FINNISH NATIONAL
AGENCY FOR EDUCATION

HEI ICI 2018

Annual Project Progress and Programme Results

Contents

This is a summary report of the second annual project reports of the HEI ICI 3rd programme period 2016-2018. In total, 20 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 May 2019. The projects were then asked to respond to the feed-back by August 2019.

EDUFI 4.7.2019

1. Programme-level results during the years 2017-2018

During the second year of the implementation period of the HEI ICI projects collaboration has been intensified and most partnerships have progressed very well towards their final objectives. Despite changes in the operational environments such as political instability due to new elections, and delays particularly related to procurements and accreditation processes, relevant activities have been carried out and many projects already report unplanned spin-offs.

In 2018, the projects have already started taking concrete actions towards securing the sustainability of the project results, which is very positive. The reported concrete actions securing sustainability are for example:

- internal staff training for the whole faculty, boards and additional faculties, also internal team leaders were trained
- local teachers were trained to teach the new courses, the local TOTs were trained
- heads of departments and vice chancellors were involved into project development discussions, which is the key element in ensuring sustainability and support for the project activities
- ensured that permanent staff members from all participating institutions have allocated time to project activities
- students were involved from the planning phase onwards
- networking between local authorities enhanced, stakeholders involved
- young experts as future key teachers and researchers were invited into training agenda
- the new curriculum incorporated to existing degree programme
- training materials widely available within the partner university/open access
- digital data repository services beyond the length of the funding period
- the support from the Finnish embassy secured
- partner universities have been supporting the project financially, provided self-funding
- new agreements between different organisations, 5 years MOU lasting longer than the project
- Academic Excellence Unit, Innovation center established to ensure the sustainable development of teaching beyond the projects' duration
- funding from different sources (for example World Bank), new cooperation modalities with different actors, linking the project activities with the projects of other donors
- Joint Masters programme continuing after the project
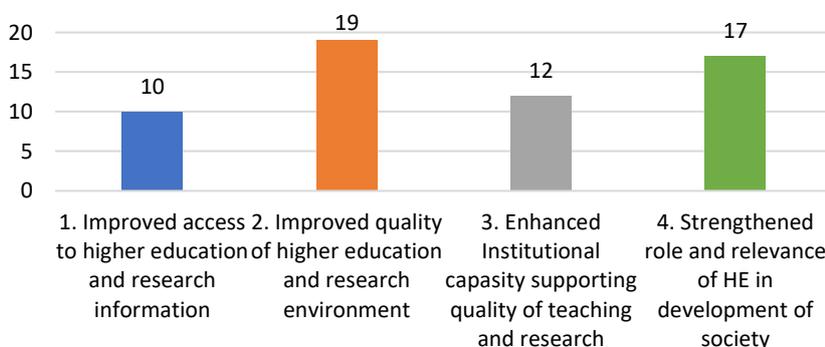
The 20 HEI ICI projects all work towards 4 programme-level Result Areas, with specific indicators attached to each Result Area. The chart below highlights the number of projects working on each Result Area, demonstrating that the most common aims of the HEI ICI projects is to improve the quality of higher digital

data repository services beyond the length of the funding period 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 (numbers are available in the infographics).

In addition to improving access to courses and study programmes, several HEI ICI projects have provided access to research databases (e.g. SHUREA and BUSCO), access to new laboratories (NOKIA provided TELECOM laboratory in the Myanmar project), access to Open and Distant Learning (FinPal), information about open access materials and increased capacity of internet connections on campus.

