



# FROM DONOR-BENEFICIARY DYNAMIC TO EQUAL PARTNERS AND THE CHANGING LANDSCAPE OF HIGHER EDUCATION COOPERATION

Finnish National Agency for Education EDUFI, International Higher Education Cooperation Unit

AnneSophie Hokkanen  
Sini Piippo



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# EDUFI AND COOPERATION WITH THE GLOBAL SOUTH

Cooperation with partners from the Global South-website



## Cooperation with partners from the Global South

This website presents the Finnish National Agency for Education EDUFI's different programmes and actions aimed at supporting educational cooperation with partners from the Global South.

<https://www.oph.fi/en/cooperation-partners-global-south>

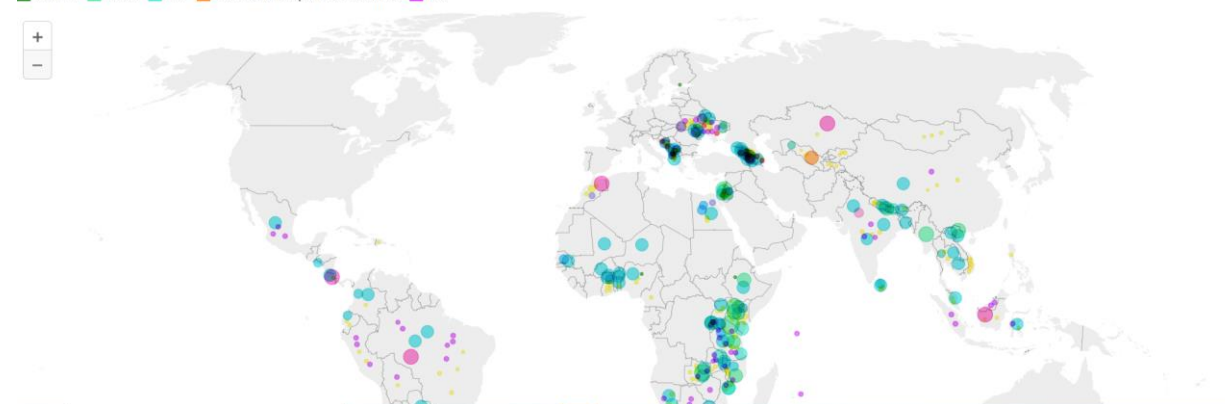
Map of on-going projects

## Finnish Education Cooperation with the Global South

This is a map of Finnish participation within education cooperation and development projects in Official Development Assistance countries that are administered by EDUFI or within EDUFI's advising responsibilities. Further information at the bottom of the map. (Updated: 20.2.2024)

### Programme

Erasmus+ CB Sport Erasmus+ CB VET Erasmus+ CB Youth Erasmus+ CBHE Erasmus+ Cooperation partnerships in VET Erasmus+ Cooperation partnerships in adult education Erasmus+ Cooperation partnerships in school education Erasmus+ Cooperation partnerships in youth Erasmus+ Global Mobility (HE) Erasmus+ Jean Monnet Erasmus+ Virtual Exchanges Erasmus+ Youth participation activities  
FinCEED HEI ICI HEP Institutional Cooperation Instrument TFK



