



RESEARCH & PARTNERSHIP NEWSLETTER

COLLEGE OF BUSINESS EDUCATION

Special Issue | August 2026



The CBE – UEF Collaboration: A Decade of Transformation



UNIVERSITY OF
EASTERN FINLAND





Contents



01	CBE and UEF Renew Collaboration Agreement	01
02	Nine PhDs and a Decade of Impact: Inside the CBE-UEF Doctoral Partnership	03
03	What the Collaboration Does	03
04	The Partnership at a Glance	03
05	Where It Began: The Launch of the CBE - UEF Hub	04
06	Meet Our Newest Doctors	05
07	Nine Dissertations, Nine Doctors: Class of 2018-2026	05
08	Collaborative Research: The CBE-UEF Partnership	06
09	Doctors in the Making	13
10	The People Behind the Partnership	13
11	Looking Ahead: The Second Decade	13

CBE and University of Eastern Finland Renew Collaboration Agreement

New agreement builds on a decade of partnership, with plans to deepen ICT collaboration and launch a double-degree programme.

The College of Business Education (CBE) in Tanzania and the University of Eastern Finland (UEF) have signed a collaboration agreement to strengthen academic cooperation. The agreement provides a framework for joint research, student and staff exchange, capacity strengthening, and knowledge sharing. It reflects the two institutions' shared commitment to addressing global challenges through education, research, innovation, and international partnerships.



UEF Rector Tapio Määttä and CBE Rector Tandi Lwoga signed a collaboration agreement to strengthen academic cooperation.

As part of the agreement, the universities also agreed to explore ways to deepen collaboration in ICT education and research, including the establishment of a double-degree programme.

"This decade-long partnership demonstrates the value of working together across borders and disciplines. This agreement reaffirms our commitment to a partnership that continues to deliver meaningful benefits for students, researchers and society."

— Prof. Tapio Määttä, Rector, University of Eastern Finland

CBE Rector Tandi Lwoga concurred, highlighting the central role doctoral training has played in the partnership.

"The training of doctoral researchers has been at the heart of our collaboration and is contributing to the creation of a community of scholars who are already contributing to research and innovation in natural resource governance and ICT. Building on this strong foundation, we are now working towards establishing an Environmental Collaboration and Conflict Resolution (ECCR) Hub to address environmental and natural resource challenges through collaborative governance, dialogue, participation, and conflict resolution."

— Prof. Edda Tandi Lwoga, Rector, College of Business Education

The partnership is further strengthened by longstanding alumni ties. Several CBE staff members have completed their doctoral training at UEF, creating a generation of Tanzanian scholars and academics who are now part of UEF's alumni community.



Delegations of the University of Eastern Finland and the College of Business Education met in Joensuu.

These connections continue to thrive beyond graduation. UEF's Tanzanian alumni came together for a lively dinner in the heart of Dar es Salaam in June, providing an opportunity to reconnect with old friends, create new professional relationships, and share experiences from their academic and career journeys.

LEAD STORY

Nine PhDs and a Decade of Impact: Inside the CBE–UEF Doctoral Partnership

The collaboration between the College of Business Education (CBE) and the University of Eastern Finland (UEF) under the IMPDET programme is one of the College's flagship international partnerships — a long-standing strategic alliance built to strengthen doctoral education, research capacity and international collaboration in Tanzania.

Initiated in 2014 with the establishment of the IMPDET Doctoral Training Hub at CBE, the partnership combines online doctoral studies with periodic face-to-face research workshops, seminars, scientific writing training, joint supervision by CBE and UEF academics, and collaborative research projects and publications. Through the IMPDET community, CBE scholars network with researchers across Europe, Africa, North America and Asia.

The results are visible on every campus. Nine members of staff have earned PhDs through the programme between 2018 and 2026 — every dissertation tackling a real Tanzanian challenge, from street traders, microfinance and women entrepreneurs to smallholder farmers, mathematics classrooms and university decision-making. All nine dissertations, whose covers appear in the gallery in this issue, are openly available on UEF eRepo.

Beyond degrees, the collaboration has developed highly qualified academic staff, improved research quality and publication output, raised CBE's international visibility, and supported innovation in digital education — strengthening Tanzania's higher education research ecosystem through a sustainable international partnership.