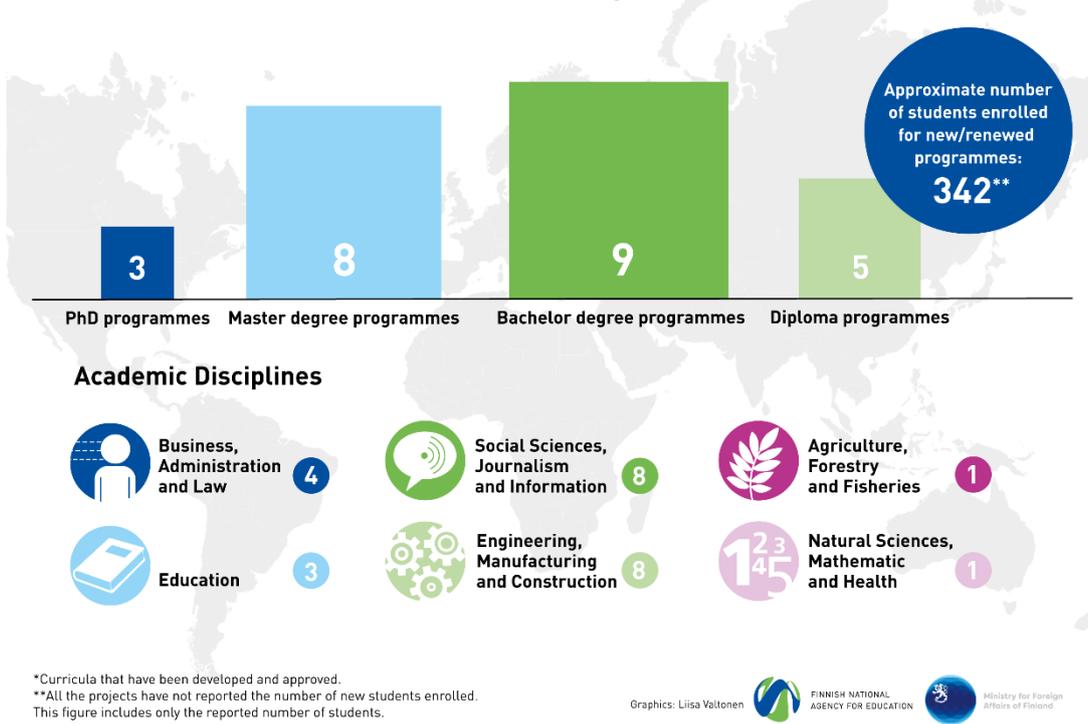## RESULT AREA 2 Improved quality of higher education and research environment

During the year 2018, there is visible programme-level progress in terms of improved quality of higher education and research environments. 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.

Quality of the educational provision has particularly been strengthened within the pedagogical and methodological dimension. The majority of HEI ICI projects work on enhancing the student learning through student-centered approached, interactive and modern teaching methods, collaborative and problem-based learning.

In addition to the new study programmes already approved and highlighted in the infographics below, the HEI ICI projects delivered the following results:

- **6 curricula** were reviewed
- **19 new courses** were developed
- **professional development** modules were developed in 5 projects
- **new pedagogical mechanisms** or models were created in 6 projects
- **research capacities were improved in 10 projects** through methodology training, joint publications, conference proposals, joint research projects.

HEI ICI and Developed Study Programmes in 2017–2018*

3 PhD programmes
8 Master degree programmes
9 Bachelor degree programmes
5 Diploma programmes

Approximate number of students enrolled for new/renewed programmes: **342**

Academic Disciplines

- Business, Administration and Law — **4**
- Education — **3**
- Social Sciences, Journalism and Information — **8**
- Engineering, Manufacturing and Construction — **8**
- Agriculture, Forestry and Fisheries — **1**
- Natural Sciences, Mathematic and Health — **1**

*Curricula that have been developed and approved.
**All the projects have not reported the number of new students enrolled. This figure includes only the reported number of students.

Graphics: Liisa Valtonen

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HEI ICI Programme's Events and Trainings in 2017–2018

Events and Trainings

- Conferences and Dissemination events — **65**
- Training of Trainers (ToT) — **36**
- Stakeholder and Networking events — **30**
- Workshops — **61**

Participants*

- Students — **2 105**
- Staff — **2 655**
- Non-Academic — **3 282**

Gender (students & staff)

- Male — **55%**
- Female — **41%**
- No information — **4%**

*Total number of participants in events and trainings.
Participants have participated in one or several trainings or events.

