REPORT ON THE HEI ICI PROGRAMME 2013-2015

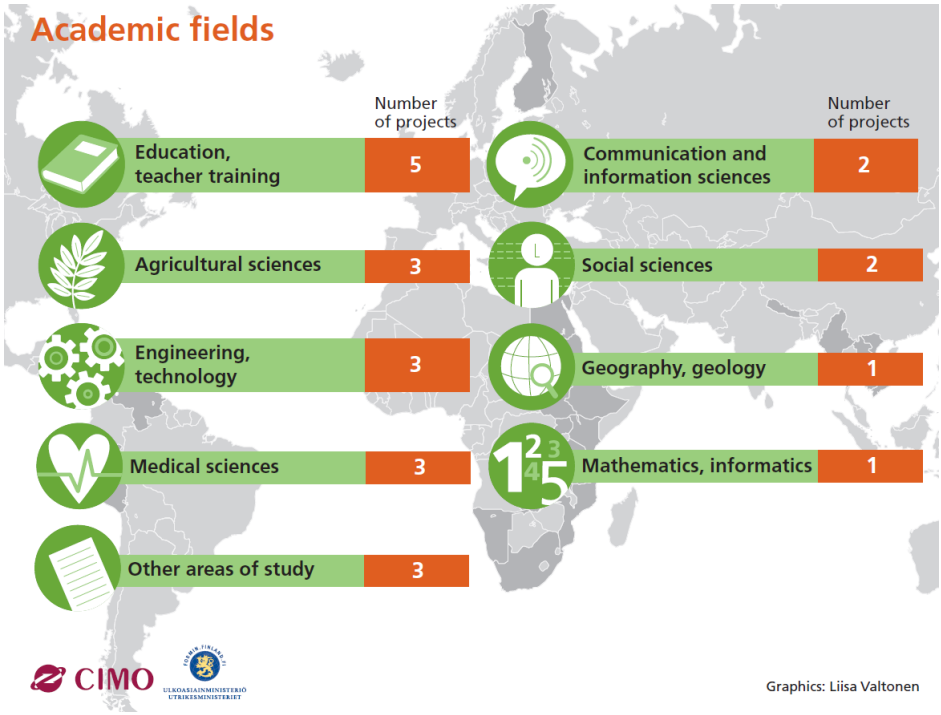
Contents

1. INTRODUCTION

During the implementation period 2013-2015 the HEI ICI programme (Higher Education Institutions Institutional Cooperation Instrument) supported 23 projects, implemented in the period between 1.3.2013 and 31.3.2016, with a total budget of EUR 9.7 million from the Finnish Ministry for Foreign Affairs.

In the Global South, the projects targeted 78 higher education institutions (HEIs) in 19 different countries.

Eight out of the 23 projects have included **south-south collaboration** between institutions in more than one developing country, and six projects involve institutional collaboration nationally between institutions within the same partner country.



HEI ICI PROJECTS 2013-2015 (in alfabetical order)

