FINNISH NATIONAL AGENCY FOR EDUCATION

HEI ICI 2017

Annual Project Progress and Programme Results

Contents

This is a summary report of the first annual project reports of the HEI ICI 3rd programme period 2016-2018. In total, 19 projects submitted their reports to EDUFI by March 2018. The reports were analyzed and project-specific feed-back related to content and finances was sent to the projects in June 2018. The projects were then asked to respond to the feed-back by August 2018.

EDUFI, September 2018

1. Main project results of the first implementation period in 2017

Despite the initial delay of 3 months in the HEI ICI programme financing decision by the Ministry for Foreign Affairs, the HEI ICI projects demonstrate good progress during their first project period in 2017. As the financing decision was taken 23rd March, the majority of the projects only started the substance-related activities during summer, leaving an **actual implementation period limited to 6-7 months.**

An impressive amount of activities has been carried out during the first year, and three particular characteristics of the activities stand out:

1. In several partnerships, focus has been on undertaking a more specific needs assessment, collecting baseline data or further identifying realistic goals as compared to the starting point and the specifics of the operational environment.
2. Many projects have already started reviewing curricula at the partner institutions, identifying demands related to content, methodology, materials, quality assurance, stakeholders etc.
3. To prepare the ground for the collaboration, the HEI ICI projects have conducted broad stakeholder consultations and awareness raising activities, targeting especially non-academic groups, such as NGOs, local communities, government, public authorities, as well as the private sector.
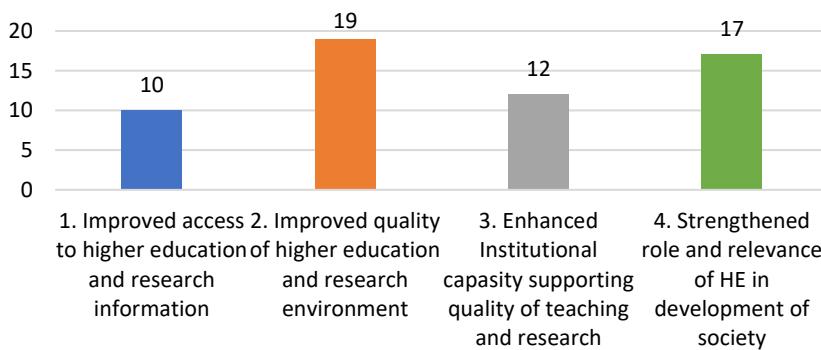
The 20 HEI ICI projects all work towards 4 programme-level Result Areas, with specific indicators attached to each Result Area. The chart below highlights the number of projects working on each Result Area, demonstrating that the most common aims of the HEI ICI projects is to improve the quality of higher 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
The first result area clearly overlaps with the second, as the majority of HEI ICI projects develop new courses, modules and curricula into higher education institutions, resulting in strengthened quality but indirectly leading also to increased access.

Already during 2017, one concrete result is access to one new joint PhD study programme in Higher Education Management and Leadership in Ethiopia. In several countries, projects have contributed to access to research databases and research results through licence procurements or visits to Finnish HEIs, access to field research methods or access to new equipment.

RESULT AREA 2 Improved quality of higher education and research environment
Within the second Result Area, impressive results have been gained already during the first implementation year. National impact on the reform process of the educational system was initiated through HEI ICI in two projects; vocational teacher education in Ethiopia and teacher education in Nepal.

Curricula reviews were conducted in 13 projects, and the other projects were able to start immediately as they were based on long-term collaboration and previous HEI ICI funding.

10 projects are working substantially on increasing research capacities (methodology training, joint publications, conference proposals, joint research projects). Furthermore, 5 projects are developing lifelong learning or professional development opportunities.

2.1 New study programmes / courses /methodology

> The mostly used indicator 2.1 best highlights the progress in the HEI ICI programme during the year 2017
>
> - One new joint PhD programme
> - One new Masters programme accredited
> - One new Masters programme (not yet accredited)
> - New Diploma programme
> - 2 Masters-level courses, initiated design of 4 new curricula, initial course plans for 7 courses and 4 preliminary study modules
> - Joint PhD /Master thesis supervision in 3 projects

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

At present, only 12 HEI ICI projects indicate, that they are contributing to Result Area 3, however, this could be identified as an additional result and spin-off for all projects. Through the 3 year international collaboration in capacity building projects, all southern partner HEIs gain experience and knowledge about international relations management and project management, enhancing their institutional capacity.

