led to the ultimate chain of impacts in every case. Considering these factors, the evaluation team assesses the level of overall impact as good (3+).

The level of **sustainability** of the outcomes from the IUC Programme at Mzumbe University, reflects mixed outcomes. Overall, the prospects for sustainability are strong in both the institutional and academic domains, but considerably weaker on the financial front. The university primarily depends on government funding in addition to student tuition fees. These resources are already constrained, even before factoring in other additional recurrent expenses. Consequently, the evaluation team assesses the sustainability as good plus (3+).

Overview of recommendations

Actor	Recommendation
General	1. Include relevant external stakeholders from early inception of the project and work through with them to facilitate uptake of research outcome. 2. When included in a project, outreach activities should be included in the theory of change of the project to facilitate taking into account the relevant assumptions that bring about change.
Mzumbe University	3. Clarify how the new unit of Excellence in Innovative Teaching and Learning (and Media Lab) currently domiciled in the Faculty of FSS will be operationalized to serve the entire university and to ensure the institutionalization of the research-education nexus. 4. Develop alternative career pathways focused on education for dedicated academic staff. 5. Harmonize action research approach on university level to assure uptake and institute learning. 6. Deliberately support and nurture the sprouting research culture by creating an enabling environment. 7. Create a central point to manage all external projects whose responsibility will include grants proposal writing and fund raising. 8. Optimize ICT capacity to benefit research and education. 9. Encourage the inclusion of successful female academics as mentors and advisors to inspire and guide aspiring female PhD candidates.
VLIR-UOS	10. Proactively allocate budget to support structured partnerships for synergies. 11. Further improve the flexibility and responsiveness of M&E and budget instruments to facilitate innovation moving towards a form of result based financing.

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1. Introduction

1.1. Background

This end-of-term evaluation focuses on the second phase of the Institutional University Cooperation program (IUC) - Self-Steering Sustainable Social Innovation Through Training And E-Research (4SITE) - conducted in partnership with Mzumbe University (MU) located in Morogoro Region Tanzania and the following educational institutions: Universiteit Gent (UGent), Vrije Universiteit Brussel (VUB), Instituut voor ontwikkelingsbeleid (IOB) Universiteit Antwerpen (UA) and Universiteit Hasselt (UHasselt).

The objectives and content of an IUC partnership between one partner institution in the South and Flemish universities and university colleges in the North are outlined in a partner programme (technical and financial file). All IUC programmes combine objectives of institutional strengthening and strategic thematic capacity building (linked to both institutional priorities and developmental priorities in a specific country). Each partnership consists of a coherent set of interventions (projects) geared towards the development of the teaching and research capacity of the university, as well as its institutional management.

In this IUC, phase 2, four projects were conducted as is described in the table below. All four projects were allocated the same budget, € 246,750 per project.

Project title	Description
Project 1: Strengthening Institutional Capacity in Teaching, Research, and Community Outreach Services Through Social Innovation Methods	Project 1 is intended to make MU become socially innovative in areas of research, teaching and learning (education) and provision of outreach. Specifically, by supporting the university to become socially innovative in research and learning methods, as well as making the MU more active in socially innovative research, improve its learning culture and methods through socially innovative pedagogical approaches. In collaboration with P1, P2, and P3, the project shall ensure MU staff, students, surrounding community and various Non-Government Actors (NGAs) to have access to research findings on innovative solutions, and training. This will improve innovative teaching and learning; socially innovative research thus contributes to capacity building within the community. This will eventually result in a changed learning and research culture in a way that will make MU more visible at the local and international scales.
Project 2: Enhancing Information Services: Contents and Infrastructure	Project 2 aims at improving utilization of MU ICT infrastructure to modernize delivery of information services by making it a hub of knowledge. In collaboration with other projects and partners it focuses on advancing the teaching and learning culture at MU and the local society at large through enhanced utilization of e-resources, adoption of micro-learning for courses delivery, operationalization of multimedia lab for contents development and organization, as well as development of platforms for equal sharing of information services. Project 2 increases use of e-resources within the university and beyond, makes a Multimedia contents services unit operational, and establishes information services monitoring tools to keep track of the programme's effectiveness. It improves information services delivery for local society through innovative techniques of content organization and enhanced usage of MU ICT infrastructure and by strengthening the institutional network for service sharing. A maker space allowing the visitor to combine available (e-) resources renders the Media-Lab self-steering. The 'hardware' of project 2 cannot function without the 'software' of Project 1.
Project 3: Enhancing good governance through integrated community-based activities	Project 3 seeks to make local governance of natural resources and social service delivery more effective and gender sensitive. Actionable research on social accountability, collective action and gender sensitivity is increased, among others through socially innovative tools such as location-based monitoring apps and e-research. Monitoring apps make natural resource management self-steering. Those tools imply direct involvement of Projects 1 and 2.
Project 4: Entrepreneurship and Industrial Development in Tanzania Through Blended Learning	Project 4 focuses on enhancing entrepreneurship and industrial development in Tanzania, to reduce poverty and increase competitiveness. The project will facilitate the adoption and utilization of

Project title	Description
	an innovative teaching methodology; namely, blended learning for business courses that are offered in the School of Business (SOB). Project 4 empowers SMEs to access entrepreneurial knowledge and skills, provides the MU School of Business programmes with the Blended Learning mode, develops databases and platforms for teaching cases in the form of e-learning. Clips by successful entrepreneurs permit the local business environment to steer itself. Project 4 thus delivers content for Project 1 as well as counts on Project 2 to pedagogically enable content delivery.

Table 1. Overview projects phase 2

1.2. Context

1.2.1. Key social, political, economic, demographic contextual factors in the country

Tanzania is one of Africa's fastest growing economies, with a gross domestic product (GDP) estimated at $71 billion (nominal), or $218.5 billion on a purchasing power parity (PPP) basis according to the IMF. GDP per capita (PPP) was $3,574. The country has enjoyed a strong post-pandemic recovery despite a challenging external environment. The GDP growth rate reached 4.6% in 2022 ahead of all other East African economies, with an expected rise to 5.1% in 2023. Based on the 2022 Population and Housing Census, Tanzania has a population of 61,741,120: with 59,851,347 people residing in Mainland Tanzania and 1,889,773 people who are residents of Zanzibar. Kiswahili is the national language, while English is used as a second language.

Tanzania graduated from low income to middle income status in 2019. This reflects sustained macroeconomic and political stability derived from the country's rich natural resources endowment and strategic geographic position. The national poverty headcount has improved from 34.4 percent of population in 2007 to 26.4 percent in 2018. Generally, Tanzania has made improvements in life expectancy, infant mortality, primary and secondary school enrolment rates, gender equality, and access to health, electricity, water, and sanitation. Nevertheless, statistics also show that since 2012 the impressive GDP growth has become less inclusive with a relatively slower rate of poverty reduction and increased inequality.

The provision of quality education is indispensable in order to produce well-trained human resources to respond to national development needs, the National Development Vision (NDV) 2025 and other development objectives, as well as to the existing and emerging regional and global labour market demands. The short supply of workers with relevant skills has remained a major stumbling block to growth. Employment statistics depicted a notable shift in of the workforce away from agriculture towards industry and services. Generally, the labour market is characterized by inadequate and mismatched workforce skills as a key business constraint identified by 40 percent of Tanzanian firms. The shortage of human resources in the health sector stands at 52 percent.

1.2.2. Higher Education

As of March 2023, the number of university institutions were 30 fully fledged universities and 17 University colleges making a total of 47 University Institutions in the United republic of Tanzania. The recent increasing trend in university institutions in Tanzania requires corresponding concerted efforts by all stakeholders in order to ensure the quality and sustainability of services offered by these institutions. The Tanzania Commission for Universities (TCU), which is charged with the responsibility of regulating the provision of university education in the country, regulates higher learning institutions as per Universities Act, chapter 346 of the Laws of Tanzania.

The Gross Enrolment Rate (GER) for Tanzania's higher education stood at 5.2% in 2014/2015, this threshold has remained low in the past decade when compared with the rest of the sub-Saharan region. About 40.3 percent of students in higher education were women in 2018, having increased from 12.7% in 1987. The proportion is much smaller in science, technology, engineering and mathematics (STEM) programs (33.6 percent), especially Engineering (19.6 percent), Mining and Earth Sciences (25 percent) and ICT (27.7 percent). Unlike the rise of students enrolled in the Tanzanian higher education, the Government's allocated funding in relation to requests or demand is decreasing. That is to say, there is a mismatch between student enrolment and budgetary allocations. Consequently, Tanzania has not achieved the target set by the Global Partnership for Education (GPE) of 20 percent budgetary allocation

to education, currently at 15 percent. In 2016, the government introduced a fee free education policy for primary and secondary government schools adding more pressure for the tertiary education institution to expand their enrolment rates.

The overall quality of post-secondary academic programs is low and has consistently fallien short in adequately equipping university graduates with the necessary skills for either formal employment or self-employment. Infrastructure, equipment and resources such as laboratory spaces, sufficient internet bandwidth and access to electronic journals are among the limiting factors. The Tanzanian Higher education system is also characterized by a shortage of well-trained lecturers, fuelled by a wave of age-related retirements and the recent transfer of talented academics into positions within the Government. According to the Regulatory Body (TCU), the proportion of Tanzanian academic staff with a Master's degree is 51.6 percent while instructors with a PhD account for only 32.6 percent of the total teaching staff. Such constrained capacity across the higher learning institutions have triggered the various efforts on University Development Cooperation, which fills the existing capacity gaps. It is under this backdrop that VLIR- UOS supports the partnership between Tanzanian and Flemish academic institutions in order to improve the capacity and at the same time offer solutions to the global development challenges.

1.2.3. University level

Mzumbe University origin can be traced back to 1953 when the British Colonial Administration established a Local Government School in the country. The school was aimed at training local Chiefs, Native Authority Staff and Councilors. The level of training was elevated after Tanzania (Tanganyika) independence to include training of Central Government Officials, Rural Development Officers and local Court Magistrates. In 1972, the then Local Government School was merged with the Institute of Public Administration of the University of Dar es Salaam to form the Institute of Development Management (IDM-Mzumbe). IDM was a higher learning institution for training professional managers in the public and private sectors. The current president of the United Republic of Tanzania H.E. Samia Suluhu Hassan studied at the Institute of Development Management at Mzumbe University.

Given the natural growth of the Institute over the years of successful operation and the changing national and international human resource needs, the Government transformed it into a fully fledged public University. This was made under the Act of Parliament No.21 of 2001. In December 2006, the Mzumbe University Act No 21 of 2001 was repealed by the Universities Act of Tanzania No. 7 of 2005 and replaced by the Mzumbe University charter, 2007 which now guides the operations and management of the University. The mandate of the University as stipulated in the Mzumbe University Charter, 2007 focuses on training, research, publications and public service cum consultancy.

Mzumbe University currently has 3 campuses: the main campus located in Mvomero district, Morogoro Region and campuses in Mbeya and Dar Es Salaam. The University constitutes of 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 four non-academic directorates, namely the Directorate of Quality Assurance and Directorate of ICT, Directorate of Library and Technical services and the Directorate of external linkages and community engagement.

1.3. Evaluation methodology and process

This evaluation is part of a more comprehensive evaluation exercise of 8 VLIR-UOS IUC and Network programmes. It is based on an evaluation framework that looks at the 5 OECD-DAC criteria and orients the work of the evaluation team and the focus of data-collection and analysis. The starting point of the evaluation process are the self-assessments of the programme stakeholders (at programme and project level).

1.3.1. Evaluation framework

The evaluation framework consists of evaluation questions that are further elaborated through judgement criteria and specific points of attention that specify what the evaluators will look at to come to their judgement. The framework was the basis for the interview guidelines and structures this report.

Criterion	Evaluation Question	Judgement criteria
1. Relevance	EQ1. To what are extent the objectives of the programme/project consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies?	1.2. What is the relevance (ex.ante) of the formulated outcome(s) and objectives?
		1.2. Extent to which changes in the external context or within the organisation influenced the relevance of the intervention, and how this was handled?
2. Coherence	EQ2. To which extent is the partnership programme coherent, internally and externally? What is the level of synergy and complementarity with other relevant (Belgian) actors?	2.1. Internal coherence
		2.2. External coherence
3. Efficiency	EQ3. To which extent resources/inputs (funds, expertise, time, etc.) are converted to results in an economic manner?	3.1. The cost-effectiveness (the usage of resources in relation to the achievement of objectives)
		3.2. The extent to which organisational management and structures of the programme/project are conducive for efficient implementation.
4. Effectiveness	EQ4. To what extent are the programme's objectives (expected to be) achieved, taking into account their relative importance?	4.1. The extent to which the programmes outputs and outcomes have been achieved and the likelihood that the predetermined outcomes will be achieved by the end of the implementation period.
		4.2. Inhibiting and facilitating factors and actors
		4.3. Scientific quality
5. Impact	EQ5. To what extent are (potential) positive and negative, primary and secondary long-term effects generated by the programme, directly or indirectly, intended or unintended.	5.1. Changes (intended and unintended, positive and negative) in stakeholders' lives and contexts contributed to by the programme
		5.2. Fostering 'collective impact'
6. Sustainability	EQ6. To what extent will the programme results continue after the programme is completed?	6.1. Level of institutional sustainability
		6.2. Level of financial sustainability
		6.3. Level of academic sustainability

Table 2. Evaluation framework[1]

The approach for this evaluation is participatory and appreciative with self-assessments as a starting point and in-depth preparation with stakeholders prior to the field mission. This allows stakeholders to orient the evaluation, to identify the main issues and to own the conclusions and recommendations of the evaluation.

The evaluation used and combined various entry points to assess the programme and get a holistic picture of dynamics and emerging changes, valorising the strong points and questioning strategic and operational choices that were made. The entry points were the following: (i) appreciation of self-assessments seeking clarification and further substantiation through desk-study and field mission, (ii) analysing progress in institutional capacity and contribution of the IUC using the analytical framework of the 5 core capabilities (a VLIR-UOS tool for analysing capacity of universities), (iii) selecting and analysing an impact case, (iv) collecting data to answer three learning questions.

The learning questions were defined prior to the evaluation (with participation of the coordinators of all programmes) and are the same for all IUC and Network evaluations, thus facilitating a cross-programme analysis. The learning questions are the following:

1. Learning question 1: How to support PhD trajectories, with a focus on optimising diversity/inclusivity (gender and LNOB)?
2. Learning question 2: What factors and measures, at VLIR/IUC level and/or at partner institute level, support effective coordination of programmes?

[1] For more information about the evaluation framework, the inception report of the framework assignment can be requested for consultation at the level of VLIR-UOS.

3. Learning Question 3: How to ensure uptake of research results or new educational practices by political and societal actors and end-users?

The data collection methods were the following:

- Desk study (self-assessments, documents of the programme, documents from the university)
- Key informant interviews (in group or individual, with stakeholders from the universities involved, and stakeholders from outside of MU)
- Focus group discussions with key beneficiaries
- Workshop to analyse and discuss evolution in institutional capacity – to this end detailed guidelines were developed to prepare and organise the workshop and to come to conclusions.
- Workshop to share findings

For the **learning questions,** the evaluators looked at the measures that were put in place by the IUC partners. Then, for each measure the evaluators inquired after the effect/change of that measure, they assessed the strength of the evidence for that measure and noted what elements in the measure contributed to the effect and what other factors influenced. For the **impact case**, a similar systematic approach was used (see further below).

