

**The State University of Zanzibar (SUZA)  
&  
Partner Consortium of Danish institutions**

**Led by  
Department of International Health, Immunology and Microbiology,  
University of Copenhagen (UCPH)**

**BSU II INCEPTION REPORT**

**September 2014**

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## List of Abbreviations

AU	Aarhus University
BSU	Building stronger Universities
BSU II	Building stronger Universities phase II
COBL	Centre for Online and Blended Learning
DA(s)	Danish Applicant(s)
DFC	Danida Fellowship Centre
E-L	E- Learning
EPH	Environmental Public Health
ES	Environmental Sciences
ICT	Information and Communications Technology
ISIM	Department of International Health, Immunology and Microbiology
KCMC	Kilimanjaro Christian Medical Centre
K S R D & C	Knowledge Sharing, Research Dissemination & Communication grant
LFA	Logical Framework Approach
MOOC	Massive Open Online Course
OER	Online Educational Resources
OFSM	Outreach, facilities, services, management
PBL	Problem Based Learning
SUA	Sokoine University of Agriculture
SUZA	State University of Zanzibar
TROCEN	Tropical Research Center for Oceanography, Environment and Natural Resources (TROCEN)
UCPH	University of Copenhagen
WP	Work package

## **1. Summary Fact Sheet**

BSU II SUZA is undertaken by the two partners.

### **From South the leading partner is:**

State University of Zanzibar (SUZA); P.O Box 146, Zanzibar-Tanzania  
[vc@suza.ac.tz](mailto:vc@suza.ac.tz) [www.suza.ac.tz](http://www.suza.ac.tz).

The SUZA anchor person is Professor Hamad H. Issa; Dean, School of Natural and Social Sciences.  
[ha\\_2@yahoo.com](mailto:ha_2@yahoo.com); +255773960900

### **The partner in Denmark (Danish Applicant (DA) lead) is:**

University of Copenhagen (UCPH)  
Department of International Health, Immunology and Microbiology (ISIM)

The UCPH anchor person is Professor Flemming Konradsen, Director, School of Global Health,  
[flko@sund.ku.dk](mailto:flko@sund.ku.dk). +4535327776

The project will be implemented between September 2014 – November 2016.

### **Overall and specific objectives**

The overall objective of this partnership under BSU II is to enhance SUZA's capacity in terms of research expertise and support systems and facilities to conduct quality research of direct relevance to the needs of Zanzibar society as a contribution to the overall achievement of Zanzibar development plans. It is also to contribute to strengthen capacities among SUZA staff to develop, organize and manage on-line and blended research-based learning to support the development and delivery of high quality education will effectively improving student' learning outcomes at SUZA.

### **Description of the key thrust of themes, outputs and activities**

To achieve these goals the partnership will intervene at different levels organizing itself in four separate work packages: It will focus on increasing the capacity of SUZA academic staff to effectively engage in research at department level in the areas of Environmental Public Health (work package 1) and Environmental Science (work package 2). It will focus on improving learning outcomes by developing and integrating elements of online learning in education (work package 3). Finally (work package 4, combining outreach, facilities, services and management) it will focus on strengthening SUZA staff and researchers' capacities in research communication; in revising research and graduate studies policies and guidelines; in upgrading selected library facilities, accounting software and financial management practices; and in enhancing selected SUZA staff's efficiency and effectiveness in managing projects.

**Budget assigned to each partner for key objectives or output areas:**

**Total budget DKK incl. overhead, coordination, and audit.**

SUZA	DKK 4.800.002
DA	<u>DKK 3.197.600</u>
Total budget	DKK 7.997.602

**Work package budgets DKK (only direct activity costs)**

	<b>SUZA</b>	<b>DA</b>	<b>Total</b>
<b>WP 1, Environmental Public Health, incl. PhD and lab:</b>	1.960.000	1.000.000	2.960.000
<b>DFC costs:</b>	99.000		99.000
<b>WP 2, Environmental Science:</b>	960.600	640.000	1.600.600
<b>WP 3, ICT in Education:</b>	346.010	198.000	544.010
<b>WP 4, Outreach, facilities, services, management:</b>	446.725	575.000	1.021.725

## **2. Objectives, outcomes, outputs and activities**

The overall objective of the BSU II partnership between the State University of Zanzibar (SUZA) and the Danish partners led by the University of Copenhagen (UCPH) is to contribute to the enhancement of the capacity at SUZA to effectively conduct research of direct relevance to the needs of Zanzibar society to contribute to the overall achievement of Zanzibar development plans, mainly in the areas of environmental public health and environmental science. Another aim with the partnership parallel to the EPH and ES focused efforts is to contribute to strengthen capacities among SUZA staff more widely to develop, organize and manage on-line and blended learning to support the development and delivery of high quality education and improve student' learning outcomes.

The BSU II SUZA partnership will engages in strengthening capacities and skills at various levels of the institution with a common aim to improve the effectiveness of the research processes anchored at department level. This approach is based on the assumption that strong and integrated capacity at the department level is the feasible avenue to attract and maintain external funding to upgrade and extend research. The inputs from BSU II are delivered in a relevant sequence across the research process from the early identification of pilot studies to explore research gaps of relevance in close dialogue with relevant stakeholders to the stage of organizing and managing the development of proposals to the communication of research results and recommendations to relevant stakeholders. Parallel to these efforts at department level BSU II will also engages in the revision of cross-cutting policies and guidelines to guide research and graduate studies, and although at modest level, in the strengthening of various central support services and systems, including the library facilities, and in the upgrading of financial systems and general project management skills and practices.

further details on the contents, rationale and approach of each WP are set out below..