Graphics: Liisa Valtonen

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Since the HEI ICI events and trainings reporting system was updated for the annual reporting of 2018, the HEI ICI project have reported a larger variety of organized events and trainings than before. In total, **65** Conferences and other Dissemination events, **37** Trainings of Trainers, **30** Stakeholder and Networking events and **61** Workshops were conducted by 2018. Other meetings, such as planning events, field trips and benchmarking visits were also organized and reported.

Lots of planning and negotiation is handled online whereas most of the actual events and trainings are organized as contact trainings in South (154). In Finland, in total 27 events have been conducted.

In total there have been at least 8042 participants in total in organized events and trainings. However, this is not the total number of individuals in trainings since most of the student, staff and non-academic participants have participated in one or several trainings. Not all projects have declared all their participants or their gender in the annual reporting and thus there might have been more participants in total.

The gender balance of the student and staff participants remains the same; male participants (55%) in trainings are still the majority while there is slightly fewer female participants (41%).

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
- strengthened skills in students' guidance and counselling
- improved student recruitment efforts
- training on income-generation activity
- improved ICT skills
- 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 2018 in several ways:

- Stakeholder consultations in curriculum reviews,
- trainings, workshops, capacity building events,
- course piloting and testing, course evaluations,

- mid-term reviews,
- student projects provided by non-academic partners, internships, graduate surveys,
- dissemination activities
- **innovation collaboration** with HEIs: activities involving non-academic partners in living labs, design thinking, problem-based learning: 5 projects
- **community-related research** (nutrition, geoinformatics, forestry)

2. Consistency with development policies

Coherence in partner countries

Each HEI ICI project's partner country policy coherence has been verified already in the application phase of the project. The capacity development goals set out in the HEI ICI project document should be aligned either with national, local or institutional policies as well as Finnish development policy priorities.

In the annual report of 2018, half of the HEI ICI projects reported that there were no significant changes in the policy coherence in partner countries from 2017 to 2018. Also, it is worthy of notice that despite possible changes in the national strategic or development plans, the HEI ICI projects have remained fully aligned with the wider national plans. There are also occasions when HEI ICI projects have become strategically more relevant after changes in the national development policies when examining the capacity strengthening goals of the projects.

The following examples illustrate the above-mentioned development.

For example, the BUCSBIN project reported that in 2018, the newly elected government of Nepal started its process to implement the Nepalese Constitution focusing, among other themes, on *employment generation with programmes* and *Youth Self-Employment Programme*. This development has deepened the national importance of the Bucsbin project, the goal of which is to increase university capacity in Nepal for developing entrepreneurship education and business incubation programming, and hence supporting job creation and increasing youth interest in establishing businesses.

The SHUREA project reported of revised educational policy framework in all three partner countries, namely in Ethiopia, South Africa and Uganda. In Ethiopia, on a new Education Development Roadmap the promotion of internationalization of higher education, including student and staff mobility, is proposed as one of the key measures in the higher education sector. In South Africa, on a new Policy Framework for Internationalisation, mutual student and staff mobility together with research collaboration between South Africa and international scholars are highly prioritized. In Uganda, the Education and Sports Sector Strategic Plan emphasizes, among others, equitable access to relevant and quality education. By emphasizing mobility and high-quality research in their project, the SHUREA project is addressing very current themes in a new educational environment in all the partner countries.

The TPP-Nepal project has introduced Open and Distance Learning (ODL) methods in Nepalese higher education to enhance quality in education. The project is focusing to strengthen and expand ODL to new

subjects. In 2018, the TTP-Nepal project reports the recognition from the higher level since the Ministry of Education in Nepal has strengthened capacity of ODL education in Nepal during.