Currently projects report on progress in strengthening the institutional capacity through:

- development of multi-disciplinary teaching and education,
- leadership and management training,
- improved student services and information systems
- created Open and Distance Learning capacity
- capacity to collaborate with industrial/non-academic partners
- introduction of new quality assurance measures

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

The HEI ICI projects have been very active in collaborating with other, non-academic stakeholders, such as Ministries, local and regional government levels, city authorities, the private sector, industry and NGOs. The strengthened role of higher education in society is visible during 2017 in several ways:

- Stakeholder consultations as part of the curricula review – in all projects
- Innovation collaboration with HEIs, concrete activities involving non-academic partners: 5 projects
- Awareness raising events, reaching a wide group of stakeholders, regional events
- Meetings with institutional leadership, Ministries, to ensure ownership
- Cooperation with the regional Ministry to build up a geodatabase / Kenya
- Feed-back on national policy-making / Peru
- Students working on problem-based-learning cases with local organizations

Number of trainings
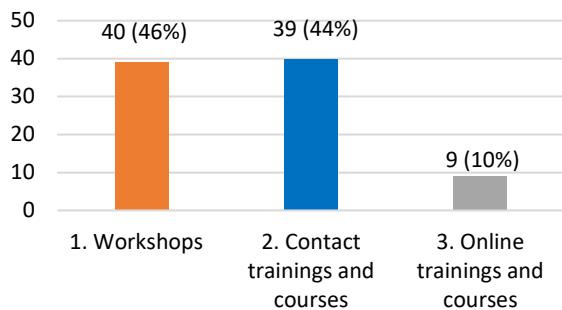
The HEI ICI projects have reported the number of workshops, contact trainings and online trainings, as well as the number and gender of participants in every activity. In total, 88 training activities were conducted.
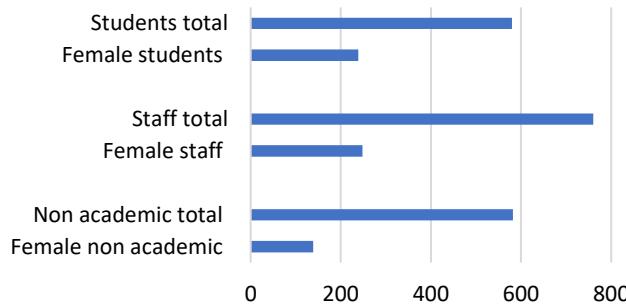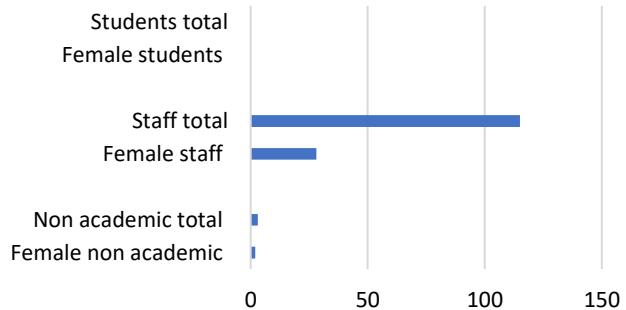
Based on these results the number of workshops and contact trainings is almost equal. At this point of the project implementation, the number of online trainings is much lower, being only 10%.

There is variation in the number and gender of participants in trainings. Male staff is the most represented in both contact and online trainings when female participants are being the minority. At this moment there is no student participants in online trainings and the number of non-academic participants is quite low.

2. Impact of the projects so far

Impact in the southern partner countries

It is too early to demonstrate impact of project activities of only a few months, especially concerning increased capacity within higher education. Some distinct progress towards impact can still be identified.

The projects have <u>increased awareness of a certain topic, secured the support and involvement of important stakeholders</u>, such as Ministries of Education and other sector-specific Ministries, local and federal governments, city authorities, industry etc. To develop multi-disciplinary content or new methodology such as business incubation, living labs, problem-based learning, <u>outreach to private sector partners</u> has been introduced in many projects, e.g. BUCSBIN, BUSCO, IRIS, PBL East Africa.

New equipment has been procured and teaching space has been established, to remain also after the project funding has ended, e.g. an Academic Excellence Unit at a University on Gaza. Several projects have procured teaching materials, books etc., that will <u>improve the access to teaching and learning</u> for staff and students at the partner HEIs.

An important impact of several HEI ICI projects will be the stronger <u>internal institutional collaboration</u>, reduced duplicity, identifying synergies and establishing cooperation between HEIs and between different disciplines in each university.

Impact in the Finnish coordinating institutions

The HEI ICI cooperation has affected the Finnish HEIs in many ways. The cooperation <u>influenced the professional identity, development and learning of the Finnish participants</u>, in terms of a change of mindset of the home university personnel. The personnel gained experience in teaching multicultural and multidisciplinary groups in a new context.

Teachers who had never travelled in developing countries had a chance to improve their knowledge and awareness, both on academic and contextual matters. Staff gained experience of teaching and research methods in different socio-economic contexts. The cooperation also built on the merits of individual teachers; new ways to work in new academic environments deepened the knowledge and understanding of their own research topic. The HEI ICI cooperation hence builds internationally oriented professionals to contribute to the Finnish society.

During the current HEI ICI programme period, the projects also had to develop new 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 some also in cooperation with Finnish companies.

