RESULTS OF THE HEI ICI PROGRAMME 2017-2020

FINNISH NATIONAL
AGENCY FOR EDUCATION

Reports and surveys 2022:4

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Reports and surveys 2022:4

ISBN 978-952-13-6827-1 (pdf)
ISSN-L 1798-8918
ISSN 1798-8926 (pdf)

Layout: Grano Oy

www.edu.fi

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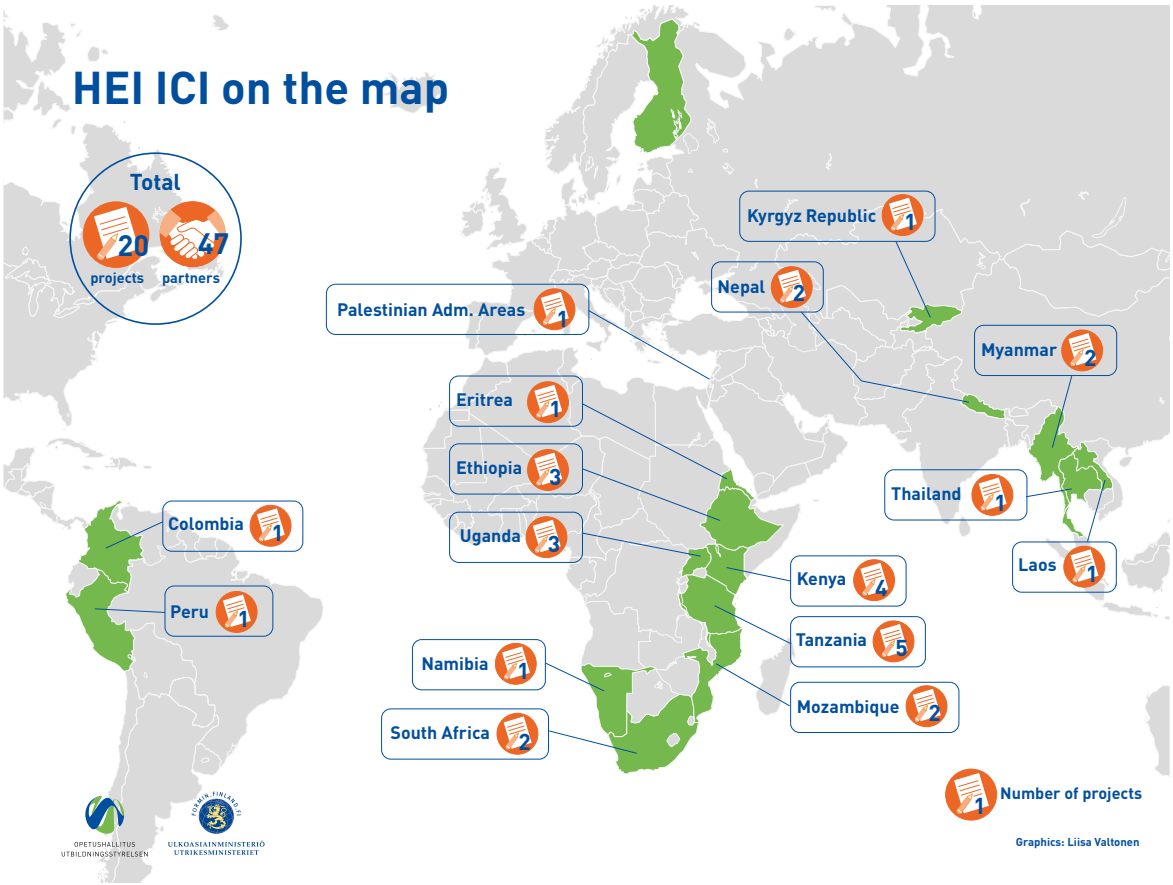
INTRODUCTION

The development cooperation programme HEI ICI (Higher Education Institutions Institutional Cooperation Instrument) supports cooperation projects between higher education institutions (HEIs) in Finland and in developing countries to strengthen and develop higher education. The programme supports higher education institutions in developing their subject-specific, methodological, educational and administrative capacities. The Ministry for Foreign Affairs of Finland (MFA) finances the programme through its development cooperation funds. The Finnish National Agency for Education (EDUFI) administrates the programme.