	PROJECT TITLE	FULL NAME	COORDINATING HEI	FIELD	PARTNER COUNTRIES	PARTNER INSTITUTIONS	FINANCING
1	**BOOST**	Building Open Opportunities for Students and Teachers in Vietnam	JAMK University of Applied Sciences	Education, teacher training	Vietnam	1. Quang Tri Teacher Training College, Viet Nam 2. Hue University College of Education, Hue City, Viet Nam 3. University of Technical Education Ho Chi Minh City, Viet Nam 4. HAMK University of Applied Sciences, Hämeenlinna, Finland	**499 946,00 €**
2	**CAPOLSA II**	Centre for the Promotion of Literacy in Sub-Saharan Africa (CAPOLSA), Phase II	University of Jyväskylä	Education, teacher training	Zambia	1. University of Zambia	**468 541,00 €**
3	**CELRE**	Curricula Development for Efficient Lighting and Renewable Energy Technology	Aalto University	Engineering, technology	Nepal; Ethiopia	1. Kathmandu University, Dhulikhel, Nepal 2. Bahir Dar University, Bahit Dar, Ethiopia	**318 715,00 €**
4	**CRIPS**	Capacity Building in Criris Preparedness in Health Care Education	Diaconia UAS	Medical sciences	Kenya	1. University of Eastern Africa Baraton, Eldoret, Kenya 2. Arcada University of Applied Sciences, Helsinki, Finland	**296 490,00 €**
5	**Developing Development Studies**	Developing Development Studies II	University of Helsinki	Social sciences	Tansania; Zambia	1. University of Dar es Salaam, Dar es Salaam, Tanzania 2. University of Zambia, Lusaka, Zambia 3. University of Jyväskylä, Jyväskylä, Finland	**343 148,00 €**
6	**Development of IT in Vietnam**	Institutional Cooperation for the Development of Information Technology Education in Vietnam	University of Turku	Communication and information sciences	Vietnam	1. Hanoi University of Science and Technology, Hanoi, Viet Nam 2. University of Danang, Danang City, Viet Nam	**481 077,00 €**
7	**ENhANCE**	Enhancing Education and Research in Networking and Communications Engineering	Aalto University	Communication and information sciences	Tansania, Ethiopia	1. University of Dar es Salaam, Dar es Salaam, Tanzania (2) 2. Addis Ababa Institute of Technology, Addis Ababa University, Ethiopia	**395 699,00 €**
8	**Food Innovatios from the Andes**	Indigenous Food Innovations from Andes -Supporting food science through establishment of a Ph.D. programme and a Centre of Expertise	University of Turku	Agricultural sciences	Peru	1. Universidad Nacional Agraria La Molina (National Agrarian University of La Molina), Lima, Peru	**403 608,33 €**
9	**FORMEB**	Forest Landscape Rehabilitation in the Mekong Basin	University of Helsinki	Agricultural sciences	Laos	1. National University of Laos, Vientiane, Laos	**323 098,33 €**
10	**HEI-GIS capacities at UDSM**	HEI-GIS capacities in Geography education at UDSM	University of Turku	Geography, geology	Tanzania	1. University of Dar es Salaam, Dar es Salaam, Tanzania	**410 340,00 €**
11	**HEPHS II**	Improving the Quality of Higher Education in Public Health Sciences 2013-2015	University of Eastern Finland	Medical sciences	Kenya; Tansania; Egypti	1. University of Eastern Africa, Eldoret, Kenya 2. Catholic University of Health and Allied Sciences, CUHAS, Mwanza, Tanzania 3. Ain Shams University, ASU, Cairo, Egypt 4. Karelia University of Applied Sciences, Karelia UAS, Joensuu, Finland	**494 400,00 €**
12	**LAMPTESS**	Landscape Planning and Management Training for the Environment in South Sudan - LAMPTESS	University of Helsinki	Agricultural sciences	Sudan	1. University of Upper Nile, Renk/ Malakal, Sudan 2. University of Juba, Juba, Sudan 3. HAMK University of Applied Sciences, Hämeenlinna, Finland	**500 000,00 €**
13	**LITE**	Leading Innovative Teaching in Higher Education	Diaconia UAS	Education, teacher training	OPT	1. Bethlehem University, Bethlehem, Occupied Palestinian Territories	**416 033,00 €**
14	**LMUU II**	Strengthening Institutional Capacity for Higher Education Leadership and Management in sub-Saharan Africa	University of Tampere	Social sciences	Uganda; Etelä-Afrikka	1. Uganda Management Institute, Kampala, Uganda 2. Makarere University, Kampala, Uganda 3. University Of KwaZulu Natal, Durban, South Africa 4. University of Helsinki, Helsingin yliopisto, Finland	**500 000,00 €**
15	**Maritime SUWB**	Improving Maritime Training in Namibia	Satakunta University of Applied Sciences	Other areas of study	Namibia	1. Namibian Maritime and Fisheries Institute, Walvis Bay, Namibia 2. Polytechnic of Namibia, Windhoek Namibia	**376 698,33 €**
16	**Mathematics & Working Life**	Mathematics Education and Working Life Relevance in East-Africa	Lappeenranta University of Technology	Mathematics, informatics	Tanzania; Rwanda; Uganda; Kenya; Ethiopia	1. University of Dar es Salaam, Dar es Salaam, Tanzania 2. The Nelson Mandela African Institute of Science and Technology, Arusha, Tanzania 3. National University of Rwanda, Butare, Rwanda 4. Kigali Institute of Science and Technology, Kigali, Rwanda 5. Makerere University, Kampala, Uganda (2) 6. Busitema University, Tororo, Uganda 7. Pan African University Institute of Basic Sciences, Technology and Innovation, Nairobi, Kenya 8. Bahir Dar University, Bahir Dar Ethiopia 9. University of Oulu, Sodankylä, Finland 10. Tampere University of Technology, Tampere, Finland	**499 857,00 €**
17	**MEDUNAM II**	Medical Education System Strengthening and Sustainability Project	University of Oulu	Medical sciences	Namibia; Mozambique	1. Universtiy of Namibia, Windhoek, Namibia 2. Universidade Lurio, Nampula, Mozambique	**500 000,00 €**
18	**Peru**	Improving TeacherÂ´s In-Service Training in Higher Education in Peru	University of Helsinki	Education, teacher training	Peru	1. Pontificia Universidad Católica del Perú, Lima 32 Peru	**500 000,00 €**
19	**Strong Kenyan forest education**	Strengthening ICT supported community-engaged forestry education in Kenya	University of Eastern Finland	Other areas of study	Kenya	1. Chepkoilel University Collegec (a Constituent College of Moi University), Eldoret, Kenya	**397 039,00 €**
20	**SUCCEED**	Sustainable Climate Change and Energy Edcucation Development	University of Turku	Engineering, technology	Laos; Cambodia; Myanmar	1. National University of Laos, Laos 2. Institute of Technology of Cambodia, Phnom Penh, Cambodia 3. Royal University of Phnom Penh, Phnom Penh, Cambodia 4. Yangon Technological University, Yangon, Myanmar	**400 000,00 €**
21	**ToT Nepal**	Training of Trainers for Teacher Qualification Upgrading Program in Nepal	JAMK University of Applied Sciences	Education, teacher training	Nepal	1. Tribhuvan University, Kathmandu, Nepal 2. HAMK University of Applied Sciences, Hämeenlinna, Finland	**499 867,00 €**
22	**VAGALHÃO**	HIGHER EDUCATION AND CAPACITY-DEVELOPMENT FOR SUSTAINABILITY	Aalto University	Engineering, technology	Mozambique	1. Eduardo Mondlane University, Maputo, Mozambique	**342 891,00 €**

Enclosed (in ATTACHMENT 3) project-specific information has been gathered on goals and achievements, as well as project-specific CIMO feed-back.

Basic information of each of the projects is available through CIMO's HEI ICI webpages:

http://www.cimo.fi/ohjelmat/hei-ici/hankkeet_2013_2015

2. HEI ICI PROGRAMME LEVEL RESULTS

The purpose of the HEI ICI programme is to strengthen developing country HEIs as developmentally responsive institutions by **enhancing administrative, field-specific, methodological and pedagogical capacity**. This purpose has been achieved through institutional cooperation between the HEIs in Finland and partner developing countries.

National level influence

Even though the main impact of the HEI ICI collaboration is visible on institutional and individual levels, projects have been working **in line with national strategic objectives, supporting national reform processes and sector-specific development plans.**

These collaborations demonstrate strong impact and very effective use of the results of the short-term project. Examples of partnerships with a nationally relevant approach:

- In the CAPOLSA II project, the GraphoGame (a computer-assisted learning environment for developing reading skills) will be made available to all schools as part of the **Zambian Ministry of Education policy on the use of ICT in education**. The GraphoGame research will further support the national ICT agenda. CAPOLSA has also played an integral part in implementing the language policy of The Ministry of General Education (MOGE) in Zambia. Airtel, a mobile service provider is interested in a country - wide distribution of GraphoGame.