3. Consistency with development policies

Coherence in partner countries

The partner country policy coherence has been checked already at the application phase and all projects align either with national, local or institutional policies as well as Finnish development policy priorities. Here, we wish to highlight the collaborations contributing to national-level developments.

<u>Some projects work directly with achievement of national-level plans and developments, even though the funding is geared towards higher education collaboration.</u> In Nepal the Bucsbin project develops the entrepreneurship education and supports the national goal of promoting sustainable economic growth and the aim of doubling the production of small and medium-sized enterprises by 2030. Another project with Nepal, TPP Nepal (teachers professional development), supports the school sector development programmes of the Ministry of Education. The strategies emphasize the importance of open and distance education. The national aim is also to strengthen the access to higher education and TPP Nepal project works in cooperation with seven regional campuses.

Altogether four HEI ICI projects work with Ethiopian federal or state organizations. These projects support the Ethiopian 25 year Strategic plan to transform the socio-economic status of the country. Plans underline the need and creation of an information society in which universities play an important role.

In Peru, during the first year of the PECOLO project, feedback to the National Sustainable Consumption and Production policy has been given to the Ministry of Environment and Sustainable Development.

Alignment with Finnish Development Policy

The alignment of the projects to the four priority areas of the Finnish Development Policy Goals were reported comprehensively on all the priority areas. However, many of the reported alignments would benefit from a deeper consideration of the change accomplished in the particular project, as well as a closer analysis of the cross-cutting issues.

1. The rights and status of women and girls

Most (15) of the projects have informed to enhance the rights and status of women and girls. Gender equality was enhanced through Open and Distance Learning (ODL, TPP Nepal), prioritizing and encouraging women to participate both the professional training and PhD programmes (LMEU), educating women on human rights, capacitating their entrepreneurial skills and supporting and empowering women and girls having faced different forms of abuse in a living lab on Counselling (Busco).

2. The growth of developing countries' economies to generate more jobs, livelihoods and well-being

14 of the projects informed to be aligned with the second priority area by generating jobs or livelihoods in the long run. The methods for generating jobs and livelihoods were e.g. leadership, entrepreneurial and project management training (TELECOM), access to TVET education for disabled people and that way improving their job possibilities (Tecip), entrepreneurship coaching and engagement to stakeholder network building in the sector of GIS/ICT (Geo-ICT), improving the employability of young graduates by entrepreneurship and project development opportunities (PBL East Africa) and a training program for local community focusing on entrepreneurship (Bucsbin).

3. Democratic and better-functioning societies

All the projects are aligned with the third priority area of Finnish development policy because of the emphasis on education. The priority area is enhanced by e.g. the improved access, quality, capacity and relevance of higher education in the partner countries. Besides higher education, some projects enhance the priority area three by e.g. better information use in decision-making (Taitagis), increasing the active role of HEI to cultivate ideas from community (IRIS) and by enhancing the judicial enforcement of the right to freedom of political assembly and association in the partner country (SHUREA).

4. Food security, access to water and energy, and sustainable use of natural resources:

Half of the projects reported to be contributing to the fourth priority area in e.g. following ways: improving forestry higher education (PARFORM and SuMaNature), improving quality of higher education and research on native food crops and on sustainable value chains of Andean food plant crops (Pecolo), developing research enhancing food security by promoting dietary diversity (KenfinEdura), enhancing fisheries and

aquaculture education impacting food security (FishEDU) and introducing energy efficient lighting technologies contributing to carbon reduction (EARLI).

Climate Sustainability

Some projects have been exclusively and directly working towards achieving sustainable resource management (see point 4 above) and hence, contributing to climate sustainability, e.g. FishEDU on fisheries, SuMaNature and PARFORM on forestry, Pecolo on native food crops. In the PBL East Africa project, climate sustainability is a central concern of all project activities. The faculty and the student cases involve a strong climate sustainability perspective, and in some cases directly address climate-related issues. In Uganda, an analysis of climate effects of building construction, the use of raw materials and the effects of recycling on the reduction of emissions, developing plastic upcycling tools, the effects of climate change on food security and exploring non-motorized transportation to reduce carbon emissions.

As part of the curricula revision work, climate change-related subjects will be included in the new, updated curricula, e.g. climate change and Flooding in Tanzania as part of the Geo-ICT project, energy efficiency as part of curricula revision in the maritime project Maribilis in Namibia, energy efficiency in telecommunications networks and wireless communications in the TELECOM project in Myanmar.

Projects also cover research activities related to climate change, such as the SHUREA with low-carbon mobility regulations in African megacities, applying a socio-economic and cultural rights approach on oil production in Kenya, examining regional accountability standards as a means to diminish corporate human rights violations in the extractive industries in Africa. In the Taitagis project, study and research on the impact of change on ecosystem services, water resources, carbon sequestration, soil erosion and biodiversity are integrated in project activities.

