

North-South -South
Higher Education
Institution Network
Programme
(North-South-South)

Programme Document

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Acronyms and Abbreviations

Term	Explanation
AG	Advisory Group
BL	Budget Line
CIMO	Centre for International Mobility
DAC	Development Assistance Committee
EEA	European Economic Area
EU	European Union
HE	Higher Education
HEIs	Higher Education Institutions
ICT	Information Communication Technology
MDGs	Millennium Development Goals
MFA	Ministry for Foreign Affairs
MinEd	Ministry of Education
MTR	Mid-term Review
NGOs	Non-governmental Organizations
NOK	Norwegian crown
NORAD	The Norwegian Agency for Development Cooperation (SIU),
North-South-South	North-South-South Higher Education Institution Network Programme
Nuffic	The Netherlands organization for international cooperation in higher education
ODA	Official Development Assistance
PhD	Doctor of Philosophy
Programme	The North-South-South Higher Education Network Programme
SAMOK	The National Union of Finnish Polytechnic Students
SIU	The Norwegian Centre for International Cooperation in Higher Education
SYL	National Union of Students in Finland
SWAP	Sector Wide Approach Programme

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Summary

This programme document has been prepared according to the guidelines provided by the Ministry for Foreign Affairs, Finland (MFA). The name of the second phase of the proposed programme is the North-South-South Higher Education Institution Network Programme (North-South-South). The name places emphasis on the importance of the south-south cooperation.

The North-South-South Programme strives to enhance human capacity to ensure that people in all participating countries may better contribute to the cultural, socio-economic and political development of their communities. In order to contribute to that goal the Programme aims at providing an operational framework for building capacity through interaction and mobility between Finnish and co-operating country higher education institutions.

Citizens, especially, in developing countries should be more equipped with tools to shape their own futures by building capacity through higher education and international cooperation. Higher education is an important part of the development of a society. Stronger HEIs can better educate future administrators, decision makers and experts who are needed to build a better society. Strong HEIs need capacity building and improved resources in order to attract most capable teaching as well as administrative staff and students. International cooperation between HEIs is a valuable tool to strengthen human capacity, to exchange information and develop curricula in addition to exchange opportunities for staff and students on a reciprocal basis.

The North-South-South activities are grouped into three components. These components are followed when the results of the North-South-South Programme are described or the available financial resources allocated. All North-South-South components are selected to achieve the Programme's purpose. The component number 1 is the mobility which is by far the biggest part of the programme; the component number 2 has a very specific target with the joint teaching; and the component number 3 has to do with setting the framework for the mobilities and networking in general. The total annual budget for the Programme is 1.5 million euros from the Finnish ODA funds.

Project components	Sub-components
1. Enhancing human capacity: Mobility	Student exchange Teacher exchange

2. Generating and disseminating knowledge:
Intensive courses

Intensive courses

3. Creating sustainable partnerships between HEIs in Finland and in partner countries: Management & Organization

Networking
Programme website
Administrative Arrangements

North-South-South continues the North-South Higher Education Network Programme which started in 2004 and will last until the end of 2006. The North-South Programme was evaluated in spring 2006, and the evaluation recommendations are annexed to this document. The main thrust of the evaluation findings was that the programme should continue since it was seen as an important part of the Finnish development cooperation and an important mechanism for the Higher Education Institutions (HEIs) to conduct closer cooperation with HEIs in partner countries. The teachers and students in partner countries or Finland possess limited opportunities to visit and study in partner countries even though internationalisation is a strong emphasis area of Finnish education policies.

The HEIs form networks where all exchange activities take place. Each network has to have at least two participants: one coordinating HEI in Finland and one in a developing country. There is no upper limit for the number of network members. The networks may have more than one partner in Finland and/or more than one developing country partner and from more than one country. The partners must represent the HEIs of their countries; from Finland both universities and polytechnics are eligible either separately or together. The mobility activities are concentrated on student and teacher related activities. The actual student and teacher activities are organized and managed by HEIs. The fields the networks represent are also left open. It is expected that the networks favour innovative approaches in their cooperation and mobility projects.

For the first year new networks may apply for pre-project funding. On-going projects may apply for two-year funding a time. The maximum number of years a network can receive funding would then be 1+2+2. A project has to meet certain eligibility criteria and to fulfil additional criteria as well as possible in order to qualify for funding. The projects have to be presented in a clear format in a timely manner so that CIMO, together with the North-South-South Advisory Group (AG), may select the projects to be financed each year. The projects have to explain how

they will contribute to the objectives of North-South-South. Every project has to have an annual work plan and financial plan. After each funded year they have to make a progress report and financial report for CIMO which acts as the implementer of North-South-South.

CIMO's tasks as the implementer include the annual planning of the Programme not only on programme activities but also on the financial aspects. CIMO manages North-South-South on the central level and coordinating HEIs on the project level. CIMO collects information from the projects and puts together plans and reports on the central level.

There are a number of new activities included in North-South-South. These are the North-South-South website organised by CIMO and used by all stakeholders, intensive courses, and network meetings. One of the key tasks of the programme is to assist the networks to make their cooperation arrangements on a sustainable basis so that when North-South-South project funding is phased out the networks might still continue the cooperation activities.

2. Present situation

2.1. Introduction

The predecessor of this programme, called the *CIMO North-South Higher Education Network Programme*, commenced in spring 2004 as a pilot. The pilot has had a specific position in Finnish development cooperation, since it has been one of the rare support activities targeted at tertiary education. At present, the majority of Finnish support to partner countries' education sector is channelled to primary education and a substantial part of the resources is channelled via Non-Governmental Organizations (NGOs).

The preparation process of the pilot programme was lengthy; hence it assured good ownership among all of its stakeholders. When the first call of mobility applications was organized in April 2004, the number of project proposals surprised everyone involved. However, only some 20 projects were approved for funding. The same 20 projects and three more have been included into the Programme with financial support since the beginning of the pilot. The projects have received support on an annual basis, which has been seen an obstacle for the smooth planning and implementation of exchanges between Finnish Higher Education institutions (HEIs) and partner country HEIs. All exchanges supported through the pilot programme had to be linked to a network coordinated by a Finnish HEI.

The need to support the mobility between Finnish HEIs and developing country HEIs is obvious: there has been more demand for support than the three-year pilot programme could provide. A decision for the preparation of a new phase for the programme was made by MFA in cooperation with CIMO and the pilot phase Advisory Committee (AC). CIMO has been appointed to implement the North-South Programme, and the AC was appointed to counsel CIMO in the Programme implementation. Therefore it was logical for the MFA to discuss the Programme continuation in the AC meeting in June 2006. The discussion was based on the North-South Programme evaluation which was conducted in the spring 2006. The evaluation itself had a strong focus on the provision of a number of relevant recommendations for the planning of the next phase. The recommendations made by the evaluators are listed in an annex 1 of this document.

The starting point of the Programme design was to continue the pilot phase as smoothly as possible. The lessons learned from the pilot were to be taken into account in the design work. The programme name has

been modified to North-South-South Higher Education Institute Network (North-South-South) to better reflect the emphasis on south-south cooperation and to the institutionalization of the programme within the HEIs.

