

HEI ICI SYNTHESIS REPORT 2019

Higher Education Institutions – Institutional Cooperation Instrument HEI ICI

Ministry for Foreign Affairs (unit KEO-10) and Finnish National Agency for Education EDUFI

Finland, 15th August 2020

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The HEI-ICI programme in a nutshell and status of the results overview

HEI ICI Programme objectives: *The long-term objective of the programme is to strengthen the capacity of HEIs in the global south in order to contribute to well-functioning, efficient and equitable societies.*

In the short term, the programme aims at improving research and teaching capacity as well as access to good quality services in HEIs in the partner countries participating in the programme.

HEI ICI currently supports 20 partnerships with a total financing of €12 MIL for 2017-2020. The Finnish National Agency for Education EDUFI manages the programme. <https://www.oph.fi/en/programmes/hei-ici-programme>

The programme period 2017-2020 ended in March 2020 and nine HEI ICI projects finished then. 11 projects received no-cost extension until August 2020, and due to COVID-19, 8 of these continue the entire year 2020.

NB. The final results of the HEI ICI programme 2017-2020 will be available in spring 2021.

The Impact of the HEI ICI Programme

Impact in the southern partner countries

Impact in the southern partner countries: support of reforms and innovation

The long-term objective of the programme to support HEIs to contribute to well-functioning societies is visible in the project results, where an influence at national level has been reached even though the HEI ICI instrument is mainly limited to institution-level impact. During 2017-2020, HEI ICI projects have directly supported e.g.

- the national vocational teacher education reform in Ethiopia (TECIP)
- the national teacher education reform in Nepal (TPP Nepal)
- national policy-making in Food Security in Peru (PECOLO)
- national legislative reforms after the political change in Ethiopia (SHUREA)
- a geodatabase in Kenya through regional cooperation (TaitaGIS)
- with several new and renewed curricula programmes and improved skills and competences of the staff and students in four universities, the project has been laying foundations for transformative change in Tanzanian society and a catalyst for similar openings in other universities (GeoICT)

Many HEI ICI projects have implemented ground-breaking work around innovation and university-industry linkages by introducing multi-disciplinarity and new methodology such as business incubation, living labs, problem-based learning, challenge-based learning, reverse innovation and outreach to non-academic partners, e.g. in BUCSBIN in Nepal, GeoICT, BUSCO, EARLI, IRIS, PBL East Africa in Tanzania, Kenya, Ethiopia.

Several HEI ICI partnerships have received acknowledgement for their achieved results through awards of further financing by international Development Agencies or others, some examples are highlighted below.

Awards and international funding for HEI ICI partnerships

The BUCSBIN project was accepted to **The World Bank's Solutions for Young Employment (S4YE) Impact Portfolio** as the first solution from Nepal.

The World Bank's Solutions for Young Employment (S4YE) Impact Portfolio:
https://www.s4ye.org/projects/list?field_project_type_target_id=876

The Geo ICT projects was granted World Bank funding for the Resilience Academy in Tanzania,
<https://resilienceacademy.ac.tz/about-us/>

Several HEI ICI projects have been granted complementary funding from the Erasmus+ global mobility scheme (e.g. FishEDU, Geo-ICT, TECIP, PBL East Africa): <https://www.oph.fi/en/programmes/global-mobility-higher-education-general-information>

The Erasmus+ Capacity building funding scheme has also financed partnerships based on HEI ICI contacts, e.g. the following project based on PBL East Africa:
<https://aaltoglobalimpact.org/pbl-south-asia/>

Impact in the Finnish coordinating institutions

The HEI ICI cooperation has affected the Finnish HEIs in many ways, by influencing the professional identity, development and learning of the Finnish participants, it lead to a change of mindset. Finnish academics who had never travelled in developing countries had a chance to improve their knowledge and awareness, both on scientific and contextual matters. Staff gained experience of teaching and research methods in different socio-economic contexts and in teaching multicultural and multidisciplinary groups.

The cooperation also built the merits of individual teachers; new ways to work in different academic environments deepened the understanding of their own research topic. The HEI ICI cooperation hence builds internationally oriented professionals to contribute to the Finnish society.

The HEI ICI programme also supported Finnish staff in management skills, in particular linked to the result-based management. In many Finnish universities the project has increased the cooperation between departments in their own institution and even led to new mutual learning and joint teaching activities. This occurred for example in Aalto (PBL East Africa) where cooperation has led to strong in- house cooperation. Many projects made plans for new research projects, and also cooperation with Finnish companies.

HEI ICI Programme level results of 2019

Generic results assessment

The following qualitative assessments will be further discussed with HEI-ICI partner HEIs in August 2020.

Criteria	Assessment	Justification
Poverty elimination and the reduction of inequality (the ultimate aims of Finnish development policy)		While tertiary sector employees and students tend to represent mostly higher income deciles, the course contents are geared towards sustainable development and the identification of the causes of poverty. A strong local higher education sector supports economic growth in society through creation of local competence and workforce. #
Relevance		Projects are aligned with national development plans as well as institutional strategies in target countries. Activities focus upon capacity building using training of staff, workshops, discussions, sharing materials, developing materials and tools.
Wide ownership		The partnerships of the HEIs show high commitment and shared ideas. In some cases, Finnish partners are in the driver's seat. The participation of other HEIs, public sector agencies, enterprises and third sector agencies takes place at high level in a few projects and at a modest level in others.
Coherence		The mapping of relevant institutional contacts are made. The HEI level CB projects are not systematically coordinated by the partner country institutions. Usually complementarity can be reached.
Effectiveness		The projects improve teaching capacity and access to good quality services in partner HEIs. Finnish HEI expand their international networks and learn about partner country contexts.

Efficiency		Cost-effectiveness of combining different complementary methods is high. However, the numbers of final beneficiaries can still be relatively low. #
Impact		The higher level impact is difficult to assess due to the small scale of the projects within partner country contexts. Also the project time span of 3 years poses severe limitations to the impact of higher education modernization.
Sustainability		Some developing country universities have limited personnel and financial capacities. There is a risk of too 'personalised' capacity development efforts. The accreditation of study courses is often slow and bureaucratic process. #
Transparency and mutual accountability		Projects have managed internal and external communication in a professional manner.
Economic and institutional feasibility		HEIs in partner countries and Finland are strong institutions with clear mandates. Programme does not include weak private HEIs in partner countries.
Human Rights Based Approach		While human rights are well acknowledged, the context for free speech and political debate is limited and authoritarian practices are prevalent in several partner countries. This sets limits for the projects.
Cross-cutting objectives		Cross-cutting objectives relevant to each project are mapped and special measures taken into consideration already from planning stage onwards.
Fragile countries		In the most fragile countries, the technical, political and administrative constraints as well as corruption risk have considerably reduced efficiency and taken a lot of time to tackle. In others, the problems have been more manageable.

More attention has been placed on these factors in the following programme period 2020-24.

Results reporting for the four HEI ICI programme result areas

The 20 HEI ICI projects all work towards 4 programme-level Result Areas, with specific indicators attached. The most common aims of the HEI ICI projects is to improve the quality of higher education and research, closely followed by the outreach objective with stronger links to relevant societal actors.

RESULT AREA 1 Improved access to higher education and research information

Please find below a table indicating whether the planned HEI ICI programme-level results have been achieved, based on Indicator-specific reports submitted by the projects.

Indicator	Numeric results	Further details
1.1 New methods improving access, status 2019	New methods introduced in each HEI ICI project	Beyond developing new courses, projects have recorded lectures and created online learning to improve access for students in partner countries (i.e. FinPal, BUSCO). In addition, many projects have improved internet access on campuses and provided digital and other tools (i.e. SumNature, BUSCO, EARLI), improved access to research databases and other open access materials (i.e. SHUREA, GeoICT, BUSCO) and improved Open and Distant Learning (i.e. FinPal and TPP Nepal).

		In the IRIS projects, access to generic information has been enhanced through library and information services.
1.2 Individuals with improved access, status 2019	At least 2500 individuals with improved access	Most projects have reached their goals in reaching out to students and staff with newly developed courses and degree programmes, at least 2500 individuals have improved access by 2019

In terms of improved access to higher education, all projects offer training to students and staff and some partnerships reach very high quantitative results through educating hundreds of students in short-term courses and activities. However, the crucial aspects for success are ownership, sustainability and institutionalization of the activities, hence the accreditation of courses and the commitment of the local staff to accommodate new teaching methods, materials and tools.

