

# **BENCHMARKING STUDY: RESPONSIBLE FUNDING PROGRAMMES FOR GLOBAL SOUTH PARTNERSHIPS IN HIGHER EDUCATION AND RESEARCH**

Finnish University Partnership for International Development  
(UniPID) and Finnish National Agency for Education (EDUFI)

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# CONTENTS

<b>LIST OF ACRONYMS</b> . . . . .	<b>.4</b>
<b>1 INTRODUCTION</b> . . . . .	<b>.5</b>
1.1 Mapping of needs and relevance by discussions in national fora . . . . .	.8
1.2 Lessons learned from the FinCEAL initiative – perspectives of the research community in Finland. . . . .	.10
<b>2 ANALYSIS OF SUPPORT PROGRAMMES FOR GLOBAL SOUTH PARTNERSHIPS IN RESEARCH AND RESEARCH CAPACITY-BUILDING</b> . . . . .	<b>.12</b>
2.1 European Research and Innovation policy landscape and Horizon Europe. . . . .	.12
2.2 Academy for Research and Higher Education (ARES). . . . .	.14
2.3 Flemish Interuniversities Council – University Development Co-operation (VLIR-UOS). . . . .	.17
2.4 Fund for Scientific Research (F.R.S.-FNRS, Belgium). . . . .	.19
2.5 Netherlands Organisation for Scientific Research (NWO). . . . .	.20
2.6 The Research Council of Norway (RCN). . . . .	.23
2.7 The Swedish Foundation for International Cooperation in Research and Higher Education (STINT) . . . . .	.26
<b>3 ANALYSIS OF SUPPORT PROGRAMMES FOR GLOBAL SOUTH PARTNERSHIPS IN HIGHER EDUCATION AND CAPACITY-BUILDING</b> . . . . .	<b>.29</b>
3.1 Erasmus+ . . . . .	.29
3.2 The German Academic Exchange Service (DAAD) . . . . .	.30
3.3 Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku). . . . .	.34
3.4 Norwegian Agency for Development Cooperation (Norad). . . . .	.36
3.5 Dutch organisation for internationalisation (Nuffic). . . . .	.37
3.6 Swedish Institute . . . . .	.41
3.7 Swedish Council for Higher Education (UHR). . . . .	.43
3.8 Conclusions regarding support programmes for Global South partnerships in higher education. . . . .	.44
<b>4 JOINT CONCLUSIONS</b> . . . . .	<b>.45</b>
<b>BIBLIOGRAPHY AND REFERENCES</b> . . . . .	<b>.50</b>
<b>ANNEXES</b> . . . . .	<b>.52</b>
ANNEX 1. Guiding questions for the study . . . . .	.52
ANNEX 2. Programme fact sheets. . . . .	.54
ANNEX 3. List of interviews. . . . .	.87

## LIST OF ACRONYMS

<b>ARES</b>	Academy for Research and Higher Education (Belgium)
<b>DAAD</b>	German Academic Exchange Service
<b>DIKU</b>	Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education
<b>EC</b>	European Commission
<b>EDUFI</b>	Finnish National Agency for Education
<b>ERA-Net</b>	European Research Area Networks
<b>FinCEAL</b>	Developing Finnish Science, Technology and Innovation Cooperation between Europe, Africa, Asia and the LAC Region programme
<b>FP</b>	Framework Programme
<b>F.R.S.-FNRS</b>	Fund for Scientific Research (Belgium)
<b>HEI</b>	Higher Education Institution
<b>HEI ICI</b>	Higher Education Institutions Institutional Cooperation Instrument
<b>JPI</b>	Joint Programming Initiative
<b>M&amp;E</b>	Monitoring and Evaluation
<b>NORAD</b>	Norwegian Agency for Development Cooperation
<b>NUFFIC</b>	the Dutch Organisation for Internationalization in Education
<b>NWA</b>	Dutch Research Agenda
<b>NOW</b>	Netherlands Organisation for Scientific Research
<b>OECD-DAC</b>	The Organisation for Economic Co-operation and Development's Development Assistance Committee
<b>RCN</b>	The Research Council of Norway
<b>R&amp;I</b>	Research and Innovation
<b>SASUF</b>	South Africa – Sweden University Forum
<b>SDGs</b>	Sustainable Development Goals
<b>SI</b>	South Initiative (instrument by VLIR-UOS)
<b>SI</b>	Swedish Institute
<b>SIDA</b>	The Swedish International Development Cooperation Agency
<b>STINT</b>	Swedish Foundation for International Cooperation in Research and Higher Education
<b>UHR</b>	Swedish Council for Higher Education
<b>UniPID</b>	Finnish University Partnership for International Development
<b>VLIR-UOS</b>	Flemish Interuniversities Council – University Development Co-operation (Belgium)

# 1 INTRODUCTION

‘To assure international attraction and innovation, it is important to create a programme to support the 2030 Agenda and building of new higher education and research partnerships, as well as capacity-building based on research and other cooperation. This should be done with the countries and regions that are emerging or developing - -.’ (p. 28, OKM 2020)

This is a recommendation by Finland’s national *forum for the international affairs of higher education and research*, or *KV-foorumi*, in their final report in 2020. A new KV-foorumi was established for 2021–2023 to continue the monitoring and development of the implementation of Finland’s policies to promote internationalization in Finnish higher education and research in 2017–2025. To bring forward the recommendation, a sub-group was founded to plan a *globally responsible funding programme* to support research, higher education, and capacity-building cooperation with southern partners, including scholarships for students and researchers coming from the Global South. The programme should take into account the sustainable development goals and have geographic foci developed together with the partner countries or regions (OKM 2020). The term Global South<sup>1</sup> is here used broadly to refer to low and middle-income countries in Africa, Asia, Latin America and the Caribbean, and Oceania.

It was clear to the sub-group from the beginning that there is a need for mapping and analysis of relevant programmes from peer countries to see what Finland can learn from previous experiences with similar goals.

The aim of this benchmarking study is to support the planning of the Finnish initiative by providing evidence-based information on the different approaches of programmes *for responsible, sustainable, and impactful partnerships in higher education and research cooperation with the Global South* in the selected benchmarking countries.

The study examines support programmes for (i) Global South partnerships in research and research capacity-building and (ii) Global South partnerships in higher education and capacity-building cooperation, including mobility and scholarship schemes (especially from the Global South to the Global North). The aim is to briefly present a set of programmes, analyse which features can be considered especially inspiring or innovative from the Finnish perspective, and highlight what Finland could learn from the experience of these countries and programmes. A brief overview of the European policy context and support available for global cooperation in the EU’s Horizon Europe and Erasmus+ programmes is also included.

The programmes are analysed especially from the perspective of how they address and advance sustainability in terms of continuity and the impact of cooperation, as well as the global responsibility and equality of the partnerships they aim to foster. The analysis focuses on four main features of the programmes: 1) national strategies and policies behind the programmes, 2) programme implementation, 3) monitoring, evaluation, and impact, and 4) the nature and reciprocity of partnerships and cooperation. Special attention is given to support available multisectoral cooperation. The detailed list of questions the study set out to answer is included in Annex 1: *Guiding questions for the study*. Questions concerning programme implementation are mostly presented in Annex 2: *Programme fact sheets*,

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<sup>1</sup> The term Global South refers broadly to the low- and middle-income countries in Africa, Asia, Latin America and the Caribbean, and Oceania. Instead of mere economic development, the term emphasizes the geopolitical relations of power, referring to regions that are often also politically or culturally marginalized (Dados & Connell, 2012).

while questions concerning national policies, impact, and partnerships will be presented in the analysis section. Not all the features were studied in detail for each programme. Characteristics deemed of special relevance for each programme were highlighted as 'Inspirational examples'.

Prior to the study, a preliminary mapping that examined several countries and programmes with relevant aims and modalities, thematic and geographic foci, and cooperation frameworks was undertaken. Based on the mapping, a selection of countries and programmes was made. The selected instruments are either complementary to the Finnish context, i.e. filling an existing gap, or comparable to the Finnish context, i.e. serving as a point of comparison. The benchmarked institutions and programmes, as well as the focus of the programmes, are listed in the table below by country:

**TABLE 1: BENCHMARKED PROGRAMMES BY COUNTRY AND INSTITUTION**

Country	Institution	Type	Benchmarked programmes	Focus of program(s)
European Union	European Commission	Framework programme	<ul style="list-style-type: none"> <li>• Horizon Europe</li> <li>• Erasmus+</li> </ul>	Research and innovation  Education, training, youth, and sport
Belgium	Academy for Research and Higher Education (ARES)	Federation of HEIs	Research projects for development	Research capacity-building
	Flemish Interuniversities Council – University Development Co-operation (VLIR-UOS)	Network of HEIs	<ul style="list-style-type: none"> <li>• South Initiatives</li> <li>• TEAM projects</li> </ul>	Research capacity-building
	Fund for Scientific Research (F.R.S.-FNRS)	Research funding agency	PINT-MULTI	International research cooperation
Germany	German Academic Exchange Service DAAD	Association of German HEIs	Programme portfolio for development cooperation including various programmes	Institutional capacity-building and scholarships
Netherlands	Netherlands Organisation for Scientific Research (NWO)	Research funding agency	<ul style="list-style-type: none"> <li>• WOTRO Science for Global Development</li> <li>• Merian Fund</li> <li>• WOTRO Impact and Innovation Grants</li> <li>• SDG Interactions and Policy Interventions in Developing Countries</li> </ul>	Research on development and international research cooperation
	Nuffic	Foundation	<ul style="list-style-type: none"> <li>• Orange Knowledge programme</li> <li>• Holland Scholarship</li> <li>• NN Future Matters Scholarship</li> </ul>	Institutional capacity-building and scholarships

Country	Institution	Type	Benchmarked programmes	Focus of program(s)
Norway	The Research Council of Norway (RCN)	Research funding agency	<ul style="list-style-type: none"> <li>• NORGLOBAL-2               <ul style="list-style-type: none"> <li>– Research projects</li> <li>– Researcher Network on International Development</li> <li>– Support for events</li> </ul> </li> <li>• Global Health</li> </ul>	Research on development and international research cooperation
	DIKU – Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education	Agency for international cooperation on higher education	NORPART	Partnership Programme for Global Academic Cooperation (including mobility)
	NORAD – Norwegian Agency for Development Cooperation	Agency for Development Cooperation	NORHED II	Capacity Development in Higher Education and Research for Development
Sweden	The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)	Foundation	<ul style="list-style-type: none"> <li>• Mobility Grants for Internationalization</li> <li>• Initiation Grants for Partnerships and Initiation Grants for Africa</li> <li>• South Africa – Sweden University Forum (SASUF)</li> <li>• Capstone Awards</li> </ul>	International research and higher education cooperation, support for initiating partnerships
	The Swedish Institute	Public Agency	<ul style="list-style-type: none"> <li>• SHE Leads, SHE entrepreneurs</li> <li>• Swedish Institute Management Programme Africa/Asia</li> <li>• Scholarship for global professionals (and South Africa separately)</li> </ul>	Leadership and scholarship programmes
	UHR - Swedish Council for Higher Education	Government agency in the education sector	<ul style="list-style-type: none"> <li>• Linnaeus-Palme programme</li> <li>• Minor field study programme</li> </ul>	Institutional cooperation programme and grants for Swedish master's students

It should be noted that the aim here is to provide *an illustrative and varied selection of different types of funding programmes and instruments* with interesting and innovative features that could be used as inspiration for a potential new programme in Finland. The funding programmes and instruments have different foci and are not directly comparable to each other, and this is not the aim of the study. It is not within the scope of this study to provide a comprehensive outlook on *all programmes* within the chosen institutions or countries, even if relevant to cooperation with the Global South.

The methods used for the study included a desk study of information gathered through national and institutional strategy documents, programme websites including calls, selection results, and programme evaluations when available, as well as 10 interviews with programme directors or officers. (See Annex 3: List of interviews.) Due to time constraints, representatives of all the studied programmes could not be interviewed. The analysis section and programme fact sheets provide a synthesis of the data gathered directly from the programme websites and strategy documents, as well as information shared in the interviews. For any further details, please refer to the original sources of information, mentioned at the beginning of each section of the analysis, as well as in the bibliography and references listed at the end of the study.

The study was conducted between February and March 2021 as a collaboration between the Finnish University Partnership for International Development (UniPID) and Finnish National Agency for Education (EDUFI). UniPID mostly focused on the programmes supporting research cooperation and research capacity-building with Global South partners. EDUFI mostly focused on the programmes supporting higher education and capacity-building cooperation. Support mechanisms for building and strengthening partnerships and mobility were also taken into consideration.

The benchmarking report was prepared specifically for *KV-foorumi's Globally responsible funding programme* sub-group, through which it will also be presented to the wider KV-foorumi and other relevant audiences to advance further planning and discussions. The report is published on the UniPID website to facilitate its distribution to relevant stakeholders.

## **1.1 Mapping of needs and relevance by discussions in national fora**

### **KV-foorumi's sub-group for planning a globally responsible funding programme**

In the autumn of 2020, the starting point for the work of the *KV-foorumi's sub-group for a globally responsible funding programme* was that, compared to peer countries, Finland was lacking an ambitious plan for advancing cooperation with partners from the Global South. The peer countries were known to have programmes that allow for the creation of essential contacts for functional partnerships with significant impact. At the same time, it was seen that Finland's funding instruments were quite separate and tied to a certain administrative branch and narrow policy objectives. The sub-group identified the need to look at the big picture and what is lacking to make Finland a more significant international actor than its size would merit.

Why focus on the Global South? It was seen that the HEIs and research institutes do aim to find solutions for global challenges, but the global dimension and perspectives were still quite narrow, and the volume of cooperation with partners from the Global South was still relatively small. It is not possible to achieve the changes needed for sustainable futures without partnerships that include the active participation of the Global South, which covers the majority of the world's population. When considering the geographic focus of the new programme, it was seen that there are pros and cons with both approaches: geographically focused funding for selected partner countries and an open geographic focus, where the phenomena and partnership-based perspectives are highlighted.

When discussing the needs for developing the already existing national funding, issues related to the duration, continuity, and predictability of funding have been raised by the sub-group. There is a need for longer-term funding, but also new partnerships need support, and complementarity should be developed between the different instruments. Advancing the sustainability of the partnership and the impact, also after the funding ends, was also highlighted.

Considering the impact, it was seen that the most impact has been achieved with long-term partnerships, which have diverse cooperation and manage to combine multiple actions and a variety of instruments. Thus, more flexible funding was needed with support for a variety of collaborative actions by diverse and also intersectoral collaborations and targeting different stages and levels of partnerships. A specific need for supporting partnership-building and strengthening was also identified across the target actions.

In addition, the sub-group has highlighted the need for developing the support services for Global South cooperation in the institutions. Continuous identification of funding, applications, and the related administration requires a lot of time. At the same time, the institutional support resources, especially for HE and capacity-building cooperation but also for research cooperation with the Global South, were considered insufficient. It is important to assure that the institutions have enough resources for applying and implementing the kind of cooperation that the sub-group aims to increase.

The sub-group has also raised the need to consider the target groups and beneficiaries of the funding and the conditions of funding related to these—whether the funding will focus on the internationalization of Finnish institutions or for development cooperation, and how these approaches could be combined. This also has implications for the desired national funding cooperation between the HE and research institutions, national agencies, and ministries. What support and funding should be covered by which party and on what level? Which actions and funding should be coordinated centrally at the national level and which by individual organisations?

## **National coordination group for education sector development cooperation**

*The coordination group for education sector development cooperation is co-coordinated by the Ministry for Foreign affairs and the Ministry of Education and Culture. They also aim at advancing comprehensive multisectoral and multi-actor cooperation, both in Finland and in the partner countries, similarly to the needs defined by KV-foorumi's sub-group for globally responsible funding.*

During the spring of 2021 and in the frame of the national *Coordination group for education sector development cooperation*, EDUFI has planned the establishment of a “learning centre for education sector development cooperation,” which aims specifically at developing relevant Finnish competencies. Separately from these plans, the *sub-group for a globally responsible funding programme* had considered as very important the development of the Finnish HEI actors’ own capacities and skills for global cooperation. However, it was seen as not belonging to the scope of the *globally responsible funding programme*, which aims particularly at supporting partnerships with the Global South.

This shows that the aims and plans of these national working groups are very similar and sometimes complementary, which once more highlights the need for more efficient national coordination to allow for dialogue and synergies between the different ongoing national processes.

## 1.2 Lessons learned from the FinCEAL initiative – perspectives of the research community in Finland

The FinCEAL Initiative, funded by the Ministry of Education and Culture, has supported the development of partnerships and collaborative research activities between the Finnish research community and those in Africa, Asia, and Latin America and the Caribbean. The initiative, supported through successive project funding since 2013, is coming to an end in 2021. FinCEAL is coordinated by the UniPID network. For more information about the activities and impact of the initiative, see: [www.unipid.fi/finceal](http://www.unipid.fi/finceal)

In recent years, by the mandate of the Ministry of Education, UniPID and FinCEAL have been exploring different possibilities to establish a long-term programme that would support HEI’s global responsibility activities and the development of sustainable, responsible, and equal partnerships with the Global South. The present study forms part of this process and has been conducted partially with FinCEAL funding.

Throughout the life span of FinCEAL, the feedback and insights of the Finnish research community engaged in collaboration with partners in the Global South have been gathered through grantee feedback forms, impact questionnaires, focus group interviews, and dozens of workshops and events. Hundreds of researchers and experts representing most Finnish HEIs and several research institutes have participated in these activities. A summary of the lessons learned from FinCEAL is presented below, gathering the perspectives of researchers regarding a potential new funding programme. The aim here is to provide an understanding of the needs of practitioners in Finland as a backdrop for the analysis that follows.

### Strategic and policy-related considerations

- 1) There is a need for a programme supporting partnership-building and the development of global responsibility actions. It should provide dedicated opportunities for including partners from the Global South. The programme should be based on a long-term strategy and have clear objectives and sufficient financial resources for its implementation.
- 2) The new programme should enhance national policy coherence, for example, by supporting the implementation of Finland’s Africa Strategy and development policy, as well as the internationalization of higher education and research including global

responsibility objectives, etc. It should also support the implementation of key international policy frameworks, such as the SDGs and global conventions.

- 3) Joint funding for the programme should be pursued to ensure the relevance of the instrument for national policies as well as to engage ownership of different ministries. The programme could also be considered as an umbrella, under which relevant existing instruments could be gathered, which would also help secure funding.
- 4) The process of defining the strategy and objectives and planning the implementation of the programme should be done in cooperation between policymakers and Finnish HEIs as well as actors from the Global South.

## Views on programme scope and focus

There is a need for both:

- 1) *Institutional funding* to support larger strategic global responsibility goals and related actions within individual institutions or consortia, and
- 2) *Funding for individuals or (research) groups* for partnership-building
  - Funding is needed for different partnership models, and for supporting partnerships at different stages—for example, mobility grants for both short-term and long-term visits, project and proposal preparation, and grants for organising joint events.
  - Individual funding should be available at different stages of the research career, with special emphasis placed on supporting early career researchers (particularly PhD researchers) for whom grants to participate in events and present results and network with others support career development and training in application skills.

Additional considerations regarding the focus of the programme:

- Inclusion of support for capacity development. For example, research capacities and societal impact skills should be considered.
- Support for developing educational activities related to global responsibility should be included, e.g. curriculum development and funding for innovative courses.
- Support should be given for developing diverse partnerships beyond research partnerships, including multi-stakeholder, multi-sector, and innovation-oriented and types of partnerships.
- Support should be available for cooperation with partners from both low- and middle-income countries.

## Views of programme implementation

- The instrument should be flexible, and especially the component for individual support should be fast. Small-scale grants can be awarded through a rolling call.
- Sufficient resources must be allocated for programme administration, including interaction with applicants and beneficiaries, communication activities, stakeholder engagement, monitoring the progress of partnerships, etc.
- A range of funding should be available, from small-scale mobility grants (approx. EUR 2,500) to larger amounts for institutional projects.
  - Larger grants can lead to a bigger impact, but an impact can also be achieved by awarding different grants to promising partnerships. Small-scale low-threshold grants are also important to explore new opportunities as they arise.
- Assessment criteria should ensure that some grants are easier to access than others (i.e., individual grants should be relatively low-threshold).

## 2 ANALYSIS OF SUPPORT PROGRAMMES FOR GLOBAL SOUTH PARTNERSHIPS IN RESEARCH AND RESEARCH CAPACITY-BUILDING

### 2.1 European Research and Innovation policy landscape and Horizon Europe

Source of information: the European Commission's [Horizon Europe website and the Strategic Plan 2021–2024](#).

#### General overview

Horizon Europe (2021–2027) is the European Union's ninth Research and Innovation Framework programme and is one of the key instruments of the EU to steer and accelerate Europe's recovery, preparedness, and resilience. The programme's budget is around EUR 95.5 billion.

The first Horizon Europe strategic plan defines the strategic orientations for the programme's research and innovation investments during the period 2021–2024 and acts as a means for aligning with the political priorities of the Commission with a focus on a climate-neutral and green Europe, fit for the digital age, where the economy works for the people. The aim is to ensure an effective interface between EU policy priorities and programme activities and ultimately, the research and innovation projects funded by Horizon Europe.

Horizon Europe is designed around four key pillars. The Excellent Science pillar aims to increase the EU's global scientific competitiveness. It supports frontier research projects defined and driven by top researchers, funds fellowships for experienced researchers and doctoral training networks and exchanges, and invests in research infrastructures. The Global Challenges and European Industrial Competitiveness pillar supports research relating to societal challenges and reinforces technological and industrial capacities through 6 clusters: 1) health; 2) culture, creativity, and inclusive societies; 3) civil security for society; 4) digital industry and space; 5) climate, energy, and mobility; and 6) food, bioeconomy, natural resources, agriculture, and environment. It sets EU missions with ambitious goals for tackling topics like adaptation to climate change, including societal transformation; cancer; climate-neutral and smart cities; healthy oceans, seas, coastal and inland waters; and soil health and food. The Innovative Europe pillar aims to make Europe a frontrunner in market-creating innovation and develop the overall European innovation landscape. Widening Participation and Strengthening the European Research Areas increases support for EU Member States in their efforts to make the most of their national research and innovation potential.

The approach to international cooperation in Horizon Europe consists of multilateralism and purposeful openness, combined with targeted actions with key third-country partners. Actions will focus on aligning national, European, and global efforts and investments in research and innovation areas that contribute towards achieving key European Commission

priorities, notably the Green Deal, the digital transition, and making Europe more resilient and stronger in the world, while also supporting Global Health and innovation as a cross-cutting dimension. Dedicated actions of science diplomacy will contribute towards delivering the objectives of EU external policy, including with priority countries and regions. International cooperation actions will seek possible synergies with the EU external policy, especially to support higher education and research capacities in specific third countries with a view to fostering scientific excellence.