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. In this report specially two cross-cutting areas have been scrutinized thoroughly; the right and status of women and climate sustainability.

Gender

Reduction of inequalities and climate sustainability are cross-cutting objectives in Finland's development policy and are therefore advanced in all interventions. Gender equality is one the values and principles guiding Finland's long-term action in the development. Also, enhancing the rights and status of women and girls is one the priority areas of Finland.

The above-mentioned objectives and principles guide also HEI ICI projects, and thus, gender equality should be part of all the HEI ICI projects and relevant criteria and indicators should be included in all the project implementations.

All the HEI ICI projects have very successfully reported on gender on the annual report 2018 under the title *Describe Project's Approaches to Gender Perspective*.

The HEI ICI projects mention various ways to tackle and improve gender equality. Despite the mutual will and understanding of the importance of the issue, efforts are not always successful. For example, academic fields and industries can be strongly male dominated, and there might be a lack of female role models. In addition, in some societies gender discrimination can be such a societal and religious issue that a HEI ICI project's role can be more of analyzing obstacles and building a better understanding of the situation in a certain country.

All the HEI ICI projects have considered the gender equality throughout the whole project cycle and the gender perspective is discussed among the partners. Most of the projects report on raising awareness on gender equality. Even greater number of projects prioritize and strongly encourage female participation.

Projects also report on seeking to lead by example by providing an example on equal roles between women and men in work life settings (e.g. in running workshops). For example, in TTP-Nepal project, local female teacher trainers play a significant role in the formation of role models for female students in an environment where the number of female actors in campuses is very low.

The BUCSBIN project in Nepal reported on how they have adjusted activities to better suit the local working and cultural context and to ensure an equal participation of both female and male participants. The BUCSBIN project has been applying workshop methods to allow expression of views also in other ways than speaking out loud, which is perhaps more uncommon among Nepalese women.

Enhancing gender equality can come also in the form of very concrete technical improvements. For example, through better access to electric lighting, the EARLI project made possible for women to study at home in the evening. Also, the use of electricity eased women's part in household responsibilities (e.g. in fetching wood for cooking and heating).

Climate Sustainability

As previous year, many of the HEI ICI projects are focusing directly or indirectly on climate change thematic. Indirectly, projects are developing e- and distance learning methods and materials as part of curricula renewal activities, and thus contributing to climate change mitigation as traffic emissions decrease with increased distance learning possibilities. For instance, TPP Nepal and BUSCO (to mention few examples) are developing distance-learning courses/curricula/methods.

Many of the project are also directly focusing on climate change mitigation or adaptation through different research activities (PBL, SHUREA, TAITAGIS), curricula renewal process targeting i.e. efficient energy efficiency (EARLI, Maribilis, TELECOM) or though sustainable resource management (PECOLO, FishEDU, SuMaNatuRe). In many projects the climate sustainability is integrated into the project activities.

For instance, FisHEDU is planning the courses and equipment such a way that they save as much water as possible and produce emissions as less as possible. In the Busco project in SEKOMU, 100 000 trees were planted to promote climate change mitigation. GEO-ICT started a collaboration with World Bank resilience Academy against climate change and flooding challenges in Dar es Salaam and climate change mitigation is integrated to the renewed study programmes. In TAITAGIS project, there are master thesis topics directly concentrating on climate change mitigation through sustainable use of water and forest resources. In addition to integrating energy efficiency to renewed courses, EARLI project has also organized awareness raising events promoting efficient use of energy, environmental protection and climate change mitigation and adaptation. PBL EAST Africa is not just integrating climate sustainability to its activities but climate change mitigation is in a central role in all its activities.

Projects are increasingly considering also the CO_2 emission produced through their project activities. Evidently, all projects have rather high CO_2 footprint due to air travels. Naturally the only way to decrease the carbon footprint would be to reduce flying between partner countries and instead increasing video-conference possibilities. However, in many cases all unnecessary travelling has already been decreased to the minimum and the poor connection in some areas prevent further video-conferencing options. Some projects have suggested that HEI ICI programme should compensate projects' the CO_2 emissions. This is an important discussion and should be carefully considered in the future.