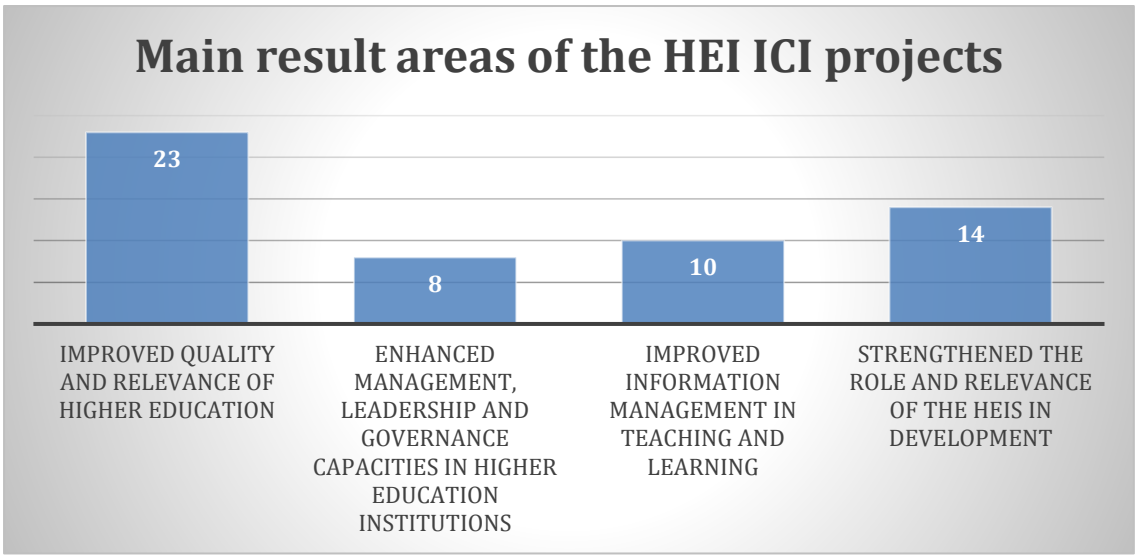
- In the ToT Nepal partnership, the goal was to support Tribhuvan University in the **upgrading of the working school teachers from BA to MA level**, a goal set by the Nepalese government in the **School Sector Reform programme**. The project has trained over 70 teacher educators at six regional campuses to conduct a master-level ODL (open and distance learning) upgrading programme for 13,000 working secondary education teachers.

- In Peru, the need for doctoral level professionals in food science, specifically in public and academic positions, was highlighted by a **national policy and needs assessment**. Consequently, the government co-funded the development of the PhD programme in the HEI ICI project by €500.000, to increase the research, development and utilization of **Andean native food crops**.

- In Kenya, the forestry partnership in Eldoret has national relevance, as the new **Kenyan Forest Programme emphasizes forest measurement and inventory** and the competences brought by the curricula updating process will be highly relevant. The MtiCalc mobile application, developed within the project, for easily performing forestry-related measurement calculations will be further developed by KEFRI (Kenya Forest Research Institute) to be offered for use among Kenyan farmers.

Results according to HEI ICI result areas

All HEI ICI projects have been working towards the following, pre-determined result areas; improved quality and relevance of higher education, Enhanced management, leadership and governance capacities in HEIs education institutions, improved information management in teaching and learning and strengthened role and relevance of the HEIs in development.



Improved quality and relevance of higher education

Curriculum development has been a central aspect of most HEI ICI projects. Activities have contributed to modernized structures, methodology, materials and content.

The most concrete results are the ***17 new study programmes*** created, for example:

- Joint Masters in Global Health Care in Kenya
- Master in Geographical Information Systems at UDSM in Tanzania, which is unique in Eastern Africa
- Master in Communications and Networking Engineering at UDSM in Tanzania and Addis Ababa Institute of Technology
- New PhD programme in Food Sciences at Universidad Nacional Agraria La Molina, first of its kind in Peru
- New MSc programme in Industrial Mathematics at Busitema University in Uganda
- A post-graduate diploma course in Renewable Energy Systems at Yangon Technical University in Myanmar

Several study programmes have also been *revised and modernized, adding new curriculum and courses*:

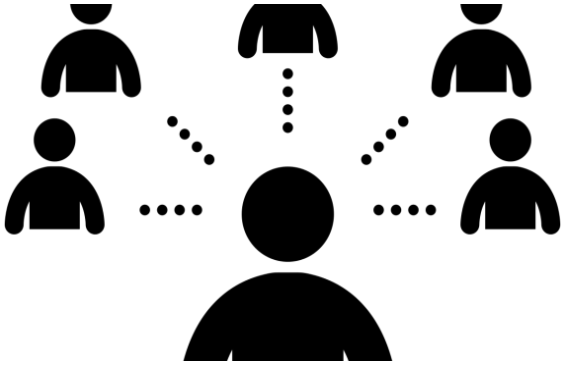
- CELRE; courses on energy efficient lightning included in Nepal and Ethiopia
- HEI-GIS; 5 GIS courses in the existing PhD curricula in Geography at UDSM in Tanzania
- Curriculum for Masters in development studies at University of Zambia, and Bachelor and PhD curriculum in the UDSM, Tanzania
- Doctoral level curricula in communications and networking at both Addis Ababa Institute of Technology, Ethiopia and UDSM, Tanzania