International cooperation in Horizon Europe will be operationalized through four complementary actions.

- 1) Funding for collaborative research and innovation initiatives, including targeted initiatives and projects with partners from key third countries and regions in strategic areas of mutual benefit under all clusters, including the missions and the European Partnerships (currently known as ERA-Nets and similar initiatives).
- 2) International mobility and cooperation in frontier research and support for brain circulation and the internationalization of EU innovative companies, in particular through activities in pillars I and II.
- 3) EU participation and leadership in multilateral alliances—such as those related to tackling climate change; sustainable food and nutrition security; biodiversity decline; environmental degradation; global health issues (e.g., antimicrobial resistance, infectious diseases, and other threats to global health); gaining access to and sharing research and observation data—and taking account of the international collaboration programmes between European countries and third countries.
- 4) Policy dialogues with third countries and regions aiming at reinforcing strategic-level cooperation in research and innovation, including by the promotion of open science policies and the development of commonly accepted approaches to research ethics and integrity, as well as safety and quality standards and the life-cycle assessment of materials, the regulatory context of manufacturing, digital technologies, and consumer products and services.

As Europe's main research funding programme, Horizon Europe offers significant opportunities and funding for Finnish actors to undertake research, innovation, and other kinds of collaboration with partners in Europe and around the world. Accessing funding, however, is highly competitive. Beyond the opportunities offered by Horizon Europe, the programme itself acts as an important tool for supporting the implementation of Finland's strategies related to the internationalization of higher education, research and innovation, and cooperation with the Global South. Increasing Finnish participation in Horizon Europe is therefore also a strategic ambition. Aligning national support activities with the needs for success in Horizon Europe is a good practice that can support both higher participation rates and Finland's strategic goals.

## 2.2 Academy for Research and Higher Education (ARES)

Source of information: [ARES website](#), interview

### General overview

The Academy of Research and Higher Education (ARES) is a federation of 127 higher education institutions in the Wallonia-Brussels Federation in Belgium. The Wallonia-Brussels Federation is a name used to refer to the French Community of Belgium with approximately 4.5 million inhabitants. ARES's role is to ensure the overall coordination of their activities and encourage the development of collaboration between the French-speaking HEIs and as well to contribute to their internationalization.

Development cooperation is one of the key activities of ARES, although not the only one. As a key non-governmental partner of the Belgian Development Cooperation, ARES supports partnerships between HEIs of the Wallonia-Brussels Federation and their counterparts in southern countries to strengthen them in their training missions, research and service to society, and their role as a development actor while respecting their autonomy. Together with its member HEIs, ARES ensures the definition and execution of the French-speaking academic component of Belgian Development Cooperation.

The indicative budget for the development cooperation activities of ARES is EUR 35–41 million per year for the 2021–2024 period. According to the ARES website, there are currently (by July 2021) more than 100 ongoing research projects for development and training projects for the Global South ongoing, 14 partnerships for institutional strengthening and support for academic governance, and 41 synergy projects, among many other activities. Besides the projects and partnerships, ARES offers a wide range of instruments for different purposes, such as master's scholarships and advanced training courses in Belgium, awareness-raising among students as well as post-doc scholarships for young southern PhDs. For this study, the focus was mostly on the 'Research projects for development' instrument (see Annex 2: Programme fact sheets). Projects are selected through an annual competitive call. The selection process emphasizes relevance to development and scientific or educational excellence. Proposals are assessed by a committee of external experts in academic development cooperation and scientific experts from Belgian HEIs. Individual scholarships are also awarded through a competitive process.

The Belgian policy landscape is relatively complex due to the country's division into federal, French-, Flemish-, and German-speaking communities as well as regions that each have their own parliament and government. Development cooperation belongs to the mandate of the federal government under the Ministry for Foreign Affairs, Foreign Trade and Development Cooperation, while education is delegated to the communities. The Ministry of Foreign Affairs oversees the funding framework for development cooperation, including both geographic and thematic strategies. Furthermore, Belgium has a strategy paper for development cooperation with middle-income countries, published in 2013 by the same Ministry. ARES also has its own 10-year strategic plan for development cooperation spanning from 2017 to 2026.

The funding Ministry requires ARES to define a strategy for cooperation for each country where activities funded by ARES are taking place. In practice, this means defining a joint

strategic framework including common goals with all Belgian actors (HEIs, NGOs) working in a specific country. The country strategies are the result of cross-analysis of several types of data:

- 1) National strategy for the development and reduction of poverty in each country
- 2) National strategy for higher education
- 3) Strategy of Belgian government cooperation in the priority countries
- 4) Main interventions of other Belgian and international donors
- 5) Strategy and needs of local academic partners
- 6) Skills and availability in the HEIs of the Wallonia-Brussels Federation.

The geographic focus of cooperation is largely governed by the priority countries for Belgian development cooperation, currently Benin, Burkina Faso, Burundi, Morocco, Niger, Rwanda, and the Democratic Republic of the Congo. According to the interview, there has been pressure from policymakers to focus activities only on low-income countries, but ARES has been able to maintain cooperation also with a selection of other countries (some of them middle-income): Madagascar, Bolivia, Peru, Cambodia, Philippines, Cameroon, Cuba, Ecuador, Senegal, Haiti, and Vietnam. The selection is based on historical connections and existing partnerships, and in some cases on continued collaboration with former PhD students who have studied in Belgium with ARES funding and later returned to their countries of origin. In ARES's view, the diversity of partnerships is an important element, as well as understanding that the same cooperation model does not fit all, but that there is a need to adapt the way of working for each of the countries.

ARES activities are strongly focused on partnerships between HEIs in the Global North and the Global South. Working with institutions in other sectors like ministries, NGOs, or the private sector is not emphasized, although it is possible to cooperate with them at the project level. Multisectoral cooperation is mentioned in the strategic plan for development cooperation but not strongly emphasized on the ARES website.

#### **Inspirational example: How to support the sustainability of the cooperation and its impact?**

Achieving sustainable, long-term partnerships is challenging for several reasons: changes in policies and funding frameworks, changes in institutional strategies, discontinuity of employment contracts, varying personal motivations. ARES's approach to addressing the question of sustainability in terms of the continuity and impact of the partnerships has been to develop a long-term vision for its programmes, which provide support at different points in an academic's career trajectory, as well as to emphasize the capacity-building aspect of cooperation. On a practical level, this means connecting excellent master's students with excellent academics to support further study (PhD)—and later, building the capacity to do research (via PhD) that can support the Southern partner's ability to build research partnerships. Giving professors from Southern countries the opportunity to pursue doctoral studies and begin a scientific career is considered important, as well as supporting their ability to begin research projects of their own. In many of ARES' partner countries, there is no national funding for research. For these reasons, there has been an increasing focus on building PhD capacity in ARES programmes.

Funding is a key factor in sustainable partnerships. In comparison to EU funding schemes and many other national funders, ARES funding is quite exceptional in terms of its length—a project's span is a maximum of five years. Furthermore, ARES can have a call each year and offer a relatively large number of scholarships.

ARES does not systematically keep track of possible other funding sources that the research groups may utilise after the ARES funding period is over. According to ARES personnel, this is an aspect that falls under the autonomy of the researcher, academic freedom, and institutional freedom.

### Inspirational example: How to support genuine reciprocity and respect between the cooperation partners and countries?

ARES acknowledges the need to continuously work to achieve equality between cooperation partners, which is not simple to achieve. ARES requires projects to be applied for by Belgian institutions, but the projects must be supported by all partners, and they are required to have a steering group both in Belgium and the partner country, working together. The idea is to create a win-win situation for the partners, although it would be subject to an evaluation to determine whether the set conditions are achieving equality and reciprocity.

How ARES funding is allocated in practice: Professors on either side are not paid, because the institutions are required to be committed to the project. Besides scholarships, salaries can only be paid to administrative staff in the South. Other rules include the need for a contract between PhD students and the local partner university so they can receive a salary, and scholarships are only paid for a maximum 6-month visit to Belgium per year. In this way, ARES aims to ensure that the scholarship recipient is working for the benefit of their country and home institution—while also being flexible and considering the reality of the country and context. Again, having a long-term approach is key.

## What can we learn from ARES's approach?

- A university federation as a framework for cooperation.
- Development cooperation activities by ARES have a significant budget considering the size of the community (4.5 million inhabitants).
- A more bottom-up approach compared to many of the other programmes in this study. ARES does not have a thematic focus but focuses on supporting projects and partnerships of relevance, allowing room for a very diverse project portfolio. As a federation, ARES must respect the academic freedom of its members.
- Country strategies: developing a joint framework and objectives for cooperation with the different Belgian actors working in the development field and with the local partners in a specific country. Funding is flexible, considering the partner country's context and specific needs.
- A 10-year strategic plan for development cooperation: Long-term focus and long-term vision for the cooperation as core elements of the programmes. Support for diverse partnerships. Cooperation also with selected middle-income countries.
- Providing support at different stages of partnerships and academic career trajectories is key. ARES also offers funding for 5-year projects, which is not common.
- Continued collaboration with former PhD students that have studied in Belgium. Maintaining cooperation through alumni networks can be considered especially interesting.
- Publications with results of projects available on the website in French. See, for example, [https://www.ares-ac.be/images/publications/ARES-PRD-PFS\\_Rapport-de-resultats-des-projets-2008-2014.pdf](https://www.ares-ac.be/images/publications/ARES-PRD-PFS_Rapport-de-resultats-des-projets-2008-2014.pdf)
- ARES hosts Moove—a blog of academic and scientific development cooperation on its website. See: <https://moove.ares-ac.be/>
- The “research projects for development” instrument does not have a Finnish equivalent.

## 2.3 Flemish Interuniversities Council – University Development Co-operation (VLIR-UOS)

Source of information: [VLIR-UOS website](#)

### General overview

VLIR-UOS is a network of HEIs in Flanders, Belgium, focusing on supporting partnerships between universities and university colleges in Flanders and the South. The Flemish community of Belgium has approx. 6.9 million inhabitants. VLIR-UOS supports cooperative projects between professors, researchers, and lecturers and awards grants to students and professionals in Flanders and the South, looking for innovative responses to global and local challenges. VLIR-UOS helps to reinforce higher education in the South and the development-relevant internationalization of higher education in Flanders. In its Monitoring and evaluation policy (2015), VLIR-UOS defines its role in the following way: “Since development cooperation is not the core business of universities and university colleges (higher education institutions), VLIR-UOS provides a platform for collecting, sharing, and capitalizing on knowledge and experience in development cooperation. VLIR-UOS endeavours to build a bridge between two worlds: development cooperation on the one hand and academia on the other.” VLIR-UOS resembles ARES, which is working with a similar approach with the French-speaking HEIs in Belgium, although ARES’ activities go beyond development cooperation.

VLIR-UOS has an extensive portfolio of actions, with specific interventions addressing cooperation at the departmental, institutional, and national levels, depending on programme type. VLIR-UOS grants project funding for initiatives in partner countries (six intervention types) and in Belgium (three broad intervention categories: Global Minds, Education and Scholarships, and Policy Supporting Research). Scholarships are offered to students and professionals from several countries to study in Flanders as well as travel grants to Flemish/European students to do fieldwork or internships in one of the 31 scholarship countries in Africa, Asia, and Latin America. For the purposes of this study, two programmes were studied in more detail: The South Initiatives and the TEAM projects (see Annex 2: Programme fact sheets). The South Initiatives focus on improving research and/or educational practices in a partner institution in the South and/or generating and exchanging knowledge through research in order to contribute to the fight against poverty and to generate development change/impact (mostly after the intervention). The larger TEAM projects have similar aims but at the departmental policy level—they must align with the priorities of the local partner institute(s). In these projects, often built on existing cooperation, academics in the South and North collaborate in partnership, addressing specific development challenges in the region concerned, in alignment with country strategies built with other Belgian actors.

The VLIR-UOS budget is approximately EUR 29 million per year, and like ARES, funding comes from the Belgian federal government (development cooperation funds). About 200 funded projects are ongoing every year, of which some 70 are newly selected. Between 1998 and 2018, VLIR-UOS had a total budget of EUR 550 million.

VLIR-UOS activities are driven by Belgian development policy, in which indirect university cooperation is governed by six agreements (one general agreement and five agreements) between the Belgian state and the francophone universities represented by ARES, and between the Belgian state and the Flemish universities represented by the VLIR. These

agreements are accompanied by five-year plans that determine the objectives and resources specified for university cooperation. (See also the section on ARES for more information on the Belgian policy framework.) On its website, VLIR-UOS expresses a general aim to facilitate connections between higher education and governments, NGOs, and business partners in Flanders and the South, but multisectoral cooperation is not emphasized in the studied programmes. Thus, its role and prevalence remain unclear.

#### Inspirational example: VLIR-UOS's approach to Monitoring and Evaluation

VLIR-UOS frames their Monitoring and Evaluation policy (2015) by stating: 'University cooperation for development is specific in the following way:

- Innovation also implies risks. The research outcome is never guaranteed. There is always a risk that the expected result will not be produced or will turn out not to be a solution to the identified problem.
- Investing in capacity-building also entails risk. Human capital is mobile. Investing in brains, a PhD, and/or training capacity also involves a risk that the acquired knowledge will not be applied in the home country/institution but elsewhere if academics from the developing world do not return to their alma mater.'

VLIR-UOS aims to establish sustainable partnerships between Flemish and developing academics, and mobilising and spreading knowledge and expertise is the core focus."

VLIR-UOS identifies three main generic M&E objectives: accountability, learning, and communication. These objectives of M&E are always the same, and they are integrated into all M&E processes of VLIR-UOS. Monitoring and evaluation processes are geared towards ensuring that results are achieved, rather than ensuring that all activities are implemented as planned.

There are five monitoring principles and rules: 1) Every VLIR-UOS-supported intervention is based on an explicit Theory of Change or 'programme theory'. 2) All VLIR-UOS-supported interventions adhere to the Managing for Development Results (MfDR) principles. 3) Every intervention is required to identify a set of indicators at different result levels. 4) M&E processes systematically integrate risk management, which includes the context in which an intervention or country programme is implemented. 5) Monitoring is done in partnership. Reports are made together by both the Flemish and partner country HEIs.

All evaluations managed by VLIR-UOS are based on the OECD-DAC evaluation norms, standards, and principles. Two major evaluation types are distinguished: programme evaluations and strategic evaluations. Programme evaluations are systematic evaluations held mid-term and at the end of programmes. Strategic evaluations are ad-hoc evaluations comprising individual project evaluations, country programme evaluations, and thematic evaluations.

The full M&E policy (2015) is available on the website: <https://cdn.webdoos.io/vliruos/fc852496eb-363d4e71f2895ba18c04dc.pdf>

## What can we learn from VLIR-UOS's approach?

- University network with an extensive portfolio of actions. Interventions addressing departmental, institutional, and national levels, depending on programme type. A relatively large annual budget.
- South Initiatives represents a kind of small-scale research capacity-building project that does not have an equivalent in Finland (although the scope and amount of funding resemble the Team Finland Knowledge Programme funding). The TEAM project instrument bears a certain resemblance to the Finnish HEI-ICI programme.
- Country strategies (see also ARES). Projects based on development needs at partner institutions, in alignment with institutional strategies and a larger cooperation framework.
- Strong focus on building research capacities.
- Aim to facilitate connections between higher education and governments, NGOs, and business partners in Flanders and the South.

- Monitoring is done in partnership between the Flemish and partner country HEIs. (How these processes are organised in practice would be an interesting question for further study.)
- VLIR-UOS recognizes that innovation and investing in capacity-building also imply risks: outcomes of research projects or the impact of capacity-building efforts cannot be guaranteed in advance.

## 2.4 Fund for Scientific Research (F.R.S.-FNRS, Belgium)

Source of information: [F.R.S.-FNRS website](#), interview

### General overview

The purpose of the Fund for Scientific Research (F.R.S.-FNRS) is to encourage the production and development of knowledge by both supporting individual researchers and by financing research programmes conducted mostly at the universities of the Wallonia-Brussels Federation. F.R.S.-FNRS is the main fundamental research funder in French-speaking Belgium. F.R.S.-FNRS wishes to offer a favourable framework for international research and developing partnerships that serve as launch pads for the preparation of major projects at the European and international levels. It engages in both bilateral and multilateral cooperation with other international funding agencies to offer opportunities for researchers in French-speaking Belgium. Besides the bilateral and multilateral calls, it also offers a mobility scheme for supporting international cooperation with partners from anywhere in the world.

As a private foundation with public funding, F.R.S.-FNRS is not strictly governed by national policies but can develop its activities independently, although in dialogue with other agencies. Belgium has many levels of government, but they work on a horizontal plane, meaning the federal level has no authority over the other levels of government. The core funding criterion is scientific excellence across all F.R.S.-FNRS instruments. Due to this reason, multisectoral cooperation is not emphasized, although it is permitted if the project is evaluated as scientifically excellent and the partner funded by F.R.S.-FNRS is a research institution. F.R.S.-FNRS is engaged in bilateral cooperation with the following countries (a few of them from the Global South): South Africa, Argentina, Brazil, Bulgaria, China, Korea, France, Great Britain, Japan, Luxembourg, Mexico, Poland, Romania, Taiwan, and the Czech Republic.

F.R.S.-FNRS has no specific emphasis or strategy regarding collaboration with the Global South, but FNRS was chosen to be included in the study because of its role in many multilateral European funding schemes focusing on global cooperation. Since 2011, F.R.S.-FNRS has been actively participating in international calls in all fields. Most of these calls come from European networks in close collaboration with the European Commission and focus on major societal challenges (ERA-Nets, JPIs, and similar.)

F.R.S.-FNRS' participation in these networks is based on a strategic decision by the F.R.S.-FNRS Board of Trustees to take part in all ERA-NET co-funds to serve the interests of the research community. The rationale behind this is to support partnership-building that would also contribute towards applying for framework programme funding through the open calls. However, it has proven difficult to follow up these linkages as the ERA-Net co-funds are only

open to researchers in the participating countries, whereas the consortium projects funded under Pillar III of Horizon2020 are open to all.

On a general note, Belgian research groups have appreciated the possibility to work across regions and work with new partners through the ERA-Nets. The challenges related to cooperation with African partners tend to be related to securing their national co-financing, which is required for ERA-Net co-funds. The complicated structure and strict rules of the European programmes also make it more difficult for global partners, as they may be less used to this type of cooperation than the European partners. Nevertheless, F.R.S.-FNRS' strategy for framework programme engagement has proven effective, and they will continue to work similarly in the new Horizon Europe Partnerships. For a fundamental research funder, however, they pose challenges. One of the major issues is that there are fewer partnerships overall and none specifically in social sciences and humanities, which are important fields for Belgium. Therefore, F.R.S.-FNRS is looking into other forms of multilateral cooperation between research funders, beyond the initiatives of the European Commission.

### **What can we learn from F.R.S.-FNRS's approach?**

- As a private foundation, it can develop its activities independently.
- F.R.S.-FNRS is a research funding agency focused on fundamental research—similar to the Academy of Finland. The core criterion for funding in all F.R.S.-FNRS' programmes is scientific excellence.
- International cooperation is supported through bilateral and multilateral calls. In addition, F.R.S.-FNRS has an extensive mobility grant scheme. There is no specific emphasis on the Global South in any of the fund's activities.
- The F.R.S.-FNRS' has chosen a strategy to participate in all the ERA-Net co-funds under the Horizon2020 framework programme to pave the way for more Belgian participation also in the consortium calls of the Framework Programme. Participating in all the different thematic ERA-Nets means F.R.S.-FNRS is also engaged in all the ERA-Nets that have a dimension of global cooperation. This strategy has proven effective, and F.R.S.-FNRS plans to continue working in this way in Horizon Europe.
- There is a move away from bilateral to multilateral cooperation. The multilateral schemes, however, also offer opportunities for bilateral cooperation. In addition to Horizon Europe, other multilateral collaboration possibilities are also looked at to allow for more cooperation in Social Sciences and Humanities.

## **2.5 Netherlands Organisation for Scientific Research (NWO)**

Source of information: [NWO WOTRO Science for Global Development website](#)

### **General overview**

The Netherlands Organisation for Scientific Research, aka the Dutch Research Council (NWO), is the most important funding organisation in the field of fundamental and strategic research in the Netherlands. NWO awards competitive research grants to researchers and research teams and manages the national knowledge infrastructure. WOTRO Science for Global Development is a cross-domain initiative within NWO to finance and facilitate research

for inclusive global development. The programme supports forming platforms and networks for international development and research into development cooperation. These platforms and networks contribute to the sharing, utilisation, and expansion of knowledge by bridging the gap between science, policy, and practice.

The WOTRO research programmes are aimed at providing knowledge and skills that contribute to sustainable solutions for social and ecological problems in low and middle-income countries. The objectives of WOTRO Science for Global Development are generating, disseminating, and utilising high-quality knowledge, generating groundbreaking ideas, increasing knowledge synergy for development, and strengthening research capacity in developing countries. WOTRO Science for Global Development addresses these objectives by developing research programmes and activities together with national and international stakeholders from within and outside the scientific community. These stakeholders include researchers, policymakers, development workers, and the private sector. The total budget for all the programmes under the WOTRO umbrella was not available on the website. Programme-specific budgets, when available, are included in Annex 2: Programme fact sheets.

The WOTRO programmes are driven by Dutch development policy, which is aligned with Agenda 2030. A new Foreign Trade and Development Policy was published in 2018, stating that sexual and reproductive health and rights, water, agriculture, and security and the rule of law would remain as the main priorities within Dutch development policy. According to the policy, after 2020, there would be a geographical shift towards the focus regions of the West African Sahel, the Horn of Africa, the Middle East, and North Africa, with the aim of tackling the root causes of poverty, migration, terrorism, and climate change. In the case of the Merian Fund, which focuses on bilateral cooperation with a set of priority countries (see Annex 2: programme fact sheets), cooperation takes place within the framework of bilateral agreements at the national level, aligned with national research agendas on both sides, as well as Agenda 2030. These programmes are based on the premise that international cooperation is required to tackle transnational and global challenges. The aim is to support research that contributes to tackling grand societal challenges, such as SDGs. Therefore, NWO considers it necessary to collaborate with countries where the challenges are the most evident and where a contribution to the solutions is the most effective. NWO's strategy (2019–2022) places impact at the core of its mission: to advance scientific research with scientific and societal impact.

