

Building Stronger Universities Phase III (BSUIII) SUA_CDU Partnership Proposal

1. Rationale and main lessons learnt during BSUII

The Building Stronger University initiative (BSU) is unique as it fills the gaps in institutional capacities at universities in the South that no other initiatives have focused on. BSUII involved new thematic foci and a fresh round of matchmaking processes that brought together researchers from Danish University Consortia and from universities in the South.

The cooperation between Sokoine University of Agriculture (SUA) and a Consortium of Danish Universities (CDU) has progressed substantially. A top-down approach has deliberately been avoided and the direct collaboration between peers at the same level has ensured ownership and motivation from South and North. The number of institutions and the adjacent portfolio of individual competences on both the SUA and the Danish side have been well-balanced and effectively addressed the tasks. Development of two new PhD programs (in Agricultural Value Chains, Agroecology) and one Master's Program (in Aquaculture) with course portfolios is a major achievement. Curricula have been developed and are at different stages of approval by the university machinery and Tanzania Commission for Universities (TCU). Development of curricula involved consultations with various stakeholders including relevant industries. This process forged new university-industry linkages that potentially ensure sustainability of the PhD programs after BSU support is finalized due to their demand-driven nature. Further consolidation of BSUII activities will support the university's efforts to improve collaboration with private and public actors in Tanzania. Anchorage of these curricula in the relevant academic units at SUA ensures institutional ownership and sustainability.

Sixteen courses have been jointly designed, piloted and evaluated by SUA and Danish partners. This joint venture gave room to cross-fertilization of expertise in specific scientific areas. Capacity of SUA researchers involved in joint implementation of BSU II activities has been strengthened and SUA staff is now able to take on responsibility for implementation of these courses. Forty SUA staff members have participated in training sessions facilitated jointly by Danish and SUA resource persons and improved pedagogical skills which will be tested when courses are repeated. Deliberate efforts were made to ensure that at least 50% of participants in the different courses were female.

Organization of research is being consolidated through the on-going research group formation and development of joint research proposals. A number of activities such as training of ten SUA staff on how to establish, manage and sustain research groups within universities were implemented in collaboration with the Danish Partners. The experience gained creates an enabling environment for collaborative research capacity building and research-based teaching: Research-based teaching as opposed to textbook facts teaching has been included in course development activities, and thirteen pilot projects will be finalized by the end of the BSUII project period. SUA staff has also established/subscribed to different national and regional networks as platforms for collaboration in specific research frontiers and information sharing.

Research infrastructure and management at SUA have been improved through the support of BSU II. Notably, the aquaculture laboratory was equipped with state-of-the-art equipment for fat analysis. Administrative procedures have been analyzed; the SUA management has endorsed the suggested changes and the Finance Department at SUA is being equipped with an electronic document management system (EDMS). Therefore, BSUII has prepared the ground for smooth implementation of activities geared toward institutional capacity building.

However, new partnerships take time to build and collaborative academic partnerships are no exception. Hence, within the BSUII time frame, the two-year period only allowed for the programs to be developed, individual courses to be piloted and SUA trainers to be trained. Other challenges faced – and the lessons learned from these – can be summarized as follows:

- Sufficient time is required for consultation with stakeholders, development of course contents and validation, processing curricula through university committees and the Tanzania Commission for Universities, and piloting of selected courses before enrollment of students.
- Continuity and sustainability of SUA's institutional capacity requires internalization of knowledge through staff training with much hands-on practice.
- Considerable effort has to be devoted to develop awareness among potential 'recruitment sources' for the new post-graduate programs, i.e. government ministries, NGOs, private sector companies and other universities.
- Procurement of materials and services is guided by general government and/or university procedures and regulations that must be adhered to. Following such procedures in some cases resulted in inevitable delays in the implementation of activities.
- Approval of new curricula at SUA is guided by university and TCU procedures and regulations that must be adhered to. The approval process involves several committees over which BSU II has no full control in terms of timing. Following such procedures in some cases resulted into inevitable delays in the launching of proposed programs. This challenge was partly mitigated by close follow up with the responsible offices and ensuring paperwork is fast tracked.
- Capacity building in specific scientific areas was skewed towards training rather than research and outreach. This skewedness limits academic outputs in terms of scientific results, publications and outreach. To maintain motivation of researchers involved in the implementation of BSU initiative, support needs to include collaborative research activities that will incorporate outreach and research-based training.