2.2. Government and sector policies

Finland, as an active and responsible participant of the international community, has fully assumed the Millennium Development Goals (MDGs) as its reference point for its development co-operation. Thus the thrust of the Finnish policies is to promote development and a more equitable division of the benefits of globalization. The policies also seek for a broad national commitment and coherence in all policy areas. Partnerships based on participation by the public and private sectors and civil society, both at the national level and internationally, are seen as essential for fruitful and sustainable cooperation.

In the fields of education, research and culture Finland is committed to promoting the “Education for All” process and to support education sector programmes in development cooperation, emphasizing the development of basic education and exploiting the expertise of representatives of Finnish institutions. The MFA has published an education strategy for Finland’s development cooperation. It can be obtained from the internet at http://global.finland.fi/julkaisut/pdf/education06_en.pdf.

Finland has achieved a high standard of education and firmly believes that it is a central precondition and fundamental element of a well-functioning national economy. The Finnish universities and HEIs are encouraged to invest in resources for the teaching and research of development issues. They are also encouraged to seek mutual cooperation with organizations in developing countries.

When aiming at adopting predictable long-term solutions in its development cooperation, Finland has decided to cooperate with a number of countries on a more long-term basis, for example. In the selection, there is a strong focus on Africa. The long-term partner countries include Mozambique, Tanzania, Ethiopia, Zambia and Kenya in Africa; Nicaragua in Latin America; and Vietnam and Nepal in Asia. Finland wants to support equitable development in all of its long-term partner countries. In each country, specific forms of support are negotiated and agreed upon. In the co-operation, there is room for various types of actors, not only Government to Government type of

support is foreseen but also NGOs and various types of other institutions are encouraged to cooperate with partner countries.

According to the Government resolution of 2004, Egypt, Namibia and Peru are countries whose economic development gives Finland an opportunity to move from relations where the emphasis is on development cooperation to more diversified cooperation and interaction. In addition, Finland is prepared to build new kinds of partnerships not only with the three transitional countries but with all its partner countries.

The Finnish Ministry of Education (MinEd) is responsible for the national preparation of matters relating to education and training, culture and youth, certain fields of research and participation in international cooperation relating to them. Finland has concluded bilateral cultural agreements with 33 countries since 1937 and has exchange programmes based on these with 31 countries. In this context, culture is understood in its broad sense and includes education and training, science and scholarship, research, cultural heritage, libraries, non-governmental organisations, cultural institutes abroad, as well as sport and youth.

CIMO, established in 1991, is an organisation operating under MinEd. It offers services to encourage cross-cultural communication, administers scholarship and exchange programmes, implements nearly all EU education, training, culture and youth programmes at the national level, advances the teaching of Finnish language and culture in universities abroad and arranges summer courses in Finnish language and culture for international students. CIMO in practice manages the implementation of higher education sector international exchanges and mobility.

The traditional long-term objectives of the Finnish education policy have been to raise the general standard of education and to promote educational equality. Efforts have been made to provide all population groups and regions of the country with equal educational opportunities. These are the basic tenets of the educational reforms carried out over the last few decades. Special attention is being paid to the content of education and the methods of instruction, as well as to educational standards and equality. Increasing overall flexibility and opportunities for individual choice are also considered important. In the recent years, internationalization has emerged as a key objective.

Moreover, Finland's national objective is sustainable development and balanced societal and economic development. High employment, productivity, and competitiveness are key factors. A significant part of this is a high quality tertiary education system.

Ongoing and recent policy decisions and directions governing Finnish Higher Education include, for example: the introduction of the third mission in university legislation, relating to their regional role and responsibility; the introduction of bachelor's degrees in universities (Bologna process); strengthening cooperation between tertiary education institutions and forming new consortia between universities and polytechnics; using the emerging master's programs as a way to attract international students to Finland, and exploring the possibility of charging fees for incoming students which would not only influence university financing but also social access to tertiary education; intensifying internationalisation in HEIs by increasing the number of outgoing and incoming exchange students and number of foreign degree students. Measures are taken to improve the possibilities, capabilities and mechanisms to enable foreign researchers to work in Finland. Also, HEIs will have to combine their resources into larger entities and to boost networking, management and impact analysis. Universities will improve their international competitiveness by raising their profiles and by investing in high quality research across disciplinary borders and research personnel on an internationally recognised high standard.

Virtual education or e-learning have become part of the planning agenda for most HEIs in Finland. The Finnish Virtual University encourages collaboration between universities and polytechnics in providing a common online teaching framework and platform. As virtual education and information technology continue to expand, there is a growing awareness of the caveats, for example educational divergence termed 'the digital divide.' The divide is created by developed countries employing innovative methods based around information technology that emerging economic countries do not yet have the capacity to support.

The Education and Research 2003-2008 Development Plan, Publications of the Ministry of Education 2004:8 is based on the education and science policy objectives set in Prime Minister Vanhanen's Government Programme and in the Government's strategy document. It states that the Finnish higher education system forms a basis for a regionally comprehensive innovation system. The HE system is developed as an entity which is internationally competitive and responds flexibly to regional needs.

One major aim of the planning period is to strengthen the international activities of the HEI's to improve the competitiveness in the international education market. Internationalization also responds to new knowledge requirements in research and the labour market. Finland must be an active player in the European HE and research area, and the opportunities available in the EU for developing the quality of higher education must be used in full.

The aim is that by the end of the present decade, 8000 polytechnic (now also called universities of applied sciences) students and 6000 university students annually study a part of their degrees abroad and that a corresponding number of exchange students study in Finland. To this end, the HEIs will arrange foreign language programmes according to their own profiles. The HEIs will increase international teacher exchanges and facilitate the recruitment of foreign teaching personnel.

2.3. Background studies

The MFA has financed a pilot programme with the title: "CIMO North-South Higher Education Network Programme" during the years 2003-2006. The Programme was evaluated during the spring 2006. The evaluation report prepared by Merja Mikkola, EconoMik and Outi Snellman, University of Arctic, was published in summer 2006 as a part of the MFA evaluation report series; 2006:2. The evaluation was conducted in a participatory manner so that all relevant stakeholders or their representatives were consulted on various occasions. The evaluation approach was based on a set of questions which provided form for structured discussions for all review occasions. The questions formulated were to take into account the lessons learned during the pilot phase and the different views of various stakeholders had for the future mobility. One of the main findings was that there is a clear and well-defined need for a structured and well-managed mobility programme between Finnish and developing country HEIs. The pilot phase had started on a relatively ad hoc basis, even though its formulation process had lasted for a few years. The evaluation report contained a list of recommendations for the future; altogether 35 recommendations were given varying from very general development cooperation related recommendations to very detailed programme management related ones. Annex 1.

The lessons learned for the future phase of the mobility programme included:

- The new programme should succeed the pilot phase immediately
- It should have components for student and teacher exchange as well as for administration
- The call for new projects should be open and inclusive of all HEIs and sectors in Finland
- Developing country HEI eligibility should be expanded
- Financial factors of the Programme should be re-visited both from the budgetary and monitoring angle

- Sound preparation for the management and administration of the programme necessary.

Finland has not had a development aid programme aimed at enhancing Finnish and partner country HEIs prior to the North-South pilot. The overwhelming response from both the Finnish and partner country HEIs is tangible evidence of a clear need for such a programme: the existing cooperation needs and motivation was usually channelled to collaboration partnerships through NGOs when the actual partners were HEIs.