3. Project management, division of tasks in the project and internal quality assessment

Projects have different solutions to organize the division of tasks to ensure the best possible result and effectiveness.

The project board is the highest decision-making authority of the project and the main tasks of the board are defined in the HEI ICI programme document. The board is always chaired by the southern partners and it consists of the representatives from partner universities.

Projects have reported different kind of practices in organizing the work of the project board and management of the project.

The members of the board vary depending on the project but usually deans, vice deans, department heads and the project coordinator/manager are part of the board. In some projects in spite of the project board there is also an Advisory Board that consists of external academics who give expert-based inputs in international research practices and project management. In some project an external evaluator is also a member of the board. Quite often advisors from private sector are also members in order to ensure connections to the entrepreneurship and industry.

One good practice has been to appoint at least two members from each partner to ensure each partners presence in decision making meetings.

During the reporting time in 2018, the number of meetings held varied from 1 to 14/project.

One model is to have a Project board and steering group/task force/working teams or divide the work in different work packages when each package has a leader responsible for the detailed planning and the progress a of tasks and activities.

According to the HEI ICI regulations, the **Internal Quality Assurance and monitoring process** has to be regulated by project board. On regular basis partners submit the progress and financial report to the coordinator (every six months, quarterly or more often). Sometimes project activities are also evaluated as a part of coordinating organisations own internal evaluation projects/process.

Workshops and course content are always discussed instantly, and the feedback is collected from every course. Course content is continuously assessed in all projects.

In two projects special external evaluators have been invited and special midterm evaluations have been conducted for example in a form of participatory workshop.

4. Communication and dissemination

HEI ICI Project Communication in 2017–2018
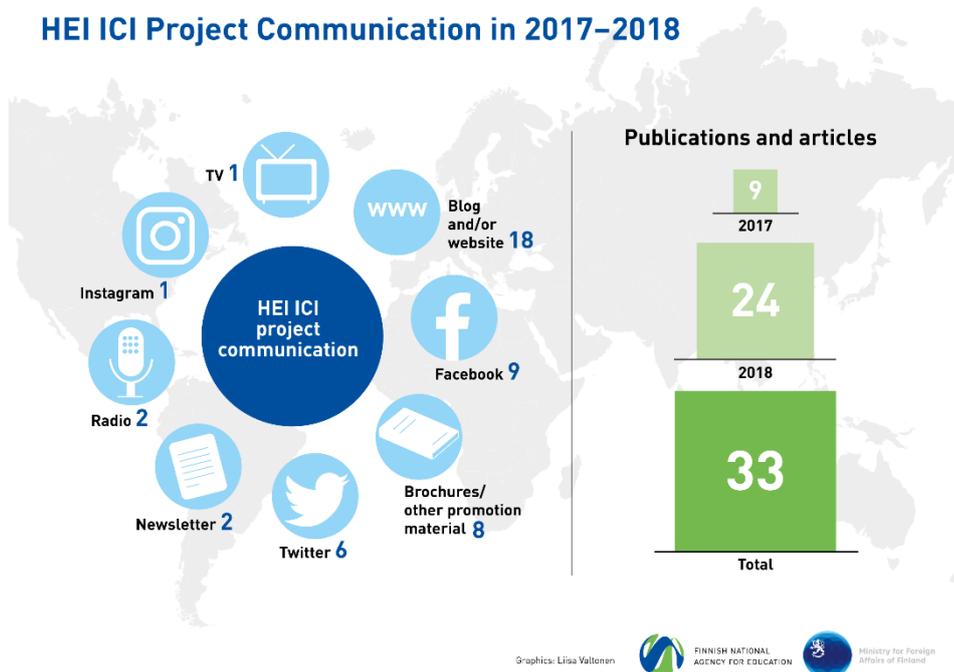
In addition to the kick off meetings and other face-to-face meetings in Finland and in the southern partner countries, the main **internal communication** methods have been e-mail messages and Skype meetings. The most used online platform for the project work is still Google Drive. In addition, one project used Moodle online working space and many projects use also WhatsApp for the internal communication.