This special issue goes one step further: it sets out, for the first time in a single document, what each of the nine dissertations found, what those findings mean, and what CBE and its partners should do about them.

THE PARTNERSHIP AT A GLANCE

2013–2014

Preparations began in 2013; the partnership and the IMPDET Doctoral Training Hub at CBE were launched on 25 June 2014.

IMPDET-LE

Hosted at UEF's School of Computing, Finland — International Multidisciplinary PhD Studies in Educational Technology and Learning Environments.

9 PhD graduates

Completed 2018–2026; the pioneering first cohort of five all graduated.

6 joint projects

Doctoral training, forest and environmental governance, sustainable economic development, agrarian transformation and mobility.

EUR 734,504+

Externally reported research funding secured through joint projects to date.

100% open access

Every dissertation is freely available on UEF eRepo.

INSIDE THE PARTNERSHIP

What the Collaboration Does

Objectives of the Collaboration

- Build the research and doctoral supervision capacity of CBE academic staff
- Enhance the quality and impact of research in educational technology, digital transformation and ICT for development
- Promote international research collaboration between Tanzanian and Finnish scholars
- Increase the number of qualified PhD holders and research leaders at CBE
- Support the development of innovative digital learning technologies relevant to developing countries

Key Activities

- Joint supervision of PhD candidates by CBE and UEF academics
- Online doctoral studies complemented by periodic face-to-face research workshops
- Research seminars, conferences and scientific writing workshops
- Collaborative research projects and joint publications
- Capacity building in research methodologies, educational technology and digital learning
- Academic networking with researchers across Europe, Africa, North America and Asia

RESEARCH AREAS SUPPORTED BY IMPDET

Digital learning and e-learning • AI in education • Learning analytics and educational data mining • Virtual and augmented reality in education • Computational thinking and computing education • Interactive technologies • ICT for Development (ICT4D) • Educational technology design research

FROM THE ARCHIVES

Where It Began: The Launch of the CBE–UEF Hub



Figure 1: Launch of the College of Business Education (CBE) and University of Eastern Finland (UEF) Hub for SADC member states at CBE by H.E. the Ambassador of Finland to Tanzania, Sinikka Antila (left). Second from left is the Permanent Secretary, Ministry of Industry and Trade, 2013.



Figure 2: Guest of Honour, the Permanent Secretary, Ministry of Industry and Trade, Uledi Musa (seated, centre), in a group photograph with the organisers and invited guests of the occasion.

SPOTLIGHT

Meet Our Newest Doctors



Dr. Madina Hamisi Juma (2026)

Mobile Prototype for Supporting Financial Management Among Women's Informal Saving Groups in Tanzania: A Design Science Research Study

Main finding: Women's informal saving groups are central to financial inclusion for low-income earners, but limited financial management skills weaken their profitability and sustainability, and conventional training fails them on grounds of cost, mobility and social constraints. Using design science research and design thinking, the study co-created WanawakeApp, a mobile prototype whose record keeping, loan planning and fund management features supported more informed financial decisions.

[Read the dissertation on UEF eRepo](#)



Dr. Anna Mark Kayanda (2025)

Combining Extreme Programming and Design Science Research on Implementation of Information Systems in the Tanzanian Higher Education Context

Main finding: Decision making in Tanzanian academic institutions is constrained less by the absence of information systems than by fragmented, siloed and poor-quality data that reaches decision makers late or in unusable form. The study identified the information quality dimensions and user requirements that matter most to institutional decision makers and proposed practical tools and approaches for evidence-based university management..

[Read the dissertation on UEF eRepo](#)

GALLERY OF HONOUR

Nine Dissertations, Nine Doctors: The Class of 2018–2026

Every dissertation produced under the CBE–UEF partnership, in order of graduation — all openly available on UEF eRepo.