Internationalization and international mobility have been clearly stated policy objectives for Finnish higher education since the late 1980s when Finland set the first target numbers for international mobility and exchange. Later, these internationalisation targets have also included the need to increase the number of international degree students in Finland. The number of mobility programmes available to Finnish HEIs has increased as the European Commission expands its suite of programmes. The most prominent and long-standing programmes are ERASMUS and Nordplus. In addition to these, many HEIs have a multitude of bilateral student and faculty mobility and give direct financial support their students and faculty going on exchanges through these agreements.

The international mobility programmes that Finland participates in and CIMO coordinates are listed in the following table. It is clear from this list that there is an obvious need for the North-South-South Programme, since it is the only programme in Finland providing opportunities for international academic organized exchange with the partner countries.

Table: International mobility programmes¹

PROGRAMME	SOURCE OF FUNDING	TARGET COUNTRIES	PURPOSE OF THE PROGRAMME / TARGET GROUPS	ANNUAL BUDGET / 2006
North-South Higher Education Network Programme, pilot	MFA	Sub-Saharan African countries, Egypt and Peru	Promotes bilateral mobility of students and teachers between Finnish and African HEIs.	856.000€ (National)
FIRST – Finnish Russian Student Exchange Programme	MinEd	Russia	Promotes bilateral mobility of students and teachers between Finnish and Russian HEIs.	260.000€ (National)
North2North Student Mobility Programme	MinEd	Nordic/circumpolar countries	Promotes bilateral mobility of students between Nordic/circumpolar universities.	85.000€ (National)
Erasmus	EU	EU, EEA and candidate countries (31)	Supports cooperation between European universities and polytechnics. Activities administered at national level: student and teacher mobility, organization of mobility, intensive language courses. (Activities supported by the Commission: intensive programmes, curriculum development projects, thematic networks – not included in the budget in the next column.)	4.3 mill € (National proportion for mobility grants)
Erasmus Mundus Programme	EU	All countries	Supports European top-quality Masters Courses and enhances the visibility and attractiveness of European higher education in third-countries. It also provides EU-funded scholarships for third-country nationals participating in these Masters Courses, as well as scholarships for EU-nationals studying in third-countries.	46 mill.€ (Total Programme budget, from which app. 4 millions comes to Finland)
Tempus	EU	EU-Russia and the former Soviet Rep. EU-The western Balkans EU-	Promotes reform within the HE sector in EU neighboring countries in three regions: Tacis, CARDS, MEDA. Awards support for curriculum development, university management, and institution building projects, structural measures and mobility.	46-50 mill. € (Total programme budget, from which app. 2 millions comes to Finland)

¹ Source: CIMO, Compiled by Marianne Rönkä 2006

		Mediterranean region		
Nordplus	Nordic Council of Ministers	Nordic Countries	Supports cooperation between Nordic universities and polytechnics. Activities: student- and teacher mobility, intensive courses, joint study programmes and network support	4.9 mill € (Total budget)
Alfa América Latina - Formación Académica	EU/ Europe Aid	EU-Latin America	Supports cooperation between higher education institutions of the European Union and Latin America.	
Alban	EU/ Europe Aid	EU - Latin America	Reinforcement of the European Union - Latin America cooperation in the area of Higher Education.	
Asia-Link	EU/ Europe Aid	EU-Asia and China	Programme is an initiative by the European Commission to promote regional and multilateral networking between higher education institutions in EU Member States and South Asia, South-East Asia and China.	
ISEP		United States (Asia, Canada, Europe and Latin America)	Worldwide network for international education.	

Many countries have a strong tradition of supporting north-south cooperation through government-funded development aid programmes targeted at enhancing student mobility or support of degree studies in the funding country. Some examples are mentioned in the following:

The Netherlands:

Nuffic, the Dutch sister organization of CIMO, organizes development cooperation which directs most of its activities towards developing countries and countries in transition. Nuffic aims to strengthen HEIs in these countries by helping them to increase their capacities for developing human resources and conducting research. Nuffic's ultimate aim is to contribute to cultural, economic and political development throughout the world. To these ends, Nuffic's department of 'Human Resource and Institutional Development' advises government agencies, donor organizations and institutes for higher education and research; manages fellowship programmes and programmes that support inter-institutional cooperation; and works to enhance the international dimension of Dutch higher education. More information on the concrete instruments: www.nuffic.nl

Norway:

The first Norwegian development programme within the field of higher education and research was the NORAD Fellowship Programme which started in 1962. Since then, higher education and research have been an important aspect of Norwegian development cooperation. Today, more than 30 countries in Africa, Asia, South America and Eastern Europe are involved in programmes covering most academic disciplines. The programmes involve individual scholarships, bi- and multilateral research projects, and South-South cooperation programmes. Recently the Norwegian Agency for Development Cooperation (NORAD) and The Norwegian Centre for International Cooperation in Higher Education (SIU), the sister organization of CIMO, have established collaboration arrangements in development cooperation. For example, in May 2005 they signed an agreement for the pilot phase of a new South-North cooperation programme for teacher education. The goal of the programme is to contribute to the strengthening of the quality of teacher education in the South, as a means of improving basic education and training, securing education for all. The cooperation is to be based on the priorities of the development countries and on the capacity and competence of Norwegian institutions of higher education. The agreement between NORAD and SIU concerns a pilot phase of the programme from 2005 until 2007. The budget is 13 million NOK distributed over the programme period.

Another example is the Norway - South-Africa programme. In January 2003 a pilot study commissioned by NORAD analyzed the current situation and gave an indication of the potential for increasing student mobility between Norway and South Africa. After a dialogue between Norwegian and South African authorities and a consultation process with a selection of stakeholders, it was realized that there is a need for incentives to encourage student exchange between the two countries. In South Africa the possibilities for students to get scholarships for studies in Norway are limited. In Norway, the universities are encouraged to give students the opportunity to take part of their degree abroad. The pilot programme finances scholarships for South African students enrolled in master's degree programmes at their home institution to take courses in Norway as a part of their degree. The cooperating Norwegian institution has to offer international courses in areas that are of interest and relevance for the South African institution, and considered to be strategically important for the cooperation between the institutions. The Norwegian institution commits itself to send, as a minimum, an equivalent number of students to the cooperation institution in South Africa.

2.4. Issues to be addressed

The education sector as a whole is important to Finnish development cooperation. Finland has been part of the international community which has agreed on various occasions, i.e. the Dakar, Tokyo and Beirut Conferences, *“to support higher education as a part of the development of a society. The support must take into consideration that HE system support has to include matters like democratization of access and broader opportunities for participation in higher education during various stages of life, links to the world of work and the responsibilities of higher education towards the education system as a whole. No less important is participation by the higher education community in the search for solutions to pressing human problems such as population, environment, peace and international understanding, democracy and human rights”*.

Institutional development in partner countries is seen as a key for sustainable development of a society. Higher education institutions form one important part of the institutional setting, not only institutions as such but as main educators of the future administrators, policy formulators and expert labour force who in practice develop their own country. Cooperation between institutions within partner countries and with developed world institutions provides a basis for peer networking. In that cooperation the needs for institution building and curriculum development are expected to reflect the stand points of partner country HEIs. The quality and volume of cooperation is not set from the outside but it is expected to reflect the real needs identified by partner country HEIs, their staff and students. This will ensure real ownership of the cooperation by all stakeholders, including those in the developing countries.