Despite the above challenges, the partnership has had a strong focus on strengthening SUA's capacity to deliver quality research and PhD education in certain scientific thematic areas (agricultural value chains, agro-ecology and aquaculture) and to improve University-wide administrative services and research facilities that support research and training. BSU II coordination has been efficiently managed through thematic area meetings, quarterly progress review meetings and joint partnership review meetings. Support from the Danish side has been sufficiently focused, the number of Danes and Danish institutes involved have been adequate and will not be expanded in the next phase. The Partnership is seeking continued support from Danida to consolidate achievements made in BSUII. The new strategic orientation is outlined in the next section.

2. Strategic direction and theory of change of a continued partnership in BSUIII

The previous selected thematic areas Agricultural Value Chains, Agro-Ecology, and Aquaculture, are all important areas in the further development of the agricultural sector in Tanzania in terms of value creation, enhanced livelihoods of rural communities, and environmental protection – while at the same time matching global trends in research and education. To ensure consolidation and sustainability of the results already achieved in BSUII, BSUIII will maintain its focus on specific topics within these three selected thematic areas and continue to prioritize an equal gender balance in student intake and researcher involvement. The ambition is to consolidate the educational programs on PhD and Master level that have been established in the previous phase and to implement concerted research and outreach activities that involve PhD candidates and younger researchers in their early career stages. In addition, BSUIII will continue to support the improvement of services and facilities that support research, notably 1) the improvement of administrative systems for monitoring the allocation, use and accounting of funds for research activities, and 2) the upgrading of laboratory and experimental facilities that are attached to the thematic areas.

The basic premise of the partnership's 'theory of change' is that this package of activities – consolidation of PhD programs and generic courses, collaborative pilot research integrated with new outreach and training practices, and improvements of crosscutting administrative procedures and experimental facilities – will lead to higher quality of academic training of PhD candidates and junior staff, and a stronger societal embeddedness of research. Incorporating outreach and training in research practices as planned will open new and hitherto unexplored avenues for a combined progression of all three components. Research activities will be conceptualized, designed, implemented and disseminated in innovative ways that will assist SUA to gain international reputation as one of the highest-ranked agricultural universities on the African continent.

The contribution of the partnership under BSUIII to capacity enhancement of SUA is obviously partial in the sense that efforts are focused within the three thematic areas. Nevertheless, what may have a relatively limited impact on the general university level in the short to medium term will be counterbalanced by scope and depth at the three thematic area levels, and lessons of a detailed nature are easier to adapt and adopt by other scientific disciplines. Thus, the three thematic areas will serve as a breeding ground for best practices in PhD training, research capacity building and outreach. Efforts will be made to ensure that experience from the three thematic areas and the endeavors to explore synergies between them will be adopted across the university.

The purpose of maintaining the three thematic areas and to align them at outcome and output level (see section 3) is to enable a rigorous accumulation of experiences and systematic exchange of knowledge between them. This will increase the effect of the partnership while at the same time create a better basis for future cross- and multi-disciplinary research and outreach projects. It is necessary to adopt these multi-disciplinary approaches in addressing many of the complex challenges that society is facing. This will require new ways of organizing and implementing research as well as interaction with external stakeholders. These new forms of collaboration will also provide a changed institutional

framework for delivering courses and supervising postgraduate students so as to renew and strengthen the linkage between teaching and research.

In more concrete terms, the new strategic direction of BSU III is to consolidate the BSU II efforts through the following actions:

- Upgrade research administration procedures (primarily financial management systems), laboratory and experimental facilities that are required to implement state-of-the-art research within particular and carefully selected fields of the thematic areas. Newly installed systems (e.g. the document management system) will be made operational and possible bottlenecks or malfunctioning parts will be identified and amended. Based on an assessment of their conditions, relevant laboratories will be refurbished and local staff will be imparted with relevant skills. *In order to upgrade service facilities, allocations will support acquisition of selected hardware and training of human resources so that local staff is able to adapt and use new equipment and facilities.*
- Activate the research based teaching developed within the frameworks of the three postgraduate programs developed with support from BSU II including application of improved delivery methods. In addition, high interest on the eight generic courses developed and tested during BSU II indicates the need to incorporate the courses into other SUA curricula for ensuring sustainability. Strengthening of pedagogical aspects of the courses is envisaged to take place via more emphasis on training in supervision, publishing and teaching for PhD students, for instance by interacting with SUA's University Teaching and Learning Improvement Program (UTLIP). *In order to kick-start and popularize the research-based teaching, allocations will be used to continually develop both specialized and generic PhD courses and to mainstream the latter into SUA post-graduate curricula.*
- Develop the research capacity of SUA staff with special emphasis on junior scientists and their competence to undertake research and outreach. This will be carried out through the inauguration and strengthening of six relatively small research *teams* including the six SUA staff members that are selected for the PhD studies, other junior staff members and more experienced North and South researchers. The research *teams* will implement innovative and strategically selected pilot projects that integrate research practices and dialogue with external stakeholders. Since the formation of more comprehensive research *groups* is at different stages in the various SUA departments, the smaller and focused BSU III research *teams* are envisaged to constitute an important learning component for the future organization of research at SUA. Particular attention will be paid to a possible alignment of research topics within the research teams with the existing DANIDA programs in Tanzania, e.g. the activities of the Agricultural Market Development Trust. *In order to build the research teams – thereby stimulating research group formation – allocations will be used to ensure the participation of both junior and senior researchers from SUA and the Danish University Consortium.*
- Interact with external stakeholders by constructing effective communication channels to public authorities, private businesses and civil society organizations. The aim is to improve the transfer and exchange of knowledge from each of the three thematic areas that may have significant (potential or proven) social and economic impact. Furthermore, the aim is also to use the channels to identify knowledge gaps 'in real life' that may be translated into tangible research

projects within the thematic areas, for instance by a systematic review and knowledge sharing of experiences from internship placements linked to the PhD programs. *In order to ensure effective channels for knowledge transfer and exchange, allocations will be used to identify mechanisms to strengthen existing stakeholder involvement before, under and after pilot project implementation and to construct new forums for interaction between all the involved parties.*

3. Objectives, Outcomes and Outputs for the Partnership in BSUIII

The overall objective of the collaborative program is to upgrade SUA to a university with worldwide reputation in providing scientific knowledge, research-based education and advice to society in major aspects of agriculture. From a long-term perspective, enhanced knowledge and competences to sustainably exploit natural resources is essential for the wellbeing of society and its citizens. Tanzania's economy and people rely heavily on the agricultural sector, and society needs capable human resources to address and manage future challenges with due respect to the needs of future generations.

The BSUIII program outcomes and outputs are structured so as to follow the indicated outcome areas in Danida's Concept Note for BSUIII. Seven key outputs have been defined. Implementation will be organized in work-packages that are thematic or addressing crosscutting service and infrastructure improvements. All outputs are in full accordance with SUA's Five Year Corporate Strategic Plan 2016 – 2021 (<http://suanet.ac.tz/index.php/sua-corporate-strategic-plan-2016-2021>).

Concerning the first Danida outcome area (*capacity is improved by strengthening administrative frameworks for university research*) some outputs will materialize at university level and other outputs at thematic area level. Firstly, the already started process of streamlining the administrative procedures for financial management of research funds will be completed and extended where necessary. This will allow researchers (including those operating within the three thematic areas) to better focus on scientific tasks instead of devoting time and intellectual resources on administrative matters. The CDU support is primarily in the form of human resource development through generic and specialized course that are offered to specific target groups in the administrative system. Secondly, the upgrading of selected and targeted laboratory and experimental facilities for use within the thematic areas will permit experimental research at international state-of-the-art level, while also training the technical staff on the use of advanced equipment. Danish BSUIII participants, both researchers and technical staff, will act as advisors to specific procurements and subsequent training in the thematic areas.

The second Danida outcome area (*capacity is improved by strengthening the organization and systems for offering research-based education and research processes*) is structured according to the three thematic areas: within all three thematic areas, university capacity is improved by strengthening the organization of researcher training and research processes. Based on the experience from the piloting of courses under BSUII, post-graduate programs will be consolidated and improved. Research teams will be established and centered on new staff-PhD positions with participation of junior and senior staff from the partnership. The CDU will continue to support the piloting and consolidation of PhD courses via active participation in the course development and

implementation. Danish researchers will also participate in the research teams and resources are allocated to external PhD supervision.