<https://datawrapper.dwcdn.net/bRqg5/40/>



# BACKGROUND/HE DEVELOPMENT COOPERATION

## Challenges:

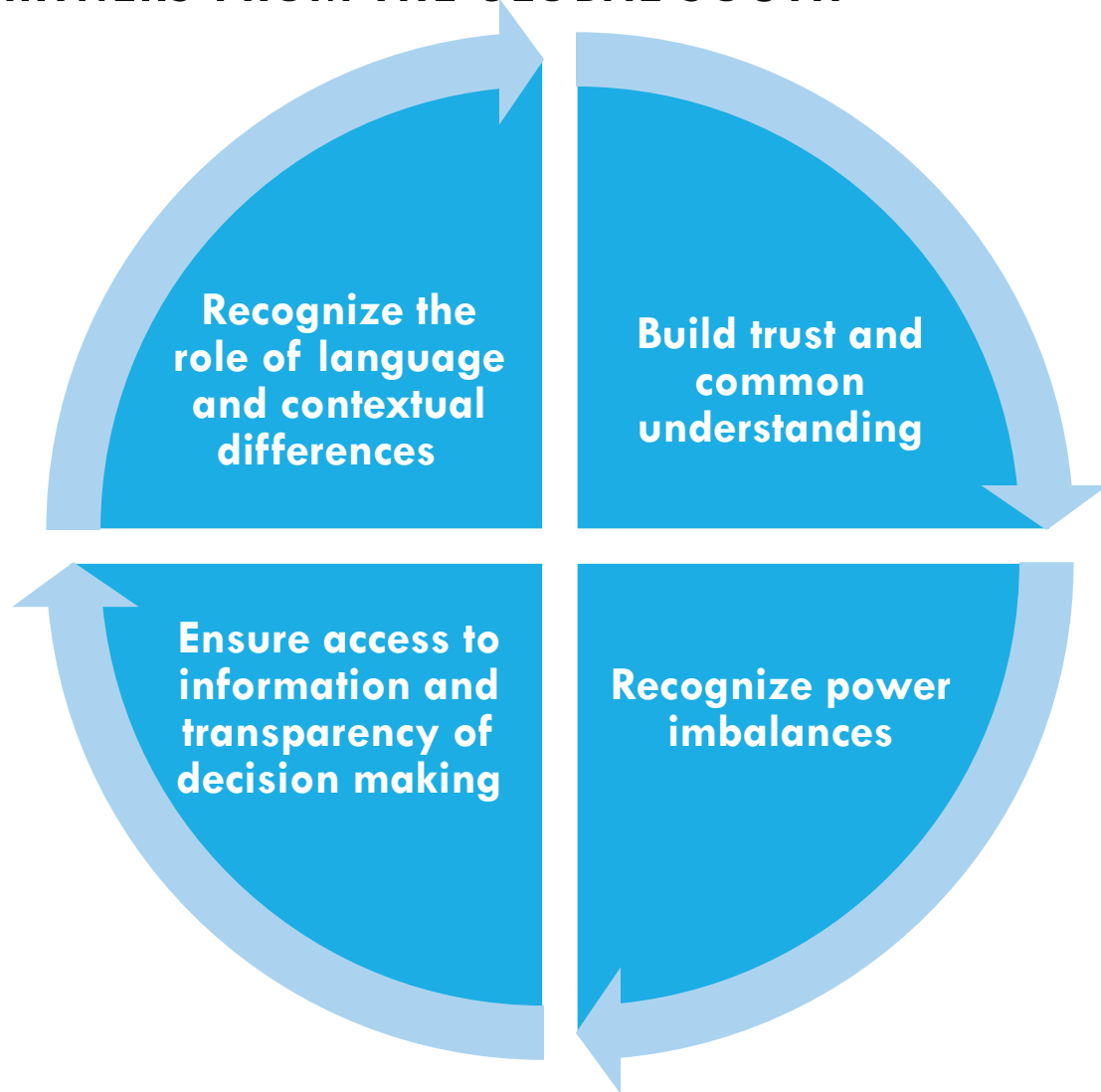
- Non-participatory development cooperation practices
  - Non-negotiated or imposed development agenda
  - Unequal employment and contracting practices
  - Top-down Planning, Monitoring, Evaluation and Learning practices
  - Centralized Decision-Making Processes
- Organizational hurdles
  - Short-term focus
  - Dysfunctional coordination and fragmentation
  - Sustainability and dependency concerns

## Emerging Discourses:

- From Vertical to Horizontal Cooperation
- From Aid to Partnership
- South-South Cooperation
- Multi-Stakeholder Partnerships
- From donor-recipient to participatory models

Source: **Emnet Tadesse Woldegiorgis**, presentation *Trends and Challenges in Higher Education (HE) development Cooperations with Africa*, on 9.11.2023 in Oslo, see also Woldegiorgis, E. T., & Scherer, C. (Eds.). (2019). *Partnership in Higher Education: Trends Between African and European Institutions* (Vol. 4). BRILL.