The HEI ICI programme is in line with Finland's development policy objectives. As Finland's development policy and development cooperation are guided by the 2030 Agenda for Sustainable Development, the HEI ICI projects are in line with the Agenda 2030 and directly contribute through their activities to all 17 sustainable development goals.

During the period 2017-2021, the HEI ICI programme supported 20 projects. The total funding provided by the Finnish Ministry for Foreign Affairs was EUR 11.8 million and the total budget including the self-financing share of the projects (20%) was EUR 14.75 million. In the Global South, the projects targeted 32 higher education institutions (HEIs) in 16 different countries in Asia, Africa and Latin America. The total number of partners including the Finnish higher education institutions was 47.



The result framework of the HEI ICI programme 2017-2020:

Impact statement: Strengthened capacity of HEIs in the global south to contribute to well-functioning, efficient and equitable societies.

Outcome statement: Improved research and teaching capacity as well as access to good quality services in HEIs in the countries participating in the programme.

Outcome level indicators:

- Indicator New methods in use improving access
- Indicator New methods in use improving research and teaching capacity
- Indicator New methods in use supporting quality of teaching and research
- Indicator New methods in use strengthening the role and relevance of HE in development of society

RESULT AREA 1
Improved access to higher education and research information

Output indicator 1.1
New methods improving access to higher education and research information (number/%)

Output indicator 1.2
Students/teachers/other stakeholders having improved access to HE and research information (incl. women / girls, minorities, persons with disabilities) (number/%)

RESULT AREA 2
Improved quality of higher education and research environment

Output indicator 2.1
New teaching methods, curricula, study programmes, modules and quality assurance mechanisms (number/%)

Output indicator 2.2
New collaboration initiatives, (joint) publications or dissemination events (number/%)

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

Output indicator 3.1
New mechanisms created for administration (number/%)

Output indicator 3.2
New mechanisms/tools created for management (number/%)

RESULT AREA 4
Strengthened role and relevance of HE in development of society

Output indicator 4.1
New forms of cooperation enhancing participation in local, regional or national level (number/%)

Output indicator 4.2
New modalities of cooperation enhancing the role of HE at international level (number/%)

HEI ICI projects´activities

Baseline

The long-term objective of the 2017-2021 programme was 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 aimed at improving research and teaching capacity as well as access to good quality services in HEIs in the participating partner countries.

The key achievement of the programme period 2017-2021 was improved quality of higher education in the target countries in Africa, Asia and Latin America. During the programme period, HEIs in Finland and in the partner countries worked together to develop and reform almost 30 degree programmes and more than 50 individual courses in different fields of study. They were officially accepted as part of the studies provided by the partner HEIs.

Originally, the programme period was supposed to end in March 2020. However, due to the outbreak of COVID-19 in spring 2020, several projects applied for an extention until the end of December 2020. Moreover, due to unforeseen circumstances in the partner countries, two more projects applied for an extention, one until the end of April 2021 and the other until the end of August 2021.

This report sums up the final results of the 20 HEI ICI projects.

IMPACT OF THE PROGRAMME AT NATIONAL LEVEL

The impact statement and long-term objective of the 2017-2021 HEI ICI programme was to strengthen the capacity of HEIs in the Global South in order to contribute to well-functioning, efficient and equitable societies. While the wider impact will be visible in the future, it is already evident that the results achieved by the HEI ICI projects have contributed to reaching the long-term objective at the programme level.