The third Danida outcome area (*capacity is improved by strengthening research and outreach practices and networks*) is also structured according to the three thematic areas but some outputs will materialize at the university level. The research teams (see above) will implement pilot projects of strategic importance for capacity building of research practice; each pilot project will be conceptualized, carried out and reported in close collaboration with the involved stakeholders in order to ensure that the scope of the research conducted at SUA is determined by societal needs. The CDU will allocate funds for the active participation of the Danish researchers in planning and implementation of stakeholder workshops/conferences and short courses for external participants from civil society, the private sector and public authorities. Some of the research results will also be disseminated via existing channels at SUA to reach a wider audience while at the same time improving the efficiency and focus of the channels. This will lead to multi-pronged external outreach, strengthened cooperation and linkages with the private sector, civil society and public sector research users.

As a consequence, the activities of the partnership will operate on the basis of seven outputs as shown in the Table below. Intended activities under each of the outputs will include but are not restricted to the following:

- Output 1:* Planning and implementation of generic and specific courses for administrative staff, upgrading organization and systems for finance management
- Output 2:* Identification of gaps of laboratory and experimental facilities, prioritization of needed procurements, installment and calibration of instruments, training in operational skills and maintenance.
- Output 3:* Selection of PhD courses for consolidation through repeated implementation with Danish researcher participation, development of new core courses in the postgraduate programs, strengthening of pedagogical elements in existing courses.
- Output 4:* Selection of highly qualified SUA staff for PhD scholarships, identification of PhD research projects aligned with the interests of the respective research teams, nomination of internal and external supervisors, drafting of PhD study programs, data collection and analysis, planning of study stays in Denmark, paper and synopsis writing.
- Output 5:* Identification of research topics of mutual interest, selection of research team members, clarification of tasks and internal division of labour, planning of data collection and analysis including alignment with the PhD project, joint paper drafting and publishing, conference participation, new research proposals for external funding,
- Output 6:* Stakeholder interaction in different phases of research implementation, workshops and short courses for a broader audience.
- Output 7:* Input to general SUA channels for dissemination, adjustment and suggestion for replacement of inefficient mechanisms, extension of well-working communication tools.

S/N	DANIDA OUTCOME AREAS	PARTNERSHIP OUTCOMES	OUTPUTS
1	University capacity is improved by strengthening administrative frameworks for university research	1. Researchers are able to implement state of the art research and spend more time on core research activities and less time on financial and administrative tasks	1. Researchers, finance and administrative staff are trained in the effective use of updated business processes and new facilities for financial management 2. Laboratory and experimental facilities for specific and targeted purposes are installed; standard operating procedures are adopted and adhered to.
2	University capacity is improved by strengthening the organization and systems for offering research-based education and research processes.	2. SUA's capacity to implement research and research based teaching is improved by transforming research and training practices to foster strong linkage between research and training	3. The three Post-graduate programs started and research-based teaching is consolidated and expanded 4. Six SUA-staff complete their PhD in Agricultural Value Chains, Agro-ecology and Aquaculture 5. Research teams involving researchers and postgraduate students have successfully implemented strategic pilot projects and produced results that feed into new research projects, research proposals and research-based teaching
3	University capacity is improved by strengthening research and outreach practices and networks	3. There is an increased interaction and knowledge sharing with external stakeholders for contextualization of research and increased uptake of findings	6. Research teams have successfully identified and used new channels and mechanisms for outreach within and across the three thematic areas. 7. Existing channels for outreach (e.g. SUA based journals, TV and radio) and initiatives (e.g. ICE, SUGECO) are supported for increased access to outreach information and participation of stakeholders in events.

4. Risks

The following risks and mitigations have been identified:

- The bureaucratic decision making processes and the cumbersome procurement procedures may challenge timely implementation of planned activities. This risk will be mitigated by ensuring that activities are initiated well in advance and are closely aligned with the university calendar of

meetings of decision-making organs. In particular, the procedures and decisions taken by the TCU will be closely monitored and quick follow-up actions initiated.