- Entrepreneurship education integrated into the engineering curricula at Hanoi University of Science and Technology and University of Danang in Vietnam
- The Bachelor of Nursing and the Master of Public Health programmes at University of Eastern Africa, Kenya, The Catholic University of Health and Allied Sciences, Tanzania and Ain Shams University in Egypt, updated with 6 new courses in HEPHS II
- Use of online devices introduced in teaching in the following study programmes at Betlehem University, Palestine: Occupational Therapy, Physiotherapy, Social Work, English language and literature
- Input of applied mathematics methodology in ten existing study programmes in Tanzania, Rwanda, Kenya and Ethiopia
- Courses in climate change integrated at the National University of Laos, the Institute of Technology of Cambodia, the Royal University of Phnom Penh and Yangon Technological University, Myanmar
- Revised and approved BSc in Forestry at University of Eldoret, Kenya
- Medical curriculum at University of Lurio, Mozambique and University of Namibia
- Reviewed master-level curriculum on higher education leadership and management at Makerere University, as well as core modules for doctoral studies

Training of teaching staff is always a core component of the curriculum development projects. In total***, 518 staff workshops and 27 online trainings*** *have been implemented, targeting 2943 persons.*

The Training of Trainers (ToT) approach has been used on several projects, e.g. in **BOOST**, where 58 teaching staff were trained at the Quang Tri Teacher Training College in Vietnam, an institution with a strong regional role in re-training staff at other institutions. Also **HEPHS II** used ToT in training junior academic staff in content and methodology related to public health in Kenya, Tanzania and Egypt.

The **Training of Trainers** was very efficiently done in the Peruvian partnership in Teacher Education, where 50 university educators were initially trained and in their home university teams they offered Pedagogical Development Programs (PDPs) for pedagogical mentors (B) in six regions of Peru. The impact in terms of human development was thus far-reaching, and also targeted more rural areas.



Training in academic publishing and **research skills and methodology** have been implemented within several partnerships, e.g. Developing Development Studies, CELRE, ENhANCE and SUCCEED. Due to a general lack of teaching staff holding PhDs, in addition to offering short-term training, some partnerships have also trained students in their doctoral studies, e.g. the Developing Development Studies with 6 PhD students ready to submit their thesis.

As part of the curriculum development projects, also students have been involved in several learning activities. In total, **1000 students have been targeted through 92 online courses, and 2815 students participated in 545 real-life workshops**.

Upgrading of equipment and improved facilities

Modernizing the teaching and support facilities has been an integrated part of several HEI ICI projects. Some examples of facilities upgraded with new equipment through the HEI ICI programme:

- The International office and the GIS teaching laboratory at UDSM in Tanzania
- The Centre for Excellence in Teaching and Learning at Bethlehem University in Palestine with resources in educational technology
- Forest plant nurseries established at University of Agriculture in South-Sudan, both for academic and for community use
- Library and information services at University of East Africa Baraton, Kenya, public health
- Library at Eduardo Mondlane University, Mozambique, materials on forests products technology
- In most projects the online learning platform, Moodle, was introduced as a virtual platform for learning. It was also used for trainings and the testing courses.

***Moodle** - Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE).*

Enhanced management, leadership and governance capacities in HEIs

A clear majority of the HEI ICI projects have worked on increasing the quality and relevance of teaching, and to a much lesser extent focused on the administrative structures.

There is one project to highlight though, with far-reaching impact in terms of training future leaders of the higher education institutions. **The LMUU II** worked directly on this topic in introducing courses on management and leadership to master-level and PhD programmes in Higher education Studies in Uganda and South-Africa. Through graduates with stronger leadership skills, the upgraded study programmes will supply competence and influence the higher education sector in a broad sense.

Strengthened **quality assurance** processes also featured as a main result of some projects working on curricula improvements, such as the LMUU II. **Leadership** courses have been part of staff training in a few projects, like Development of IT in Vietnam and MEDUNAM in Namibia and Mozambique.

Improved information management in teaching and learning

The improved information management was rarely seen as a separate element of focus in the supported HEI ICI projects, merely a side effect of curricula updating.

Use of new technology, e.g. the integration of online resources and mobile devices in teaching and learning, is visible in a number of partnerships, e.g. in LITE in Palestine or in in the case with the GraphoGame in CAPOLSA II in Zambia. In Nepal, 74 teacher educators and 7 ICT experts from 6 campuses have been made capable of conducting a master-level ODL-programme (Open and distance learning).

Developing **e-learning platforms and skills** of teaching staff, as well as new online courses both for staff and students, has been a focus area of many projects, such as BOOST in Vietnam (17 new online courses), HEPHS II (6 new courses) and ToT Nepal (72 online courses). A total of 119 online courses have been developed and offered in the HEI ICI period 2013-2015.

Strengthened role and relevance of the HEIs in development

In many projects, an essential result of the project activities has been increased contacts between the academic world and the surrounding society. Mostly this has been reached through involvement of relevant non-academic stakeholders in developing the relevance of the teaching offered. The non-academic stakeholders have participated in needs assessments, direct teaching activities, project-based learning, internship provision and in network building.

In the **BOOST** project, the Quang Tri Teacher Training College in Vietnam has developed strong networks with employers and society, and piloted methods of diversifying learning environments through e-learning and cooperation with the labour market. Provincial authorities have recognised QTTTC as a community university, to support the socioeconomic development of the entire region.

In **Food Innovations from Andes**, establishing the industry-academia cooperation with the local food industry sector in Peru was in focus throughout the project. A network of 40 local food companies (Andean grains, quinoa) and other stakeholders was collected, and 30 of these interviewed for their needs and interest for R&D collaboration with University.

Within **CELRE**, industry and NGOs in Nepal and Ethiopia were actively involved in assessing the needs related to updating curricula in sustainable energy usage in lightning.

In **ENhANCE** in Ethiopia, Addis Abeba Institute of Technology collaborated with Ethio Telecom to develop a new study program tailored to specific needs of the telecom industry in Ethiopia. This was carried out as part of the ENhANCE industry outreach initiatives.

University - industry relations was a core component of the project **Development of IT in Vietnam**, where focus was on enhancing entrepreneurship education to support student employability. Similarly, the **Vagalhao** partnership in Mozambique identified key demand aspects for Eduardo Mondlane University service production and established links with business, industry partners and governmental actors.