### **WP 1: Environmental Public Health (incl. Laboratory Services)**

Environmental Public Health is a relatively new field at SUZA both in terms of research and educational activities. With support from BSU I, the topic was introduced as a component of the SUZA academic syllabi at BSc level. Through BSU II support, the capacity at SUZA to formulate, design, implement, analyze and publish research within specific areas of environmental health will be strengthened compared to the current very limited capacity. The approach will be to upgrade capacity within specific areas of immediate public health relevance and within such areas, to combine and achieve increased capacity through concurrent investments in staff skills, formalized degrees, and specific infrastructure including laboratory upgrade, access to networks, and access to key references, research concepts and baseline studies.

Before BSU I, SUZA had very few staff with a background in environmental health and the research laboratory was nonfunctional as it lacked important equipment and facilities. BSU II aims to support the successful completion of PhD training in environmental health in addition to the two MSc's completed during BSU I. The PhD candidate will enhance staff capacity to effectively conduct relevant research and teach at postgraduate level as well as supervise graduate students.

After the completion of PhD training this person is expected to be a focal point and a catalyst for EPH research at SUZA.

Likewise, the collaboration facilitated through BSU II will involve developing concept notes and research proposals, implementing pilot studies, joint research seminars as well as joint manuscripts within the selected environmental health topics, thus providing hands-on learning opportunities for SUZA staff to develop their capacity to effectively manage research processes.

BSU II will support laboratory facilities mainly through the installation of already purchased equipment and potential equipment obtained through pilot studies. Also laboratory protocols will be introduced to provide adequate standard operating procedures that will facilitate both environmental health and environmental sciences research. Selected laboratory technical staff will be trained to be able to operate and maintain laboratory instruments and manage laboratory procedures/activities.

## **WP2 Environmental Sciences**

Within the field of environmental sciences SUZA has been mandated to give particular attention to research and training in the field of Natural Resources Management. As a commitment to this priority the University launched in 2013 the Tropical Research Center for Oceanography, Environment and Natural Resources (TROCEN) focusing mainly on research in marine sciences. Studies on the effects of climate change, marine pollution, oceanography, water quality, coastal socio-economic issues and ecosystem services are primary research areas of the Center.

SUZA and partners have through the years invested significantly in building human resources in the field of natural resources management including marine sciences and produced several qualified researchers and PhD holders. At the initiation of BSU II this particular field of research constitutes more than 70 % of PhD holders at the University. BSU II builds upon this group of relatively young researchers eager to conduct research and write proposals in order to sustain resource mobilization towards the University. Likewise, at the initiation of BSU II, SUZA had just established a new Masters in Environmental Sciences presenting a potential for future research candidates. The students and their Instructors had already been engaged in local research on environmental degradation and sustainable natural resources management.

Under the framework of BSU II, the work package of Environmental Sciences has one main output described as “strengthening the abilities of SUZA staff to conduct research and write research proposals through leadership and participation in pilot studies, proposal writing and training activities involving external partners”. The output will be achieved through support to the researchers in place, by designing relevant research resulting in pilot studies and development of proposals for external funding. Capacity building includes training and mentoring of SUZA staff and is facilitated by active involvement of staff in pilot studies. The pilot studies furthermore provide base line research information which are pre-requisite and cornerstone for any competitive research proposal development as well as in the process of developing concept notes and protocols. Overall the BSU II presents an opportunity for a growing number of young researchers

within environmental science at SUZA to continue their research and to develop proposals of direct relevance to Zanzibar. It is accordingly assumed that BSU II will increase the number of winning proposals and manuscripts submitted to peer reviewed journals. This overall outcome of WP2 involves increasing the capacity and individual competences of SUZA staff to conduct research, teach, manage projects and write proposals within ES.

### **WP 3: ICT in Education**

As SUZA grows in number of students, new educational programs and geographic distribution (now 3 campuses, and later most likely more) the opportunities and challenge of exploiting information technology to support the delivery of quality education and increase capacity needs to be addressed. For this reason the university realizes that e-learning integration at SUZA is important, and has come forward with a strategy of strengthening ICT infrastructure and the use of ICT in teaching and learning. In early 2012 the internet bandwidth increased from 2-5 Mbps to current 12 Mbps. Likewise, the e-learning platform (MOODLE) has been adopted and established through support from the BSU I project for the purpose of supporting teaching and e-learning. The implementation started late 2012 as a pilot project training 11 instructors on how to upload course material to the platform. The initial 11 staff trained has supported the training of other staff across various departments on the use of the MOODLE platform. Currently 50 instructors (35%) out of 140 instructors of SUZA have been trained on how to upload files and assignments in the MOODLE platform. However, the training has not yet included the structuring and organization of a course site only the basic uploading. Among all instructors trained only 10 have structured and developed active e-content of their courses using MOODLE and all from the department of computer science. Furthermore, 3 technical staff have been trained on e-learning server administration and customization as part of the BSU I. In total, 150 students out of the approximately 2000 SUZA's enrolled students are using MOODLE platform for learning and the great majority of such students are attached to the department of computer science

Currently there is a limited number of e-learning experts, but the parallel BSU E-Learning & Problem Based Learning project (E-L & PBL) will support SUZA in training of additional three staff members who will be experts on , instructional design, and better ways of organizing, designing and uploading of materials.

The ICT in Education work package consists of three outputs. Output 3.1 will complement and build upon the E-L & PBL project to increase the number of teachers from SUZA with skills in the application of e-learning, especially in instructional designing and the development of basic online learning material for their courses. The training will be supervised by previously trained SUZA experts and Danish resource persons. The focus will be on three courses: "Communication skills", "development studies" and "health promotion and education" representing different departments. They all have a large number of students, are taught in more than one of SUZA's campuses, and have content suitable for transfer to an online platform. When the courses have been set- up using the MOODLE platform it is expected that the problem of inconsistent provision of learning material to the students will have been overcome and all the enrolled students on those courses will be able to access learning material and assignments and submit essays and take tests on any SUZA campus as well as off campus.