When considering the CO_2 emissions of air travel, all projects have a high direct negative impact due to air travels. For most projects, therefore, the main effort towards climate sustainability would be the reduction of unnecessary travel, using Skype, video-conferencing and combination of activities as much as possible.

Linkages to Agenda 2030
In 2017, the HEI ICI projects were asked to report on how the 17 Sustainable Development Goals (SDGs) of the UN agenda 2030 are integrated or linked to the project activities. There is a remarkably wide spread of linkages between the results of the 20 HEI ICI projects and the SDGs.

The chart below clearly demonstrates that the projects, in addition to increasing the quality of education (SDG 4), also contribute to many other SDG indicators and goals.

SDG 16: Peace, Justice and Strong Institutions; 2

SDG 17: Partnerships for the Goals; 5

SDG 1: No Poverty; 7

SDG 15: Life on Land; 4

SDG 14: Life Below Water; 2

SDG 13: Climate Action; 8

SDG 12: Responsible Consumption and Production; 5

SDG 11: Sustainable Cities and Communities; 5

SDG 10: Reduced Inequalities; 4

SDG 9: Industry, Innovation and Infrastructure; 5

SDG 8: Decent Work and Economic Growth; 9

SDG 7: Affordable and Clean Energy; 2

SDG 6: Clean Water and Sanitation; 1

SDG 5: Gender Equality; 11

SDG 4: Quality Education; 17

SDG 3: Good Health and Well-Being for people; 4

SDG 2: Zero Hunger; 5

4. Project management

Three of the projects have informed to have signed a partner agreement with the project partner in 2017. In some of the projects the annual progress report was prepared jointly or commented by all the partners. All projects have been strongly encouraged to prepare the annual report in collaboration with the southern partner HEIs, to increase transparency and understanding. In addition, it could be considered as good practice that the partner universities report to the coordinating university regularly, to ensure systematic communication and information sharing.

Changes in the operational environment

Already at application stage, the HEI ICI projects submitted a risk analysis, with mitigation measures. Changes in the political environment have occurred in several projects. 4 projects experienced elections, and in some cases there were negative consequences, causing unrest, strikes or interruptions in the academic year. The consequences of the elections could also be positive and offer more academic freedom and new collaboration opportunities for HEIs.

In one project the restricted physical mobility caused major changes in the project implementation. However, through online trainings and videoconferencing facilities, the activities have been carried out in an efficient manner and results have been achieved. In a couple of projects, the accreditation process of the newly designed or revised study programme has been postponed, delayed or more cumbersome than anticipated. Nevertheless, the projects have managed to adjust in a dynamic way.

5. Communication and dissemination

In addition to the kick off -meetings and other face-to-face meetings in Finland and in the partner countries, the main internal communication methods have been e-mail and Skype meetings. Other communication mediums have been e.g. WhatsApp, phone and Adobe Connect. The most used online platform for the project work was Google Drive. In addition, one project used Moodle online working space and one project writes a blog about the project implementation.

At this stage the external communication of projects is focusing on enhancing the visibility. Almost every project has launched a blog or a website where news is published regularly. Social media including Facebook, Twitter and Instagram are actively used to promote ongoing projects. More traditional media, such as newsletters, TV and radio are also used by some projects to disseminate news.

Communication of HEI ICI projects
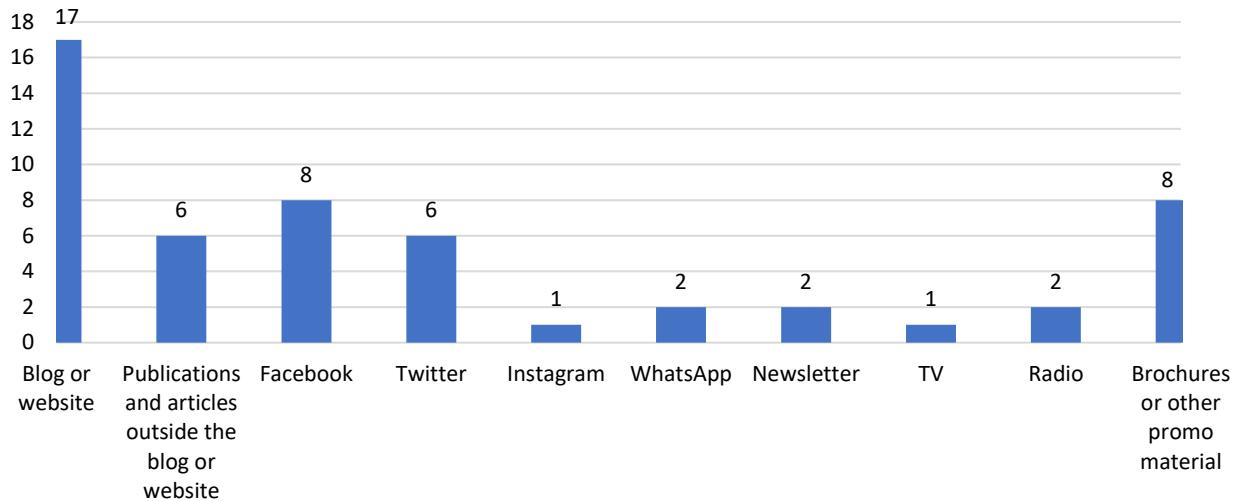
6. Financial management