# EDUFI ETHICAL GUIDELINES FOR COOPERATION WITH PARTNERS FROM THE GLOBAL SOUTH



<https://www.oph.fi/en/ethical-guidelines-cooperation-partners-global-south>



# OTHER RESOURCES FOR ETHICAL COOPERATION WITH THE GLOBAL SOUTH

- For further information for ethical guidelines for HE sector [UniPID's Ethical guidelines](#) for Global South academic partnerships is a good help
- [Fingo's materials on the transfer of power](#) in development cooperation gives examples from the third sector but are useful for HE projects as well.
- Norwegian HK-dir's [guidelines and tools for responsible international cooperation](#) looks at ethical cooperation from a different perspective by offering tools for managing risks and enhancing security in international academic cooperation.



# JOINT DISCUSSION



1. Do you recognize these challenges in your partnerships?



2. How have you ensured more equal partnerships?



3. Examples of good practices and solutions



4. What is yet to be addressed?

**THANK YOU!**

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# Changing Donor-Beneficiaries Dynamic in Projects

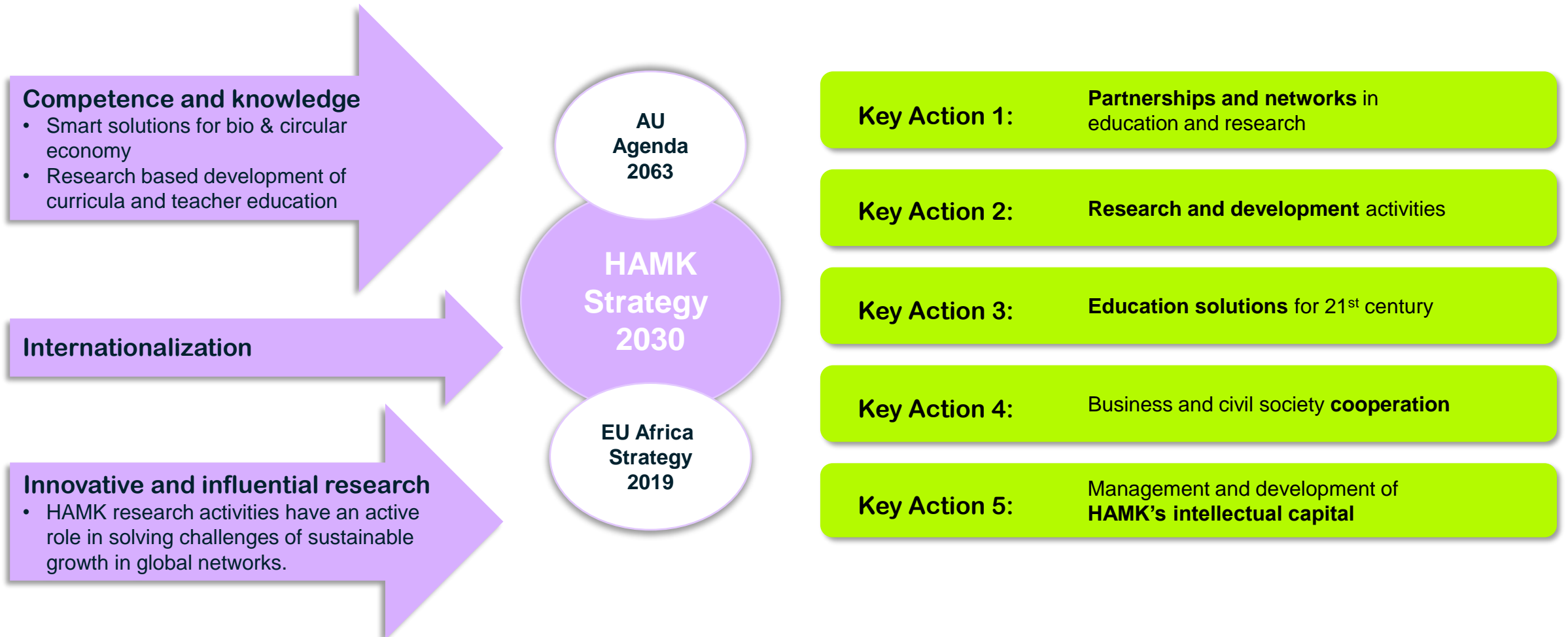
Ms. Jennifer Ohemeng  
Project Specialist, HAMK Bio  
Häme University of Applied Sciences  
[jennifer.ohemeng@hamk.fi](mailto:jennifer.ohemeng@hamk.fi)  
Tel. 358 50 479 3737