RESULT AREA 2 Improved quality of higher education and research environment

All the projects are working towards improved quality of higher education and research environments in various ways. Quality of teaching and educational provision is strengthened with pedagogical trainings, new training and learning methods such as problem-based learning, students-centred methods and improved education-working life connection.

Almost all projects are renewing or developing new study programmes, courses or diplomas. While the final numbers will be available after the final reporting, already now it is evident that projects have reached impressive results in terms of revised/developed curricula and modules.

Indicator	Numeric results	Further details
2.1 New teaching methods, curricula, programmes, modules and QA mechanisms, status 2019	33 revised or new study programmes at PhD, Master's or Bachelor level More than 35 single study modules created	Some of the new study programmes are still pending for final approval and accreditation. In reality the number of new modules is even higher as some projects that concentrate on revising/developing the whole curricula do not report each single course renewal. At least 740 students have enrolled or applied for revised/new courses or programmes. There are also several diploma, short- or summer courses developed. Moreover, projects have developed new pedagogical mechanisms and improved research capacity through methodology training and joint research projects.
2.2 New collaborations, publications or events, status 2019	So far 60 articles published and there are several articles pending to be published in 2020.	The number of joint publications is described below at Visibility chapter. HEI ICI project organised a large variety of trainings and events also in 2019. As the reporting year 2019 was organised with lighter approach, the final number of all events and participants will be available after the final reporting in spring 2021.

The results of the HEI ICI programme in terms of accredited, new study programmes or methodologies (NB. Several curricula still pending approval in 2020):

<p>ETHIOPIA Bahir Dar University Mekelle University Federal TVET Institute</p>	<p>Joint PhD in HE Leadership and Management, Professional development Training for higher education leaders (Mekelle only). <i>LMEU II, Tampere University</i></p> <p>A new module on inclusive education ratified into the national TVET teacher training curriculum. <i>TECIP, Jyväskylä University of Applied Sciences.</i></p>
<p>KENYA Kenyatta University Taita Taveta University</p>	<p>Physical activity PhD programme, <i>KENFIN-EDURA, University of Helsinki</i></p> <p>Bachelor’s Programme in Geoinformatics Master programme in Geoinformatics Certificate programme in Geoinformatics, <i>TaitaGis project, Uni of Helsinki</i></p>
<p>KYRGYZSTAN Kyrgyz National Agrarian University</p>	<p>Fisheries and aquaculture BSc programme Fish farmer programme in College, <i>FishEDU, UEF</i></p>
<p>MYANMAR Yangon University Technical</p>	<p>Diploma programme in Telecommunications Engineering Bachelor programme in Telecommunications Engineering <i>TELECOM for YTU project, Oulu University.</i></p>
<p>NEPAL Tribhuvan University Kathmandu University School of Management King’s College</p>	<p>Teacher education: two semester M.Ed Science and two semester B.Ed Social Studies and Math programmes in Open and Distance learning. <i>TPP Nepal project, Jyväskylä University of Applied Sciences.</i></p>
<p>NAMIBIA Namibia University of Science and Technology Satakunta University of Applied Sciences</p>	<p>Maritime Engineering Double Degree Program, <i>MARIBILIS, SAMK</i></p>
<p>PALESTINE Islamic University of Gaza, IUG</p>	<p>Teaching Excellence in Higher Education, professional development programme to academic staff, <i>eToT-FinPal project, University of Tampere.</i></p>
<p>TANZANIA Ardi University University of Dar es Salaam, UDSM</p>	<p>BSc in Geomatics, <i>Geo-ICT project, University of Turku.</i> BSc. Geographical Information Systems and Remote Sensing, <i>Geo-ICT project, University of Turku.</i></p> <p>Master programme in Data Science, <i>Geo-ICT project, University of Turku.</i></p>

State University of Zanzibar, SUZA	Master programme in Information Technology , <i>Geo-ICT project, Uni Turku.</i>
University of Dar es Salaam, UDSM	UDSM set a target for 30% of courses to be structured for Problem-based learning (PBL) by 2025, <i>PBL East-Africa project, Aalto University.</i>
Tumaini University Dar es Salaam College, TUDARCo	The FinTan pedagogy model accredited by the Tanzania Commission for Universities into two study programmes: Bachelor of Information Management, Bachelor of Arts in Library and Information Studies . The reverse innovation model involves non-academic stakeholders in higher education (the local community, NGOs, micro-entrepreneurs etc). <i>IRIS project, Turku University of Applied Sciences.</i>
UGANDA Makerere University	Makerere adopted Problem-based learning (PBL) as a cross-cutting method for its university strategy 2020-2030 and developed a roadmap to integrate this into curricula across the university, <i>PBL East Africa project, Aalto University.</i>

RESULT AREA 3 Enhanced institutional capacity supporting quality of teaching and research

Indicator	Numeric results	Further details
3.1 New mechanisms for administration, status 2019	All HEI ICI projects contribute to strengthened administration	Capacity building activities have targeted student recruitment and promotion measures, student admission systems, student administration systems, Open and Distance learning, online learning.
3.2 New mechanisms for management, status 2019	All HEI ICI projects contribute to strengthened management	Capacity building activities have targeted leadership skills, building university-industry linkages, introducing new teaching and research methodology (particularly challenge-driven), new internal and external quality assurance measures

While only 12 projects directly contribute to Results area 3, almost all projects could identify this as an additional spin-off result. With a 3-year international collaboration and implementation of projects activities, the institutional capacity of the partners has evidently grown. Clear changes are visible especially in terms of project management, reporting and monitoring of the projects results. The projects report e.g. the following:

- Annual leadership training offered for incubator and university administrative staff
- Improved mechanisms for recruitment and promotion
- Project management training offered for HEI staff
- Capacity for curriculum development improved
- Teaching and learning facilities, digital tools and internet connectivity improved
- A new Higher Diploma Programme for leadership and management developed
- A comprehensive quality system and student administration system produced
- Open and Distance learning management scheme developed and in use
- A new committee for developing online education established

RESULT AREA 4 Strengthened relevance of higher education in development of society

Throughout the programme period, the projects have actively collaborated with non-academic stakeholders to strengthen the relevance of higher education in society. There has been cooperation with the private sector, industry partners and NGOs to improve the working life relevance of the studies. Collaboration with ministries and other government actors, as well as local and regional authorities enhance the institutional commitment, supports complementarity and strengthens sustainability.

Even if HEI ICI is an institutional-level instrument, national or regional impact on the reform processes or legislative decision-making has been reached at least in five HEI ICI projects (see section on The Impact of the HEI ICI Programme).

Indicator	Numeric results	Further details
4.1 Participation in local, national or regional level, status 2019	National level influence: 6 projects Regional and local levels: all projects	-Stakeholder consultations as part of the curricula review, in setting learning outcomes and testing courses -Innovation collaboration with HEIs, concrete activities involving non-academic partners -Awareness raising events, reaching a wide group of stakeholders, regional events -Platforms between HEIs and local communities (including entrepreneurs and SMEs) to enhance community development, collaboration and working life relevance of the students. -Several students' projects/thesis in collaboration with the private sector or local community
4.2 New cooperation enhancing role of HE at international level, status 2019	New international cooperation measures in all HEI ICI projects	-Bilateral agreements between Finnish and partner country HEIs for student and staff exchange -Research collaboration between Finnish and partner HEIs -Established connections between partner HEIs and international companies and organisations. For example, EARLI facilitated the signing of MOU between NOKIA, AAIT (AAU) and agreement with GIZ (German development agency) and UEM.

Sustainability

In 2019 the projects have enhanced sustainability and ensured that the achieved results will remain also after the programme period. Projects have reported various ways to sustain the achieved results.

First of all, the basis for sustainability is created already in the very beginning of the project. Carefully done needs-assessment ensured that project outcomes were planned and developed based on the identified needs of the partner HEIs. Also, co-creation and participatory approach have been key issues for sustainable results avoiding any north-driven, top-down solutions. Projects report that it has been crucial that the key project members are permanent staff members of the HEIs as this is the main insurance for sustainability.