Output 3.2 will enhance the utilization and integration of freely available externally produced Online Educational Resources (OER) on existing accredited SUZA courses. The systematic integration of OER at course level at SUZA will after the completion of activities result in output 3.2 still being limited to 2 courses. However, the SUZA ICT unit will have the capacity to support future courses with systematic integration of OER. The long term vision is to systematically utilize OERs to provide updated learning materials, including in new educational programs initiated by SUZA, to increase the capacity at SUZA to develop new educational programs, increasing the number of students as well as the quality and relevance of graduates (c.f. improved student learning outcomes) and finally expose and motivate students to further use of ICT for lifelong learning.

Output 3.3 will take a first step towards building staff capacity of the SUZA ICT unit to design evaluation studies on online/blended learning. After completion of output 3.3, 3 staff members will have the skills to draft concept notes with study objectives and methodological considerations.

#### **WP 4 Outreach, facilities, services and management**

WP 4 involves 5 outputs:

##### **4.1. Revision of policies under the Center for Research and Graduate Studies.**

The Center for Research and Graduate Studies at the State University of Zanzibar is the crux of all graduate studies and research coordination. As a state institution, SUZA is required to conform to nationally and regionally established standards and regulations in the ongoing process of higher education reform in the East African region in general, and Tanzania in particular. BSU II supports the formulation and operationalization of a regulatory framework at SUZA to more effectively guide the provision of graduate education, research and consultancy and to respond to the demands placed on the institution. Taking a starting point in policies and guideline in place at selected institutions in the East African region, BSU activities aim to facilitate the “translation” of these into institutional practice at SUZA. However, as this is a long term process requiring significant general capacity at SUZA, BSU II will only achieve to take the first steps in the translation process, while wider implementation and uptake will follow in subsequent phases. The process will involve all relevant units and staff inside SUZA, as well as relevant stakeholders outside SUZA.

##### **4.2. Research Communication**

In order for the research conducted at SUZA to have impact on the wider society and for SUZA to play its part as a catalyst for social change, SUZA staff should be capable of effectively engaging relevant stakeholders in the identification of priority research topics and in communicating the research findings and results to these. The BSU II capacity building in this field is undertaken in

close coordination with similar efforts supported by the parallel BSU Knowledge Sharing (KSRD&C) grant. The combined BSU efforts will focus upon hands-on training and mentoring on communication and dissemination skills using results generated in the BSU II WP 1 and WP 2 and already existing research findings at SUZA. The annual SUZA Research Day receiving support through KSRD&C will provide a platform for communication to stakeholders, for networking and producing and disseminating materials. Direct outreach and involvement of communities will also be explored to some extent. In future phases, beyond BSU II, focus will widen to include support to develop overall communication strategies and general communication infrastructure.

#### **4.3. Project Management**

At the initiation of BSU II, it was clear that SUZA as a young university lacks the infrastructure, guidelines, procedures and human resources to effectively manage projects, in particular those linked with international partnerships and grants. The management responsibilities of such projects are placed at the Research and Graduate Studies Centre and in the Planning and Finance Department. Initial steps will be taken to define basic day-to-day administrative procedures and introduce basic guidelines. This will involve key staff in on-the-job-training and mentoring activities and exposure to existing procedures and practices at likeminded institutions. Particular projects directly linked with BSU will form cases to set in place procedures for document management, communication, reporting, establishing contracts etc. In the long term, beyond BSU II, SUZA aims to build further capacity to manage large international partnerships.

#### **4.4. Financial Management**

An immediate contribution of BSU II has been to upgrade the number accounting software licenses in the finance department from one to at least three users to meet the requirements of an increasing number of projects. Key financial department staff will be trained to become skilled in the use of the software.

Through exchange visits by SUZA staff to institutions on Mainland Tanzania (probably SUA or KCMC) key SUZA financial management staff will seek advice and explore ways to organize and perform their financial management tasks and exchange experiences on best practices. The Danish partner will mentor the process from an overall project management perspective.

#### **4.5. Library Services**

A digital Institutional Repository using open source software called Dspace has been installed and tested at SUZA making demo data available to the public. However, uploading of further material has been halted due to the lack of policies e.g. on selection and classification of materials, on copy right issues, and on division of tasks and responsibilities in terms of uploading. As a part of BSU II a policy will be developed and implemented with support from a local expert in this field to allow the repository to become a fully functional and operational on-line research document database. An important input will also include training of relevant library staff to manage the system. These joint efforts aim at making various publications and other research outputs produced by SUZA academicians and students easily accessible even to a wider audience.

Another smaller input to the SUZA library during BSU II will be to purchase a set of hard copy and/or e-books on research methodology that are in high demand.

### **3. Partnership Management and Governance**

The BSU II SUZA partnership is headed by overall Anchors at SUZA and UCPH each assisted by a coordinator responsible for day-to-day communication and crosscutting project management.

The BSU II SUZA partnership covers four work packages. They are each headed by a SUZA and DA leader who share the overall responsibility for carrying out, monitoring and reporting on the specific WP activities outlined in the Inception Report and for ensuring that specified outcomes and outputs are achieved. Their tasks also include, with advise from the coordinators, drafting of terms of reference, and recruitment, briefing and debriefing of resource persons. Furthermore it is assumed that the WP leaders support the establishment and maintenance of synergies across the work packages. E.g. to the extent possible planning workshops, courses and other activities under each WP back-to-back allowing for sharing of resources, skills, and ideas across the WPs to strengthen synergies and coherence.