17.5.2024



# HAMK Africa Action Plan 2030

To be a known and active co-operator in creating jobs and wellness in Africa



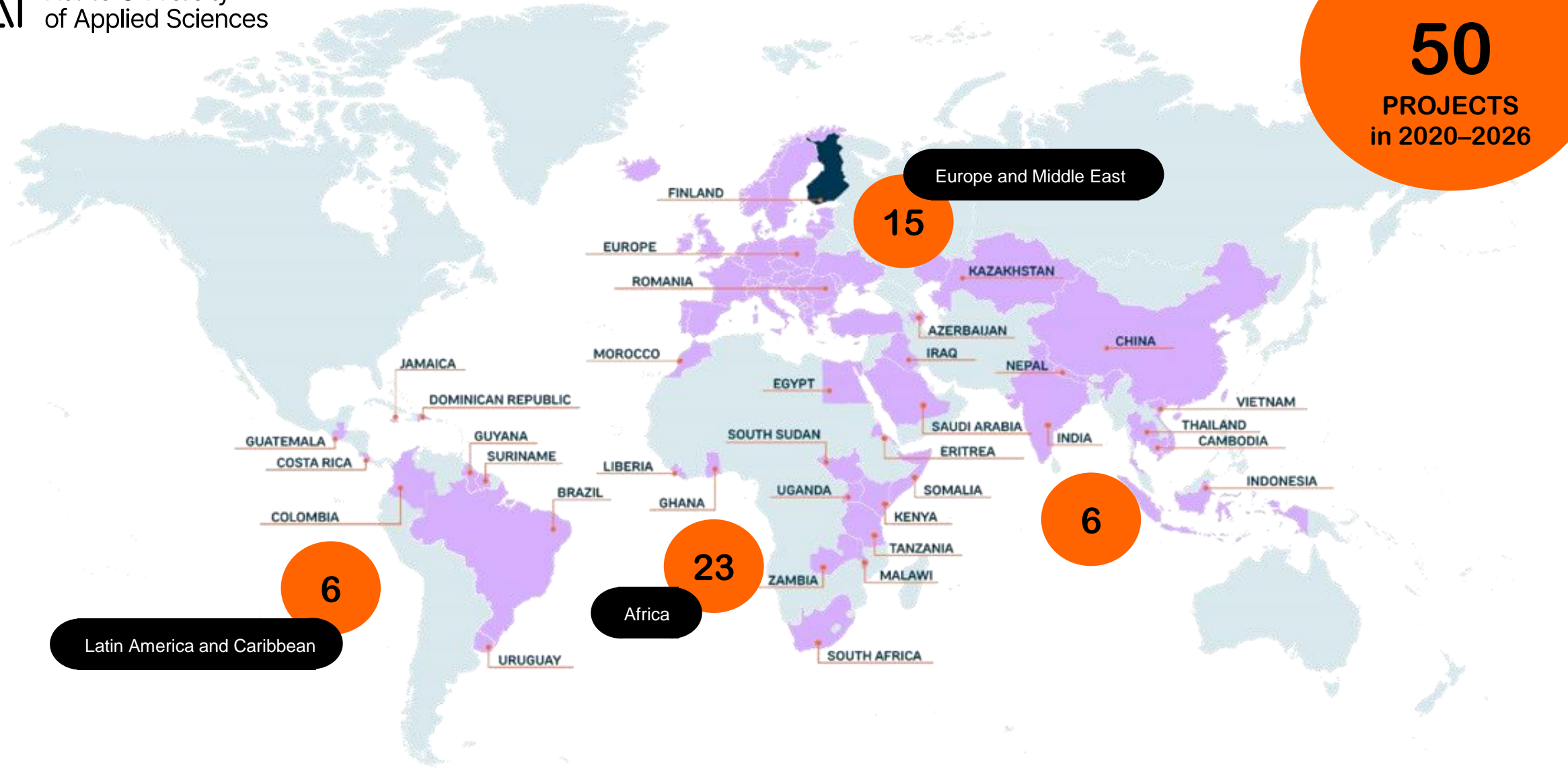


# Collaboration in Africa - main themes

- 1. Circular bioeconomy knowledge and solutions** for agriculture, forestry, climate change mitigation and adaptation of agri-food systems, green energy solutions, water management solutions and sustainability indicators development.
- 2. Educational capacity building:** Innovations and shifting learning paradigms for future skills, digitalization in education, pedagogical competence, professional development, research themes of work, learning and globalisation.
- 3. Collaborative research** is the tool for producing solutions suitable for local realities to create jobs and wealth. Also, to lead sustainable development and climate change mitigation.
- 4. Students are in the centre of all we do.** Students at HAMK and at African partner universities get possibilities to enhance their international competences and to strengthen their global citizenship.

# Our Partners & Projects in Global South

TOTAL  
**50**  
PROJECTS  
in 2020–2026



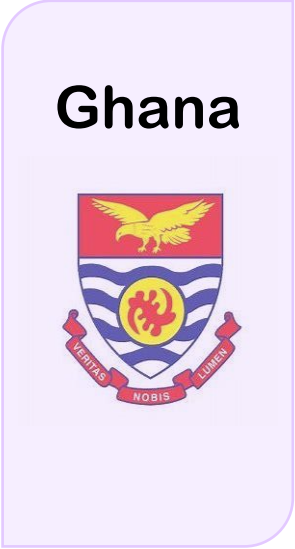
# Examples: HAMK EDU Projects

- 1. Technical Support Cooperation to School Education Sector in Nepal (TECSES),**  
funded by the Ministry for Foreign Affairs of Finland (2024-2028)
- 2. Kenyan TVET Goes Green implemented from 2024 – 2026.**
- 3. Boosting Tanzanian VET-Industry Collaboration to Foster Employability and Entrepreneurship** through Teacher's Competence Development and Use of Immersive Technologies (TVET@Work).

- **Problem-based-learning Bioeconomy Entrepreneurship and Capacity Building Programme in Africa (PBL BioAfrica)**, Kenya, Zambia, funded by Ministry for Foreign Affairs of Finland (2020-2024)
- **21<sup>st</sup> Century Climate-Smart Forestry Education for Livelihood and Sustainability in South Africa (FORES21)**, South Africa, funded by Erasmus+ (2021-2024)
- **Climate-Smart agropreneurship Education for Livelihood and Sustainability in Eastern and Southern Africa (AgrGROW)**, Uganda and Malawi, funded by Erasmus+ (2023-2026)



In cooperation with:



# Challenges and Solutions

## Project Ownership

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Programme are viewed as belonging to the north and south partners are just contributors.