To sustain the achievements, projects emphasize the importance of staff training and training of trainers as well as jointly planned programmes and courses. Moreover, it is crucial that new curricula are accredited and newly established courses officially approved and integrated as regular components of partner HEIs offer.

Other measures for ensuring sustainability are the use of open source data and programmes, and to secure financing for any licenses after the programme period. Some projects have agreed on continuing to use the project name and host the website even after the project ends to serve as a repository and a reference.

At institutional level, project partners have signed MoUs to seal a future, continuous partnership. Moreover, the constant communication and engagement with institutional leadership has improved the institutional commitment and ownership of the project results.

Also, at regional or national level, the projects have been active in involving relevant stakeholders, government officials, ministries and public, private and non-governmental organisation. There are excellent examples of projects that have been based on governmental educational development goals or directly integrated to the ongoing pedagogical development at national level (i.e. TECIP, TPP Nepal).

Several partnerships have applied or are planning to apply further funding from other sources, and some have already received it. Some of the current projects have also received HEI ICI 2020-2024 funding starting from September 2020 onwards. As the new HEI ICI programme does not fund mobility actions or research, projects have also applied funding for example from Erasmus+ global mobility call.

The main obstacles in terms of sustainability are related to slow and bureaucratic accreditation procedures of revised or newly developed courses and curricula. In these cases, frequent contact and dialogue with leadership have usually been helpful. Also, the strong focus on staff training has been a key to ensure that the newly established courses will be running smoothly after the project. The global COVID-19 pandemic has caused insecurity around the last project activities creating risks for sustaining the results.

Visibility

There is an abundance and impressive amount of publications and articles produced by HEI ICI partnerships, both in international, peer-reviewed scientific journals, and in Professional Magazines, newsletters, traditional and social media. **Annex 2 provides a country-specific compilation of visibility of HEI ICI projects 2017-2020.**

It is worth mentioning that one HEI ICI projects was used as **Background Paper for the UNESCO Global Education Monitoring Report 2020: Teacher education for inclusion**. Team: Ana Beltrán, Claire Shaw, Hannah Edjah, Said Juma, Mekonnen Mulat, Maija Hirvonen (Mäkinen), Hanna Posti-Ahokas, Elina Lehtomäki: TECIP as a case study 8/2019: <https://en.unesco.org/gem-report/report/2020/inclusion>

HEI ICI projects have been active in sharing the latest news and results in their blogs and social media channels. Facebook and Twitter are most common but also Youtube and other media are in use. 60 articles have been published, 16 publications developed and there are several articles to be published in 2020.

Annex 2 provides a country-specific compilation of visibility of HEI ICI projects 2017-2020, with links to news, articles, publications and web pages. More information on dissemination activities are found on the project web pages listed on HEI ICI web page: <https://www.oph.fi/en/projects/hei-ici-projects-2017-2020>

Experiences and consequences of COVID-19

Changes to the project plans or objectives due to the COVID

Projects reported that in general there has not been changes to project objectives due to the COVID situation and they presume that they are reaching the planned outcomes. However, future plans are much affected by the uncertainty of travel and collaboration possibilities.

HEI ICI projects have adjusted their plans significantly to the new environment. The major changes occur in the cases where projects are not able to carry out dissemination seminars, workshops and training

programmes and are forced to reschedule and find alternative solutions. One example is the BUCSBIN project that is organizing webinars on “Adaptation of online learning during COVID-19 lockdown”.

Dissemination seminars function as a bridge to future partnerships and a platform allowing project results to become more sustainable in the longer term. The seminars are also important channels for materials and data distribution. For example, the KENFIN-EDURA project had to postpone the launching the Physical Activity Atlas and Resource Book, which are to act as guidance material for educators in Kenya.

Challenges caused by COVID-19 to project implementation during 2020 and possible effects to the expected results of the project

COVID-19 has caused many challenges both in the north and in the south. Project boards and the managements of universities have made additional contingency plans to assess the situation and to mitigate further problems. Due to the lockdown of universities the administrative processes have taken more time than planned. For example, the auditing of financial operations has not yet been completed in some projects.

All partner universities have been closed and if the university staff have not had suitable equipment to work from home the communication have been more challenging. So far it is unknown whether the partner universities are opening during the fall term.

Since the contact studies and data collection have not been possible some of the student graduations planned during the project period are difficult to reach, despite of new arrangements and attempts.

Projects are reporting that all learning processes cannot be done remotely. For example, soft skills required for successful teamwork and leadership are easier to learn when people gather physically. Also, student mobility has not been possible due to the travel restrictions and lockdown. Below are some examples of described challenges:

“In the worst-case scenario, if the situation does not improve, it might affect in the establishment of Lightning lab in Ethiopia”.

“When COVID-19 hit, the Demonstration Fish Farm construction was being completed and was in the second phase of construction. We would have needed 3 more weeks and the construction would have been complete and ready for testing water flows and fish stocking in the spring. All of the activities were stopped. There was no way to do remote work with the partners- especially as we also have to work with translators and interpreters. The Ministry of Finance also stopped all payment flows from institutes of higher education.”

Possible good practises that have been helpful during the COVID-19 situation in terms of project implementation and activities.

Many partnerships have already used a large variety of online tools and platforms before the pandemic, hence, the COVID-19 situation did not bring dramatic changes, except for more diversified use of online platforms, for example Zoom, due to the free use and good connection. As good practice, projects report the realization that even more activities could have been planned to be implemented remotely.

The standstill caused by the global pandemic offered time for reflection and analysis of performance, and for prioritization of project activities, which was a useful exercise. In addition, the break in physical meetings and activities provided time for acquisition of materials, equipment and tools, and some projects put more focus on electronic materials and upgraded facilities for distance and remote working at partner HEIs.

COVID-19 also allowed time for regular tasks such as data cleaning, archives, working on manuscripts, articles, communication and visibility.

New ideas or innovations brought by COVID-19

The COVID-19 situation has made many partnerships realize that more of the project activities could have been implemented remotely already from the start, without jeopardizing the quality of project results. Online platforms, digital media and remote implementation of conferences, seminars and events provide good alternatives to the traditional physical meetings.

Adding more online elements is possible in future, if the online technology is reliable enough. As many workplaces, including Universities, start using more and more digital tools due to Covid-19, the pandemic has made a **permanent change of educational practices**. These practices will not disappear after the pandemic but will instead bring new innovations for the digital future.

The new working modalities used in the HEI ICI projects during the pandemic will certainly push online learning, digital technologies and blended learning at the partner HEIs in the future.

Interestingly, the HEI ICI experience with remote training has even paved the way for online education at Finnish institutions, where this aspect had not yet been part of everyday teaching in the Finnish context.

Finally, the pandemic has highlighted the vulnerability of international cooperation, which has made project practitioners more aware of the importance of risk analysis and management, and that they will think more carefully of risks that they cannot control, and how to overcome / mitigate those risks. This will result in project planning geared towards alternative scenarios and modes of implementation.

The transformation from physical to online scientific conferences with free access is an important opportunity for academics in the global south, who typically have less access to international conferences due to expensive registration fees and expensive travel fares.

Conclusions

HEI-ICI projects are managed through a project cycle where most results mature in the end of the programme. The situation in the end of 2019 provides a fairly comprehensive and relevant picture on the possible final achievements for the 2017-20 programme.

The conventional project format with predefined objectives has some limitations due to unnecessary rigidities. This project format is not fully optimal for capacity building in challenging contexts and under resource limitations. The competitive financing modality may lead to very optimistic target setting. Often the normal three-year-contract period is too short to reach all expected results and to create sustainable results. However, several existing projects are built on previous cooperation (individual researcher contacts, research project contacts, earlier HEI-ICI projects) which partly improves sustainability.

HEI-ICI is a well-established financing tool. It can be compared with similar capacity building schemes of the other donor agencies, particularly the NORHED programme funded by NORAD, as well as the APPEAR programme by ÖAD in Austria. However, both NORHED and APPEAR have longer project periods of 4-5 years, are more generously funded and have a stronger focus on research. NORAD emphasises more local ownership (partner-country led schemes), GIZ has strong exchange student schemes, SIDA offers a wide range of scholarships through the Swedish Institute, the Dutch Nuffic-funded Orange Programme is combining innovation with development cooperation.