Dr. Nasibu Rajabu Mramba Class of 2018

Mobile Technology for Street Traders in Tanzania

[Read on UEF eRepo](#)



Dr. William Clifford Gomera Class of 2020

The Use of Mobile Technology to Enhance the Interaction Between Microfinance Institutions and Micro Businesses in the Tanzanian Context

[Read on UEF eRepo](#)



Dr. Alsen Florian Kapinga Class of 2020

Mobile Technology for Empowerment: A Case of Women Entrepreneurs in the Food Processing Sector in Tanzania

[Read on UEF eRepo](#)



Dr. Ezra Misaki

Class of 2021

Mobile Technology for Enhancing the Flow of Agricultural Information Between Small-Scale Farmers and Other Crop Farming Stakeholders in Chamwino, Tanzania

[Read on UEF eRepo](#)



Dr. Godfrey Isaac Mwandosya

Class of 2021

Mobile Technology for Innovative Teaching and Learning in Tanzanian Higher Education

[Read on UEF eRepo](#)



Dr. Joel Rumanyika

Class of 2023

Mobile Technology in the Informal Economy: Prototypes for Market Access and Product Promotion

[Read on UEF eRepo](#)



Dr. Mzomwe Yahya Mazana

Class of 2024

Mathematics Teaching and Learning Activity Model for Blended Instruction in Tanzanian Higher Education

[Read on UEF eRepo](#)



Dr. Anna Mark Kayanda

Class of 2025

Combining Extreme Programming and Design Science Research on Implementation of Information Systems in the Tanzanian Higher Education Context

[Read on UEF eRepo](#)



Dr. Madina Hamisi Juma

Class of 2026

Mobile Prototype for Supporting Financial Management Among Women's Informal Saving Groups in Tanzania: A Design Science Research Study

[Read on UEF eRepo](#)

THE EVIDENCE BASE

Table 1: The Nine Dissertations at a Glance

All nine doctoral studies completed under the CBE–UEF (IMPDET) partnership, 2018–2026.

No.	Doctor	Year	Dissertation title	Research focus
1	Dr. Nasibu Rajabu Mramba	2018	<i>Mobile Technology for Street Traders in Tanzania</i>	Informal trade / ICT4D
2	Dr. William Clifford Gomera	2020	<i>The Use of Mobile Technology to Enhance the Interaction Between Microfinance Institutions and Micro Businesses in the Tanzanian Context</i>	Microfinance / mobile training
3	Dr. Alsen Florian Kapinga	2020	<i>Mobile Technology for Empowerment: A Case of Women Entrepreneurs in the Food Processing Sector in Tanzania</i>	Women's entrepreneurship / mobile marketing
4	Dr. Ezra Misaki	2021	<i>Mobile Technology for Enhancing the Flow of Agricultural Information Between Small-Scale Farmers and Other Crop Farming Stakeholders in Chamwino, Tanzania</i>	Agriculture / information systems

4	Dr. Ezra Misaki	2021	<i>Mobile Technology for Enhancing the Flow of Agricultural Information Between Small-Scale Farmers and Other Crop Farming Stakeholders in Chamwino, Tanzania</i>	Agriculture / information systems
5	Dr. Godfrey Isaac Mwandosya	2021	<i>Mobile Technology for Innovative Teaching and Learning in Tanzanian Higher Education</i>	Educational technology / higher education
6	Dr. Joel Rumanyika	2023	<i>Mobile Technology in the Informal Economy: Prototypes for Market Access and Product Promotion</i>	Informal economy / digital marketing
7	Dr. Mzomwe Yahya Mazana	2024	<i>Mathematics Teaching and Learning Activity Model for Blended Instruction in Tanzanian Higher Education</i>	Mathematics education / blended learning
8	Dr. Anna Mark Kayanda	2025	<i>Combining Extreme Programming and Design Science Research on Implementation of Information Systems in the Tanzanian Higher Education Context</i>	Information systems / institutional governance
9	Dr. Madina Hamisi Juma	2026	<i>Mobile Prototype for Supporting Financial Management Among Women's Informal Saving Groups in Tanzania: A Design Science Research Study</i>	Financial inclusion / design science research



Table 2: Main Findings, Implications and Recommendations of the Nine Dissertations

A synthesis prepared by the Directorate of Research, Consultancy and Publications. Full texts are openly available on UEF eRepo; readers are encouraged to consult the original dissertations for complete evidence and methodology.