In the field of higher education the Government of Finland has not been very active in its official development co-operation. During the recent past the pilot programme the only attempt was through official development assistance (ODA) in order to address higher education issues. However, there has been co-operation between Finnish and developing country HEIs, which has received support for example from the Government’s non-governmental development co-operation funds.

When the first North-South call for Finnish HEIs was launched in spring 2004 the volume of good applications proved the fact that there already existed some on-going co-operation between Finnish and developing country HEIs. However, usually the cooperation between a Finnish HEI and a developing country HEI has been based on personal contacts of the teaching staff in question. The students, for example, have very few if any contacts by themselves with international HEIs. The Finnish HEIs do not

traditionally have many HEI partnerships in the developing countries. The need to broaden the existing contact base and networks is self-evident.

Both in Finland and in developing partner country HEIs there is room for more intensive cooperation in development related issues. In order to institutionalize the cooperation and to broaden its scope, more support and sharing of best practices in the field are required. At the same time, the cooperation among developing country HEIs need support and assistance to get off the ground. The aim at forming sustainable networks between industrial country and developing country HEIs is a crucial factor for transfer of knowledge in an equitable and efficient manner. Also, the innovative ideas born in various HEI contexts might gain more publicity and thus more resources by more active exchange of information between the HEIs. It is common that innovative ideas do not receive required attention or financing.

The international exchange of ideas, best practices and education as well as cultural aspects is valuable as such for all HEIs. International experiences help widen one's perspective and thus to solve own e.g. development problems with a new approach or with new tools. This applies both at the institutional and individual levels.

It has been clearly attested in the past few decades that international cooperation in higher education, not only in academic research, has a strong role in enhancing quality of education both at the individual student and at the programme or institution levels. Exposure to new ideas and new ways of thinking as well as new methods of disseminating knowledge improve the quality of the curriculum, teaching as well as the learning experience. Also, a network model where different types of institutions and academic cultures can interact on the content of their programmes and administrative practises as well as the realities of the societies surrounding them will provide for a collaborative forum for discussing issues relating to the quality of the education and the learning experience. Partners with less prior exposure to international collaboration and contact will get immediate benefits from the possibility of having access to a full contact network with a variety of expertise and models to share. Partnerships evolving from such networks will be mutually beneficial as the network will have provided some insight up front into what kind of areas of collaboration would be most mutually beneficial.

The dissemination and institutionalization of information is a standing order for effective and efficient HEI networks. The use of new information technologies should get some attention in the cooperation. However, establishment of common virtual platforms is out of reach of this

programme, but at least functional exchange of information-- be it administrative or academic in nature-- is important for a network that benefits all partners.

In order for the Programme to achieve its overall objective of enhancing human capacity and contributing to the economic and social development of partner countries, it is essential that questions related to brain drain are considered. The results set for the building and strengthening of capacities in the higher education sector can only be achieved when the gained know-how and experience can be utilised for the benefit of the partner countries. This requires that for example the newly acquired skills of the developing country graduates are realised in practise through work in the developing countries. To facilitate the prevention of brain drain, participants from developing countries are required to graduate from their home institutions. Further, practical training/internships of all participants shall be connected to participation in courses to facilitate the exchange and development of knowledge.

2.5. Stakeholders and beneficiaries

Stakeholders

The active stakeholders of the North-South-South Programme include:

- The Finnish Ministries of Foreign Affairs and Education at the central government level
- CIMO at the authority level
- Universities and polytechnics at the operational level both in Finland and in partner countries.

The universities and polytechnics as stakeholders include the following stakeholder groups:

- Students and teachers participating in exchanges
- Students participating in intensive courses
- Teachers
- Senior management
- Academic and administrative participants in networks
- International relations managers
- Administrative staff organizing support services

It can be said that the Programme reaches from the student level up to the level where policies on development cooperation or education policies

are made. Student organizations are also actively participating in the management of the Programme.

Beneficiaries

The Programme beneficiaries reach from individual student level to the level of government policy-makers.

At participating HEIs in Finland, academic and administrative staffs gain exposure to developing country issues and problems and through that can improve their programming and services. Student and staff at developing country HEIs gain access to studies and research groups in Finland and through that can improve the quality of their own education. They also have opportunities to network with partner HEIs in neighbouring countries which can provide insights into shared solutions to problem-solving and understanding of common issues. All HEIs and the stakeholder groups therein gain from organizing intensive courses: students have access to new types of courses, teachers learn from each other, and faculty collaborate across disciplinary, institutional and national borders.

CIMO is also a beneficiary. They gain experience in good practises in organizing development aid cooperation in higher education and develop expertise in the area. They will also be able to network with other sister organizations engaged in similar initiatives and share good practises with organizations like SIU and Nuffic on the organization of development aid related higher education cooperation.

The MFA benefits by reaching some of the development aid goals; for example, they get trained citizens in developing countries. Also, capacity for developing aid cooperation in the Finnish HEIs is increased, positioning the HEIs well for similar type of work for other global programmes as well.

3. Definition of intervention

3.1. North-South-South Concepts and terminology

When describing the Programme it is necessary to elaborate on its structure, its actors, and the division of labour between the actors. The terms used in the document have to be clearly defined so that all stakeholders share the same understanding of the approach and terms

used. The Programme objectives, its purpose and expected results are explained after the definition of the North-South-South terminology.

Strategic design

North-South-South is an umbrella for a number of activities which have to do with:

- Establishment of functional networks between Finnish and developing country HEIs
- Higher education mobility between Finland and partner countries and among partner countries themselves
- Organizing and arranging joint teaching for Finnish and developing country students.

The umbrella arrangement itself has to do with:

- Administration of the programme activities at the central level
- Selection of the network activities to be financed
- Provision of general information about North-South-South
- Provision of training information for the students and teachers in mobility
- Monitoring and reporting framework
- Provision of information of best practices.

The HEIs form networks within which all exchange activities take place. Each network has to have at least two participants: one coordinating HEI in Finland and one in a developing country. There is no upper limit for the number of network members. The networks may have more than one partner in Finland and/or more than one developing country partners and from more than one country. The partners must represent the HEIs of their countries; from Finland both universities and polytechnics are eligible either separately or together.

The mobility activities are focussed on the exchange of students and teachers in the participating countries. The student and teacher related activities are organized and managed by the networks, i.e. the participating HEIs.

The following basic assumptions apply to the exchanges:

- The programme supports mobility of students taking either Bachelor- or Master level degree studies
- Students at all levels need to courses during their exchange period even if it includes research (PhD students) and practical training
- Credits taken in the host institution need to fully credited towards a degree in the home institution

- The programme does not support mobility that aims at the completion of a degree in the host country, be it Bachelor, Master or PhD level
- The maximum duration of each exchange is one year
- One student can only receive a mobility grant once from the programme. However, one student can participate both in an intensive course and in an exchange
- PhD students are eligible for grants from the programme but they need to participate in some classes (for example PhD seminar) and the study period in Finland needs to be relevant for development policies
- Only PhD students coming into Finland can be supported from the programme

North-South-South programme concentrates on the support of mobility, it does not support research or master level studies towards a degree as such. However, North-South-South supports graduate education, including participation in PhD studies and master level studies, as long as it is not with a degree student status at the host institution. All mobility activities have to include bachelor and/or master level students.