The new HEI-ICI programme 2020-24 has changed some shortcomings of the existing HEI-ICI 2017-20 round:

- The financing period is extended from three to four years (sustainability),
- More attention is put on wide collaborative arrangements (ownership),
- Focus on online training methods which enhance training efficiency and provide possibilities to reach larger student populations (efficiency, poverty reduction),
- Enhanced flexibility and joint planning/implementation methods (ownership, effectiveness, sustainability),
- More attention on coherence with other Finnish supported activities (impact).

Based on previous projects and the quality of accepted proposals for 2020-24 programme, more attention is still needed on the following issues (to be taken on board in the implementation during 2020-24):

- HRBA in practical and operational work (HRBA, effectiveness, poverty reduction),
- Communication channels which enhance effective mutual ownership and equal partnership in challenging situations like Covid-19 (ownership, efficiency → effectiveness, sustainability)
- Lessons learned concerning methods for flexibility and quick adjustments in project methodology, cooperation modalities and target setting when other types of unexpected challenges emerge (effectiveness, sustainability).

Lessons learned for Finnish development policy and cooperation

Capacity development requires special attention in times of online learning in global markets

Capacity building (CB) is a suitable form for development cooperation for a high expertise country like Finland. There is a wealth of expertise and experience on how to advance CB in an effective manner and how to deal with numerous conventional pitfalls. This topic has been largely taken for granted in current development cooperation. There would be obvious benefits in opening the discussion again and updating it in the time of distance learning, social media, big data and the globalisation of training markets.

Scientific cooperation requires multi-stakeholder collaboration for scaling up

Finnish interventions in Research, Development and Innovation (RDI), where Finnish HEIs work with development country agencies tend to be very small. The contacts are far too often based on the commitment of individual researchers. This reduced considerably the long-term impact of the interventions. There would be benefits from creating larger, long-term consortia. Possible tools for scaling up are co-financing in EU/Horizon+, World Bank, ADB, IGRAP networks and other similar organisations. The Finnish research-oriented government agencies (Finnish Environmental Institute, Finnish Meteorological Institute, VTT and others) are suitable partners in situations where the HEIs lack resources for taking risks or scaling up.

Giving new roles for HEIs in the field of innovation and critical dialogue

Higher education institutions should not be perceived as a separate category with their own limited playing field within development cooperation. Instead, HEIs should be perceived as a forefront partner for future oriented and innovative approaches on modernising development cooperation to the 21st century. By nature, HEIs are players in a field of multi-stakeholders in their national context, and they can easily be drivers of ecosystems of NGOs, private sector actors and academics, which increases efficiency and impact of collaborations with societies in the global south.

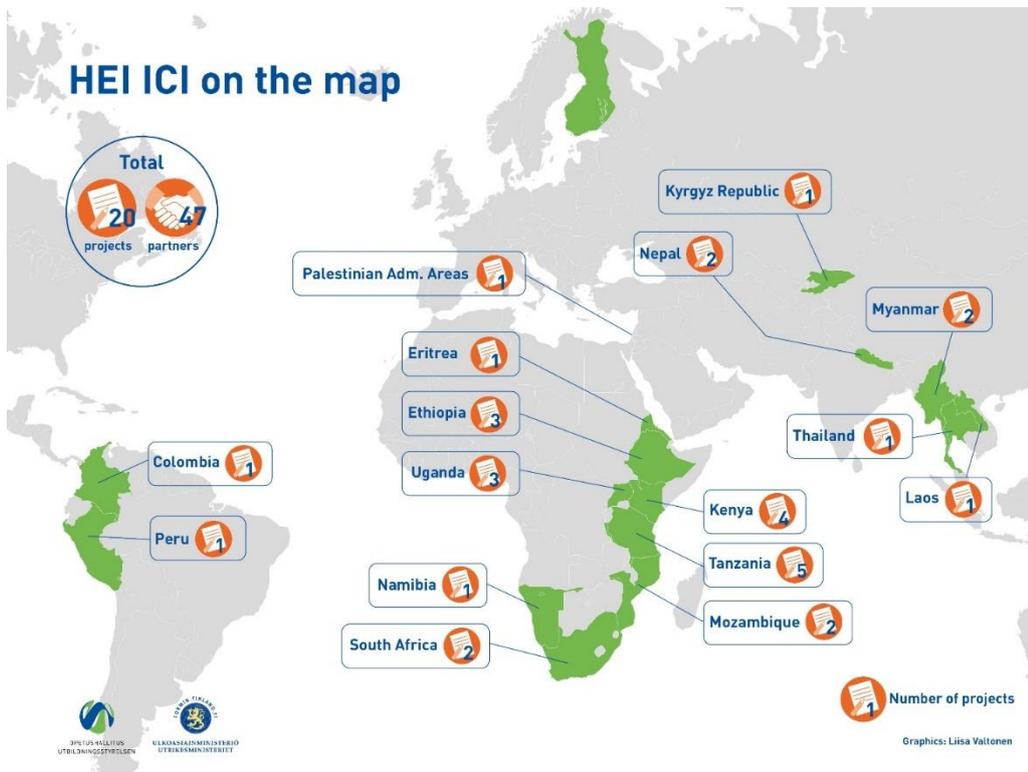
The HEIs have the capacity to 'provide language' (new angles, approaches, concepts) to emerging critical issues such as potential risks, threats or opportunities. Development policy can only survive through debate

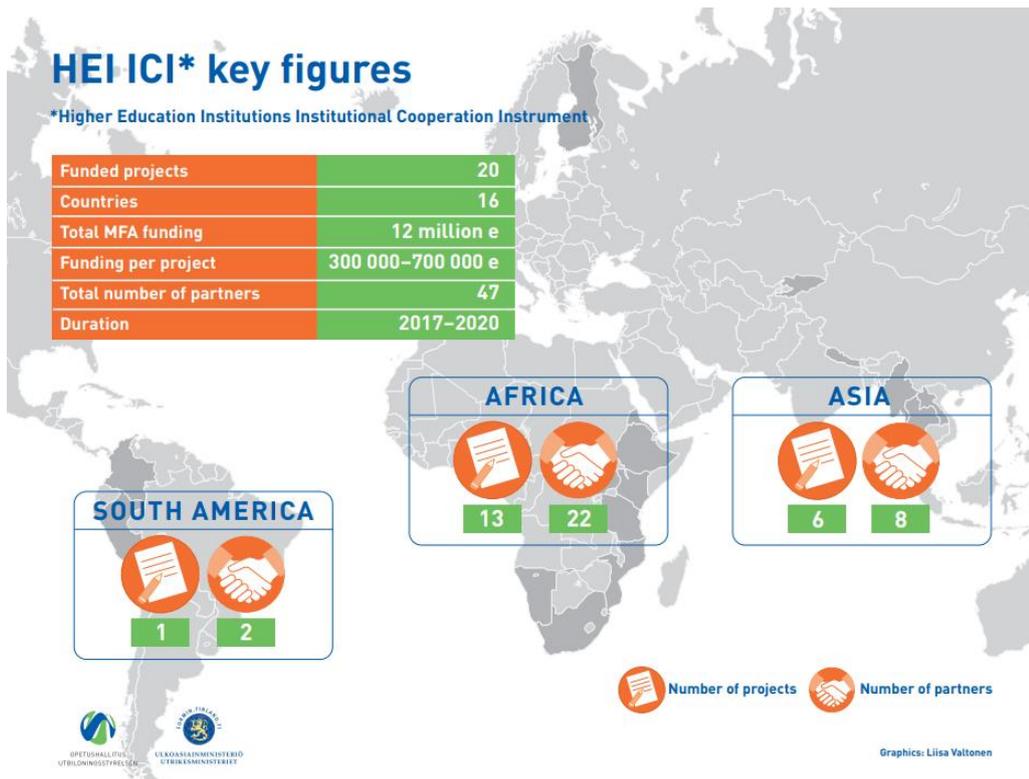
where the emerging issues are fully grasped so that conventional trap where ‘the generals fight the previous war’ can be avoided.

MFA orientation on research and HEI cooperation

The MFA aims to provide an update on its policy regarding the cooperation with HEIs and the researcher community in the end of 2020. So far HEI-ICI has supported selected partner countries based on their development challenges. However, there are wider Finnish interests to enhance the access of developing country students to Finnish HEIs and the Finnish labor market. The combination of development objectives (ultimately poverty elimination and the reduction of inequalities) and commercial/economic objectives (Finnish economic growth) is challenging.