- Time constraint on the part of some project members due to other university commitments may also lead to some delay of project activities. Close monitoring of activities will enable action to be taken to allow replacement of a member who may not be available for a particular activity.
- Insufficient recruitment of candidates for the PhD-programs will make the implementation difficult to justify. Setting up a BSU-working group with the responsibility to promote the programs both internationally and domestically mitigates this risk.
- Lack of interest among researchers to participate in the research teams and joint collaboration/supervision of PhD students will reduce the effectiveness of the institutional capacity enhancing activities. A careful selection of themes of mutual interest for the SUA and the Danish researchers will minimize this risk.
- The selected SUA staff for the PhD scholarships needs to be highly qualified and motivated, and aligned with the research interests of the involved senior and junior researchers. A transparent selection procedure in accordance with internationally accepted criteria and involving researchers from both sides will ensure that the right candidates are identified.
- If the trained staff members leave SUA after finalized capacity enhancement (e.g. PhD graduation), institutional capacity is reduced. However, SUA regulations are already in place, ensuring a bond for 5 years after graduation.

5. Coordination, Learning, Partnership and Management of BSU-III-support

The strategic direction of BSU-III will be underpinned by concerted efforts to identify, learn and exploit possible synergies from relevant ongoing and previous research collaboration projects involving Danish¹ and other foreign universities. BSU III will facilitate a series of events in accordance with the Directorate of Research and Postgraduate Studies to bring together representatives from all the major research collaboration projects at SUA that are supported by international partners. This will create room for possible synergies to be exploited and avoid duplication of interventions to the benefit of all

¹ Several projects have been implemented between partners from Danish Universities and SUA, including the following:

- ProGrOV (Productivity and Growth of Organic Value chains) - focusing on organic production based on agro-ecological principles
- Prepare PhD – focusing on postgraduate training
- RUCROP/RUT – focusing on rural urban complementarity and development of emerging towns that depend on a particular agricultural value chains
- Prepare BSc. – focusing on pedagogy, curriculum development and Problem Based Learning (PBL)
- Peri-urban Livestock Farming – focusing on staff and postgraduate training
- Development of enterprise for solar drying of fruit and vegetables – focusing on product and enterprise development
- Growing Innovative Entrepreneurs (GIE) – focusing on adding value to SUA graduate to become job creators rather than job seekers.

international capacity building investments. Throughout BSUII it was endeavored to have university-wide workshops that reported about the BSU 'concept' and the thematic content of the program. This helped to create awareness of the BSUII program but could not cover all research, training and outreach programs, so through BSU III the Directorate of Research and Postgraduate studies will be engaged to play a more central role in creating this communication platform.

Results and insights gained during BSUIII will be up-scaled for improving the university's performance through the following mechanisms:

- The course delivery experiences gained in BSUII will be promoted to other staff members through practical implementation and workshops for sharing of experiences and developing skills.
- Experiences from the pilot projects, research group formation and management through team work will be imparted to SUA staff through training workshops facilitated jointly with Danish experts on more effective organization of research activities at SUA.
- In collaboration with the Institute of Continuing Education at SUA, long-term executive (re)training courses on cost-recovery basis will be developed and integrated into the university's ICE training system and aligned with the guidelines of the Directorate for Research and Post-graduate Studies.

BSU III will internalize and monitor the outreach activities, both those closely related to the pilot projects but also those of a more conventional nature implemented at university level. The coordinating unit under BSUIII will strengthen networking, partnerships and communication through various activities including the organization of training workshops for the thematic leaders, research teams and their associated colleagues. This may require participation of Danish counterparts but also SUA staff participation in international forums on education delivery systems, partnerships, communication and networking. These activities will assist the development of systems for communication, information handling and sharing across and beyond the university. In particular, this is planned to help in identifying and testing new areas and forms for South-South collaboration.