3. LINKS TO THE FINNISH DEVELOPMENT POLICY GOALS

It is many times mistakenly assumed that supporting higher education falls mainly within the framework of the educational sector and the aim of human development. As the text below demonstrates, however, the HEI ICI projects have strongly influenced development on a broader scale, and progress within several other policy goals.

Sustainable natural resources management

Several projects targeted the theme of sustainable natural resources management and environmental protection.

The **SUCCEED** partnership directly related to renewable energy and climate change in Laos, Cambodia and Myanmar and achieved strong results in training over 600 individuals from academia, other educational institutions and government. Curricula have been reviewed at 4 HEIs in South-East Asia and Myanmar. **Vagalhao** in Mozambique is another good example of a project that worked straight towards this goal, as it supported good forest governance and locally driven sustainable forest management.

CELRE with energy efficient lightning is one example, where study programmes both in Nepal and Ethiopia were updated to accommodate courses and modules developed based on local needs and in collaboration with industry. Awareness campaigns were also arranged to spread information about sustainable energy usage in lightning.

HEI-GIS has developed an entirely new and unique Masters programme with GIS elements at UDSM in Tanzania, e.g. for spatial data analyse, remote sensing and modelling of environmental change.

In Laos, the **FORMEB** project has enhanced sustainable use of Laos's forest resources, through training academic staff in forest landscape restoration and building links to relevant non-academic actors and developing e-learning tools.

The project in **improving teachers´ in-service training in higher education in Peru** integrated recycling and sustainable use of energy as a part of the teaching of mathematics and science for school children.

An inclusive green economy promoting employment

The emphasis on inclusive green economy that promotes employment is visible in several projects. For example, the **ENhance** project in Ethiopia and Tanzania supports economic growth through developing a more relevant higher education offer on topics related to wireless technology, communications and networking.

Employment was directly promoted in the project **Development of IT in Vietnam**. The project focused on entrepreneurship and constantly worked in cooperation with the information technology industry both in Hanoi and Danang.

To support economic growth, a PhD programme was developed within the **Food Innovations from Andes**, to boost research on the utilization of native food crops of the Andea region. Furthermore, the private agro-food industry has been strongly involved and wide academic-industry networks established.

Strong local skills in applied mathematics are a prerequisite for optimization and creation of sustainable industrial processes, to identify cost-efficient solutions and support economic development of a country. The project **Mathematics and working life** has increased competences of applied mathematics with respect to industrial needs in many HEIs in several different countries.

The maritime education project in Namibia, **MARIBIA**, targets an industry that has the potential to become a major long-term source of job creation.

Human development

In a programme aiming at enhancing the capacity of the higher education sector at large, human development is naturally a core element. Training of **academic and administrative staff** have been crucial components of all projects, and in total, 518 staff workshops and 27 online trainings have been implemented, targeting 2943 persons.

The increased capacity of the teaching staff directly benefits the end-users, **the students**, and their individual skills development as well. As part of the curriculum development projects, students have been involved in several learning activities. 1000 students have been targeted through 92 online courses, and 2815 students participated in real-life workshops.

Some projects have been working on developing teacher education, both in Peru, Nepal and in Zambia, and others have partly targeted schools in their activities, like Mathematics and Working Life and the Kenyan Forestry projects. Either directly or in the long run, they have influenced the learning and human development of **school children.** For instance, in the CAPOLSA II project, 100 schools have been trained to use the GraphoGame, a computer-assisted learning environment for developing reading skills, in Lusaka and rural districts of Zambia. The Kenyan Forestry partnership has reached impressive results in outreach, and the two mobile games/apps demonstrated a fresh, modern approach to increasing interest among young people and students in the forestry field.

GraphoGame™ is a child-friendly computer game that helps children to learn to read in their local language with the help of technology and knowhow of the most well informed experts of reading acquisition in the world.

With the game children learn the basic letters and their sounds. Through a series of levels, gradually, the child is able to construct these letters into words. Importantly, the game incorporates a dynamic element in that it also adapts to the childs own level of ability and sets further levels in accordance with this ability.'

GraphoGame was developed in Finland in the University of Jyväskylä in collaboration with the Niilo Mäki Institute.

A few partnerships have developed courses and programmes offered also as lifelong learning and human development for **professionals** already working in the field. For example, the CRIPS project in recruiting health professionals to the online Joint Masters in Global Health Care in Kenya, the HEI-GIS in offering short courses on GIS already to 300 professionals in Tanzania and SUCCEED in providing training to Ministry staff on climate change related topics in South-East Asia.

A democratic and accountable society that promotes human rights

Human rights or democracy promotion was not mentioned in many projects explicitly, however many projects that target rural areas and vulnerable groups, at the same time work towards a more democratic society that reaches out to all.

Human rights promotion was a factor that was difficult to highlight in the reporting, hence efforts have been made by CIMO to train the applicants and future HEI ICI project coordinators in integrating this aspect more closely into project design. A more detailed analysis of the attention of human rights in the HEI ICI projects is available in chapter 4 below.

4. THE HUMAN RIGHTS BASED APPROACH IN HEI ICI

Traditionally, the role of primary education has been emphasized strongly in the MDGs and development interventions. There's an increased recognition that all levels of education must be addressed simultaneously, and that the **link between higher education with human development and realization of human rights is crucial.** Higher education has gained a recognized role as a **key driver for development** (Davis Bell; 2008; Altbach, 2016) [1] Higher education has increasingly been understood to be underpinning all development targets, from poverty reduction to employability, health to environmental sustainability (Association of Commonwealth universities 2015, p.1).