Annex 1 The HEI ICI programme 2017-2020 in maps and figures





Annex 2 HEI ICI projects 2017-2020: country-specific visibility

COLOMBIA	
PECOLO - Native Crops for Sustainable and Innovative Food Futures in Peru and Colombia	Project web page: https://cultivosandinos.com/en/
<p>Blog available on the web page.</p> <p>Articles:</p> <p><i>A scenario for the desirable future of the Colombian agri-food sector 2030, focusing on Andean native crops: Results from the 1st and 2nd futures workshops of the PECOLO project in Colombia.</i> Lakkala, Birsmoser Ferreira-Aulu, Ochoa, Kaskinen, Quintero, Rodríguez, Trujillo, Nensthiel, Vähäkari.</p> <p><i>Future landscape for the Colombian agri-food sector 2030: The return of the Andean native crops: Results from the 3rd and 4th futures workshops of the PECOLO project in Colombia.</i> Lakkala, Shaw, Ferreira-Aulu, Ochoa, Kaskinen, Quintero, Rodríguez and Nensthiel</p>	

ETHIOPIA	
EARLI - Energy efficient lighting and renewable energy	Project web page: http://lightinglab.fi/earli/
<p>News</p> <p>https://www.aalto.fi/en/news/energy-efficient-led-light-powered-by-the-african-sun https://severi.sahkoinfo.fi/Magazine/Open/7063</p>	

https://www.nokia.com/about-us/news/releases/2019/10/15/nokia-collaborates-with-two-leading-universities-in-ethiopia-to-promote-digital-skills-and-innovation/	
LMEU - Leadership and Management of Ethiopian Universities	Project web page: https://research.uta.fi/lmeu/
News https://research.uta.fi/lmeu/news/ http://www.mu.edu.et/index.php/news/3448-launching-event-for-the-professional-development-training-in-leadership-and-management-of-universities-hdp-lmu-for-higher-education-leaders-held-at-mekelle-university http://www.mu.edu.et/index.php/news/3595-mekelle-university-awards-higher-diploma-certificate-in-leadership-and-management-of-universities-hdp-lmu	
SHUREA - Human Rights Research and Education in Sub-Saharan Africa	Project web page: http://blogs2.abo.fi/shurea/
Facebook https://www.facebook.com/Shurea-294561277709391/ 24 articles and several publications on: https://blogs2.abo.fi/shurea/?page_id=11 Latest news letter: http://blogs2.abo.fi/shurea/wp-content/uploads/sites/62/2019/11/SHUREA_Newsletter_November-22-2019-1.pdf	
TECIP - Teacher Educators as Catalysts for Inclusive Practices in Technical and Vocational Education	Project web page: : www.jamk.fi/tecip
9 blogs on the site: JAMK, Professional Teacher Education: blogit.jamk.fi/aokkhankkeet (353 readings). Videos: https://www.youtube.com/watch?v=pCh6icLecC8 Conferences: -University of Tampere: Kasvatustieteen päivät (Educational conference) 15-16.11.2018. Thematic group: Global responsibility for quality of learning. Abstract: Transparent partnership in promoting quality of learning. -Finland as a strong actor in the global learning crisis 26.-27.11. 2019 in Helsinki: https://www.oph.fi/en/programmes/finland-strong-actor-global-learning-crisis-national-education-sector-development . Publications and Articles - <i>Towards Inclusive Education in Vocational Education – Development Project as a Change Agent</i> Maija Mäkinen, Yekunoamlak Alemu & Azmera Kebede Abebe. <i>Ammattikasvatuksen aikakauskirja</i> 21(3), 35-45. https://akakk.fi/wp-content/uploads/Aikakauskirja-3.19-D-Mäkinen-et-al.pdf -Pirttimaa, R. (2018). <i>Kansainvälistä koulutusyhteistyötä: ammatillinen opettajankoulutus ja inklusio. e-Erika : Erityispedagogista tutkimusta ja koulutuksen arviointia</i> , 2018 (2), 58-59. Open access: https://www.helsinki.fi/sites/default/files/atoms/files/e-erika_2_2018-s.pdf http://tutka.jyu.fi/tutka/julkaisut/79642 To be published (the review process going): <i>Teachers are change makers, Towards inclusive education in technical and vocational education</i> . Maija Mäkinen PhD, Principal lecturer JAMK University of Applied Sciences, Finland and Yekunoamlak Alemu PhD, Assistant Professor of HRD/TVET and Educational Leadership. Addis Ababa University, Ethiopia. To be published in	

the Education Sector Group, Sector Advisory Service Cluster (SDSC), Sustainable Development and Climate Change Department, **Asian Development Bank**. Headquarters, 6 ADB Avenue, Mandaluyong City 1550, Metro Manila, Philippines.

Background Paper for the **UNESCO Global Education Monitoring Report 2020: Teacher education for inclusion**. Team: Ana Beltrán, Claire Shaw, Hannah Edjah, Said Juma, Mekonnen Mulat, Maija Hirvonen (Mäkinen), Hanna Posti-Ahokas, Elina Lehtomäki: TECIP as a case study 8/2019: <https://en.unesco.org/gem-report/report/2020/inclusion>

Immersion in Inclusive Pedagogy, Maunonen-Eskelinen and Kaikkonen, to be published in an international journal (peer review going).

Newsletter / JAMKin Opekorkean uutiskirje 3/2017

- Online journal Erityisopettaja.fi 8.6.2020: <https://erityisopettaja.fi/opettajankouluttajat-inklusion-sanansaattajina>

- JAMK.fi Magazine / asiakaslehti 2020: <https://www.jamk.fi/fi/Tietoa-JAMKista/Materiaalit/asiakaslehti-2020/>

- Press Release & Jamk.fi news 13.12.2019

ERITREA

ELFA II - Eritrea Learning For All: Developing Post-Graduate Degree Programs

Project web page:

<https://www.jyu.fi/edupsy/en/collaboration/international-co-operation/elfa>

Facebook <https://www.facebook.com/ELFA-2-project-1479470298842843/>

Conferences:

- 1 thematic session on educational research from Eritrea organized in the 5th Joint Nordic Conference on Development Research (NorDev), Copenhagen, June 2019
- 1 joint conference presentation in the 5th Joint Nordic Conference on Development Research (NorDev), Copenhagen, 2019
- 3 SANORD presentations in 2018

KENYA

KENFIN-EDURA - Kenya-Finland education and research alliance, physical activity and nutrition transition

Project web page: <https://kenfinedura.com/>

Twitter: <https://twitter.com/kenfinedura?lang=en>

Three completed MSc theses on KENFIN-EDURA data in 2020 that will also be aimed to be published in articles:

- <https://helda.helsinki.fi/handle/10138/316329>, - <https://helda.helsinki.fi/handle/10138/316332>

- <https://helda.helsinki.fi/handle/10138/316345>

Ella Korhonen's teaching experience in Kenya: <https://esignals.fi/2019/12/09/opettamassa-ja-oppimassa-keniassa/>

Food Atlas launch: <https://www.linkedin.com/pulse/launching-photographic-food-atlas-kenyan-adolescents-hanna-walsh/>

PA curriculum capacity-building: <https://esignals.fi/2019/12/13/hyvinvointiosaamista-keniaan/>