Dissertation	Main findings	Implications	Recommendations
1. Dr. Nasibu Rajabu Mramba 2018 <i>Mobile Technology for Street Traders in Tanzania</i>	Street traders are economically important but socially and institutionally excluded — legally, financially, and in urban planning, taxation and access to trading space. Mobile phone use among traders is largely confined to voice and SMS, and is rarely used for market search because of airtime cost, technical problems, misuse of contacts and the clustering of similar products. The study mapped the wants and needs of traders and their customers through design science research and showed that ICT4D scholarship has been over-focused on social development and under-focused on the economic empowerment of informal workers.	Technology on its own cannot resolve the exclusion of street traders; digital solutions must be matched by regulatory recognition and financial inclusion. The informal sector is a large, under-served market for locally designed digital services, and user requirements differ sharply from those assumed by mainstream commercial applications.	Reduce mobile service and data costs and improve network infrastructure; provide business-oriented digital literacy to traders and their customers; formally recognise street vending in urban planning, licensing and taxation frameworks; and apply user-centred, design science approaches when developing technology for informal workers.
2. Dr. William Clifford Gomera 2020 <i>The Use of Mobile Technology to Enhance the Interaction Between Microfinance Institutions and Micro Businesses in the Tanzanian Context</i>	Training on financial instruments improves the performance of micro businesses, but it lacks continuity because of geographical distance, low levels of education and time constraints. Using design science research reinforced by design thinking, frugal innovation and usability evaluation, the study designed and evaluated a pilot micro business–microfinance (MBMF) mobile training application contextualised to local needs, and derived a set of transferable design principles for mobile training in resource-constrained settings.	Well-designed mobile learning can reduce digital inequality and lower the cost of delivering continuous training to dispersed micro businesses. The findings also demonstrate that 'good enough' frugal solutions are an appropriate response to practical development challenges, and that the design principles are scalable to other sectors and countries.	Microfinance institutions should adopt mobile training and loan-monitoring tools as part of their client service model; applications should be designed for low-literacy users and entry-level devices; training should be institutionalised as a continuous rather than one-off activity; and the prototype should be scaled through partnerships between MFIs, telecom operators and regulators.
3. Dr. Alsen Florian Kapinga 2020 <i>Mobile Technology for Empowerment: A Case of Women Entrepreneurs in the Food Processing Sector in Tanzania</i>	Women entrepreneurs in food processing face socio-cultural constraints including gendered household responsibilities, restricted mobility, limited access to capital and low technological confidence, and they respond by working through economic groups that act as collective guarantors. Although mobile phones are universally used for personal communication, they are not exploited to their full business potential. The study co-designed and evaluated a mobile marketing application with the women themselves.	Empowerment through technology requires simultaneous attention to socio-cultural barriers; co-design substantially improves relevance, usability and adoption. Generic incubation and training services deliver limited impact when they are not contextualised to the real needs of women's businesses.	Tailor incubator and training services to the actual needs of women entrepreneurs, including skills beyond basic business management; strengthen women's economic groups as delivery channels; invest in additional incubation centres; and mainstream gender-responsive design in digital entrepreneurship policy and programmes.
4. Dr. Ezra Misaki 2021 <i>Mobile Technology for Enhancing the Flow of Agricultural Information</i>	Smallholder farmers in Chamwino depend heavily on interpersonal and informal channels for agricultural information, which leaves them with weak and untimely knowledge of prices, inputs, weather and good agronomic practice. Extension coverage is thin, and mobile use is	Productivity and bargaining power in smallholder agriculture depend as much on information flow as on inputs. Content must be in Kiswahili, locally relevant and delivered through channels farmers already trust,	Integrate mobile channels formally into national agricultural extension services; develop local-language, locally validated content; invest in rural connectivity and off-grid charging; provide sustained digital skills training for farmers; and establish a multi-stakeholder platform