To secure timely delivery of agreed inputs and services the partnership relies on committed team work between DA and SUZA key resource persons, while in accordance with DFC's general conditions for BSU II it is SUZA as the South partner who holds the overall and final responsibility for prioritizing, coordinating, reporting on and managing the partnership. It is the SUZA coordinator who acts as the primary entry point for communication with DFC. And it is the SUZA Coordinator who is responsible for establishing the guidelines and managing a DropBox to facilitate easy upload and access to relevant documents including all core BSU II SUZA and WP plans and reports from and for all key resource persons.

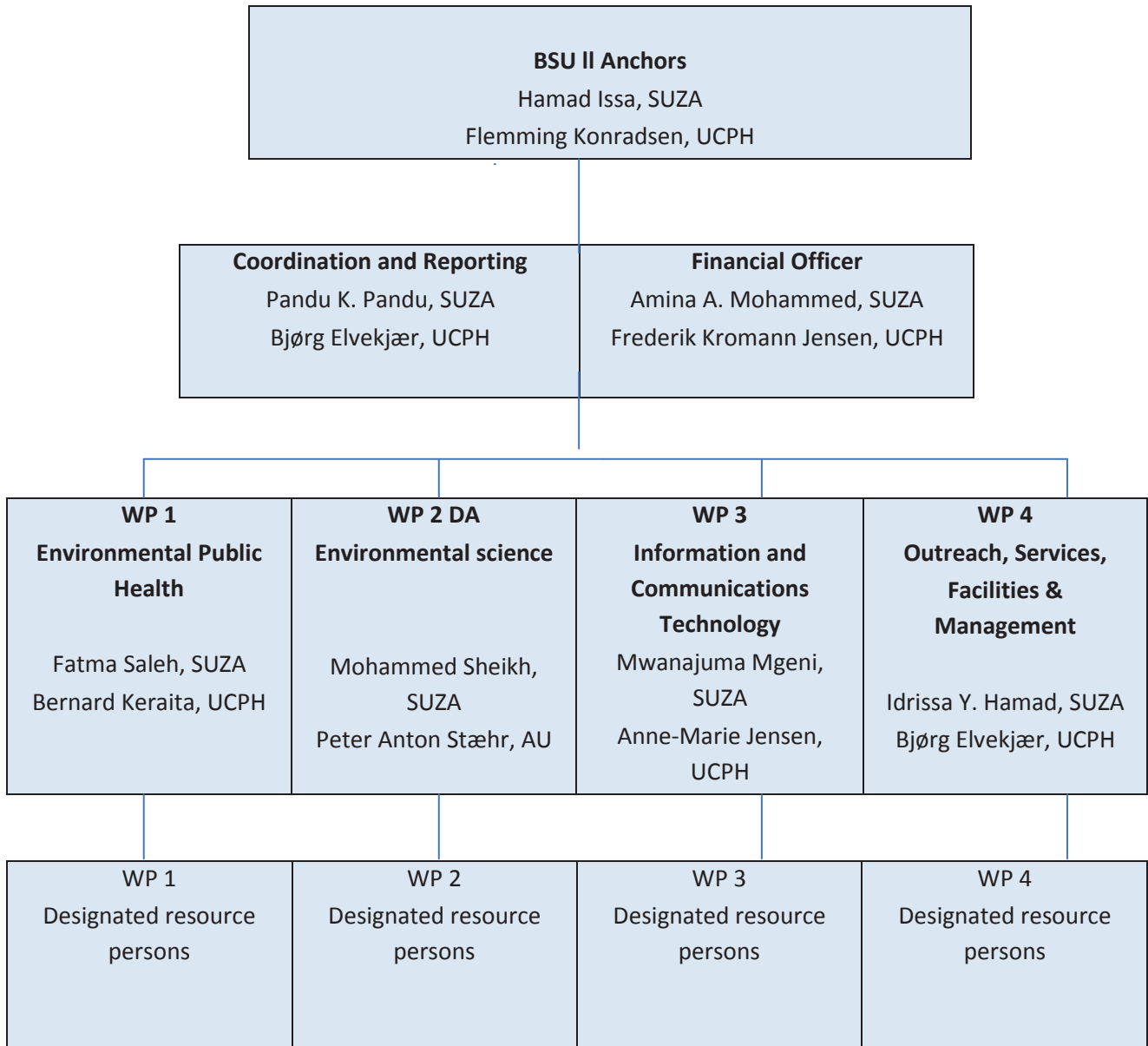
The WP teams (from DA and SUZA) will hold monthly meetings via Skype (or in Zanzibar if the timing coincides with project activities), to assess progress according to their work plans and to adjust these where and whenever required. On a half-yearly basis these meetings will also serve the purpose to prepare the WP's input to the report to DFC that will be assembled and compiled by the coordinators. The Anchor team will have similar meetings quarterly to assess progress, and every half year to approve the financial and narrative reports before they are submitted to DFC.

If any party experiences a serious constraint in relation to coordination, communication or quality of input this should be addressed to the Anchor team.

#### **DA's role as mentor and supervisor in the management of the BSU II SUZA partnership**

Based on experience from BSU I it is foreseen that substantial support and facilitation will be required from DA's side beyond regular coordination and administration tasks to consolidate and drive the overall partnership forward. This support will be of an ongoing nature, and will be provided in a number of ways. It will include day-to-day communication between the coordinators, and with and among the DA and SUZA WP and resource persons to establish, guide and align the processes, to keep the general momentum, and ensure coherence across and within the work package.

