This is a summary report of the completion reports of HEI ICI projects of 2010-2012. For the compilation of this report, the fifteen final project reports have been assessed in an attempt of summarizing the major results, the important lessons learned during, as well as the challenges encountered in the process of implementation.
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Report prepared by: Annica Moore, Senior Programme Advisor, CIMO

Title page photo: Jaakko Kaisto, MEDUNAM-project
1. INSTITUTIONAL FRAMEWORK AND FINNISH DEVELOPMENT POLICY CONTEXT

The intention of the HEI ICI programme was to create a mechanism through which Higher education institutions (HEIs) in Finland and developing countries can cooperate in order to produce institutional and educational reforms. The projects are aimed at promoting the strengthening of developing country HEIs’ administrative, methodological and pedagogical capacity, as well as to support the partner HEIs own development plans.

HEI ICI cooperation between Finnish and developing country HEIs has been based on needs defined by the developing country partners. The programme and project objectives are however firmly rooted in Finnish development policy.

While the HEI ICI programme was only launched in 2009, higher education development cooperation is by no means a new phenomenon in Finland. Cooperation has existed earlier through the so called ICI-instrument, designed for institutional cooperation of government institutions. However, due to the 2009 changes in the legislature governing universities in Finland, Finnish higher education institutions were no longer eligible to apply for support from the Institutional Cooperation Instrument (ICI). Thus, cooperation between Finnish and developing country institutions was made possible for the entire higher education system through the launching of the HEI ICI programme first in 2009 for the preparatory phase, and then for the first round of applications in 2010.

From 2010 onwards, the administrative services of the HEI ICI programme have been outsourced to the Centre for International Mobility (CIMO). The administrative coordination unit in CIMO has been providing services directly to applicants and projects while programme-level steering and decisions were made by the Ministry for Foreign Affairs (MFA). The administrative coordination unit has acted as an advisory unit, reporting directly to the Ministry.

2. PROGRAMME PERIOD 2010-2012

During the implementation period of 2010-2012 the HEI ICI programme supported 15 institutional capacity development projects between partners that operate in higher education: universities and polytechnic universities. All projects were coordinated by a Finnish institution of higher education. Most projects (13) were coordinated by universities, while only two were coordinated by universities of applied sciences. The list of coordinating institutions is below:
1. Aalto University (School of Economics)
2. Diaconia UAS (Turku Unit)
3. Jyväskylä UAS
4. University of Eastern Finland (3 projects)
5. University of Oulu (2 projects)
6. University of Helsinki (3 projects)
7. University of Tampere (School of Management)
8. University of Jyväskylä (Agora Center)
9. University of Turku (Finland Futures Research Centre)

The geographic division of partner countries was rather wide with projects being implemented in a total of 15 partner countries:

![Geographic Division of Project Partners with Number of Projects per Country]

Some projects had several partner institutions from both Finland and developing countries, yet the minimum was to have one main partner HEI from a developing country and one coordinating partner HEI from Finland.

The fifteen projects enhanced the capacity of at least 25 southern partner institutions. However, the actual capacities enhanced naturally also spread to a wider range of institutions and beneficiaries through the training activities, including to the civil society, public and private sectors.

The Finnish universities also harnessed rich learning experiences through the projects, from learning about new higher education systems, cultural traits and ways of working, to creating new opportunities for research in a different environment.

The projects covered a wide spectrum of academic disciplines:
2.1. HEI ICI PROGRAMME BUDGET AND EXPENDITURES 2011-2012

The overall HEI ICI budget for the period of 2011-2012, was achieved by 95 %. According to the final project completion reports, the overall funding by the Ministry of Foreign Affairs covered 83 % of the total expenditure on the HEI ICI Programme, whereas the self-financing by the higher education institutions attained 17% of the total programme expenditure.

<table>
<thead>
<tr>
<th>HEI ICI PROGRAMME FUNDING (2011–2012)</th>
<th>EUR</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL PROGRAMME BUDGET</td>
<td>6 643 529</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL BUDGETED FUNDING BY MINISTRY OF FOREIGN AFFAIRS</td>
<td>5 647 000</td>
<td>85</td>
</tr>
<tr>
<td>TOTAL BUDGETED SELF-FINANCING</td>
<td>996 529</td>
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</tr>
<tr>
<td>OVERALL EXPENDITURE</td>
<td>6 279 401</td>
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<tr>
<td>OVERALL EXPENDITURE BY MINISTRY OF FOREIGN AFFAIRS</td>
<td>5 215 574</td>
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<td>OVERALL SELF-FINANCING</td>
<td>1 063 827</td>
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<td>First advance payment to the projects ( JUNE-JULY 2011)</td>
<td>3 470 597</td>
<td></td>
</tr>
<tr>
<td>Second advance payment to the project (JULY 2012)</td>
<td>2 115 626</td>
<td></td>
</tr>
<tr>
<td>Returns of an advance payments for Ministry of Foreign Affairs*</td>
<td>370 649</td>
<td></td>
</tr>
<tr>
<td>Total funding by Ministry of Foreign Affairs</td>
<td>5 215 574</td>
<td></td>
</tr>
</tbody>
</table>

*Payment returns due to the ineligible costs according to the data reported in Final Project Reports (2012)

The division of funding by budget lines shows clearly that capacity building costs covered the majority of the total project expenditure (88 %). This budget line encompassed actions mostly related to expert salaries and travel costs, meaning the trainings and sharing of knowledge. Fixed assets can be highlighted at 7 % of total costs, and including contingent material purchases located in the partner countries.
HEI ICI EXPENDITURES by budget lines (2011-2012)*

<table>
<thead>
<tr>
<th>Budget Lines</th>
<th>EUR</th>
</tr>
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<tbody>
<tr>
<td>CAPACITY BUILDING</td>
<td>5 070 282</td>
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<tr>
<td>ADMINISTRATION</td>
<td>213 534</td>
</tr>
<tr>
<td>FIXED ASSETS</td>
<td>412 344</td>
</tr>
<tr>
<td>CONTINGENCY COSTS</td>
<td>94 207</td>
</tr>
</tbody>
</table>

*Table 2: Overall expenditure by budget lines according to the data reported in Final Reports 2012

COORDINATOR-PARTNER DIVISION OF FUNDING

The ways of accounting for expenditures as well as the ways of transferring funds to partners varies considerably from project to project. As such it is quite difficult to have a final and definitive percentage for the division of funds to between partners and Finnish Coordinators. This is also partly owed to the forms and ways of reporting, which do not ask specifically for the full division of funds between Finland and the partner countries.

Additionally, several projects have kept much of the bookkeeping for funds invoiced by the partners in their own bookkeeping systems, meaning that the use of funds would be visible only in the Finnish partner reports, even if they were used in and on the partner institutions. Additionally, the overhead expenses derived from the coordinating HEI salaries - through the so called full cost model - expand the Coordinators share of the budgets to a large extent.

Nevertheless, the division of 24% to the “Southern” partners and 76% to the Finnish partners is still something, which should be considered a programmatic challenge to be addressed.
3. PROJECT RESULTS FOR PROGRAMME PERIOD

The project implementation phase only lasted for a maximum period of 11.5.2011 - 31.12.2012. From the reports it can be seen that long term capacity development is challenging to achieve in such a short period of time. Moreover, it is even more challenging to measure results in projects that are mainly qualitative in nature. As such, the final results and benefits of many of the projects will remain to be seen through future collaborations.

In some cases it was clear that the results of for the implementation period were more meager than initially planned. The quality of results also varied, due also to variance in ways and meticulousness in reporting. In following years, and in providing more standardization and concrete instruction already from early on on what is expected, one can anticipate more quality in both results and in the reporting of results. As such, the mutual learning provided by this first programme period will definitely provide for a fertile growing ground for future projects and results.

All in all, the projects used various methods of capacity development, ranging from study visits, to the purchase of equipment and facility development. Below is a narrative compilation of the key results of the programme, which have been compiled both according to the capacity building elements, and per project.
2.1. TRAINING AS CAPACITY ENHANCEMENT

In all projects, consultations were provided for the partner institutions in the areas of expertise of the Finnish institutions. As such, training has been one of the major modes of capacity development in all projects.

The HEI ICI projects included twelve (12) trainings to academic and administrative staff over a wide range of areas including in:

- blended learning
- curriculum development
- quality assurance
- educational resources development
- use of online learning platform(s)
- information literacy (IL)
- rural development practice
- forest seed collection
- forest business development
- inter-professional education (IPE)
- academic writing
- applied research in promoting early grade literacy.

Blended Learning

*Educational approach in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace.*

Interprofessional education (IPE)

*IPE refers to occasions when students from two or more professions in health and social care learn together to cultivate collaborative practice for providing client-centered care.*

The Training of Trainers (TOT)

Four (4) projects used the training of trainers (TOT) framework in areas including pedagogy, ICT aided teaching, and theories and concepts in higher education leadership and management. These trainings have had the potential of far reaching multiplier effects, whereby the trained staff members continue training others in their respective institutions.

Additionally, the projects have produced ample training materials and
other resources, which can be of further use for the partner institutions.

Several capacity enhancement lectures, workshops and seminars, study visits and intensive courses were also conducted in the projects. Some projects incorporated study visits among the southern partner institutions and countries. A typical example of this was the SEED project, which organized study visits in neighboring countries creating the chance for academics to learn from one another.