### Inspirational example: WOTRO Science for Global Development – focus on impact

Impact is strongly emphasized in the WOTRO Science for Global Development programme, particularly on the level of societal impact and policy influence. The primary tools for increasing the impact of research are the sharing of knowledge and the use of research results in policy and practice. NWO requires approaches for achieving impact to be integrated into the research design and conducted by the consortium in engagement with end-users, such as practitioners, policymakers, and industry. WOTRO also stresses the importance of the active involvement of local knowledge institutions and social actors from the research development phase onwards. Developing a vision of desired change in collaboration between partners and stakeholders is pivotal for developing realistic and feasible strategies to enhance the potential for impact. To this end, an integrated approach is required, which consists of (a) Co-creation, (b) Theory of Change and Impact Pathway, and (c) Impact Strategy, which sets out the potential for impact of the proposed research, including an iterative research approach with frequent policy dialogues.

More information: <https://archieff19.archiefweb.eu/archives/archiefweb/20201101010000/>  
<https://www.nwo.nl/en/common/about-nwo/organisation/nwo-divisions/wotro/impact-toolkit-working-towards-research-impact>

### Inspirational example: How does NWO encourage equal partnerships?

In the new SDG Interactions and Policy Interventions in Developing Countries research programme (see Annex 2: Programme fact sheets), NWO aims to encourage research focusing on Sustainable Development Goals interactions and policy interventions in developing countries. In its first, recently closed call (closed in January 2021, results not published at the time of writing this report), special emphasis was placed on the aspect of equal partnership and sustainable collaboration between the Southern and Dutch partners. The equal and sustainable relationship among the partners and with relevant stakeholders in the consortium, including the aspect of gender equality, was a requirement in the call. The call specifically outlined that consortia should work in an interdisciplinary and transdisciplinary manner, internationally, and across the entire knowledge chain. It is then the responsibility of the applying consortium to respond to these requirements.

In the calls launched by NWO's Merian Fund (see Annex 2: Programme fact sheets), proposals are required to be characterized by an equal partnership. NWO has defined this to include "inter-institutional cooperation, a balanced contribution to the proposed research, and frequent exchange between the partners, including exchange visits by both senior and junior researchers. Equity and reciprocity of the collaboration should be vividly brought out in the proposal." When it comes to researcher mobility, NWO expects balanced reciprocity to be reflected in the proposed exchange visits to and from the Netherlands.

## What can we learn from NWO WOTRO Science for Global Development's approach?

- An innovative, policy-driven programme portfolio including different types of funding—although programmes supporting long-term research projects are the most prominent. See examples in Annex 2: Programme fact sheets.
- A strong emphasis on impact and stakeholder engagement through different forms of multisectoral cooperation.
  - For example, in NO TRACING TRACKING, the new SDG Interactions and Policy Interventions programme, the consortia—besides a research organisation from the Netherlands and a developing country—must also include at least one practitioner organisation (public organisations, private non-profit organisations such as NGOs, cooperatives, social movements, unions, and civil society organisations) located in the developing country that is targeted.

- In many cases, the project partners—for example, industry, ministries, local governments, and NGOs—are required to be involved from the research proposal stage onwards. Capacity-building and knowledge-sharing with the project partners and other stakeholders are considered to form a crucial element of the projects funded by WOTRO.
- Monitoring and evaluation practices also involve stakeholder engagement. Aside from standard reporting, the projects are evaluated at about the mid-term by a self-assessment. This includes a workshop for the project team organised by the consortium and a discussion of the results with stakeholders from outside the project team. At the end of the project, projects again complete a self-assessment and hold a final workshop that includes interaction with stakeholders from outside the project team.
- The Merian Fund, as well as some other instruments under the WOTRO umbrella, emphasize the aspect of programmatic coherence between the different projects funded under them. Research teams are expected to contribute to knowledge exchange and knowledge utilisation at the call level and to participate in and contribute to the meetings organised for that purpose. This includes joint events with all projects of the call, in addition to the activities organised by the individual projects for the same purpose. The coherence between projects is highlighted with the aim of generating synergy and counteracting the fragmentation of resources.
- The WOTRO Impact and Innovation Grants (see Annex 2: Programme fact sheets) is an innovative, new mechanism for giving researchers from previously funded projects the opportunity to enhance the societal impact of the project or to develop an innovative, socially relevant research idea based on the findings of the previous project. The assessment procedure was novel and interesting—applicants assessed each other’s proposals.
- An interview could be arranged later to acquire more information on the most interesting aspects of WOTRO Science for Global Development. When conducting the study, NWO staff could not be reached because their network had been hacked.

## 2.6 The Research Council of Norway (RCN)

Source of information: [RCN website](#), [NORGLOBAL-2 work programme](#) and interview

### General overview

The Research Council of Norway is the main research and innovation funder in Norway. For the purposes of this study, the focus was on RCN’s activities related to Global South cooperation, especially the NORGLOBAL-2 programme. The interview with RCN representatives also shed light on Global South cooperation through bilateral cooperation and the Global Health programme.

NORGLOBAL-2 (2016 to 2023) funds high-quality research within the field of international development. It is driven by Norwegian foreign and development policy, which focuses on working towards achieving the SDGs. Development policy priorities are reflected in the thematic and geographical prioritization of the programme. The programme is strongly focused on the SDGs, and priority themes include education; health; humanitarian aid; support to fragile states and security; business development, job creation, and taxation; and climate, environment, renewable energy, and ocean. Its primary objective is to generate high-quality research-based knowledge on poverty reduction and sustainable development informing development policies, development programmes, private sector investments,

and further research. The secondary objectives of the programme highlight aspects of impact, dissemination of research-based knowledge, and improved dialogue between researchers, policymakers, the private sector, and civil society, research uptake into policy and practice, as well as international cooperation with leading international researchers, including researchers in developing countries. The whole Global Development portfolio of RCN emphasizes policy relevance, securing impacts beyond academia, and the importance of equitable partnerships throughout the project life cycle.

In addition to research funding, the programme includes two cooperation and support actions: Researcher Network on International Development, and Support for events. By mid-2021, the NORGLOBAL-2 programme has launched five annual calls for proposals, and the programme portfolio consists of about 60 research projects and 6 research networks. Most of the funds in the programme have been allocated to these projects and support actions, leaving only a smaller budget for the sixth call in 2022.

NORGLOBAL-2 is driven by Norwegian development policy, which is based on the UN's Sustainable Development Goals. The thematic priority areas of NORGLOBAL-2 are *Global education, Competence and job creation, Taxation and capital flows in developing countries*, as well as *the environment and oceans*. Besides NORGLOBAL-2, RCN is also actively engaging with partners in the Global South bilaterally, as well as through the Global Health programme. Bilateral cooperation in higher education and research cooperation with targeted partner countries, including Brazil, China, India, Japan, Russia, and South Africa, has been guided by the Panorama Strategy (Ministry of Education and Research) between 2015 and 2020. The strategy will be renewed for the period 2021–2027 (not published at the time of writing this report), and the USA, Canada, and South Korea will be included in the new strategy.

#### Inspirational example: NORGLOBAL Researcher Networks on International Development

The [NORGLOBAL Researcher Networks on International Development](#) is a coordination and support action under the larger NORGLOBAL-2 research funding programme. The aim of the instrument is to support the establishment and operation of international research networks in the field of development to strengthen dialogue and information-sharing between researchers, research organisations, and users of research in Norway and abroad.

The networks must contribute to prioritized SDGs in alignment with Norwegian development policy. Grants for networks are awarded through a rolling call, with a yearly total budget of 2 million euros.

#### Inspirational example: RCN's take on impact

The anticipated output, outcome, and impact of research projects funded by RCN are described in detail in the respective programme portfolios. The Global Development portfolio to which NORGLOBAL-2 belongs emphasizes policy relevance and aims to have an impact beyond academia.

In the interview, RCN staff remarked that at the same time, it is important to be realistic with the expected impact because real impact usually takes years to develop. For example, an evaluation of the Global Health programme showed that it is difficult for single projects to build research capacity at the systemic level. According to RCN staff, framing funding proposals in terms of their contribution to the SDGs is increasingly important—even though it is challenging for an individual research group to claim impact on issues of a global scale.

See the [publication: Tracing the impacts of development research funded by the Research Council of Norway](#) (2017) The mid-term evaluation of NORGLOBAL-2, planned for by the end of 2020, has been delayed due to the pandemic.

### Inspirational example: Ways to support equitable, long-term partnerships in research

- 1) RCN requires that partners participate in the full projects, and this requirement is written in the call. In general, RCN recognizes the challenge of incorporating the requirement of equitable partnership into a programme or instrument, since they are based on personal relationships and long-standing cooperation, and sometimes MoUs between HEIs.
- 2) Availability of funds. The most important factor for supporting long-term partnerships is to make funds available. Institutions in the South are very dependent on external funding, and they cooperate with many different partners, so making it possible for southern partners to participate from the very beginning, and making funds available is key. More equitable partnerships can be supported by setting up learning environments and training and supporting young researchers in the Global South, making sure they have access to publications and receive credit for their work.
- 3) In an evaluation of the Global Health Programme, the Norwegian institutions, compared to researchers elsewhere, were seen to consider the partnerships more equally (e.g., in comparison to larger countries). They include professors and doctoral students, and there is collaboration at the design level of the projects.
- 4) When designing the new Global Health programme, RCN included a panel of experts from the Global South, and they were asked to comment on the programme. Its latest call includes criteria that aim to support more equitable partnerships.

### What can we learn from RCN and NORGLOBAL-2?

- The programme seeks to increase interdisciplinary collaboration and enhance national and international cooperation. Multisectoral cooperation and dissemination of research-based knowledge are also strongly emphasized in the programme objectives.
- The programme portfolio makes a connection to the EU's framework programme for research and innovation, and researchers are encouraged to apply for EU funding. In RCN's experience, Norwegian and EU funding do complement each other, but it is not a one-way street. International cooperation started through the national programmes often continue through EU funding, and sometimes the other way around—starting with an EU project and later continuing the collaboration with funding from national funding programmes.
- RCN recognizes the importance of supporting partnership and network-building, as well as events as meeting places for disseminating research results, exchanging knowledge, expanding the knowledge base, and/or establishing new scientific collaborations. The NORGLOBAL-2 programme includes specific funding for Researcher Networks on International Development and Support for events.
- Including a panel of experts from the Global South to support the planning of a new funding programme.
- The closest equivalent in Finland is the DEVELOP programme (2018–2022), jointly funded by the Academy of Finland and the Ministry for Foreign Affairs of Finland, which had one open call in 2017.

## 2.7 The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)

Source of information: [STINT website](#), interview

### General overview

STINT, the Swedish Foundation for International Cooperation in Research and Higher Education, established in 1994, promotes knowledge and competence development within internationalization and invests in internationalization projects proposed by researchers, educators, and leaderships at Swedish universities. It was set up by the Swedish government to internationalize Swedish higher education and research, but it functions as an independent foundation.

STINT aims to encourage renewal within internationalization through new collaboration forms, new partners, and by investing in young researchers' and teachers' international collaborations. Moreover, STINT's ambition is to be a pioneer in establishing strategic cooperation with emerging countries in research and higher education. Another key role that STINT plays is that of a national knowledge resource on internationalization, which enhances the international competitiveness of Swedish higher education institutions by offering knowledge and skills development in internationalization through trend analysis. In its capacity as a knowledge resource, STINT has recently published a report on responsible internationalization (Shih et al., 2020), which provides support for HEIs in assessing potential risks and difficulties in relation to the opportunities offered by cooperating with partners in countries with rapidly developing research systems, histories of corruption or human rights violations, and non-democratic governments. The aspect of equitable partnerships is not the focus of the report, although it is mentioned in passing. STINT does, however, require all partnerships that receive its funding, to be balanced.

STINT has an extensive portfolio of 15 different programmes besides acting as a contact point for several external programmes offered by partner countries. Not all the programmes are active at the same time, and the interval between calls varies. The annual budget of STINT was 4.74 million euros in 2019, with funding for 107 projects and 29 stipends awarded in the same year. The numbers illustrate that STINT awards only small and medium-sized grants to relatively short-term projects (see Annex 2: Programme fact sheets for more information). Supporting the sustainability of the partnerships is therefore not at the core of STINT's objectives—it focuses on the first stages of partnership-building. However, the 2019 evaluation of the Initiation Grants for Internationalization found the instrument to be successful in creating new partnerships, and that many collaborations continued or even expanded after the period with STINT funding. STINT activities and programmes are regularly evaluated, and reports are available on the website: <https://www.stint.se/en/operational-documents/#evaluations>

Sweden does not have a national internationalization strategy for higher education and research, although an inquiry into making one was made in 2018, and HEIs have been active in promoting one. STINT activities are mostly guided by its own strategy, published in 2014, although it is in close interaction with other actors in the higher education and research policy and funding landscape. Due to STINT's independent role, any national policy would be considered by STINT only as a recommendation. Furthermore, Sweden has a strategy

for research cooperation and research in development cooperation for 2015–2021, offering strategic guidance for the activities of the Swedish International Development Cooperation Agency (Sida) and the Swedish Research Council. STINT itself is not a development actor but is focused solely on internationalization. However, STINT frequently cooperates with other Swedish funding agencies in cofounding specific calls.

Multisectoral cooperation is not strongly emphasized in STINT programmes, except for the South Africa Sweden University Forum (SASUF), where the inclusion of non-academic actors like NGOs and industry in the project activities was one of the evaluation criteria for proposed projects.

#### Inspirational example: STINT – an independent change agent with a clear mission

The rationale behind the creation of STINT was for the foundation to be an independent actor that is an active change agent within the larger Swedish higher education and research funding landscape. As an independent actor, it can act more quickly and flexibly than state agencies and is also less susceptible to changes in government and policy priorities. Over the years, STINT has strived to maintain its change agent role. During recent years, STINT has been a forerunner in establishing joint programmes with priority countries with the idea that bigger funding agencies will later follow with more substantial funding. According to an evaluation made in 2020 regarding STINT's role as a knowledge resource, its strengths vis-à-vis both higher education institutions and other actors are precisely its independence, and the fact that the foundation focuses solely on promoting the internationalization of Swedish higher education and research. To support its knowledge resource role, STINT has two employees based in key partner countries: China (also covering Asia-Pacific countries) and North America.

Examples of STINT's role as a knowledge resource:

- STINT has developed its own Internationalization Index that both measures and enhances the internationalization of Swedish HEIs. See <https://www.stint.se/en/stint-internationaliseringsindex/>
- Recently, STINT published a report on Sweden's research targeting the Sustainable Development Goals (2020). See: [https://www.stint.se/wp-content/uploads/2020/09/23089\\_STINT\\_rapport\\_Sweden%E2%80%99s\\_research\\_targeting\\_the\\_Sustainable\\_Development\\_Goals\\_webb.pdf](https://www.stint.se/wp-content/uploads/2020/09/23089_STINT_rapport_Sweden%E2%80%99s_research_targeting_the_Sustainable_Development_Goals_webb.pdf)

#### Inspirational example: South Africa Sweden University Forum (SASUF) – a platform for initiating new forms of bilateral cooperation

SASUF was a strategic internationalization project (2017–2020) with the aim of strengthening research, education and innovation cooperation between Sweden and South Africa through seminars, exchanges, and short-term collaborative projects, focusing particularly on younger researchers. SASUF was aligned with the SDGs through its thematic foci. SASUF organised a yearly Sweden-South Africa research and innovation week with several satellite events—an event that brought together the different projects and researchers working in them from both countries. The 2020 edition of the week was organised virtually. Reports of the events are available on the SASUF website.

SASUF partners included 12 Swedish and 24 South African universities. SASUF was coordinated by Uppsala University and aimed to connect researchers with funding agencies, industry, ministries, and society in working towards the SDGs.

The total budget for the programme was approx. EUR 2.2 million, and a total of 69 projects were funded, covering travel and event costs for researchers. Funding came from STINT, the South African National Research Foundation (NRF), and the Department of Higher Educations and Training (DHET). Swedish higher education institutions co-financed the project. It is not clear whether the SASUF collaboration will be continued beyond 2020, but it seems there are plans to continue organising the yearly R&I weeks in the future.

More information: <https://sasuf.org/collaboration-funding/>

## What can we learn from STINT's approach?

Sweden has recognized the importance of research and higher education cooperation with emerging, global partner countries already in the early 90s.

STINT functions as an independent foundation and is therefore not governed by state policies.

STINT's system of small-scale grants and role as a change agent, seem to fill in a clear niche within the Swedish funding landscape. Finland does not have an equivalent agency.

It is important to support new collaboration forms and give special emphasis to young researchers' and teachers' international collaborations. Small- to mid-scale seed funding is a vital enabler of new partnerships.

In STINT, programmes combine support for both higher education and research collaboration in a flexible manner. Both types are often possible and encouraged within the same instrument.

Since STINT is not focused on development, it has a very flexible approach in terms of the geographical focus of supported activities: aside from its bilateral instruments, STINT's programmes allow for cooperation with all countries outside the EU/EFTA area. STINT requires all partnerships to be balanced and based on reciprocity. Co-funding from a partner country is often a requirement. STINT does not support capacity-building.

Besides being a funding agency, STINT has developed an important role as a national knowledge resource on internationalization. As an independent actor, it can pilot new forms of cooperation with emerging countries, such as the SASUF.

# 3 ANALYSIS OF SUPPORT PROGRAMMES FOR GLOBAL SOUTH PARTNERSHIPS IN HIGHER EDUCATION AND CAPACITY-BUILDING

## 3.1 Erasmus+

Source of information: [https://ec.europa.eu/programmes/erasmus-plus/about\\_en](https://ec.europa.eu/programmes/erasmus-plus/about_en); <https://www.oph.fi/en/education-development-and-internationalisation/erasmus-program-finland-2021-2027>

### General overview

Erasmus+ is the EU's programme to support education, training, youth, and sport in Europe.

It has an estimated budget of EUR 26.2 billion for the programme period 2021–2027. This is nearly double the funding compared to its predecessor programme (2014–2020).

The 2021–2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan, and the European Skills Agenda.

Part of the funding for the programme comes from the EU's external cooperation budget and funds cooperation opportunities on a global scale.

Erasmus+ offers mobility and cooperation opportunities in

- higher education
- vocational education and training
- school education (including early childhood education and care)
- adult education
- youth
- sport

For the higher education sector, the Erasmus+ programme offers a variety of different opportunities for mobility and cooperation. The global dimension of the programme, covering cooperation with countries outside Europe, includes the following actions:

- International Credit Mobility, providing funding for student and staff mobilities, based on bilateral agreements between the higher education institutions
- Capacity-Building in the Field of Higher Education, supporting the capacity development, modernization, accessibility, and internationalization of higher education in partner countries in multilateral cooperation projects
- Erasmus Mundus Actions, high-quality international study programmes, jointly delivered by multiple higher education institutions, as well as design measures supporting the development of such programmes
- Jean Monnet Actions, supporting teaching and research related to the European Union worldwide

The international dimension actions will be fully available from the second call for proposal in 2022 onwards.

Other Erasmus+ actions can also provide relevant cooperation possibilities but with a more limited scope.

The Finnish National Agency for Education EDUFI acts as the National Agency for the Erasmus+ programme in Finland and provides guidance and support for the applicants, and it is responsible for programme management of some of the programme's actions.

## 3.2 The German Academic Exchange Service (DAAD)

Source of information: <https://www.daad.de/en/>

### General overview

The German Academic Exchange Service (DAAD) is the world's largest funding organisation for the international exchange of students and researchers. The DAAD is an association of German institutions of higher education and their student bodies. Convening in a general assembly, they elect the Executive Committee that oversees the organisation's day-to-day operations. The three main funders for the DAAD are the Ministry for Economic Cooperation and Development, the Federal Foreign Office, and the Ministry for Higher Education and Research. The DAAD has a worldwide network of 18 regional offices and 51 information centres and information points.

The DAAD contributes to development cooperation in numerous ways and with a broad range of actions, including scholarships, partnership programmes, and advising services. The most important funding body in the field of development cooperation is the [Federal Ministry for Economic Cooperation and Development \(BMZ\)](#). The DAAD also receives funding for selected projects from the [Gesellschaft für Internationale Zusammenarbeit \(GIZ\)](#). With the programmes in the area of development cooperation, the DAAD is aiming to broaden access, improve quality, and raise the relevance of higher education, educate professionals and leaders of tomorrow, build strong universities, and provide expertise for academic cooperation.

The DAAD strives to achieve the development policy goals using the means of academic exchange in three fields of activity as defined in the [DAAD strategy 2025](#)

- Recognizing and supporting potentials worldwide
- Strengthening the strategic academic network
- Providing expertise for international relations

All partnerships benefit from the resources and competence that German universities contribute, thereby creating a driving force for sustainable development, as outlined by the [statement by the DAAD Board of Trustees \[pdf file\]](#).

Providing scholarships for students, higher education staff, and young professionals from developing and emerging countries is a central part of the activities supported by the DAAD.

Through its In-Country/In-Region Scholarship Programme, the DAAD sponsors high-quality advanced education for university lecturers, especially in Sub-Saharan Africa, the Middle East, Latin America, and South-East Asia. In response to the massive expansion of higher education in Africa, the DAAD runs a programme to award 1,000 additional Scholarships for African Students funded through BMZ special initiatives.

Students in emerging countries in Latin America and South Asia can receive support for practice-oriented semester stays through the Country-Specific Scholarship Programme. These are largely co-funded by partners in the respective countries and focus predominantly on engineering and sciences. Development-Related Postgraduate Courses (EPOS) enable young specialists from developing countries with some professional experience to study at a high academic standard in Germany and gain advanced qualifications in development-related fields.

In alumni activities, former scholarship holders from developing and industrialised countries can refresh their expertise through specialised training and benefit from academic exchange through the Alumni Programme for Supporting and Integrating International Alumni. The programme also enables German higher education institutions to further expand their networks with partners in developing countries. The Alumni Special Projects programme gives professionals from developing countries who have been trained in Germany the opportunity to connect with German academics and companies at trade fairs and conferences preceded by a specialist seminar at a German university.

In partnership cooperation, there are several programmes available. To establish initial contacts and prepare long-term cooperation, the DAAD facilitates visits by German academics to potential partners in developing countries through the Fact-Finding Missions Programme. Subject-Related Partnerships with Institutions of Higher Education in Developing Countries promote cooperation between universities in Germany and partner countries to improve the quality and relevance of university teaching in the respective countries. The Partnerships for the Health Sector in Developing Countries (PAGEL) focuses on strengthening the health sector in partner countries and mitigating the brain drain of professionals by supporting medical students in returning to their home countries. The programme Partnerships for Supporting Biodiversity in Developing Countries helps to maintain, restore and sustainably utilise biological diversity in partner countries through higher education cooperation in teaching and research.