Although the HEI ICI programme primarily supports cooperation between higher education institutions, several of the HEI ICI projects have also created impact at the national level. The projects have directly supported e.g.:

- a national vocational teacher education reform in Ethiopia (TECIP)
- a national teacher education reform in Nepal (TPP Nepal)
- national policymaking in Food Security in Peru (PECOLO)
- national legislative reforms after political change in Ethiopia (SHUREA)
- a geodatabase in Kenya through regional cooperation (TAITAGIS)
- with several new and renewed curricula 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 acted as a catalyst for similar openings in other universities (GeoICT)

Many HEI ICI projecs carried out ground-breaking work related to 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 received acknowledgement for the results they achieved in form of awards of further financing by international Development Agencies or others. Some of the examples are highlighted in the table 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 were 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 a project based on PBL East Africa: https://aaltoglobalimpact.org/pbl-south-asia/
The Institute for Human Rights has secured funding from the Foundation of Åbo Akademi University for a two-year mobility programme in human rights, which will be open to researchers from the SHUREA partner universities.

RESULTS UNDER THE HEI ICI PROGRAMME'S RESULT AREAS

The outcome statement and short-term objective of the programme was **Improved research and teaching capacity as well as access to good quality services in HEIs in the countries participating in the programme.** In oder to achieve this objective, the programme had four Result Areas or outputs:

- Result Area 1: Improved access to higher education and research information
- Result Area 2: Improved quality of higher education and research environment
- Result Area 3: Enhanced institutional capacity supporting quality of teaching and research
- Result Area 4: Strengthened role and relevance of HE in development of society

The 20 HEI ICI projects all worked towards four programme-level Result Areas, each with specific indicators (see the Tables below). The most common aim of the HEI ICI projects was to improve the quality of higher education and research (RA2), closely followed by the outreach objective with stronger links to relevant societal actors (RA4).

The projects decided which of the Programme level Result Areas (1-4) would respond to their project objectives. As stated in the HEI ICI Programme Document, every project should contribute to at least one of the Result Areas and their indicators.

Result Area 1: Improved access to higher education and research information

Initially, not all HEI ICI projects planned to contribute to Result Area 1. Due to the outbreak of the COVID-19 pandemic in March 2020, it became clear that all projects were forced to develop virtual activities and online teaching to achieve the planned results.

Result Area 1 indicators describe improved access to higher education and research information (new methods and individuals with improved access), while total participation in trainings and events during the programme period is described in more detail through Result Area 2: Improved quality of higher education and research environment.

Indicator	Numeric results	Further details
1.1 New methods improving access	New methods improving access in selected HEI ICI projects	The projects have improved access to higher education by such means as developing new study programmes, modules or courses, training of teaching staff, professional development courses, outreach campaigns in remote areas, supporting the admissions offices, promotional efforts etc. during programme period 2017-2020. 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, TAITAGIS) and improved Open and Distance Learning (i.e. FinPal and TPP Nepal). In the IRIS projects, access to generic information has been improved through library and information services. Projects have recorded lectures and created online learning to improve access for students in partner countries (i.e. FinPal, BUSCO). Result Area 2 describes the development of new study courses and programmes.
1.2 Number of students/ teachers/other stakeholders having improved access to higher education and research information Individuals with improved access	8,900 participants	The projects have improved access to higher education by such means as developing new study programmes, modules or courses, training of teaching staff, professional development courses, outreach campaigns in remote areas, supporting the admissions offices, promotional efforts etc. during programme period 2017-2020. The projects have reached over 8,900 participants through newly developed actions.

Example of project results: TPP-Nepal – Development of Open and Distance Learning in Nepal

Teacher Preparation Programme through ODL Mode for Enhancing Quality in Education (TPP-Nepal) was a capacity development project between Tribhuvan University, Nepal and JAMK University of Applied Sciences together with HAMK University of Applied Sciences.

ODL programmes in mathematics, science and social studies were developed with 29 self-learning material packages for Triphuvan University and its six regional Campuses. With wider ODL supply the regional tailor-made campaigns and improved teacher competence increased student enrolment significantly and vulnerable background groups (women, minority groups) are now more equally represented in enrolments.

Also two-semester M.Ed Science and two-semester B.Ed Social Studies and Math programmes with a new structure and new curricula were approved by the academic council.
The projects produced a "Teachers' Handbook" for the use of teachers and a joint publication "Achievements and Challenges of Open and Distance Learning Development in Nepal" which highlights the lessons learned, the progress made and the remaining challenges in different regions.