Southern partner staff also participated in different international events and conferences in order to build their own networks, for example:

- Summer schools have been used to train staff from partner institutions towards the completion of their PhD.
- In an entrepreneurial project academic staff participated in the ESU – European University Network on Entrepreneurship conference in September 2011 in Seville;

2.2. CURRICULUM DEVELOPMENT

Within the HEI ICI 1.5 year implementation period, several courses and programs of all levels – bachelors, masters and PhD – have been designed, tested and made ready for implementation (put in implementation in some cases). These projects also engaged in improving teaching materials to reflect current knowledge and realities in the fields concerned.

Some concrete examples:

- In the improving educational leadership project alone, a total of 53 e-learning courses were developed out of which 17 were ready for use in the 2012-13 academic year.
- Eight (8) blended learning courses were prepared at the Bethlehem University, Palestine
- PhD curriculum development was conducted at the University of Dar es Salam in Tanzania
- Integrative Forestry and ICT courses were designed and implemented in Kenya
- In Uganda, a post graduate diploma in Higher Education Leadership and Management (PGD-HELM) has been developed, tested and launched through the LMUU project

In some projects, after the completion of the activities, other institutions showed interest in duplicating the newly designed courses. As such, it could be possible for
the results of the course and curriculum development to have wider effect by allowing other universities to benefit from the results of the projects.

2.3. BETTER EQUIPMENT, E-SOLUTIONS AND IMPROVED FACILITIES

The projects purchased and installed equipment and materials and developed teaching and learning facilities through various ICT-solutions:

- In Tanzania, the international office at UDSM has been developed by consultative visits with the University of Jyväskylä, and by purchasing basic equipment, including three computers and a printer.
- In Palestine, the Media Education Centre (MEC) of Bethlehem University was equipped with Sanako Speak software and the necessary equipment.
- In Kenya a server, 7 laptops and 3 data projectors were purchased to help ICT assisted teaching at the partner university in the ‘Improving forestry education in’ project. Additionally, a forestry game “EntVenture” was created by involving computer science and forestry students. The game was made freely available (for Android platform) aiming at increasing awareness in forestry.
- In South Sudan, extension equipment were purchased, extension training and field activities were conducted including some 500,000 seedlings; the Landscape Management Plan (LMP) was updated with GIS maps, completed and distributed to partners and stakeholders; a new central forest nursery and two community nurseries constructed.
- In Namibia, two (2) cars were purchased to facilitate transportation of the students to the faraway training clinics and hospitals in the MEDUNAM project.
• In Indonesia, the STEM project provided planting for the creation of “village-forest-teaching-laboratories”

• In South East Asia, the SEED project provided consultations and financial assistance in the procurement and installation of new energy research equipment and facilities, computers and software.

• The HEPHS project facilitated the design and development of personal online Student Information System (eSIS), which involves a complete student life cycle from admission and registration through student campus life till alumni portal.

• In most of the 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

Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.

2.4. BOOKS AND PUBLICATIONS

Teaching materials such as books, audios and DVDs were produced for future use. In HEPHS project, for example, three articles were published in Finnish professional journals, and one manuscript has been sent for publication to an international scientific journal. One more manuscript is under preparation and another one will be drafted once evaluation of the piloted courses has been completed.

Some projects also published new materials based on the project results. For instance in the Jyväskylä UAS project, a book was published (in Vietnamese) to disseminate the projects experience and outcomes in the education sector of Vietnam. Also, a book called “Empowering People” was published in the UNAM Library project. The book consists of peer reviewed works of 15 UNAM librarians who took training in scientific writing.

Additionally, visibility of the projects was increased by creating and updating web sites, by producing blogs and other online publications, by inviting well known key note speakers, by creating networking opportunities, and by presenting projects and their results at international conferences and events.

1 www.moodle.org
4. CHALLENGES FACED DURING PROGRAMME PERIOD

Within the final reports, the projects also provided input on any challenges and changes they had faced during the implementation period. It is possible to look at these challenges in four different sections:

(I) those relating to the southern partner institutions and/or systems,
(II) those of the Finnish institutions and/or system,
(III) the macro problems which were beyond the reach and influence of any of the partner institutions, and
(IV) the operational problems which are directly related to the design and implementation of the projects.

While many of the challenges faced correlate with the perceived risk scenarios already foreseeable in the application phase, most of the challenges can still be considered as beneficial learning points for future projects and programmes.

I Problems in Partner Countries

1. Technical difficulties: limitations in use of internet and video conferencing, the absence of ICT system which made it difficult to get real time information for decisions, frequent interruption of electricity and internet connection
2. Bureaucratic problems:
   - Institutional changes (merger, upgrading of institutions taking place),
   - slow and centralized decision making (leaving departments at the margin),
   - differing pace and level of motivation between individuals, units, institutions and systems
   - lack of proper documentation
   - restriction on the use of social media even for learning purposes, restriction for making HR data available
   - unstable banking practices and academic program accreditation process

II North Problems

1. Delay in project approval, which resulted in loss of momentum and shorter time of implementation
2. Several staff changes and lack of clarity and consistency in guidance from CIMO and MFA
3. Too short program for results to be seen in areas like quality assurance
4. Project auditing, where not initially planned, caused budget displacement
5. Central administration of fund transferal causing an added burden for those implementing the projects
6. Inflexible finance system of the universities (e.g. University of Helsinki)

III Macro Problems
1. Natural disasters: delay of rainy season (Indonesia), flood (Thailand) affecting seedlings and study tour respectively
2. Political instability: Egypt, Palestine, Southern Sudan
3. Government decision: South Sudan closure of a highway resulted in a huge extra burden in logistics management which took much more time and money
4. Immigration relations between countries caused problems in staff attending events, cumbersome visa processing at the Finnish embassies, and ultimately the moving and cancellation of scheduled outputs
5. Very high inflation rate particularly in South Sudan caused budget adjustment

IV Operational Problems
1. Among project partners, some clear socio-cultural differences emerged and caused challenges: values, time management, ways of communicating, academic culture, meaning and definitions of key terms and ways of working (e.g. quality), language (in Egypt documents like receipts were originally made in Arabic requiring additional work and cost for interpretation)
2. In projects with several partner countries there were variations in institutional need among the Southern partners
3. Differences in finance systems and ways of administering funds, and additions of unforeseeable fees and budgetary constraints
4. In short term projects the trained and consistent staff is key for project success. In many projects there was withdrawal of staff and changes in project administration and management. Staff changes occurred because of overload of work, resignation, sick leave, poor performance caused delays and other unnecessary difficulties.
5. Sustainability
   a. marginality of collaborating departments lead to difficulty in integrating the project activities with institutional goals and strategies;
   b. economic and political instability also leave sustainability under question
6. Scheduling – getting everyone needed at the same place at the same time was difficult as staff have different schedule; exhaustion of trainees and trainers after few days in intensive courses especially having sessions at the
end of a semester; parallel schedule for teachers and students caused logistical problems.

7. More demand for trainings than was expected caused logistical problems

As such, many mistakes were made and need not be made again. Following instructions was clearly hard for some projects, as both the instructions and the source of the instructions could change. There is room for learning at all ends of the project life cycle.

5. LESSONS LEARNED DURING PROGRAMME PERIOD

In the implementation of the projects, and in facing the above challenges, some important lessons have been learned. These can be taken as a base to improve similar projects in the future. The lessons include both elements that can be corrected if taken into account in the planning phase, as well as realities that the projects need to adjust themselves to during implementation.

In general, in newly emerging cooperation, projects need to allocate more time in the beginning towards reconciling differences of academic cultures, creating a common understanding of different issues and commonly defining important terminologies and parameters of quality measurement. Also, a timely and extensive assessment of technical capacity of the southern partners could save cost and time later, or one could develop alternative ways of working and risk mitigation measures already early on in the project. Preferable even before the implementation begin.

It is challenging linking new practices with the objectives and plans of faculties and departments, and in general this work should have been done sooner. A proper consideration of the local decision making system and practices in setting goals and designing activities is necessary for effective implementation. Involving higher level management would produce more weight. As such, a key challenge for future cooperation is how to move from influencing the practices of individuals to influencing the whole university and impacting the overall culture of teaching and learning.

It seems clear that administrators at both the partner and coordinator ends learned about challenges of cross cultural communication, inter institutional liaison and collaboration between educational and commercial enterprises.

Some of the more specific learning elements have been described below:
• The limited time resources of teachers and the possible clashes of programs (with other activities of partner universities and staff) should be sufficiently taken into account when planning the projects.
• “Without anyone in each partner university employed to coordinate the project, nearly all activities were performed as voluntary work by the partner professors.” A professional approach to project management needs to be visible already from the beginning, as it is key for the ability to deal with emerging tasks quickly and responsibly.
• The practice of internal mentoring (TOT) strengthened the ownership of the project.
• Financial transfer took longer than expected because of delay at the partner university – again it is better to initiate such activities early to buy time for the delay as the university systems do not operate at the same pace.
• [South Sudan being a newly emerging country] projects need to be well integrated with in the overall development agenda instead of addressing one problem at a time.
• Application of local knowledge is essential from day one of project panning (e.g. estimation and explanation for the beginning of rain)

“Building trust and tolerance in our teams to create a mutually respective atmosphere was key for the success of the project”

6. SYNTHESIS OF REPORTS PER PROJECT
Below all the main results and findings form the project completion reports have been compiled per project. The focus has again, just as in the above, been on the results, challenges and lessons learned during the implementation period. In many completion reports the results of the project somewhat equaled the activities of the projects, and this is also visible in the synthesis below.