1.2.2. Evaluation process and activities

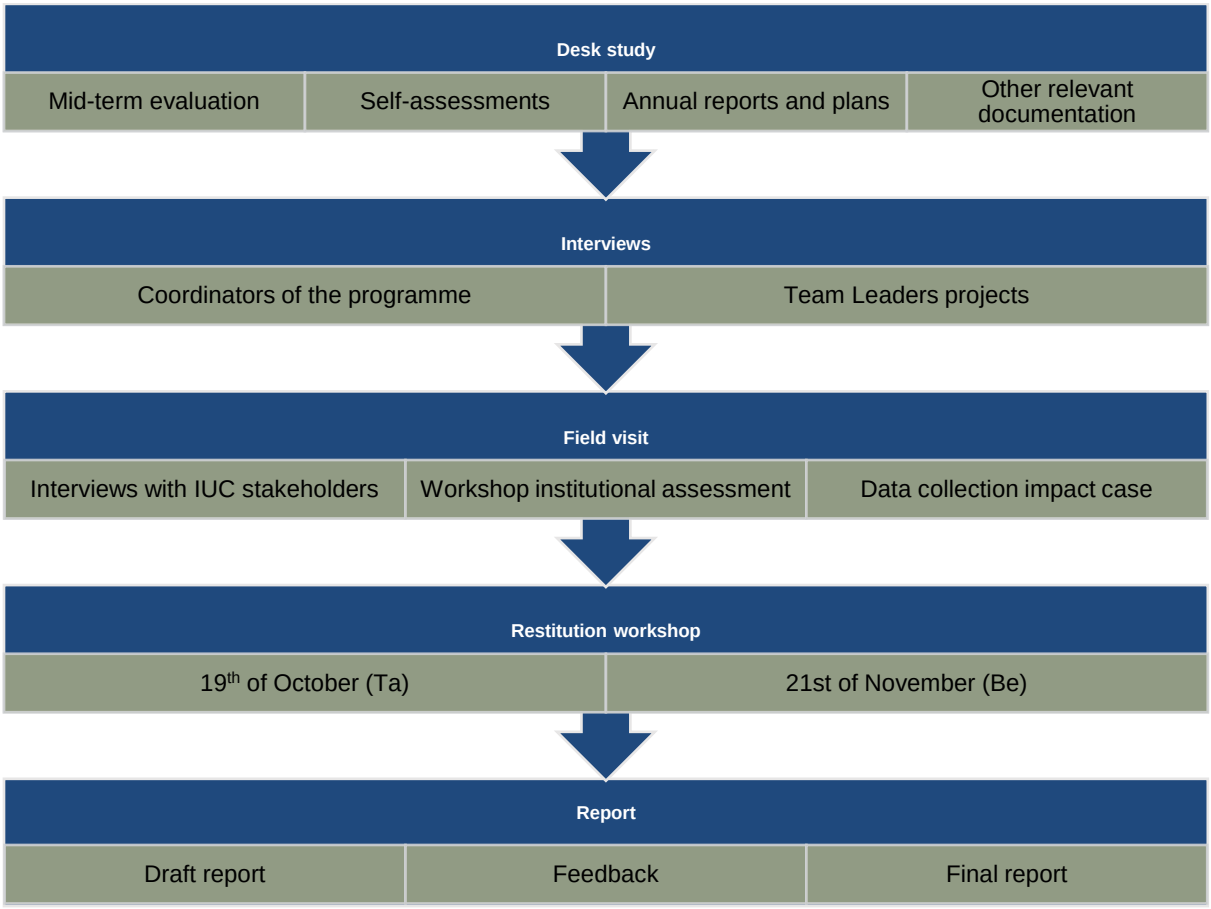


Figure 1. IUC Evaluation process

Activities

Prior to the field mission - The evaluation team organised a number of activities prior to the field mission which consisted of; a kick off meeting to present the approach, exploratory interviews with coordinators (N and S), interviews with MU stakeholders to develop the impact case (and first development of impact claim, mechanisms of change, identification of respondents and interview guidelines), study of self-assessments to identify points to validate during the field mission.

During the field mission – The field mission started with two days of interviews with IUC stakeholders, followed by a day of interviews with staff and students involved in the Fuatilia Maji project that was the subject of the impact case. After a Sunday break, the field mission continued with the capacity assessment workshop (one full day). This workshop was introduced in the presence of the university leadership. IUC stakeholders and representatives of administrative units of the university participated in the assessment.

The institutional assessment was followed by two days dedicated to interviews and field visits related to the impact case. The field mission ended with a presentation of and discussion on the findings of the evaluation team with the University leadership, IUC coordination, IUC stakeholders and representatives of administrative units.

After the field mission – A presentation of findings was organised on November 21st 2023 for the IUC coordinator and project team leaders and VLIR-UOS. The coordinator from the South participated as well.

The programme of the evaluation and overview of the people and documents consulted can be found in annex.

1.2.3. Limitations

The field visit took place just prior to the start of the academic year and at a moment where the university was fully engaged in the launch of the World Bank Higher Education for Economic Transformation (HEET) Project. A project in which several university staff and IUC stakeholders are involved and were required to attend meetings outside the university. As a consequence, we noted limited participation in the institutional assessment. For this reason, the results of the institutional assessment presented in this report may not be representative of a university-wide perspective on the institutional evolution of the university.

Additionally, despite several attempts to schedule interviews with the Deans of the faculties involved in the IUC in the course of the evaluation field mission and after the field visit, the Deans of the faculties involved did not participate in the evaluation.

Despite the constraints, the university's top leadership, the Vice Chancellor and Deputy Vice Chancellors, were actively involved in the evaluation process. The participation of the university's leadership helped ensure that the institutional perspective was adequately considered for the purposes of the evaluation and provided the evaluation team with sufficient insight and perspective.

The evaluation team also encountered some limitations regarding the impact case. The evaluation visit took place post intervention and in a short time frame. Therefore, it was challenging to mobilise community members and village duty bearers that were involved in the intervention. As a result the evaluation team was not able to conduct interviews with duty bearers and village water committees during the evaluation visit. To assess the impact on these stakeholders group the evaluation team relied on monitoring data collected within the project to complement perspectives shared by the PhD student involved in the study.

1.3. Description of impact case

Subject of the impact case - Fuatilia Maji is an action research project on Mobile Monitoring of Water Sources in rural Tanzania which is jointly led by Mzumbe University and the University of Antwerp and co-financed by VLIR-UOS in the IUC programme with Mzumbe University.

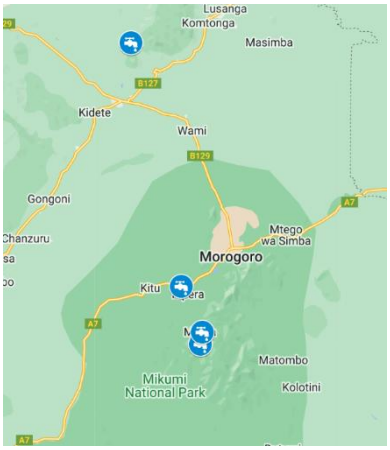
The project topic of the quality of rural water resources was selected as a result of a community needs assessment in the communities surrounding Mzumbe University conducted by the project staff in the initial phase of the action research (IOB, 2019). “For these rural communities, access to safe water is prioritized over education and infrastructural development, given its significance to livelihoods” (IOB, 2019).

The project is situated at the nexus of education, research and outreach activities on monitoring of water quality and consists of the following components.

- Training of Mzumbe students and community monitors on how to collect both household survey data with mobile phones and perform water quality tests
- Research
    - Research topics include (1) access, functionality and quality of public water sources, (2) factors that determine water treatment behaviour and (3) different types of monitoring schemes (top down, student led, community-led) of water quality and how information flows.
    - PhD Research: Analysing the potentiality of mobile community-based monitoring in improving water service delivery in Mvomero district, Tanzania By Doreen Nico Kyando
- Disseminating the results of the study with community members and duty bearers involved in water service provision.

Data collection

The dataset presented encompasses monitoring data and research gathered by the Fuatilia Maji project team, bolstered by supplementary data acquired during the evaluation visit. The evaluation team conducted a focus group discussion with students involved in the project and interviews with project staff. 4 villages were visited during the course of the evaluation: Langali, Bumu, Lugono and Matale. During these visits, the evaluators conducted interviews with 7 community based monitors and 1 village duty bearer. This was complemented by informal conversations with community members about access to and quality of water sources in their villages. The evaluation team acknowledges the substantial volume of impact-related data within the project, presenting a rich opportunity for comprehensive impact assessment from a programme evaluation standpoint.



1.4. Structure of the evaluation report

The report follows with an analysis and findings at programme level focusing on the criteria to be evaluated (structure of the evaluation framework). This is followed by a brief description of the projects, based on the self-assessments, the analysis and conclusions related to the impact case, the presentation of information collected in relation to the learning questions. The conclusions are based on the analysis at programme level combined with the institutional analysis, impact case and learning questions. Recommendations follow at the end and address the different stakeholders (IUC and VLIR-UOS).

2. Analysis and findings: programme level

2.1. Overview of programme performance

Criterion	Excellent (4)	Good (3)	Weak (2)	Poor (1)
Relevance	4			
Coherence		3		
Effectiveness		3+		
Efficiency		3		
Impact		3+		
Sustainability		3+		

2.2. Relevance

The IUC programme at Mzumbe University is relevant to its context and its ability to meet the diverse and evolving needs of the Institution. It is evident that the Programme is aligned to the Fourth Corporate Strategic Plan 2017/2018 – 2021/2022, focused on dominant academic and developmental themes of the country. The programme including community involvement, was committed to appropriate sustainable development goals and national development agenda. Its interventions on rural issues are apt and so are the initiatives towards gender integration. In this regard, the evaluation team assesses the relevance of the IUC Programme at Mzumbe as excellent.

The programme's alignment with the university's 4th corporate strategic plan covering 2017-2022, is reflected in its focus on innovative teaching and learning, research and publication, community outreach, digitization and gender, all themes covering inter alia, strategic pillars of the Plan. By addressing key aspects of this Plan, the programme contributed to the achievement of the Institution's goals and vision. Besides, several overarching themes that have dominated the academic and developmental landscape, not only of Tanzania but of the East African region during this period, were covered. These are; digitalization, research capacity enhancement, gender equity and mainstreaming, natural resource management in the context of climatic changes as well as entrepreneurship, all were core intervention aspects of the programme. This demonstrates that by the programme actively embracing these themes, it has enabled Mzumbe University to remain pertinent and responsive to contemporary challenges.

This context provides the rationale behind the selection of such projects as “Fuatilia Maji” aimed at empowering citizens to effectively participate not only in governance at the devolved village levels but also in the management of the natural resources. Similarly the case for entrepreneurial approaches to bee-keeping, and other community initiatives in all the four projects. A noteworthy aspect of this programme is its collaborative approach, which involves engaging with the local communities to identify priorities that need attention. The community-inclusive strategy ensured that the programme's activities were directly linked to the real needs and concerns of the people it served. By listening to the community's input and involving them in the decision-making process, the programme ensured that not only did the efforts and resources go where they were most needed but also secured local ownership of the projects.

Furthermore, natural resource management, digitization, entrepreneurship and gender mainstreaming are aligned to the country’s development agenda. All public agencies including public universities are required to establish a gender desk to facilitate gender mainstreaming in their respective institutions. Through e-government policy all transactions and payments to public agencies are transiting to e-platforms. Many efforts are being pursued to promote micro-small and medium enterprises for purposes of alleviating poverty through entrepreneurship and industrialization. The programme projects were plugging into and contributing towards the national agenda. It is with this backdrop that COVID-19 provided the impetus for blended learning programmes and the embrace of virtual meetings at the

University. To this end, the Programme contributed both to the ICT infrastructure and equipment. Clearly, these national priority areas are integrated within the Sustainable Development Goals (SDGs). Such alignment demonstrates the programme's contribution towards broader societal and developmental objectives, ensuring projects' impact extends beyond the university community.

Rural context. This demonstrates recognition of the unique challenges and opportunities presented by a rural context, the programme projects addressed some of the specific needs of rural communities. Access to quality water and poverty are real challenges in rural Tanzania. The assessment team acknowledges the gravity of access to clean water in villages where *"Fuatila Maji"* project targeted. Similarly the review of entrepreneurial projects in Project Four's intervention in Bee-keeping and interviews with some of the project members reveals the urgent need of such interventions to improve the socio-economic lives of the people. No doubt, the choice of projects in rural areas underscores the programme's relevance in addressing the pressing concerns of these local reality and opportunities to make a difference.

Gender related interventions is another key relevant aspect of the programme approach. Whilst the programme had an obvious focus on gender equality, with a goal to increase the participation of women and especially increase their capacity in academia, it has also addressed the behavioural aspects of gender equity. Projects one (1) and three (3) delved deeper into these behavioural issues, with the aim of fostering a more inclusive and equitable environment within the university and its surrounding communities. Gender mainstreaming activities included: awareness campaigns, assessment of gender sensitive teaching and learning materials, development of a training manual for gender sensitive training, workshops for academic staff, training in gender responsiveness in teaching and learning, development of guidelines for provision of gender sensitive innovative methodologies, outreach service to increase enrolment of girls in higher learning institutions.

Although the broader acceptance and impact of these efforts is still in its early stages, it marks a clear commitment to driving meaningful change. Nonetheless, it was not clear how the "leave-no-one behind" principle was applied, if at all, to address underrepresented groups either in the University or the communities that were targeted.

2.3. Coherence

The evaluation team has observed a significant disparity in the coherence of the IUC Programme at Mzumbe University, distinguishing between its internal and external aspects. While the programme exhibits a high level of internal coherence, the team's assessment suggests that its external coherence is relatively low. Consequently, the two aspects are discussed separately.

Internal Coherence:
The IUC programme at Mzumbe University demonstrated high degree of internal coherence across various areas. This was driven by improved synergy between projects, a sense of ownership among members, alignment with the university's vision, spill-over effects, increased involvement of university management, better communication in phase II and involvement of project team members, limitations on member mobility, and the central role of the Programme Support Unit. These factors collectively contributed to the programme's ability to operate as a more unified and effective initiative within the university. For this reason, the evaluation team finds this coherence excellent.

Improved Synergy between Projects in Phase 2: In response to recommendations stemming from the mid-term evaluation a strategic decision was taken to enhance synergy among the projects and to change leadership of the PSU. Consequently, deliberate efforts were made to foster synergy among the four projects. This practice was instrumental in ensuring that the activities of different projects complemented one another to the extent possible resulting in a more unified and cohesive overall programme, delivering as one but through four projects. Naturally, a varying degree of collaboration was observed among the projects. For instance, Projects one and two engaged in collaborative efforts with all the other projects, whereas Project 3 and 4 had no collaborative interactions. This practice was corroborated by feedback from all project leaders and members of their respective teams who were interviewed.

Involvement and Ownership of Programme Activities: There is a widely shared view that communication and engagement amongst the programme members was effective. Both formal and

informal communication channels were established and effectively used, creating a more transparent and collaborative environment. This improved communication facilitated issue resolution, and strengthened unity among programme members. Similarly, interviews and focus group discussions held with a cross section of the university staff , revealed knowledge and ownership of the 4Site Programme, most indicating their awareness only from 2019, a testimony that phase II was responsive to the mid-term evaluation's recommendations. Some of the university staff interviewed had benefited in some form of training conducted under the umbrella of 4site programme.

Alignment with the University's Vision: The programme demonstrated a close alignment with Mzumbe University's vision for institutionalizing innovative teaching and learning, enhancing research capacity, and extending its community outreach efforts. This alignment helped strengthen the university's commitment to achieving its core objectives and mission, enhancing the programme's overall relevance. This alignment and its resulting impact were duly recognized and affirmed by the Deputy Vice Chancellor (DVC) Academic. Of particular note were the accomplishments under the programme, including the production of PhD graduates, the establishment of a multimedia lab, and the creation of the Centre of Excellence in Innovative Teaching and Learning, all of which are of special significance.

The Programme's Spill-Over Effect: Each of the four projects was situated within its respective faculty department: Project 1 in the Faculty of Social Sciences, Project 2 in the Faculty of Science and Technology, Project 3 in the Institute of Development Studies, and Project 4 in the School of Business. In addition, there is evidence that the programme's influence extended far beyond these departmental boundaries. This spill-over effect highlighted the programme's capacity to transcend departmental silos and foster collaboration and knowledge-sharing across the university. For example, the programme collaborated with the Faculty of Law to deliver a digital platform-based solution addressing early marriages, conducted gender awareness training for university staff and student leaders. Additionally, certain project initiatives, such as the multimedia lab and gender-based pedagogy, generate cross-cutting ripple effects across the university.

It appears that, for Mzumbe, incorporating projects into their respective faculties/departments was the most natural way of achieving coherence, facilitating broad ownership, ensuring sustainability at the conclusion of the IUC programme, and enhancing efficiency. Part of project overheads are subsumed by the faculty. This did not weaken the centrality of the PSU; instead, it reinforced accountability, as project leaders were accountable to both the PSU coordinator and the university's DVC academic. Despite the strong testimonials from the PSU coordinator, project leaders and project team members interviewed, we encountered a challenge in securing interviews with deans. Their input could have either supported these perspectives or introduced additional nuances. As a result, it is difficult to be conclusive about the efficacy of this approach.