Hence, BSUIII will aim to improve SUA membership and participation in activities related to the three thematic areas in regional bodies such as RUFORUM, FARA, etc. These fora bring several African universities together and thereby act as centers for mobilization of resources and South-South collaboration within the thematic areas. SUA will also strive to be close to global agricultural research center systems where world scientists meet and exchange new ideas and information. Students and researchers linked to the three thematic areas will be enriched by this information when it is shared to wider circles. The university will endeavor to become an effective connector between regional and global centers of excellence and local research and development partners. It is also important to continue collaboration with other Tanzanian research institutes with activities within the three thematic areas e.g. University of Dar es Salaam and Tanzania Fisheries Research Institute, for instance by invitations to participate in outreach activities and joint proposal writing. Collaboration is also envisaged to take place with the other Tanzanian universities participating in BSUIII to share and learn from their experiences.

Overall, the BSUII governance structure proved to be highly effective. Procedures for regular (quarterly) BSU-reporting to the SUA management have been established and it is planned to include the Director

of Research and Postgraduate Studies as a member of the BSU Technical Committee in order to enhance the anchoring of BSU activities in the SUA management system. Some progress has already been made in this respect: the generic PhD courses developed under BSU are now moved to SUA's post-graduate portfolio of courses, the PhD programs are embedded in the respective departments and the investments in infrastructure are integrated in the daily operations of the university.

The collaboration between the coordinators at SUA and the CDU has worked very well and the management of activities has been very efficient. The coordinators are in regular contact via e-mail and skype in order to ensure that the necessary adjustments and follow-up actions are taken. The technical committee at SUA has been instrumental in monitoring and evaluating implementation of activities and securing institutional support. On the Danish side, bi-annual meetings between the thematic area coordinators and the CDU coordinator have served to align efforts and exchange experiences gained. A reduction of the number of Danish university departments (reduced by two) participating in BSU will result in a leaner management and coordination structure. The more detailed coordination of activities at the level of thematic areas is taken care of by the thematic coordinators (pairwise with one from each of the partners) and with active involvement of the implementing participants. The presence of DFC to follow-up administratively has made it much smoother to operate by reducing administrative duties to researchers. Therefore, no substantial changes are envisaged in the organizational set-up and management of the partnership.

6. Sustainability

The three academic thematic areas of BSU are strongly anchored at the respective SUA departments and the finance management theme is also anchored in the finance department. This anchorage ensures institutional ownership of the curricula and the three postgraduate programs developed by BSU. The infrastructure procured and developed by BSU will be owned by the university and used for research, training and outreach activities by the other departments at the university. Arrangements are in place to mainstream generic courses developed by BSU to SUA's curricula and transfer the responsibility of running these courses to the Directorate of Research and Postgraduate Training. Some of the research groups constituted with support from BSU are anchored at different departments and will potentially serve as instruments for ensuring proper supervision of PhD students. The identified linkages with the private sector through internship positions and stakeholder interaction will ensure support to the three postgraduate programs and acknowledgement of research activities. Furthermore, efforts will be made during BSU to encourage SUA departments to include support to research in their annual budgets. Finally, it is envisaged that the partnership between Danish and SUA researchers will continue beyond the lifespan of BSU as partners will identify areas of common interest for future research proposal and obtain external funding independently of DANIDA.

7. Framework Budget

Table 7: Summary of SUA-CDU Partnership Budget by Output and Partner

A. Outcome Areas																																																																																																																					
Outcome Area	Output	SUA	CDU	SUA	DK	Total																																																																																																															
1. Research administration	output 1	246.460	440.000	667.672	610.000	1.277.672																																																																																																															
	output 2	421.212	170.000				2. Researcher Education and Research Processes							i. Agricultural Value chain	output 3	176.520	350.000	942.605	1.200.000	2.142.605	output 4	374.865	280.000	output 5	391.220	570.000	ii. Agro-ecology	output 3	156.520	440.000	962.600	1.310.000	2.252.605	output 4	364.860	280.000	output 5	441.220	590.000	iii. Aquaculture	output 3	198.340	360.000	981.895	1.240.000	2.182.605	output 4	372.165	280.000	output 5	411.390	600.000	3. Research and outreach practices	output 6	558.210	440.000	558.210	940.000	1.498.210	output 7	520.351	0	520.351	0	520.351	Subtotal		4.633.333	5.300.000,00	4.633.333	5.300.000	9.874.048	B. Project Administration							Coordination/Anchor		370.667	0	370.667	0	370.667	OH		556.000	1.060.000	556.000	1.060.000	1.616.000	External Audit		100.000	140.000	100.000	140.000	240.000	Study Stay in DK	DFC Costs	840.000	0	840.000	0	840.000	Subtotal		1.866.667	1.200.000	1.866.667	1.200.000	3.066.667	TOTAL		6.500.000
2. Researcher Education and Research Processes																																																																																																																					
i. Agricultural Value chain	output 3	176.520	350.000	942.605	1.200.000	2.142.605																																																																																																															
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	output 7	520.351	0	520.351	0	520.351																																																																																																															
Subtotal		4.633.333	5.300.000,00	4.633.333	5.300.000	9.874.048																																																																																																															
B. Project Administration																																																																																																																					
Coordination/Anchor		370.667	0	370.667	0	370.667																																																																																																															
OH		556.000	1.060.000	556.000	1.060.000	1.616.000																																																																																																															
External Audit		100.000	140.000	100.000	140.000	240.000																																																																																																															
Study Stay in DK	DFC Costs	840.000	0	840.000	0	840.000																																																																																																															
Subtotal		1.866.667	1.200.000	1.866.667	1.200.000	3.066.667																																																																																																															
TOTAL		6.500.000	6.500.000,00	6.500.000	6.500.000,00	13.000.000																																																																																																															