The total use of the MFA funding in the HEI ICI programme was **2 009 415,16** euros in 2017.
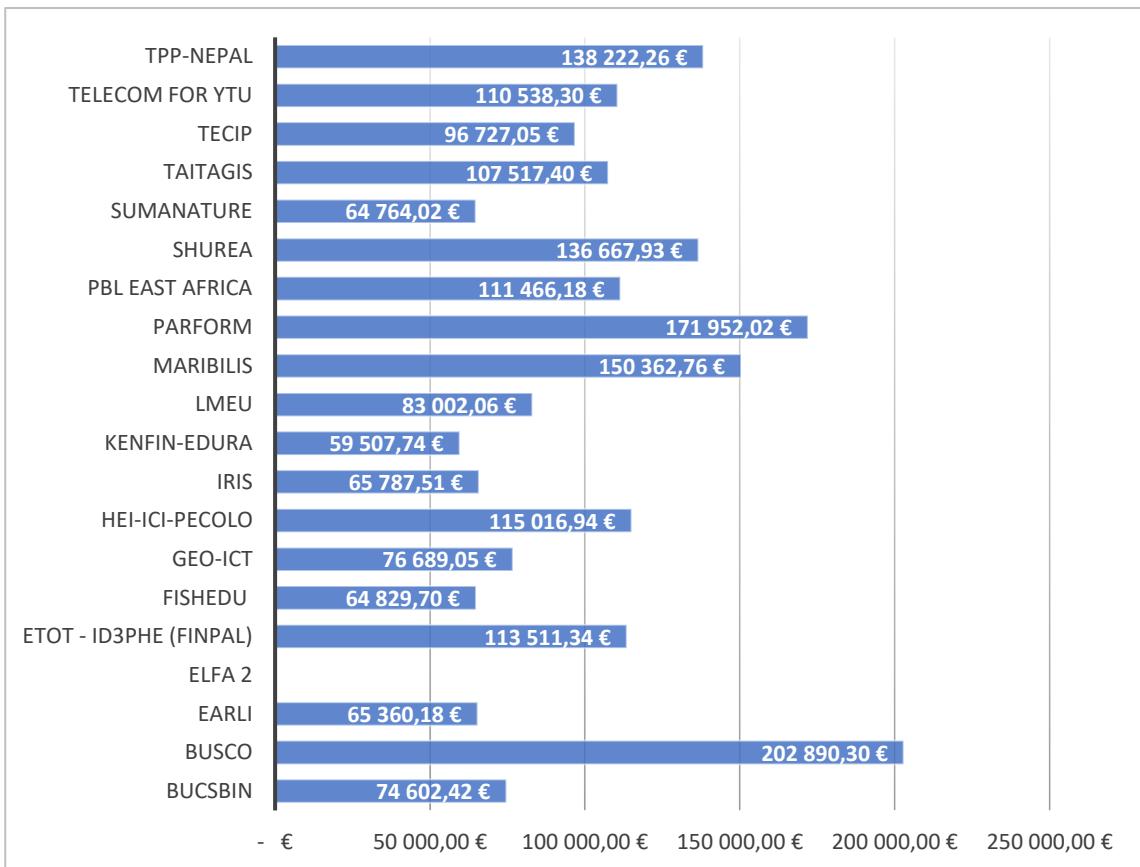
Chart 1. The use of <u>MFA funding</u> per project in 2017.

The total MFA funding of the HEI ICI programme is 11 883 097,40 euros in 2017-2019. Reflecting the time given for the project implementation in 2017, the yearly budget components were used successfully. <u>Due to the late start of the programme in 2017, the average usage of the budget 2017 was about 63 %.</u> The average percentage of the costs of the Finnish universities is about 70% and the costs of the partners are 30%.