Involvement of University Management: Increased participation of university management in the programme's activities in phase II significantly enhanced its coherence and coordination. This improvement was facilitated by the decision to house each project within its respective faculty, rather than within the PSU. As a result, project leaders established a dual reporting structure, reporting both to their respective deans and the PSU coordinator. Deans were required to provide monthly updates on project progress to the Deputy Vice-Chancellor for Academic Affairs, while the PSU coordinator reported on the programme's financial status to the Deputy Vice-Chancellor for Planning, Finance, and Administration. This approach expanded the ownership of the projects to all members within their respective faculties, not limited to project team members alone. The active involvement of university management in the programme's affairs led to more efficient service and resource allocation to the programme, with the university leadership being regularly informed and engaged in its activities.

While this was confirmed by all participants, including the two Deputy Vice-Chancellors, it's important to note that the evaluation team did not have the opportunity to include the perspective of the deans. Despite extending the interview opportunity beyond the designated mission period, the deans were unavailable for interviews.

Limited Mobility of Team Members Strengthened Coordination: The fact that nearly all team members within the programme remained on-board throughout the entire five years of Phase II was advantageous. The evaluation team concludes that this continuity played a significant role in fostering

a more effective and well-coordinated effort. It's worth noting that programme team members, including those in the north, reported enjoying collegiality.

Programme Support Unit (PSU) was a Coordination Hub: The Programme Support Unit acted as the central hub for all projects, playing a focal role in enhancing coordination. Its function as a fulcrum ensured that the various programme components were well connected, leading to a more integrated and effective overall operation. Several respondents wished the university could institutionalize lessons learnt from the 4Site PSU how to coordinate other projects.

External Coherence

The external coherence of the IUC programme with external partners beyond Mzumbe University exhibited both positive attempts at collaboration and challenges in realizing fully integrated coherence. While efforts were made to engage with other partners at individual level, like the common library network, provision of legal education, these initiatives were not always structured, and budgetary constraints posed limitations on formalizing partnerships. The programme's success in fostering external coherence depended on addressing these challenges and further developing structured, sustainable, and impactful collaborations with external partners. For these reason, the evaluation team rates the external coherence as good.

Limited Structural Partnership: The programme put in commendable efforts to engage with external partners, but it faced challenges when it came to establishing structured and formalized partnerships. The absence of clearly defined collaborative frameworks may have hindered the full potential of synergies. Even when Memorandums of Understanding (MoUs) were signed with organizations like TRIAS and Don Bosco, they were limited in scope, focusing on specific activities within a project for a limited duration.

One notable initiative of Project 2 involved the creation of a common ABC library network, with the aim of facilitating resource sharing among 12 higher learning institutions in the Morogoro and Mbeya regions, which covers the southern highlands of the country. While this initiative was intentional in fostering collaboration, it did not come to fruition as intended. Similar efforts were made by members of projects 2 and 4 to collaborate with a local NGO, Legal Vision Organization (LEVO), to offer legal education through a digital platform. This initiative addressed critical social issues by providing legal education through social media platforms and publishing paralegal videos to educate the public about the negative consequences of early marriages. These videos gained significant local circulation, reaching various public spaces such as hospitals and bus parks, thereby demonstrating the programme's ability to raise awareness on important issues. However, doubts persist regarding the overall structural coherence of these efforts beyond individual initiatives.

Collaboration with Other IUC Universities: There are clear examples of collaboration and potential realization of synergies with other IUC universities, such as Ardhi University and Nelson Mandela University. These collaborations were predominantly initiated by individuals who demonstrated a willingness to work together towards common objectives. In the case of Nelson Mandela University, it was apparently, a one-off initiative. With Ardhi university there is potential to have a more structured form of collaboration since some members of the Mzumbe University IUC are also actively involved in the IUC of Ardhi University. Now that the IUC of Mzumbe University has been concluded, future collaboration will be dependent on the willingness of Ardhi University to make resources available for structural collaboration with Mzumbe University.

Budgetary Constraints: One of the notable challenges in achieving structured partnerships for synergies was the lack of allocated budgetary resources. Adequate financial support is often crucial for developing and sustaining partnerships, enabling them to thrive and achieve meaningful impact.

2.4. Effectiveness

The IUC programme at Mzumbe University demonstrates its effectiveness through significant contributions in addressing capacity gaps within the institution, especially in the domains of research, teaching, learning, gender responsiveness, and community outreach. Notable progress has also been made in enhancing ICT infrastructure and providing student mentorship. These achievements not only benefit the university but also enhance its reputation and capacity to address local needs through research and knowledge dissemination. Most of these gains are currently in the process of becoming

institutionalized. Therefore, the evaluation team concludes that the 4Site Programme has proven to be effective at a rating of three plus (3+).

The following are the key aspects of effectiveness:

Capacity Building in Research and Teaching: The IUC programme has played an important role in enhancing the university's research and teaching capabilities, marking a notable transformation. This transformation is evident in the strengthening of human resources within the academic sphere, including the achievement of an additional five PhDs (7 in phase 1). It also reflected in the acquired knowledge and skills related to innovative teaching and learning, the formulation of guidelines for academic staff self-evaluation through the Centre for Excellence in Innovative Teaching and Learning, and the establishment of a multimedia lab.

The Centre for Excellence in Innovative Teaching and Learning is expected to address specific teaching challenges faced by many universities in the south such as effectively managing large classes and integrating gender and diversity considerations into teaching practices. Furthermore, the addition of two PhDs specializing in blended learning not only enriches the University's human resources but also extends their benefits to other higher education institutions in the country. The University now offers three accredited programmes in blended learning, demonstrating capacity to incorporate research findings into course development and the creation of new courses.

Consequently, the University has made significant strides in becoming a strong contender for research funding both at the national and international levels. There has been a remarkable increase in publications and proposal writing, nurturing research culture. It has to be acknowledged that though progress has been made towards improving research culture, still very few number of academic staff produce quality research. Heavy workload combining teaching and research and projects continues to impede growth in numbers. Clearly, the improvements elevated the University to operate at a significantly higher capacity level than it was five years ago, ultimately enhancing its reputation compared to its status prior to the intervention of the IUC programme. Whilst the evidence point to this reality, the evaluation team acknowledges its inability to verify the current profile status of Mzumbe University compared with the others by Tanzania Commission for Universities (TCU).

Gender Responsiveness: The programme has also made strides in promoting gender awareness both at the university and amongst some immediate community service providers. While it is too early to attest the behavioural changes amongst the community beneficiaries, the university has better mechanisms of gender integration. Gender based pedagogy is being promoted and there are other initiatives that address gender-related issues, fostering an inclusive and equitable learning environment within the university. Reportedly, there are signs of behaviour changes in lecture sessions and in student community, evident from interviews from a cross-section of university staff and students.

Expertise in Blended Learning: The programme has actively contributed to the establishment of a comprehensive blended learning ecosystem at the University. This ecosystem includes a media lab, which equips the university with the capability to create digital micro-learning content across all academic programmes, a pipeline of courses in blended learning, and the ongoing expansion of human resources to enable other academic staff to embrace this innovative teaching and learning approach. As a result, there has been a significant enhancement in the university's teaching methodologies, coupled with external recognition.

Mzumbe University, as a pioneer in the development of blended learning programmes within the country, has played an important role in aiding the Tanzania Commission for Universities in formulating accreditation guidelines for blended learning programmes in the country's universities. This achievement has been corroborated by all the requisite respondents, with the exception of the Tanzania Commission for Universities (TCU), which the evaluation team was unable to reach.

Improved ICT Infrastructure and Capacity to Develop ICT Programmes: The programme has made notable investments in the enhancement of the university's information and communication technology (ICT) infrastructure. These investments include improvements in internet connectivity, computer laboratory, and multimedia facilities, which have significantly narrowed the technological gap and

enriched the learning environment. The present ICT capacity, both in infrastructure and in human resources implies that the university now has the capability to design and implement ICT-related programmes that are aligned with the evolving demands of the job market, industry and the digitization agenda of the government.

One notable addition from the 4Site Programme is the acquisition of a 3D camera, which has greatly empowered the university to conduct group virtual meetings. This has enabled the university community to embrace digital platforms and has started to reduce the operational linkage costs across the university's three campuses in Dar es Salaam, Mbeya, and the main campus. It is important to acknowledge that although the ICT gap has been reduced, it still persists to some extent. The current World Bank-funded Higher Education and Economic Transformation (HEET) programme is expected to continue from where the 4Site Programme stops.

Student Mentorship: The programme has created valuable opportunities for guiding and developing students, providing them with hands-on experience alongside their academic studies. This practical exposure has significantly enhanced their readiness for the job market and expanded their networking capabilities. These benefits were particularly evident in projects 2, 3, and 4, as well as the PSU (Programme Support Unit) office. The experiences gained in projects like *Fuatilia Maji,* the development of multimedia micro-content for the UZISETI platform, the attendant social media platforms, and the management of the multimedia lab have empowered students in various ways. The evaluation team conducted interviews with four former students who had been mentored in this manner. Among them, two have already secured employment in the HEET programme, while other two have found employment in different organizations. The remaining students are contentedly continuing to refine their skills through voluntary contributions in the multimedia lab.

Enhanced Research Capacity and Culture: Overall, the 4Site programme has made a significant and positive contribution to the University's research and publication capabilities over the past five years. Notably, the successful implementation of a small research fund model in Project 3 has yielded significant outcomes. This approach has not only increased the participation of researchers but has also created interest in research among academic staff, nurturing a research culture that is likely to thrive. Besides, it has instilled confidence in academic staff who participated, including women academicians, to embark on research endeavours, publish their findings, and actively engage in the preparation of research proposals.

Knowledge Dissemination: The programme has contributed to increased dissemination of research results. Several policy briefs were developed, courses were upgraded, and new programmes were developed based on research outcomes. The action research especially in *Fuatilia Maji* and promotion of entrepreneurial culture amongst the bee-keepers of *Kwelikiji* villages were highly responsive to local needs, generating fresh knowledge about how to effectively communicate scientific information and results to citizens. Though the evaluation team could not verify directly the entrepreneurial experience of the bee-keepers, the project 4 team members interviewed did provide some additional insights of the project experience.

Facilitating and Inhibiting Factors to Programme Effectiveness

Overall, the effectiveness of the IUC Programme at Mzumbe University was influenced by a combination of facilitating and inhibiting factors. The success of the programme was driven by factors such as the research-education nexus, wide ownership of activities, transparency, and functional support structures. However, challenges related to decision-making, project implementation, assumptions, and programme flexibility presented obstacles to its overall effectiveness. Understanding these factors is critical for improving and optimizing future programme initiatives. These factors are summarized as follows:

Facilitating Factors:

- **Research-Education Nexus**: A crucial factor facilitating the programme's effectiveness was the strong connection between research and education. This alignment ensured that research findings directly contributed to educational quality and innovation.

  The results of Project 1 gave rise to the development of a blended course, which has received accreditation for implementation at Mzumbe. Additionally, the project led to the creation of gender-based pedagogy not only for Mzumbe but also for other institutions of higher learning. Furthermore, the project leader spearheaded the development of three training modules:

Change Management and Integration of Innovative Teaching and Learning Technologies; Teaching Effectiveness in Blended Learning in Higher Learning Institutions; and Gender Responsiveness in Higher Learning Institutions. These modules are intended to be offered as short courses.

In Project 3, the research outcomes prompted the revision and enrichment of several courses, including Development Perspectives for all first-year students. Other courses that were enriched include Public Sector Economics, Gender and Environmental Management, and Gender and Poverty Reduction. Additionally, new courses were conceived, such as Bachelor of Environmental Management, Bachelor of Environmental Economics, and Master in Development Evaluation.

Project 4's research resulted in a review of the business curriculum, with the inclusion of soft skills in business courses, especially in entrepreneurship. The project also facilitated awareness and training on environmental and climate change, as well as the biodiversity of Sikonge, Urambo, and Mkingu forests.

- **Ownership of Programme Activities**: Both programme members and Mzumbe University management exhibited a sense of ownership and commitment to programme activities. This dedication was instrumental in driving the programme's success and sustaining its impact.
- **Transparency and Participation**: Transparent decision-making processes and active participation from all programme team members contributed to the programme's effectiveness. These factors promoted accountability and cooperation, fostering a conducive environment for progress.
- **Functional Programme Support Unit**: The Programme Support Unit served as the central hub, effectively coordinating and supporting various projects. This unit acted as the fulcrum, ensuring that activities were connected and streamlined for optimal efficiency.
- **Stability of Staff and Coordination Team**: The relative stability of staff involved and the coordination team during Phase II of the programme played a vital role in maintaining momentum and continuity. Consistent leadership and expertise fostered a conducive environment for progress.
- **Collegial Relationship**: The collaborative and collegial relationship between the North and South teams enhanced the programme's effectiveness. This partnership allowed for the exchange of knowledge, experiences, and best practices, contributing to a more robust and comprehensive programme. *"life and minds were shared"*

Inhibiting Factors:

- **Indecisive Decision-Making**: While Transparent decision-making processes, ownership and active participation contributed to the programme's effectiveness, the programme encountered some challenges due to indecisive decision-making at university level. For instance, efforts to link the ABCD library system to the network of higher learning institutions in Morogoro and Mbeya regions faced setbacks due to delayed or indecisive actions. The initiative related to the inoperative honey collection house faced similar challenges. The lack of decisive action hindered the practical implementation of this project, thereby limiting the envisioned socio-economic transforming to the community of bee-keepers through honey value chain.
- **Assumptions in the Theory of Change**: The omission of alternative pathways to the assumptions in the theory of change within some projects presented a hurdle. An inability to adapt to changing circumstances or explore alternative approaches may have limited the effectiveness of these initiatives.
- **Structure of VLIR-UOS's Budget**: The rigidity in VLIR-UOS's budgeting process that requires budgets tied to activities that are determined at the beginning of the IUC life cycle of five years may have limited flexibility to foster innovation. A more adaptable and innovative approach could have potentially led to greater programme effectiveness. Admittedly, VLIR-OUS allows some flexibility but this does not allow significant adjustments in activities that may be caused by fundamental contextual changes. It was also apparent that changes in per diem to correspond to the university policy were not possible.

2.5. Scientific quality

The IUC Programme at Mzumbe University demonstrated a high standard of scientific quality, marked by rigorous methodologies, knowledge contribution, adherence to well-defined models and frameworks, and a strong ethical foundation. These endeavours enhanced the programme's capacity to address contemporary academic challenges and promote the academic and research capabilities of both Mzumbe University and the broader higher education community. Consequently, the evaluation team considers that the programme's scientific quality is excellent.

PhD Graduates and Research-Oriented Programmes: Phase II of the IUC programme has proven to be very successful, resulting in the graduation of five PhD candidates. The research-oriented PhD initiatives emerged as the most suitable and relevant approach to address the university's research and publication gaps. The PhD journeys played an important role in fostering a growth in high-impact journal publications, thereby making a direct contribution to the enhancement of knowledge, skills, and attitudes related to the academic research process. What sets this programme apart is its innovative utilization of action research, a novel approach that actively engaged students in the process of addressing pressing social issues within various communities. By doing so, it not only furthered their education but also brought about practical solutions to real-world problems. One of the most remarkable outcomes of Phase 2 is that all of the PhD graduates chose to stay on at the University. This not only speaks to the quality of the sandwich programme but also strengthens the institution's academic capability and potential to establish a much needed research culture. That the research had to be undertaken in the local realities of the country and contributed to the local university was of critical importance in enhancing retention of the graduates. This achievement has elevated the profile of the university, a significant step towards the goal of improving the university's ranking.

Enhanced Blended Learning Capacity: The programme substantially enhanced the capacity for blended learning, allowing for a modern and effective educational approach responsive to the national digitation agenda. In this regard, the programme enabled Mzumbe University to become the pioneer amongst the countries universities in seeking accreditation for blended teaching and learning courses. This development aligns with contemporary pedagogical methods, providing students with an innovative and effective learning experience.