The Finnish development policy framework and the Human Rights Based Approach was not a part of the reporting guidelines in the HEI ICI programme, as the projects had not incorporated that in their initial funding applications during in 2012. The guidance and instructions on implementation of the HRBA have also become much more elaborate during the time of the HEI ICI programme implementation phase (especially with reference to the publication A Human Rights Based Approach in Finnish Development Cooperation; Guidance Note 2015). Although projects have reported on this aspects in a limited manner there are some important observations that can be made.

The 23 HEI ICI projects that have been implemented during 2013-2015 have to **various degrees adopted and applied the principles enshrined in the HRBA**. An assessment of the HEI ICI programme phase implementation and reports during 2013-2015 concludes that the funded projects meet the minimum criteria of being human rights sensitive. The very premise the HEI ICI projects are built on is to be a **vehicle for promoting democratic societies** and through their interventions supporting states to **respect, protect and fulfil their human rights obligations**. Some partnerships have demonstrated a more comprehensive approach and commitment to integrating human rights into their capacity building activities, and human rights principles have in some implemented projects been part of the assessment of results and achievements.

The HEI ICI projects carried out in 2013-2015 have integrated the core principles of HRBA: **participation and inclusion, transparency and accountability**. Many HEI ICI projects are firmly anchored in a **principle of equality and non-discrimination.** Many projects have also applied a **gender sensitive lense** (please see section on cross-cutting issues/gender for more detail), local communities and students are engaged in project implementation. Multi-stakeholder dissemination events and project activities have created windows of opportunity for participation and empowerment of civil society, and marginalised and vulnerable communities and their representatives. Transparent project management (project boards and management arrangements, oversight, audits, transparent decision making etc.) has been an important element of capacity building activities. HEI ICI projects have played a role in promoting accountability and the **practices of good governance** at HEIs in the Global South, due to the administrative capacity building and support from Finland.

[1] Altbach, 2016, Global pespectives on Higher Education. Baltimore: John Hopkins University Press.
Davis Bell, 2008, Higher education and economic development. getting what you pay for (policy brief series) Boulder: western Interstate Commission for Higher Education (WICHE).

There's an increasing trend, to look at HRBA in education viewing impact trough *right to education, rights in education and rights through education,* this is applicable also for the HEI ICI projects.

To	In			Through
	Frames	**Process**	**Results**	
Higher education and skills development provided based on principle of equality and non-discrimination	Structure, Governance, Curriculum, Teachers, Resources	Pedagogy, Methods, Content	Changes in attitudes and values; Acquisition of skills and competences	Effects for society; democracy and human rights development

TABLE with concrete human rights impact: to; in and through higher education

Although there's limited evidence of how HEI ICI projects have affected the broader development and policy landscape in target countries, there are some results in terms of **enhancing accessibility**. HEI ICI projects have targeted out-of-school populations and professional, e.g. the CRIPS-project managed to reach health professionals in Rural Western Kenya, in more vulnerable circumstances than in the capital city area.

> *The overall objective of the CRIPS project was to contribute to the enhancement of health in the Kenyan rural communities in particular in crisis situations. Project purpose was to improve the capacities of crisis preparedness and the incident and emergency health care both in higher education and among the local health care stakeholders. A major part of the project activities were implemented at the UEAB in Western Kenya, in the region of Nandi County, Rift Valley Province. A Joint Master's Degree Programme in Global Health Care was planned and the piloted. Most of the Master programme students are working as professionals, and students in Kenya have been able to apply skills obtained through the program in their work places and communities.*
>
> *CRIPS HEI ICI 2013-2015*

HEI ICI projects have enhanced rights ***in* higher education and skills development** through engaging learners of all ages and promoted **lifelong learning practices**. Projects, such as CAPOLSA II in Zambia, provided tools for improving the reading skills for school children both in Lusaka and in rural areas. In addition, many updated courses have contained elements related to human rights, fundamental freedoms, community based natural resource management and gender-equality. Teacher training has incorporated knowledge of human rights, participatory methods, child friendly pedagogies and inclusive practices (such as CAPOLSA in Zambia and CRIPS in Kenya). In Vietnam, the BOOST-project Improved ICT & Learning Resource Centre (LRC) facilitated supporting **diversification of learning for students**.

The HEI ICI programme has enhanced **rights *through* higher education** and skills development. HEI ICI interventions in the FORMEB project have for instance emphasized respect for the natural environment and sustainable resource management. More data is needed to assess exactly to what extent participants (teachers and students) are equipped to take part meaningfully in democratic processes, exercise their political and civic rights, or earn a living.

Higher education can be instrumental in the realization of other rights. The HEI ICI project final reports and related results show that higher education has growing potential to **promote social cohesion, and stability.** Projects support **democracy and social as well as economic progress, support principles of peace and non-violence and positive social transformation**. Many of the completed HEI ICI projects have been clearly human rights progressive. Some have advanced fulfilment of the freedom of information and expression, the right to work, the right to food, the right to water or the right to an adequate standard of living. HEI ICI projects have been very integrated into the development processes of societies; included cooperation with different stakeholders including state authorities as well as inclusion of right holders in the process.

An assessment of the reports make the challenges regarding a stronger implementation of HRBA clear. To some degree there's a lack of capacity and expertise to work with and fully implement human rights concepts into project implementation, both in the higher education sector in the North and the South. Further resources and support needed to consistently apply a HRBA, and link it to relevant indicators for measuring results. In addition, some projects report difficulties working with local partners and especially including the most marginalized and vulnerable groups into all phases of the project cycle.

5. THE CROSS-CUTTING ISSUES

The HEI ICI programme 2013-2015 projects were expected to regard all cross-cutting issues relevant for the Finnish Development Cooperation Policy 2012 in their project implementation. Most projects have had an emphasis on gender-equality; some demonstrated impact in these areas through more thorough mainstreaming.

In terms of **gender-equality**, and the advancement of the status of women, has been an important cross-cutting issue in all the HEI ICI projects that were granted funding in 2013-2015. Funded projects rest on the notion that economic and social development is dependent on equally advancing the status of women. Yet, for some projects the gender aspects remain at aiming to target equal gender representation/ participation in activities, ensuring participation and representation of women in decision-making of the programme management and preventing discrimination. The final reports have gathered gender-disaggregated data, hence gender-balance in terms of numbers has been monitored throughout project implementation (see ATTACHMENT 3).