OUTPUT description

1. Updated business processes and facilities for financial management are in use by staff
2. State-of-the-art laboratory facilities for specific and targeted purposes are installed
3. Research-based teaching is consolidated and expanded
4. Six SUA staff complete their PhD in Agricultural Value Chains, Agro-ecology and Aquaculture
5. Research teams are established – each centered around research projects
6. New channels for outreach within the thematic areas strengthened
7. Existing channels for outreach are supported and their efficiency is increased

8. Annexes

Annex 1: SUA Profile

The history of Sokoine University of Agriculture dates back to 1965 when it started as an Agricultural College offering diploma training in the discipline of agriculture, before becoming part of the University of Dar es Salaam (UDSM) in July 1970, as its Faculty of Agriculture. Later Faculty was re-named Faculty of Agriculture, Forestry and Veterinary Sciences after introduction of two more disciplines: Forestry and Veterinary Sciences. The Faculty was on the 1st of July 1984 transformed, through Parliamentary Act No. 6 of 1984, into a full-fledged University and became known as Sokoine University of Agriculture (SUA).

Currently SUA has four Colleges, one School and one Faculty namely; 1.Campus College of Agriculture, 2.Campus College of Social Sciences and Humanities, 3.College of Forestry wildlife and Tourism, 4.College of Veterinary and Medical Sciences, 5.School of Agricultural Economics and Business Studies, and 6.Faculty of Science.

Other academic units include; 1. Directorate of Research and Postgraduate Studies (DRPGS), 2.Directorate of Undergraduate Studies, 3.Directorate of Intellectual Property Management and Linkages, 4.Directorate of Consultancy and Services, 5.Institute of Continuing Education, 6.Centre for Information and Communications Technology, 7.SUA Pest Management Centre, and the 8.Sokoine National Agriculture Library.

The university is located in Morogoro Municipality. It has 3,350 hectares of land for training, research and production in Morogoro municipality; 840 hectares of forest land in Arusha; 320 hectares of virgin forest for research in Usambara Mountains in Tanga and 500 hectares of miombo woodlands in Kitulanghalo in Morogoro Region. The university has four campuses namely, the Main Campus and the Solomon Mahlangu Campus (SMC) both in Morogoro municipality; SUA Training Forest (SUATF) Olmotonyi in Arusha and Mazumbai Forestry Reserve in Tanga.

The mission of the university is “to promote development through training, research, extension, provision of services to the public and private sector in an environmentally friendly manner.”

SUA currently offers 35 programmes at Certificates, Diploma and Bachelor levels, and over 45 postgraduate degree programmes in various fields and professions.

The University has a total of 8544 student population of which 265 are postgraduates, 8279 are undergraduates including non-degrees programmes, this being an increase of about 20% since 2013. It has a total of 1485 employees (an increase of about 4% since 2013), 529 are academic members of staff of whom 58% are PhD holders and 835 are administrative staff of whom 36% are female.

With over 50 universities and university colleges in Tanzania SUA is the only university that offers degree programmes in the broad field of Agriculture.