Frameworks for Action Research: From the interviews held with respective researchers who utilized this approach, it emerged that the starting point of action research must be the researcher's interest in fieldwork and be well versed with community mobilization strategies as the basis for exploring and expanding knowledge frontiers. In this case, projects involved in action research did not only premise their interventions on well-established frameworks but also expanded knowledge frontiers. The examples are the action research frameworks in *Fuatia Maji* (Project 3) and bee-keeping entrepreneurship transforming initiatives (Project 4).

Fuatilia Maji is premised on a social accountability model that empowers citizens do hold duty bearers accountable in the provision of social services in a variety of ways included by monitoring performance, collecting data and participating in decision making. How the community uses its power in holding duty bearers responsible is either confrontational or non-confrontational involving negotiations. The most effective approach depending on context. Interaction with the communities and involving them in the choice of the project focus identified early in the process, the non-confrontational approach to be the most appropriate for Tanzania. This informed the approach of community engagement with the duty bearers in a way that serves better the community interests.

In the case of bee-keeping, preliminary steps involve screening and evaluating interested social groupings to weed-out populist groups set up for temporary monetary gain. This step was necessary in order to identify genuine interest groups that would be resilient in a project that is of both academic purpose as well as provision of social solution for socio-economic transformation. This approach is underpinned by the pull entrepreneurial model as opposed to the push model. The pull model seeks to identify those who desire to create new ventures from their initiatives or products. These have the capacity for transformation. The push model draws from external factors such as monetary hand-outs which tends to force individuals into entrepreneurship, but has a higher degree of failure.

Publication Growth in High Impact Journals: The programme contributed to a notable growth in academic publications, including growth in high-impact journals. In the first 3 years of the IUC

programme, 54 articles across the different projects were published in international peer reviewed journals, an additional 20 articles were published in national peer reviewed journals. This publication increase reflects the programme's commitment to rigorous and impactful research. Most of these are joint collaboration with the Flemish partners. The references to these journals are available.

Ethical considerations and communication of scientific information to rural community members in action research: Action research required involvement of citizens and other stakeholders at community level. The primary challenge to address was how to convey scientific information in a manner that was both authentic and easily comprehensible, encouraging the community members to take actionable steps based on this information. This presented a new frontier, which inspired the academic project team to experiment with a variety of innovative methods. These methods included the utilization of posters during village meetings, the employment of proxy words understood by the community members complemented by gestures and drawings. Additionally, when conducting quasi-experiments in “Fuatilia Maji" project for example, careful consideration had to be given to selecting community water monitors who possessed the trust of the community and the capacity to follow instructions and adhere to research protocols. The results obtained from these community-based action research projects not only contributed to the advancement of knowledge but also offered valuable learning experiences for junior academic staff and students who participated in the projects. This endeavour has enriched the collective competence of Mzumbe University in action research.

Student Involvement and Employability: Engaging students in action research not only enhanced their knowledge, skills, and attitudes, as confirmed by the comments of those who were interviewed. One student expressed, *"I had just learned about research methods in class, but I had no practical experience. My participation in the Fuatilia Maji project improved my understanding."* Furthermore, this involvement also increased their potential for employability and expanded their networks. The students acknowledge that they had never previously ventured into the target villages, but they remain optimistic about the contacts and networks they have established. The programme's impact is evident, with some former students already securing employment opportunities as junior academic staff at higher education institutions. While these outcomes have not been directly verified, the evaluation team can trust the testimony of other students, the PSU coordinator, and the team leader of Project 3. A recent tracer study is said to be been conducted by the evaluation team could not access a copy.

Foundations for Research Culture: The programme was generative for it laid the foundations for a research culture within the university. It successfully integrated research into courses, particularly for projects 1, 3, and 4, while also fostering cross-cutting development perspectives, such as gender and environmental management, poverty reduction, and new courses and programmes.

Enhanced ICT Academic Programmes: The programme has created capacity both in equipment and human resources that is capable of developing and offering more ICT-based academic programmes and courses at Mzumbe aligning with the evolving demands of the academic landscape.

Gender-Based Pedagogy: The programme's efforts on gender-based pedagogy has permeated the teaching and learning not only at Mzumbe University but also at higher learning institutions beyond its boundaries. This approach expands knowledge and educational practices.

Innovative Teaching and Learning: The programme's focus on innovative teaching and learning addressed contemporary challenges faced by universities in the South. It has the potential to create alternative pathways for academic staff career growth and development. This is creative thinking in its own right from a practice where academic career progression is skewed towards research, yet the reality is preventing many academic staff to undertake research.

Professional Development Modules: The programme introduced three training modules and short courses for professional development, generating revenue for the university. These modules cover: change management, integration of innovative teaching and learning technologies, teaching effectiveness in blended learning, and gender responsiveness in higher learning institutions.

2.6. Efficiency

The efficiency of the IUC programme at Mzumbe University was clearly demonstrated in various aspects, including the organization of projects within their respective faculties, efficient coordination,

transparent decision-making, and accountability. Besides, the active participation of students aided the programme's efficiency. When evaluating the results achieved in the 4Site Programme in relation to the budget allocated, **the evaluation team considers the level of efficiency as notably good (3). The programme's overall efficiency rating is influenced by the evaluation team's perspective that the programme management team placed greater emphasis on monitoring activity progress rather than on assessing indicator results.** The primary forums for discussing progress and implementation were the planning meetings held at both the joint steering and local steering levels. This had the potential to lead to an excessive concentration on the operational aspects rather than the desired outcomes, potentially impeding the ability to learn and improve.

Several key factors highlight the programme's efficiency:

Cost-effectiveness: The 4Site Programme had two main objectives, one within the academic sphere and the other in the societal domain. The available evidence indicates significant achievements in both areas. In the academic realm, the university has notably expanded its research and publishing capabilities, as well as its capacity for innovative teaching and blended learning. Additionally, a fully operational multimedia lab was established, and five PhDs were successfully produced and retained. In the societal domain, the programme effectively engaged local actors in numerous villages across the Morogoro Region, spanning tens to hundreds of kilometers apart. This engagement aimed to implement technologically innovative and gender-sensitive solutions designed to improve natural resource governance - water and forest management, social service delivery such as paralegal education on digital platforms, basic computer training for local schools, gender sensitization for community service providers, and entrepreneurial skills training for local beekeepers. Evaluating all these achievements in the context of the budget allocated inevitably leads to the conclusion of efficient resource utilization.

Project Administration: The decision to house each project within its respective faculty, rather than centralizing them within the PSU, boosted programme efficiency. This move effectively enabled the projects to tap into overhead cost funding, which covered essential expenses, including staff labour costs borne by the university. The programme accessed more services beyond what it could expend on such as extra vehicle utilization.

Efficient Coordination: It has been corroborated by all respondents that the PSU was efficient in coordinating project activities as well as maintaining efficient communication and flow of information. This was achieved through the regular practice of weekly reporting on project activities and monthly updates to the university's management. The evaluation team confirmed that the programme integrated its activities with the university's existing systems. This approach significantly expedited decision-making processes that necessitated action from university management, including tasks like procurement and approval for specific services. The inclusion of university management in the communication loop played an important role in streamlining efficiency.

Transparent and Participatory Decision-Making: It was corroborated by all respondents that the 4Site Programme exhibited effective coordination, transparency, and inclusivity in decision-making. Consequently, there were no differences that were not resolved. This approach appeared to have encouraged active engagement and motivation among project team members. Nonetheless, other than personal testimonies, it was difficult to establish how this practice improved the decision quality and the efficient implementation of activities.

Research and Outreach Fund: The implementation of a research Fund in Project 3, which provided modest research grants with a quicker application process, was found to be both innovative and highly efficient in the use of resources. Applicants for this fund encountered less stringent criteria compared to traditional research grants, resulting in numerous academic staff members benefiting from it. The evaluation team conducted interviews with two of these beneficiaries, and their feedback indicated that this practice significantly improved responses to research calls, increased student participation, and enhanced the overall confidence to apply for greater research funds. The success of the practice as influenced the university to adapt it to the process of its directorate of research and publication.

Involvement of Students in Programme Coordination: The programme efficiently optimized its resources by integrating students into its coordination and implementation. This cooperation enabled a relatively small staff to accomplish a substantial volume of work. Students had the opportunity to gain practical experience and, when possible, receive stipends. While this approach was undeniably efficient,

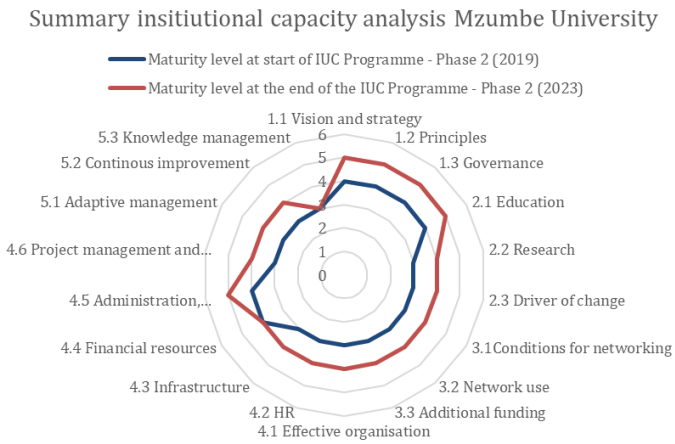
it prompts questions about the economic cost of running such a programme. Who bore the cost of this efficiency? Was it the voluntary students who occasionally earned stipends or the staff who dedicated extensive unpaid hours? Was the practice symbiotic or did it camouflage the true economic cost of the 4Site programme?

Financial Accountability: It appears that the Programme got value for money in its procurement besides compliance with the financial system and accounting of the university whose financial system and reporting has been certified by the public auditor of the country. Besides VLIR-UOS's requirement, the financial records were audited by the university's internal auditor while financial reporting was monthly presented to the DVC Planning, Finance and Administration. Thus, the 4Site programme maintained financial accountability, demonstrating an absence of wastage or misuse of resources. This financial prudence is a testament to the programme's efficiency.

Flexibility in Resource Allocation: Both the program coordinators, north and south, acknowledged the programme's flexibility in resource allocation. This flexibility allowed for the transfer of funds between projects and accommodated requests for changes as facilitated by VLIR-UOS, ultimately facilitating efficient implementation. While the programme displayed overall adaptability, one area of rigidity concerned the per diem rates, which were notably lower than those of the university. This concern was emphasized by all the project team leaders. Additionally, the evaluation team noted a lack of sufficient flexibility in budgeting according to VLIR-UOS's criteria. The budgets and activities remained unchanged throughout the entire five-year programme duration, making it challenging to support innovation, which naturally requires experimentation and adjustments. There is a clear need for greater flexibility in budget allocation to encourage innovation and further enhance the overall efficiency of the programme.

2.7. Impact

Phase II of the IUC Programme at Mzumbe University was designed to achieve impact at three levels, institutional, academic and societal. At the institutional level, the university has seen improvements in its institutional capacity across all five capability areas, which include the ability to achieve coherence, deliver results, relate to external stakeholders, commit, and adapt and self-renew. While the degree of growth differs among these capabilities, overall, the university is now operating at a higher level of maturity compared to five years ago. This is evident from the visual diagramme and also acknowledged by even the top leadership of the university.



At the academic level, the Programme has had a fundamental impact with notable outcomes that extended far beyond the university itself. It enhanced the university's image, expanded its capacity for research and teaching. In essence, the programme expanded its capacity to achieve results and it currently operates at a higher level of institutional capability realm than it was five years ago. Consequently, at the institutional level, impact is excellent. On the societal level, the university has brought about some positive changes in communities, although it is apparent that not all efforts have consistently led to the ultimate chain of impacts in every case. Considering these factors, the evaluation team assesses the level of overall impact as good plus (3+).

Human Capital Development for the university: The programme has significantly enhanced the capability to achieve results, act and commit through enhancement of academic staff capacity at the university in several ways. Firstly, it directly contributed to research-based knowledge by adding five PhD holders, leading to a cascade of effects. This includes the cultivation of a growing research culture characterized by self-driven initiatives and a proactive ethos. This, in turn, is fostering an innovative academic environment that is witnessing substantial growth in research publications, the development of blended courses, curriculum review, and the creation of new courses, ultimately resulting in improved teaching and learning experiences. The adoption of innovative teaching techniques and technologies has further enriched the educational process, making it more effective and engaging.

Secondly, the programme offered formal but short courses, seminars, and workshops to academic staff throughout the five-year programme period. The topics covered a wide range, including but not limited to gender-based pedagogy, teaching, learning, and research, PhD training focused on transitioning from multi-disciplinary research to an interdisciplinary mind-set, behaviour-centred environmental approaches, data collection within the context of community-based monitoring systems, and social accountability during crises. Detailed references for these topics are available.

Thirdly, project management experience and informal training were provided to the project team members. Consequently, members actively engaged in the IUC programme have assumed leadership roles, not only within the programme itself but also in other projects, universities (e.g., Arthi University), and institutions. These members have risen to leadership positions in the current world bank sponsored HEET programme on merit, significantly expanding the knowledge and experience gained across various units of the university and sectors in the country. Besides, the programme has had a profound influence on student mentorship.

University Visibility and Image: The 4Site programme has significant improved the image and visibility of Mzumbe University, another dimension of the capability to deliver results. The external respondents all attested to this. The university was primarily recognized for its founding programmes in business and accountancy, with limited relevance to the neighboring communities. However, through the implementation of action research projects, gender sensitization initiatives for some community service providers, and the provision of computer training to local schools, the university's image has undergone a transformation. It is now beginning to be perceived as an institution that offers practical solutions to societal challenges. On a national scale, the university's image is evolving as it demonstrates an enhanced capacity to collaborate with other national institutions and engage in partnerships with universities across the country. A notable example is its pioneering accreditation to offer blended teaching and learning programmes, which has earned recognition from the Tanzania Commission for Universities, highlighting the university's potential and competence in this domain.

Attracting Research Funding – capability to relate to external stakeholders: The university's ability to compete for research funding, both on a national and international level, has been substantially strengthened. This is reflected in the number funding of short-period funds it has won recently and the increased number of research proposals, signaling the emerging potential.

Community Outreach: The programme's efforts in community outreach were highly effective. It engaged with communities in meaningful ways, addressing local needs and creating positive changes within the community. In 2021, 3400 persons were reached by outreach activities in the different projects. The impact of action research has transcended academic boundaries, with tangible benefits reaching society. This includes providing entrepreneurial knowledge to honey collectors and furniture artisans, addressing local governance issues related to water, and disseminating legal messages on digital platform used in public spaces

Spillover Effects: The programme has generated positive spillover effects from some of its outcomes. Number of university units have benefited from enhanced capacities through training of their staff or utilization of ICT infrastructure and equipment. All faculties can access the multi-media lab to develop their micro-content and to develop their bladed courses. The management of the 4Site PSU has become a reference point on how well projects at the university ought to be managed and coordinated.

Behavioural Change in Gender Sensibility: The efforts in fostering greater gender awareness and understanding of gender-related issues as well as gender based pedagogy training are yielding positive results. Observable indications and testimonials point to a noticeable improvement in behavioural

change in both lecture rooms and the social interactions within the university community. This is likely to result in enhanced consciousness, culminating in a more inclusive and equitable learning environment.

2.8. Sustainability

The level of sustainability of the outcomes from the IUC Programme at Mzumbe University, reflect mixed outcomes. Overall, the prospects for sustainability are strong in both the institutional and academic domains, but considerably weaker on the financial front. The university primarily depends on government funding in addition to student tuition fees. These resources are already constrained, even before factoring in other additional recurrent expenses. Consequently, the evaluation team assesses the sustainability as good plus (3+).

2.8.1. Institutional sustainability

The university has established strategic and operational frameworks to ensure the continuity of the programme outcomes. As the projects were located within their respective faculties, the resulting culture, practices, and pending activities have already been integrated into those faculties. The ICT infrastructure and equipment, which were acquired, will remain under the Faculty of Science and Technology, with maintenance funded by the university. Other outcomes will be incorporated into the newly established units. The Faculty of Social Sciences is now home to the Centre for Excellence in Innovative Teaching and Learning, which is responsible for providing pedagogical training to all new academic staff at the university. The Multi-media lab which also offers cross-functional services will operate as a unit within the Centre of excellence. It is earmarked for scale up in the HEET programme. The programme's interventions in gender sensibility will be integrated in the university's Gender Desk, a unit that has been recently (in March 2023) established in compliance with the government policy. The PSU office is under consideration for retention to support other projects, especially those with immediate short grants.