The University-Business Partnerships programme was developed by the DAAD to build bridges between graduates and commercial enterprises. The programme funds partnerships between higher education institutions and business partners in Germany and in developing countries. Strengthening the labour market relevance of curricula and the support for start-ups are at the very heart of the university-business partnerships.

The DAAD also funds Centres of Excellence. Since 2016, seven Bilateral SDG Graduate Schools in Africa, Latin America and Asia have been contributing to implementing the Agenda 2030, working in close North-South partnerships to develop new solutions to reach the SDGs. By this means, future experts from developing countries are trained according to international standards, and partner institutions are supported in driving innovation. Topics include climate change adaptation, urban planning, innovative pharmacy or peace research. The five centres of excellence in the Higher Education Excellence in Development Cooperation – exceed programme have established specialised global networks of

universities in Germany and developing countries. The centres at German universities support the partner institutions in teaching, research and consulting on central topics of the Agenda 2030 (food security, health, water, resource protection, decent work). The Centres of African Excellence programme has been establishing bilateral centres to improve the quality of teaching and learning at higher education institutions in Africa, build research capacities, and connect African and German higher education institutions. Topics include the law of the East African community and human rights and also mining and environmental engineering.

In the field of higher education management, the Dialogue on Innovative Higher Education Strategies (DIES) programme run by the DAAD and the German Rectors Conference (HRK) supports higher education institutions in developing and emerging countries in professionalizing institutional management procedures and improving the quality and relevance of study programmes. In DIES training courses, higher education management staff receive further training on topics such as faculty, research and financial management. DIES dialogue events offer an opportunity to discuss current reform issues in higher education management at the regional and supra-regional levels. DIES projects in selected areas promote the development of transnational sustainable structures. DIES partnerships support modern higher education management and structural innovation at universities.

The DAAD also collaborates with a wide range of partners, such as stakeholders of bilateral development cooperation. For example, the DAAD is involved in a joint programme with the GIZ and the Kreditanstalt für Wiederaufbau (KfW) at the Pan-African University (PAU).

#### Inspirational example: Stronger reference to the Agenda 2030 and the SDGs

The DAAD explicitly links the funding programmes and supported activities with the Sustainable Development Goals 2030. The Agenda 2030 works as a substantial basis for the design of the programme portfolio: a new partnership programme merging three previous programmes structured on the basis of SDGs will be launched in 2021.

<https://www.daad.de/en/the-daad/what-we-do/sustainable-development/>

[https://static.daad.de/media/daad\\_de/der-daad/kommunikation-publikationen/standpunkte/daad\\_perspektive\\_nachhaltigkeit\\_engl.pdf](https://static.daad.de/media/daad_de/der-daad/kommunikation-publikationen/standpunkte/daad_perspektive_nachhaltigkeit_engl.pdf)

[https://imperia.daad.com/medien/der-daad/medien-publikationen/publikationen-pdfs/2018\\_ez\\_flyer\\_engl\\_neu\\_1118\\_s13.pdf](https://imperia.daad.com/medien/der-daad/medien-publikationen/publikationen-pdfs/2018_ez_flyer_engl_neu_1118_s13.pdf)

#### Inspirational example: Results-oriented monitoring system

In 2014, the DAAD introduced a comprehensive [result-oriented monitoring system](#) to further improve the quality and transparency of its work. The system focuses on project, programme and general policy level evaluations and quality assurance. The evaluations are also publicly available on the DAAD website.

The results-oriented monitoring for the DAAD programmes in development cooperation comprises three core elements:

- a programme-specific interactive structure visualising the funding logic of the programme,
- indicators that make it possible to measure the achievement of objectives at the various impact levels, and
- collection tools by which data for checking the indicators is generated (e.g. the annual report from the universities, evaluation sheets, DAAD scholarship holder surveys).

<https://www.daad.de/en/the-daad/who-we-are/monitoring-evaluation/>

[https://static.daad.de/media/daad\\_de/pdfs\\_nicht\\_barrierefrei/der-daad/wer-wir-sind/daad\\_monitoring\\_und\\_evaluationskonzept\\_extern.pdf](https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/der-daad/wer-wir-sind/daad_monitoring_und_evaluationskonzept_extern.pdf)

### Inspirational example: In-country/in-region scholarships

With the **In-Country/In-Region programme**, the DAAD supports the training of future professionals and managerial staff **in developing countries**, in particular university teachers. Support is available for postgraduate programmes and doctorates. The objective of the programme is to qualify graduates for taking on positions of responsibility in development-related areas in teaching and research. It also aims to promote the participation of women and disadvantaged groups and strengthen the organisational, financial, and personnel capacities of the partner institutions.

<https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/in-countryin-region-programme-in-developing-countries/>

### Inspirational example: Identifying alumna as change agents

In the area of individual funding, evaluations enable substantiated statements to be made on the medium and long-term impact of scholarship programmes motivated by development policy. A large-scale alumni survey in collaboration with the University of Oldenburg shows that scholarship holders from developing countries funded by the DAAD develop personally and professionally and initiate important change processes in their home countries. As so-called change agents and disseminators, they are actively involved in solving global challenges.

[https://static.daad.de/media/daad\\_de/pdfs\\_nicht\\_barrierefrei/der-daad/daad\\_entwicklungszusammenarbeit\\_absolventenbefragung.pdf](https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/der-daad/daad_entwicklungszusammenarbeit_absolventenbefragung.pdf)

### Inspirational example: University-Business Partnerships

The **University-Business Partnerships programme** supports practice-oriented degree programmes that are relevant to the labor market and suit the local context. The programme contributes to strengthening the work-based approach to higher education in Ethiopia, Cote d'Ivoire, Ghana, Morocco, Rwanda, Senegal, and Tunisia in specific thematic areas.

<https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/university-business-partnerships/>

## What can we learn from the DAAD's approach?

- DAAD exercises a comprehensive approach with a spectrum of targeted activities based on common strategic goals;
- DAAD is taking the Agenda 2030 as a strong reference for the impact orientation and even for the basis for the programme design;
- In the general approach to programme development, there is a shift towards sustainable development and knowledge exchange instead of development cooperation;
- In programme portfolio development, a shift to funding global networks rather than bilateral partnerships—starting with regional networks but growing to more global networks to develop global solutions;
- Investing in result-oriented monitoring and strengthening the programme-level and policy-level evaluation structures;
- Presence in the target areas to support comprehensive approach and linkages;
- Integration of capacity-building action with research activities;
- Identified the need to further develop donor harmonization and the desire to develop joint cooperation initiatives at the European level to support complementarity;
- Supporting more south-south cooperation and in-country/in-region activities to support capacity development in the partner countries;
- Emphasizing the quality of the selection processes, giving focus on previous performance and reciprocity on the project and institutional levels to enhance sustainability.

### 3.3 Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku)

#### General overview

Source of information: [Diku website](#) and interview

Diku<sup>2</sup> is the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education. It aims to strengthen the quality of Norwegian education. Diku promotes development and innovation in education, encourages international cooperation, and digital learning methods. Diku also promotes international cooperation and mobility at all levels of education and strengthens Norway's position as an attractive cooperation partner and study destination internationally. Diku serves as the national agency for international cooperation in education and training, as well as the national competence and information centre on internationalisation in education. Diku is an agency under the Norwegian Ministry of Education and Research. In addition, Diku administers programmes for the Norwegian Ministry of Foreign Affairs, the European Commission, and the Nordic Council of Ministers.

The title of the strategy 2020–2024 aligns with Diku's vision: *Better Education for a Sustainable Future*. The strategy emphasizes areas considered to be of particular importance for the Norwegian education sector in the coming years and where Diku's decisions and priorities will be significant for the development of incentives and measures as well as knowledge. The UN Sustainable Development Goals make up the global framework for social development towards 2030 and will influence Diku's work in the strategic period of 2020–2024. In August 2019, Diku organised meetings where representatives from other agencies and organisations were invited to provide input to the strategy. Along with suggestions from Diku employees and partner organisations, this created the foundation for the strategy. The priority areas for 2020–2024 are the following:

- Change competency and social involvement
- Lifelong Learning
- Teaching and assessment practices
- Strengthened quality in education through Erasmus+
- Good and sustainable services

Under the priority area of *change competency and social involvement*, Diku will be a driver to ensure that education increasingly provides competence for dealing with change and for active participation in a society facing great challenges. Diku strives to do this in the following ways:

- The UN Sustainable Development Goals shall have an impact on the content and organisation of Diku's incentives and measures.
- Diku's measures and incentives shall stimulate cooperation across subject fields, disciplines, industries, and sectors.
- Diku's measures and incentives shall increase the digital competence of students and teachers.
- Diku's measures and incentives shall encourage active forms of teaching, where students, researchers, teachers, and society work together to solve challenges.

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2 Diku is since 1 July 2021 HK-dir, Norwegian Directorate of Higher Education and Skills

- Diku shall strengthen 'the Norwegian model' for Artistic Research and further develop the Norwegian Artistic Research School.
- Diku shall promote international cooperation and mobility for enhanced quality in education and convey knowledge-based information about this cooperation.
- Diku shall develop and convey knowledge-based information on how international cooperation and exchange lead to change competency, active citizenship, and intercultural skills.
- Diku shall develop and convey knowledge-based information on how international cooperation can contribute to the development of the primary and secondary school curricula, especially with respect to the core subjects and interdisciplinary themes.

Diku administers the Norwegian Partnership Programme for Global Academic Cooperation NORPART, which aims to contribute towards enhancing the quality of higher education in Norway and selected partner countries in the Global South through academic cooperation and mutual student mobility. NORPART was established in 2016. It is funded by the Ministry of Education and Research and the Ministry of Foreign Affairs.

NORPART contributes to the UN's 2030 Agenda and the Sustainable Development Goals (SDGs) and aligns itself with relevant Norwegian policy documents, such as the following white papers: *A World of Opportunities – International student mobility within higher education (2020–21)*, *Long-term plan for research and higher education 2019–2028 (2019-18)*, *Quality culture in higher education (2016–17)*, *Education for development (2013–14)*, and *Common Responsibility for Common Future – the Sustainable Development Goals and Norway's Development Policy (2016–17)*.

NORPART's project portfolio for the programme period 2022–2026 consists of 39 eligible partner countries in Africa, Asia, and Latin America. In addition to the 39 eligible partner countries, selected higher education institutions in South Africa are eligible. The total funds available in this call are NOK 170 million (EUR 17 million), including NOK 30 million (EUR 3 million) for financing full degree master's scholarships in Norway for students from the partner institutions in the Global South. When this report was written, the call for applications was running until the end of May 2021.

NORPART supports projects that:

- Strengthen partnerships for higher education between partner countries in the Global South and Norway
- Increase the quality and internationalization of academic programmes at participating institutions
- Increase the mobility of students from countries in the Global South to Norway, including mobility in connection with work placements
- Increase the mobility of students from Norway to countries in the Global South, including mobility in connection with work placements

NORPART is one of several interventions to support academic collaboration between Norway and the Global South. Synergies with other programmes may improve the results and impact of NORPART and contribute to the sustainability of institutional partnerships. To ensure that common goals are met effectively, NORPART will complement Norwegian support with international cooperation and capacity-building in higher education and research (e.g., Norad's NORHED programme, the Research Council of Norway's NORGLOBAL programme, and other Diku programmes), as well as with participation in the EU's Horizon Europe and Erasmus+ programmes.

### Inspirational example: Norwegian Partnership Programme for Global Academic Cooperation NORPART

NORPART has a holistic approach that combines capacity-building, student mobility, partnerships, institutional cooperation, and summer schools. Projects to be funded are expected to contribute to all project activities to achieve the programme's objectives. This is also seen as contributing to the institutionalisation of partnerships.

It is also emphasized that NORPART is not solely a capacity-building programme but also focuses on the internationalisation of Norwegian higher education institutions. Scholarships and student mobility are an essential part of NORPART, and student mobility is especially supported at the political level.

The long-term aim of the Norwegian government is that international student mobility shall be an integral part of all study programmes at Norwegian institutions and that 50% of the Norwegian student population shall undertake a mobility exchange to a country outside Norway as part of their degree. In line with the Norwegian government's policy, increased mutual student mobility continues to be a core element in NORPART, with emphasis on the mobility of students from partner countries in the Global South to Norway.

<https://diku.no/en/programmes/norpart-norwegian-partnership-programme-for-global-academic-cooperation>

## What can we learn from this approach?

- NORPART as a holistic approach with coherence between development policy and HE internationalization policy and joint funding from different ministries, combining capacity-building, student mobility, partnerships, institutional cooperation, and summer schools.
- The wide range of activities requested through the partnerships can support the institutionalization of the partnership
- In comparison to larger projects and highly competitive calls for proposals, targeted and smaller project options provide possibilities to support countries with less developed or even collapsed higher education systems and/or crisis areas to ensure a more inclusive approach
- More inclusiveness at the project level can be supported by including activities for BA-level students as well as concretely including marginalized students with fewer opportunities as the target groups

## 3.4 Norwegian Agency for Development Cooperation (Norad)

Source of information: [Norwegian Agency for Development Cooperation website](#) and interview

### General overview

The Norwegian Agency for Development Cooperation (Norad) is a directorate under the Norwegian Ministry of Foreign Affairs. The Sustainable Development Goals provides the framework for Norad's work. <https://www.norad.no/globalassets/publikasjoner/publikasjoner-2021/norads-strategy-towards-2030.pdf>

In 2015, Norad administered approximately NOK 4.7 billion. In 2020, this increased to just over NOK 18 billion. This constituted almost half of the Norwegian development aid budget for 2020 and the majority of long-term development cooperation.

Higher education and research are priority areas of Norway's development cooperation policy. Sound, strategic investments in higher education and research lay the foundation for the development of countries' intellectual resources, competent workforces, visionary leaders, gender equality, human rights, and democracy. Higher education institutions also play an important role in ensuring evidence-based policies and practices that are key to the structural transformation required to achieve the United Nations' 2030 Agenda for Sustainable Development.

Norad supports North-South-South university partnerships for projects on capacity development in higher education and research through NORHED II. NORHED aims to strengthen the capacity of higher education institutions in developing countries to produce higher-quality graduates, more and higher-quality research, and more inclusive higher education for the programme period 2021–2026. NORHED II funds 60 projects under selected thematic areas in 12 Norwegian partner countries for a project period of three to six years. The programme combines different components such as scholarships, study programmes, staff capacity-building, research, infrastructure and outreach activities, and interlinkages exist between these components.

#### Inspirational example: Coordination at the management level

In Phase II of the programme, projects are funded through consolidated agreements with Norwegian higher education institutions at the central level. Funding can also be made available for institutional collaboration between partner institutions at the management level for capacity development beyond individual projects. This strategic approach is especially emphasized when there are several ongoing NORHED projects under the same southern partner institution to ensure complementarity and synergies between the different projects as well as encouraging strategic involvement and commitment from the management level of the institutions.

### What can we learn from Norad?

- SDGs provide an overall framework for the NORHED II programme
- To facilitate collaboration between partners, NORHED II has established a Teams channel to share documents with the Norwegian agreement partners (jointly and individually)
- The supported projects are researcher-initiated (bottom-up approach), and this has been a very important principle
- The NORHED programme supports South-South cooperation and network-building between partners from the Global South

## 3.5 Dutch organisation for internationalisation (Nuffic)

### General overview

Source of information: [Nuffic website](#) and interview

Nuffic is the Dutch organisation for internationalisation in education. It is an independent foundation that receives funding from the Ministry of Education, Culture and Science, the Ministry of Foreign Affairs, and the European Commission. Nuffic also operates as a National Agency for Erasmus+. Nuffic has its head office in The Hague and the Netherlands Education Support Offices (Nesos) in 9 countries, namely Brazil, China, India, Indonesia, Mexico, Russia, South Korea, South Africa, and Vietnam.

The organisation can be described as an intermediary, a mix of expertise, and an implementation organisation. In their strategy for 2020–2025, Nuffic outlines their focus according to the following topics:

- *Linking pin: We bridge the gap between our clients on the one hand and the education sector and knowledge institutions at home and abroad on the other.*
- *Implementation and policy: We are an organisation that implements large-scale grant programmes such as the Orange Knowledge Programme and Erasmus+. As a knowledge organisation, we are able to contribute to internationalisation policies thanks to our practical experience.*
- *Wide reach: We are a flexible, customer-oriented organisation with a wide reach, covering everything from primary to higher education in the Netherlands, Europe and worldwide. We are ready to take on new assignments and seize opportunities to expand our portfolio.*

The Orange Knowledge Programme (2017–2022) is a Dutch funding programme that contributes to societies' social and economic development by strengthening knowledge and skills of professionals and organisations. That is achieved through focusing on education in collaboration with Dutch knowledge organisations. The aim of the Orange Knowledge Programme is based on the Netherlands' development cooperation policy. The programme is funded by the Dutch Ministry of Foreign Affairs. With a budget of 220 million euros, it currently covers 38 countries.

The programme offers opportunities in fields related to the priority themes of the Dutch government:

- Food and nutrition security
- Water, energy and climate
- Sexual and reproductive health and rights
- Security and the rule of law

In addition, the following cross-cutting themes are important in all participating countries:

- Private sector development
- Inclusivity of women and marginalised groups
- Environment

The Holland Scholarship is a scholarship programme for individuals. The Holland Scholarship is meant for international students from outside the European Economic Area (EEA) who want to do their bachelor's or master's in the Netherlands; it also funds Dutch students to study abroad. This scholarship is financed by the Dutch Ministry of Education, Culture and Science as well as several Dutch research universities and universities of applied sciences. The Holland scholarship has a simple funding model: the scholarship amounts to 5,000 euros, and it can only be received once.

The NN Future Matters Scholarship programme is an example of cooperation between higher education institutions and company-sponsored scholarships. The scholarship programme is meant for first-generation students who need financial support for their studies. The scholarships are for international and Dutch students to study in the Netherlands in the fields of finance, risk management, and economics.

The MENA Scholarship Programme (MSP) offers scholarships to professionals for short courses in the Netherlands. It also has a Tailor-Made Training component. The main aim of the MSP scholarships is to contribute to sustainable economic development and governance in the selected countries. It also aims at building capacity within organisations by enabling employees to take part in short courses in the Netherlands.

#### **Inspirational example: The Orange Knowledge Programme**

The Orange Knowledge programme, launched in 2017, is a new integrated approach to providing international education and training. It serves as an example of a holistic approach combining several financial instruments into one program.

'We have a more holistic approach, integrating and orchestrating our instruments more to local demands. For instance, if a country needs strong development in Food and Nutrition Security, we design specific calls on that theme for institutional collaboration projects, but we also try to align group training courses and select people in these sectors specifically for individual scholarships. In the past, the instruments (scholarships, group training, institutional collaboration projects and alumni events) were implemented in separate programmes. Now these are interlinked.'

Technical and Vocational Education and Training (TVET) institutions and universities of applied sciences are encouraged to participate, as there is a stronger focus on employability and private sector development. Nuffic states that TVET institutions are at a slight disadvantage in participating in the projects since they do not have the means and experienced staff to submit complex proposals and can find the process intimidating. Nuffic is trying to encourage them by engaging them to join in consortia. In addition, the higher education institutions with more experience in submitting proposals are invited to cooperate with TVET institutions and universities of applied sciences.

The Orange Knowledge Programme consists of four types of funding:

- institutional collaboration projects,
- group training,
- individual scholarships for mid-career professionals, and
- alumni activities.

<https://www.nuffic.nl/en/subjects/orange-knowledge-programme/orange-knowledge-programme-overview>

#### **Inspirational example: Multilateral collaboration**

In developing its portfolio, Nuffic follows a strategic approach to move from traditional capacity-building programmes to multilateral collaboration and consortia with other European funding organisations. To strengthen this strategy, Nuffic is currently in the process of undertaking the EU Pillar Assessment to become an implementing partner with the European Commission under indirect management.

#### **Inspirational example: Ex-post evaluation 3-5 years after the end of the projects**

Ex-post evaluation is conducted 3 to 5 years after the project completion to demonstrate the impact of the project. The funding of 5,000 euros is reserved for this reporting, which requires projects to consider how to monitor and collect data after the project period and make them think about the impact.

### Inspirational example: Local offices – local expertise

Nuffic has international offices in 9 different countries that are strategically important for Dutch higher education: Brazil, China, India, Indonesia, Mexico, Russia, South Africa, South Korea, and Vietnam. They were set up with funding from the Dutch Ministry of Education, Culture, and Science, and they focus on various activities such as promoting Dutch Higher Education and outbound mobility, providing services for alumni networks and facilitating cooperation in vocational training and other funding programmes. Further, Nuffic has expanded their presence by opening offices in Lebanon and Jordan as well as representatives in Ethiopia and Benin. The South Africa and Indonesia offices are working on capacity development in addition to their tasks under the Dutch Ministry of Education. It has been a strategic choice for Nuffic to invest in local offices and shift some of the programme management towards these partner countries, as the local offices bring clear added value to Nuffic's operations. The local offices help to contextualize and localize the development of the funding programmes to meet the local needs. Also, local expertise is often very valuable in managing the programmes because the local offices have better access and knowledge of the various aspects in the partner countries, and local expertise is often needed to tackle possible issues during the implementation process. Moreover, in the funding programmes of Nuffic, an equal partnership between Dutch and southern organisations is a requirement. However, this may not always be so visible in practice. The Nuffic local offices are partly established to tackle this issue and give better support to the local partners and bring their expertise into use.

As a result of a change in national strategies related to the internationalization of education, some of the offices will be closing in the coming years, and other offices will engage in additional or new tasks based on need and available funding.

<https://www.nuffic.nl/en/subjects/about-us/international-offices>

## What can we learn from Nuffic?

- The Orange Knowledge Programme is a holistic approach, aiming to adjust to the context and needs of the partner countries
- The Orange Knowledge Programme has built-in flexibility. Nuffic has reserved in the contracting stage a part of the budget for flexible spending. This allows adapting the programme to new policy priorities. This approach has been expanded to other programmes managed by Nuffic to allow more flexibility and versatility
- Experience in company-sponsored scholarships
- The growing role of TVET in the education sector (vocational education included in the Orange Knowledge Programme)
- Focus on wider partnerships and multilateral collaboration combining higher education and the VET sector
- Alignment with local government initiatives and policies, with donors working in the same country
- Digitalisation: a joint research initiative with the British Council. The research is trying to identify how digitalization and education are interlinked in Africa and what interventions could be done to support the development and build capacity for both
- Importance of analysing the impact of the activities and programmes
- Strengthened presence in partner countries through the Nuffic local offices

## 3.6 Swedish Institute

Source of information: [Swedish institute website](#) and interview

### General overview

The Swedish Institute is a public agency under the Ministry for Foreign Affairs that promotes interest and trust in Sweden around the world. Their role is to implement national-level policies by focusing on strengthening the capacity of partner countries to implement Agenda 2030.