<p>Conferences: Kenyatta University Biennial research and Innovation Conference (KUBRIC) 2019 Three abstracts were submitted to the International Conference on Diet and Activity Methods 2020 to be held at Wageningen University, Netherlands</p>	
<p>PBL East Africa - Strengthening Problem-Based Education in East African Universities (Kenya, Uganda, Tanzania)</p>	<p>Project web page: https://aaltoglobalimpact.org/pbl-east-africa/</p>
<p>Web pages at partner HEIs: https://c4dlab.ac.ke/innovation-fellowship/ https://www.udsm.ac.tz/web/index.php/directorates/udiec</p> <p>The project has had numerous social media channels maintained by the student groups themselves, reaching out to youth and peer students directly, and many student groups have as part of their PBL course assignments developed websites, videos, printed reports and information materials, which have been disseminated in each course's final events and to external stakeholders.</p> <p>There have also been separate announcements, pitching competitions, student fairs, public events and presentations, and the project activities have reached out to large stakeholder groups in all three East-African HEIs. All these materials are currently being collected into a final dissemination booklet and updated website contents.</p>	
<p>SHUREA - Human Rights Research and Education in Sub-Saharan Africa (see section on Ethiopia)</p>	
<p>TAITAGIS - Improving capacity, quality and access of Geoinformatics teaching, research and daily application in Taita Taveta County, Kenya</p>	<p>Project web page: https://taitagis.ttu.ac.ke/</p>
<p>Facebook: https://www.facebook.com/TaitaTavetaUniversityTAITAGIS/ Twitter: #TAITAGIS, @hopadero, @msiljand, Instagram: #taitagis YouTube: https://www.youtube.com/watch?v=KnYMLwQQwOo</p> <p>Web media: https://www.inthefieldstories.net/kenya-finland-partnership-boosts-access-to-geoinformatics-education-and-training-to-aid-sustainable-development/ https://pictame2.com/tag/esrieasternafrika/</p> <p>Peer reviewed scientific publications:</p> <p>Munyao, Siljander, Johansson, Makokha, Pellikka. <i>An assessment of human–elephant conflicts in multifunctional landscapes of Taita Taveta County, Kenya</i>. Submitted to Global Ecology and Conservation.</p> <p>Obunga, Siljander, Maghenda, Pellikka. <i>Potential distribution and habitat suitability of two critically endangered endemic tropical montane cloud forest bird species Taita Apalis and Taita Thrush in Taita Hills, Kenya</i>. Submitted to Global Ecology and Conservation.</p> <p>Siljander, Adero, Gitau, Nyambu (2020), Land use/land cover classification for the iron mining site of Kishushe, Kenya: A feasibility study of traditional and machine learning algorithms. In Press African Journal of Mining, Entrepreneurship and Natural Resource Management, 1(2), ISSN: 2706-6002.</p>	

Siljander, Kuronen, Johansson, Munyao & Pellikka, 2020, Primates on the farm – spatial patterns of human–wildlife conflict in forest-agricultural landscape mosaic in Taita Hills, Kenya. *Applied Geography* 117, 102185, <https://doi.org/10.1016/j.apgeog.2020.102185>

Uusitalo, Siljander, Dub, Sane, Sormunen, Pellikka, Vapalahti (2020). Modelling habitat suitability for occurrence of human tick-borne encephalitis (TBE) cases in Finland. *Ticks and Tick-borne Diseases*, 101457. <https://doi.org/10.1016/j.ttbdis.2020.101457>.

Hurskainen, Adhikari, Siljander, Pellikka & Hemp. 2019. Auxiliary datasets improve accuracy of object-based land use/land cover classification in heterogeneous savanna landscapes, *Remote Sensing of Environment*, 233, 111354. <https://doi.org/10.1016/j.rse.2019.111354>

Johansson, T. P., Heiskanen, J., Siljander, M. & Pellikka, P. K. E. 2019. Web map application to support spatial planning, decision-making and transition towards climate-smart landscapes in the Taita Hills, Kenya, In *Geospatial Challenges in the 21st Century*. Koutsopoulos, K., de Miguel Gonzales, R. & Donert, K. (eds.). Springer, Cham, p. 173-187. https://doi.org/10.1007/978-3-030-04750-4_9

Uusitalo, R. J., Siljander, M., Culverwell, C. L., Mutai, N., Forbes, K. M., Vapalahti, O. & Pellikka, P. K. E. 2019. Predictive mapping of mosquito distribution based on environmental and anthropogenic factors in Taita Hills, Kenya. *International Journal of Applied Earth Observation and Geoinformation*, 76, 84-92. <https://doi.org/10.1016/j.jag.2018.11.004>

Capitani, C., Garedew, W., Mitiku, A., Berecha, G., Hailu, B. T., Heiskanen, J., Hurskainen, P., Platts, P. J., Siljander, M., Pinard, F., Johansson, T. & Marchant, R. 2018. Views from two mountains: exploring climate change impacts on traditional farming communities of Eastern Africa highlands through participatory scenarios. *Sustainability Science*, 14(1), 191-203. <https://doi.org/10.1007/s11625-018-0622-x>

Jyrkänkallio-Mikkola, J., Siljander, M., Heikinheimo, V., Pellikka, P. & Soinen, J. 2018. Tropical stream diatom communities – the importance of headwater streams for regional diversity. *Ecological Indicators*, 95(1), 183-193. <https://doi.org/10.1016/j.ecolind.2018.07.030>

Kaistinen, H., Kivikko, T., Marttunen, E., Potinkara, M., Muukkonen, P. & Siljander, M., 2018, Taita Taveta geodatabase. In *Creating, managing, and analysing geospatial data and databases in geographical themes*. Tyystjärvi, V. & Muukkonen, P. (eds.). Helsinki: University of Helsinki, Faculty of Science, Department of Geosciences and Geography, p. 58-80 23 p. (Department of Geosciences and Geography C; no. C14). Open source geospatial data set “TAITA TAVETA GEODATABASE” is now shared and communicated via TAITAGIS website: <https://taitagis.ttu.ac.ke/resource-downloads/>

Pellikka, P. K. E., Heikinheimo, V., Hietanen, J., Schäfer, E., Siljander, M. & Heiskanen, J. 2018. Impact of land cover change on aboveground carbon stocks in Afromontane landscape in Kenya. *Applied Geography*, 94, 178-189. <https://doi.org/10.1016/j.apgeog.2018.03.017>

Adero, N.J. and Shikwati, J. (2017). Why spatial intelligence is critical to business models: Insights from enterprises in Western Kenya. In: *The book of proceedings, 1st International Conference of the Regional Centre for Mapping of Resources for Development (RCMRD) “Space Science Touches Lives”, Nairobi, Kenya, 27–29 November 2017, 49–50.*

Adhikari, H., Heiskanen, J., Siljander, M., Maeda, E., Heikinheimo, V. & Pellikka, P. K. E. 2017. Determinants of Aboveground Biomass across an Afromontane Landscape Mosaic in Kenya. *Remote Sensing*, 9(8), 827. <https://doi.org/10.3390/rs9080827>

Hailu, B. T., Siljander, M., Maeda, E. E. & Pellikka, P. 2017. Assessing spatial distribution of *Coffea arabica* L. in Ethiopia's highlands using species distribution models and geospatial analysis methods. *Ecological Informatics*, 42, 79-89. <https://doi.org/10.1016/j.ecoinf.2017.10.001>

Nthuni, S., Karanja, F., Pellikka, P. K. E. & Siljander, M. 2017. Testing the Potential Application of Simulated Multispectral Data in Discriminating Tree Species in Taita Hills. *Journal of Geosciences and Geomatics*, 5, 243-250. 10.12691/jgg-5-5-3

KYRGYZSTAN	
FISHEDU - Capacity building of fisheries and aquaculture education in the Kyrgyz Republic	Project web page: www.uef.fi/fishedu www.knau.kg
Facebook https://www.facebook.com/fishedu/	

Articles

Avento, R., Bruun, A., and Nurgaziev, M. 2017. Fishing for curricula reform. Forum, EAIE Member Magazine. Winter 2017. <https://www3.uef.fi/documents/1434225/1751170/2017-Winter-Forum-RoseannaAvento.pdf/5c0120fd-78ed-46e6-a220-7cfbd12731a8>

Developing fisheries and aquaculture education in Kyrgyzstan. UEF Bulletin, 2019.
https://issuu.com/uniuef/docs/uef_bulletin_2019

Nishaeva, S. and Arziev, K. 2019. Covid-19 Disrupting Fisheries and Aquaculture Education in the Kyrgyz Republic UniPID Newsletter August 2020
https://www.unipid.fi/site/assets/files/2540/hei_ici_projects_covid_19.pdf

Akipress News Articles:

- Cooperation between Kyrgyz National Agrarian University named aft. K.I.Skryabin and University of Eastern Finland / Сотрудничеству Кыргызского национального аграрного университета им.К.Скрябина и Университета Восточной Финляндии исполнилось 5 лет.
http://bilim.akipress.org/unews/un_post:9353/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d
- Signing of FishEDU agreement between UEF and KNAU / В рамках проекта FishEDU, КНАУ посетила делегация из Университета Восточной Финляндии (УВФ).
http://bilim.akipress.org/unews/un_post:9352/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d
- FishEDU Aquaculture Centre Launched and Opened by Ambassador Mikko Kivikoski and Members of Parliament of Finland / Делегация из Финляндии посетила Аграрный университет Кыргызстана.
http://bilim.akipress.org/unews/un_post:10339/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d
- Training on running a bachelor's or master's level programme and summer school is given at the Kyrgyz National Agrarian University / В Аграрной академии для преподавателей проходит тренинг по разработке учебно-методического комплекса по рыболовству и аквакультуре.
http://bilim.akipress.org/unews/un_post:12002/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d
- KNAU representatives at the National Forum on Fisheries and Aquaculture Development / Представители КНАУ приняли участие в национальном форуме по развитию аквакультуры и рыболовства.
http://bilim.akipress.org/unews/un_post:12223/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d
- A borehole will be drilled at KNAU to serve FishEDU Demonstration Fish Farm / В Аграрном университете пробурят скважину для учебной рыбной фермы.
http://bilim.akipress.org/unews/un_post:12961/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d
- KNAU started construction of the FishEDU Demonstration Fish Farm / КНАУ начал строительство демонстративной рыбной фермы.
http://bilim.akipress.org/unews/un_post:16589/?from=un_bilim&place=search&sth=3dc05b12e597ae067fe08a586ba2136d

Television news insert featuring launch of e-library on GovoriTV <https://govori.tv/bishkekte-internetsiz-ishtej-turgan-elektronduk-kitepkana-achyldy/>.

Events:

2017: Seminar on ‘Public participation, as a tool to optimize the environmental monitoring system on the example of Lake Son-Kul’ organized by the State Agency on Environment Protection and Forestry of the Kyrgyz Republic and Finnish Environment Institute’

2018: First Forum 'Implementation of Aquaculture and Fisheries Development in the Kyrgyz Republic Round table on Conservation and increase of fish stocks of Issyk Kul lake. First National Forum “Implementation of Fisheries and Aquaculture Development Programme in the Kyrgyz Republic 2018-2027” organized by Department of Pastures, Livestock and Fisheries and FAO.

2019: Thematic Workshop on Water Quality organised by the EU-Central Asia Network for Science and Technology, Community outreach programme: Debates between schoolchildren (9-10th grades) of Bishkek and Chui region on “Pros and Cons of Aquaculture in the Kyrgyz Republic”. Community outreach programme: Visits to the Aquaculture Centre and Introduction of Fisheries and Aquaculture programmes for schools in Bishkek and Chui region.

MOZAMBIQUE	
SuMNatuRe - Sustainable Management of Natural Resources in Mozambique	Project web page: https://www.jyu.fi/science/fi/bioenv/tutkimus/luonnonvarat/sumnature
<p>https://osilvicultor.weebly.com/sumnature.html</p> <p>Facebook: https://www.facebook.com/universidadezambeze/</p> <p>https://cop24.gov.pl/fileadmin/DEKLARACJE/Final_Almeida_Bonn_Meeting_How_the_Academy_is_supporting_forest_policies_in_Mozambique.pdf</p> <p>Conferences:</p> <p>“The Challenges of Higher Education in Mozambique: The case of Zambeze University” presented by Prof Ana Piedade Monteiro in the panel “Education for social justice, equity and equality” at the 2018 SANORD Conference at Jyväskylä;</p> <p>“Are Buffer Zones useful for the conservation of biodiversity in Miombo woodlands? The case of Chimanimani NR in Mozambique” presented by Dr Virtanen at the IUFRO conference in Posadas, Argentina, October 1st-5th, 2018 (travel costs were covered from other sources);</p> <p>“How the academy is supporting forest policies in Mozambique”, presented by Prof Siteo at the UNFCCC Conference “Forests for the climate: how science is helping forest”, in Bonn, Germany, 24th of June 2019 (travel costs were covered from other sources).</p> <p>In addition to conference presentations, six articles, to be published in scientific journals, are in preparation.</p>	
EARLI - Energy efficient lighting and renewable energy – see section on Ethiopia	

<u>MYANMAR</u>	
PARFORM - Partnership for Forestry Higher Education Cooperation in Mekong Region (Laos, Thailand, Myanmar)	Project web page: https://blogs.helsinki.fi/vitriblog/education-studies/ongoing-education-projects/hei-ici-parform/
<p>Facebook: https://www.facebook.com/UH.VITRI/</p> <p>Lao exchange students experience: https://www.youtube.com/watch?v=8itJYfgB1k, https://www.youtube.com/watch?v=7NI3_CfmyfM, https://www.youtube.com/watch?v=8YGKXqfVbco, https://www.youtube.com/watch?v=E2k1dYnqeN8</p> <p>Myanmar exchange students experience: https://www.youtube.com/watch?v=mBR6D6iLEw8, https://www.youtube.com/watch?v=3G1cE2xHOTI</p>	
TELECOM for YTU -Support for Telecommunication Education, Research and Training at Yangon Technical University	Project web page: https://ytu-telecom-training.fi/
<p>Facebook: https://www.facebook.com/TelecommDipYTU?fref=search&_tn=%2Cd%2CP-R&eid=ARCh0U-WgyXzewJqs7-ugW08EeBWD8VX3Cg0UqB0jnnJMIhgzYlhlLKZq8jizHh9FctbKyXJGngATrt</p> <p>https://www oulu.fi/university/node/51659</p>	

<u>NAMIBIA</u>	
MARIBILIS – Improving maritime education of Namibia with Double Degree program of Maritime Engineering with integration of R/V MIRABILIS as a Living Lab	Project web page: http://maribilis.nust.na
<p>Facebook: https://www.facebook.com/Maribilis-457744871630460</p> <p>Instagram: https://www.instagram.com/marine_at_nust/?hl=en</p> <p>News: https://economist.com.na/29431/education/research-miracle-as-mirabilis-sails-into-maribilis-marine-research-project/ https://www.linkedin.com/pulse/maribilis-project-logo-competition-daniel-pemphero-mgawi http://www.nbc.na/news/project-broaden-namibias-maritime-education-and-traininglaunched.13677</p>	

<https://www.namibiansun.com/news/maritime-studies-at-nust2017-10-31>
<http://www.nust.na/sites/default/files/newsletter/27%20October%202017.pdf>

Conference:

- 8th Transport Research Arena TRA 2020, April 27-30, 2020, Helsinki, Finland. The Paper of NUST and SAMK was accepted with the highest possible marks. The name of the Paper was “High Impact Partnership Towards the Establishment of a Sustainable Marine Engineering Programme in Namibia”. Authors: Samuel John, Meri-Maija Marva, Riitta Tempakka, Andrew Zulu, Rajaram Swaminathan, Tobias Nambala, Heikki Koivisto. Unfortunately, the TRA 2020 was cancelled due the CODIC – 19 pandemic
- Participation in the NUST Career fair to market the double degree
- Presentation of the Project at national maritime related events.

NEPAL

BUCSBIN - Building University Capacity to Support Business Incubation in Nepal

Project web page: <https://bucsbin.org/>

Facebook: <https://www.facebook.com/bucsbin> Twitter: https://twitter.com/bucsbin_np

YouTube (5 videos): https://www.youtube.com/channel/UckhLEwgi9sgJPbrquP7Hg_g/videos

The World Bank’s Solutions for Young Employment (S4YE) Impact Portfolio:
https://www.s4ye.org/projects/list?field_project_type_target_id=876

Research paper on “Efficacy of Lab Based Pedagogy in Improving the Critical Thinking and Creativity Among Learners” in a COHERE Conference, Spain, 2019 (page 66). <https://mon.uvic.cat/coehre-2019/files/2019/04/Booklet-Coehre-2019-v3.pdf>

News:

- <http://www.bikashnews.com/2017/08/17/69605.html>
- <http://www.newbusinessage.com/Articles/view/6421>
- <http://english.onlinekhabar.com/2017/08/18/405245.html>
- <http://www.myrepublica.com/news/25899/>
- http://www.newbusinessage.com/MagazineArticles/view/2318?fbclid=IwAR1ddoGhXXw-2gH9VuWeK_FRBzvdH33AfRp4QcpVGhTYkCoYXx-9-Jjt4WE
- <http://www.martinchautari.org.np/index.php/mcdiscussions/?type=2&year=2019>
- <https://www.kingscollege.edu.np/what-i-realized-from-concept-development-for-impact-2019/>

Conference participation 2019:

- COEHRE conference and publication presentation in Vic, Spain. 300 attendees.
- Presentation of BUCSBIN results in S4YE Conference in Washington DC, USA. 100 attendees.
- Industry seminar in Godawari, Nepal.
- Presentation and article at Asian Conference of Education (ACE 2019) in Tokyo, Japan. 10000 attendees.
- Participation and presentation of BUCSBIN results in Regional Youth Employment Forum 2019 in Addis Ababa, Ethiopia. 170 attendees.