Dissertation	Main findings	Implications	Recommendations
<i>Between Small-Scale Farmers and Other Crop Farming Stakeholders in Chamwino, Tanzania</i>	constrained by literacy, language, airtime cost and unreliable electricity and network coverage. The study established user requirements and design guidance for a mobile information-sharing solution linking farmers, extension officers and traders.	otherwise digital extension will simply reproduce existing exclusion.	linking farmers, extension staff, input suppliers and buyers.
5. Dr. Godfrey Isaac Mwandosya 2021 <i>Mobile Technology for Innovative Teaching and Learning in Tanzanian Higher Education</i>	Lecturers and students in Tanzanian higher education institutions own mobile devices in large numbers, but pedagogical use of those devices remains low. Uptake is limited by the absence of institutional mobile-learning policy, uneven infrastructure and bandwidth, and gaps in staff digital pedagogy skills. The study designed and evaluated a mobile educational tool, with users reporting positive perceptions of its usefulness for teaching and learning.	Mobile learning offers a realistic route to widening access and supporting blended delivery in resource-constrained institutions, but it becomes sustainable only when supported by institutional policy, technical support and staff development rather than individual enthusiasm.	Adopt and implement institutional mobile-learning and blended-learning policies; build staff capacity in digital pedagogy; invest in bandwidth and in integration with institutional learning management systems; and design learning tools for low-bandwidth and offline use.
6. Dr. Joel Rumanyika 2023 <i>Mobile Technology in the Informal Economy: Prototypes for Market Access and Product Promotion</i>	Street traders' markets are limited by weak marketing and promotion strategies. Using participatory and design science research with traders and customers, the study developed and evaluated the Machinga mobile trading application, which improved product visibility, market reach and trader–customer interaction. Adoption is nevertheless constrained by digital skills, trust in online transactions, smartphone ownership and the cost of data.	Participatory prototyping demonstrates that digital marketing is a viable growth route for informal enterprises, and that traders will engage with technology they have helped to design. Sustainability, however, depends on hosting, maintenance and an ownership model beyond the research project.	Scale and host the application through trader associations, local authorities or a public–private arrangement; negotiate affordable data bundles for micro-enterprises; deliver digital marketing training alongside the tool; and integrate the platform with mobile money and last-mile delivery services.
7. Dr. Mzomwe Yahya Mazana 2024 <i>Mathematics Teaching and Learning Activity Model for Blended Instruction in Tanzanian Higher Education</i>	First-year undergraduates continue to struggle with mathematics despite years of prior schooling, and teacher-centred lecture-based strategies are a significant part of the problem. The study developed a blended learning activity model that adjusts contextual factors — ICT tools, collaborative learning combined with metacognitive activities, and local culture — and tested it experimentally with bachelor's degree students, finding improvements in student motivation and performance.	Blended, student-centred instructional design improves mathematics outcomes when it is contextualised to local infrastructure, culture and student profiles. Imported blended learning models are unlikely to transfer successfully without such adjustment.	Adopt the model in undergraduate mathematics and quantitative courses; train lecturers in collaborative and metacognitive teaching strategies; invest in ICT tools and reliable learning management platforms; and strengthen continuous assessment and feedback within blended courses.
8. Dr. Anna Mark Kayanda 2025 <i>Combining Extreme Programming and Design Science Research on Implementation of Information Systems in the Tanzanian Higher Education Context</i>	Decision making in Tanzanian academic institutions is constrained less by the absence of information systems than by fragmented, siloed and poor-quality data that reaches decision makers late or in unusable form. The study identified the information quality dimensions and user requirements that matter most to institutional decision makers and proposed practical tools and approaches for evidence-based university management.	Data governance is a precondition for credible quality assurance, planning, accreditation and resource allocation. Investment in systems delivers little value unless data ownership, standards and analytical capacity are addressed at the same time.	Integrate institutional management information systems and eliminate parallel data sets; define institution-wide data quality standards, definitions and ownership; build analytics and data literacy capacity among managers; and embed dashboards and evidence requirements in formal governance and decision-making processes.
9. Dr. Madina Hamisi Juma 2026 <i>Mobile Prototype for Supporting Financial Management Among</i>	Women's informal saving groups are central to financial inclusion for low-income earners, but limited financial management skills weaken their profitability and sustainability, and conventional training fails them on	Digital tools can materially improve the transparency, record integrity and decision quality of informal saving groups, extending financial inclusion beyond what formal institutions currently reach. Training design must	Scale the prototype in partnership with financial institutions, regulators and community development officers; bundle the application with digital financial literacy training; optimise it for entry-level devices and

Dissertation	Main findings	Implications	Recommendations
<i>Women's Informal Saving Groups in Tanzania: A Design Science Research Study</i>	grounds of cost, mobility and social constraints. Using design science research and design thinking, the study co-created WanawakeApp, a mobile prototype whose record keeping, loan planning and fund management features supported more informed financial decisions. Users were satisfied with the intuitive interface and context-specific content, while device compatibility, socio-cultural factors and user demographics influenced both skill development and adoption.	accommodate the mobility, cost and literacy realities of group members rather than assume classroom delivery.	intermittent connectivity; and engage group leaders as adoption champions and trainers.