- Promote co-creation.
- Clearly state project benefits to North/ South partners.

## Management and implementation

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Bureaucratic and inflexible structures with little room for changes and adjustments.

- Plan activities in advance planning of activities.
- Anticipate possible challenges.

## Environmental conditions

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Cultural, economical and social differences hindering full participation of partners.

- Understand & appreciate differences.
- Allow partner ideas & proposed solutions

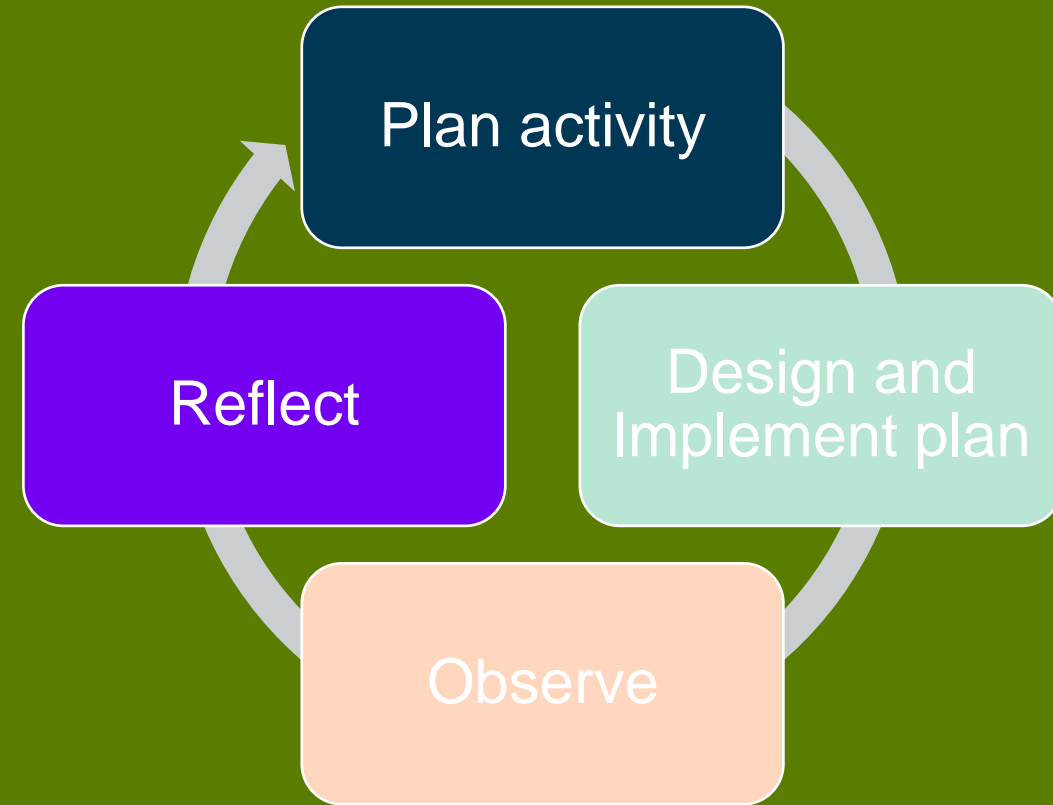


# HAMK PAR Methodology

The Participatory Action research (PAR) method is where coaches and participants in the project work together to understand problematic situation and change it for the better.

Focus is on change, its context specific and emphasizes collaboration.

**\*\*Lessons learnt from previous actions contribute to next actions\*\***





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**Non-verbal cues are the loudest  
form of communication in  
expressing true feelings**

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HAMK

Häme University  
of Applied Sciences



REGIONAL  
UNIVERSITY  
NETWORK

EUROPEAN UNIVERSITY

# The Bettermakers

We're united by the idea of saving our future with real actions. Welcome to HAMK, you're here to make a chance.



[www.hamk.fi/africa](http://www.hamk.fi/africa)



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