3.1. Entrepreneurship Capacity Building between Faculty of Commerce Cairo University and Aalto University School of Economics

COORDINATOR: AALTO UNIVERSITY, SCHOOL OF ECONOMICS
**FINANCIAL SYNTHESIS**

<table>
<thead>
<tr>
<th></th>
<th>Approved Total Project Budget</th>
<th>Reported Actual Project Expenditure</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA financing</td>
<td>355 923,00</td>
<td>316 738,68</td>
<td>39 184,32</td>
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<tr>
<td>Self-financing</td>
<td>62 810,00</td>
<td>55 895,06</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>418 733,00</strong></td>
<td><strong>372 633,74</strong></td>
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</tbody>
</table>

**ACTIVITIES AND RESULTS**

The project activities have provided high quality models and methodology for entrepreneurship education and its research in FCCU with more than 260 staff members and about 1900 students of FCCU involved in 28 activity interventions. The project comprised of three interactive pillars meeting the needs of 1) collaboration between Egyptian universities 2) students and the staff of the FCCU and 3) current and aspiring entrepreneurs. The project also developed an outreach plan for FCCU Small Business Centre.

As a result of the project, entrepreneurship studies, teaching and in minor respect also research have started more and more to enter Egyptian universities. Also collaboration between universities has started and the pioneer universities in entrepreneurship education have started to be more aware of each other’s activities. Also, the number of students being aware of entrepreneurship education has increased in FCCU as the awareness sessions’ results indicate. Also the session feedback reflect that students have high passion to develop their entrepreneurial competences and adopt entrepreneurial pedagogy in their studies.

All in all, it seems that at least the projects quantitative targets were exceeded; there were more people in workshops than were planned.

**Activities included inter alia:**

- A survey conducted in 11 Egyptian universities on the entrepreneurship education on offer whereby the major players in entrepreneurship education among Egyptian Universities are identified and documented
- A symposium organized for collaboration of Egyptian Universities in entrepreneurship attended by 123 individuals from six universities and the Egyptian supreme council of universities. This event was also used to as a platform to spread the information about the HEI ICI project and its objectives among other HEIs in Egypt.
- Seven in-class entrepreneurship awareness sessions for students of FCCU attended by 1298 participants, six sessions of elective bachelor level entrepreneurship course
attended by 470 students of FCCU, and a session of compulsory masters level entrepreneurship course attended by 46 students of FCCU. Also, a pilot doctoral level entrepreneurship course attended by 8 students of FCCU was held.

- 10 staff of FCCU visited AUSE for a week and were introduced to Aalto University’s entrepreneurial premises as well as participated in various seminars and workshops
- Seminar session on “Entrepreneurial University” for teachers in May, 2012, during the AUSE visit to Cairo attended by 60.
- Well attended workshops on entrepreneurship education, teaching approaches and methods, as well as for identifying possible future researchers at FCCU in Cairo

CHALLENGES AND LESSONS LEARNED

- Political uncertainties led to the shifting of venues from Cairo to Seville
- Crucial for the future is to maintain and expand the collaboration between the Egyptian education organizations in the future
- Building trust and tolerance among teams to create a mutually respective atmosphere was key for the success of the project

3.2. Building Bethlehem University’s Capacity in Utilizing Educational Technology

<table>
<thead>
<tr>
<th>COORDINATOR:</th>
<th>DIACONIA UAS, TURKU UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner(s):</td>
<td>Bethlehem University (BU), Palestine</td>
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<tr>
<td>Project Summary:</td>
<td>Empowering the Media Education Centre of BU in promoting and training the utilization of educational technology and establishing educational technology, to expertise of to the university lectures bot in theory and practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINANCIAL SYNTHESIS</th>
<th>Approved Total Project Budget</th>
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<td>MFA financing</td>
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<td>Self-financing</td>
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<tr>
<td>Total</td>
<td>263 545,88</td>
<td>211 620,02</td>
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</table>

RESULTS AND ACTIVITIES

In short, the project enhanced the awareness and utilization of educational technology in teaching at Bethlehem University (BU). The capacity of the Media Education Centre (MEC) of BU has been enhanced to serve as the educational technology unit of the university. As a result, theoretical and practical training and mentoring in Blended learning was provided for ten faculty members representing various BU departments. New teaching methods were adopted in their courses, utilizing online learning materials, online learning activities and pedagogical
approaches. Also, for instance, teachers were introduced to Sanako Speak software which, developed by the Finnish company Sanako. The software allows teachers to provide managed language learning activities outside the language lab or classroom.

The project has proved that change is possible in teaching and learning within a quite limited time frame. The chosen method for training the teachers – combining theory with practical development of courses – proved to be fruitful.

Activities included inter alia:

- Eight blended learning courses were designed and developed; seven of them were piloted during the autumn semester in 2012
- Training materials for further use were developed: manuals, videos, slides, panoramic photography, graphics, templates of design, etc.

CHALLENGES AND LESSONS LEARNED
The limited time resources of teachers were not sufficiently taken into account when planning the project. Schedules became a problem when it came to gathering teachers on the same date and time. There was a withdrawal of 4 participants due to overcrowded schedules. It would have been important to get them together to share their experiences with other teachers.

The biggest technical problem was the limited bandwidth at BU, which complicated uploading and downloading. The university also restricts use of social media tools and opening video links, which prevents the use of social media tools in education. Yet, if technical problems were considered in good time, they might have been solved without creating too much pressure during the project. Yet, the sustainability of the project remains a relevant question in Palestine because of the unstable political and economic situation.

3.3. Improving Educational Leadership and Management Capacity of the Quang Tri Teacher Training College, Vietnam

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<td></td>
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<td>HAMK University</td>
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<td>Project Summary:</td>
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Quang Tri Teacher Training College, Vietnam

### FINANCIAL SYNTHESIS

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### RESULTS AND ACTIVITIES

During the project, trainings were given on managing change, curriculum development and quality assurance; new management and leadership processes and tools were put in use; as well as new pedagogical methods and e-learning courses have been developed.

A pedagogical training consisting of 50 workshops and development skills in four themes of development of learner-centered methods, curriculum development, development of quality assurance, and development of resources was given to 82 academic 28 administrative staff 58 and 20 of whom respectively completed and got certificate.

**Activities included inter alia:**

- A three-day training of trainers was given for 4 persons enabling further collegial learning
- A total of 53 e-learning courses were developed out of which 17 were ready for use in the 2012-13 academic year.
- The publication of development work at QTTTC to disseminate the experience and outcomes in the education sector of Vietnam.

Additionally training materials and other resources of the management, pedagogical and training of trainers were made available for further institutional learning.

### CHALLENGES AND LESSONS LEARNED

The pace and magnitude of reforms at the institutional level (QTTTC) was not met at the system level. The top down approach in the system requires some time and concrete support to change the mindset especially at the administrative level.
• QTTTC is the leader in the sector and there was no possibility for benchmarking within the country
• Developing a coherent quality assurance system takes too long compared to the 1.5 years life span of the project
• The lack of modern administrative ICT tools, which could have provided real time information from management and leadership point of view
• Some teachers were resistant to the idea of experimenting the new system
• Regular communication between partners strengthened collaboration and the whole development processes

3.4. Improving Forestry Education in Kenya

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RESULTS AND ACTIVITIES
In sum, the project has reviewed forestry education policy and curriculum, developed and disseminated learning materials and resources, generated new skills and competencies in use of ICT, developed a quality assurance system in forestry education, and enhanced networking towards awareness of the role of forestry in development of different levels.

In the beginning, a survey was conducted on educational needs and emerging issues in forestry was conducted covering local, national and international stakeholders. The survey results were discussed in two workshops attended by staff, students and alumni of the partner institution. BSc Forestry curriculum was revised to include the emerging issues based on the result of the survey.

After the implementation of the project, another university has already been in contact to adopt the new undergraduate forestry curriculum. Developing the capacity of one institution can as such have transferable results in other similar institutions as well.
Also an interesting side-effect, the projects visibility was increased and networking improved by having two representatives of the partner institution as keynote speakers on the Third International Symposium of Forestry Education organized by University of Eastern Finland and International Partnership for Forestry Education (IPFE).

Activities included inter alia:

- A server, 7 laptops and 3 data projectors were purchased for the partner institution
- The open source Moodle system was installed and configured as an online learning facility
- Integrative pilot forestry and ICT courses were designed and implemented
- Four teachers from the Kenyan partner were introduced to ICT enhanced teaching methods during their visit to Finland
- Two separate trainings were given for trainers (TOT) in Kenya
- An online seminar involving five teachers from each university was created on Moodle and later joined by students. Recommendations were made for use in other courses.
- Online teaching materials including reference materials, slides, audio, and video presentations were developed and made available
- Offline teaching materials were developed/ acquired for forest measurement including free source maps, open GIS software, and ‘Suunto’ equipment
- A database of staff of the Kenyan partner university was created
- A forestry game “EntVenture” was created and made freely available (for Android platform) aiming at increasing awareness in forestry. The game development involved 3 computer science and 3 forestry students from partner university assisted by experts from UEF – on the way strengthening local capacity
- An “evening school” was organized to serve as an open forum and a group of staff of the Kenyan partners has been named
- A quality assurance framework has been developed and tested for further development

Challenges and Lessons Learned:

- Change of budget due to prolonged sick leave of the project leader and hiring of new staff for few months to support activities.
- The transformation process in the partner institution (from college to a full-fledged university) kept its governance busy resulting in delay of approval for the revised curriculum
- Financial limitations on the side of the partner institute to procure equipment locally and invoicing UEF, which in turn required items to be bought and shipped from Finland.
- Continuity of activities (training by those trained) is questionable without follow up
- Financial transfer took too long because of delay at the partner university – as it is better to initiate such activities early to buy time for the delay, as university administration and systems do not operate at the same pace.
3.5. Improving the Quality of Higher Education in Public Health Sciences (HEPHS)

COORDINATOR: UNIVERSITY OF EASTERN FINLAND

Partner(s):
- Institute of Public Health and Clinical Nutrition, University of Eastern Africa, Baraton, Kenya (UEAB)
- Catholic University of Health Sciences, Tanzania (CUHAS)
- Ain Shams University, Egypt (ASU)

Project Summary: The HEPHS project aimed at building capacities of public health academics in the African partner institutions, in order to improve the health of populations in low and low-to-medium income countries according to the Millennium Development Goals.