The data shows that there has been important gender balance achieved in terms of teachers and students participating. Only teachers participating in online courses have been slightly skewed wit 35 % being female and the rest male. Although the numbers are notable, most projects have failed to build a comprehensive gender mainstreaming strategy, or report on such. There are examples of projects that have empowered women, which could be resulting in important spin-off effects, for instance the '**Food Innovations from Andes'**, has helped boost research on the utilization of native food crops of the Andea region and in this process also supported important industry-academia links, and start-up activities led by women.

With regards to **reduction of inequality**, the final reports clearly indicate that the projects have operated based on an understanding of how inequality is hampering development efforts. HEI ICI projects, in many countries have supported higher education and research and had a positive impact on social policies that increase equal opportunities for social, economic, and political participation as well as equal access to services.

The projects, in various disciplines, have supported good nutrition, health, decent work and basic social protection as well as entrepreneurship and employability. Many of the partnerships have contributed to **reducing inequality** by, for example, targeting the project to vulnerable groups and socially excluded groups in the target countries. Most commonly this was done by targeting rural areas, but also other means were used.

In SUCCEED, project activities targeted countries among the least developed and the project has implemented **vulnerability and social assessments** as part of their trainings. The teaching project in Peru especially covered cultural diverse practices and indigenous people by supporting their learning and outcomes through the Bilingual Education (IBE) program. In Nepal, teacher education capacity enhancement highlights the long-term benefits in terms of reducing poverty and inequality through focusing on the ODL model, giving **flexible access to disadvantaged groups** (leaners from remote regions of Nepal, women and different ethnic groups), capitalizing on the wide coverage the project has throughout the six campuses all around Nepal. The **Kenyan forest education** project is a great example of a project that has taken the most vulnerable communities into consideration in a positive way. The project influences rural areas in Eastern Kenya and the local community was engaged in the development of the activities and curricula.

The impacts of **climate change** have been directly addressed in some HEI ICI projects. An example of a project focusing particularly on the effects of **Climate change** is Aalto university's CELRE-project, with a focus on sustainable use of energy in within electricity and lightning. Yet, in various other projects particular attention has been paid to the roles of women, children and indigenous peoples with regards to climate change. Some projects have directly been able to contribute to strengthening the capacities in the environmental sciences, which has contributed to preparedness for natural disasters and more sustainable forest management practices. Projects such as the FORMEB, working on forest Management rehabilitation in the Mekong basin have reported achievements on climate change awareness as part of their capacity building initiative. **Vagalhao** in Mozambique supported good forest governance and locally driven sustainable forest management.

6. COOPERATION WITH NON-ACADEMIC STAKEHOLDERS

The HEI ICI projects have involved a wide range of contacts and collaboration with non-academic actors; government, local authorities, industry, business, NGOs, CSOs, local communities, associations and other educational institutions. In total, 144 actions were classified as cooperation with private sector; 33 actions as cooperation with CSO and NGOs and 95 of actions involved governmental institutions, ministries and embassies.

Private sector involvement

Due to the economic growth, there are plenty of business opportunities for Finnish companies in developing countries. A good way for exploring these options is to be involved and linked to a HEI ICI project. Through the academic collaboration, companies may gain several benefits. In addition, the partnerships open access to big, rising consumer markets (growing middle class), access to young and dynamic human resources and local know-how, access to cultural and legal knowledge and opportunities for product development and testing.

The motivation for the private sector to be involved in HEI ICI projects is for example:

- Mutual scientific interest, networking, access to research, development and innovation networks, where the HEI can act as a bridge and connecting partner

- Business opportunities; equipment upgrading as part of the project, strengthening branding for access to new markets, opportunities for further service supply to institutions, further business opportunities in the country/region

- Need for labour force; graduate competences to match their demand and needs

- Graduate recruitment; through project-based work and thesis cooperation

- Increased intercultural competences through involvement in international projects

Several **different types of activities** can be identified;

- Need assessment and joint project planning together with the local and Finnish industry (degree design, curriculum and competence development, internships and thesis work)

- Finnish companies acting as service suppliers and technical support consultants (new learning tools and their maintenance, e.g. IT software, forest inventory technology, gaming and simulation technology)

- Company visits and benchmarking in Finland and in host countries (food industry, IT, forestry)

- Information dissemination and synergy building (seminars, conferences and workshop to disseminate information)

- Research and capacity building activities (e.g. students groups and project experts to help in developing solutions to practical problems, doing data collection in enterprises)

NGO and government cooperation

HEI ICI projects have actively involved NGOs in needs assessment of local communities, e.g. in joint workshops for data collection. Furthermore, NGOs have participated in various dissemination activities of project results, either through their direct links to final information users or as target group for spreading the project results.

Ministries have been involved in strategic guidance and qualification framework alignment work, but equally as the target for dissemination activities.

Table 1. Summary of the cooperation with non-academic stakeholders

	FIELDS OF PROJECTS	PRIVATE SECTOR	CSO & NGO	GVT & EMBASSIES
1	Health Care	5	7	10
2	Communication	3	NA	2
3	Forestry	24 (Mostly visits for benchmarking)	4	15
4	Electrical Eng.	3	NA	NA
5	Geography & Geology	11(Visits and benchmarking)	3	4
6	Project Based Learning	3	NA	5
7	Teacher Training	NA	NA	14
8	New Methods of Teaching Sciences	NA	NA	NA
9	Educational center	1	6	8
10	ICT Development	23 (mostly visits for benchmarking)	NA	6
11	Food Industry	46 (Benchmarking and real cooperation)	5	5
12	Leadership Capacity	NA	2	6
13	Maritime Education	25 (Mostly visits for benchmarking)	6	Events participation 20
	TOTAL	**144**	**33**	**95**

7. SUSTAINABILITY AND VISIBILITY

If the training is thoroughly carried out and reaching a sufficiently large number of participants, human capacity development activities have a strong potential of being sustainable in the long run, and producing multiple benefit to the HEI involved. In the initial project design, as well as during the project-specific follow-up and monitoring discussions with CIMO, these aspects have been given attention and training of technicians for maintenance of new installations and upgraded equipment has always been mentioned.