However, there is a risk that housing the Centre for Excellence in Innovative Teaching and Learning and the Multimedia Lab within a specific faculty, instead of being a standalone entity, might diminish their strategic functions in serving the entire university. It is crucial to keep this strategic role in mind when putting these initiatives into operation.

Strong Institutional Links: There are acknowledged strong institutional connections between Mzumbe University and Flemish universities sufficient to create a fertile ground for spin-off projects. Collaborative initiatives like ICP-connect and ITP, co-funded by VLIR-UOS, have commenced. These projects not only enhance the sustainability of the IUC Programme but also drive continued innovation and knowledge exchange.

There is a noticeable difference in the sustainability of institutional-level changes and the sustainability of outreach activities. While the structural components are evidently sustainable, there is uncertainty regarding whether a critical mass has been achieved to ensure the sustainability of the positive changes resulting from the outreach projects, including socio-economic and behavioural transformations. For instance, the honey value chain among beekeepers cannot proceed in the absence of a honey collection house, gender awareness training for local transport providers (boda-boda), and the provision of basic skills to nearby schools in the university's vicinity lacking access to computers or other ICT devices for practice.

2.8.2. Financial sustainability

Financial sustainability is the weak link. Mzumbe University still grapples with significant limitations in terms of financial resources. But in the short run, the outcomes from the IUC programme will be s**eamlessly transitioned to the World Bank funded HEET project in which the process has begun.** The conclusion of the IUC Project coincides with the commencement of the HEET project, which brings substantial funding for five years. This transition ensures the continued financial support for many of the outcomes of the IUC Programme and even allows for potential expansion. This financial sustainability is well-founded in the short-term.

Enhanced Fundraising Capabilities: The programme has significantly strengthened the university's capacity for fundraising, currently, the University is in the process of establishing a unit responsible for resource mobilization, the urgency having been driven by the recent government's policy for all public

universities to generate additional funding. This comes at the opportune moment when the university is equipped with the skills for competitive bidding, proposal writing, and effective grants application. These capabilities provide Mzumbe University with the potential to secure financial sustainability through external funding sources. Nonetheless, this is currently a latent potential. Efforts will be needed to fully realize this potential and address the long term university's financial constraints.

2.8.3. Academic sustainability

The academic sustainability of the IUC Programme at Mzumbe University is well-established, with several key factors reinforcing its long-term viability:

Strengthened Human Resources Capacity: The programme has significantly enhanced the academic human resources capacity, particularly in the realms of research and innovative teaching and learning. All the five PhD graduates from the 2nd phase IUC Programme have been retained. This commitment to retaining talent will assure the university's academic sustainability, as these individuals bring valuable expertise and knowledge to the institution.

Innovations in Teaching and Learning: The programme has catalysed innovations in teaching and learning. These advancements contribute to the university's academic sustainability by ensuring that teaching methods remain contemporary and engaging. The introduction of self-evaluation guidelines for academic staff, the establishment of a Centre for Excellence in Innovative Teaching and Learning, and the creation of a multimedia lab collectively enhance the university's capacity for academic sustainability. The location of this centre in the Faculty of Social Sciences was said to be the natural place, the Department of Education located in the same faculty is responsible for offering pedagogical training to new academic staff.

Emphasis on Gender-Based Pedagogy: The introduction of gender-based pedagogy aligns with evolving educational standards and ensures a more inclusive and equitable learning environment. This pedagogical approach is instrumental in sustaining academic excellence. It is also supported by the government policy environment.

Fostering a Research Culture: The programme has successfully nurtured a growing research culture within the university. This culture of inquiry and knowledge creation is essential for the university's ongoing academic vitality. The university's directorate of research and publication has adopted the strategies and practices employed by Project 3, which practice catalysed interest in research. This approach has the potential to increase the number of academic staff undertaking research.

Strong Curriculum Review Processes: Mzumbe University has established robust systems and processes for curriculum review, overseen by the Tanzania Commission for Universities. These processes, enforced by regulatory authorities, safeguard academic sustainability by ensuring that the university's programmes are aligned with the latest educational standards and addresses contemporary issues.

3. Brief assessment per project[2]

Table 2. Scores by project based on self-assessments[3]

	P1	P2	P3	P4
Sustainability (Q3)				
Finance/economic sustainability	3	3	3	3
Level of ownership	4	3	4	3
Results will continue	4	3	4	2
Partnership (Q3)				
Quality of comm within the project/programme	3	4	3	3
Project management (Q5)				
Value for money	4	3	3	3
Working relations with PSU	4	4	4	3
Active involvement	4	3	4	3
Mutual trust and joint decision making	4	3	4	4

Source: Self-assessments by projects

3.1. Project 1. Strengthening Institutional Capacity in Teaching, Research and Community Outreach Services

Project 1 was conceived to strengthen the core functions of Mzumbe University namely teaching, research and community outreach. It aspired to achieve this through innovative pedagogical approaches and facilitating active engagement in socially innovative research that would deliver solutions to society. It purposed to achieve these through collaboration with other projects; 2, 3 and 4. In this, the project aspired to provide the university staff, students, the local community, and non-governmental actors (NGAs) with access to research findings and training on innovative solutions. Ultimately, these efforts would eventually result in improved learning and research culture in ways that would make the university more visible at the local and international levels.

The self-assessment is clear and thoughtfully presented. The majority of sections are systematically organized and cohesive, often accompanied by necessary data and examples. However, few aspects required verification to substantiate statements presented as facts but lacking supporting evidence.

Out of this project two PhDs have been produced on blended teaching that have played a significant contribution to the teaching domain. The two experts have expanded the knowledge and skills acquired. They have facilitated several short-term training workshops to build capacity of a number of academic staff both male and females. These efforts have expanded the capacity of blended teaching and learning to the extent that the university has three accredited programmes in this mode by TCU which are ready to roll out. The two experts are an important resource not only for Mzumbe but also for higher learning institutions in Tanzania as well. Besides blended, the Project has facilitated requisite training in innovative teaching and learning as well as in gender based pedagogy.

The findings from studies on innovative teaching and learning were primarily shared through extensive training sessions, not only for Mzumbe academics but also for secondary school teachers in Mvomero District as part of community outreach efforts. Collaborating with Project 3, the project provided training on gender awareness and sensitization within the university and for a service provider in the transport sector. Due to the substantial teaching responsibilities at Mzumbe, a limited number of academic staff engage in research, hindering academic professional advancement. Recognizing this challenge, Project 1, focused on innovative teaching and learning which is set to be institutionalized in the Centre for Excellence in Innovative Teaching and Learning. The aim, amongst other outcomes is to establish an alternative pathway for professional development through effective teaching and learning. This initiative allows academic staff freedom to choose between excelling in research or in teaching, offering a practical solution to the specific issue of heavy teaching workloads commonly found in universities in the south.

[2] To avoid duplication of information, this section focuses on the specificities of each project. Other findings that cut-across the programme level are addressed in the section that discusses findings at programme level.
[3] These scores correspond to projects in phase 2. In this section, the focus is on phase 2..

The sustainability of the key outcome of P1 is feasible. The 3 PhDs produced during phase II are retained at the university. Therefore, the university now has the potential to multiply this capacity through continuous training. The three individuals will continued enhancing innovative methods in teaching, research and community outreach at Mzumbe through the Centre of Excellence in teaching and learning. The multimedia lab has been established as a unit within the Centre of excellence. This enhances the prospects of sustainability. This facility will serve as a hub for fostering innovation in teaching and learning by providing micro-content that support blended learning.

Gender pedagogy and gender awareness are sustainable in two ways; firstly, through training and capacity building of new academic staff at the university and other institutions of higher learning. P1 leader developed a short course training module, “Gender Responsiveness in Higher Learning Institutions”. The module is ready for rolling out to other institutions on commercial rates for revenue generation. This is one of the three modules developed for this purpose, the other two being: “Change Management and integration of innovative teaching and learning technologies” and “Teaching Effectiveness in Blended Learning in Higher Learning Institutions”.
The challenge remains the sustainability of the community outreach services. The initiatives, such as providing pedagogy training to secondary school teachers and conducting gender awareness training for a local transport group called boda boda, seem to have been isolated (one-off) efforts. It remains unclear whether a significant number of individuals were reached or if there are established mechanisms to maintain the intended behavioural changes, especially given the deep-rooted cultural practices influencing gender dynamics.

3.2. Project 2 Enhancing Information Services: Contents and Infra-structure

Project 2 was conceived for purposes of enhancing the utilization of e-resources at Muzumbe University, with the ultimate goal of modernizing the delivery of information services and transforming the university into a knowledge hub. In pursuit of this objective, the project collaborated with all projects and other initiatives under the 4Site Programme as well as engaging with some external partners. The primary focus of the project was to improve information service delivery through digital platform, innovative micro-content development and usage of ICT infrastructure at the university. This involved optimizing the use of e-resources, implementing micro-learning approaches for course delivery, operationalizing a multimedia lab for content development and organization, and establishing platforms to facilitate sharing of information services in ways that are effective. Additionally, the project aimed to monitor the effectiveness of the programme through the implementation of information service monitoring tools. Beyond the university, the project aimed to enhance information service delivery to the local society by employing innovative techniques for content organization and maximizing the utilization of the university's ICT infrastructure. As an ICT-focused initiative, the project played an important role in collaborating with the other three projects, providing ICT-related services, and supporting the core objectives of these projects through micro-content development and its application on digital platforms.

The self-assessment report is articulate, comprehensible, and cohesive. Many sections are substantiated with examples or evidence, however, certain sections necessitated validation, as they conveyed opinions or affirmations that demanded factual support or evidence.

Project 2 can be considered the most integrated among the four projects. Its footprints are found in each of projects 1, 3 and 4. The central link lies in the multimedia lab and the creation of micro-content, benefiting not only these projects but also various faculties at Mzumbe University. Beyond the 4Site programme projects, additional connections are established through collaborations with Don Bosco Technical Institute and Legal Education Vision Organization (LEVO). Together, they developed paralegal content, providing a solution to the societal issue of early marriages.

The relevance of project 2 can be seen in two perspectives: its contribution to the national government's digitization agenda and its role in promoting ICT utilization at Mzumbe University. The provision of services and solutions through digital platform to the local community is very much aligned to the government’s digitization agenda. However, it operates under the assumption that the widespread presence of smartphones in these communities is sufficient for accessing online content and information. This assumption suggests that micro-content can be effectively transmitted through social media, and that blended courses catering to the evolving landscape of university education can reach the majority. Nevertheless, a critical question arises: does merely owning a smartphone in a rural community guarantee its usage for educational purposes? Furthermore, the reliability and cost of

internet connectivity in the rural areas surrounding Mzumbe, where the university is situated, present additional challenges.

The establishment and functioning of the multimedia lab played a crucial role in the development and accreditation of blended courses by TCU. Other similar courses are in the pipeline. Project 2 collaborated with Project 1 to achieve this outcome. There has been a noticeable increase in the university's adoption of e-resources, particularly in the realms of multimedia e-content creation and video conferencing. P2, with its focus on Micro-learning technology, has enhanced the university's capacity for teaching and learning, aiming to support all faculties.

T- With P4, the project collaborated alongside Legal Vision Organization (LEVO) to create micro content for paralegal education which resulted in a wide circulation in many public places. The involvement of students, who contributed voluntarily and through mentorship, in the multimedia lab's activities was innovative. This approach not only helped students acquire employable skills and expand their networks but also proved to be a cost-effective strategy by reducing operational expenses through the creation of micro-content and the enthusiastic support of learning-ready students.

The outcomes of Project 2 demonstrate sustainability through two distinct avenues. Firstly, the establishment of the multimedia lab as a unit within the new Centre of Excellence in innovative teaching and learning ensures ongoing budgetary allocations for its operation. This guarantees continuity as a part of regular institutional expenses. Secondly, the broader context of ICT, particularly multimedia, is slated for expansion through the World Bank-funded HEET project, which has commenced as the IUC programme comes to the end.

However, it is important to acknowledge that some initiatives within Project 2 are unsustainable. The aspiration to connect higher learning institutions in the Morogoro and Mbeya regions through the ABCD library system for resource sharing encountered obstacles that prevented its fruition. Additionally, the effort to provide basic computer training to primary and secondary school teachers around the university seems less effective, given that these teachers lack access to computers or ICT devices to practice the acquired skills. These training efforts appear to have been isolated occurrences rather than ongoing initiatives, understandably so due to budgetary constraints.

3.3. Project 3. Enhancing good governance through integrated community-based activities – action research: (mobile) community based monitoring in the water sector

Project 3 aims to make local governance of natural resources and social service delivery more effective and gender sensitive by using socially innovative tools such as location-based monitoring apps and e-research. The development of the tools imply direct involvement of Projects 1 and 2. The self-assessment is clear, coherent and complete and is in accordance with data from verification sources. In particular, there is a clear narrative on how intended effects of the project will come about (pathways of change) and the contribution of the project.

Relevance and coherence - The projects was set up to address poor governance of natural resources and local service delivery. The relevance of the project is high with a strong involvement of communities and stakeholders from the start of the research onwards (through needs assessment) which has also contributed to the uptake of research findings.

The intersectional approach to gender in training, research and outreach are systematically integrated in the project implementation. The relevance of the project can also be seen from the context alignment with the national government's agenda for gender mainstreaming in the public sector and Mu's aspirations in the 4th Corporate Strategic Plan.

The internal and also external coherence of the project is also very good. During phase 2, there was a clear link with project 1 and project 2 of the IUC programme (internal coherence) but also with other VLIR-UOS projects (ICP connect) and local stakeholders (For example RUWASA).

Effectiveness and efficiency – The self-assessment presents a clear overview of the main effects observed at university level and societal level with a clear narrative on the factors/ interventions that

have contributed to the observed effects. The evidence presented in the self-assessment varies in quality. The main effects of the project include :

- Mzumbe University becoming a key actor in actionable research on social innovation in governance of natural resources;
- Integration of insights from the research into courses + development of new courses/programmes;
- Increased awareness about gender-related issues (including the prevalence of gender-based violence) at the university + app to monitor sexual harassment;
- The gender-related activities have also contributed to networking with the Centre for Gender and Research of the Dar es Salaam University College of Education;
- The use of action research and particular citizen science projects (such as the Fuatilia Maji project) has contributed to increased relevance of academic research as citizens and stakeholders have been involved in the selection of research topics (water in this case), which also stimulates uptake of findings of academic research enriched interpretation of data;
- Increase in academic publications and conference contributions;
- Career development and increased employability of students and staff;
- Contribution to local actors (communities & duty bearers) having access to innovative solutions to improve local governance of natural resources.

Regarding **efficiency** there has been a minor issue with co-financing of participation in conferences by the university otherwise no issues are being signalled. The evaluators accept all the scores of the self-assessment regarding efficiency (value for money 3, Coordination 4, Involvement of team members 4, Mutual trust and joint decision making 4). The research and outreach fund can be cited here as a clear example of value for money in which a small budget contributed to a substantial amount of outreach activities and publications which in turn led to an increased response to external calls for proposal. The involvement of students and the close connection between education, research and outreach within the project also contributed to improved efficiency. Moreover the labour input from university staff is not included in the budget but has generated a societal impact that could never be reached otherwise. Finally, the project coordination created a space of mutual trust and joint decision making that benefitted the efficiency of the project.

Sustainability – The evaluators did not encounter any contra-indications as to the self-assessment of the sustainability of the project. The sustainability of project 3 is very good with other projects being put into place that will built and capitalise the experiences of the project. The sustainability of impact of the Fuatilia Maji project is discussed more in detail in chapter 4. The financial involvement of Rural Water Supply Agency (RUWASA) is necessary but is not yet achieved at the end of the project. As such the continuation of results and effects in specific communities is lower than the overall attributed score 4 for the continuation of results and effects for the project as a whole. Local ownership of the project has been built over time and is evident at the end of the project.