FINANCIAL SUMMARY

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RESULTS AND ACTIVITIES

In the HEPHS project, productive dialogue was established among the partners for curriculum development based on local needs. Major project achievements were: 1) Continuous practical long-term collaboration was established between the partners. 2) Productive dialogue was established for curriculum development based on local needs. 3) Skill level of young academic professionals was upgraded in library, ICT and utilization of modern technology for academic training programs. 4) Several new online courses were piloted successfully, and planning of few new courses and study modules was initiated.

The curricula of the three partner institutions were revised and updated by establishing working teams in Moodle, using personal communication and during the expert missions. The Moodle platform was used for all project communication, sharing documents and web based training. The number of authorized users was 188 including 115 students.

Also, the project has facilitated the design and development of personal online Student Information System (eSIS) in the CUHAS, which involves a complete student life cycle from admission and registration through student campus life to the alumni portal.

Activities included inter alia:
- Three articles were published in Finnish professional journals, and one manuscript has been sent for publication to an international scientific journal. One more manuscript is under preparation and another one will be drafted once evaluation of the piloted courses has been completed.
- Ongoing UEF run Web-courses Public Health Issues (PHI) and Public Health in Humanitarian Crises (PHHC) were piloted on HEPHS Moodle with students from all partner HEIs (167 students in PHI and 95 in PHHC).
- Outlines for three new courses identified as a priority area were prepared through the participation of all institutions (conducted through intra and inter institutional discussion).
- Workshop conducted on academic information literacy (IL), IL training and implementing IL training into university curriculum.
- TOT course has been implemented on library-ICT & teaching methodologies in Moodle environment.
- Piloting and introducing the Moodle library training course took place in all institutions during 2011-2012.
- Site visit of Finnish experts in 2011 to African partner institutions: lectures given, current situation explored, the project marketed amongst stakeholders and networks established with the staff and TOT’s in particular.
- On their visit to the NKUAS, five TOT-trainees together with a senior expert from the UEAB familiarized themselves with the modern Finnish health care system and modern teaching methodologies, developed Moodle courses with NKUAS experts.
- Mobile public health kits which support community activities were purchased. No spatial construction / renovation were supported, and no running costs were covered by the project.

CHALLENGES AND LESSONS LEARNED

- The initial plan for curriculum development was too ambitious. The role of the project, which is operated at institute/department level, was rather marginal in local decision making. This led to the shift of aim to sharing experiences and suggesting curriculum amendments.
- Technological difficulties: video conferencing was not possible, students had limited internet connection, and online teaching was modified to include only materials which are accessible to all students.
- Partners had difficulties in providing reports, procurement documents, bills and statements. This problem was biggest in the UEAB with the result that the second half of the budgeted funds could not be released.
- In the ASU using statements, bills and receipts in Arabic with improper English translations meant extra work for the UEF financial staff, and involved extra communication between the UEF and the ASU.
- The only over-spending of a cost category was the unexpected overutilization of the budgetary funds for staff salary by the NKUAS, totaling 90 528,12 €. This was due to the fact that in the beginning of the project, the institution did not apply the total cost model for staff salaries. The over-expenditure was compensated by the savings in other budget items and partly from extra self-contribution by the institution.
• Underutilization of the subcontracted partner contribution. Not all budgeted cash contribution was received. Similarly the planned in-kind contribution materialized only partly.

• A proper consideration of the local decision making system and practices in setting goals and designing activities is necessary for effective implementation.

3.6. Institutional Collaboration Instrument for Informatics Development for Health In Africa (INDEHELA)

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<th>UNIVERSITY OF EASTERN FINLAND</th>
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<tr>
<td>Partner(s):</td>
<td>Obafemi Awolowo University (OAU), Nigeria, Universidade Eduardo Mondlane (UEM), Mozambique Cape Peninsula University of Technology (CPUT), South Africa</td>
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<td>Project Summary:</td>
<td>The project created foundations for implementing appropriate Health Informatics education in the partner countries. It resulted with a generic curriculum and contents for Fundamentals in Health Informatics course, as well as local groups of senior and junior experts capable of continuing with the education. Producing diploma and Masters programmes in Health Informatics was started.</td>
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RESULTS AND ACTIVITIES
The project resulted with a generic curriculum and contents for Fundamentals in Health Informatics course, as well as local groups of senior and junior experts capable of continuing with the education. The Fundamental course was piloted in South Africa, Nigeria and in Mozambique the piloting in Portuguese was scheduled for later in 2013. The project strengthened and partly created a new network of complementary partner HEIs that have the interest and capability to implement the education locally in the African countries, collaborating with the best expertise available in Finland and most of Europe.

As a result of the project, the first course Health Informatics Fundamentals has been developed, piloted in South Africa, set to launch in certificate level in Nigeria by 2013 and submitted to the university body for approval in Mozambique – it will be launched as summer school/short course in 2013 as well. All Southern partners wish to continue to develop their HI curriculums into degree programs during the next year. All partners agreed
to store, deliver and share all HI course materials in the electronic wiki forum for other partners to utilize.

Activities included inter alia:

- A total of 23 seniors (five from Finland and 6 from Nigeria, 4 from Mozambique and 8 from South Africa) were involved in peer mentoring.
- A total of 49 junior staff/trainees (17 from Nigeria, 10 from Mozambique and 22 from South Africa) took part in the staff development that included seminars, trainings and student presentation workshops.
- Trainees found at different levels of completion, developed their advanced study plans, had their plans approved, started their studies and completed their studies during the project.

CHALLENGES AND LESSONS LEARNED

- Heavy and unstable administrative demands of the HEI ICI programme combined with the already challenging administrative setup of the project (complexities caused by differing financial systems), caused that the project was very heavily overburdening the administrative and leadership capacities in all partner HEIs.
- Mutual immigration relations between the African nations particularly Nigeria and South Africa was problematic and experts were unable to attend workshops (the South African experts could not attend one workshop in Nigeria, and the Nigerian experts could not attend one workshop in Mozambique)
- The guidance from CIMO and MFA was initially vague on some issues. The problems were relaxed for a while when improved general guidance was received from CIMO in 2012.
- Unexpected interest of large number of people to participate in workshops created logistical problems and content might not have been sufficiently addressed in depth.
- Sometimes interest may exceed expectation and lead to insufficient coverage of what was intended, or may cause logistical problems to the project

3.7. Developing Development Studies

<table>
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<td>University of Zambia</td>
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<td>University of Dar es Salaam, Tanzania</td>
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<td>University of Jyväskylä</td>
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<td>Project Summary:</td>
</tr>
<tr>
<td>Producing a plan for the consolidation and enhancement of Development Studies as an academic degree program in national universities in Tanzania and Zambia</td>
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RESULTS AND ACTIVITIES
The original plan in curriculum development was to develop and compile basic course manuals and readers for UDSM’s MA and PhD programs. However, during the project it became evident that reassessment of the MA and PhD programs’ contents in both UDSM and UNZA were needed.

In sum, this project aimed at curriculum and administrative development through a comprehensive PhD support program. The programme involved workshops, grant and study visits, revision of curriculum and restructuring for graduate programs, and establishing and equipping the international office at UNZA.

Activities included inter alia:
- A five day workshop in Lusaka attended by 14 Zambian and Tanzanian PhD students, and teachers from Finland, Tanzania, Denmark and other UNZA staff members focused on research plan and design- issues of relevance in academic research, including questions of validity and reliability, and scholarly conduct and ethics.
- A three-week stay in either Helsinki or Jyväskylä and a five-day workshop in Jyväskylä for the 14 southern students was arranged. Students were given instructions on contemporary debates in development theory, methodological strategies, and in concept analysis. They were also provided with support by senior researchers and peers in the formulation and refinement of their research proposals.
- A three-day supervisor workshop was held by UDSM where the PhD supervisors discussed issues of mutual interest, shared their supervision experiences and planned the way forward.
- Six students received grants ranging from 2,000 to 10,000 euros to enable fieldwork for data collection.
- A workshop for developing the PhD curriculum of UDSM was held where the basic structure was worked out.
- In UNZA, two workshops were held to update teaching materials so that they reflect new realities in Development Studies.
- The international office was developed by consultative visits of international offices in University of Jyväskylä and UDSM, and by purchasing basic equipment for the office, including three computers and a printer. Also University of Jyväskylä and UNZA signed an agreement for student and staff exchange.
CHALLENGES AND LESSONS LEARNED
There were challenges in the diverse understanding of what PhD in Development Studies means, and how quality is understood and measured, and consequently in the shortage of time in the first workshop to reconcile these differences. More time needs to be taken at inception towards reconciling differences of academic cultures, creating a common understanding of different issues and defining parameters of quality measurement.