<ul style="list-style-type: none"> • BUCSBIN Symposium in Kathmandu, Nepal. 208 attendees. 	
TPP Nepal - Teacher Preparation Programme through ODL Mode for Enhancing Quality in Education	Project web page: https://www.jamk.fi/en/Research-and-Development/RDI-Projects/Nepal/Home/
<p>Publication: Achievements and Challenges of Open and Distance Learning Development in Nepal https://www.jamk.fi/en/Research-and-Development/RDI-Projects/Nepal/news/</p> <p>JAMK, network magazine article in 2019: Himalajan syllissä, Jamk.fi network magazine 1/2019 (pdf) Blog posts during the project: https://blogit.jamk.fi/aokkhankkeet/tag/nepal</p> <p>Article: Leppänen, T. 2020. ”Pedagoginen ihme - havainnot globaalista opettajuudesta” will be published in the JAMK publication in autumn 2020.</p>	

PALESTINE	
eToT-FinPal: Online Training of Trainers: Pedagogical Practices in Palestinian Higher Education	Project web page: https://research.uta.fi/finpal/
<p>Facebook page in Arabic: https://www.facebook.com/eTrainingFinPal/</p> <p>Youtube Video summary of the project's major achievements between March 2017 and July 2019: https://youtu.be/JLdbHuJ5mmQ</p> <p>A bilingual webpage of the Academic Excellence Unit hosted on IUG website platform: http://qdev.iugaza.edu.ps/Academic-Excellence-Unit/About-us</p> <p>A bilingual brochure used as a printed handout during different events organised by the project: https://research.uta.fi/finpal/wp-content/uploads/sites/15/2020/05/FinPal-Brochure.pdf</p> <p>Training of Trainers certificate awarding ceremony at IUG, 26.2.2019: News post https://research.uta.fi/finpal/training-of-trainers-was-concluded-with-the-certificates-awarding-ceremony-on-26-feb-2019/ & Video https://youtu.be/nZFw2RAkQTW</p> <p>1st International Symposium at IUG: https://research.uta.fi/finpal/symposium-new-teaching-approaches/</p> <p>About the project on the website of Tampere University: https://www.tuni.fi/fi/ajankohtaista/tampereen-yliopisto-vie-yliopistopedagogiikkaa-verkossa-gazaan</p> <p>New pedagogical training programme “Teaching Excellence in Higher Education” News post https://research.uta.fi/finpal/aeu-second-training/ https://research.uta.fi/finpal/palestinian-academics-pedagogical-competence Video https://youtu.be/qmngCqLZOis</p> <p>Conference presentations in 2019: https://research.uta.fi/finpal/pedaforum-finland/ & https://research.uta.fi/finpal/cher-conference-2019/</p>	

IUG academics visiting Tampere University: <https://research.uta.fi/finpal/iug-in-tampere>
<https://research.uta.fi/finpal/five-iug-academics-at-tau/>

Joint research article:

Alenius, P., Aldahdouh, T. Z., Holubek, V., Al-Masri, N., El-Holy, A., Lindén, J. & Korhonen, V. (2019). Examining Teaching Approaches, Academic Culture, and Self-Efficacy Beliefs of Instructors at a Palestinian University, *International Journal of Teaching and Learning in Higher Education*, 31(3), 390-401. (available online: <http://www.isetl.org/ijtlhe/pdf/IJTLHE3435.pdf>)

PERU

PECOLO - Native Crops for Sustainable and Innovative Food Futures in Peru and Colombia – see section on Colombia

SOUTH-AFRICA

SHUREA - Human Rights Research and Education in Sub-Saharan Africa (see section on Ethiopia)

TANZANIA

BUSCO – Building sustainable and resilient communities through co-creation between universities and businesses

Project web page: <https://busco.diak.fi/>

A project publication will be written in BUSCO project. The publication is edited by Elsa Keskitalo, Evariste Habiyakare and Sonja Vanto and is titled "Universities and businesses cocreating sustainable communities for the future. Experiences and results from the BUSCO project." The publication consists of 11 articles, written by 19 Finnish and Tanzanian authors.

EARLI - Energy efficient lighting and renewable energy – see section on Ethiopia

Geo-ICT – Geospatial and ICT capacities in Tanzanian Higher Education Institutions

Project web page: <http://geoict.org>
<http://tanzania.utu.fi>

Facebook: <https://www.facebook.com/ututanzania/>

Seminars and events: eg. FOSS4g 2018, AGILE, Maantieteen Päivät, Geoinformatiikan tutkimuspäivät, SABA SABA, UDSM Research Weeks, Data Tamasha etc.

Conferences: ESRI East Africa GIS conference, FOSS4G conference, and Tanzania GIS day, Sabasaba International Trade Fair. The project won second place during the university-wide College Level Research Week Exhibition competition in Tanzania.

Publications and Articles:

Käyhkö N., William C., Mayunga J., Makame M., Mauya E., Järvi A. (2018). *Building geospatial competences in Tanzanian universities with open source solutions. International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences.* FOSS4G 2018.

Käyhkö N., Makandi H., Msilanga M. (2018). *Geospatial expertise, cooperation networks and development potential in Tanzania. Geospatial Technologies for All.* Selected Papers of the 21th AGILE Conference on Geographic Information Science.

Leinonen U., Koskinen J., Makandi H., Mauya E., Käyhkö N. (2018). *Open Foris and Google Earth Engine linking expert participation with natural resource mapping and remote sensing training in Tanzania.* International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences. FOSS4G 2018.

*Hooli L., Jauhiainen J., Järvi A., Nkonoki E., Taajamaa V., Käyhkö N (2019). *Contextualising Innovation in Africa: Knowledge Modes and Actors in Local Innovation Development.* IST-Africa Week Conference. Institute of Electrical and Electronics Engineers Inc.

Taajamaa V., Järvi A., Laato S., Holvitie J. (2018). *Co-creative engineering curriculum design – Case East Africa.* 2018 Frontiers in Education Conference: Fostering Innovation through Diversity.

*Taajamaa, V., Nkonoki, E., Järvi, A & Hooli, L (2019). *Promoting Innovation by Adding Entrepreneurial Education to a Natural Sciences Curriculum-Case Tanzania.* IFIP Advances in Information and Communication Technology.

*co-funding from the GESEC 2016-18 project (Business Finland, BEAM programme).

More news and publications available on projects web page: <https://www.geoict.org/category/news/>

IRIS - Introducing Reverse Innovation Model to HEI in Tanzania

Project web page: <https://iris.turkuamk.fi/>

Facebook <https://www.facebook.com/IRISproject2017>

Twitter #heiici and #irisproject

26 blog posts

The IRIS project has been present in local TV and media. The main visibility event of IRIS was TIPE, the Tanzanian Innovation Pedagogy Event, that was organized along with the Dar es Salaam Innovation Week in 2019. In addition, TUDARCo members were interviewed in media about their new pedagogy model that combines information, learning and community development.

The IRIS Publication Reverse Innovation Improving Community Engagement through Active Pedagogy in Tanzania: Case TUDARCo. The publication paper draws together the development of the active innovation pedagogy model FinTan. The publication contains 7 articles which cover the project trajectory, concept of reverse innovation and the process of development evaluation. The publication is available <http://julkaisut.turkuamk.fi/isbn9789522167484.pdf>

PBL East Africa - Strengthening Problem-Based Education in East African Universities (see section on Kenya)

UGANDA

PBL East Africa - Strengthening Problem-Based Education in East African Universities (see section on Kenya)

SHUREA - Human Rights Research and Education in Sub-Saharan Africa (see section on Ethiopia)