SI works in the fields of culture, education, science, and business to strengthen international relations and development. SI's operations are financed mainly by the Ministry for Foreign Affairs. MFA sets the national-level strategies. The strategy that guides SI's activities within development cooperation is a strategy that encompasses both SI and SIDA for the funding period (2018–2022), but the organisation themselves plan and implement the activities according to the framework set in the strategy.

The SI is a functional organisation in which the activities are structured according to the tools used. SI does not have a bilateral agreement with any partner country, but they concentrate on building networks with its various activities. Priority countries are not defined by MFA, but SI defines the eligible countries in each programme according to the data and experiences from previous years. Before starting any new programme, SI conducts a pre-survey in the respective country to analyse the potential impact of the programme.

SI strengthens the capacity of partner countries by combining activities of mobility and leadership programmes, alumni networks, and communication measures. The focus is on long-term, reciprocal cooperation, and diverse activities. Interesting examples of funding instruments provided by SI are different leadership programmes, alumni network activities and scholarship programmes.

Depending on the programme, SI often implements the programmes itself instead of being commissioned by external organisations. This approach supports sustainability and independence when the implementation of the programmes does not depend on external organisations. SI also has a close partnership with Swedish universities that carry out leadership programmes on behalf of SI.

Central to all activities of SI is a strong communication perspective and close collaboration with embassies. Part of SI's funding is used for communication to promote Sweden. SI offers "Tool kits" with communication material that can be shared in partner countries, for example, by the embassies. SI works closely with the embassies and provides them with ready-made communications material, especially for their social media. Embassies are also closely involved in local alumni network activities.

### Inspirational example: Alumni Network

Alumni Network is for people who have previously received a scholarship from the Swedish Institute for studies in Sweden, participated in a Leadership Programme, or participated in summer courses financed by the SI. The Alumni Network includes more than 16,000 individuals from over 140 countries. The network supports the alumni's role of changemaker in their own countries after their studies in Sweden. A sustainability approach drives the idea behind the network, as the highly skilled individuals around the world and trained in Sweden are excellent contacts for Sweden.

The local alumni networks operate on a voluntary basis. Networks have boards that decide on the operations of the network. Board members are not paid salaries, but SI facilitates the networks by offering a small amount of money to keep the networks active. The money is not the motivating factor for the board members but it keeps the network active and sustained. SI provides the platform and resources, but members of the networks address topics that are relevant to their countries. SI also provides alumni with an entry point for embassies. Swedish embassies are active stakeholders in the alumni networks.

<https://si.se/en/si-alumni-network/>

### Inspirational example: Strengthened focus on SDGs

According to the *Strategy for capacity development, partnership, and methods that support the 2030 Agenda for sustainable development*, which guides the work of SI for 2018–2022, the activities of the institute are to contribute to a stronger capacity among actors in partner countries to work for the implementation of Agenda 2030. The activities of SI are thus directly linked with Agenda 2030.

Moreover, the activities, such as the leadership programme, are planned according to the specific SDGs that are based on Sweden's strengths: Goal 5 – Gender equality; Goal 8 – Economic sustainability; and Goal 16 – Equal Society. The leadership programmes carried out are chosen to contribute to these goals. The monitoring of the results is also followed by the indicators of the chosen SDGs.

<https://si.se/en/our-strategy/>

## What can we learn from the Swedish Institute?

- SI has a flexible approach to designing activities and a diverse portfolio of different programmes. Possible changes to the objectives of the programmes, eligible target groups, partner countries, and themes are made when necessary, and Swedish embassies are consulted in these cases.
- SI has a strong focus on Agenda 2030 and on those goals/themes in which Sweden has clear strengths. Each programme focuses on certain SDGs, and the programmes are monitored against these SDGs.
- SI strengthens the capacity of partner countries with mobility activities combined with an alumni network and a strong focus on communication measures
- Close collaboration with embassies in all activities and programmes is emphasized, and SI provides them with ready-made communication material to be disseminated in the partner countries.

## 3.7 Swedish Council for Higher Education (UHR)

Source of information: [Swedish Council for Higher education: About us](#) and interview

### General overview

The Swedish Council for Higher Education (UHR) works to improve standards in Swedish education by providing people with opportunities to participate in international exchanges and cooperation. Via UHR's programmes, higher education institutions can apply for funding for projects conducted in partnership with other countries. These international activities aim to contribute to the quality of education in Sweden and enhance the capacities of the involved stakeholders. UHR also operates as a National Agency for Erasmus+.

The UHR's programmes are funded by the European Commission, the Nordic Council of Ministers, SIDA, and the Swedish state. The UHR annual budget for international programmes is approximately 65 million euros, of which 80% is covered by Erasmus+ programmes. As far as possible, UHR tries to adjust the funding portfolio so that the different funding programmes complement each other (i.e., national funding programmes vs. Erasmus+ programmes).

The national funding portfolio for the higher education sector includes the Linnaeus-Palme programme and the Minor Field Study programme, which are administered by UHR and financed by SIDA. The overarching aim of programmes funded by SIDA is to combat poverty and contribute to global development. Linnaeus-Palme is a capacity-building programme for institutional cooperation, which funds around 100 projects annually in the health and education sectors. The Minor Field studies programme facilitates grants to around 700 Swedish students to do field studies in low- and middle-income countries as a part of their master's or bachelor's thesis.

In a recent year, there has been a shift of focus towards building partnerships and funding cooperation in the Global South instead of supporting Swedish students and building the Swedish resource base. The stronger focus on partnerships may also imply a changing role of UHR. Instead of being an administrator or granting agency of the funding programmes, their role may shift towards a partner that has a continuous dialogue with relevant stakeholders.

#### Inspirational example: Thematic follow-ups

UHR organises annual thematic follow-ups to harvest the outcome and impact of the projects by conducting thematic interviews. The annual follow-ups are part of the UHR monitoring and evaluation procedures and include programme areas not covered by the annual reports of the projects. The follow-ups focus on the outcome and impact at Swedish institutions among Swedish students and in partner countries.

### What can we learn from UHR?

- Target countries of the Linnaeus-Palme programme include all DAC countries because UHR does not want to limit the international collaboration of the HEIs to only certain countries.
- As a result of the evaluations, funding instruments are adjusted to be more flexible, lighter in administration, and with less bureaucracy.

- UHR organises annual thematic follow-ups to harvest the outcome and impact of the project under different themes.
- There is a political/strategical shift towards building partnerships and funding institutions in the Global South through Linnaeus-Palme instead of funding mobility of Swedish students through the Minor field study programme.
- UHR strives to promote synergies between the programmes and the ability of personnel to support different programmes.

### **3.8 Conclusions regarding support programmes for Global South partnerships in higher education**

The institutions and programme portfolios examined in this section have common themes and recommendations that should be emphasized when discussing the future perspectives of joint higher education cooperation with the Global South. In particular, the conclusions regarding support programmes for Global South partnerships in higher education are as follows:

- There is a clear shift towards a strengthened focus given on Agenda 2030 and the SDGs as a leading strategic foundation. The SDGs are not treated as one of the guiding strategies but as the most important basis and impact orientation of the funded activities.
- Further, there is a shift from funding bilateral cooperation initiatives to a more holistic, multilateral, network approach.
- Compared to larger projects and highly competitive calls for targeted proposals, smaller project options provide possibilities to support countries with less developed or even collapsed higher education systems and/or crisis areas to ensure a more inclusive approach
- Building activities for South-South cooperation and networks to support the capacity of local higher education institutions
- Close cooperation with their own embassies has proven to be very efficient in alumni activities and dissemination. Alumni activities identified as an important part of the sustainability of the programmes.
- A presence in target countries (such as local offices of the organization) can significantly support ownership, a needs assessment as well as local knowledge and ownership in the management of programmes.
- Flexibility of the programme portfolio with a variety of complementary actions supporting the strategic goals. More inclusiveness on the project level can be supported by including activities for BA-level students as well as concretely including marginalized students with fewer opportunities as the target groups.
- Wide consultations with the higher education community, including southern partners, when planning new initiatives ensures effective and needs-based activities.
- Selection of eligible countries based on wider consultation with higher education institutions
- There is an identified need and potential for gained benefits in increasing cooperation, coordination, and even launching joint initiatives between different European countries and their respective organisations to increase complementarity and synergies.
- More structures are needed to facilitate the national-level coordination and to seek complementarity between development policy and international strategy for higher education

## 4 JOINT CONCLUSIONS

The aim of this benchmarking exercise was to support the planning of a Finnish *globally responsible funding programme* in support of research, higher education, and capacity-building cooperation with southern partners, including scholarships for students and researchers coming from the Global South. According to the recommendations by the KV-foorumi, the programme should take into account the sustainable development goals and have geographic foci developed together with the partner countries or regions. (OKM 2020.) This study provides evidence-based information on the different approaches of programmes *for responsible, sustainable, and impactful partnerships in higher education and research cooperation with the Global South* in the selected benchmarking countries.

A selection of support programmes in research and research capacity-building and in higher education and capacity-building offered by 12 different institutions from five different countries (Belgium, Germany, the Netherlands, Norway, and Sweden) were included in the analysis. The examined programmes offer interesting insights into how sustainable, responsible, equal, and impactful partnerships can be supported. The analysis looked at the national strategies and policies behind the programmes, presented key aspects of the programme implementation (in Annex 2: Programme fact sheets), studied how multisectoral cooperation could be supported, and highlighted especially inspirational features related to programme monitoring, evaluation, and impact. The main findings form a set of good practices and identified trends, which are categorized below according to the key aspects that the study looked at.

### Policy coherence, joint funding, and national coordination

- 1) Policy coherence and joint funding between different ministries, higher education institutions (HEIs) and research institutes, and the private sector
  - Requires building structures for national coordination to allow for more efficient collaboration
  - Programmes are guided by implementing the institutions' own strategies, in addition to following different national alignments to a varying degree
  - Integrating diverse national policy frames and/or funding from different ministries is not a common practice in the programmes that fund research and research capacity-building, with the exception of some Norwegian programmes.
  - Most of the programmes funding higher education and capacity-building cooperation, as well as scholarships, integrate diverse national policy frames and/or funding from different ministries and HEIs.
- 2) Strengthened focus on Agenda 2030 and SDGs as a guiding policy frame and a general basis for the programme design
  - As an umbrella for responsible internationalization and development policy approaches
- 3) While many institutions are putting more and more emphasis on multilateral cooperation, many of them also maintain bilateral cooperation with certain priority countries
  - Bilateral collaboration can still take place in the frame of multilateral cooperation.

- There is an identified need and potential for gained benefits in increasing cooperation, coordination, and even launching joint initiatives between different European countries and their respective organisations to increase complementarity, synergies, and harmonization of the supported activities.
- 4) Variety of implementing organisations and focus of activities
- Peer programmes are implemented by either public agencies, foundations, or associations of HEIs. They focus on research funding, advancing higher education cooperation, and/or developing cooperation. And in some cases, they have a complementary focus including a few or all of the focus areas.
  - The implementation of the programme should include expert advice and possibly support for national networking since cooperation with the Global South and especially development cooperation is not the core action of HEIs or research institutes.

## **Selection of partner countries, and building needs-based cooperation strategies and reciprocity**

- 5) Selection of partner countries:
- Partner country selection is guided by the policy frame of the programme, either having a wider internationalization approach or focusing on the priority countries for development policy. But there are also mixed, flexible approaches, based on the already existing cooperation.
    - Either a wide approach, including low- and middle-income countries from the regions of Africa, Asia, Latin America and the Caribbean, and Oceania, OR
    - Selection of eligible partner countries based on policy priorities and broad consultation with HEIs and research institutes, emphasizing their priority partner countries and already existing cooperation.
- 6) Developing joint country strategies specific to HE and research cooperation, together with different actors working in specific countries and with local partners
- Wide consultations with HEIs, as well as other actors from the public and private sector, NGOs, and other donors working in a particular country
  - Integration of southern perspectives in the programme planning and implementation of a needs-based approach by
    - an alignment with relevant local government initiatives and policies,
    - including a consultation with southern partner HEIs,
    - establishing a panel of experts from the Global South to support the programme planning, and
    - supporting South-South cooperation as part of the collaboration.
  - This approach is not feasible with the wide approach to eligible partner countries, but in this case, regional strategies could be built instead.
- 7) A presence in target countries: important to support reciprocity, local needs assessment and ownership, and more sustainable impact and long-term partnerships through
- country offices
  - embassies with relevant resources
  - alumni networks as the basis for a wide range of collaboration and by supporting alumna as change agents, having close local collaboration through the embassies
  - by emphasizing the local HEI's role in the partnership and its management, especially in long-term cooperation schemes.

- 8) Reciprocity at the project level: The calls require reciprocity of partnerships at the project and/or institutional levels, which has to be shown in the proposals in the following ways:
- Having steering groups for projects in both countries, working together
  - Partners are actively involved from the proposal writing phase to the harvesting of the results and long-term impact, such as joint publications
  - Balanced contribution to proposed activities and frequent communications
  - Reciprocal mobility to and from both countries and by both senior and junior researchers/actors
  - Co-funding from partners requested when possible (and in certain cases required), aiming for balance, a win-win situation as well as a more sustainable collaboration through stronger partner commitment

## **Actions, focus, and scope of the programme**

- 9) Programmatic coherence for generating synergy and counteracting the fragmentation of resources
- Actions to be supported and funding modalities are guided by the policy frame of the programme, but most of the analysed institutions and/or programmes have a mixed and flexible approach, whereas some were focused on the priority actions, such as capacity-building, defined by development policy.
  - Cooperation and regular dialogue between projects funded under one programme: peer assessment and knowledge-sharing.
- 10) Flexibility of the programme portfolio, sensitive to different partner country contexts, with a variety of complementary actions supporting the strategic goals.
- 'One size does not fit all' principle: supporting partnerships with different needs, including targeted support for partnerships in a fragile context and the possibility to flexibly combine support for higher education and research.
  - Supported actions: Institutional HE cooperation and capacity-building, including research training and research; individual scholarships; grants for partnership-building and project preparation; alumni work; short-term professional training, innovation, and business partnerships.
  - More digital cooperation, but at the same time bridging the gap in skills, resources, and infrastructure.
  - A wide range of activities requested from the partnerships can support the institutionalization of the partnership.
- 11) Different levels of funding with both top-down and bottom-up approaches: larger national and institutional collaborations (including global networks), mid-level collaboration (departmental level), and individual scholarships and grants (researchers, research groups).
- Supporting researchers at different career stages, especially in the early career phase.
  - Supporting partnerships in their different stages to build a new partnership and strengthen and "harvest" the existing ones.
  - Respect for academic freedom should be kept in mind when planning a top-down approach.

- 12) Thematic focus
- The thematic focus of the programmes is guided by the policy frame of the programme, but many of the analysed programmes have an open thematic approach or use the wide thematic frame of the SDGs, whereas others are focused on the priority themes defined by the development policy or other national priority topics or “national strengths.”
  - Possibility to focus the programme or some of its components on certain SDGs, and the programme can be also monitored against the SDGs, recognizing, however, that an impact on the SDGs requires a very long-term approach.
  - Limitation of thematic focus should be based on the priorities and wide consultation of the HEIs in the Global North and Global South (re: country strategies).

## Fostering sustainability, impact, and multisectoral cooperation

- 13) Complementary funding for long-term partnerships and impact
- Large, long-term funding (5–6 years) is more likely to lead to an impact, but small- to mid-scale seed funding is a vital enabler of new partnerships.
  - Funding for large-scale projects usually allows for the inclusion of salary costs, whereas in the small- to mid-scale projects, the funding is only for the activities, equipment, travel, and scholarships, and no salaries are covered.
  - Making both ‘seed funding’ and ‘harvest funding’ available within the same instrument.
  - Awarding specific impact and innovation grants to enhance the impact of previously funded successful projects.
  - ‘Paving the way’ for researchers to later apply for larger funding, for example, the EU’s framework programme or the World Bank.
- 14) Approaches for achieving impact included in the project design and developed together with partners and stakeholders
- Interdisciplinary collaboration and enhancing national and international cooperation
  - Multisectoral engagement with practitioners, policymakers, and industry (when relevant) from both countries
  - Knowledge sharing, communications
- 15) Sustainable and inclusive impact
- Needs-based approach by fostering southern participation in programme planning and implementation and facilitating reciprocity and equality at the project level. (See above: *building needs-based cooperation strategies and reciprocity*.)
  - Holistic approach, with the focus on building capacities, including research training, both in Finland and the partner country, considering the lack of PhDs in the southern university staff
  - Inclusive approach to target groups: including activities for different levels of students (also BA-level) and stages of careers, as well as concretely including marginalised students with fewer opportunities
- 16) Realistic expectations for impact
- Impact usually takes years to develop, and individual projects cannot be expected to produce systemic change
  - Understanding that investing in internationalization and development always implies risks, and outcomes cannot be guaranteed

- Flexible approach: ensuring that results are achieved rather than ensuring that all activities are implemented as planned.

17) Multisectoral cooperation is strongly emphasized in the objectives of thematic, policy-driven programmes

- Inclusion of non-academic actors like NGOs and industry can be one evaluation criterion for projects
- Focus on the use of research-based knowledge and impact rather than on private economic interests

This set of identified trends and good practices can be utilised to create more concrete recommendations for building the Finnish *globally responsible funding initiative*. This requires adjusting them to the Finnish funding landscape and to the context and jointly defined objectives of the internationalization of Finnish higher education and research, and development cooperation. Furthermore, the programme -specific descriptions and inspiring examples found in this report can be used to support the planning of the concrete programme components and their implementation.

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# ANNEXES

## ANNEX 1. Guiding questions for the study

The guiding questions are grouped thematically below. Those marked with an asterisk (\*) were used as the basis of the key informant interviews. Some variations or complementary questions to these guiding questions were made depending on the background information available for each instrument.

### THEME 1: COUNTRY STRATEGY

- Guiding national policies and strategies
- Overview of the selection of programmes
- Complementarity: How do the different programmes complement each other and how is the complementarity assured in a country? (\*)

### THEME 2: PROGRAMME IMPLEMENTATION

- How are the programmes focused?
- Are there guiding strategies and documents?
- What are the cooperation modalities and objectives?
- What are the themes/topics?
- What kinds of actions are supported?
- Who are the partner countries and target groups?
- Funding rules and allocation
- Which actors are eligible for funding? Is there support for multisectoral cooperation?
- What is the amount and duration of funding?
- How often does specific funding lead to further projects and cooperation with the same or other funding? (\*)
- How is funding allocated to funded projects / actors? Is there guidance or rules for allocation of funding between funded partners? (\*)
- What are the contributions expected from the benchmarking countries' HEIs for the cooperation? How can the HEI support the sustainability of the partnership? (\*)
- What are the contributions expected from the partner countries' HEIs for the cooperation? (\*)
- Evaluation and selection process
- How are the supported partnerships selected?
- What are the criteria used for selection?

### THEME 3: MONITORING, EVALUATION, AND IMPACT

- What kind of impacts have been achieved or are expected?
- How is the impact of the activities and programme followed and assessed? What kind of programme level evaluation systems and cycles are in place? (\*)

## THEME 4: PARTNERSHIPS AND COOPERATION

- How does the country/programme support genuine reciprocity and respect between the cooperation partners and countries? (\*)
- Why do southern partner countries and institutions participate in the programme? What makes the programme attractive to them? (\*)
- What are the most important keys for success to achieve impactful partnerships? (\*)
- What will be the future approaches of the benchmarking countries/programmes? (\*)

## ANNEX 2. Programme fact sheets

### BELGIUM

Institution: Academy for Research and Higher Education (ARES)	
Programme/instrument	<b>Research Projects for Development</b>
Description	Research and knowledge dissemination projects
Objective(s)	To sustainably strengthen the research capacities of a partner HEI to address key local/national/regional development issues.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Development policy. Country strategies developed by ARES.
Partner region(s) or country/ies	Government priority countries: Benin, Burkina Faso, Burundi, Morocco, Niger, Rwanda, D.R., Congo, other ARES partner countries: Madagascar, Bolivia, Peru, Cambodia, Philippines, Cameroon, Cuba, Ecuador, Senegal, Haiti, Vietnam.
Eligible partners, target groups	At least 2 HEI's of the Wallonia-Brussels federation and 1 HEI from the 18 focus countries. The procedures for internal management and scientific, administrative, and financial implementation of the project are dealt with by a specific convention between north and south partners.
Total budget (year)	9,6 M € (2018)
Number of ongoing projects	96 ongoing projects (March 2021)
Budget per project/activity (min.-max.)	max. 350 000€ (3 years) or max. 500 000€ (5 years)
Duration of funding	3 or 5 years
Cooperation modalities and supported activities	<p>Collaborative research projects and projects which support or create development-oriented training. 5-year project proposals must include doctorates. Eligible costs: investments (equipment, vehicles, labs, etc.), personnel costs + scholarships, operational costs (operations, travel, accommodation, expedition, administrative costs). Mobility/exchange (North-South, or South-North). Costs of a preparation mission are also covered. The idea is that after the project ends, capacity has been built and that PhDs have been granted. The institutional capacity aspect is based on institutional strategy and needs, identified by the partner organization. Long-term stays in partner country of Belgian partner are not covered.</p> <p>Projects can award different kinds of scholarships: Study scholarship in Belgium and/or in Europe; Local study scholarship; South-South study scholarship (regional grant); Doctorate Scholarship; Stays in Belgium (maximum half the doctoral scholarship length); Local stays; Training scholarships (in Belgium, local training, or South-South training scholarship (regional grant); Travel grant for students from Higher Education Establishments from the Wallonia-Brussels Federation.</p>
Feature(s) of special interest (e.g. innovative aspects to highlight)	Country strategies. Long-term vision. Relatively long duration of projects. The programme does not cover salary costs for either the Belgian or usually the Southern partner. Focus on joint research, and building research capacity through doctorates. Projects can award scholarships.