- Difficulty of better integration of visiting scholars to the departments of the Finnish institutions due to time constraints linked to the end of classes.
- The partner institutions have different needs regarding their graduate students, not all of which can be satisfied by a one-off course.
- In the last week of the visit, many students said they were already exhausted and homesick, which may have manifested in less enthusiasm.
- Without anyone in each partner university employed to coordinate the project, nearly all activities were performed as voluntary work by the partner professors. While this was possible content-wise, a more professional approach might have led to a more professional conduct and ability to deal with emerging tasks quickly and responsibly.

3.8. Support Tool for Sustainable Environment Management in Tropical Rural Communities (STEM)

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<th>COORDINATOR:</th>
<th>UNIVERSITY OF HELSINKI, DEPARTMENT OF FOREST SCIENCES</th>
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<td>Partner(s):</td>
<td>University of Palangka Raya (UNPAR), Kalimantan, Indonesia</td>
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<td></td>
<td>Centre for International Co-Operation in Management of Tropical Peatland (CIMTROP), Indonesia</td>
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<td>Project Summary:</td>
<td>The objective of this project is to improve capacity of the staff of UNPAR and its institutions to provide effective problem-based and participatory education and to implement and promote activities aiming to sustainable peatland management, and restoration and rehabilitation of degraded ecosystems.</td>
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RESULTS AND ACTIVITIES

The objective of the STEM project was to improve the capacity of the staff of the partner institutions to provide effective problem-based and participatory education and to implement and promote activities aiming to sustainable peatland management, and restoration and rehabilitation of degraded ecosystems” (project proposal, December 2010, p. 3). The objective was to be achieved through activities related to four envisioned results of the project:

- Result 1: Improved field education through the establishment of “village-forest-teaching-laboratories”;
- Result 2: Improved curriculum of UNPAR’s Masters Program on sustainable peat management;
- Result 3: Academic capacity improved in UNPAR;
- Result 4: UNPAR internationalised and capacity for publicity improved on tropical peat sustainable management and degraded peat remediation.

The STEM project activities were largely implemented as intended. The project has established “village-forest-teaching-laboratories”; conducted curriculum revision and improvement; as well as public awareness improvement on tropical forest restoration. The capacity-building activities, seminars and courses, were well attended by the target beneficiaries and the feedback received was positive, suggesting pertinence of the planned and realized activities. The village forest teaching laboratories were established, although progress was hampered by delays in the start of the project.

The progress of some activities exceeded expectations, such as the remarkably swift adoption of the new revised curriculum of the PSAL Master’s program.

Activities included inter alia:

- Three days workshop on “publishing in international scientific journals” was attended by 30 participants
- Writing support was provided by e mail
- Courses on ‘research methodology in ecology’ were conducted for 3 days for UNPAR staff and 4 days for students
- GIS education development undertaken towards planning courses on GIS basics and introducing staff with open source software solutions
- PSAL curriculum is revised using inputs from stakeholders gathered through workshops
- planting done for creation of “village-forest-teaching-laboratories”
- A course in Finland on ‘natural resource management and education of natural science in Finland’ attended by 15 participants from Indonesia
Helsinki summer school course ‘designing sustainable forest landscapes attended by four participants from Indonesia
STEM was presented in the International Peat Society Congress in Stockholm
A weekly volunteer based ‘English club’ is established where Finnish experts lectured

CHALLENGES AND LESSONS LEARNED
Delay of raining season influencing seedlings and plantation
Unsatisfactory performance of a local employee in nursery management
Resignation and sick leave of staff
Application of local knowledge in adaptation to changing climate (e.g. estimation and explanation for the beginning of rain)

3.9. Human Resource Development Project at the University of Namibia Library (UNAM LIBRARY)

COORDINATOR: University of Helsinki Library
Partner(s): University of Namibia Library, Namibia
Tampere University Library, Finland

Project Summary: The project focused on the development of the knowledge, skills and competence of the staff at the University of Namibia (UNAM) Library. The main activities were seminars, staff exchange for Namibians in Finland and co-authoring.

FINANCIAL REPORT

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RESULTS AND ACTIVITIES
According to the completion report, the main content of the project was the sharing of knowledge, skills and experiences. As results, pedagogical skills have been acquired by librarians, the specialized digital and print information services have been devised and provided to students and staff; digital and print collections have been aligned to curriculum and research. Additionally, academic writing among library staff has improved, and the quality and standards of service delivery at UNAM library have been enhanced.

Despite ambitious expected results, and the lack of sufficient time for implementation, the partners were especially inspired both by the concrete collaboration around an edited volume, as well as the mutual learning and shared experiences in the project collaboration.
Activities included inter alia:

- 26 UNAM library staff members participated in pedagogical seminar (in information literacy) in Windhoek
- 8 UNAM librarians attended the IFLA conference in Helsinki
- 15 UNAM librarians participated in academic writing training
- 15 UNAM librarians participated the publication of a book – Empowering People: collaboration between Finnish and Namibian University Libraries - compiling peer reviewed articles
- 14 UNAM librarians made a study visit in Finland, and 13 Finnish librarians visited Namibia
- The collection development policy for both printed and e-collections has been updated and consultation given on providing easier access electronic resources and make open access resources visible

CHALLENGES AND LESSONS LEARNED

- Delayed decision of funding resulted in rescheduling
- Collaboration between the three universities has proved that collaboration and learning from each other benefits all
- Though the UNAM librarians were the planned primary beneficiaries for trainings and seminar content relating understanding the approaches used by the Finnish colleagues, also the Finnish librarians realized the need continuous training and learning of the same content.

3.10. Landscape Management Planning and Training for the Environment in South Sudan (LAMPTESS)

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<td>Project Summary:</td>
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<tr>
<td>The project focused on the strengthening of Southern Sudanese human resources at UNU and UoJ to improve natural resources management and promote rural development with particular emphasis on Renk County in Upper Nile State and on Juba/Kagelu areas of Central Equatoria State.</td>
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RESULTS AND ACTIVITIES
Through the LAMPTESS partnership, the two universities have launched regular and continuous training for experts; the teaching at the involved universities has been updated and made relevant for South Sudan; new links between involved institutions have been established, and importantly, measurable community development has been achieved.

Capacity building at the University of Juba included an indigenous multi-purpose tree survey, the purchase of teaching support equipment, training facilities improvement, publications purchases from ICRAF, and the introductions of several subjects and new methods of teaching.

Activities included inter alia:
- A three-week long Rural Development Practice Training Course for 15 teachers.
- A one day community training by the trained teachers
- A half day lecture presentation on International Forest Policies in Developing Countries attended by over 80 participants (both teachers and students) from both partner institutions
- Two days continuation of the Training of Trainers on Rural Development Practise attended by 20 participants
- Annual plans for demonstration farm operations prepared and implemented; and dissemination of demonstration farm results to local communities is incorporated in project Extension Plan.
- Extension equipment were purchased, extension training and field activities were conducted including some 500,000 seedlings
- The Landscape Management Plan (LMP) was updated with GIS maps, completed and distributed to partners and stakeholders.
- A new central forest nursery and 2 community nurseries constructed under supervision of Renk FD and VITRI;
- A two day training course on forest seed collection, nursery management and planting was given linked to the nursery establishment operations
- Community forest lands legally approved and established in three project villages comprising planting of various improved varieties of fruit trees; and support was given to FD for planning of tree planting/sowing of tree seeds in the pilot project area prepared into a written approved plan.
- A training course on forest business development and management has been conducted which also included a workshop on teaching material preparation for the training course. Only 40% of the course was delivered because of time and fund shortages caused by the problem of settlers returning from Sudan.
- Most available reports on Southern Sudan forestry and the environment are compiled in one location at VITRI for purposes of continuous follow up.
CHALLENGES AND LESSONS LEARNED

- South Sudan being a newly emerging country projects need to be well integrated with in the overall development agenda instead of addressing one problem at a time.
- There are great needs for support on the development of educational training and institutional capacity-building programmes for the Southern partner HEIs.
- A serious border conflict erupted between Sudan and South Sudan when the transition period of 9 months ended on 9 April 2012.
- The land that was given for forest nursery was occupied for about a year and half by settlers who were expelled from Sudan following the independence of South Sudan.
- A major set-back was the cancellation of the highway between Malakal and Renk in Upper Nile State, which meant substantially more difficulties in domestic travelling than we had anticipated when this current phase started.
- The cumbersome visa process, which has taken up substantial time of the VITRI team missions to South Sudan; vice versa the project had to abandon taking South Sudanese HEI experts to Finland.
- Due to the cut in the original tender budget from 2010 the project lost some 50,000 euro from the budget. The project budget was transformed without necessary oversight into an Added-Cost Model project, but were told in November 2011 by CIMO that LAMPTESS must still follow the Total Cost Model budget.
- The financial management in South Sudan is mainly concerned with high inflation, which has rendered many challenges for keeping original allocations in the project budget.
- The banking system is another source of challenges for the financial management. The project management has tried out many different ways of transferring money to South Sudan and the best option kept changing throughout the project implementation for almost every mission.
- The financier and CIMO forced the implementor to incorporate a project auditing into the budget after the project proposal had been approved. This put some strain on the budget, but went technically well.

Notes
The project had challenges in following the programme guidelines.

3.11. Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA)

<table>
<thead>
<tr>
<th>COORDINATOR:</th>
<th>University of Jyväskylä, Agora Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner(s):</td>
<td>University of Zambia, Zambia</td>
</tr>
<tr>
<td>Project Summary:</td>
<td>The project aimed at the foundation and institutionalization of CAPOLSA, a Centre for applied research and teacher education on ways of improving reading acquisition in the indigenous languages of Africa, and creating an</td>
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</tbody>
</table>
efficiently functioning resource centre for supporting African children to learn to read the language they are able to speak.