READING ACROSS THE NINE

What the Body of Work Tells Us

Cross-cutting lesson	What it means for CBE
A single design tradition, applied nine times.	Eight of the nine studies use design science research, design thinking or participatory design. CBE now holds a rare concentration of expertise in co-designing digital artefacts with low-income users — a distinctive research identity the College can market internationally.
Technology is necessary but never sufficient.	Across street trading, microfinance, women's enterprise, agriculture and saving groups, the binding constraints were socio-cultural, regulatory and infrastructural rather than technical. Digital interventions succeed only when bundled with training, policy change and affordable connectivity.
Prototypes need an owner after the viva.	Machinga, WanawakeApp, the MBMF training application and the mobile marketing application are all working artefacts. Without a hosting, maintenance and scaling arrangement, their impact ends with the dissertation. This is the single clearest institutional gap in the portfolio.
The informal economy is the College's research signature.	Street traders, micro businesses, women food processors, smallholder farmers and informal saving groups account for the majority of the portfolio — aligning CBE's research directly with Tanzania's employment reality and with national development priorities.
Education and institutional research are the emerging second cluster.	The Mwandosya, Mazana and Kayanda studies point towards blended learning, data quality and evidence-based management — directly applicable to CBE's own teaching, quality assurance and governance.

Summary of the CBE–UEF Partnership

The strategic partnership between the College of Business Education (CBE), Tanzania, and the University of Eastern Finland (UEF) has evolved over more than a decade from doctoral capacity building into large-scale collaborative research and international academic cooperation. Since 2014 the partnership has supported six major collaborative projects spanning doctoral education, environmental governance, forest governance, sustainable economic development, agrarian transformation and international mobility. Collectively these initiatives have:

- Produced nine PhD graduates from CBE through UEF-led doctoral training, with further candidates currently enrolled at UEF.
- Secured at least EUR 734,504 in externally reported research funding, excluding projects whose funding amounts are not publicly disclosed.
- Developed joint curricula and international training programmes, including an online course completed by more than 320 participants.
- Enhanced staff and student mobility through Erasmus+.
- Strengthened joint publications, proposal development and long-term institutional collaboration between Finland and Tanzania.

This portfolio confirms that the CBE–UEF partnership is one of the College's most significant and productive international research collaborations, contributing substantially to research excellence, postgraduate training and institutional internationalisation.

Table 3: Collaborative Research Projects Under the CBE–UEF Partnership

No.	Project title	CBE PI / coordinator	UEF PI / coordinator	Funder	Partner institutions	Duration	Funding (EUR)	Status / key outcomes
1	International Multidisciplinary PhD Studies in Educational Technology and Learning Environments (IMPDET / IMPDET-LE)	Various CBE coordinators	School of Computing, University of Eastern Finland	University of Eastern Finland and Finnish partners	University of Eastern Finland (UEF); College of Business Education (CBE)	2013/2014 – Present	Not publicly specified	Flagship capacity-building programme. Nine CBE academic staff have completed PhD studies through the programme between 2018 and 2026, and further candidates admitted from 2022 are progressing at UEF. Outputs include joint supervision, staff exchanges, collaborative publications and the IMPDET Doctoral Training Hub launched at CBE on 25 June 2014.
2	Academy Programme for Development Research — Translocal Forest Owners and Environmental Collaboration: An Action Learning Process of Forest Governance Transformation in Tanzania (MAKUTANO)	Prof. Edda T. Lwoga	Prof. Irmeli Mustalahti	Academy of Finland (DEVELOP Programme)	UEF; CBE; Law School of Tanzania	2019 – 2023	EUR 75,928	Completed. Delivered collaborative research on forest governance transformation and environmental collaboration, training events in Tanzania, Finland and online, the EDUCase teaching platform, journal manuscripts and final project reports.