**BSU II SUZA ORGANISATION DIAGRAMME**



#### 4. Risk and Mitigation Measures

Risk factor	Mitigating measures
Bureaucratic procedures delaying review and approval of policies and guidelines	<p>Prior communication with involved bodies to agree on timeline and match expectations re. review and approval process</p> <p>Timely submission</p>
Lack of time and required commitment from management and staff; mainly key resource persons who have numerous other obligations they cannot easily be released from	<p>Effective and transparent communication on all levels proactively specifying the input from and timing of services required from the management, WP leaders and resource persons</p> <p>Developing back-up staff plans</p>
Lack of match between SUZA's needs for capacity building and available expertise locally (mainly financial management and library).	Likeminded institutions in the region will be consulted for advice in the identification of relevant consultancy
Delay of financial resources available to support this project	Ensuring adequate monitoring of needs and timely submission of requests for disbursements

## 5. Budget

### BSU II SUZA Summary Budget

	SUZA	DA	Total
Inception phase budget	155.000	235.000	390.000
<b>WP 1 Environmental Public Health</b>			
1.1 PhD Studentship	625.000	240.000	865.000
1.2. Research Development and management	890.000	640.000	1.530.000
1. 3.Laboratory Capacity	445.000	120.000	565.000
<i>Subtotal</i>	<i>1.960.000</i>	<i>1.000.000</i>	<i>2.960.000</i>
<b>WP 2 Environmental Science</b>			
2. 1 Research Development and management	960.600	640.000	1.600.600
<i>Subtotal</i>	<i>960.600</i>	<i>640.000</i>	<i>1.600.600</i>
<b>WP 3 ICT</b>			
3.1 Organise and develop instructional design and upload on Moodle platform	251.875	102.500	354.375
3.2 Incorporate OER into existing SUZA accredited courses	59.485	37.500	96.985
3.3 Design evaluation studies on online and blended courses at SUZA	34.650	58.000	92.650
<i>Subtotal</i>	<i>346.010</i>	<i>198.000</i>	<i>544.010</i>
<b>WP 4 Outreach, services, facilities, management</b>			
4.1 Policy, guideline and system	201.665	125.000	326.665
4.2 Research Communication and Dissemination	76.060	100.000	176.060
4.3 Library Facilities	82.100		82.100
4.4 Project Management	45.800	350.000	395.800
4.5 Financial Management	41.100		41.100
<i>Subtotal</i>	<i>446.725</i>	<i>575.000</i>	<i>1.021.725</i>
Coordination cost (8 %)	297.067		297.067
Overhead costs (12 / 20 %)	445.600	529.600	975.200
DFC expenses	99.000		99.000
External Audit	90.000	20.000	110.000
<b>Total amount requested</b>	<b>4.800.002</b>	<b>3.197.600</b>	<b>7.997.602</b>

## 6. Monitoring, Reporting and Auditing

Monitoring and reporting on the progress of the planned BSU II activities will take place according to guidelines and calendar defined by DFC <http://dfcentre.com/research/building-stronger-universities-bsu/inception-fase>

- **Annual report** – technical and financial (audited) – should be completed by April 1<sup>st</sup> 2015 and 2016, respectively. The project year and fiscal year runs from January-December.
- **Progress report** - technical and financial (non-audited) – should be completed by October 1<sup>st</sup> 2015 and 2016, respectively. This progress report will be on the activities, achievements and spending over the previous half year.
- **Final report** – should be submitted no later than 6 months after project completion, i.e. May 1<sup>st</sup> 2017.

The WP teams are responsible for assembling input on progress from their resource persons and for submitting input to the bi-annual reports to the coordinators no later than one month before DFC deadline i.e. 1<sup>st</sup> of March and 1<sup>st</sup> of September to allow time for compilation and editing of the material and internal approval. It is the responsibility of SUZA as the lead partner to compile and submit the final reports to DFC.

## Annex 1.

### BSU II SUZA LOGICAL FRAMEWORK

Impact	Increased capacity at the State University of Zanzibar to effectively conduct and communicate research accordingly; to deliver high quality education with integrated e-learning elements to improve learning outcome, and producing candidates who actively use their required competencies as employees or self-employed.		
Impact indicator	Type and level of capacity enhanced to effectively enable SUZA engage in and deliver research and on-line and blended learning  However, the impact goal for this partnership is expected to materialize only beyond 2016, starting from BSU III. The indicators will therefore specified further at this later stage.		

#### WP 1 Environmental Public Health

Outcome	By 2016, 5 staff are actively involved in research proposal writing, designing and conducting EPH research as well as manuscript preparation in collaboration with external partners		
Outcome indicator	<ul style="list-style-type: none"> <li># of ongoing or completed pilot studies to support research proposal and/or manuscript development</li> <li># of research concept notes and proposals developed and submitted to external funding agencies</li> <li># of manuscripts submitted by SUZA EPH staff in peer-reviewed journals</li> </ul>		
Baseline	Year	2014	<p>0 SUZA staff is involved in research proposal writing, conducting research, or manuscript preparation within EPH</p> <p>0 EPH concept notes, pilot studies, research proposals or manuscripts from SUZA developed</p>
Target	Year	2016	<ul style="list-style-type: none"> <li>1-2 manuscripts submitted for journal publication by SUZA EPH staff</li> <li>2-3 SUZA EPH pilot studies conducted and research proposals developed and submitted.</li> </ul>

1.1. Output	1 staff at SUZA is on schedule in his/her upgrading to PhD level to conduct research and teaching at postgraduate level		
Output indicator	<i>Verifiable Indicator:</i> # of staff registered for PhD study in EPH		



Baseline	Year	2014	0 SUZA staff with PhD in EPH
Target	Year	2016	<ul style="list-style-type: none"> <li>1 EPH SUZA staff registered, PhD research protocol approved and preliminary research conducted with expected graduation 2018</li> </ul>

1.2. Output		4-6 SUZA staff are able to participate fully in research proposal development, pilot studies and academic writing in EPH in collaboration with external partners	
Output indicator		<ul style="list-style-type: none"> <li># of SUZA staff with skills and capacity in research proposal writing, pilot studies and manuscript preparation within EPH in partnership with external researchers</li> <li># of SUZA Staff who participate in research proposal writing, pilot studies and manuscript preparation within EPH</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>0 SUZA staff have adequate skills and capacity for proposal development, conducting pilot studies or manuscript preparation in EPH</li> <li>0 SUZA staff involved in proposal writing, pilot studies and manuscript preparation.</li> <li></li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>4-6 SUZA staff adequately skilled and actively involved in proposal development and project management</li> <li>4-6 research concept notes developed</li> <li>2-3 SUZA EPH research proposals developed and submitted</li> </ul>