<u>The project self-financing</u>

The total use of the self-financing reported was 2 663 668,79 euros in 2017. Most of the projects succeeded in the 20% self-financing. Two of the projects could not fulfill the self-financing of the first implementation year, but indicated that they will fulfill it during the year 2018.
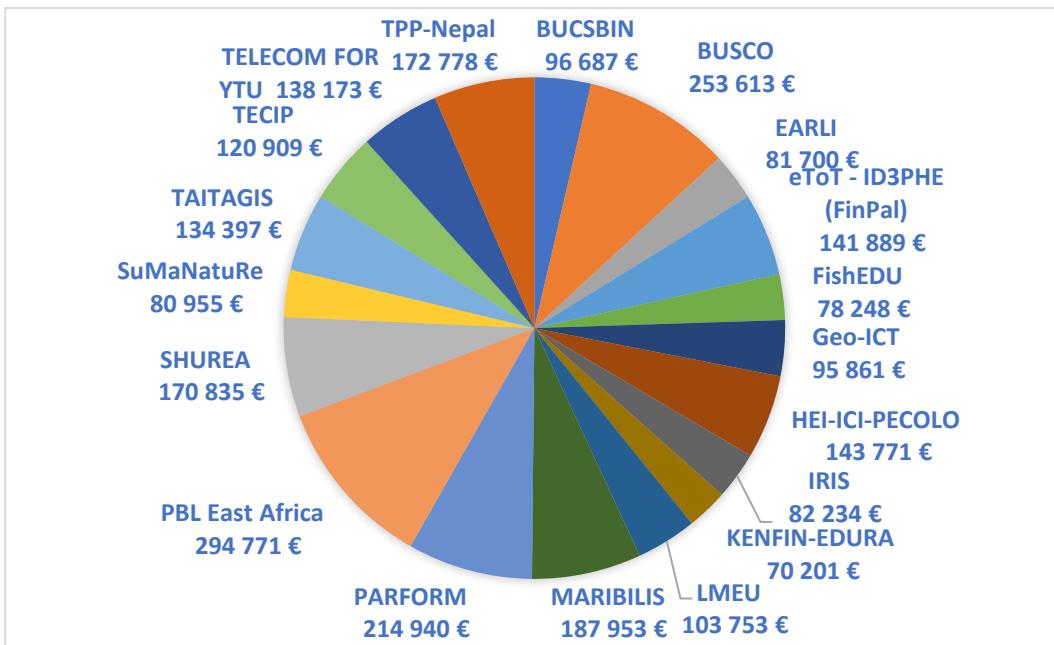
Chart 2. The total use of funding per project in 2017 including the self-financing.

Financial management of the projects

The projects had varying methods and responsibilities for the financial management. In many cases the financial management of the HEI was the responsibility of the project coordinator or the project leader, working in contact with the general financial administration. Some projects have their own accountant, controller or financial coordinators (both coordinating university and partner universities).

The transfers to the Southern partners

Transfers to partner universities were generally made against invoice. The total transfers for the Southern partners in 2017 were €759,426.00 €, of which most of the transfers were made to Tanzania (€203.626,00).
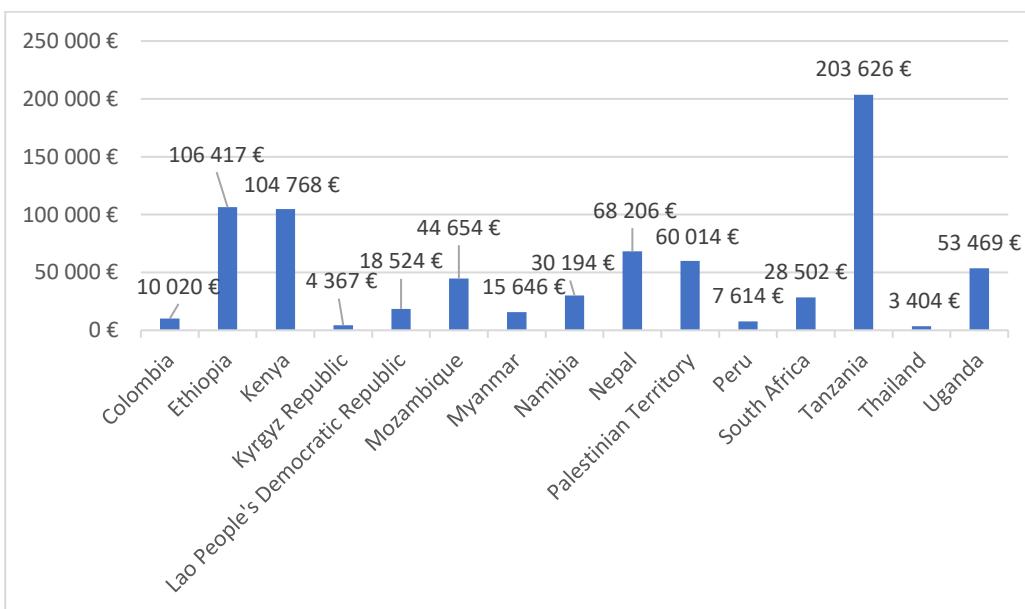
Chart 1. The monetary division by country of the transfers made to Southern partners in 2017.
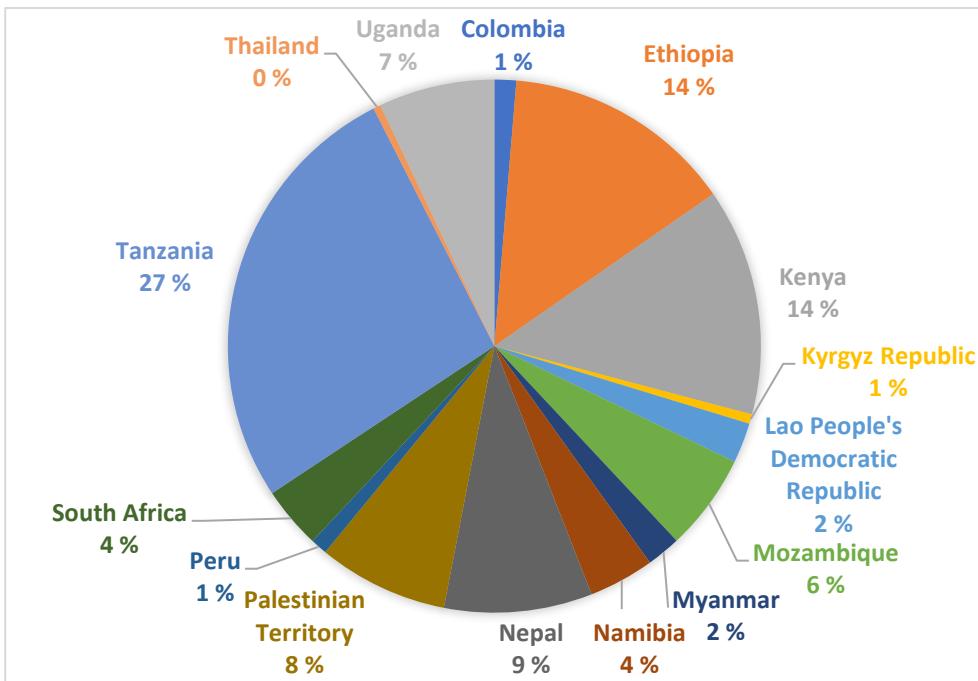
Chart 2. The percentage division by country of the transfers made to Southern partners in 2017.