Institution: Academy for Research and Higher Education (ARES)	
Programme/instrument	<b>Research Projects for Development</b>
More information	<a href="https://www.ares-ac.be/en/">https://www.ares-ac.be/en/</a>  <a href="https://www.ares-ac.be/en/cooperation-au-developpement/vision-mission-proche/instruments/projets-de-recherche-pour-le-developpement-et-projets-de-formation-sud-prd-pfs/appele-a-projets-de-recherche-et-de-formation">https://www.ares-ac.be/en/cooperation-au-developpement/vision-mission-proche/instruments/projets-de-recherche-pour-le-developpement-et-projets-de-formation-sud-prd-pfs/appele-a-projets-de-recherche-et-de-formation</a>

Institution: Fund for Scientific Research (F.R.S.-FNRS)	
Programme/instrument	<b>PINT-MULTI</b>
Description and Objective(s)	The PINT-Multi allow the financing of complete projects (personnel, equipment, operation, mobility) based on a multilateral project between a Wallonia-Brussels Federation researcher and those of other partner agencies of the networks. Since 2011, the F.R.S.-FNRS has been participating actively in international calls in all fields. Most of these calls come from European networks in close collaboration with the European Commission and focus on strategic themes or major societal challenges (ERA-Net's, JPI's and similar.)
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Multilateral international cooperation
Partner region(s) or country/ies	Depends on the network. Some focused specifically on cooperation with global south.
Eligible partners, target groups	Researchers from the Wallonia-Brussels Federation attached to one of the eligible institutions.
Total budget (year)	N/A
Number of ongoing or past projects	15 ongoing (2019)
Budget per project/ activity (min.-max.)	200 000€/project (F.R.S.- FNRS' share, each funding agency funds its own researchers, and projects can receive top-up from the EC.) Will be increased to 300 000€/project in Horizon Europe.
Duration of funding	3 years
Cooperation modalities and supported activities	Joint research projects. Personnel costs, operating costs, equipment, mobility.
Feature(s) of special interest (e.g. innovative aspects to highlight)	F.R.S.-FNRS also has a rather extensive instrument supporting inbound and outbound mobility of researchers, research stays as well as scientific missions.
More information	<a href="https://www.frs-fnrs.be/en/financements/credits-et-projets#pint">https://www.frs-fnrs.be/en/financements/credits-et-projets#pint</a>

Institution: Flemish Interuniversities Council – University Development Co-operation (VLIR-UOS)	
Programme/instrument	<b>South Initiatives (SI)</b>
Description	South Initiatives are short-term projects with a limited budget, initiated by academics/lecturers in a developing country in collaboration with academics/lecturers in Flanders. Other civil society actors in the South can be involved as well, but only as a supporting partner and not as an applicant or a formal co-promoter.
Objective(s)	Improving research and/or, improving educational practices in a partner institution(s) in the South and/or, generating and exchanging (guaranteeing the uptake of) knowledge through research, in order to contribute to the fight against poverty in the concerned region/country and in the end, to generate development change (impact) (mostly after the intervention).
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Development policy.
Partner region(s) or country/ies	Current partner countries. Africa: Burundi, Democratic Republic of the Congo, Ethiopia, Kenya, Morocco, Mozambique, Rwanda, South Africa, Tanzania, Uganda. Asia: Cambodia, Indonesia, Philippines, Vietnam. Latin America: Bolivia, Cuba, Ecuador, Nicaragua, Peru, Suriname. Note: not all countries eligible for every call.
Eligible partners, target groups	Academics/lecturers at a university, university college or a (national) non-profit research institute in a developing country in collaboration with academics/lecturers in Flanders, Belgium. Civil society actors in the South can be involved as well, but only as a supporting partner and not as an applicant or a formal co-promoter. SI can also be particularly interesting for young academics to get acquainted with higher education cooperation for development.
Total budget (year)	N/A
Number of ongoing projects	Currently 85 ongoing SI projects. 60 SI and JOINT projects were expected to be funded in the 2019 call.
Budget per project/activity (min.-max.)	Max. 70 000€
Duration of funding	Max. 2 years
Cooperation modalities and supported activities	Two types: Seed funding for new partnerships and harvest funding to enhance the impact of earlier projects. Stand-alone projects. Specific focus university colleges: • Practice-based research • Educational development.  Investments (equipment, vehicles, etc.), operational costs, personnel costs, scholarship costs, coordination costs.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Type and scope of funding not available in Finland. Cooperation also with selected mid-income countries.
More information	<a href="https://www.vliruos.be/en/project_funding/intervention_types_in_partner_countries/south_initiatives_(si)/89">https://www.vliruos.be/en/project_funding/intervention_types_in_partner_countries/south_initiatives_(si)/89</a>

Institution: Flemish Interuniversities Council – University Development Co-operation (VLIR-UOS)	
Programme/instrument	<b>TEAM projects</b>
Description	At departmental level. Academics in the South and North collaborate in a unique partnership, addressing specific development challenges. Often built on existing cooperation, to deepen the academic/scientific collaboration.
Objective(s)	Aim at generating developmental change (impact) by improving research and/or educational practices in a partner institution(s) in the South and by generating new knowledge, applications or service and creating the conditions for their uptake in order to contribute to the fight against poverty in the concerned region/ country and in the end, to generate development change (impact) (mostly after the intervention).
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Development policy. These projects align with the priorities of the local partner institute(s) at the policy level where the project was constituted (department or faculty). Alignment with country strategy.
Partner region(s) or country/ies	Current partner countries. Africa: Burundi, Democratic Republic of the Congo, Ethiopia, Kenya, Morocco, Mozambique, Rwanda, South Africa, Tanzania, Uganda. Asia: Cambodia, Indonesia, Philippines, Vietnam. Latin America: Bolivia, Cuba, Ecuador, Nicaragua, Peru, Suriname. Note: not all countries eligible for every call.
Eligible partners, target groups	Responsibilities with respect to the execution of the departmental projects are defined by an agreement between VLIR-UOS, the Flemish higher education institution to which the Flemish promoter is affiliated and the local partner institution or institutions to which the local partner(s) are affiliated (the tripartite agreement).
Total budget (year)	4,3M € (2018); 4,6 M€ (2019)
Number of ongoing or past projects	94 ongoing projects (2018)
Budget per project/ activity (min.-max.)	Max. 280 000 €
Duration of funding	For 4 years
Cooperation modalities and supported activities	TEAM projects emerge from a local development problem/need, which is addressed by one or more academics from a developing country that collaborate with one or more Flemish academics by taking part in a common initiative.  Eligible costs include investments (equipment, vehicles, etc.), operational costs, personnel costs, scholarship costs, coordination costs.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Aim at impact by improving research and/or educational practices. Relatively long duration of funding. Salaries not covered. Cooperation also with selected mid-income countries.
More information	<a href="https://www.vliruos.be/en/project_funding/intervention_types_in_partner_countries/cooperation_between_departments_in_flanders_and_the_south_team/88">https://www.vliruos.be/en/project_funding/intervention_types_in_partner_countries/cooperation_between_departments_in_flanders_and_the_south_team/88</a>

## GERMANY

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Alumni Special Projects for Germany Alumni from Developing Countries</b>
Description:	In the Alumni Special Projects programme professionals from developing countries who have been trained in Germany have the opportunity to come into contact with German representatives from academia and business at important trade fairs and conferences.
Objective(s):	The programme aims to extend the skills of alumni to resolve development-related issues. It also helps alumni engage with other alumni in academic networks both in their own country and internationally. At the same time, alumni often play an active role as disseminators for knowledge transfer. Ideally, they maintain long-term ties to Germany and cooperate with higher education institutions and companies in Germany. Finally, the programme is designed to further strengthen the expertise of the host universities in Germany in matters of development cooperation.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Thematic focus on <ul style="list-style-type: none"> <li>• Water / water management / waste water / waste / recycling</li> <li>• Nutrition / food security / food technology / rural development</li> <li>• Renewable energies / climate protection</li> <li>• Education / lifelong learning / information and communication technology</li> <li>• Medicine / public health</li> <li>• Biodiversity / ecology</li> </ul>
Number of ongoing or past projects:	In 2018, 225 alumni from developing and newly industrialised countries participated in further education seminars and trade fairs as well as in specialist conferences and conventions.
More information	<a href="https://www.daad.de/en/alumni/funding-programmes-for-alumni/alumni-special-projects/">https://www.daad.de/en/alumni/funding-programmes-for-alumni/alumni-special-projects/</a>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Bilateral SDG Graduate Schools</b>
Description:	The programme seeks to contribute to the Sustainable Development Goals (SDG) of the United Nations. Thus, partnerships between higher education institutions in Germany and developing countries are supported in order to establish SDG Graduate Schools in developing countries
Objective(s):	The programme's overall objective is to offer qualified postgraduate students high-quality training in development-related degree courses. In the short and medium term, the SDG Graduate Schools are expected to increase teaching capacities by incorporating information and communication technologies (ICT). Also research structures necessary for postgraduate education should be strengthened. The SDG Graduate Schools work together with relevant employers and stakeholders from politics, industry, and/or civil society, developing innovative financial and strategic concepts to ensure the sustainability of the graduate schools.

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Bilateral SDG Graduate Schools</b>
Guiding strategies or alignments (e.g. country strategy, thematic focus)	The programme is running since 2016 and aims to contribute to achieving the development goals by supporting university partnerships in establishing and implementing SDG Graduate Schools in developing countries. Professionals and lecturers trained at the graduate schools are expected to work on solving development-related problems. As the establishment of the graduate schools was the focus of the first funding phase, the work on issues like the implementation of the principal “leave no one behind” into the work of the graduate school and the question what is meant with sustainability when it comes to training of people will be focussed during the second funding phase.
Partner region(s) or country/ies	The regional focus is on Africa; there are four SDG Graduate Schools built up in Africa, two further in Latin America, and one in Asia. The partner universities can flexibly use a broad range of DAAD instruments for the establishment and further development of these SDG Graduate Schools.
Number of ongoing or past projects:	Currently seven SDG Graduate Schools are funded and started a second funding phase in 2021.
More information	<a href="http://www.daad.de/sdg-kollegs">http://www.daad.de/sdg-kollegs</a>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>The Centres of African Excellence</b>
Description:	The DAAD helps African universities establish centres of excellence, improve the quality of the education they provide, and increase their research capacities, thus enabling future decision-makers in Africa to be trained in line with international standards
Objective(s):	In the long term, the programme aims 2) to create centres that are internationally competitive on a sustainable basis and thus publicly visible and 3) to contribute to improving the functioning of socially relevant sectors in African countries as a result of activities performed by graduates in their role as decision-makers.
Cooperation modalities and supported activities	4) Ghanaian-German Centre of Excellence for Development Studies 5) Congolese-German Centre of Excellence for Microfinance 6) Namibian-German Centre of Excellence for Logistics 7) South African-German Centre of Excellence for Development Research 8) South African-German Centre of Excellence for Criminal Justice 9) Tanzanian-German Centre of Excellence for Law 10) East and South African-German Centre of Excellence for Educational Research, Methodologies and Management 11) Kenyan-German Centre of Excellence for Mining, Environmental Engineering and Resource Management 12) West African-German Centre of Excellence for Sustainable Rural Transformation 2) West African-German Centre of Excellence for Governance for Sustainable and Integrative Local Development
More information	<a href="http://www.african-excellence.de/home/">http://www.african-excellence.de/home/</a>

**Organisation: German Academic Exchange Service DAAD**

Programme/instrument:	<b>DAAD - Development-Related Postgraduate Courses</b>
Description:	<p>The DAAD funds a carefully chosen selection of programmes of particular interest to junior executives from developing countries. These degree courses, which consist of one to two years of concentrated study, provide young, academically-trained professionals in leading positions from developing countries with the opportunity to engage in postgraduate education and training in their particular field or profession. There are some PhD scholarships available.</p> <p>Courses are offered in the following fields:</p> <ol style="list-style-type: none"> <li>2) Economic Sciences/ Business Administration/</li> <li>3) Political Economics</li> <li>4) Development Cooperation</li> <li>5) Engineering and Related Sciences</li> <li>6) Mathematics</li> <li>7) Regional and Urban Planning</li> <li>8) Agricultural and Forest Sciences</li> <li>9) Natural and Environmental Sciences</li> <li>10) Medicine and Public Health</li> <li>11) Social Sciences, Education and Law</li> <li>12) Media Studies</li> </ol>
Budget per project/activity (min.-max.):	<ol style="list-style-type: none"> <li>2) Depending on academic level, monthly payments of 861 euros for graduates or 1,200 euros for doctoral candidates</li> <li>3) Payments towards health, accident and personal liability insurance cover</li> <li>4) Travel allowance, unless these expenses are covered by the home country or another source of funding</li> </ol> <p>Under certain circumstances, scholarship holders may receive the following additional benefits:</p> <ol style="list-style-type: none"> <li>5) Monthly rent subsidy</li> <li>6) Monthly allowance for accompanying members of family</li> </ol>
Duration of funding:	Duration of the funding 12 to 42 months (dependent on study programme)
More information	<a href="http://www.daad.de/epos">www.daad.de/epos</a>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Dialogue on Innovative Higher Education Strategies (DIES)</b>
Description:	The “Dialogue on Innovative Higher Education Strategies“ (DIES) programme is jointly coordinated by the German Academic Exchange Service (DAAD) and the German Rectors’ Conference (HRK) and funded by the Federal Ministry for Economic Cooperation and Development (BMZ). DIES offers a bundle of measures that foster professionalisation of institutional management processes, alignment of education to international quality standards and strengthening of research capacities. Moreover DIES-alumni are supported to pass on their acquired knowledge which furthers multiplication on a national level.
Objective(s):	<p><b>2) DIES training courses:</b> Participants from developing countries will acquire important skills in various areas of university management and implement individual reform projects as part of the multi-component course. The idea behind this is to initiate institutional change at the participants’ home universities</p> <p><b>3) DIES dialogue events</b> The target group of the dialogue events are political decision-makers in higher education, science, and research management, members of the university leadership staff, higher education managers of middle and upper leadership level, as well as national and international actors in development cooperation. Next to the exchange of expertise and good practices, it is the primary goal of this programme line to stimulate projects and initiatives on higher education reform in developing countries.</p> <p><b>4) DIES projects</b> DIES projects aim at improving the institutional higher education management as well as aligning the higher education systems with the national and regional development goals, so as to contribute to stronger and more international universities in developing countries in the long run.</p> <p><b>5) DIES partnerships</b> DIES partnerships will contribute to strengthening research and teaching structures at the partner universities and to consolidating cooperation between the participating universities and institutions. The programme will support German universities to collaborate with partners from developing countries and to implement their internationalisation strategies</p> <p><b>6) DIES Alumni</b> Tailor-made programmes for DIES alumni are intended to promote networking at national and regional levels and enhance the positive effect of DIES training courses, which are only available for a limited number of participants. In particular, DIES alumni may receive support to actively multiply the impact of university management topics at their home universities and share their newly gained knowledge in their home countries. National and regional alumni networks are established with the aim of developing sustainable structures to facilitate an exchange of experience between the participants of various DIES training courses.</p>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Dialogue on Innovative Higher Education Strategies (DIES)</b>
Cooperation modalities and supported activities	<p><b>7) DIES training courses</b> offer practical multi-part continuing education programmes for managerial staff at higher education institutions in developing countries</p> <p><b>8) DIES dialogue events</b> are conferences, seminars, and information visits that create forums for regional and transregional exchange on current reform topics in university management.</p> <p><b>9) DIES projects</b> each focus on one particular thematic area. They combine the DIES programme components dialogue events and training courses. This merge of tools is the key attribute of the DIES projects, along with the long-term cooperation with the regional partners. Here, the DAAD and the HRK themselves are usually engaged as cooperation partners.</p>
	<p><b>10) DIES partnerships</b> support cooperation between German higher education institutions and partners in developing countries in the area of university management and are aimed at bringing about structural improvements at the participating higher education institutions</p> <p><b>11) DIES Alumni</b> DIES supports its alumni from the various training courses and projects to pass on their acquired knowledge to their home universities and other universities in their country of origin, thus multiplying the impact at a national level</p>
Feature(s) of special interest (e.g. innovative aspects to highlight)	DAAD's direct involvement in some of the activities as cooperation partner; variety of supported activities
More information	<a href="https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/higher-education-management-dies/">https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/higher-education-management-dies/</a>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Excellence Centres for Exchange and Development - exceed</b>
Description:	The exceed programme – Excellence Centres for Exchange and Development was launched in 2009 with the aim of bringing together the involvement of German higher education institutions and their partners in developing countries and raising its public profile. The initiative also aims to make research and teaching cooperation between higher education institutions in Germany and in countries of the Global South more accessible to development cooperation.
Objective(s):	During the 2020-2024 funding phase, the programme aims to establish research priorities on topics relating to the 2030 Agenda for Sustainable Development at the participating higher education institutions. Another programme objective is for German higher education institutions to acquire expertise in development cooperation and for development-related networks to be established between the participating higher education institutions with the involvement of extramural actors. Furthermore, the programme aims to provide graduates with excellent qualification and to integrate graduates in the labour market.

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Excellence Centres for Exchange and Development - exceed</b>
Partner region(s) or country/ies	Africa, Asia and Latin America
Number of ongoing or past projects:	Currently, 12 interdisciplinary projects with different subject orientations are being funded.
More information	<a href="https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/exceed/">https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/exceed/</a>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>Fact-Finding Missions programme</b>
Description:	The Fact Finding Missions programme helps German university lecturers to meet potential cooperation partners in DAC countries. The aim is to use preparatory visits to set up long-term collaboration.
Objective(s):	Funding for fact finding missions aims to support collaboration with partners in developing countries at the university level. Fact finding missions are supposed to initiate long-term contractual partnerships at the department and/or institute level. Ideally, these will result in successful joint applications for funding in one of the DAAD partnership programmes.
More information	<a href="https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/fact-finding-missions/">https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/fact-finding-missions/</a>

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>The In-Country/In-Region programme</b>
Description:	<p>The In-Country/In-Region programme supports the training of future professionals and managerial staff in developing countries, in particular university teachers. Support is available for postgraduate programmes and for doctorates</p> <p>The In-Country/In-Region programme in developing countries contributes to training of highly qualified professionals and managerial staff for sustainable development in the partner countries and for the development of top-quality, cosmopolitan universities. The programme thus offers scholarships to future university teachers from developing countries for postgraduate courses and for doctorates. They study at universities in their home country or at highly qualified institutions in the region, some of which are organised in networks.</p>
Objective(s):	<p>The objective of the programme is to qualify graduates for taking on positions of responsibility in development-related areas in teaching and research. It also aims to promote the participation of women and disadvantaged groups and to strengthen the organisational, financial, and personnel capacities of the partner institutions.</p> <p>The partner universities and partner institutions in the respective countries are intermediaries, but profit directly from the programme through tuition fees.</p>

<b>Organisation: German Academic Exchange Service DAAD</b>	
Programme/instrument:	<b>The In-Country/In-Region programme</b>
Partner region(s) or country/ies	The regional focus of the programme is sub-Saharan Africa; however, very similar programmes are run in Central America, South America, South and South-East Asia, and the Middle East.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Support provided directly in the target regions. Support from the DAAD regional offices in the implementation.
More information	<a href="https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/in-countryin-region-programme-in-developing-countries/">https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/in-countryin-region-programme-in-developing-countries/</a>

<b>Organisation: German Academic Exchange Service DAAD</b>	
Programme/instrument:	<b>Leadership in Africa</b>
Description:	New scholarship programme funded by the German Foreign Office supporting the academic qualification and advancement of young African refugees and national scholars from selected countries as Ethiopia, Kenya, Uganda and Sudan at higher education institutions in Germany
Objective(s):	In times of conflicts and displacement in various African countries, the DAAD intends with this programme to contribute to the education of a future elite of leaders, who will be essential for the reconstruction and further development of their home countries
Partner region(s) or country/ies	Ethiopia, Kenya, Uganda and Sudan
Eligible partners, target groups	Young African refugees and national scholars in the selected target countries Leadership for Africa offers scholarships for Master studies in Germany to qualified applicants in all fields of study with the exception of medicine, veterinary medicine, dentistry, law, the arts and architecture. Public health is open for application in the field of medical studies.
Budget per project/activity (min.-max.):	55 scholarships (2021 selection)
Duration of funding:	2-year master programme scholarship
Cooperation modalities and supported activities	The programme supports 55 master's degrees at German universities, with the exception of the subjects of human, veterinary and dental medicine, as well as law, art, music and architecture
Feature(s) of special interest (e.g. innovative aspects to highlight)	Providing targeted scholarships for refugee students; higher education in emergencies
More information	<a href="https://www.daad.de/en/the-daad/what-we-do/sustainable-development/funding-programmes/funding-programmes-for-students-a-z/leadership-for-africa/">https://www.daad.de/en/the-daad/what-we-do/sustainable-development/funding-programmes/funding-programmes-for-students-a-z/leadership-for-africa/</a>

<b>Organisation: German Academic Exchange Service DAAD</b>	
Programme/instrument:	<b>Material Resources Programme for Institutions of Higher Education in Developing Countries</b>
Objective(s):	<p>The programme is intended to promote and strengthen partnerships between higher education institutions. Its goal is to establish sustainable higher education structures in the areas of teaching, research and development in developing countries, and to improve the service range offered by higher education institutions. In doing so, it is also meant to counteract brain drain of university members.</p> <p>Another objective of the programme is to support activities in the context of the alumni programme for developing countries in a targeted manner. Provision of devices and other non-monetary resources enable former DAAD scholarship holders and other alumni to continue the research work they took up at German higher education institutions.</p>
Cooperation modalities and supported activities	<p>Funding can be applied for devices and non-monetary resources that are necessary for establishing teaching and research capacities. Fee-based access to specific research databases can also be funded, to allow for a connection to the current status of knowledge and research.</p> <p>All endeavours must be related to a specific application-oriented research or teaching project that is relevant with regard to development policy.</p>
More information	<a href="https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/material-resources-programme-for-institutions-of-higher-education-in-developing-countries/">https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/material-resources-programme-for-institutions-of-higher-education-in-developing-countries/</a>

<b>Organisation: German Academic Exchange Service DAAD</b>	
Programme/instrument:	<b>The University-Business Partnerships programme</b>
Description:	Since 2012, the programme University-Business-Partnerships between Higher Education Institutions and Business Partners in Germany and in Developing Countries has supported practice-oriented degree programmes relevant to the labour market that are cutting-edge and suit the local context
Objective(s):	The Programme aims to promote the transfer of knowledge between higher education institutions and the industry in order to contribute to the interlinking of institutions of higher education and the industry and to expand the dialogue. In the medium term, the programme contributes to ensuring that higher education is better adapted to the requirements and developments of the labour market. The transfer of knowledge between university and industry is to be promoted so that graduates are better able to meet the requirements and trends of the labour market.