3.4. Project 4 Entrepreneurship and Industrial Development in Tanzania through Blended Learning

Project 4 focuses on enhancing entrepreneurship and industrial development in Tanzania with the aim of reducing poverty and increasing competitiveness. The project was set up to facilitate the adoption and utilization of blended learning for business courses that are offered in the School of Business (SOB) and to empower SMEs to access entrepreneurial knowledge and skills. Project 4 closely worked together with project1 as well as project 2 on content delivery. The self-assessment is coherent but concise. The evaluators are of the opinion that some elements of the project are over-rated, nevertheless, the evaluators accept all the scores. The link between effectiveness at university level and community level could have been more developed in the self-assessment especially in the absence of the full functioning of the UJUZISETI platform and failure to resolve issues surrounding the honey collection house.

Relevance – The evaluators agree with the self-assessment that the facilitation of academic growth at PhD and Masters level, imparting soft skills in entrepreneurship and digital learning, involving communities in needs assessment, empowering the community via entrepreneurship and

industrialization and sharing skills and experiences to the community contribute to the relevance of the project. Both gender and environment are integrated in the project design. The **internal coherence** of the project is clear, in particular in relation to P1 and P2. Synergies with other national and international actors (TRIAS, TCCIA, Salesians of Don Bosco) were initiated but were not always substantiated. Therefore the **external coherence** of the project is lower.

Effectiveness and efficiency – The self-assessment provides a clear overview of the main effects of the project on university and societal level. The linkages between changes at university level and changes at community level could be more developed. The main effects of the project include:

Main effects at university level

- Completion of three PhDs and two Master's at the School of Business (for phase 1 and second phase).
- The academic community gained a significant knowledge and skills regarding e-learning, blended learning, effective teaching, and entrepreneurship skills.
- The project facilitated at least five research projects which provided an opportunity for at least 20 academic staff to participate in research activities.
- This knowledge and experience changed the way faculties coordinate project writing, and respond to calls for project proposals.

Outside university

- Dialogue between beekeepers in Sikonge and Urambo districts of Tabora region to continue doing their beekeeping activities in the Ugalla river game reserve.
- Supporting beekeeping activities to communities surrounding the Mkingu Nature Reserve in Kwelikwiji and neighbouring villages enhanced nature conservation.
- Supported women based in rural areas to transform their entrepreneurial activities by transforming the value chain of such rural activities.
- The adoption of the innovative business model changed the value chain and hence participating groups transformed their socio-economic abilities by creating more value and capturing a sizable value from the activity.

The value for money of the project is clear. The evaluators agree with the score provided in the self-assessment. The innovative character of the project required flexible tools to implement the project in an **efficient** manner. While the VLIR-UOS IUC modalities are considered to be flexible by stakeholders, innovative projects would benefit from an even more flexible framework. **Sustainability -** The evaluators do not agree with the scores attributed in the self-assessment. There are substantial issues with financial sustainability and local ownership of the project. Overall, in agreement with the self-assessment, the evaluators estimate that the continuation of results and effects is considered to be low because of the delay in the implementation of the UJUZISETI platform. The failure to operationalize the honey collection house brock the chain-link or value addition from the bee-keepers to the market.

4. Impact case

1. Introduction

Fuatilia Maji is an action research project on Mobile Monitoring of Water Sources in rural Tanzania which is jointly led by Mzumbe University and the University of Antwerp and co-financed by VLIR-UOS in the IUC programme with Mzumbe University.

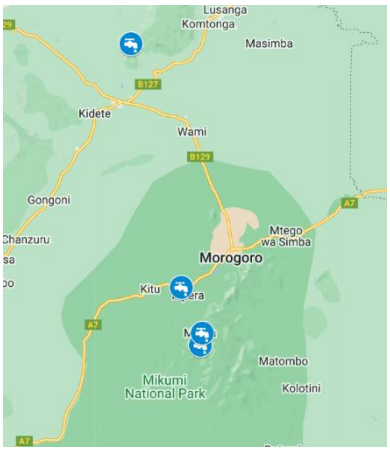
The project topic of the quality of rural water resources was selected as a result of a community needs assessment in the communities surrounding Mzumbe University conducted by the project staff in the initial phase of the action research (IOB, 2019). "For these rural communities, access to safe water is prioritized over education and infrastructural development, given its significance to livelihoods" (IOB, 2019).

The project is situated at the nexus of education, research and outreach activities on monitoring of water quality and consists of the following components:

- Training of Mzumbe students and community monitors on how to collect both household survey data with mobile phones and perform water quality tests.
- Research
    - Research topics include (1) access, functionality and quality of public water sources, (2) factors that determine water treatment behaviour and (3) different types of monitoring schemes (top down, student led, community-led) of water quality and how information flows.
    - PhD Research: Analysing the potentiality of mobile community-based monitoring in improving water service delivery in Mvomero district, Tanzania By Doreen Nico Kyando.
- Disseminating the results of the study with community members and duty bearers involved in water service provision.

Data collection

The dataset presented encompasses monitoring data and research gathered by the Fuatilia Maji project team, bolstered by supplementary data acquired during the evaluation visit. The evaluation team conducted a focus group discussion with students involved in the project and interviews with project staff. 4 villages were visited during the course of the evaluation: Langali, Bumu, Lugono and Matale. During these visits, the evaluators conducted interviews with 7 community based monitors and 1 village duty bearer. This was complemented by informal conversions with community members about access to and quality of water sources in their village. The evaluation team acknowledges the substantial volume of impact-related data within the project, presenting a rich opportunity for comprehensive impact assessment from a program evaluation standpoint.



2. Limitations of the impact case

The evaluation visit took place post intervention and in a short time frame. It was challenging to mobilise community members and village duty bearers that were involved in the intervention. Therefore the evaluation team was not able to conduct interviews with duty bearers and village water committees during the evaluation visit which has limited the depth of the impact assessment. Additionally there were some limitations of the evaluation design: villages and interviewees were not randomly selected. The selection was based on feasibility and availability. A lack of control groups also made it challenging to draw valid conclusions regarding the impact of the project. Finaly, The conceptualization of impact in the evaluation Terms of Reference (ToR) poses challenges due to the distinction between the definition of impact in the Fuatilia Maji project and the broader impact of the intervention on the communities involved (refer to Section 2: Defining the Impact). This distinction has introduced a level of ambiguity with regard to the focus of the impact assessment, but ultimately enables a better understanding of the changes brought about at the level of the communities involved. **Defining the impact**

The Fuatilia Maji project unfolds its impact across two distinct yet interconnected spheres: (1) the impact emanating from the action research conducted on community-based water monitoring, and (2) the impact from the outreach component of the project as such on the selected communities. Where the lasting impact on the communities is resulting from the action research and not the main envisaged outcome of the Fuatilia Maji project. At the core of the project's impact assertion is the claim that ***the activities undertaken by the Fuatilia Maji Project have contributed to the enhancement of water management by fostering increased effectiveness, transparency, and gender sensitivity***.

In recognizing, the intricate interplay between the action research and outreach component of the project, the evaluation team conscientiously chose to incorporate both facets into the analytical framework. This approach ensures a nuanced understanding of the multifaceted nature of the project's impact.

3. Performance story

The impact claim to be assessed for the purpose of this analysis is defined as "***The activities of the Fuatilia Maji Project have contributed to more effective, transparent and gender sensitive water management.***"
The **action-research model** was based on training of student monitors and community monitors. The idea was to test and compare the performance of the 2 different models to collect the monitoring data. 10 villages were selected to participate in the pilot phase, 10 additional villages have been reached in a second phase.

The selection of community based monitors was well considered: the ability to use a smartphone and follow strict research protocol, gender and age were taken into consideration. The village committees were involved in the selection of the community monitors. In general, 2 community based monitors were selected per village.

Once the community based monitors were selected, they were invited for a training on community based monitoring at Mzumbe University. The student monitors also followed the training. In total 38 students have participated in the project. Additional hands-on training of community based monitors was provided, by project staff and/or student monitors in each of the selected villages on the use of the water testing kits and the procedures to follow.

The application that was used for the community based monitoring is developed by M-Water. Because of the longitudinal research approach there was not sufficient time to develop the application with the IUC 4SITe programme. M-water also provides the testing kits that are used to test the quality of the water.

Subsequently, village duty bearers were informed about the project and trained in how to access and interpret the collected data.

The theory of change of the intervention revolves around social accountability mechanisms. Based on existing literature it was decided to adopt a collaborative strategy to interact with duty bearers rather than a confrontational model. Awareness raising is a key mechanism to enable social accountability. The intervention focused on collecting evidence of water quality and water infrastructure in the village and integrated feedback mechanisms to feed back the collected evidence to the households and communities. Several feedback mechanisms were used.

- Use of colour coded flags (red, orange, green) to indicate the quality of the water at each water point
- Feedback of evidence by community monitors and/or student monitors at village meeting – prevention talks. During the prevention talk the results of the tests are explained by means of a poster. The poster visualises information about the water sources as well as the possible effects of contaminated water on health and different methods for treating water.
- Evidence made available to duty bearers through text message and link to M-Water platform.
- Project staff presented evidence to RUWASA and district level to create more awareness.

The intervention adopted a gender sensitive approach through:

- Including gender as one of the criteria for the selection of community based monitors, students and project staff .
- Gender sensitive problem analysis and impact claim:
    - Women are often responsible to get the water from the water point and to treat and store the water at household level. When kids get sick from water borne diseases, women will assume the burden of taking care of the child.
    - Impact claim: the project aims to contribute to more effective, transparent and gender sensitive water management.
- Attention for gender related conflict in the identification of challenges for community based monitoring.

Table 1 presents an overview of mechanisms that were at play and needed to be analysed. They can be considered as 'assumptions' about how the project assumes that change can be influenced and realised. These mechanisms were identified on the basis of the available project documentation and the data collection during the field visit.

Table 1: overview of project mechanisms, collaborative mechanisms, rival mechanisms and contextual elements

Mechanisms	Description
Project mechanisms	- The action research approach developed within the project involving communities from before the start of the intervention through a needs assessment - Training of student monitors and community monitors theory (and practice (testing water quality, awareness raising and prevention talks) - Social accountability mechanisms: Awareness raising and feedback mechanisms - Collaborative approach with duty bearers - Gender sensitive approach
Collaborative mechanisms	- Existing structures for awareness raising and accountability at village level– village meetings - Supportive university management through provision of logistical support e.g. vehicles beyond project vehicle whenever needed, official communication to facilitate access and acceptance by duty bearers - Mzumbe university outreach strategy allowing and facilitating student participation, researcher's time in the sense that outreach activities are recognized as duty to the university just like teaching - M-water app and portal + testing kits - Staff retention
Rival mechanisms	- RUWASA (Rural Water Supply and Sanitation Agency) investments to water infrastructure
Contextual elements	- Lived experience in communities. The project incorporated indigenous knowledge of use and treatment of water in the intervention strategy. But cultural practices also proved to be barriers for behavioural change - Mobility of duty bearers and lack of interest for existing infrastructure - Lack of financial means to ensure water treatment (level of HH and level of municipalities) - Effects climate change

4. Analysis

In this section, the evaluators identify changes related to the impact claim and analyse contribution of the mechanisms identified (table 1). The evidence for change, the significance of the change in relation to the impact claim and the contribution of specific mechanisms will be systematically assessed applying the rubrics presented in figure 1.

RUBRICS USED	EVIDENCE	SIGNIFICANCE	CONTRIBUTION
Unacceptable	No evidence of change provided	Signal not logically related to the intended change	Not plausible that the project had any contribution
Weak	Only internal or anecdotal evidence	Lack of clarity how the signal functions as indication or step of change toward the intended change.	Some plausibility of contribution based on reflection of partner
Moderate	References to external evidence, but partial or indirect	Lack of clarity what further steps are required to move toward the intended change	Contribution very plausible based on reflection of partner
Strong	Reference to external evidence, almost undeniable	Clarity how the signal functions in the complete pathway toward the intended change	Contribution evident from reflection of partner and (direct effects of) outputs

Figure 1: Rubrics for assessment of impact

Impact within sphere of control

There is strong evidence of the impact of the project within the sphere of control on student monitors and community monitors with a clear contribution of the action research project intervention. The significance for the impact claim of the changes identified at the level of student monitors is more limited since these changes are not situated at community level and as such not directly linked to the impact claim. Evidence for the following changes in particular is available.

Student monitors (Source Salamula, J.B. et al. 2022, + additional evidence FGD and interviews during evaluation visit.)

- Improved knowledge on how to monitor, discuss, communicate, teach and treat water sources as well as knowledge on data collection.
- About 96% and 82% of the student monitors cited very much gain in data collection skills using mobile phones and water quality testing respectively.
- 92% of the students sharpened their advocacy skills to a great extent and created networks.
- 86% of students indicated improvement in both leadership and presentation skills.
- A large majority (between 92% and 100%) of student monitors revealed feeling greatly empowered and self-confident, respected by fellow citizens and duty bearers and greatly interested in community work as a result of their involvement on the FM project.

Community monitors (Source Salamula, J.B. et al. 2022 + additional evidence collected during evaluation visit).

- Being members of the communities where the project was implemented and already having lived experience on monitoring and management of their water sources, the community monitors registered lower gains in terms of deepened knowledge.
- 93% of the community monitors highlighted considerable improvement in the way they tested water.
- 70% of the community monitors indicated considerable improvement in their presentation skills.
- Between 73% and 80% of the community monitors highlighted increased respect from fellow citizens and duty bearers, developing new ideas as well as gaining more interest in community work.

There is a **strong contribution of the intervention** regarding the identified changes in the sphere of control. The following mechanisms in particular have successfully contributed to change.

- Action research approach involving students, researchers and communities from the start and linking education research and outreach from the inception phase of the project throughout the

implementation. The action research framework was based on social accountability mechanisms to improve service delivery.

- Community based monitoring to create ownership at community level and to collect up to date data on the quality and availability of water resources. The selection of community based monitors was well considered: ability to use a smartphone, gender and age were taken into consideration. The village committees were involved in the selection of the community monitors.
- Training (theory and practice) of student and community monitors to learn hands on skills.

In some communities mobile data connection was limited, but this has not considerably affected the impact of the intervention. No additional **rival mechanisms** have been identified.

Table 2 provides an overview of the changes and for each identified change an assessment of the strength, significance and contribution of the change in relation to the impact claim.

Table 2: overview changes sphere of control

Actor	Change *Green = strong; yellow = moderate, orange = weak*	Strength	Significance	Contribution
Student monitors	Student monitors improved knowledge			
	Student monitors improved skills about effective water management and community-based monitoring			
	Attitudinal changes of student monitors			
	Student monitors collect data on the quality of the data at community and household level			
	Student monitors receive employment opportunities as a result of the knowledge, skills, attitudes acquired in the project			
Community monitors	Community monitors improved knowledge on water related issues			
	Community monitors improved skills			
	Community monitors changed attitudes			
	Community monitors collect data on water points management at community and household level			

Impact within sphere of influence

The strength of the evidence for the intended and non-intended changes in the sphere of influence is moderate. These changes are however very significant in relation to the impact claim. The contribution of the project to the identified changes at the level of duty bearers and households within the community is overall strong. Evidence for the following changes in particular is available.

Duty bearers (Source Salamula, J.B. et al. 2022 + additional evidence collected during evaluation visit).

- Duty bearers were made aware of the quality of the water in the communities. Some duty bearers were shocked about the quality of the water.
- About 73% and 53% of the community monitors respectively reported improvement in the way Village Duty Bearers (VDB) treated water and also a heightened advocacy for water services among duty bearers.
- According to project staff, the conceptual use of the data by duty bearers is high (awareness raising), the instrumental use of the data is moderate to low.

Households (Source Salamula, J.B. et al. 2022 + additional evidence collected during evaluation visit).

- Almost half (53%) of the community monitors indicated an increase in knowledge about water quality and functionality among citizens.
- Community monitors observed that the increase in knowledge about water quality and functionality among citizens did not yield much behavioural change in the way the citizens collected and treated water. Some anecdotal evidence of changed behaviour is available. Some community members changed the source they would get water from opting for the safest source.

According to the community based monitors, some households also changed the way they treat and store water at household level.

There is a **strong contribution of the intervention** regarding the identified changes in the sphere of influence. The following mechanisms in particular have successfully contributed to change.