The southern partner reported that the TPP Nepal project was a very supportive component in ODL development at Tribhuvan university and that the cooperation continues with new partners in the field of ODL development.

https://www.jamk.fi/nepal

Result Area 2: Improved quality of higher education and research environment

Result Area 2, improved quality of higher education in the target countries in Africa, Asia and Latin-America, can be seen as a major achievement of the HEI ICI programme 2017-2021. All projects were working towards improved quality of higher education and research environments in various ways. The quality of teaching and educational provision was strengthened through pedagogical trainings, new training and learning methods such as problem-based

learning, student-centred methods and an improved connection between education and working life.

Majority of the projects renewed or developed new study programmes, courses or diplomas in various academic fields. An impressive number of curricula, study programmes and modules were finalised and accredited during the programme period. Some of the study programmes/curricula/modules developed in the projects are still pending final accreditation in the partner countries.

Indicator	Numeric results	Further details
2.1 New teaching methods, curricula, programmes, modules and QA mechanisms	42 revised or new study programmes at PhD, Master's or Bachelor's level, of which 29 accredited/approved by the final reporting deadline 66 single study modules created, of which 50 accredited/approved by the final reporting deadline	Some of the new study programmes are still pending final approval and accreditation. In reality, the number of new modules is even higher as some projects that concentrate on revising/developing entire curricula do not report each single renewed course. At least 1,885 students have enrolled or applied for a place in revised/new courses or programmes. Several diploma, short or summer courses are also being 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	106 published by the deadline for final reporting. 680 events, trainings, workshops, seminars, mobility actions organised.	HEI ICI projects have organised a large variety of trainings and events during the programme period with approximately 23,100 participants.

Example of project results: PBL East Africa - Strengthening Problem-Based Learning in East African Universities

Strengthening Problem-Based Learning in East African Universities (PBL Africa) was a capacity development project between the University of Dar es Salaam, the University of Nairobi, Makerere University and Aalto University.

The aim of the PBL East Africa project was to establish practices in problem-based learning (PBL) for innovation, engaging several disciplines, empowering students and developing an approach to critically addressing societal challenges in facilitated real-world situations.

The 17 PBL challenges brought together multidisciplinary student teams from all the partner universities to co-develop proposals for client organisations' sustainable innovation problems. The challenges extend from several weeks to over six months, allowing the multicultural teams to go through a full concept development cycle with the support and mentorship of the faculty.

While PBL was a relatively new approach to the coordinators and lead faculty in East African HEIs, by the end of the project period the PBL East Africa project consolidated teaching practices and institutional engagement in HEIs. At the end of the project, all three partner HEIs have gained the capacity to independently implement PBL in a variety of forms and to adapt implementation mechanisms to their local institutional and thematic needs.

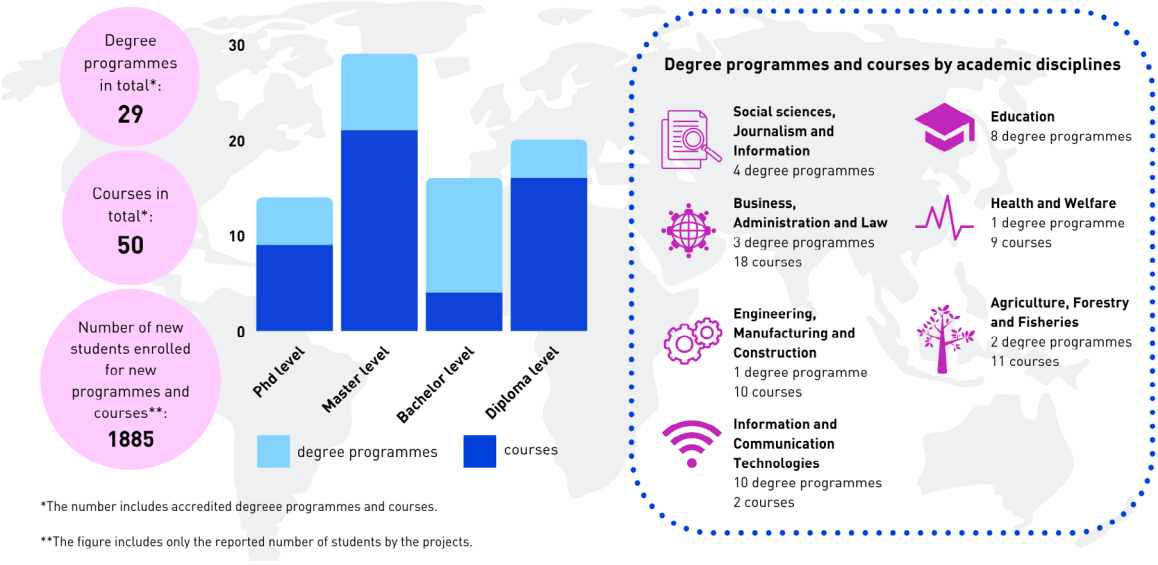
In addition to two new curriculum revisions introducing PBL and one new interdisciplinary PBL education programme, all partner HEIs have introduced PBL in their university-wide strategies. Encouraged by these experiences, Aalto University has integrated PBL partnerships into its international partnership strategies under university leadership.