Further information can be obtained from www.suanet.ac.tz

Annex 2: Research Collaboration:

SUA's main research objective is to provide leadership in basic and applied research in order to generate scientific knowledge, technologies and innovations that respond to contemporary and emerging needs.

SUA thus emphasizes research that is linked to development and societal issues. Research, outreach and consultancy services are driven by trained agricultural and natural resource manpower base that comprises 529 academic staff, out whom 58% have PhD qualifications. Research capacity at SUA is further enhanced through collaborative research projects, which are supported by more than 50 memoranda of understanding. Currently, there are over 100 ongoing research projects in various fields. The memoranda of understanding have facilitated collaboration between SUA researchers and those from universities in other countries and international organizations, and have made SUA a fertile ground for intellectual stimulation due to the many collaborative activities going on.

SUA has benefitted from several institutional support initiatives supported by various donors. The most recent ones are: iAGRI; Prepare PhD and PREPARE- BSc.

a) iAGRI

iAGRI is a USAID-funded project that began in 2011 and will run up to February, 2017 for the purpose of building a sustainable food system through training, research, outreach and institutional transformation that encompasses private and public sectors. The main project partners are the Ministry of Agriculture and Sokoine University of Agriculture. The objectives of iAGRI are: i) Training: scholarships for 135 Tanzanian post-graduate students (115 at M.S. level, 20 at Ph.D. level), 50% female, 50% male. Also short-term training on technical and leadership topics; ii) Research: collaborative agricultural and nutrition research involving SUA, Ministry of Agriculture and Ohio State University Consortium scientists; and iii) Organizational transformation: strengthen academic and administrative capacity of SUA to develop and implement agricultural and nutrition instruction, research, and outreach programs; and iv) External linkages: strengthening linkages between SUA, U.S. universities and Global South universities.

b) Promoting Excellence in Ph.D. Research Programmes in East Africa (PREPARE-PhD) Partners

PREPARE-PhD project was a three-year (2008-2011) project funded by the European Union under the ACP-EU Cooperation Programme in Higher Education (EDULINK). The PREPARE-PhD project was a collaborative research project and the partner institutions included Faculty of Life Sciences, University of Copenhagen (Denmark), Sokoine University of Agriculture (Tanzania), Makerere University (Uganda) and University of Nairobi (Kenya). The overall objective of the project was to develop competent relevant high level human resources within agriculture, veterinary science, human nutrition, natural resource management and related fields to address socio-economic development needs of societies in East Africa. Specifically the project aimed at creating efficient and effective PhD training systems through strengthening local research capacity and regional networking in the participating higher education institutions. The main activities were updating rules and regulations for PhD programmes and harmonize them among the East African Universities, upgrading administrative system for smooth administration of PhD programmes and developing Ph.D. Student progress tracking system, training lecturers/professors on good supervision and examination, developing PhD courses on Proposal Writing and Research Methodology, Scientific Writing and Information Competence and Management, Statistics and Computer Applications in Research and Data analysis, training Ph.D. students on research proposal development and scientific writing skills and facilitating establishment of Ph.D. Student Associations.

c) Enhancing the Quality of Graduates of Agriculture to meet tomorrow's food security challenges (PREPARE-BSC)

PREPARE-BSC project is a three-year (2014-2017) project funded by the European Union under the ACP-EU Cooperation Programme in Higher Education (EDULINK). The PREPARE-BSC project is a collaborative research project and the partner institutions include University of Nairobi (Kenya), Sokoine University of Agriculture (Tanzania), Makerere University (Uganda) and Faculty of Science, University of Copenhagen (Denmark). The overall objective is to enable the Universities to develop competent relevant high level human resources within agriculture, veterinary science and related fields to address food security as part of socio-economic development needs of the societies in Eastern Africa. The specific objective is to improve undergraduate programmes in the East African region in order to enhance graduate suitability for the job market. The main activities are assessment of attitude of secondary school students, teachers and parents towards agricultural career, assessment of university staff and students' perceptions on agricultural training, assessment of employers' attitude on agricultural training and graduates, reviewing curricula for undergraduate programmes using inputs from employers and pre-university students, training of lecturers in didactics and pedagogy and student mentorship, establishing linkages between universities and industry players, and building interest of pre-university students on learning agriculture.