FINANCIAL REPORT

<table>
<thead>
<tr>
<th></th>
<th>Approved Total Project Budget</th>
<th>Reported Actual Project Expenditure</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA financing</td>
<td>355 923,00</td>
<td>361 250,00</td>
<td></td>
</tr>
<tr>
<td>Self-financing</td>
<td>62 810,00</td>
<td>69 596,27</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>418 733,00</td>
<td>430 846,27</td>
<td></td>
</tr>
</tbody>
</table>

RESULTS AND ACTIVITIES

The main achievement of the CAPOLSA project during the HEI ICI Funding was the founding and institutionalization of CAPOLSA at the national university, a Centre for applied research and teacher education on ways of improving reading acquisition in the indigenous languages of Africa. Additionally, the project resulted in the development of an optimal spelling system for children’s literature in seven of the Zambian languages, in the context of harmonization of Bantu language orthographies, and facilitating early mastery of letter-sound correspondence rules by early grade learners; the creation, collation and publication of a set of child-friendly reading materials in four of the Zambian languages used as media for initial literacy instruction. Also, specialised, advanced training was provided for a team of five indigenous, Zambian experts at UNZA for the conduct of applied research on ways of promoting early grade literacy learning in low-resource Zambian schools.

The Centre also provided logistical support for the dissemination of applied research findings to policymakers, planners, serving teachers and their school administrators.

Activities included inter alia:

- Workshop for Lusaka primary school teachers about effectiveness of Graphogame (e-learning game)
- Technical support provided in curriculum and instruction for training institutions mandated to prepare teachers for initial literacy instruction in lower primary school
- Creation, collation and dissemination of child friendly reading materials in four Zambian languages used as a medium for initial literacy instruction
- consensus building workshop conducted among regional experts for enhanced spelling system for Zambian languages
• Guidelines developed for harmonization of orthographies across the different Bantu languages (7 in Zambia) as used in various African countries
• Specialized advanced training for 5 experts from UNZA on applied research on ways of promoting early grade literacy

CHALLENGES AND LESSONS LEARNT
• Budgetary changes caused by under-spending in certain budget lines and emergence of new priorities as the implementation went on
• Procurement delay due to national and institutional regulatory procedures
• Zambian experts learned about modern digital technology and the Finnish counterparts learned about local languages, child rearing customs and constraint of resources for public schools
• Administrators in both ends learned through international collaboration about challenges of cross cultural communication, inter institutional liaison and collaboration between educational and commercial enterprises

3.12. Capacity Building in Pre-Primary and Lower Primary Teacher Education

<table>
<thead>
<tr>
<th>COORDINATOR:</th>
<th>University of Oulu, Faculty of Education</th>
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<tbody>
<tr>
<td>Partner(s):</td>
<td>University of Namibia, Faculty of Education, Namibia</td>
</tr>
<tr>
<td>Project Summary:</td>
<td>The project aimed to build collaboratively sustainable and high quality pre-primary and lower primary teacher education at UNAM through capacity building in the form of arranging seminars and workshops.</td>
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FINANCIAL REPORT

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</thead>
<tbody>
<tr>
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<td>159 327,09</td>
<td>188 260,91</td>
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<tr>
<td>Self-financing</td>
<td>61 339,06</td>
<td>28 116,54</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>408 927,06</td>
<td>187 443,63</td>
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</tbody>
</table>

RESULTS AND ACTIVITIES
In this project, the initial plans of collaborating in jointly organizing a Master’s programme in pre-primary education had to be radically re-adjusted when the delay of the beginning of the projects became apparent. In light of the delays, the main focus of the project was changes, and the partner HEI capacity has rather been built through organizing seminars and workshops, as well as through a joint publication. The publication was produced and disseminated based on the seminars and workshops. Additionally, the Master’s and Bachelor’s programs have been analyzed for further development, and teaching and learning materials were produced. Pre-primary teacher education is a new field in Namibia and through the project progress was made in contributing to the discussions about curriculum, contents and methods.
Activities included inter alia:

- Several joint seminars both in Namibia and in Finland
- An electronic publication is produced focused on the disseminating the results of the project – Capacity Building in Pre-Primary and Lower Primary Teacher Education
- SWOT analysis conducted on curricula of early childhood education in all campuses of the university
- Training need assessment made for UNAM staff
- Two DVDs produced as teaching materials based on lectures given by Finnish experts

CHALLENGES AND LESSONS LEARNT

- The delay in the approval of the project resulted in loss of the time to work on the development of the master’s program which was already launched by the time the project started
- Out of four targeted results envisaged two of them are achieved only ‘partly’
- Merger of a teachers college with the UNAM caused additional work of qualification assessment
- Seminars in Namibia were beneficial to conduct in different campuses to enhance the dissemination of results

3.13. Support to the Capacity Development for the Establishment of the School of Medicine at the University of Namibia (MEDUNAM)

<table>
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<tr>
<th>COORDINATOR:</th>
<th>UNIVERSITY OF OULU, FACULTY OF MEDICINE</th>
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</thead>
<tbody>
<tr>
<td>Partner(s):</td>
<td>University of Namibia, School of Medicine Medical sciences, Namibia</td>
</tr>
<tr>
<td>Project Summary:</td>
<td>MEDUNAM aimed at enhancing the human capacity building of UNAM School of Medicine by introducing a sustainable pedagogical training system to its teachers and clinical trainers as well as establishing a quality assurance mechanism. The final goal has been to strive for the education of high quality medical doctors and expert teachers and to promote a good start for research in medical and public health disciplines.</td>
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<th>FINANCIAL REPORT</th>
<th>Approved Total Project Budget</th>
<th>Reported Actual Project Expenditure</th>
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<tbody>
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<td>MFA financing</td>
<td>440 188,00</td>
<td>402 026,33</td>
<td>38 161,67</td>
</tr>
<tr>
<td>Self financing</td>
<td>77 680,00</td>
<td>70 494,10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>517 868,00</td>
<td>472 026,33</td>
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</tbody>
</table>
RESULTS AND ACTIVITIES

Within the MEDUNAM project, the results can be divided into three result areas: 1) Improvement of teaching quality and pedagogical methods 2) Quality management system of medical education established and implemented and 3) Physical infrastructure and operational systems developed. As such, with the project, new teaching methods were developed and piloted with teachers and students; short supportive teaching visits were conducted towards enhancing quality management structures. The teaching infrastructure was supported, and international relationships were established.

Activities included inter alia:

- Pedagogical training program MEDUPEDA conducted through which new method of Inter professional Education (IPE) was introduced - 26 members of the faculty participated at least some of the sessions, 15 of them completed the levels 1 and 2.
- Supportive teaching visits were realized in 4 subjects. Support to several other courses was provided as pedagogical consultation.
- Two cars were purchased with the help of MEDUNAM funding to facilitate transportation of the students to the faraway training clinics and hospitals.
- A delegation from UNAM made a 10 days Benchmarking visits to Oulu during which UOFM education management and governance methods were introduced.
- The Consortium of New Southern African Medical Schools (CONSAMS), a new initiative to support the establishment of new medical schools in the region was founded during visits to Zambia and Mozambique as part of benchmarking with other Southern African medical schools.

CHALLENGES AND LESSONS LEARNED

- Parallel timing of trainings for students and teachers created pressure on the process, and better planning would have been necessary.
- Four weeks teaching visits were too short to cover everything needed.
- One of the planned MEDUNAM experts in Oulu withdrew from the project.
- The partners have gained experience on how to take in to consideration the cultural differences between groups and more importantly the eminent health needs within Africa.
- Financial administration such as budgeting and implementation conjured mutual learning in all partners, as well as how to best deal with the differences in academic year in Europe versus Africa.

<table>
<thead>
<tr>
<th>COORDINATOR: UNIVERSITY OF TAMPERE, SCHOOL OF MANAGEMENT</th>
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<tr>
<td>Partner(s):</td>
</tr>
<tr>
<td>- Uganda Management Institute, Kampala, Uganda</td>
</tr>
<tr>
<td>- Makerere University, Kampala, Uganda</td>
</tr>
<tr>
<td>- University of Helsinki, Finland</td>
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| Project Summary:                                        |
| - The overall objective of the LMUU project was to build responsive capacities of Ugandan universities for engagement in national development. This will be pursued by focusing on strengthening institutional management capacities of universities through building the institutional capacities of Uganda Management Institute to be able to professionalize serving and prospective university leaders and managers in Uganda and the East African region. |

**FINANCIAL REPORT**

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<tr>
<td>MFA financing</td>
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<tr>
<td>Self financing</td>
<td>67 452,00</td>
<td>80 045,45</td>
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<tr>
<td>Total</td>
<td>449 680,00</td>
<td>462 273,45</td>
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**RESULTS AND ACTIVITIES**

During the project, institutional capacity building trainings were conducted, postgraduate diploma program in higher education management has been developed, its modules were piloted and the first cohort commenced. Twenty five academic staff (from Ugandan Management Institute and Makerere University) received training of trainers (ToT) over six months in theories and concepts in higher education leadership and management.

- A post graduate diploma in Higher Education Leadership and Management (PGD-HELM) was jointly developed by the Finnish experts and the trained Ugandan experts.
- Piloting of the PGD-HELM was conducted and 11 trainees commenced expected to graduate in March 2014.