https://aaltoglobalimpact.org/pbl-east-africa/

The list of accredited, new study programmes or methodologies (some curricula/study programmes are pending approval):	
ERITREA Asmara College of Education	Post-graduate certificate programmes in Social science, language, and science/math, *ELFA II, University of Jyväskylä*
ETHIOPIA Bahir Dar University Mekelle University	Joint PhD in HE Leadership and Management, Professional development training for higher education leaders (Mekelle only). *LMEU II, Tampere University*
Federal TVET Institute	A new module on inclusive education ratified as the national TVET teacher training curriculum. *TECIP, Jyväskylä University of Applied Sciences.*
KENYA Kenyatta University	Physical activity PhD programme, *KENFIN-EDURA, University of Helsinki*
Taita Taveta University	Bachelor's Programme in Geoinformatics Master programme in Geoinformatics Certificate programme in Geoinformatics, *TAITAGIS project, Uni of Helsinki*
University of Nairobi	Fellowship Program (run at C4DLab, College of Biological and Physical Sciences) is being established as an interdisciplinary training programme for mature BSc/MSc/PhD students of various UoN departments, PBL-East Africa project, Aalto
KYRGYZSTAN Kyrgyz National Agrarian University	Fisheries and aquaculture BSc programme Fish farmer programme in College, *FishEDU, UEF*
LAOS Savannakhet University	Bachelor programme in forestry, PARFORM project, University of Helsinki
MYANMAR Yangon Technical University	Diploma programme in Telecommunications Engineering Bachelor programme in Telecommunications Engineering TELECOM for YTU project, Oulu University.
NEPAL Tribhuvan University	Teacher education: two-semester M.Ed. Science and two-semester B.Ed. Social Studies and Math programmes in Open and Distance learning. *TPP Nepal project, Jyväskylä University of Applied Sciences.*
Kathmandu University School of Management King's College	Experiential Lab, an accredited course that has been introduced in the existing MBA program, *BUCSBIN, OAMK* DoLAB, which has been extended to a semester-long programme for undergraduate and graduate students, *BUCSBIN, OAMK*
NAMIBIA Namibia University of Science and Technology Satakunta University of Applied Sciences	Maritime Engineering Double Degree Program, *MARIBILIS, SAMK*
PALESTINE Islamic University of Gaza, IUG	Teaching Excellence in Higher Education, professional development programme for academic staff, *eToT-FinPal project, University of Tampere.*