- Availability of up-to-date information on water quality from community based monitoring. If the data would not have been shared the water quality would not have been perceived as a problem.
- Feedback mechanisms to share data collected within CBM. Several feedback mechanisms were tested: colour code flags at water points, presentation of data in village meetings.
- Collaborative approach for interaction with duty bearers. The project deliberately opted for a collaborative approach rather than a confrontational approach for interaction with duty bearers as literature showed that this would be more effective. Experience within the project seems to confirm this. However project staff has indicated that the choice of a collaborative approach might have limited the potential for communities to hold duty bearers accountable as accountability mechanisms might benefit more from a confrontational approach.

A number of **contextual factors** could be identified that have impacted the identified changes.

- The mobility of duty bearers generated the need to continuously repeat awareness raising efforts. The election cycle also impacted the intervention as attention from duty bearers varied.
- Duty bearers have the tendency to invest in new infrastructure instead of rehabilitation of existing infrastructure
- Limited resources available at district level, competition with other sectors.
- Entrenched cultural practice – changes in social behaviour require time.
- Proposed solutions for safer water treatment and storage are not always available within the communities (for example Water Guard tablets).

Additionally the limited implementation period, one year for awareness raising at household level limited the impact of the intervention on behavioural change of households.

Table 3 provides an overview of the changes and for each identified change an assessment of the strength, significance and contribution of the change in relation to the impact claim.

Table 3: overview of changes sphere of influence

Actor	**Change** *Green = strong; yellow = moderate, orange = weak*	**Strength**	**Significance**	**Contribution**
Duty bearers	Duty bearers are made aware on issues related to access to clean water at community and household level			
	Duty bearers use evidence on water quality and situation of water points (evidence based decision making)			
	Water points are maintained by duty bearers			
	Districts allocate budget towards maintenance of water points			
Citizens, household, communities	Citizens are aware of the importance of clean water and appropriate water treatment and storage			
	Community members are empowered to hold duty bearers accountable			
	Community members appropriately treat and store water in the household			

Impact within sphere of interest

The changes in the sphere of interest go beyond the action research scope of the Fuatilia Maji project. The evidence for the changes in the sphere of interest is weak. Data on the evolution of the quality of water has been monitored within the project, but the contribution of the intervention is moderate to weak. Seasonal changes and the impact of climate change are more important contributing factors. The project

interventions however contributed to improving the quality of water by awareness raising about water infrastructure and the importance of limiting human activity near water points.

The effect of the intervention on the prevalence of waterborne diseases has not been monitored within the project. Anecdotal evidence suggests that the incidence of cases of diarrhoea in the communities has reduced but this information could not be confirmed by official health statistics.

Table 4 provides an overview of the changes in the sphere of interest and for each identified change an assessment of the strength, significance and contribution of the change in relation to the impact claim.

Table 4: overview of changes sphere of interest

Actor	Change *Green = strong; yellow = moderate, orange = weak*	Strength	Significance	Contribution
Environment	The quality of the water at the water points is improved			
Health	Reduced prevalence of water borne diseases including diarrhoea			

5. Conclusions

The Fuatilia Maji project set up as an action research project generated a strong impact on involved students and community based monitors. Students and community monitors have improved knowledge, skills and attitudes about effective water management and community based monitoring. Participation in the project also provided employment opportunities for students within or outside the university as a result.

The action research showed that community based monitoring has proven to be effective to raise awareness about water quality and water infrastructure at household and community level and with duty bearers. The impact of community based monitoring on communities to hold duty bearers accountable and to induce behavioural change at household and community level shows mixed results. The limited implementation period of the project as well as the fact that the testing kits are not locally available and are sold at a prohibitive price impedes the long-term sustainability of the project's impact in the selected villages.

Yet, overall the Fuatilia Maji project has been instrumental to showcase the effectiveness of community based monitoring to raise awareness about issues related to natural resource management. Mzumbe University and the Institute of development policy (IOB)° of the University of Antwerp are incorporating the lessons learned from the Fuatilia Maji project into new projects such as the Women Water Watch (wWw) project, an EU funded action research citizen science project in five villages in the Bagamoyo coastal region of Tanzania and the design of the DEM ICP connect project including a course and action lab on community based monitoring in the rural water sector and the creation of a community of practice. Therefore it can be concluded that the Fuatilia Maji project has had a discernible impact on Mzumbe University both in research publications and in education and the wider community of practice involved in community-based monitoring.

5. Findings on the learning questions

5.1. How to support PhD trajectories, with a focus on optimising diversity/inclusivity (gender and Leave No One Behind)?

To support PhD trajectories with a focus on optimizing diversity and inclusivity, particularly in terms of gender and the principle of Leave No One Behind, experiences with PhD trajectories within the IUC programme at Mzumbe University show that it is crucial to implement a comprehensive set of measures

throughout the entire process. The key stages to consider are the selection of PhD candidates and support mechanisms during the PhD trajectory.

- **Measures taken within IUC** The selection of PhD candidates for available scholarships involved a comprehensive collective evaluation process with North and South institutions. In addition to factors such as academic excellence, research potential, and the relevance of the proposed research, efforts were made to ensure gender parity in the selection process.
- Complaint Mechanism: Establishment of a transparent and accessible complaint mechanism for the PhD selection process to ensure that any concerns related to discrimination or bias can be addressed promptly and fairly.
- Sandwich PhD Arrangement: the use of a "sandwich" PhD arrangement facilitates diverse cultural and academic experiences for PhD candidates, promoting a more inclusive and globally aware research community. A sandwich PhD arrangement can provide an opportunity for female PhD candidates to overcome challenges related to gender such as cultural norms or limited access to resources by offering a supportive and empowering environment that encourages the development of female researchers. Furthermore, sandwich PhDs that require candidates to undertake research in the countries of origin including some degree of co-funding by local universities encourages retention and integration of the PhD graduate into the respective universities upon graduation.
- Formalized PhD Symposia/Salons: Formalize PhD symposia or salons as periodic forums that connect PhD students, academicians, and supervisors. These events should serve as platforms for sharing and stimulating thoughts and ideas, offering guidance, and fostering a collaborative research community.

Lessons learned and recommendations

- Beyond gender, it is important to broaden the scope of factors considered during the selection of PhD candidates. This includes taking into account ethnic background, religion, age, and socio-economic status. At Mzumbe University, diversity is often understood as gender balance, there was no evidence that other factors are considered as relevant. People living with disability, religion and ethnical background.
- Importance of female role models: Recognize the significance of female role models in academia. Encourage the inclusion of successful female academics as mentors and advisors to inspire and guide aspiring female PhD candidates. This can help create a supportive environment for women in academia.
- Ensuring the inclusivity of PhD Saloons is crucial to create an environment where diverse perspectives are valued.

By implementing these measures, institutions can actively contribute to the optimization of diversity and inclusivity throughout the entire PhD trajectory.

5.2. What factors and measures, at VLIR/IUC level and/or at partner institute level, support effective coordination of programmes?

Over the course of the IUC programme, the PSU implemented multiple measures that have supported effective coordination of the IUC programme. The long term scope of the IUC programme combined with flexible instruments and procedures facilitated effective coordination. Actors involved were generally very appreciative of the work of the PSU and confirmed the positive evolution in the coordination in phase 2 of the IUC programme.

Hard measures

- Maximise flexibility of procedures. For example projects could loan money from each other and repay the next year. The PSU acted flexible with a focus on problem solving.
- Programme coordination as a collective responsibility. From the start, important decisions within the IUC were made collectively for example with the selection of PhD candidates.

- The frequency of steering committees proved to be effective for joint planning and steering of the IUC programme and projects. In addition a regular reporting rhythm allowed PSU to have an up to date understanding of the level of implementation of the programme.
- The management manual is the Bible of the IUC programme, specifying all procedures associated with the implementation of an IUC programme. At the start of the IUC programme, staff was trained to use the manual.

Soft measures

- Practice of participation Involving in which project staff including students are involved in the projects at an early stage of the programme. Involvement of stakeholders has improved in phase 2 of the programme.
- Consultative decision making processes and transparency in decision making are appreciated by actors involved.
- Creating space and time for teambuilding to facilitate relations between project staff and create conditions for a culture of trust and effective collaboration.
- Stability of project and programme staff (North and South) over the course of the IUC also helped to facilitate culture of trust and collaboration.

Lessons learned

- Several hard measures were taken to improve effectiveness of the IUC programme coordination: reporting framework, management manual) but soft measures (team spirit, collegiality, transparency and collective decision making) are equally important to assure effective coordination.
- VLIR-UOS provides an enabling environment to foster effective coordination with a long implementation horizon and flexibility of instruments and procedures.
- Over the course of the IUC programme, contextual changes have impacted the coordination of the IUC programme. This requires continuous adaptation to evolving contexts.
- Involvement of university management is essential to create the necessary conditions for effective coordination.
-

5.3. How to ensure uptake of research results or new educational practices by political and societal actors and end-users?

Over the course of the IUC programme, the image at Mzumbe University changed from being a school for public servants and accountants to having an impact on local communities through the nexus of education, research and outreach. MzU took various measures that contribute to uptake of research findings by societal actors that can be generally divided into 2 groups: policies and procedures and practices.

Policies and procedures

- Procedures for quality assurance on research consultancy and outreach services have been developed by the university. These procedures have been improved by the university council in October 2021.
- A research and outreach fund was originally established in project 3 of the IUC programme and later adopted within the university. The Directorate of Research and Postgraduate Studies now funds small research Grants to its staff.

Practice

- Introduction of a practice of action research at the university, involving local communities from the start of the project/outreach activity and even before conducting community needs assessment to decide on the subject of the outreach activity. Both project 3 and project 4 of the IUC programme are good examples of the added value of action research to facilitate uptake of results. The fund proved to be very successful in project 3 limiting the barriers of researchers to

collect data and organise outreach activities. The university leadership decided to continue the research and outreach fund at institutional level.

- Both project 3 and project 4 worked on the creation of a community to improve uptake and sustainability of results.
    - Within project 3, the Community of Practice (CoP) #Communitor aims to bring together various actors who share a common interest in Community Monitoring and Citizen Science (CMCS) for joining forces and advancing knowledge exchange and best practices for inclusive CMCS initiatives and building long-term partnerships between academia, civil society organizations, and practitioners in the field of CMCS.
    - In project 4 the creation of a Whatsapp group, “Happy Bees” in which beekeepers, and merchants of bee derivatives can connect to share experiences and knowledge and/or to set up commercial deals. The WhatsApp group improved uptake of the action research in project 4 and continues to build on the results of the project.
- Topical focus of IUC projects that has contributed to improved uptake.
    - Project 3 focus on citizen science and community based monitoring. Working with community monitors to monitor access to clean water in the communities and involving village authorities from the start in the implementation of the project.
    - Project 1, project 2 and project 4: creation of micro learnings, creation of short form content (video, text, etc) that learners can consult to study at their own convenience.
    - Project 2: Media lab to disseminate research results and information on outreach activities through podcasts.

Lessons learned

- Bringing down the barriers between education – research – and outreach from the start of the project can be successful in improving the uptake of research results in education and outreach activities. Action research, involvement of students in research and outreach activities, and the development and distribution of micro-learnings are all examples of practices within the IUC programme that have contributed to closing the distance between education, research and outreach.
- Action research starts with participatory needs assessment, requires co-creation of solutions at the pace of end-users. Different approaches to action research were used in project 3 and project 4. The extent of co-creation varied between the projects. The university would benefit from an institutional policy on action research that can shape future projects.
- There is a risk of implementing one-off outreach activities in project designs. As an example, gender awareness trainings were offered to boda boda riders that work around the University campus. While the involvement of boda boda riders is relevant to improve gender awareness and reduce gender based violence around the campus, the effectiveness of a single sensitisation activity can be put into question. When included in a project, outreach activities should be included in the theory of change of the project to facilitate taking into account the relevant assumptions that bring about change.

6. Conclusions

The IUC programme at Mzumbe University is **relevant** to its context and its ability to meet the diverse and evolving needs of the Institution. It is evident that the Programme is aligned to the Fourth Corporate Strategic Plan 2017/2018 – 2021/2022, focused on dominant academic and developmental themes of the country. The programme included community involvement, was committed to appropriate sustainable development goals and the national development agenda. Given the location of the university in rural Tanzania, its interventions on rural issues are apt and so are the initiatives towards gender integration. In this regard, the evaluation team assesses the relevance of the IUC Programme at Mzumbe as excellent.

The evaluation team has observed a significant disparity in the **coherence** of the IUC Programme at Mzumbe University, distinguishing between its internal and external aspects. While the programme exhibits a high level of internal coherence, the team's assessment suggests that its external coherence is relatively low.

The IUC programme at Mzumbe University demonstrated high degree of **internal coherence** across various areas. This was driven by improved synergy between projects, a sense of ownership among members, alignment with the university's vision, spill-over effects, increased involvement of university management, better communication in phase II and involvement of project team members, limited mobility of staff and the central role of the Programme Support Unit. These factors collectively contributed to the programme's ability to operate as a more unified and effective initiative within the university. For this reason, the evaluation team finds this coherence excellent.

The **external coherence** of the IUC programme with external partners beyond Mzumbe University exhibited both positive attempts at collaboration and challenges in realizing fully integrated coherence. While efforts were made to engage with other partners at individual level, like the common library network, provision of legal education, these initiatives were not always structured, and budgetary constraints posed limitations on formalizing partnerships. The programme's success in fostering external coherence depended on addressing these challenges and further developing structured, sustainable, and impactful collaborations with external partners. For these reason, the evaluation team rates the external coherence as good.

The IUC programme at Mzumbe University demonstrates its **effectiveness** through significant contributions in addressing capacity gaps within the institution, especially in the domains of research, teaching, learning, gender responsiveness, and community outreach. Notable progress has also been made in enhancing ICT infrastructure and providing student mentorship. These achievements not only benefit the university but also enhance its reputation and capacity to address local needs through research and knowledge dissemination. Most of these gains are currently in the process of becoming institutionalized. Therefore, the evaluation team concludes that the 4Site Programme has proven to be effective at a rating of three plus (3+).

The IUC Programme at Mzumbe University demonstrated a high standard of **scientific quality**, marked by rigorous methodologies, knowledge contribution, adherence to well-defined models, and a strong ethical foundation. These endeavours enhanced the programme's capacity to address contemporary academic challenges and promote the academic and research capabilities of both Mzumbe University and the broader higher education community. Consequently, the evaluation team considers that the programme’s scientific quality is excellent.

The **efficiency** of the IUC programme at Mzumbe University was clearly demonstrated in various aspects, including the organization of projects within their respective faculties, efficient coordination, transparent decision-making, and accountability. Besides, the active participation of students aided the programme's efficiency. When evaluating the results achieved in the 4Site Programme in relation to the budget allocated, the evaluation team considers the level of efficiency as notably good (3). The programme's overall efficiency rating is influenced by the evaluation team's perspective that the programme management team placed greater emphasis on monitoring activity progress rather than on assessing indicator results. The primary forums for discussing progress and implementation were the planning meetings held at both the joint steering and local steering levels. This had the potential to lead

to an excessive concentration on the operational aspects rather than the desired outcomes, potentially impeding the ability to learn and improve.

In phase II, the IUC Programme at Mzumbe University was designed to achieve **impact** at two levels, academic and societal. At the academic level, the Programme has had a fundamental impact with notable outcomes that extended far beyond the university itself. It enhanced the university's image, expanded its capacity for research and teaching. In essence, the programme expanded its capacity to achieve results and it currently operates at a higher level of institutional capability realm than it was five years ago. Consequently, at the institutional level impact is excellent. On the societal level, the university has brought about some positive changes in communities, although it is apparent that not all efforts have consistently led to the ultimate chain of impacts in every case. Considering these factors, the evaluation team assesses the level of overall impact as good plus (3+).

The level of **sustainability** of the outcomes from the IUC Programme at Mzumbe University, reflect mixed outcomes. Overall, the prospects for sustainability are strong in both the institutional and academic domains, but considerably weaker on the financial front. The university primarily depends on government funding in addition to student tuition fees. These resources are already constrained, even before factoring in other additional recurrent expenses. Consequently, the evaluation team assesses the sustainability as good plus (3+).