ATTACHMENTS

Attachment 1. List of projects

Name	Coordinating HEI	Field	Granted state aid (€)	Partners	Partner countries
BUCSBIN Building University Capacity to Support Business Incubation in Nepal (BUCSBIN)	Oulu University of Applied Sciences	Business, administration and law	694785	Kathmandu University School of Management (KUSOM), Nepal; King's College, Nepal Associated partners: idea Studio Nepal, Young innovations Alth Ld	Nepal
BUSCO Building sustainable and resilient communities through co-creation between universities and businesses	Diaconia University of Applied Sciences	Social sciences, journalism and information	599777	University of Iringa, Tanzania ; Sebastian Kolowa Memorial University, Tanzania Haaga-Helia University of Applied Sciences, Finland	Tanzania
EARLI Promoting education and research on energy efficient lighting and renewable energy for sustainable development	Aalto University	Engineering, manufacturing and construction	606931	University of Dar es Salaam, Tanzania Eduardo Mondlane University, Mozambique Addis Ababa University, Ethiopia	Tanzania Mozambique Ethiopia
ELFA 2 Eritrea Learning For All (ELFA) 2: Developing Post-Graduate Degree Programs	University of Jyväskylä	Education	410182	Eritrea Institute of Technology (EIT), Eritrea	Eritrea
eToT - ID3PHE Online Training of Trainers: Initiative to Develop Pedagogical Practices in Palestinian Higher Education	University of Tampere	Education	618879	Islamic University of Gaza, Palestinian Adm. Areas	Palestinian Adm Areas
FishEDU Capacity Building in Fisheries and Aquaculture Education in the Kyrgyz Republic	University of Eastern Finland	Agriculture, forestry, fisheries	478132	Kyrgyz National Agrarian University, Kyrgyz Republic	Kyrgyz Republic
Geo-ICT Geospatial and ICT capacities in Tanzanian Higher Education Institutions	University of Turku	Natural sciences, mathematics	699850	Ardhi University (ARU), Tanzania University of Dar es Salaam (UDSM), Tanzania Sokoine University of Agriculture (SUA), Tanzania State University of Zanzibar (SUZA), Tanzania	Tanzania
HEI-ICI-PECOLO Native Crops for Sustainable and Innovative Food Futures in Peru and Colombia	University of Turku	Agriculture, forestry, fisheries	609153	Universidad El Bosque, Colombia Universidad Nacional Agraria La Molina, Peru	Colombia Peru
IRIS Introducing Reverse Innovation Model to HEI in Tanzania	Turku University of Applied Sciences	Social sciences, journalism and information	305008	Tumaini University Dar es Salaam College, Tanzania	Tanzania