**CHALLENGES AND LESSONS LEARNED**

- Difficulty with accreditation process affected the piloting and the overall budget management.
- Strong sense of ownership by the Ugandan partners was evident in that the program has sustained even after the funding ended. This was done as part of the project by involving major stakeholders (interviewing them and having them as guest speakers).
3.15. Sustainable Energy Education Development (SEED)

COORDINATOR: UNIVERSITY OF TURKU, FINLAND FUTURES RESEARCH CENTRE (FFRC)

Partner(s): National University of Laos (NUOL), Faculty of Engineering, Laos Institute of Technology of Cambodia (ITC), Phnom Penh, Cambodia

Project Summary: The SEED project had an overall objective to contribute to sustainable energy planning through improved energy related knowledge and expertise on a national level. The purpose of the SEED project was to enhance and promote Sustainable Energy Education, Research and Development at the NUOL and the ITC. The main method of capacity building in the project was Training of Trainers (ToT).

FINANCIAL REPORT

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<tbody>
<tr>
<td>MFA financing</td>
<td>438 090,00</td>
<td>438 090,00</td>
<td>-</td>
</tr>
<tr>
<td>Self-financing</td>
<td>77 310,00</td>
<td>83 208,02</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>515 400,00</td>
<td>521 298,02</td>
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</table>

RESULTS AND ACTIVITIES

The SEED project has resulted in the capacity building of two institutions NUOL (Laos) and ITC (Cambodia) through providing improved energy related knowledge and expertise on a national level, using several sessions of training of trainers, visits to universities and power plants, peer-to-peer learning and developing research and teaching facilities. The project created new links with regional and international universities, researchers and other organizations promoting and enabling networking. Regional cooperation and peer-to-peer learning was promoted through visits not only within Laos and Cambodia but also Thailand, Vietnam, Myanmar, France and Finland.

- A total of five sessions of training of trainers (TOT) were conducted in which a core group of 10 teachers from each institute took part. However a total of 80 teachers participated in at least one of the sessions.
- 10 study tours (2 to Europe and 8 regional) were organized and attended by teachers of both institutions (some jointly, some separately)
- Two conferences ODA-UNESCO seminar - NUOL July and Salzburg renewable energy conference were attended by 12 and 1 individuals respectively
- Two separate two-day intensive courses have been provided, one on curriculum design and development and the other on project management.
- The procurement and installation of new energy research equipment and facilities, computers and soft wares has been provided for both institutions.
CHALLENGES AND LESSONS LEARNED

- The financial administration through making transfers to partners in small installments, rather than in lump sums (which could later reported as to how it was spent), has created a cumbersome administrative process.
- Certia (the company making payments on behalf of University of Turku) made a number of mistakes in transferring funds from FFRC to NUOL and ITC. In some cases the transfers were made in a wrong currency which resulted in an incorrect amount of funds to be transferred. This resulted in the need to the balance the partners’ project accounts in the following payments by either making a smaller or a larger payment than the actual receipts would amount to, which made FFRC SAP accounting tricky.
- HEI-ICI was a new project type for the University of Turku. There was very little earlier knowledge transferred within the university about how the project should be run administratively.
- UTU/FFRC bureaucracy turned out to be less flexible and slower than expected. Usually it took at least three weeks before the partners received funds after they had sent their invoice for FFRC.
- Floods in Thailand at the end of 2011 forced NUOL to postpone their study visits to Thailand.
- Even though the project has sometimes dealt with very technical issues the difference in backgrounds of Finnish and local experts have sometimes led to some misunderstanding. In other words, the lessons could have had even more impact if more time and emphasis would have been given to discussing basic societal issues and structures as well as the differences between Finnish, Cambodian and Laotian education systems among Finnish and local experts before each training session, and how they relate or might have an impact on the topic in focus at each training session.
- Matching the project schedule with that of others in which the Finnish experts participated, enabled for more face-to-face contact with trainees and helped cut on traveling cost.

Notes

- The SEED projects summary of activities table was well prepared and easy to understand – could be considered as a guideline for future reporting

7. REFLECTIONS ON THE REPORTING

For the most part, the projects appear to have been successfully implemented, except in a few cases where plans were changed due to external circumstances (e.g. only 40% of forest business development and management course was implemented in LAPTESS), or re-adjusted to better match the partner HEI setting (e.g. two of the four targets in the ‘teacher education’ project were readjusted and achieved ‘partly’). This is in many ways remarkable,
as the implementation period was cut so short. Projects had to readjust to both stricter deadlines and changing rules and administrative guidelines.

Nonetheless, it is possible to make a few general observations on the implementation and on the reporting. In order to gain more accurate statistics on the number of specific interventions and items purchased, a more quantitative reporting form needs to be compiled even for the narrative completion report. Unfortunately it was highly resource intensive to find comparable statistics from the final completion report from outside the financial reports.

Reports in some cases were not clear enough: there were repetitions, imprecise descriptions, failure to quantify results even when it was possible. Insufficiency and inconsistency of information and data was a real problem. Also, it appears that there is confusions about activities and results. e.g. project management and reporting should not be considered as a result. Too often listing project activities was equaled to project results, without necessary analysis on the results and wider impact of the implemented activities.

Unfortunately, sufficient information was not provided on the crosscutting objectives. Guidance on the need for this will need to be delivered to the coordinators already at an early stage of project implementation in order to ensure follow-up. Also, in general a closer follow-up and more structured and timely guidance of projects during implementation could aid in the formulation of better project data and ultimately in better results.

VAGUENESS AND MISMEASUREMENT NO MORE
Vague descriptions and mis-measurement was seen quite widely in the reports. For instance the participation in a workshop to establish networks among academic institutions should be measured in terms of institutions taking part, rather than individuals. Similarly, activities and participations were not described in precise terms, e.g. the number of people who received training or participated in workshops, surveys etc. could have been quantified to give a clearer picture, instead of expressions such as a ‘large group’. Regarding timing, there were uses of vague expressions such as ‘next week’ or ‘much of...’

The reports should give a clear picture of the whole project. It would be beneficial if in the reports continuous activities and results areas were pooled together rather than reporting in years and /or places, e.g. seedlings could be summarized and then detailed by when and where. This mode of reporting follows suit from compiling annual reports rather than providing a new final report. In the future, a summary of results by category could help -e.g. trainings, extension, curriculum review, by place, time, measure. These could then be calculated and summarized also for the whole programme.

In general, the reports should definitely mandatorily include a list of acronyms and they should be written in full at least once. The reports tend to become a long list of abbreviations and acronyms, which may be desirable for those involved in the project but not necessarily for the programme administration.
Also, the use of funds and financial reporting should follow provided guidelines closer. These guidelines should all be collected into one place so that it is easier for the financial management to follow them.

Additionally, and importantly, it is necessary in future reporting to make a clear distinction of what is done by the respective parties, when the team is also responsible to other activities not part of the HEI ICI project i.e. when the same team of experts take over the responsibility of handling similar activities financed by other sources e.g. VITRI handling UNEP financed nursery. In some cases it is difficult to clearly separate what is done through the collaboration with the NSS programme or an Academy of Finland funding project. Joint cross-checking of reported activities with other funders could be a way to curb this problem in the future.
CIMO'S GUIDANCE TO COORDINATORS OF HEI ICI PROJECTS

The Completion Report of HEI ICI Projects

The completion and financial reports of HEI ICI projects should be submitted to the Administrative Coordination Unit of the programme (CIMO) by 2 April 2013 (personal delivery to CIMO or postmark 2 April).

The completion report should be compiled together with the project partners. The report should be approved by the Project Board before submitting.

Completed documents (Word/Excel) should be sent by email to heiici@cimo.fi with the title "HEI ICI completion report – the abbreviation of the project" and as a signed hard copy to:

HEI ICI Programme/ Annica Moore
CIMO
PL 343
00531 Helsinki

By signing the hard copy of the report you will confirm that the project funding has been used in accordance with the HEI ICI agreements and regulations.

The completion report must be signed by the Rector or other legal representative of the coordinating HEI. (Signature on cover page, adding name clarification)

The completion report consists of:
- the operational completion report (word)
- the financial completion report (excel)
- Annexes:
  ✓ bookkeeping report (printout from accounting system)
  ✓ timesheets
  ✓ HEI specific calculations applied in the full cost model
  ✓ audit report
  ✓ minutes of the board meeting approving the final report
As most of the HEI ICI funding is allocated towards personnel costs, CIMO requests that you attach time sheet(s) which provides information on all the personnel costs which have been allocated towards the project (e.g. hours per person). This may also be a summary report.

If no such report is applicable for partner HEI’s, please provide a brief written explanation.

1. OPERATIONAL COMPLETION REPORT

For the operational report, you should complete the relevant parts of the annex 10 of the programme document (2010) on page 53 (the word template annexed).

A good completion report:
- is reliable, logical and clear
- follows the same format as the work plan
- explains how the objectives of the project were achieved
- provides information about the results of the project (and the HEI ICI Programme)
- provides analysis of problems encountered and concrete suggestions for improving the programme
- provides content that will help further planning and development of the programme
- (only in the last instance) fulfils the administrative requirements of the funding body.

1. Overview of the implementation of the project (operational description)
The overview part should not be longer than 10 pages.

The operational description of the completion report should include the following parts:

1. a summary (about 250 words)
2. a concise description of the realisation of the different activities of the project
3. main results of the project and its different activities
4. main impact of the project and its different activities
5. what was learned within the project
6. interaction and communication
7. unexpected events, and potential changes they required

In addition to the operational description, the completion report should include the below information:
- the names of the members of the Project Board
- has the project received other funding and if yes, for which activities
- who approved the expenses of the project in Finland
- description of any requests for tender made in the project according to the procurement law and of acquisition of fixed assets
- how the transfers of funds were carried out between the partners in the south and the north
- how the internal reporting (e.g. travel reports) was carried out
- where the project documents are stored
- record of over-spending in any cost category by more than 5%

2. Achievement of results
The information in this table will be used, in particular, to find out about the results of the HEI ICI Programme.