The list of accredited, new study programmes or methodologies (some curricula/study programmes are pending approval):	
TANZANIA Ardhi University	BSc in Geomatics, *Geo-ICT project, University of Turku.* BSc. Geographical Information Systems and Remote Sensing, *Geo-ICT project, University of Turku.* MSc in Geomatics, *Geo-ICT project, University of Turku.*
University of Dar es Salaam, UDSM	Master programme in Data Science, *Geo-ICT project, University of Turku.* Master programme in GIS, *Geo-ICT project, University of Turku.* UDSM set a target at 30% of courses being structured for Problem-based learning (PBL) by 2025, *PBL East-Africa project, Aalto University*
State University of Zanzibar, SUZA	Master programme in Information Technology, *Geo-ICT project, Uni Turku.*
Tumaini University Dar es Salaam College, TUDARCo	The FinTan pedagogy model accredited by the Tanzania Commission for Universities as 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). *IRIS project, Turku University of Applied Sciences.*
University of Iringa	Bachelor of Counselling Psychology, BUSCO project, DIAK
University of SEKOMO	Tour Guide Programme, BUSCO project, DIAK
UGANDA Makerere University	Makerere University adopted Problem-based learning (PBL) as a cross-cutting method for its university strategy 2020-2030 and developed a roadmap to integrate it into curricula across the university, PBL East Africa project, Aalto University.

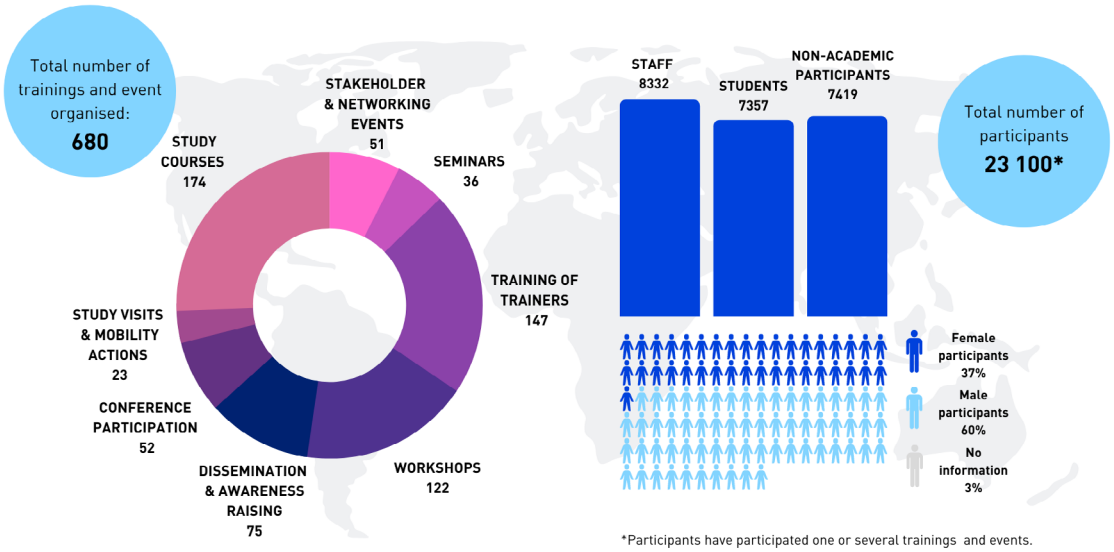
Developed degree programmes and courses by the HEI ICI projects



*The number includes accredited degreee programmes and courses.

**The figure includes only the reported number of students by the projects.

Trainings and events organised by the HEI ICI projects



The projects were also active in publishing joint articles and publications as well as organizing different events, such as training of trainers (ToT), workshops, stakeholder and networking events, and study courses. Over 23,100 participants joined these events during the implementation period. In terms of gender balance, 60% of the participants were male and 37% female.

Result Area 3: Enhanced institutional capacity supporting quality of teaching and research

While only 12 projects directly contributed to Result Area 3, almost all projects could have identified this as an additional spin-off result. Three-year international collaboration and implementation of projects activities evidently increased the partners' institutional capacity. Clear changes were visible especially in terms of project management, reporting and monitoring of project results. The projects reported 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
- Improved capacity for curriculum development
- Improved teaching and learning facilities, digital tools and internet connectivity
- Development of a new Higher Diploma Programme for leadership and management
- Production of a comprehensive quality system and student administration system
- Development and introduction of an Open and Distance learning management scheme
- Establishment of a new committee for developing online education
- Development of programme management tools and templates and training in their use
- Introduction of evaluation and monitoring of project activities

Indicator	Numeric results	Further details
3.1 New mechanisms for administration	All HEI ICI projects contributed to improved 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	All HEI ICI projects contributed to improved 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

Example of project results: LMEU – Development of leadership training in Ethiopia

The LMEU Project (Building Institutional Capacity in Leadership and Management of Ethiopian Universities) played an instrumental role in modernizing the higher education leadership and management capacities of three Ethiopian universities: Addis Ababa University, Bahir Dar University and Mekelle University.