As the selected projects have been aligned with the institutional strategies of the partner country institutions involved, the ownership has been visible, including a commitment to finalize and follow-up on course developments, new methodology and materials. The newly developed study programmes have been approved, the revised or updated courses and modules have been integrated into the curricula and normal teaching activities of the southern HEIs, which implicitly supports the sustainability of the results produced by the projects. Several partnerships have also succeeded in securing funding through other financing schemes, e.g. the Erasmus+ programme.

The main weakness in terms of securing the further continuation of the concrete project results, is the concern related to attitudes among staff towards embracing new technology, e.g. e-learning and online teaching processes and methods. Several projects have involved components related to e-learning, and there are still challenges concerning internet connectivity, as well as lack of sufficiently supported practical training and implementation in some partner HEIs.

A wide range of dissemination activities have been carried out (see ATTACHMENT 3 on project-specific goals and achievements). All projects have their own websites and use social media, e.g. twitter and blogs. 42 articles, 12 publications and books, 10 brochures, videos and TV material have been produced. In addition, all project arranged final seminars to highlight and disseminate results to their stakeholders outside the project partnership.

8. USE OF FUNDS

The 23 HEI ICI projects were granted a total of 9.750.000 euros of state aid for the phase 2013-2015. The state aid granted to projects was between 296 490 – 500 000 euros per project. The projects were required a minimum of 20% self-financing the state aid then amounting to maximum 80% of projects total budgets.

Fifteen HEI ICI projects were granted continuation of the use of state aid until March 31, 2016. The granting of the continuation assured that the planned results of the projects were achieved and also enabled the efficient use of the state aid.
The accepted total expenditure of the state aid was 8.150.061 euros falling between 286 482 – 500 000 euros per project. On the programme level the utilization rate of the granted state aid was c. 83 %. The projects reported the use of funds annually and an audit was required with the submission of the final report.

ATTACHMENT 1 HEI ICI 2013-2015 programme results in a nutshell

- 23 projects implemented 1.3.2013-31.3.2016
- MFA support EUR 9.7 million
- 78 higher education institutions 19 countries
- Most projects in Sub-Saharan Africa, but also Latin-America, South-East Asia and the Middle East
- 8 projects included south-south collaboration between several countries

The purpose of the HEI ICI programme is to strengthen developing country HEIs as developmentally responsive institutions by **enhancing administrative, field-specific, methodological and pedagogical capacity**

- **High-quality projects with a clear national impact** and link to reform processes and sector-specific development plans (see chapter 2)
- Directly aligned with the Finnish Development policy aims (see chapter 3, 4 and 5)
- Majority of projects focusing on Result area 1 and 4: **improved quality and relevance of higher education, strengthened role of higher education in society**
- **17 new study programmes created** (see chapter 2)
    - 2 PhD programmes
    - 10 Master degree programmes
    - 4 Bachelor degree programmes
    - 1 Diploma programme
- **2663 staff** (1258 female) in 519 workshops and 27 online training courses
- **3880 students** (1761 female) in 92 online courses and 545 real-life workshops
- **144 private sector cooperation actions, 33 actions as cooperation with NGOs**, 95 involving governmental institutions, ministries and embassies.
- 23 websites and use of social media, e.g. twitter and blogs. **42 articles, 12 publications and books**, 10 brochures, videos and TV material

ATTACHMENT 2 List of courses and workshops arranged, HEI ICI 2013-2015

List of courses and workshops arranged, with gender-aggregated info on participants - HEI ICI programme 2013-2015												
Project Title	Number of online courses for teachers	Teacher participants men	Teacher participants women	Number of courses and workshops for teachers	Teacher participants men	Teacher participants women	Number of online courses for students	Student participants men (online)	Student participants women (online)	Number of courses and workshops for students	Student participants men	Student participants women
BOOST	3	4	30	58	33	41	14	30	198	3	6	14
CAPOLSA II	4	5	50	9	67	181	1	155	157	100	500	500
CELRE										3	69	12
CRIPS							1	13	19	1	8	15
Developing Development Studies				9	18	8				3	18	8
Development of IT in Vietnam				1	8	1				2	65	1
ENhANCE				9	51	34				8	108	18
Food Innovatios from the Andes				11	53	81				4	48	107
FORMEB				7	60	25						
HEI-GIS capacities at UDSM	2	11	2	50	17	4				7	34	6
HEPHS II				7	33	35	6	39	59			
LAMPTESS	NA											
LITE				5	105	89	1			3	262	97
LMUU II				7	244	192				2	20	17
Maritime SUWB	NA											
Mathematics & Working Life				10	30	21				10	143	112
MEDUNAM II				17	157	129				2	89	162
Peru	1	22	32	8	51	127						
Strong Kenyan forest education	4	22	3	13	75	4				1	35	15
SUCCEED				280	158	122				383	157	226
ToT Nepal	10	35	5	4	76	5	62	306	14			
VAGALHÃO	1	6	3	10	10	3	7	7	2	15	7	2
Venezuelan forestry education	2	12	7	4	42	24						
TOTAL	**27**	**117**	**132**	**519**	**1288**	**1126**	**92**	**550**	**449**	**547**	**1569**	**1312**

Total number of teacher courses and workshops	**519**	Total number of student courses and workshops	**547**
Total number of teacher online courses	**27**	Total number of student online courses	**92**
Total number of teachers targeted	**2663**	Total number of students targeted	**3880**