No.	Project title	CBE PI / coordinator	UEF PI / coordinator	Funder	Partner institutions	Duration	Funding (EUR)	Status / key outcomes
3	Business and Sustainable Economic Development: African and European Perspectives (BUSEDA)	Dr. Nasibu Rajabu Mramba	University of Eastern Finland team	Team Finland Knowledge (TFK) Programme	UEF; CBE; Botswana Open University; University of Mauritius; National University of Lesotho; University of Malawi; University of Seychelles	2022 – 2025	EUR 59,251	Completed on 31 May 2025. Developed an international multidisciplinary curriculum on business and sustainable economic development; more than 320 participants completed the online course on trade and investment opportunities in Africa.
4	Erasmus+ Global Mobility Partnership	Prof. Edda T. Lwoga	Prof. Irmeli Mustalahti	European Union (Erasmus+)	UEF; CBE; Makerere University; Universidade Eduardo Mondlane; PAIGHSS (Cameroon)	2022 – 2025	Not publicly specified	Completed. Facilitated staff and student mobility, joint supervision, research networking, curriculum internationalisation and proposal-writing capacity building.
5	Intergenerational Learning and Inclusion of Young People in Collaborative Environmental Governance (VIZAZI)	Prof. Edda T. Lwoga (Co-PI)	Prof. Irmeli Mustalahti (PI)	Research Council of Finland	Department of Geographical and Historical Studies, UEF; CBE	2025 – 2029	EUR 599,325	Ongoing. Examines intergenerational learning and youth participation in environmental governance. One CBE academic has commenced PhD studies at UEF under the project; collaborative research and capacity building are underway.
6	Novel Agrarian Partnership Against Takings (NAPATA): Science–Farmer Partnerships to Respond to Market Grabbing Along Agricultural Commodity Chains in Tanzania	Prof. Edda T. Lwoga	Prof. Irmeli Mustalahti	KONE Foundation	UEF; CBE	2026 – 2030	Not publicly specified	Newly funded. Will co-create knowledge with Tanzanian farmer-researchers to address inequities in agricultural commodity chains, promote sustainable livelihoods and support evidence-based policy. Expected to fund two PhD students at UEF.

THE NEXT GENERATION

Doctors in the Making

Liliane Ringo

Exploring the Use of ICT to Enhance Access to Markets Among Smallholder Farmers: A Case of the Horticulture Industry in Tanzania

Extends the Misaki and Rumanyika line of work from information flow to market access in a high-value, perishable value chain.

Paulo Magoge

AI Literacy: Teaching and Learning of Social Media Algorithms in K–12 Settings — A Case from Tanzania

Opens a new frontier for the partnership: artificial intelligence literacy in Tanzanian schools.

COMMUNITY

The People Behind the Partnership

A Global Research Community

The IMPDET collaboration network includes CBE academics who work with experts from UEF and universities worldwide:

Nasibu Rajabu Mramba • Lazaro S. P. Busagala • William Clifford Gomera • Alsen Florian Kapinga • Edda Tandi Lwoga • Ezra Misaki • Emmanuel Munishi • Emanuel Mjema

From the Archives: Where It Began

The early days of the partnership are documented in the 2016 conference paper “Running a Business Informatics Researcher Training Unit in Tanzania: First Experiences” by Abbi Godfrey Nangawe (CBE), Mikko Apiola, Jarkko Suhonen and Erkki Sutinen (UEF / University of Turku) — a first-hand account of building research training capacity at the College.

LOOKING AHEAD

The Second Decade

As the partnership enters its second decade, CBE and UEF are committed to expanding joint research, co-publication and doctoral training — turning technology into practical solutions for Tanzania's traders, farmers, educators, entrepreneurs and institutions.

Five priorities for 2026–2030

- Establish a mechanism to host, maintain and scale the prototypes produced by completed dissertations, in partnership with industry, regulators and trader or farmer associations.
- Convert each dissertation into at least one policy brief for the relevant ministry, authority or association.
- Apply the blended learning, mobile learning and information quality findings inside CBE's own teaching, quality assurance and management systems.
- Sustain the doctoral pipeline by admitting new candidates under VIZAZI, NAPATA and successor projects.
- Grow co-publication with UEF and other partners, and build on the design science research identity as a distinctive CBE research strength.

Staff interested in doctoral opportunities under the partnership are encouraged to contact the DRCP.



Research & Partnership Newsletter | Special Edition
The CBE – UEF Collaboration: A Decade of Transformation