7. Recommendations

Taking into account the conclusions, findings from the learning questions and the future challenges, the evaluators formulate a number of recommendations.

General

- **Recommendation 1**: Include relevant external stakeholders from early inception of the project and work through with them to facilitate uptake of research outcomes.
- **Recommendation 2**: There is a risk of implementing one-off outreach activities in project designs. When included in a project, outreach activities should be included in the theory of change of the project to facilitate taking into account the relevant assumptions that bring about change.

Mzumbe University

- **Recommendation 3**: Clarify how the new unit of Excellence in Innovative Teaching and Learning (and Media Lab) currently domiciled in the Faculty of FSS will be operationalized to serve the entire university and to ensure the institutionalisation of the research-education nexus.
- **Recommendation 4**: Develop alternative career pathways focused on education for dedicated academic staff. The Centre of Excellence in innovative teaching and learning envisions to institutionalise alternatives to research for professional academic growth in a university where teaching load is heavy. While some guidelines have been developed, this is a new venture, very appropriate and innovative but policy and procedure instruments for appraisal leading to intended progression will need to be developed and implemented.
- **Recommendation 5**: Harmonise action research approach on university level to assure uptake and institutional learning. This should be envisaged as another way of university outreach.
- **Recommendation 6**: Deliberately support and nurture the sprouting research culture is risky to be assumed where institutional conditions such as heavy teaching load and limited research funding prevail; self-steering requires an enabling environment.
- **Recommendation 7:** Create a central point to manage all external projects whose responsibility will include grants proposal writing and fund raising. The Success of the PSU in phase II provides requisite lessons.
- **Recommendation 8**: Optimise ICT capacity to benefit research and education. E.g. ABCD Library system has broader capability than currently used – lecture lesson content depository, etc.

- **Recommendation 9**: Recognize the significance of female role models in academia. Encourage the inclusion of successful female academics as mentors and advisors to inspire and guide aspiring female PhD candidates. This can help create a supportive environment for women in academia.

VLIR-UOS

- **Recommendation 10**: By proactively allocating budget to support structured partnerships for synergies, VLIR-UOS can enhance the impact of its interventions and facilitate synergies with JSF actors and or local/ National and international actors from the start of the intervention. This will require a separate budget line.
- **Recommendation 11**: Further improve the flexibility and responsiveness of M&E and budget instruments to facilitate innovation moving towards a form of result based financing. A budget fixed on activities does not allow change, in the event situations change or even discovery after the project starts that some activities are untenable.

8. Annexes

8.1. List of documents consulted

Programme documents

- Excel sheets with standard indicators and overall indicators
- The self-assessments at project and programme level
- MU IUC Partner Programme Phase II, including annexes related to projects and theories of change of all 4 projects
- Management Manual Self-Steering Sustainable Social Innovation Through Training and E-Research (4SITE) IUC Partner Programme (PP): Phase 2
- The annual plans and reports of 2022
- Nkunya, M. and Wollny,C. (2018) Mid-term Evaluation of the Institutional University Cooperation with Mzumbe University, Tanzania

Impact case

- Salamula, J.B. et al. (2022) Lessons from the Fuatilia Maji project in morogoro region, Tanzania, IOB Institute of development policy
- ANALYSIS AND POLICY BRIEF N°48, Added Value of Community Based Monitoring (CBM): Lessons from the Fuatilia Maji Project IOB Institute of development policy.
- Holvoet, N. et al. (2015) LOCAL WATER SECTOR GOVERNANCE IN TANZANIA: Mapping, monitoring and evaluation actors, activities and use in two villages of Mzumbe Ward (Mvomero District, Morogoro Region, IOB Institute of development policy.

Other documents

- Mzumbe University 5th Corporate Strategic Plan 2021/22 – 2025/26
- Mzumbe university Corporate master Plan
- Mzumbe University, Guidelines for assessing Teaching effectiveness
- Mzumbe University, Procedures for quality assurance on research consultancy and outreach services
- Mzumbe University, Facts and Figures (Year 2022)

8.2. Field visit programme

Day	Activities
11/10	Travel Brussels/Nairobi – Dar Es Salaam – Morogoro
12/10	Interviews with IUC stakeholders
13/10	Interviews with IUC stakeholders
14/10	Impact case day 1
15/10	
16/10	Institutional assessment
17/10	Impact case day 2
18/10	Impact case day 3 + interviews with IUC stakeholders
19/10	Debriefing
20/10	Travel Morogoro – Dar Es Salaam – Nairobi/Brussels

8.3. List of people consulted/interviewed

Prior to the visit

Name	University	Position
Albogast Kilangi Musabila	Mzumbe University	Local Coordinator
Koen Stroeken	UGent	Coordinator IUC North
Annick Verheylezoon	UGent	ICOS
Dr. Jennifer Sesabo	Mzumbe University	Team Leader P1
Chang Zu	VUB	Team Leader P1
Edger P. Rutatola	Mzumbe University	Team Leader P2
Egbert de Smet	UA	Team Leader P2
Elizabeth Lulu Genda	Mzumbe University	Team Leader P3
Nathalie Holvoet	UA - IOB	Team Leader P3
Hawa Tundui	Mzumbe University	Team Leader P4
Wim Van Haverbeke	UA	Team Leader P4

Field visit

Interviews and focus groups

Name	University	Position	Date
James Marandu	Mzumbe University	Manager PSU office	12/10/2023
Hoja Shilaba	Mzumbe University	Admin PSU office	12/10/2023
Pulkeria Pascoe	Mzumbe University	PhD candidate P4	12/10/2023
Mohamed A. Ghasia	Mzumbe University	PhD candidate P2	12/10/2023
Praygod Mrema	Mzumbe University	Student	12/10/2023
Elias Masaga	Mzumbe University	Student	12/10/2023
Benadetha S. Kabuguzi	Mzumbe University	Student	12/10/2023
Dr. Editha Ndunguru	Mzumbe University	Beneficiary research and outreach fund	12/10/2023
Dr. Hanifa Massawe	Mzumbe University	Gender desk coordinator	12/10/2023
Edwin Mtabingi	Mzumbe University	Mzumbe University Students' Organization (MUSO) president	12/10/2023
Dr. Albogast Musabila	Mzumbe University	Programme coordinator South	13/10/2023
Mr. Edger Rutatola	Mzumbe University	P2 leader South	13/10/2023
Dr. Sesabo Jeniffer	Mzumbe University	P1 leader South	13/10/2023
Dr. Hawa Tundui	Mzumbe University	P4 leader South	13/10/2023

Name	University	Position	Date
Dotto Kabogolo	Mzumbe University	P2 Member	13/10/2023
Charles Kaijage	Mzumbe University	P2 Member	13/10/2023
Sarah Mwambalaswa	Mzumbe University	P2 Member	13/10/2023
Alvan Kyando	Mzumbe University	Non-management staff Faculty of Social Science	13/10/2023
Justine Nyamoli	Mzumbe University	Non-management staff Faculty of Science and Technology	13/10/2023
Elly Mtui	Mzumbe University	Non-management staff School Of Business	13/10/2023
John Matipani	Mzumbe University	Non-management staff Administration	13/10/2023
Sophia Ekokoro	Mzumbe University	Non-management staff Institute of Development Studies	13/10/2023
Julieth Tagalile	Mzumbe University	Non-management staff Procurement Unit	13/10/2023
Abdallah Kaisi	Mzumbe University	Non-management staff Administration	13/10/2023
Tausi Ntandu	Mzumbe University	Non-management staff Chief Internal Audit	13/10/2023
Nasfa Saburere	Mzumbe University	Non-management staff Examination + Admission	13/10/2023
Lugano Mwakapuku	Mzumbe University	Mzumbe University Student Organization representative	13/10/2023
Ayubu Rashidi	/	Bodaboda rider	13/10/2023
William Ephrahim	/	Bodaboda rider	13/10/2023
David Maroda	/	Bodaboda rider	13/10/2023
Gideon Temu	/	Bodaboda rider	13/10/2023
Venance Likungilo	/	Bodaboda rider	13/10/2023
Nelson A. Ponda	/	Bodaboda rider	13/10/2023
Dr. Felichesmi Lyakulwa	Mzumbe University	P3 Member + Research and outreach fund beneficiary	14/10/2023
Dr. Lucy Masoi	Mzumbe University	Internalization office + beneficiary research and outreach fund	14/10/2023
Rajab Mgonja	Mzumbe University	Fuatilia Maji project	14/10/2023
Ezekiel Blasio	Mzumbe University	Fuatilia Maji project	14/10/2023
Dr. Christina Shitima	Mzumbe University	P3 Member + Researcher	14/10/2023
Aidan Sunday	Mzumbe University	Fuatilia Maji project	14/10/2023

Name	University	Position	Date
Dr. Frank Theobard	Mzumbe University	P3 Member + Research funded beneficiary	14/10/2023
Lisa Kabeta	Mzumbe University	Fuatilia Maji project	14/10/2023
Victoria Francis	Mzumbe University	Fuatilia Maji project	14/10/2023
Nelson Kisanga	Mzumbe University	Fuatilia Maji project	14/10/2023
Doreen Kyando*	Mzumbe University	PhD candidate, P3 Member Fuatiliamaji project	14/10/2023
Anney Mbaya	Mzumbe University	Fuatilia Maji project	14/10/2023
Leokadia Herman Mbena	/	Village Executive Officer (VEO-LANGALI)	17/10/2023
Zacharia Dimoso	/	Community Water Monitor (LANGALI)	17/10/2023
Silas M. Masui	/	Headteacher BUMU Primary school	17/10/2023
Tatu Swedi Luyeko	/	Community Water Monitor (BUMU)	17/10/2023
Tasiana Peter Mwenda	/	Community Water Monitor (BUMU)	17/10/2023
Nicolaus Stephano Mwenyasi	/	Community Water Monitor (LUGONO)	17/10/2023
Haji Mwinyi	/	Community Water Monitor (LUGONO)	17/10/2023
Isaac Mwanamazi	/	Community Water Monitor (MATALE)	18/10/2023
Anthony Albert Gabriel	/	Community Water Monitor (MATALE)	18/10/2023
Dr. Eliza Mwakasangula	Mzumbe University	Ag. DVC-ARC	18/10/2023
Prof. Allen Rangia Mushi	Mzumbe University	Ag. DVC-PFA	18/10/2023
Lunodzo Mwinuka*	Mzumbe University	P2 member	18/10/2023

*online

Institutional assessment

Name	University	Position	Date
Prof. William Mwegoha	Mzumbe University	VC	16/10/2023
Prof. Allen Rangia Mushi	Mzumbe University	DVC-PFA	16/10/2023
Dr. Eliza Mwakasangula*	Mzumbe University	Ag. DVC-ARC	16/10/2023
Dr. Aloyce Gervas	Mzumbe University	Personal Secretary	16/10/2023
Dr. Musabila Albogast	Mzumbe University	IUC Coordinator	16/10/2023

Name	University	Position	Date
Dr. Orest Masue*	Mzumbe University	DUS	16/10/2023
Dr. Mustapha Almas	Mzumbe University	PhD Candidate & P1 member	16/10/2023
Mr. John Makuri	Mzumbe University	Finance	16/10/2023
Dr. Jennifer Sesabo	Mzumbe University	P1 Leader south	16/10/2023
Mr. Mashaka Kamwela	Mzumbe University	Planning	16/10/2023

*online

Restitution workshop 19/10/2023

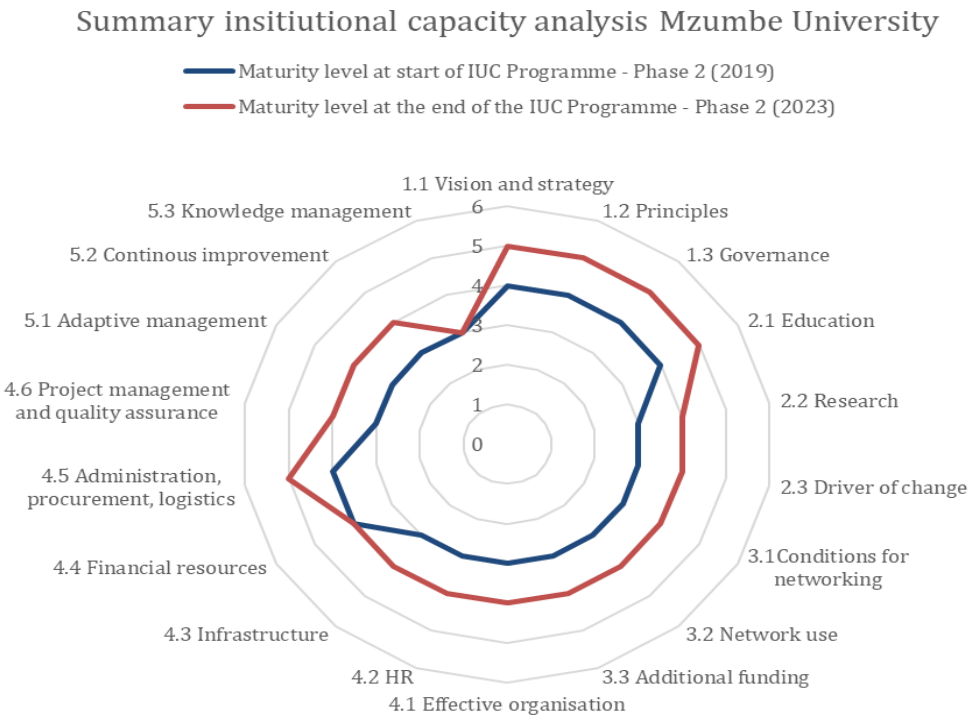
Name	University	Position
Prof. William Mwegoha	Mzumbe University	VC
Prof. Allen Rangia Mushi	Mzumbe University	Ag. DVC-PFA
Dr. Eliza Mwakasangula	Mzumbe University	Ag. DVC-ARC
Dr. Aloyce Gervas	Mzumbe University	Personal Secretary
Dr. Musabila Albogast	Mzumbe University	IUC coordinator
Dr. Coletha Komba	Mzumbe University	Ag. DP DCC
Ms. Fatuma Mussa	Mzumbe University	DAHRM
Mr. John Makuri	Mzumbe University	Finance
Mr. Dotto Kabogolo	Mzumbe University	Library & FST
Dr. Lulu Genda	Mzumbe University	P3 leader South
Ms. Sarah Mwambalaswa	Mzumbe University	P2 member
Mr. Benedict Segele	Mzumbe University	Internal Audit
Dr. Harold Utouh	Mzumbe University	Ag. Dean FSS
Mr. Nassoro Kwaiyo	Mzumbe University	Internal audit
Mary Shoshiwa	Mzumbe University	HEET project member
Prof. Koen Stroeken*	UGent	IUC coordinator
Mr. Edger Rutatola*	Mzumbe University	P2 Leader South & PhD candidate
Praygod Mrema	Mzumbe University	Multimedia
Elias Masaga	Mzumbe University	Multimedia
Miss. Hoja Shilaba	Mzumbe University	PSU admin
Corina Dhaene*	ACE Europe	Evaluator – Quality assurance
Dr. Levi Koiyo	C-lever.org	Co-evaluator
Hilde Geens	C-lever.org	Co-evaluator

*online

Restitution with VLIR-UOS and Flemish coordinators / project leaders

Name	University	Position
Albogast Kilangi Musabila	Mzumbe University	Local Coordinator
Koen Stroeken	UGent	Coordinator IUC North
Annick Verheylezoon	UGent	ICOS
Chang Zu	VUB	Team Leader P1
Egbert de Smet	UA	Team Leader P2
Nathalie Holvoet	UA - IOB	Team Leader P3
Patrick Stoop	C-lever.org	Evaluation team
Corina Dhaene	Ace Europe	Evaluation team
Joshua Eykens	VLIR-UOS	Monitoring and Evaluation Manager
Peter De Lannoy	VLIR-UOS	Global Partnerships Coordinator
Katleen Wuytack	VLIR-UOS	Global Partnerships Manager
Geraldine Mabbe	VLIR-UOS	Global Partnerships Manager
Levi Koyio	C-lever.org	Evaluation team
Hilde Geens	C-lever.org	Evaluation team

8.4. Overall scores for the assessment of the collaborative process/ overview of scores of analysis of institutional capacity



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

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