The graphic below describes the **external communication** of projects which 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, brochures and other promo materials, TV and radio are also used by some projects to disseminate news.

At this point the number of publications and articles is enhancing. In total, the projects have produced 33 academic publications. In addition, the projects have been creating manuals, blog texts, and news content in various social media channels.

5. Financial management

The total expenditure of all projects in 2018 was 4 887 037 euros. The share of the MFA funding was 3,9 MEUR and self-financing almost 1 MEUR (Chart 1). The total average MFA funding utilization rate of all project is 49,25 %. Thus, the projects are also financially halfway in their implementation.
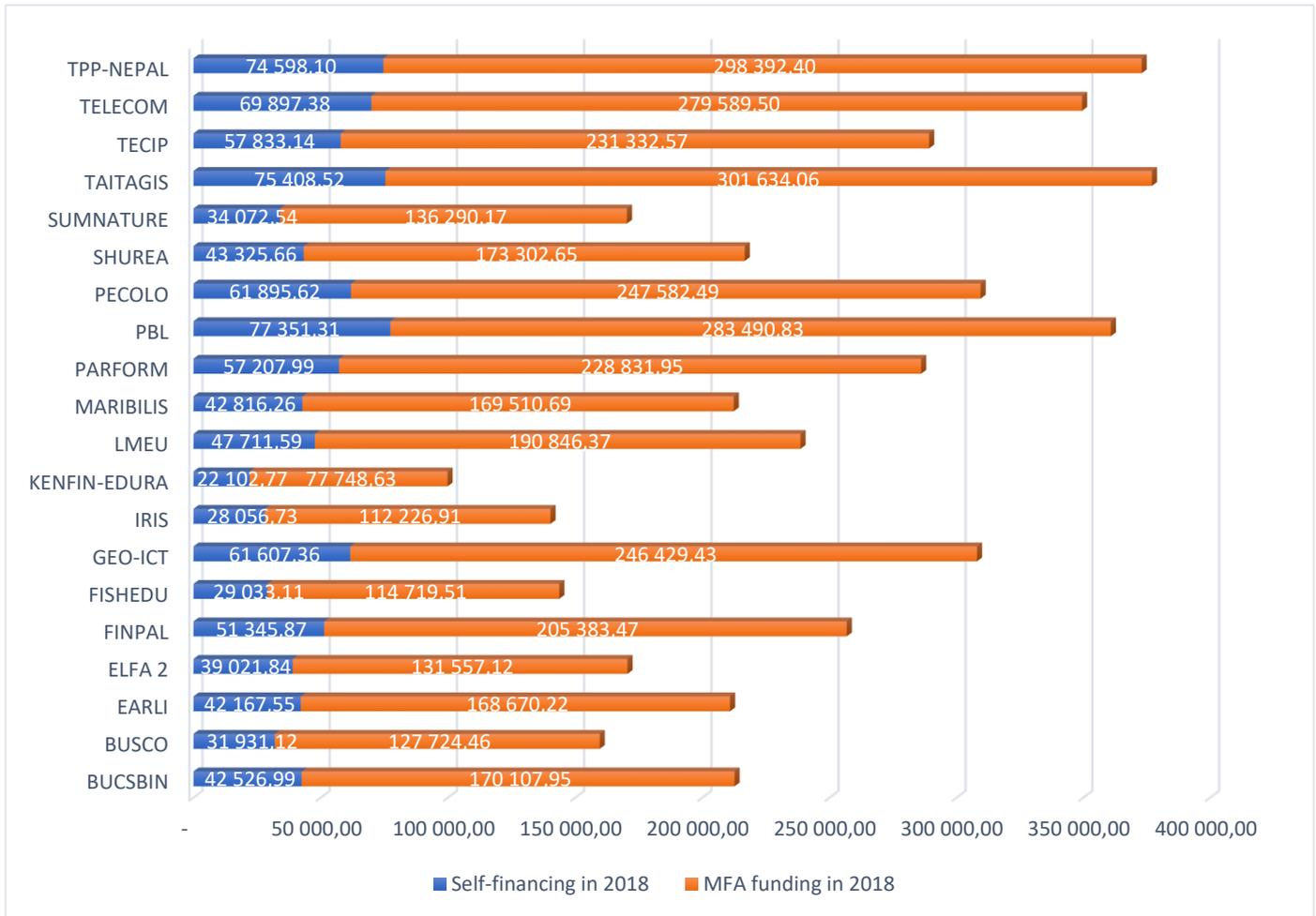
Chart 1. The total expenditure of the HEI ICI projects in 2018. Self-financing share is 20 % of the total expenditure.