In an extensive needs analysis of the Ethiopian higher education system, the LMEU Project identified three major Result Areas: launching PhD programmes in higher education leadership and management, providing professional training in higher education leadership and management, and supporting the development of academic knowledge base of Higher Education Management and Leadership.
As a result of the project, two joint PhD programmes in higher education leadership and management were launched, and professional leadership training modules for the wider use of the university staff were developed.

During the project phase, the research and dissertation work carried out by postgraduate students of the participating universities contributed crucial information to the development work.
The project also supported the development of the African Network of Centres for Higher Education Research and Development (ANCHERD) in Ethiopia, South-Africa and Uganda.

https://projects.tuni.fi/lmeu/

Result Area 4: Strengthened relevance of higher education in development of society

Throughout the programme period, the projects actively collaborated with non-academic stakeholders to strengthen the relevance of higher education in society. This included 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 provincial authorities enhanced institutional commitment, supported complementarity and strengthened sustainability.

Even if HEI ICI is an institutional-level instrument, national or regional impact on reform processes or legislative decision-making were reached in at least six HEI ICI projects (see Chapter 2).

Indicator	Numeric results	Further details
4.1 Participation at local/ provincial, national or regional level	National level influence: six projects Provincial and local levels: all projects Regional (collaboration between several countries): four 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 studies. - Several student projects/theses in collaboration with the private sector or local community - Increased south-south collaboration between HEIs in different countries, for example in PARFORM, SHUREA, EARLI and LMEU projects.
4.2 New cooperation enhancing the 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 exchanges - Research collaboration between Finnish and partner HEIs - Established connections between partner HEIs and international companies and organisations. For example, EARLI facilitated the signing of a MoU between NOKIA, AAIT (AAU) and an agreement with GIZ (German development agency) and UEM.

Example of project results: BUCSBIN's Lab learning model

In response to the increasing involvement of universities in the applied activities of business incubation globally, the objective of BUCSBIN (Building University Capacity to Support Business Incubation in Nepal) was to increase university capacity for developing entrepreneurship education and business incubation programming in Nepal.

Based on the award-winning Lab studio model developed at Oamk in Finland, the BUCSBIN project further developed an educational setting to serve the context of entrepreneur education in Nepal. As a result of the project a new physical lab, DoLAB, was developed and established in King's College. KUSOM's (Kathmandu University School of Management) new and revised curriculum, where Lab based learning was included for the first time in a public University in Nepal, was also considered to have a great impact on promoting the project goals. The new method has been quite extraordinary in the Nepalese educational environment.

The DoLab, in King's college, is a physical business incubation laboratory, in which academia, entrepreneurs and students are working together to develop innovative solutions for societal issues. The idea is to close the gap between university education and the industry. The lab model assigns students problems and encourages them to find solutions to tackle real-life issues. The model prepares the students to understand root causes of problems and allows them to come up with solutions that will create impact in society.

The DoLAB has begun collaborating with partners from various industries (firms working in agriculture, social work organisations and firms in data & technology at the time of writing of this report) to create and offer workshops and programmes inspired by the Lab Studio model

In King's College, two eight-week Lab courses have been accredited as part of the curriculum. KUSOM has also created a new curriculum, and several teachers have been trained as LAB masters who are capable of running and developing workshops. Both HEI's have also expanded the model to other business incubation related education programmes.