Students have to participate in a selected number of courses for credit. They can not spend their entire exchange period collecting research material or participating in practical training.

The North-South-South Programme supports mobility on a reciprocal principle; all participating HEIs are expected to send and host teachers and students in the course of a project. However, PhD students from only developing countries are supported.

The coordinating HEI is the one responsible for all liaising and reporting to the umbrella programme, North-South-South, which is managed by CIMO. CIMO operates North-South-South within a framework of projects. Each network has to be formulated in a form of a project in order for it to seek funding from North-South-South. The networks may seek and receive funding from other sources also, but a network has to be presented in the form of a project before it can enter North-South-South.

The North-South-South projects must all have:

- Coordinating HEI in Finland, staffing arranged
- An individual name
- Partner agreements with all participating HEIs
- Administrative arrangements, including internal and external

- network communications, designed and in place
- Curriculum related issues on agenda
 - Work plan for the duration of the project with a clearly defined development aim
 - Transparent and open application process for the exchanges
 - Equal opportunity aspects taken into consideration (gender/minorities)
 - Budget plans
 - Reporting arrangements both within project and to CIMO organized.

Some of the requirements set for the projects are difficult to meet at the very launch of a project. Therefore, North-South-South will allocate its funding and support also to pre-projects. Pre-projects can seek for one-year funding for the organizing and activating of a network in the project form. After a successful one-year pre-project, the network can apply for two years of funding from North-South-South. To measure the success of the pre-project activities, one can use the above presented project list as a benchmark. The application and funding criteria are presented in the chapter 3.1.1 of this document.

Concept of a network

North-South-South finances projects which are based on networks between HEIs in Finland and in partner countries. The networks usually cover contacts and cooperation between the institutions and individuals. Typically, it appears, that first a member of a Finnish HEI teaching staff has formed personal contacts with a partner country HEI and its staff either via research or lecturing experience. The contacts then may be widened and deepened to include other staff members and students. When both institutions recognize this co-operation and it gets institutional back-up from both HEIs it can be classified as a network which can be included into North-South-South programme. Networks can also be formed on a more top-down approach where institutions agree on cooperation before actual contacts of academic staff level have been formed. The network activities can consist of staff and student exchanges, both on short- and long-term basis, teaching and research cooperation, curriculum development etc.

The networks can obtain funding from various sources. North-South-South has been formed to provide support to their mobility component, which for that purpose should always be formulated in a form of a project for the sake of planning and monitoring the activities as well as to

ensure that all North-South-South funded projects aim at fulfilling the objectives set for the Programme.

Thus all North-South-South projects are soundly anchored at the institutions. All HEIs in Finland are eligible to apply for support from the programme, both universities and polytechnics. Developing countries in Sub-Saharan Africa are included as are the Finnish long-term partner countries and transition countries. The countries which are Finnish long-term partner countries or have Finnish representation otherwise are favoured in the selection process, since it has proven to be more practical to arrange individual exchanges with the countries that are better known to the Finnish partners for example through previous or long term development cooperation activities. Also, the networks that enhance good quality south-south cooperation are regarded favourably. The eligible countries are listed in the Annex 2 of this document.

All sectors of higher education are eligible for support, however when the North-South-South project portfolio is selected the following should be kept in mind:

- Appreciation of innovative approach
- Representation of fields in which Finland can provide special knowledge and expertise
- Include variety in coverage.

The North-South-South is a part of the global mobility programme tapestry, since the same participating HEIs may have at the same time numerous other ongoing exchange activities. That both demands an extra-mile from the HEI coordinating personnel but at the same time enriches the networks. Coordinators or exchange participants may benefit and use experiences or opportunities gained by other mobility programmes. To use financing from more than just the North-South-South sources is recommended in the implementation of the projects. At the ministerial level, MFA should have a look at how North-South-South could be introduced and best utilized in daily development co-operation. An example of that is the recruitment aspect of the public sector.

The North-South-South at the programme level is managed by CIMO. The organizational arrangements including the stakeholders' actual roles and responsibilities are described in the chapter 6 of this document.

The North-South-South is also Finland's contribution to the set of national similar initiatives in other countries. It would be important that CIMO participates in relevant networking opportunities for such programme offices representing North-South-South and its networks.

Again, it is important to share experiences and best practices between the various national and multinational programmes.

3.2. North-South-South objective and purpose

The objective of the North-South-South programme is:

The North-South-South Programme strives to enhance human capacity to ensure that people in all participating countries may better contribute to the cultural, socio-economic and political development of their communities.

Capacity building through higher education and international cooperation will help equip citizens in developing countries with tools to shape their own futures. Higher education is an important part of the development of a society. Stronger HEIs are better positioned to educate future administrators, decision makers and experts who are needed to build a better society. Strong HEIs need capacity building and improved resources in order to attract most capable teaching as well as administrative staff and students. International cooperation between HEIs is a valuable tool to strengthen human capacity, to exchange information and develop curricula in addition to provide exchange opportunities for staff and students on a reciprocal basis.

The purpose of the Programme is:

The North-South-South Programme aims at providing an operational framework for building capacity through interaction and mobility between Finnish and co-operating country higher education institutions.

In order to meet the objective set above and to realize the Programme purpose a number of relevant activities have to take place. North-South-South activities as such can only contribute to the achievement of the objective in full.

The selected Programme activities can be grouped as follows:

- 1. Enhancing human capacity*
- 2. Generating and disseminating knowledge*
- 3. Creating sustainable partnerships between HEIs in Finland and in partner countries.*

3.3. Programme components

The North-South-South has grouped its activities into three components. These components are followed when the results of the North-South-South Programme are described or the available financial resources allocated. All North-South-South components are selected to achieve the Programme's purpose. The component number 1 is the mobility which is by far the biggest part of the programme; the component number 2 has a very specific target with the joint teaching; and the component number 3 has to do with setting the framework for the mobilities and networking in general.

Project components

Sub-components

1. Enhancing human capacity: **Mobility**

Student exchange
Teacher exchange

1. Generating and disseminating knowledge:
Intensive courses

Intensive courses

3. Creating sustainable partnerships between HEIs in Finland and in partner countries: **Management & Organization**

Networking
Programme website
Administrative Arrangements

Component 1 Mobility aims at

- Provision of increased opportunities for students and faculty to learn and generate knowledge Creation of shared knowledge that might positively contribute to the socio-economic development of a partner country
- Increased awareness of developing country issues in the Finnish HE curriculum Internationalisation and international co-operation of HEIs, their staff and students both in Finland and in partner countries enhanced.
- Increased awareness and skills among participants about thinking globally and acting locally - A strong identity built through improved understanding of cultural diversity and ones own cultural heritage.

Component 2 Intensive courses aims at

- Provision of opportunities to good quality higher education
- Provision of tools for mutually beneficial joint knowledge generation and dissemination
- Diversification and improvement of quality of education both in Finland and in partner countries

Component 3 Management and administration aims at:

- Establishment mutually beneficial partnerships between HEIs
- Increased quality cooperation between Finnish HEIs and partner country HEIs as well as among Finnish HEIs and among partner country HEIs
- Cooperation between disciplines on issues related development
- Provision of support for establishment of partnerships in an efficient, effective and meaningful manner.