1.3. Output		By 2016, <b>Laboratory support services</b> and equipment delivered according to standard operating procedures (SOPs) to facilitate EPH and ES research.	
Output indicator		<ul style="list-style-type: none"> <li>Laboratory equipment and services are operational in 75% of the time according to the standard procedures to support EPH and ES research.</li> <li># of SUZA laboratory technical staff who apply the skills required and follow the SOPs</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>Laboratory equipment and services are operational in 0% of the time according to the standard procedures in support of EPH and ES research</li> </ul>

			<ul style="list-style-type: none"> <li>No SUZA lab staff have the required skills and able to follow SOPs</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>Laboratory equipment and services are operational in 75% of the time according to the standard procedures in support of EPH and ES research.</li> <li>75% of lab technical staff apply the requisite skills and follow SOPs satisfactorily in 90% of the time</li> </ul>

Risks	<ul style="list-style-type: none"> <li>Project staff may leave for further studies or other assignments.</li> </ul>
Mitigating measure	<p>Staff who leave for further studies will handover project duties and responsibilities with all important information and documents to other relevant SUZA staff</p> <p>SUZA management will reduce staff workload so as to give them time to execute project activities</p>

## WP 2 Environmental Science

Outcome	Research with lead roles played by 10 staff in ES produces a higher number of proposals and manuscripts than previously (see below)		
Outcome indicator	<ul style="list-style-type: none"> <li># of research concepts and proposals developed and submitted to external funding agencies</li> <li># of pilot studies conducted and manuscripts developed and submitted for publication</li> </ul>		
Baseline	Year	2014	<ul style="list-style-type: none"> <li>3 ES research proposals and manuscripts from SUZA developed</li> <li>4 ES research manuscripts submitted annually for journal publication</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>6 manuscripts submitted for journal publication by SUZA ES staff</li> <li>6 SUZA ES proposals developed and submitted for funding</li> </ul>

			consideration
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<b>2.1 Output</b>		10 SUZA staff strengthen their abilities to conduct research and write research proposals through leadership and participation in pilot studies, proposal writing and training activities involving external partners					
<b>Output indicator</b>		<table border="1"> <thead> <tr> <th><b>Verifiable Indicators</b></th> <th><b>Means of Verification</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li># of pilot studies conducted to support research proposal and/or manuscript development</li> <li># of research concept notes developed</li> <li># of research proposals developed and submitted for external funding</li> <li># of manuscripts submitted to peer-reviewed journal publications</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Pilot study reports</li> <li>Research concept notes</li> <li>Research Proposal documents</li> <li>Research project grant documents</li> <li>Submitted manuscripts</li> </ul> </td> </tr> </tbody> </table>		<b>Verifiable Indicators</b>	<b>Means of Verification</b>	<ul style="list-style-type: none"> <li># of pilot studies conducted to support research proposal and/or manuscript development</li> <li># of research concept notes developed</li> <li># of research proposals developed and submitted for external funding</li> <li># of manuscripts submitted to peer-reviewed journal publications</li> </ul>	<ul style="list-style-type: none"> <li>Pilot study reports</li> <li>Research concept notes</li> <li>Research Proposal documents</li> <li>Research project grant documents</li> <li>Submitted manuscripts</li> </ul>
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<b>Baseline</b>	<b>Year</b>	2014	<ul style="list-style-type: none"> <li>2 SUZA staff have adequate capacity for proposal development and project management in ES</li> <li>4 research concept notes prepared in ES annually</li> <li>4 ES research manuscripts submitted annually for journal publication</li> <li>3 ES research proposals from SUZA developed</li> </ul>				
<b>Target</b>	<b>Year</b>	2016	<ul style="list-style-type: none"> <li>10 SUZA staff adequately skilled and actively involved in proposal development and project management</li> <li>6 concept notes developed</li> <li>6 manuscripts submitted annually (based on pilot studies)</li> <li>6 SUZA ES proposals developed</li> </ul>				

<b>Risks</b>	<ul style="list-style-type: none"> <li>Delay of financial resources available to support this project</li> <li>SUZA management not fully able to support project staff during project implementation</li> </ul>
<b>Risk indicator / Mitigating measures</b>	<ul style="list-style-type: none"> <li>Release of the financial resources /Announcement of needs in due time</li> <li>Efficiency of project management to stick with the project plan /continuous monitoring of project progress</li> </ul>

### WP 3 ICT

Outcome		The SUZA ICT unit and core SUZA staff from the School of Natural and Social Sciences and School of Swahili and Foreign Languages facilitate the design, implementation and evaluation of online / blended courses	
Outcome indicator		By the end of 2016: <ul style="list-style-type: none"> <li>Five SUZA BSc courses “Development Studies”; “Communication Skills”; “Database application”; “Health Promotion” and “Education media &amp; technology” are developed and designed and will be available to students from the SUZA MOODLE platform.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>1 SUZA ICT staff with capacity to design, develop and evaluate online and blended courses</li> <li>0 lecturers with capacity to design, develop and evaluate online and blended courses</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>5 SUZA ICT staff capable of design, develop and evaluate online and blended courses</li> <li>10-15 lectures capable of developing online and blended courses</li> </ul>