KENFIN-EDURA Building HE and research capacity to address the physical activity and nutrition transition in kenya: the kenya-finland education and research alliance	University of Helsinki	Health, medical sciences	517500	Kenyatta University, Department of Recreation Management and Exercise Science, Kenya Haaga-Helia University of Applied Sciences, Finland	Kenya
LMEU Building Institutional Capacity in Leadership and Management of Ethiopian Universities	University of Tampere	Social sciences, journalism and information	699035	Addis Ababa / Bahir Dar / Mekelle University, Ethiopia Ugandan Management Institute/ Makerere University, Uganda University of KwaZulu-Natal, South Africa	Ethiopia Uganda South Africa
MARIBILIS IMPROVING MARITIME EDUCATION OF NAMIBIA WITH DOUBLE DEGREE PROGRAM OF MARITIME ENGINEERING WITH INTEGRATION OF R/V MIRABILIS AS A LIVING LAB	Satakunta University of Applied Sciences	Engineering, manufacturing and construction	699943	Namibia University of Science and Technology, Namibia	Namibia
PARFORM PARTERNSHIP FOR FORESTRY HIGHER EDUCAITON COOPERATION IN MEKONG REGION	University of Helsinki	Agriculture, forestry, fisheries	638557	Savannakhet University, Laos University of Forestry, Yezin, Myanmar Kasetsart University, Thailand Souphanouvong University, Luang Prabang, Laos National University of Laos, Laos	Myanmar Laos Thailand
PBL East Africa Strengthening Problem-Based Education in East African Universities	Aalto University	Engineering, manufacturing and construction	700000	University of Nairobi, Kenya Makerere University, Uganda University of Dar es Salaam (UDSM), Tanzania	Kenya Uganda Tanzania
SHUREA STRENGTHENING HUMAN RIGHTS RESEARCH AND EDUCATION IN SUB-SAHARAN AFRICA	Abo Akademi University	Social sciences, journalism and information	600970,4	Addis Ababa University, Ethiopia Makerere University, Uganda University of Nairobi, Kenya University of Pretoria, South Africa	Ethiopia Uganda Kenya South Africa
SuMaNatuRe Sustainable Management of Natural Resources in Mozambique	University of Jyväskylä	Agriculture, forestry, fisheries	524951	Eduardo Mondlane University, Mozambique Zambeze University, Mozambique University of Eastern Finland (UEF), Finland	Mozambique
TAITAGIS Improving capacity, quality and access of Geoinformatics teaching, research and daily application in Taita Taveta County, Kenya	University of Helsinki	Natural sciences, mathematics	698272	Taita Taveta University College TTUC, Kenya	Kenya
TECIP Teacher Educators in Higher Education as Catalyst for Inclusive Practices in Technical and Vocational Education	Jyväskylä University of Applied Sciences	Education	483119	Addis Ababa University, Ethiopia University of Jyväskylä (JYU), Finland Federal TVET Institute, Ethiopia	Ethiopia
TELECOM FOR YTU Support for Telecommunication Education, Research and Training at Yangon Technical University	Oulu University	Engineering, manufacturing and construction	632099	Yangon Technological University, Myanmar	Myanmar
TPP-Nepal Teacher Preparation Programme through ODL Mode for Enhancing Quality in Education	Jyväskylä University of Applied Sciences	Education	665954	Tribhuvan University, Nepal Häme University of Applied Sciences (HAMK), Finland	Nepal

Attachment 2. Project-specific number of trainings in 2017

Project name	Workshops	Contact trainings	Students / female	Students total	Staff / female	Staff total	Non-academic / female	Non-academic total	Online trainings	Students / female	Students total	Staff / female	Staff total	Non-academic / female	Non-academic total
BUCSBIN	0	2	0	0	4	16	0	2	0	0	0	0	0	0	0
BUSCO	6	3	13	18	54	118	23	47	0	0	0	0	0	0	0
EARLI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
eToT - ID3PHE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FishEDU	1	2	22	37	7	8	0	0	0	0	0	0	0	0	0
Geo-ICT	1	3	0	0	6	35	0	0	0	0	0	0	0	0	0
HEI-ICI-PECOLO	2	8	67	107	13	21	10	32	0	0	0	0	0	0	0
IRIS	5	4	6	7	7	13	0	0	0	0	0	0	0	0	0
KENFIN-EDURA	3	0	2	4	17	30	3	3	0	0	0	0	0	0	0
LMEU	2	2	1	6	10	21	0	0	0	0	0	0	0	0	0
MARIBILIS	4	0	0	0	4	23	0	0	0	0	0	0	0	0	0
PARFORM	0	3	0	0	23	65	1	1	0	0	0	0	0	0	0
PBL East Africa	2	3	17	36	32	71	1	4	0	0	0	0	0	0	0
SHUREA	2	1	133	402	33	131	81	265	0	0	0	0	0	0	0
SuMaNatuRe	0	1	0	0	1	10	0	0	1	0	0	1	4	2	3
TAITAGIS	2	1	0	0	15	52	5	26	1	0	0	25	64	0	0
TECIP	7	0	0	0	12	75	15	202	0	0	0	0	0	0	0
TELECOM FOR YTU	0	6	0	0	3	3	0	0	0	0	0	0	0	0	0
TPP-Nepal	2	1	0	0	6	76	0	0	7	0	0	2	47	0	0