3.4. Activities

3.4.1. Activities related to project selection

The activities at the central level to reach the objectives and results set for the Programme have to do specifically with the selection of projects under which each student and teacher exchange, intensive course and networking activity will be anchored. This document describes, in detail, those activities that have to do with the selection of projects at the central level financed by the North-South-South. In addition, this document provides principles according to which North-South-South supported projects are managed and implemented. The selection process within the projects themselves has to be presented in each projects work plan.

Since the selection determines the overall direction of the North-South-South Programme, the project application process and the selection criteria used by Advisory Group are described in a very detailed form below.

Application process:

- Launch seminar organized by CIMO in November 2006 where the new Programme phase will be introduced
- Open call once a year organized by CIMO in fall every year in the fall, first November 2006, first selection March 2007 when funding decisions are made public and new projects may commence

- The maximum number of years a project can receive funding is 5 years: 1-year pre-project, ongoing project 2 + 2 years. The continuation of a pre-project to a full ongoing project is not guaranteed but is based on a review of the results from the pre-project phase. Projects which have received funding from the North-South pilot are eligible to apply for ongoing projects without a pre-project phase. A pre-project phase might not be necessary if an already functional network applies for the Programme funding.

Selection process is organized and managed by CIMO. It is as follows:

- Open call for all Finnish HEIs organized by CIMO
- Invitation letter to all Finnish HEIs containing an application package in English. The application package contains the call letter, programme guidelines, description of the programme, and an application form with instructions
- Invitation letter (in English) will introduce transparent selection criteria and foreseen budget and timeframe for pre-projects and for projects previously funded pilot Phase projects
- Together with financing decisions in February the projects will receive detailed guidelines for reporting prepared by CIMO and approved by AG
- Guidelines contain progress reporting on annual base and “detailed” finance reports

Timeline for the first programme year and the responsible actors for mobility:

November 2006	January 2006	March 2007	May 2007	August 2007
Call for applications	Dead-line for applications	Projects selection announced	Dead-line for students and teachers selection	Mobility commences
CIMO	Finnish HEIs	CIMO together with AG	Projects	Projects

Selection process

- CIMO prepares application package which is approved by AG
- CIMO introduces an open call for both pre-projects and on-going projects
- AG decides on the selection based on the preparation work of the CIMO, if a need arises AG may invite external experts to assist it in its work
- CIMO informs the applicants on the selection and its justification

Selection criteria

There are separate selection criteria for pre-projects or on-going projects. Pre-projects are new projects which have not received funding from the Programme or from its predecessor. The selection criteria for on-going projects (continuation) is more specific and tighter than the one used for pre-projects in principle, since they require an established and well functioning network. This document presents the principles for the selection criteria, but AG has the mandate to revisit and complement the selection criteria on an annual basis and make them public through the application guidelines.

Eligibility criteria (qualification requirements) for pre-projects

- A project has a minimum of one Finnish HEI (coordinator) and one partner country HEI. The maximum number of partner HEIs either from Finland or from partner countries is not set.
- Project must have own name: clear title
- The partner countries must be included into the eligible country list, see Annex 2
- A well founded project proposal with good development potential for a three year project
- Endorsement letters from the participating HEIs with clearly stated commitment and in-kind contributions
- The project must describe how and what it will contribute to the development of the partner country/countries – MDGs should be used as basis

Additional criteria related to the quality of a pre-project

- Partner HEIs from the Finnish long-term partner countries are favoured (country list Annex 2)
- Balanced and distributed selection of partner countries involved
- Potential for South-South cooperation
- Innovative approach
- Realistic objects
- Foreseen funding also from other sources than North-South-South
- Exchanges from all participating HEIs in a balanced form
- Gender balance taken into consideration
- Balanced project plan with activities in all North-South-South components
- Planned activities beyond mobility such as joint development of curriculum or teaching on-line

Eligibility criteria (qualification requirements) for on-going projects

- A project has a minimum of one Finnish HEI (coordinator) and one partner country HEI. The maximum number of partner HEIs either from Finland or from partner countries is not set.
- Project name (from pre-project)
- The partner countries must be included in the list, Annex 2
- A well prepared and justified project proposal for a two-year project
- Endorsement letters from the participating HEIs with clearly stated commitment and in-kind contributions
- Successful progress reported from the pre-project phase
- A plan for recognition of credits for the mobile students
- A plan for making the project sustainable beyond funded phase the plan, it must contain a detailed plan for other sources of funding
- Efficient use of funding in the pre-project and completed financial reports
- The project must describe how and what it will contribute to the development of the partner country/countries – MDGs should be used as basis
- If the project has received support from the pilot Programme, it has to report detailed successful results from that period.

Additional criteria related to the quality of an on-going project

- Partner HEIs from the Finnish long-term partner countries are favoured
- A balanced and distributed selection of partner countries involved
- Partners from several countries
- Potential for South-South cooperation
- Innovative approach
- Realistic objects
- Gender balance taken into consideration
- Exchanges from all participating HEIs in balance
- A description of how the project is institutionalized in all partners
- A plan for cooperation between disciplines
- A plan for language preparation for staff and students participating in the project
- An established and functioning coordination and communication structured within the network

- A balanced project plan with activities in all North-South-South components
- Activities beyond mobility such as joint development of curriculum or teaching on-line.

3.4.2. Activities related to Component 1

The organization of mobility within a project is organized by coordinating HEIs themselves. The HEIs arrange the selection of students and teachers; they inform CIMO and the AG about their annual plans for mobility in their project plans. Mobility that has taken place during a year will be reported on in the annual progress reports. The HEIs are expected to describe their selection criteria in their project plans. It is important that projects use criteria that take gender and regional balance as well as development goal specific criteria for student and faculty selection.

3.4.3. Activities related to Component 2

Intensive courses

The North-South-South Programme aims at providing an operational framework for in-depth and sustainable interaction between HEIs participating in the Programme at academic and administrative levels. Whereas Component 1 focuses on supporting the organization of mobility of teachers and students as a means to achieve the Programme goals and Component 3 supports the various administrative arrangements necessary for network interaction, Component 2 provides a mechanism for enhancing creative ways to organize teaching jointly in an intensive course format. The component encourages innovative approaches: intensive courses can be organized as campus- based short courses in one partner institution and made available to students from other partners in the network, or they can be organized as online intensive courses using existing resources and tools for online delivery in the partner institutions.

Student travel to such intensive courses would not be counted as student mobility per se and would be funded from Component 2; the teaching staff mobility associated with Component 2 courses can be funded from Component 1 when relevant.

The organization of joint intensive courses that are open to students from other members in a network enhances joint development of curriculum, shared generation and transfer of knowledge, as well as the use of

modern and innovative approaches in delivery. Intensive courses also enhance South-South interaction within the networks.

The selection criteria for intensive courses should emphasize the innovative nature of the intensive course (added value to participating HEIs), plan for broad access to students from different partners in the network, cost-effectiveness (use of teaching staff mobility in Component 1 and Network meetings, for example), as well as a plan for how the course can be made sustainable with resources outside the North-South-South project period.