3.1. Output		Enhanced staff capacity to develop instructional design and organize course materials on the SUZA Moodle platform.	
Output indicator		Verifiable indicator SUZA ICT staff and lecturers have been involved in the development and organizing of materials for 3 SUZA online courses (“Environmental health”, “Communication skills” and “Development studies”) on the SUZA MOODLE platform Means of verification <ul style="list-style-type: none"> <li>Supervisors assessment and feedback on course development and organization of online materials</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>0 academic staff from the three selected courses have adequate skills in developing and organizing course materials on the MOODLE platform</li> <li>0 online materials are available for the three selected courses on the MOODLE platform</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>10 -15 SUZA staff has the skills to instructional designing and organizing course materials on the MOODLE platform</li> <li>The 3 selected SUZA courses have the required course material edited uploaded and organized online</li> </ul>

3.2. Output		SUZA ICT staff and lecturers have built up capacity to systematically and critically incorporate externally developed OER into existing SUZA accredited courses.	
Output indicator		<p>Verifiable indicator</p> <p>SUZA ICT staff and lecturers have been involved in the development of incorporating OER into 2 SUZA online courses (“Database application” and “Education Media and Technology”)</p> <p>Means of verification</p> <p>Supervisors assessment and feedback on course development and incorporation</p>	
Baseline	Year	2014	0 SUZA staff with capacity to systematically and critically incorporate externally developed OER into existing SUZA accredited courses
Target	Year	2016	<p>2-3 SUZA ICT staff with capacity to systematically and critically incorporate externally developed OER into existing SUZA accredited courses</p> <p>5-6 lecturers with capacity to systematically and critically incorporate externally developed OER into existing SUZA accredited courses</p>

3.3. Output		Enhanced staff capacity of SUZA ICT unit to design evaluation studies on online elements and on online and blended courses at SUZA	
Output indicator		<p>Verifiable indicator</p> <p>3 SUZA ICT staff have acquired skills in designing studies to evaluate the use of online elements in education at SUZA</p> <p>Means of verification</p> <p>Supervisors assessment and feedback on concept notes presenting the design of a study to evaluate implementation of online elements in teaching at SUZA</p>	
Baseline	Year	2014	Very low capacity to design evaluation studies to assess outcomes and effects of online teaching
Target	Year	2016	3 SUZA staff with the capacity to design evaluation studies to assess learning outcomes of online teaching

Risks	<ul style="list-style-type: none"> <li>• Delay of financial resources available to support this project</li> <li>• SUZA management not fully able to support project staff during project implementation</li> </ul>
Risk indicator	<ul style="list-style-type: none"> <li>• Time of release of the financial resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Efficiency of project management to stick with the project plan.</li> </ul>
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#### WP 4 Outreach, facilities, services and management

Outcome 4.1		By the end of 2016 SUZA management as well as senior staff will have acknowledged and endorsed the revised policies for Center of Research and Graduate Studies in support of effective research management.	
Outcome indicator		<ul style="list-style-type: none"> <li>• Confirmation that relevant academic forums have endorsed the revised policies submitted for approval.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>• Policies and guidelines out-dated and/or not comprehensive</li> </ul>
Target	Year	2017	<ul style="list-style-type: none"> <li>• Revised Research and Publication and Post Graduate policies and guidelines approved</li> <li>• Revised Consultancy Policies and guidelines approved or in the process of being approved</li> <li>• SUZA management and relevant staff knowledgeable of and acknowledging the policies and guidelines revised and ready to implement</li> </ul>

4.1. Output		<b>By the year 2016, policies and guidelines for Center of Research and Graduate Studies in the areas of research, consultancy and graduate studies revised in a consultative process and submitted for approval.</b>	
Output indicator		<p><b>Verifiable Indicators</b></p> <ul style="list-style-type: none"> <li>• Policies and guidelines revised in the three key areas: Research and Publication; Consultancy and Graduate Studies.</li> <li>• # of consultative meetings with relevant academic forums</li> <li>• Policies and guidelines revised in the three key areas: Research and Publication; Consultancy and Graduate Studies.</li> </ul> <p><b>Means of verification</b></p> <ul style="list-style-type: none"> <li>• Minutes from consultative meetings</li> <li>• Record of submission of revised policies and guidelines to the relevant academic bodies for approval.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>• Out-dated and inadequate policies and guidelines.</li> </ul>

Target	Year	2016	<ul style="list-style-type: none"> <li>Revised policies and guidelines submitted for approval</li> </ul>
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Outcome 4.2		By 2016 EPH and ES SUZA researchers are effectively communicating their research to relevant stakeholders.	
Outcome indicator		<ul style="list-style-type: none"> <li># of EPH and ES researchers who have effectively developed and implemented communication strategy.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>Few EPH and ES researchers involved in research communication activities at SUZA.</li> <li>Limited capacity of researchers in terms of knowledge and experience in research communication skills.</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>Improved skills of EPH and ES researchers in effective research communication</li> <li>Increased number of researchers in EPH and ES who communicate their research effectively from the current number.</li> </ul>

4.2. Output		By 2016, EPH and ES researchers' skills familiar with a range of communication tools and have gained experience in communicating and disseminating research results to relevant stakeholders.	
Output indicator		<p><b>Verifiable Indicator</b></p> <ul style="list-style-type: none"> <li># of communication and outreach efforts targeting the relevant stakeholders.</li> <li># and type of communication materials developed during the process.</li> <li># researchers' who can explain and demonstrate type of skills/experience acquired and needed for research communication in different ways.</li> </ul> <p><b>Means of Verification</b></p> <ul style="list-style-type: none"> <li>Record of research communication activities with the selected number of research produced in WP1 and WP2.</li> <li>Mini survey results assessing communication skills/capacity improved during the hands-on-training</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>Few activities are performed in EPH and ES to communicate and disseminate research results widely to the society.</li> <li>There is limited communication skills among the EPH and ES SUZA researchers to effectively communicate research with the relevant stakeholders at SUZA</li> </ul>
Target	Year	2016 And beyond	<ul style="list-style-type: none"> <li>Selected research under EPH (WP1) and ES (WP2) communicated to the relevant stakeholders.</li> <li>Increased knowledge and experience among EPH and ES SUZA researchers to utilize communication skills for research communication to the relevant stakeholders.</li> </ul>