Organisation: German Academic Exchange Service DAAD	
Programme/instrument:	<b>The University-Business Partnerships programme</b>
Partner region(s) or country/ies	<p>Ethiopia: Textile industry, food processing industry</p> <ul style="list-style-type: none"> <li>• Cote d'Ivoire: information and communication technology/technology (incl. renewable energy and energy efficiency), biotechnology, agricultural sciences, mechanical engineering</li> <li>• Ghana: agro-business/food processing industry, automotive industry, renewable energies, governance/law</li> <li>• Morocco: automotive industry, agri-food industry, renewable energies, information and communication technology, logistics, water management</li> <li>• Rwanda: economics (economy), information and communication technology, tourism, sustainable urban development, mobility concepts (incl. electric mobility), creative industries/film, economy/ statistics</li> <li>• Senegal: agro-business/food processing industry, information and communication technology/digital economy</li> <li>• Tunisia: automotive industry, aeronautics, digital economy, tourism, textiles, renewable energies</li> </ul>
Eligible partners, target groups	Higher Education Institutions and Business Partners in Germany and in Developing Countries
More information	<a href="#"><u>University-Business-Partnerships between Higher Education Institutions and Business Partners in Germany and in Developing Countries - DAAD</u></a>

## THE NETHERLANDS

Institution: Netherlands Organisation for Scientific Research (NWO)	
Programme/instrument	<b>SDG Interactions and Policy Interventions in Developing Countries (NWA) under WOTRO Science for Global Development</b>
Description	This research programme aims to encourage research focusing on Sustainable Development Goals (SDG) interactions and policy interventions in developing countries. The consortia should work in an inter- and transdisciplinary manner, internationally and across the entire knowledge chain.
Objective(s)	The aim of the research programme is to gain new insights into the interdependencies between the Sustainable Development Goals, the way in which they can influence each other - positively or negatively - and what and their effects and impact is on policy interventions. The Dutch foreign trade and development cooperation policy is partly based on assumptions on this process, but they need to be further investigated. For example, research is expected to provide tools for integrated and better substantiated policies for achieving the SDGs worldwide.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	<p>Policy on Foreign Trade and Development Cooperation, which is guided by the SDG agenda. The policy promotes four closely connected objectives: preventing conflict and instability; reducing poverty and social inequality; promoting sustainable and inclusive growth and climate action worldwide; enhancing the Netherlands' international earning capacity. Three themes are elaborated within the programme.</p> <p>'SDG Interactions and policy Interventions in Developing Countries' is part of programme line 2 of the Dutch Research Agenda (NWA) programme. The NWA pathway Sustainable Development Goals for inclusive global development is a research agenda established in 2016 to promote integrated and comprehensive analyses and understanding of SDG interactions, both synergies and trade-offs. The initiator of this research programme is the Netherlands Ministry of Foreign Affairs. The programme is managed by NWO-WOTRO Science for Global Development.</p>
Partner region(s) or country/ies	<p>At least one of the countries of the Netherlands policy on Foreign Trade and Development Cooperation in (mainly) the four focus regions: the Sahel, the Horn of Africa, the Middle East and North Africa and in the focus countries (Iraq, Lebanon and Jordan) of the Netherlands Ministry of Foreign Affairs. The Ministry has a development cooperation partnership with the following 27 countries:</p> <ul style="list-style-type: none"> <li>• Least-developed countries with which the Netherlands maintain a broad SDG collaboration: Afghanistan, Burkina Faso, Burundi, Ethiopia, Mali, Niger, Palestinian, South-Sudan, Uganda, Yemen;</li> <li>• Low and middle income partner countries for specific themes: Bangladesh, Benin, Egypt, Iraq, Jordan, Kenya, Lebanon, Mozambique, Somalia, Tunisia; - Partnership countries as part of broader foreign policies: Algeria, Chad, Libya, Mauritania, Morocco, Nigeria, Senegal.</li> </ul>

Institution: Netherlands Organisation for Scientific Research (NWO)	
Programme/instrument	<b>SDG Interactions and Policy Interventions in Developing Countries (NWA) under WOTRO Science for Global Development</b>
Eligible partners, target groups	Minimum requirements: One main applicant holding a senior position at a research organisation located in the Netherlands; At least one applicant holding a senior position at a research organisation located in the partner country(ies); One practitioner organisation located in the targeted partner country(ies). Practitioner organisations include any type of organisation, other than research or higher education organisations, including public organisations, as well as private non-profit organisations such as NGOs, cooperatives, social movements, unions and civil society organisations), etc.
Total budget	A total budget of 6.15 million euros is available for this call (not yearly), of which a maximum of 150 000 euros is reserved for proposal elaboration workshop grants. An additional programme budget of a maximum of 0.5 million euros will be invested in programme-wide activities (cross-cutting programme knowledge brokering initiative and joint programme group). Not mentioned whether there will be another call.
Number of ongoing or past projects	N/A, the call has just closed in Jan 2021
Budget per project/activity (min.-max.)	Max. 2 M€
Duration of funding	Max. 5 years
Cooperation modalities and supported activities	Joint research (both senior and junior researchers' salaries, research leave costs, research uptake activities, project management, material costs (goods/services, travel and accommodation, implementation costs (event organisation, data management, audit costs). At least 15 percent of the project budget should be earmarked for research uptake costs, including policy dialogues, stakeholder management and communication, both in the Netherlands and in the research country(ies). Applicants must budget for the Monitoring, Evaluation and Learning requirements in this programme and for the contribution to and participation in the cross-cutting knowledge brokering and synthesis/upscaling objectives of this programme. A maximum of 5 percent of the project budget may be reserved for project management.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Long-term projects with a substantial budget. Policy-driven, focused on SDGs. Strong emphasis on impact. Multisectoral cooperation is a requirement. An Impact Plan that sets out the potential for impact of the proposed research is required, including an iterative research approach with frequent policy dialogues. Theory of change and impact pathway approach should be used. Approaches for achieving impact must be integrated in the research design and conducted by the consortium in engagement with end users, such as practitioners, policymakers, and industry.
More information	<a href="https://www.nwo.nl/en/researchprogrammes/dutch-research-agenda-nwa/thematic-programming-nwa/sdg-interactions-and-policy">https://www.nwo.nl/en/researchprogrammes/dutch-research-agenda-nwa/thematic-programming-nwa/sdg-interactions-and-policy</a>

<b>Institution: Netherlands Organisation for Scientific Research (NWO)</b>	
Programme/instrument	<b>Research programmes in cooperation with the Knowledge Platforms of the Dutch MFA (2013-2020) under WOTRO Science for Global Development</b>
Description and objective(s)	Through these research programmes the Netherlands Ministry of Foreign Affairs invested in a robust knowledge base to inform policy on international development cooperation by supporting research and the development and exchange of knowledge. The knowledge platforms respond closely to the needs of development policy and practice by bringing together policymakers, researchers, civil society organizations and private sector organizations on the five main themes of Dutch development cooperation policy: security and the rule of law, inclusive economic development, food security, water, and sexual and reproductive health and rights. WOTRO facilitated the research component within the knowledge platforms of the Ministry of Foreign Affairs. The knowledge platforms aimed to form a robust knowledge base on international cooperation by supporting research and the development and exchange of knowledge. The programmes have concluded.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Development policy guided the thematic focus of the programmes: food & business research, sexual and reproductive health and rights, security and rule of law, research for inclusive development in Sub-Saharan Africa.
Partner region(s) or country/ies	Food & Business Research: low and middle income countries. The Security & Rule of Law research programme: low and middle income countries. The Sexual and Reproductive Health and Rights research programme: Bangladesh, Burundi, Jordan. Research for Inclusive Development in Sub-Saharan Africa programme: Sub-Saharan Africa.
Eligible partners, target groups	Depending on theme and call. Partner institutions from countries/regions above.
Total budget (per programme)	The Sexual and Reproductive Health and Rights research programme: 5,7 M€. Research for Inclusive Development in Sub-Saharan Africa programme: 8 M€. Budget not per year but per programme. Others: N/A
Number of ongoing or past projects	The Sexual and Reproductive Health and Rights research programme: 12 Security & Rule of Law in Fragile and Conflict-Affected Settings: 42 Research for Inclusive Development in Sub-Saharan Africa programme: 17
Budget per project/activity (min.-max.)	In the range of approx. 0,5 M€ per project, except for Food&Business: 50 000€ to 300 000€
Duration of funding	Food&Business: 6 months to 3 years. Others: N/A
Cooperation modalities and supported activities	Depending on theme and call.

Institution: Netherlands Organisation for Scientific Research (NWO)	
Programme/instrument	<b>Research programmes in cooperation with the Knowledge Platforms of the Dutch MFA (2013-2020) under WOTRO Science for Global Development</b>
Feature(s) of special interest (e.g. innovative aspects to highlight)	Policy-driven approach. Capacity building and knowledge sharing with the project partners and other stakeholders form a crucial element of the projects. Food&Business Research: Collaboration between practitioners and research organisations and between public and private parties is expected to facilitate the utilisation of research results, thus contributing to new products, policies and practices. The project partners - for example industry, ministries, local governments, farmer cooperatives and NGOs - are involved from the research proposal stage onwards.
More information	<a href="https://www.nwo.nl/en/wotro-science-global-development">https://www.nwo.nl/en/wotro-science-global-development</a>  See also: <a href="http://www.knowledgeplatforms.nl">http://www.knowledgeplatforms.nl</a>

Institution: Netherlands Organisation for Scientific Research (NWO)	
Programme/instrument	<b>The Merian Fund under WOTRO Science for Global Development</b>
Description	The Merian Fund is a fund for international cooperation with emerging science nations. Research collaboration under the Merian Fund is characterised by an impact-oriented approach towards broad societal challenges and aims to contribute to the achievement of the United Nations Sustainable Development Goals worldwide. Hence, the research is interdisciplinary in nature and involves societal partners throughout the process.
Objective(s)	More international collaboration is needed to tackle transnational and global challenges. Research that contributes to tackling grand societal challenges, such as the seventeen Sustainable Development Goals (SDGs), requires collaboration with countries where the challenges are the most evident and where a contribution to the solutions is the most effective.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	National research agendas and the Agenda 2030. Within the Merian Fund, coherent interdisciplinary programmes are developed together with the partner countries. Research projects in these programmes jointly contribute to solutions as well as realising the SDGs. The coherency between projects generates synergy and counteracts the fragmented deployment of resources. The collaboration is characterised by an impact-focused approach towards broad societal themes; a contribution to the Sustainable Development Goals and national agendas such as the Dutch Research Agenda and the Knowledge and Innovation Covenant.
Partner region(s) or country/ies	Within the Merian Fund, NWO currently collaborates with Brazil, China, India, Indonesia, and South Africa. Cooperation takes place within the framework of bilateral agreements. The Merian Fund has seven partners in five countries: FAPESP (Brazil), NSFC and CAS (China), DST and DBT (India), RISTEKBRIN (Indonesia) and NRF (South Africa). WOTRO Science for Global Development is responsible for the implementation of the calls.

<b>Institution: Netherlands Organisation for Scientific Research (NWO)</b>	
Programme/instrument	<b>The Merian Fund under WOTRO Science for Global Development</b>
Eligible partners, target groups	Depending on Call and partner country, 1-2 Dutch research organizations, 1-2 research organizations in the partner country and 1 non-academic partner (NGO, industry). Proposals should be characterised by equal partnership and sustainable collaboration between the (Southern) and Dutch partners. This includes inter-institutional cooperation, a balanced contribution to the proposed research, and frequent exchange between the partners, including exchange visits by both senior and junior researchers. Equity and reciprocity the collaboration should be vividly brought out in the proposal and should be averdant through appropriate complementary.
Total budget (year)	Max. 1,5 M€ per call. The frequency and size of the programmes depend on the availability of funds at NWO and at the partner organisations.
Number of ongoing or past projects	5 ongoing
Budget per project/activity (min.-max.)	Varies depending on partner country and institution, but tends to be in the range of 700 000€-750 000€ for the Dutch partner (NWO's share) and an equivalent amount for the Southern partner (covered by local funder).
Duration of funding	Max. 5 years
Cooperation modalities and supported activities	Salaries, research visits, joint events, impact-related activities. Projects are expected to organise a maximum of four exchange research visits (in total) of a minimum of three months each for PhD students and/or post docs, and of minimum three weeks each for senior researchers from both sides.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Strong emphasis on impact and stakeholder engagement. Emphasis on equal partnerships and sustainable collaboration between the Southern and Dutch partners. Long-term projects. Programmatic coherence: Principal Investigators, researchers and other consortium members are expected to contribute to knowledge exchange and knowledge utilisation at call level, and to participate in and contribute to the meetings organised for that purpose. This includes a joint kick-off and midterm workshop with all projects of the Call, as well as a final conference. This is in addition to the activities organised by the individual projects for this purpose.
More information	<a href="https://www.nwo.nl/en/researchprogrammes/merian-fund">https://www.nwo.nl/en/researchprogrammes/merian-fund</a>

<b>Institution: Netherlands Organisation for Scientific Research (NWO)</b>	
Programme/instrument	<b>WOTRO Impact and Innovation Grants</b>
Description	The WOTRO Impact and Innovation Grants offer researchers from projects (previously) funded by WOTRO Science for Global Development the opportunity to enhance the societal impact of the project or to develop an innovative socially relevant research idea based on the findings of the project.

Institution: Netherlands Organisation for Scientific Research (NWO)	
Programme/instrument	<b>WOTRO Impact and Innovation Grants</b>
	WOTRO Science for Global Development realises that ideas for new research or for the inclusion of research results often only arise in the final phase of the research or even after the research project has formally ended, because scientific research often follows unpredictable paths. Therefore, funding can be requested for projects that build on previously funded WOTRO projects.
Objective(s)	These projects promote research uptake and societal impact or initiate innovative research derived from the findings of previously funded WOTRO projects.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Development policy. Focus is on enhancing the impact of already existing or previous projects.
Partner region(s) or country/ies	Partner countries/regions of previously funded projects. Developing countries.
Eligible partners, target groups	Researchers can submit an application if they: Hold a doctorate; And are a former PhD or postdoc researcher financed by an eligible previously funded NWO-WOTRO research project from which they use the research results for their current proposal; And have an appointment period with a research organisation in the Netherlands or any other country for the entire term of the impact project.
Total budget	1,2 M€/one-off call
Number of grants	Min. 24 Impact and/or Innovation Grants
Budget per project/activity (min.-max.)	20 000 - 50 000€
Duration of funding	6 months to 2 years
Cooperation modalities and supported activities	Personnel, material and travel costs. For the WOTRO Impact and Innovation Grants there are no requirements or obligations on the type of activities. All activities that strengthen the societal impact of the earlier research results or focus on developing an innovative societally relevant research idea that stems from the findings of the (previously) funded NWO-WOTRO project are eligible for funding.
Feature(s) of special interest (e.g. innovative aspects to highlight)	An innovative, impact-driven grant modality. This was a one-off call for proposals, launched in 2020. Applicants were also assessors in the WOTRO Impact and Innovation Grants assessment process: they assessed each other's proposals. The applications will be divided into two clusters (cluster Societal Impact Grants and cluster Innovation Seed Grants) on the basis of the cluster indicated by the applicants on the application forms. Within each of the two clusters, two groups will be made that assess each other. The WOTRO Steering Committee decides on the funding.
More information	<a href="https://www.nwo.nl/en/researchprogrammes/wotro-impact-and-innovation-grants-0">https://www.nwo.nl/en/researchprogrammes/wotro-impact-and-innovation-grants-0</a>

Institution: NUFFIC	
Programme/instrument	<b>The Orange Knowledge Programme (OKP)</b>
Description	<p>The programme aims to contribute to a society's sustainable and inclusive development by offering access to education and training to professionals and organisations</p> <ul style="list-style-type: none"> <li>• Orange Knowledge Programme: Institutional collaboration projects: grants for collaboration projects that will strengthen the vocational and higher education sector in specific countries</li> <li>• Orange Knowledge Programme: Individual scholarships for mid-career professionals: giving Dutch education institutions the opportunity to offer scholarships to mid-career professionals from eligible countries, to study in the Netherlands.</li> </ul>
Objective(s)	<p>The aim of the programme:</p> <ul style="list-style-type: none"> <li>• strengthens knowledge and skills of professionals active in the priority fields through scholarships and training</li> <li>• builds the capacity of organisations in higher education and TVET (Technical Vocational Education &amp; Training), in collaboration with Dutch knowledge institutions</li> <li>• to foster and support alumni as change agents contributing to development</li> </ul>
Guiding strategies or alignments (e.g. country strategy, thematic focus)	<p>Thematic focus</p> <ul style="list-style-type: none"> <li>• Food and nutrition security</li> <li>• Water, energy and climate</li> <li>• Sexual and reproductive health and rights</li> <li>• Security and the rule of law</li> </ul> <p>Cross-cutting themes:</p> <ul style="list-style-type: none"> <li>• Private sector development</li> <li>• Inclusivity of women and marginalised groups</li> <li>• Environment</li> </ul>
Partner region(s) or country/ies	<p>38 eligible countries; GROUP A (all funding instrument available): Bangladesh, Benin, Burundi, Colombia, Egypt, Ethiopia, Ghana, Indonesia (no scholarships), Iraq, Jordan, Kenya, Mali, Mozambique Myanmar, Palestine Territories, Rwanda, South Africa, Tanzania Tunisia, Uganda, Vietnam GROUP B (no institutional collaboration project): Afghanistan Burkina Faso, DR Congo, Guinea, Guatemala, Lebanon, Liberia Niger, Nigeria, Senegal, Sierra Leone, Somalia, South Sudan, Sudan Suriname, Yemen, Zambia</p>
Eligible partners, target groups	<p>Educational organisation: Higher Education and Vocational education Mid-career professionals Alumni</p>
Total budget (year):	In total 220 million euros for 2017-2022= 44 million euros per year
Number of ongoing or past projects:	in 2019 35 institutional collaboration projects and 1669 individual scholarships

Institution: NUFFIC	
Programme/instrument	<b>The Orange Knowledge Programme (OKP)</b>
Budget per project/activity (min.-max.)	Institutional collaboration: 620 000-1,9 million euros for a duration of up to 4 years  Scholarships: e.g. studying in the NL, subsistence allowance 970 €/month, travel cost reimbursement 1100-1800 € For a two year Master's programme, the total amount including tuition fees and allowances adds up to about €55.000
Duration of funding:	Institutional collaboration calls for one year  Scholarships for max 24 months, short courses for 12-365 days
Cooperation modalities and supported activities	Consists of 4 types of funding: <ul style="list-style-type: none"> <li>• institutional collaboration projects</li> <li>• group training</li> <li>• individual scholarships for mid-career professionals</li> <li>• alumni activities</li> </ul>
More information	<a href="https://www.nuffic.nl/en/subjects/orange-knowledge-programme">https://www.nuffic.nl/en/subjects/orange-knowledge-programme</a>

Institution: NUFFIC	
Programme/instrument:	<b>Holland Scholarship</b>
Description:	The Holland Scholarship is meant for international students from outside the European Economic Area (EEA) who want to do their bachelor's or master's in the Netherlands
Partner region(s) or country/ies	Outside EEA
Eligible partners, target groups	For non-EEA international students for a full-time bachelor's or master's programme at one of the participating Dutch higher education institutions.
Budget per project/activity (min.-max.):	5000 euros for 1 year
Duration of funding:	1 year and can be only received once
Cooperation modalities and supported activities	Bachelor or Master studies in Holland
Feature(s) of special interest (e.g. innovative aspects to highlight)	"Simple" funding instrument, not many restrictions related to country or degree.
More information	<a href="https://www.studyinholland.nl/finances/holland-scholarship">https://www.studyinholland.nl/finances/holland-scholarship</a>

Institution: NUFFIC	
Programme/instrument:	<b>NN Future Matters Scholarship</b>
Description:	The NN Future Matters Scholarship programme is meant for first generation students who need financial support for their studies. The master's degree programme is a full-time programme in the field of finance, risk management, economics, data science, entrepreneurship or IT at one of the participating Dutch research universities.

Institution: NUFFIC	
Programme/instrument:	<b>NN Future Matters Scholarship</b>
Objective(s):	<p>NN, a financial services company, is stating that one of their priorities is to build the economic capabilities of young people. Based on social responsibility, NN is aiming to provide young people in need with access to their facilities and expertise.</p> <p><i>“At NN, one of our priorities is to build the economic capabilities of today’s young people. We take this social responsibility very seriously, and are pleased to offer young people who need support access to our means and expertise.”</i></p>
Partner region(s) or country/ies	Belgium, Bulgaria, Czech Republic, Greece, Hungary, Japan, the Netherlands, Poland, Romania, Slovakia, Spain and Turkey
Eligible partners, target groups	<p>First-generation academic, i.e. parents or guardians don’t have a bachelor’s degree (or equivalent).</p> <p>Eligible study fields: Finance, Risk management, Economics, Data science or Entrepreneurship.</p> <p>Preferably, selected students have not yet studied or worked abroad.</p>
Budget per project/activity (min.-max.):	<p>The scholarship consists of an amount of € 5,000 (except for students from Turkey and Japan) and a mentorship.</p> <p>The scholarship for Turkish and Japanese students is larger (up to a maximum of € 20,000) due to higher tuition fees for non-EEA countries.</p>
Feature(s) of special interest (e.g. innovative aspects to highlight)	Example of a cooperation between Higher Education institutions and companies, company-sponsored scholarship
More information	<a href="https://www.nuffic.nl/en/subjects/scholarships/nn-future-matters-scholarship">https://www.nuffic.nl/en/subjects/scholarships/nn-future-matters-scholarship</a>

## NORWAY

Institution: The Research Council of Norway (RCN)	
Programme/instrument	<b>Programme Norway-Global Partner NORGLOBAL-2 (2016-2023)</b>
Description	Funds high quality research within the field of international development. Builds on the previous, NORGLOBAL-1 (2009–2014) programme. Besides research funding, the programme also includes three coordination and support mechanisms: Research projects, Researcher Network on International Development, and Support for organizing events.
Objective(s)	Aims to contribute to progress towards the SDGs. Primary objective: 8) Research-based knowledge of high quality on poverty reduction and sustainable development informing development policies, development programmes, private sector investments and further research. Secondary objectives: 9) Increased production of high-quality, research-based knowledge with a potential impact on poverty reduction and sustainable development. 10) Increased dissemination of research-based knowledge to policy makers, relevant stakeholders and the public in Norway and internationally. 11) More research-based knowledge translated into policy and practice. 12) Increased and improved dialogue and cooperation between researchers, policy makers, the private sector and civil society. 13) Strengthened capacity of Norwegian researchers and research institutions. 14) Strengthened cooperation between Norwegian and leading international researchers, including researchers in developing countries.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Foreign and development policy, that focuses on working towards achieving the SDGs. Priorities: education, health, humanitarian aid, support to fragile states and security, business development and job creation, taxation, and climate, environment and renewable energy, ocean. NORGLOBAL-2 has a challenge-based approach.
Partner region(s) or country/ies	All ODA eligible countries. Priority given to projects focusing on one or several of the 16 partner countries of Norway. Long-term development cooperation partners: Colombia, Ethiopia, Ghana, Indonesia, Malawi, Mosambik, Myanmar, Nepal, Tanzania, Uganda. Partner countries in stabilization and conflict prevention: Afghanistan, Mali, Niger, Palestina, Somalia, South Sudan.
Eligible partners, target groups	Norwegian research institutes, universities, and other research environments. All projects must include international partners and are open to partners from anywhere in the world, if they include also partners from the 16 partner countries listed above. Equitable nature of the partnerships throughout the project life cycle emphasized.