Supported intensive courses are 1-10 weeks in duration and are organized in one or several network partner HEIs outside of Finland. Students on an exchange in a developing country are also eligible to participate in an intensive course in the host country or a third country. The courses are in areas with strong competence and expertise in Finland and relevant to the development goals. A prerequisite for participation in an intensive course for a student is that the course credit is fully credited into the student's degree at home.

3.4.4. Activities related to Component 3

Management and Organization

The North-South-South is a framework or umbrella programme for projects; therefore, it is important that all programme support activities are well coordinated. Without properly structured implementation, management and monitoring structure the projects would not form a coherent and manageable entity. It is important to make sure that the projects not look like separate exchange activities with the source of funding as the only common nominator. Exchange of information on best practices and innovative ideas, as well as cooperation between participating individuals are crucially important to meet the objectives set for North-South-South.

Component 3 aims at providing tools for successful implementation of the mobility. Tools are defined to assist effective, efficient and sustainable networks in which the particular exchanges take place. Component 3 also gives support for each network to meet the objectives of North-South-South; these include, for example, assistance for changing experiences and best practices not only among Finnish participants but also among global participants.

Networking

All mobility activities take place within networks. The size and complexity of the networks supported under North-South-South may vary. The institutionalization of networks which would function beyond the North-South-South duration is a challenging task. The support provided for networking can include financial support for contacts and visits of HEI staff both in Finland and in partner countries for formulating of deeper cooperation in order to facilitate the exchanges actually taking place. These contacts would establish a framework within which teachers and students could then take place in the exchanges, for example shared knowledge about relevant curriculums or requirements set for teaching or studying in a HEI in question. The Programme support can be used for travel, accommodation and meeting related expenses. Projects must map their networking plans and finance needs in their annual plans in order to inform and seek approval from CIMO and the AG.

Networking in a more general sense needs organized platforms for participating HEIs to meet.

Each project operates a network and has a Finnish coordinating institution. It is important that there is deep and meaningful interaction, both on academic and administrative mobility-related, between all partners in the network. This would best happen in an annual network meeting either in Finland or another partner country, organized by the project in one of the partners (preferably on a rotating basis) with financial support from the North-South-South Programme to the project. Often it may also be relevant for projects to organize joint project annual network meetings. It is meaningful to combine teaching staff visits with project network meetings for efficiency. When several partners are in one host institution at the same time it is also opportune to organize institution-wide events that help spread information about the project and issues relevant to it inside the institution, locally as well as nationally. Network meetings enhance South-South cooperation, sharing of good practices, as well as the institutionalization of the networks and such meetings often gain visibility within an institution and beyond. In general, good governance and ownership are best attained when partners solve problems like use of funds, recognition of credits etc. together instead of a bilateral basis only.

The Finnish HEIs active in the Programme pilot phase have met regularly under auspices of CIMO as a part of CIMO's programme implementation. These meetings/workshops should continue also in the future. There should be a network meeting organized for all participating HEIs.

Programme website

The exchange of information among all North-South-South participants and between CIMO and participants including HEIs and individuals involved is instrumental for the success of the Programme. A North-South-South website where all relevant information can be obtained should be organized. The access to the website has to be made as easy as possible in order to facilitate the use in partner countries—one needs to take the realities with connectivity in many developing countries carefully into consideration. It is proposed that the website has its own www-address. The best feasible option of the location and updating arrangements of the website should be studied in the beginning of 2007. CIMO will launch that feasibility study and prepare its terms of reference for the AG's approval.

Ideally, the Programme site would be a dynamic site with a facility for a news area where projects can post news stories. The site should have both programme-level information and areas for all projects for their internal communication. Thus, the Programme site would also provide the networks with an accessible networking tool. However, careful consideration should be given to the level of infrastructure and connectivity in the partner countries and HEIs – only tools that really can be used by all partners should be encouraged.

Administrative Arrangements

The North-South-South is administered by CIMO with participating projects in HEIs as implementors. Central information about the Programme is developed by CIMO and distributed to the eligible Finnish HEIs through CIMO's normal channels, the Rectors' Council and the network of International Relations Managers who in turn have the responsibility generally of making sure that information about such programme opportunities is distributed widely within the institutions.

Throughout the Programme CIMO uses various national meetings of people involved in HEIs with international relations as venues for discussing the developments and practices with the Programme. The leadership and central administration in Finnish HEIs needs to be involved with the Programme for example for the following purposes, even if the project implementation happens at the departmental level: incorporation of development goals into the institution's strategic priorities, institution-wide cooperation on development issues, project funds management, project reporting as a part of the institutions' general international education reporting, informing about the Programme

throughout institution, visa issues, student support services such as accommodation, language preparation and orientations, etc.

The Programme implementation is organized into projects. The financial management at the project level is organized through a project coordinator in a Finnish HEI. CIMO allocates project funds to the coordinating institution as a project and the coordinator is responsible for making sure that the funds for the project are used for the appropriate component and within the financial rules and regulations set by CIMO for the Programme in the reporting guidelines.

3.5. Results

3.5.1. Mobility related results

Student exchange (and indicators)

The North-South-South has been planned to focus on mobility activities. Furthermore, out of the mobility related North-South-South funding 60 per cent is allocated into the support of student mobility. It is expected that the exchange activities are to be equally provided for both Finnish and partner country HEI students. The North-South-South budget provides a calculative sum of 4 000 euros for each student exchange. If the projects use the 4 000 euros funding for a student without saving parts of it for additional exchanges, **annually 150 student exchanges** are to be funded by the Programme. It is expected that the number of students is divided equally between the students arriving to Finland and students leaving from Finland. The maximum length of an exchange is dependent on the factors formulated in each project application. These include individual financial costs, curriculum related aspects, and the defined purpose and objectives of each exchange. **However, each student mobility activity is from three to ten months in duration.** When the HEIs are selecting their students for exchange they have to take into consideration the above mentioned issues, namely financial and curriculum related matters as well as the meaningful purpose of the exchange.

The quantitative and qualitative issues of annual exchanges can be checked from the annual reports provided by each project and from the student reports. CIMO organises the coordinated reporting and collects and extracts the information for the AG and the MFA.

Teacher exchange (and indicators)

The amount reserved in the North-South-South budget is average of 4 000 euros for each teacher exchange. It is planned that **annually at least 100 teachers**, equally distributed between the Finnish and partner country HEIs, would take part in the Programme.

The maximum length of an exchange is dependent on the factors formulated in each project application including individual financial costs, project content and curriculum related aspects and the defined purpose and objectives of each exchange. When the HEIs are selecting their teachers for exchange they have to take into consideration the above mentioned issues, namely financial and curriculum related matters as well as the meaningful purpose of the exchange. It has to be

formulated clearly in the project if teachers put emphasis on the teaching or on research related activities. Whichever the case, the purpose of the exchange as well as its relation to the North-South-South overall objectives has to be clearly defined. Each teaching staff exchange must, however, be at least one week and no longer than six months in duration.

The quantitative and qualitative issues of annual exchanges can be checked from the annual reports provided by each project and from the teacher reports. CIMO organises the coordinated reporting and collects and extracts the information for the AG and the MFA.

3.5.2. Intensive courses

The networks propose intensive courses in their project applications/annual work plans, with detailed plans for the content of the course, arrangements for teaching (host institution, on-campus or online course, as well as the number of students participating in the course. The proposal for an intensive course is prepared by the network and submitted by the network coordinator as a part of the project proposal.