When describing the results, you should clearly answer the following questions:

- What are the concrete results of the project?
- How did the project meet the needs of the partners?
- How were the results achieved?
- Who can benefit from the results?
- What impact did the project have on the sector of the project?
- How have the results been disseminated?

3. The input of experts
Please fill in the relevant parts of the table.
For each expert, please explain what impact their input had.

4. Purchase of equipment and services
In this section, you should also explain how the acquisitions helped achieve the results of the project.

5. Project Board meetings
Please describe in short the schedule and main decisions of the meetings.

You will only need to attach the minutes for the final (virtual) project board meeting whereby the final completion report is approved by the project board.

6. Other issues
In this section, you can present all other questions and problems encountered and achievements made during the project and within the HEI ICI Programme.
In this section, it is particularly useful to present how the project addressed and contributed to the priorities of the Finnish development policy and the cross-cutting objectives.

2. FINANCIAL REPORT


The financial report should be submitted following the guidelines given in the Programme Document and using the excel spreadsheet provided by CIMO (annexed).

The generic Excel form can be adjusted. Please, make note of all changes to the document in the Comments field.

Please provide the necessary details of the accumulation of the self-financing percentages according to the specifications, which were updated during the 2010 funding round: [http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/18500_UKK_131210.pdf](http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/18500_UKK_131210.pdf) (In Finnish only)

You should report expenditure in the years 2011 and 2012 separately as well the total expenditure over the duration of the whole project. You can copy the data for the 2011 expenditure from the progress report.

ACTUAL EXPENDITURE IN 2011 AND 2012

You should report actual project expenditure in 2011 and 2012 in the provided excel document.

Salaries are allocated to the project using the higher education institution’s method of allocation of working hours.

Salaries paid to foreign partners can only amount to a maximum of 50% of total salary costs in the project.

After the actual expenditure per cost item, we ask for the description of expenditure per result area. Please fill in this information if your project has been budgeted according to result areas, too.
Only activities that took place (began and ended) in 2012 can be charged to the project. All project expenditure and activities must be verified with receipts/worksheets to have taken place during the project period.

**Expenditure arising from the audit is the only cost that can be accepted as a project cost after the end of the project period.**

**AUDIT OF THE COORDINATING HIGHER EDUCATION INSTITUTION**

Only one audit report is required for the Finnish higher education institution, which should include an audit of the Finnish partner institutions, too, if any. The coordinating higher education institution is responsible for organising the audit and for its costs.

The accounts of the project must be audited by auditors selected by the coordinating higher education institution, one of which must be an accountant authorised by a local or the Central Chamber of Commerce in Finland (HTM/KHT) or the Finnish Board of Chartered Public Finance Auditors (JHTT).

The costs arising from the audit can be covered from the HEI ICI funds.

**AUDIT OF THE LOCAL EXPENDITURE OF THE HIGHER EDUCATION INSTITUTIONS IN THE SOUTH**

If the total project expenditure of a partner higher education institution in the south is below 20,000 euros, the audit can be carried out by either

a) the higher education institution's own auditor who will send his/her audit report to the auditor responsible for the project audit in Finland

or

b) the higher education institution's own auditor who will submit copies of receipts and a description of expenditure in English.

The project auditor in Finland will judge if the description is sufficient and will ask for further information if needed. When the total local expenditure exceeds 20,000 euros, the audit needs to be done by a local auditor according to the requirements of local authorities in the country.

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>SHORT DESCRIPTION</th>
<th>COORDINATOR</th>
<th>PARTNERS</th>
<th>COUNTRIES</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity Building in Pre-primary and Lower Primary Teacher Education</td>
<td>The project aims to build collaboratively sustainable and high quality pre-primary and lower primary teacher education at UNAM through capacity building</td>
<td>University of Oulu</td>
<td>UNAM</td>
<td>Namibia</td>
<td>347588</td>
</tr>
<tr>
<td>Improving the Quality of Higher Education in Public Health Sciences</td>
<td>To improve the health of populations in low and low-to medium income countries according to Millennium Development Goals</td>
<td>University of Eastern Finland</td>
<td>Institute of Public Health and Clinical Nutrition University of Eastern Africa, Baraton, Kenya (UEAB) Catholic University of Health Sciences Tanzania (CUHAS) Ain Shams University, Egypt (ASU), NSS</td>
<td>Egypt, Kenya Tanzania</td>
<td>450000</td>
</tr>
<tr>
<td>Improving of forestry Education</td>
<td>The overall objective of the project is to enhance the management and conservation of forests and other tree resources in Kenya</td>
<td>University of Eastern Finland</td>
<td>School of Forest Sciences, Moi University</td>
<td>Kenya</td>
<td>405192</td>
</tr>
<tr>
<td>Project on Landscape Management Planning and Training for the Environment in South LAMPTESS</td>
<td>To remove barriers between traditional agricultural and forestry education sectors.</td>
<td>University of Helsinki; Vikki Tropical Resources Institute</td>
<td>University of Southern Sudan, UNU, GOSS, NGO</td>
<td>Sudan</td>
<td>449838</td>
</tr>
<tr>
<td>Support to the capacity development for the establishment of the School of Medicine at the University of Namibia</td>
<td>Supports starting School of Medicine at UNAM</td>
<td>University of Oulu</td>
<td>UNAM</td>
<td>Namibia</td>
<td>440188</td>
</tr>
<tr>
<td>Building institutional capacity for training leadership and management of Ugandan universities (LMUU)</td>
<td>To build responsive capacities of Ugandan universities for engagement in national development</td>
<td>University of Tampere; Department of management Studies</td>
<td>Uganda Management Institute (UMI) Makerere University</td>
<td>Uganda</td>
<td>382228</td>
</tr>
<tr>
<td>HEI-ICI-SEED</td>
<td>To contribute to sustainable energy planning through improved energy related knowledge and expertise at national level</td>
<td>University of Turku</td>
<td>National university of Laos (NUOL), Department of Electrical and Energy Engineering at the Institute of Technology of Cambodia (ITC)</td>
<td>Laos Cambodia</td>
<td>438090</td>
</tr>
<tr>
<td>Human Resource Development Project at the University of Namibia Library</td>
<td>Content development for information Literacy (IL) instruction, pedagogical skills, modern practices, methods of marketing library, benchmarking</td>
<td>University of Helsinki</td>
<td>University of Namibia Library, Helsinki University Library</td>
<td>Namibia</td>
<td>245595</td>
</tr>
<tr>
<td>Improving Educational Leadership and Management Capacity of the Quang Tri</td>
<td>Project purpose will contribute to the wider development objective of both QTTTC and regional educational authorities which is in the future. QTTTC</td>
<td>Jyväskylä UAS</td>
<td>HAMK University Hue University College of Education</td>
<td>Vietnam</td>
<td>275736</td>
</tr>
</tbody>
</table>
Teacher Training College, Vietnam will deliver quality training programs that reflect the local labor market needs and enhance regional integration.

**STEM**
To create and enforce Indonesian public and 3rd sectors’ capacity by enabling them to resist more effectively the ongoing destruction and degradation of tropical peatlands.

| University of Helsinki Forest Sciences CIMTROP, University of Palangkaraya (UNPAR), UNPAR | Indonesia | 450000 |

**Building Bethlehem University’s Capacity in Utilising Educational Technology**
Empowering the Media Education Centre of BU in promoting and training the utilization of educational technology and establishing educational technology, to expertise of to the university lectures bot in theory and practice.

| Diaconia UAS Turku Unit | Bethlehem University (BU) | Palestine | 224014 |

**INDIHELA-ICI**
Informatics Development for Health in Africa
Focuses on developing the capacities of three African HEIs in HI and e-health in three specific areas; Staff development, Educational capacity development and Administrative capacity development

| University of Eastern Finland School of Computing | Obafemi Awolowo University (OAU), Department of Computer Science and Engineering (CScE) Nigeria Eduardo Mondlane University (UEM) Department of Mathematics and Informatics(DMI), Maputo, Mozambique Cape Peninsula University of Technology(CPUT), ITD, Cape Town, South Africa | South-Africa, Mozambique, Nigeria | 450000 |

**Developing Development Studies**
To produce a plan for the consolidation and enhancement of Development Studies as an academic degree program in national universities in Tanzania and Zambia

| University of Helsinki Political and Economic Studies | University of Zambia University of Dar es Salaam, Department of Social Sciences and Philosophy, University of Jyväskylä, Development Studies at the University of Helsinki | Zambia, Tanzania | 376686 |

**Centre for Promotion of Literacy in Sub-Saharan Africa**
This proposal brings together a capacity building agenda(post-graduate training) at Zambia’s leading university. Promotion of universal basic literacy and optimizing conditions for initial literacy acquisition

| University of Jyväskylä Agora Center | Zambia | 355923 |

**Entrepreneurship Capacity Building Between Faculty of commerce Cairo University and Aalto University School of Economics**
To advance entrepreneurship education capacity of FCCU to adopt the broad understanding of entrepreneurship and to enhance entrepreneurship education offer in Egyptian universities to meet the needs of Egyptian universities, students and the staff of the FCCU and current and aspiring entrepreneurs

| Aalto University, School of Economics | University of Cairo, the Faculty of Commerce (FCCU) | Egypt | 355922 |