Institution: The Research Council of Norway (RCN)	
Programme/instrument	<b>Programme Norway-Global Partner NORGLOBAL-2 (2016-2023)</b>
Total budget (year)	Estimated 8,8 M€ for the 2021 call and 7,9 M€ in 2022.
Number of ongoing projects	39 research projects funded through 3 calls by the end of 2019. Currently (2021) 6-7 networks running.
Budget per project (min.-max.)	0,4-1,2 M€/project
Duration of funding	3-6 years/project
Cooperation modalities and supported activities	Joint research. Salaries and indirect expenses, for doctoral and post-doctoral research fellowships, max. three person-years. Procurement of R&D services. Equipment. Operating expenses, incl. research stays abroad for doctoral and post-doctoral fellowship owners.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Thematic, policy-driven approach. Seeks to increase interdisciplinary collaboration and enhance national and international cooperation. Multidisciplinary cooperation also emphasized in objectives. Connection to the framework programme made in the programme portfolio, and researchers encouraged to apply for EU funding. Yearly call. Long duration of projects, up to 6 years. Emphasis on equitable nature of the partnerships throughout the project life cycle.
More information	<p><b>Global development and international relations portfolio</b>  <a href="https://www.forskningradet.no/en/about-the-research-council/Portfolios/Global-development-international-relations/">https://www.forskningradet.no/en/about-the-research-council/Portfolios/Global-development-international-relations/</a></p> <p><b>NORGLOBAL-2 Work programme</b>  <a href="https://www.forskningradet.no/siteassets/programmer/programplaner/norglobal-work-programme.pdf">https://www.forskningradet.no/siteassets/programmer/programplaner/norglobal-work-programme.pdf</a></p>

Institution: Norad	
Programme/instrument:	<b>NORHED II</b>
Description:	NORHED is the Norwegian Programme for Capacity Development in Higher Education and Research for Development. NORHED aims to strengthen the capacity of higher education institutions in developing countries to produce higher-quality graduates, more and higher-quality research, and more inclusive higher education.
Objective(s):	The intended impacts of the NORHED programme are: 2) Better qualified workforce 3) Applied sustainable solutions and practices 4) Evidence-based policies 5) Enhanced gender equality and inclusion
Guiding strategies or alignments (e.g. country strategy, thematic focus)	Thematic focus: 2) Education and Teacher Training 3) Health 4) Climate Change and Natural Resources 5) Political and Economic Governance 6) Humanities and Social Sciences 7) Energy
Partner region(s) or country/ies	12 Norwegian partner countries in Africa, Asia and Latin America

<b>Institution: Norad</b>	
Programme/instrument:	<b>NORHED II</b>
Eligible partners, target groups	HEIs in Norway and in partner countries. Eligible partners must be HEIs accredited by in-country national authorities. Other relevant actors (both in Norway and developing countries) can be included as project partners in partnership with an accredited HEI”
Total budget (year):	NOK 1,1 billion for 6 years (ca. 100 million €)
Number of ongoing or past projects:	A total of 60 projects have been awarded funding (2021-2026)
Budget per project/ activity (min.-max.):	Approx. NOK 9-20 million (ca. 900 000-2 million €)
Duration of funding:	3–6 years
Cooperation modalities and supported activities	For example: joint research, competence building of academic and administrative staff, improved teaching methodology, Master’s/PhD study programmes, fellowships, gender mainstreaming, small-scale infrastructure, systems strengthening and outreach activities.
Feature(s) of special interest (e.g. innovative aspects to highlight)	A key feature of NORHED is that it combines higher education and research. Employability, digitalization, inclusion, and gender equality are emphasized.  Very similar to the Finnish HEI ICI programme but with remarkably higher budget and longer project period.
More information	<a href="https://www.norad.no/norhed-ii">NORHED II (norad.no)</a>

<b>Institution: DIKU</b>	
Programme/instrument:	<b>NORPART - Norwegian Partnership Programme for Global Academic Cooperation</b>
Description:	Enhances the quality of higher education in Norway and developing countries through academic cooperation and mutual student mobility
Objective(s):	<ol style="list-style-type: none"> <li>2) Strengthened partnerships for education and research between partner countries in the Global South and Norway</li> <li>3) Increased quality and internationalisation of academic programmes at participating institutions</li> <li>4) Increased mobility of students from countries in the Global South to Norway, including mobility in connection with work placements</li> <li>5) Increased mobility of students from Norway to countries in the Global South including mobility in connection with work placement</li> </ol>
Guiding strategies or alignments (e.g. country strategy, thematic focus)	NORPART contributes to UN’s 2030 Agenda and the Sustainable Development Goals (SDGs) (especially SDG 4, 5 and 17) and align itself with relevant Norwegian policy documents, such as the white papers.
Partner region(s) or country/ies	39 eligible partner countries in Africa, Asia and Latin America + selected HEIs in South Africa
Eligible partners, target groups	HEIs in Norway and in partner countries, Mobile and non-mobile master’s and PhD students in Norway and the Global South

Institution: DIKU	
Programme/instrument:	<b>NORPART - Norwegian Partnership Programme for Global Academic Cooperation</b>
Total budget (year):	For 2022-2026: NOK 170 million (1,6 million €), including NOK 30 million (2,9 million €) for financing of full degree master's scholarships in Norway for students from the partner institutions in the Global South
Number of ongoing or past projects:	Currently (2017-2023) 46 projects in 24 partner countries, 50 scholarships
Budget per project/activity (min.-max.):	For 2022-2026: Each project may be awarded up to NOK 6 million (592 000 €) in project funding. In addition, each project can apply for funding of a limited number of full degree master's scholarships.  The budget for a two-year degree scholarship is approximately NOK 350 000 per student (34 000 €)
Duration of funding:	5 years
Cooperation modalities and supported activities	<ol style="list-style-type: none"> <li>2) Joint curriculum development, courses, study programmes and degrees</li> <li>3) Development of educational methods and materials (including digitalisation)</li> <li>4) Improvement of systems for approval and recognition of education from partner institutions (credit transfer)</li> <li>5) Dissemination activities</li> <li>6) Student participation in research activities/projects</li> <li>7) Joint teaching and supervision, including guest lecturing</li> <li>8) Joint project assignment for students</li> <li>9) Joint field courses, intensive courses, and summer schools</li> <li>10) Joint workshops/seminars</li> <li>11) Courses/trainings/study visits for academic and administrative staff</li> <li>12) Collaboration with partners from public and private sectors, NGOs, and local communities</li> <li>13) Student work placements</li> <li>14) Student mobility, Full degree master's scholarships for students from the Global South.</li> </ol>
Feature(s) of special interest (e.g. innovative aspects to highlight)	Student mobility through academic partnerships is a core element in the programme, with emphasis on the mobility of students from partner countries to Norway. Mobile students will prosper academically and gain an international understanding, intercultural competence, and access to international networks. They will bring new perspectives back to their home institutions, thus contributing to internationalisation at home.
More information	<a href="#"><u>NORPART - Norwegian Partnership Programme for Global Academic Cooperation</u></a>

## SWEDEN

Institution: The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)	
Programme/instrument	<b>Mobility Grants for Internationalisation</b>
Description and Objective(s)	The aim of Mobility Grants for Internationalisation is to strengthen Swedish research and higher education by developing and establishing international partnerships. The programme supports projects of high scientific quality which are clearly contributing to the activities of participating institutions.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	STINT strategy. Sweden does not have a national internationalization strategy for HE and research, although a related inquiry with recommendations was made in 2018.
Partner region(s) or country/ies	The principal collaborating party must be outside the EU/EFTA area and UK.
Eligible partners, target groups	Applicant employed by and active at a Swedish university, must hold a PhD. The applicant has no on-going STINT-funded project with a longer duration than 1 year. Project must encompass at least one Swedish and at least one foreign party. Ideally both research as well as higher education. Important to include young researchers and doctoral students. New collaborations prioritised. The partnership must be balanced, i.e. the benefits and the personnel exchanges in both directions.
Total budget (year):	0,92 M€ (2018); 0,84 M€ (2020)
Number of ongoing or past projects:	20 (2018); 20 (2020)
Budget per project/activity (min.-max.)	Max. 20 000€/year, total max. 60 000€ (STINT's share, cofunding required at similar level from partner country)
Duration of funding:	Max. 3 years
Cooperation modalities and supported activities	Short or long stays abroad for cooperation partners and organisers of workshops and conferences. Outbound mobility for the Swedish partner, event costs. Inbound mobility will not be covered by STINT. Salaries cannot be covered except for max. 6 months for stays abroad for PhD candidates or postdocs. The foreign partner(s) must match funding for the activities at a corresponding level.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Co-funding from partner country required. Addresses both research as well as higher education. Focus on inclusion of young researchers and doctoral students. New collaborations prioritised. Emphasis on a balanced partnership, i.e. the benefits and the personnel exchanges in both directions. Yearly call.
More information	<a href="https://www.stint.se/en/program/mobility-grants-for-internationalisation/">https://www.stint.se/en/program/mobility-grants-for-internationalisation/</a>

<b>Institution: The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)</b>	
Programme/instrument	<b>Initiation grants for partnerships and Initiation grants for Africa</b> These two schemes follow the same guidelines, but the Initiation grants for Africa are earmarked for cooperation with African HEI's.
Description and objective(s)	Mobility grants to develop new academic partnerships with higher education institutions in partner countries outside the EU/EFTA, in the areas of research and/or higher education.  Mobility grants to develop new academic partnerships with higher education institutions in Africa. The aim is to contribute to the development of new, mutually beneficial collaborations in research and/or higher education.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	STINT strategy. Sweden does not have a national internationalization strategy for HE and research, although a related inquiry with recommendations was made in 2018.
Partner region(s) or country/ies	Partners outside the EU/EFTA and UK. / African higher education institutions. Countries other than South Africa are prioritized.
Eligible partners, target groups	Applicant (from Swedish HE institution) must have a doctoral degree, the project may equally well include one or more doctoral students and undergraduates. Partners from outside EU/EFTA and UK.  Swedish and African HEI's. Applicant must have a doctoral degree, the project may equally well include one or more doctoral students and undergraduates.
Total budget (year)	N/A. In June 2020, in total 100 000€ was awarded (general Initiation grants).
Number of projects	Yearly totals N/A. Between 2011 and 2018, 259 Initiation grants were granted. 7 funded in June 2020 (general Initiation grants).
Budget per project/activity (min.-max.)	Max. 15 000 €
Duration of funding	1 year
Cooperation modalities and supported activities	Short or long stays abroad for cooperation partners and organisers of workshops and conferences. Event costs. No salaries, except for up to six months' stay abroad for doctoral students and postdocs.
Feature(s)of special interest (e.g. innovative aspects to highlight)	The general Initiation Grants are awarded through a rolling call, assessments made 4 times a year. The latest Africa-specific call In autumn 2020 was co-funded by the Swedish Research Council.  Initiation Grants are of STINT's oldest and most popular programmes. The programme was last evaluated in 2019, and it showed that the programme had been successful. More information: <a href="https://www.stint.se/en/2019/08/28/utvarderingen-av-programmet-initiation-grants-visar-att-det-bidrar-till-framvaxten-av-hallbara-akademiska-samarbeten/">https://www.stint.se/en/2019/08/28/utvarderingen-av-programmet-initiation-grants-visar-att-det-bidrar-till-framvaxten-av-hallbara-akademiska-samarbeten/</a>
More information	<a href="https://www.stint.se/en/program/initiation-grants/">https://www.stint.se/en/program/initiation-grants/</a>

Institution: The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)	
Programme/instrument	<b>Capstone awards</b>
Description	The programme consists of small scholarships for students and young researchers who have been accepted in selected programmes supported by a foreign funding organisation.
Objective(s)	To increase the benefits of mobility programmes financed by foreign stakeholders. The STINT scholarship aims to improve possibilities to learn from the stay abroad and exchange experience.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	STINT strategy.
Partner region(s) or country/ies	<ul style="list-style-type: none"> <li>• Hong Kong (RGC Phd Hong Kong Fellowship Scheme)</li> <li>• Japan (JSPS Postdoctoral Fellowship Programme (short-term); JSPS Summer Program)</li> <li>• Mexico (Scholarships of the Mexican government)</li> <li>• Singapore (A*Star Research Attachment Programme; Singapore International Graduate Award – PhD scholarships; Singapore International Pre-Graduate Award – Bachelor/ Master)</li> </ul>
Eligible partners, target groups	Scholarships for students and young researchers accepted in selected programmes
Total budget (year)	N/A
Number of ongoing or past projects	N/A
Budget per project/activity (min.-max.)	Approx. 500€ for stays abroad up to three months and 1000€ for longer stays
Duration of funding	From 3 months onwards.
Cooperation modalities and supported activities	Supplementary funding for grants received from partner organisations.
Feature(s) of special interest (e.g. innovative aspects to highlight)	Supplementary funding that aims to fill in a funding gap. Evaluation and selection depend on the rules of the foreign funder. Application to STINT for Capstone award submitted along with the application to the foreign funding organisation.
More information	<a href="https://www.stint.se/en/program/capstone-awards/">https://www.stint.se/en/program/capstone-awards/</a>

Institution: Swedish Council for Higher Education	
Programme/instrument:	<b>Linnaeus-Palme programme</b>
Description:	<p>Linnaeus-Palme supports long-term, bilateral collaboration between departments at higher education institutions in low- and middle-income countries and Sweden.</p> <p>Cooperation takes place in the form of projects based on teacher and student exchanges, each of which must have a concrete academic purpose. Integrating global perspectives and new knowledge into learning processes raises the quality of higher education.</p> <p>The programme provides an opportunity for teachers and students to exchange experiences at Bachelor's or Master's levels.</p>

<b>Institution: Swedish Council for Higher Education</b>	
Programme/instrument:	<b>Linnaeus-Palme programme</b>
Objective(s):	The overarching aim of programmes funded by Sida (the Swedish International Development Cooperation Agency) is to combat poverty and contribute to global development.
Eligible partners, target groups	All DAC countries
Total budget (year):	Ca. 3 million per year
Number of ongoing or past projects:	100 on-going projects annually
Budget per project/ activity (min.-max.):	Around 35 000 per project
Duration of funding:	18-20 months
Cooperation modalities and supported activities	Capacity building, institutional cooperation, teacher and student exchanges.
More information	<a href="https://en.utbyten.se/our-programmes/linnaeus-palme/">https://en.utbyten.se/our-programmes/linnaeus-palme/</a>

<b>Institution : Swedish Council for Higher Education</b>	
Programme/instrument:	<b>Minor Field Studies, MFS</b>
Description:	<p>Travell grant for Swedish students for preparing Master's or Bachelor's Thesis field studies</p> <p>2 million annually (700 students per year travel, 3000 e grant) -&gt; field study for Swedish Master or Bachelor students preparing their thesis.</p>
Guiding strategies or alignments (e.g. country strategy, thematic focus)	All study fields
Partner region(s) or country/ies	For Swedish students to prepare thesis in any DAC countries
Eligible partners, target groups	Swedish master's or bachelor's students
Total budget (year):	Ca. 2 million e per year
Number of ongoing or past projects:	700 students annually
Budget per project/ activity (min.-max.):	3000e per student
Duration of funding:	Centralised projects with HEI for 18 months, which could encompass anything from 1-100 student grants. Each student grant awards by HEI implies minimum eight weeks of field studies
Cooperation modalities and supported activities	travel grants
More information	<a href="https://www.utbyten.se/program/minor-field-studies/">https://www.utbyten.se/program/minor-field-studies/</a>

Institution: the Swedish Institute	
Programme/instrument:	<b>SHE Leads and SHE Entrepreneurs</b>
Description:	SHE Leads is specifically tailored to women experts and executives, offering a dynamic space where workplace issues can be discussed with other driven women professionals from the Gulf region
	SHE Entrepreneurs is a leadership programme for highly motivated women entrepreneurs in the Middle East and North Africa region who are building successful and sustainable businesses with the potential to make a difference in their societies. In the past nine years that the programme has been running, many successful entrepreneurs received support that helped them expand
Partner region(s) or country/ies	SHE Entrepreneurs: Middle East, North Africa; SHE Leads: Gulf region
Eligible partners, target groups	SHE entrepreneurs: women in MENA region between 22-45 who have a business that is already operational and ready to expand; has the potential to develop a financially sustainable business model, generate a positive social impact, and contribute to the Sustainable Development Goals  SHE leads: women in Gulf region, between 25-45 years, in an executive, managerial or expert position
Duration of funding:	SHE Entrepreneurs: 6 months
Cooperation modalities and supported activities	SHE entrepreneurs: Online training, online mentorship, on-site meetings in Stockholm  SHE leads: online lectures, shared discussion platform, in-depth workshops
Feature(s) of special interest (e.g. innovative aspects to highlight)	Targeted funding for women highlighting leadership, entrepreneurship and peer support
More information	<a href="https://si.se/en/apply/leadership-programmes/she-leads/">https://si.se/en/apply/leadership-programmes/she-leads/</a>  <a href="https://si.se/en/apply/leadership-programmes/she-entrepreneurs/">https://si.se/en/apply/leadership-programmes/she-entrepreneurs/</a>

Institution: the Swedish Institute	
Programme/instrument:	<b>Swedish Institute Management Programme Africa (SIMP-Africa); Management Programme Asia (SIMP-Asia)</b>
Description:	The mission of the Swedish Institute Management Programme (SIMP) is to lead change for responsible leadership and sustainable business practices. The programme challenges traditional approaches of doing business and explores how business can become more people and planet focused in the global economy.
Partner region(s) or country/ies	SIMP Africa: Ethiopia, Kenya, Rwanda, Tanzania, Uganda or Zambia SIMP Asia: China, India, Indonesia, Philippines, Thailand or Vietnam

<b>Institution: the Swedish Institute</b>	
Programme/instrument:	<b>Swedish Institute Management Programme Africa (SIMP-Africa); Management Programme Asia (SIMP- Asia)</b>
Eligible partners, target groups	People between 25 and 45 years old from eligible target countries who have a mandate to influence the strategy of their organisation and are in a leading position within trade, industry or the public sector
Number of ongoing or past projects:	Around 30-45 participants are selected annually
Duration of funding:	Approximately six months
Cooperation modalities and supported activities	Workshops, online sessions, group tasks and individual work, reflection groups, creation of own initiative
More information	<a href="https://si.se/en/apply/leadership-programmes/swedish-institute-management-programme-africa/">https://si.se/en/apply/leadership-programmes/swedish-institute-management-programme-africa/</a> <a href="https://si.se/en/apply/leadership-programmes/management-programme-asia/">https://si.se/en/apply/leadership-programmes/management-programme-asia/</a>

<b>Institution: the Swedish Institute</b>	
Programme/instrument:	<b>Swedish Institute Scholarships for Global Professionals Swedish Institute Scholarships for South Africa</b>
Description:	The scholarship is intended for full-time one-year or two-year master's programmes and is only awarded for programmes starting in the autumn semester. The tuition fee will be paid directly to the Swedish universities in the beginning of each semester. The stipend for living expenses is paid monthly during the scholarship period.
Guiding strategies or alignments (e.g. country strategy, thematic focus)	About 600 eligible master's programmes. For SISSA priority to applicants choosing study programmes with an emphasis on one of the following subject areas: computer science and IT, design (industrial design, architecture, urban/regional planning), engineering, environmental technology/sustainable development, gender studies, nanotechnology, or public health.
Partner region(s) or country/ies	Armenia, Azerbaijan, Bangladesh, Belarus, Bolivia, Brazil, Cambodia, Cameroon, Colombia, Ecuador, Egypt, Ethiopia, Gambia, Georgia, Ghana, Guatemala, Honduras, Indonesia, Jordan, Kenya, Liberia, Malawi, Moldova, Morocco, Myanmar (Burma), Nepal, Nigeria, Pakistan, Peru, Philippines, Russia, Rwanda, Sri Lanka, Sudan, Tanzania, Tunisia, Turkey, Uganda, Ukraine, Vietnam, Zambia, and Zimbabwe + South Africa for SISSA
Number of ongoing or past projects:	In 2021 the Swedish Institute will grant about 350 scholarships for master's degree studies in Sweden
Budget per project/activity (min.-max.):	Tuition fees: pay directly to the Swedish university by SI Living expenses of SEK 10,000/month (1000 e) Travel grant of SEK 15,000 (1500e) Insurance against illness and accident
Duration of funding:	1-2 years
Cooperation modalities and supported activities	Master's studies in Sweden

<b>Institution: the Swedish Institute</b>	
Programme/instrument:	<b>Swedish Institute Scholarships for Global Professionals</b> <b>Swedish Institute Scholarships for South Africa</b>
Feature(s) of special interest (e.g. innovative aspects to highlight)	Targeted for ambitious professionals who want to make a difference by working with issues that contribute to a just and sustainable development in their home country and region; and also have a clear idea of how a study programme in Sweden would benefit their country and region. Priority will be given to applicants with a strong and relevant professional background and demonstrated leadership experience.
More information	<a href="https://si.se/en/apply/scholarships/">https://si.se/en/apply/scholarships/</a>

### **ANNEX 3. List of interviews**

Academy for Research and Higher Education (ARES)	19 March 2021
Fund for Scientific Research (F.R.S.-FNRS)	22 March 2021
DAAD	26 March 2021
DIKU	30 March 2021
The Research Council of Norway (RCN)	11 March 2021
NORHED	4 February 2021
Nuffic	23 March 2021
The Swedish Foundation for International Cooperation in Research and Higher Education (STINT)	11 March 2021
Swedish Council for Higher Education UHR	26 March 2021
The Swedish Institute	18 March 2021

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