BUCSBIN : Process Driven Approach / Lab Learning Model | BUCSBIN

SUSTAINABILITY OF THE RESULTS AND FUTURE PERSPECTIVES

Actions enhancing sustainability

The foundation for sustainability was already laid at the very beginning of the programme period. Carefully implemented needs-assessments ensured that the projects' outcomes were planned and developed based on the identified needs of the partner HEIs. Additionally, co-creation and a participatory approach have been key issues for sustainable results, avoiding any north-driven, top-down solutions. To sustain the achievements, projects emphasized the importance of staff training and training of trainers as well as jointly planned programmes and courses. Accrediting and officially approving new curricula and courses and integrating them as regular components into partner HEIs' study offer has been crucial.

The close partnerships created in the projects also continue after the programme period. At institutional level, project partners have signed MoUs to seal their continuous future partnerships. Moreover, the constant communication and engagement with institutional leadership has improved institutional commitment and the ownership of project results.

Additionally, the projects have been active at regional or national level in involving relevant stakeholders, government officials, ministries and public, private and non-governmental organisations. Several projects have created a national impact. There are excellent examples of projects that have been based on governmental educational development goals or directly integrated into ongoing pedagogical development at national level.

Several partnerships applied for further funding from other sources, and some of the projects continue under the HEI ICI programme 2020-2024. As the HEI ICI programme does not fund mobility actions or research, projects have also applied for funding, for example in Erasmus+ international credit mobility call.

Towards increased digitalisation of higher education

The outbreak of COVID-19 made HEI ICI partnerships realise that many of the project activities can be implemented remotely, without jeopardizing the quality of project results. Online platforms, digital media and remote implementation of conferences, seminars and events have provided good alternatives to conventional physical meetings.

The pandemic has brought about a permanent change in educational practices and created new innovations for the digital future. The new working modalities used in the HEI ICI projects during the pandemic will certainly promote online learning, digital technologies and blended learning at the partner HEIs also 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.

The HEI ICI programme 2020-2024 is very topical as it has a particular focus on digitalisation of higher education. Students' access to higher education and the digitalisation of higher education will be developed by building digital learning environments, strengthening teachers' pedagogical capacity in digital instruction, and improving the platforms used for distance learning. The programme period 2020-2024 builds on the results achieved during the HEI ICI programme 2017-2020, and while the global pandemic continues, it will accelerate the progress of digitalisation of higher education in partner countries as well as in Finland.

CONCLUSIONS

The key achievement of the HEI ICI programme period was improved quality of higher education in the target countries in Africa, Asia and Latin America. During the programme period, HEIs in Finland and in the partner countries worked together to develop and reform almost 30 degree programmes and more than 50 individual courses in different fields of study. They were officially accepted as part of the studies provided by the partner HEIs.

HEI ICI projects improved the internet connections of HEIs in the developing countries, developed digital tools to support virtual learning, and improved access to research data. With the introduction of new kinds of virtual equipment, the projects invested in staff training and joint development. Because of the COVID-19 pandemic, the development of virtual methods became topical in all projects.

The projects also developed the working life skills of students together with companies and NGOs. Furthermore, connections between HEIs and businesses were improved, for example by integrating multidisciplinary and innovative business incubator activities into study programmes. In several projects, the challenges of the surrounding society, such as adapting to climate change or improving gender equality, were central in the development of teaching methods. Students sought solutions to these challenges together with local companies and NGOs.

While the HEI ICI programme primarily supported cooperation between higher education institutions, several of the HEI ICI projects also created impact at the national level.

The HEI ICI programme continues with a new programme period between 2020 and 2024, during which especially students' access to higher education and the digitalisation of higher education will be developed by building digital learning environments, strengthening teachers' pedagogical capacity in digital instruction, and improving the platforms used for distance learning.

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

Name	Coordinating HEI	Field	Granted state aid (€)	Partners	Partner countries
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

Name	Coordinating HEI	Field	Granted state aid (€)	Partners	Partner countries
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 TTU, 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

Online
ISBN 978-952-13-6827-1
ISSN 1798-8926 (pdf)

Finnish National Agency for Education
www.edu.fi

Ministry for Foreign
Affairs of Finland