			<ul style="list-style-type: none"> <li>• Best practice shared with colleagues from other departments at SUZA</li> </ul>
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Outcome 4.3		By 2016 the project management procedures are in place and the key project management staff can apply them effectively.	
Outcome indicator		<ul style="list-style-type: none"> <li>• Efficiency of the staff in the CRGS and Finance Department in adopting the project management procedures and guidelines.</li> <li>• # of staff from the CRGS and Finance Department who appreciate and practice project management procedures and guidelines.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>• Lack of coherent procedures and guidelines to guide and govern effective management of projects.</li> <li>• Limited experience of the key staff in mainstreamed project management.</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>• Increased experience among the staff in project management</li> <li>• Mainstreamed procedures for project management in place and utilized.</li> </ul>

4.3.Output		Improved skills among CRGS and Financial Department staff to manage projects timely and effectively according to agreed procedures and guidelines.	
Output indicator		<p><b>Verifiable Indicator:</b></p> <ul style="list-style-type: none"> <li>• # of staff mentored and trained on-the-job in project management and who are capable of explaining the procedures and apply them.</li> </ul> <p><b>Means of Verification</b></p> <ul style="list-style-type: none"> <li>• Training report and mini-survey report.</li> <li>• Project management procedures and guidelines in place.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>• Projects are managed in ad hoc manner because of the limited experience and exposure to the best practice for project management.</li> <li>• No procedures in place to guide project management.</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>• 5-7 staff practice project management skills and tools they have been trained in.</li> <li>• Effective procedures and guidelines are established and functioning.</li> </ul>

Outcome 4.4		Improved financial performance by the Department of Finance.	
Outcome indicator		<ul style="list-style-type: none"> <li>• Efficiency of the Department in terms of timely delivery of the financial report.</li> </ul>	



Baseline	Year	2014	<ul style="list-style-type: none"> <li>The slowdown of the financial processes which minimize the efficiency of the project and routines of the Finance department.</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>Improved financial processes enabling faster provision of the financial reports.</li> </ul>

4.4. Output		By 2016 the Financial Department staffs are more conversant with and use the upgraded version of the financial software to enhance efficiency in the operation of various financial processes.	
Output indicator		<p><b>Verifiable Indicators</b></p> <ul style="list-style-type: none"> <li># multi-user license to accounting software procured, installed and operational</li> <li># of finance department staff skilled in and effectively using the newly upgraded software.</li> </ul> <p><b>Means of verification</b></p> <ul style="list-style-type: none"> <li>Record of purchase.</li> <li>Report from the users of the current software by the Department of Finance</li> <li>Training report.</li> <li>Field report from visit to likeminded institutions in the on exchange of best practices.</li> </ul>	
Baseline	Year	2014	The existing financial software has only one user licence, which delays and limits the performance in the Financial Department.
Target	Year	2016	<ul style="list-style-type: none"> <li>A multiuser licence (at least 3 users at a time) of financial software is procured, installed and operational.</li> <li>At least 5 staff are mentored and trained in using the newly installed software.</li> <li>3 key financial management staff acquired knowledge on financial best practices on grant management.</li> </ul>

Outcome 4.5		By 2016 university material is accessible to the wider University community i	
Outcome indicator		<ul style="list-style-type: none"> <li>The number of scholar materials available and the level of access the students and SUZA staff have to these materials.</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>There is limited access to the scholar materials online. The system is available but it lacks supportive regulatory framework to operate.</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>More online materials from SUZA Academic staff are accessible to students. Research books available to students in hard copies and as e-books.</li> </ul>

4.5 Output	The existing institutional repository system is made operational and availability of		
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		research publications as well as resource books and other materials improved	
Output indicator		<p><b>Verifiable Indicators</b></p> <ul style="list-style-type: none"> <li>• A repository policy document to support the operation of the existing repository system.</li> <li>• Number of staff trained and capable of explaining the methods for using and managing repository system;</li> <li>• Number of copies of research methodology books procured and available in library (hard copies and e-books).</li> </ul> <p><b>Means of verification</b></p> <ul style="list-style-type: none"> <li>• The approved policy document in place.</li> <li>• Training report.</li> <li>• Receipts of the books purchased</li> </ul>	
Baseline	Year	2014	<ul style="list-style-type: none"> <li>• The repository system already customised but not functional as there is no policy to guide its operation.</li> <li>• 0 staff acquired formal training on managing and using the system.</li> <li>• Copies of the research methodology books per student and instructor are limited with ratio of one copy shared between 20 students. 0 online e-book have been purchased.</li> </ul>
Target	Year	2016	<ul style="list-style-type: none"> <li>• A functioning repository system guided by policy developed and in place.</li> <li>• 10 librarians trained to manage and use the repository system.</li> <li>• 60 copies of the research methodology books procured - 50% of e-books, 50% hard copies.</li> </ul>

Risks		<ul style="list-style-type: none"> <li>• Bureaucratic procedures may delay approval and implementation of the policies and guidelines developed.</li> <li>• Lack of required time available and commitment by management and staff.</li> <li>• Lack of match between SUZA's needs for capacity building and available regional consultancy.</li> </ul>	
Risk indicator		<ul style="list-style-type: none"> <li>• Time of response by relevant authorities to submitted policies and guidelines</li> <li>• # of relevant staff engaged in BSU II activities according to the plan</li> <li>• Deviation in the service provided by the consultant from the tasks prescribed in ToRs.</li> </ul>	

## Annex 2

Gantt Chart

## Annex 3.

Budget