The self-financing is mostly covered by salary costs of Finnish key experts. The Finnish higher education institutions cover the biggest share of the self-financing however, many southern partners also contribute especially with in-kind share.

The average percentage of the costs of the Finnish higher education institutions in 2018 was around 65 % while in south the costs of the partners was about 35 %. Compared to last year, the division of costs have slightly levelled (in 2017 Finnish HEIs 70%, southern HEIs 30%).

The total expenditure of the southern partners was over 1,6 MEUR in 2018. The biggest partners in south were still Tanzania, Ethiopia, Nepal and Kenya (Chart 2 and chart 3). Geographically, East-Africa is the biggest receiver of HEI ICI funding.
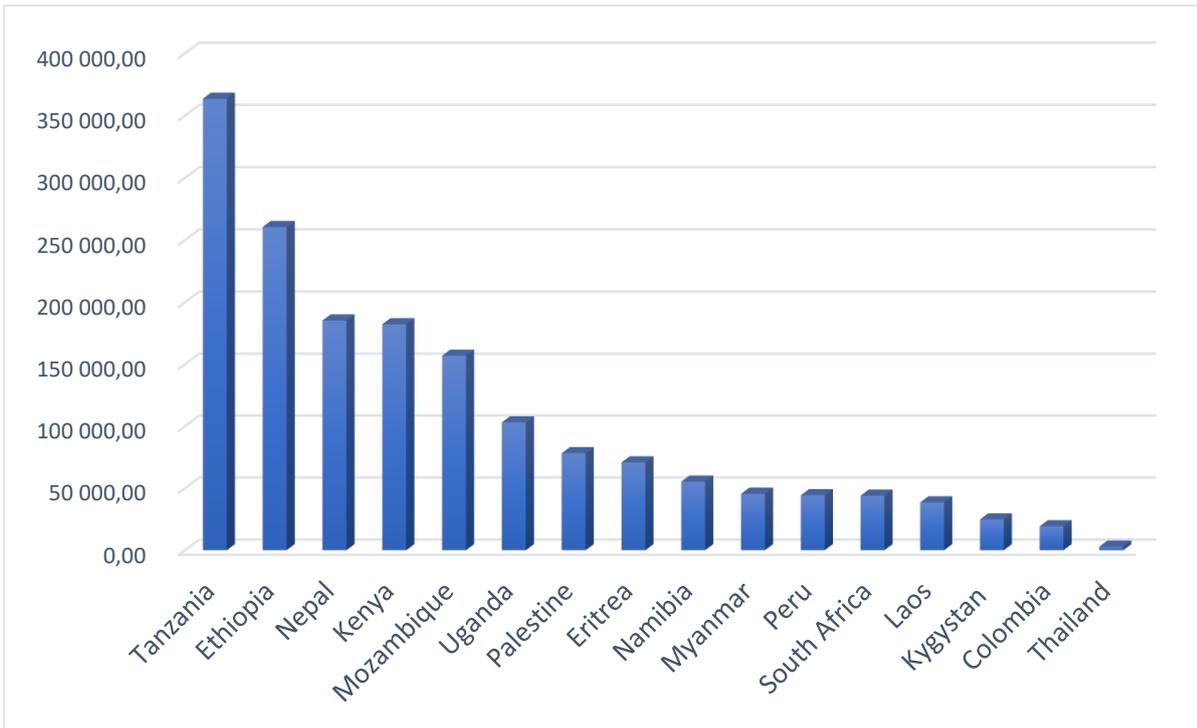
Chart 2. The total expenditure (including self-financing) in partner countries in 2018. Tanzania has the biggest share of the funding (363 539,24 €), with Ethiopia, Nepal and Kenya following.
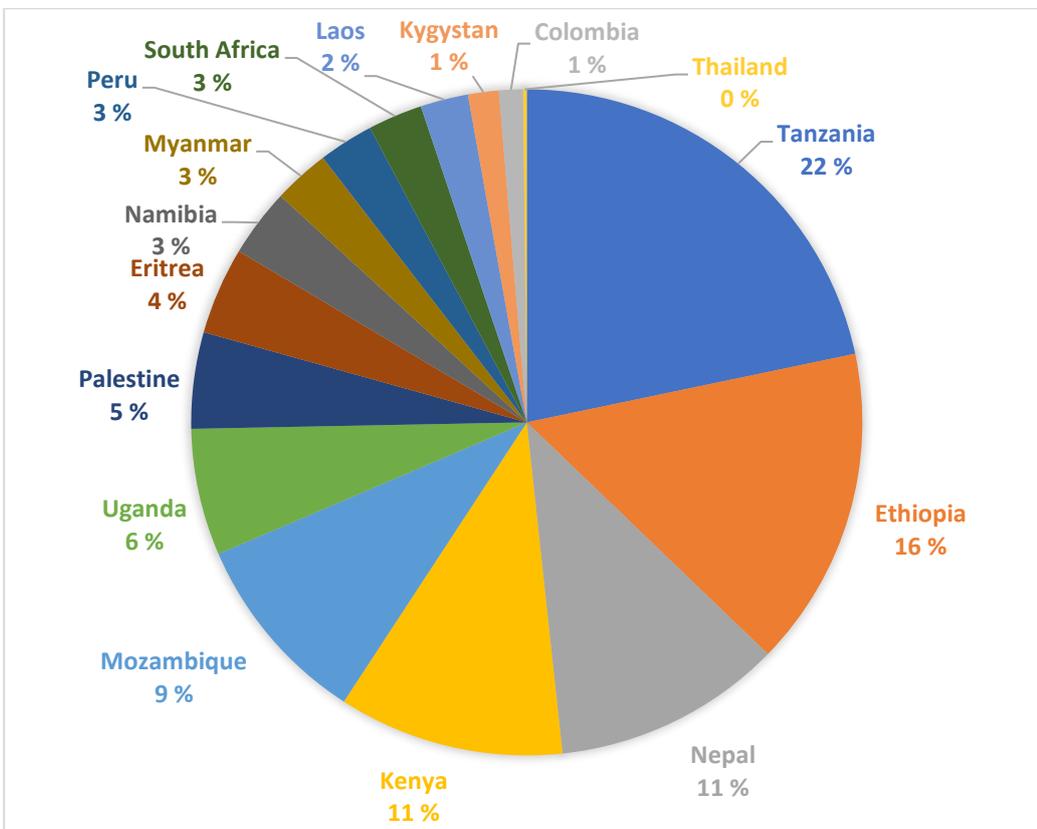

Chart 3. Percentual expenditure (including self-financing share) by each country.

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 Zambezi 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