It is expected that altogether at least **15 intensive courses are organised annually**. Each network can receive funding for maximum **one intensive course per year**.

3.5.3. Management and Organization related results

Administrative Arrangements

The projects' mobilities are hence implemented by the participating HEIs. The project coordinating HEI manages the overall execution of the project. Well-managed exchanges are designed to contribute towards achieving the objectives set for the North-South-South. The mobilities are well planned and timely implemented. They support the fulfilment of the needs and desires of an individual in exchange and support the curriculum or research activities of the HEI in question. Administration on the project level aims at supporting and arranging the platform for the exchanges and assists with the practical arrangements. CIMO's tasks include assisting the projects in their mobility training. A standard training course with relevant background material is provided by CIMO for those students and teachers who are coming or leaving for exchange. In practice CIMO might face difficulties in organizing orientations for those arriving to Finland in the same way as for leaving Finland. However, at minimum CIMO will provide those arriving with an information package. The web-site can be used as a tool in the training.

Administrative arrangements within a network are important for the mobility part of a project. Therefore, the North-South-South has set aside financing for e.g. administrative visits, especially in the very early stages of a network formulation. It is important that all network participants are fully aware of the practicalities involved in the implementation of a mobility programme. The administrators have to agree about the framework in which the exchanges take place. They have to familiarize themselves with each other's curricula and credit systems in order for the exchanges to take place in a meaningful manner. The coordinating Finnish HEIs are in a special position in arranging the mobility frameworks, thus it is important that they take an active part in administrative matters. All networks are administered in a manner which provides project participants with good knowledge about the practical arrangements of each exchange and gives them prompt and adequate support with practical arrangements when they need it.

CIMO manages the overall administration of the Programme. It is expected that CIMO organizes the **administrative framework for the programme including administrative guidelines, organises all financial allocations, monitors and reports of the programme and its development to AG and MFA**. CIMO also prepares the **agenda and acts as a chairman for AG** meetings in which deals with the Programme's overall administrative matters. CIMO is expected to provide necessary manpower for the administration of the Programme.

Networking

All projects supported by the North-South-South are based on functional networks. The networks must meet a number of criteria discussed also in other parts of this document to be classified as functional; these criteria include at least the following:

- It must be institutionalized within HEIs taking part
- It must have more than one person involved in each participating HEI
- It must have at least one Finnish HEI and at least one partner country HEI involved
- Co-operation must be structured and it must have realistic work plan
- It must have operational plans beyond North-South-South support.

All networks are encouraged to meet as regularly as possible to plan, monitor and exchange information. The North-South-South Programme supports financially the arrangements and organization of network

meetings, both North-South meetings and South-South meetings. Also meetings between several networks can be supported. The purpose and agenda of each network meeting has to be carefully planned.

The meeting plans are part of each North-South-South supported project plan. The meetings must be planned well in advance so their financing can be arranged by the Programme. The outcome and implementation of each network meeting must be reported by the annual project reports to CIMO. CIMO then extracts the relevant information from each network report to include it in its annual report to the AG and the MFA.

The networking among the Finnish HEIs is coordinated by CIMO, who **regularly organises workshops and seminars in Finland**. The contents and major outcomes of these events are reported by CIMO in its annual report to AG and MFA.

Programme website

The North-South-South will have its own **functional webpage**. The page will be easy to access, contain North-South-South and its projects related updated information. The appropriate portal and structure of the arrangement will be studied and organized in early 2007 by CIMO. CIMO will contract an outsider, if necessary for the work. The webpage should be operational during the latter part of 2007. All North-South-South related information both for participating institutions and individuals as well as for interested parties should be made available timely and accurately.

The networks can use the website for their selected purposes. The use of the website can be studied annually and the AG along other stakeholders may contribute to its contents. The use of the website is foreseen to extend as the Programme matures so that the website grows to be the main source of Programme related information. The website includes also the North-South-South programme document.

4. Assumptions and risks – Critical issues for North-South-South success

The assumptions and risks can be grouped thematically. Some of the assumptions, if not realized, may cause a threat to the success of the programme.

The first, most universal category is formed by the **global threats**. They seldom have a direct effect to the implementation of a programme but might cause delays or extra costs for the programme. However, e.g. international terrorism or its threats might affect, not very likely though, to the travel of individuals or widespread health risks such as bird flu not only harm the individual but might cause restrictions to the travel. HIV/Aids of course is a big risk for the sustainability of the networks in some countries where the situation is extremely bad. The global threats include at least:

- Political instability
- Natural catastrophes
- Pandemics (widespread health risks)
- International terrorism.

To the successful and effective implementation of the Programme, the crucial issues include more concrete assumptions; these assumptions have to do with **motivation of HEIs** involved, their communication facilities, resources available and management related issues. The HEI related issues include e.g. that the expectations and realities concerning partner institutions do not meet, and there might be insufficient knowledge about partners. They also include the risk that there is instability or a lack of continuity inside the partner institution (for example, change of personnel or leadership). Therefore, it is assumed that a network is institutionalized in order for the changes to have minimal effect on activities.

For real cooperation one can assume that there is **genuine interest** from all parties involved. Hence in order for the networks to be sustainable, all partners need to have a genuine interest in the cooperation. This interest might be shown e.g. by partners providing an in-kind contribution to the project or by partners showing a high priority for the programme activities at a strategic level (for example, in the institution's strategic plan and funding allocations, staff time allocation). Furthermore, there should be several individuals and, preferably, departments, involved in the network/project.

The operational sustainability of the networks established during the Programme is in danger if the networks do not receive funding from any other source than the North-South-South. Therefore it is assumed that the networks that receive project support from North-South-South programme do seek genuinely from other sources besides the North-South-South.

Communication related issues are important for the implementation of North-South-South projects. In the modern world, electric communication is dominant. For smooth cooperation there is a load of assumptions concerning e-communication. However, if there are problems in this same field there might be serious problems for executing the Programme. The list of e-matters is long including:

- Partners try to make internet and email accessible to all participating individuals
- The programme and all projects aim at making efficient and consistent use of the internet
- ICT infrastructure may not yet be at a sufficient level in all partner institutions during the programme period
- Finnish partners' expectations for the ICT capability and connectivity in the partner institutions does not match with the reality (for example formal applications in Finland for student housing internet-based only)
- The cost of developing functional internet based arrangements for the programme may exceed expectations
- Internet content production had a different priority and resource base in Finland and in most partner countries – Finnish partners may expect/demand too much.
- Lowest common nominator recognized in the communication related aspects.

For a successful programme all **projects** financed under it must meet good quality standards. For that reason it is assumed that projects are innovative, they have a wide and balanced geographical distribution, they represent a wide selection of sectors relevant to the development goals, and information flows are transparent and timely. In addition, it is assumed that valuable experiences of projects are made known to a broader public.

The North-South-South is first of all a mobility programme; consequently **mobility related** issues are important. These mobility related issues have to do with the selection of the individuals for the exchange as well as the possibilities and resources of each individual to travel well. The selection of projects and individuals should be open and transparent.

The selection is assumed to provide equal opportunity: student and teacher selection should be based on merit and potential impact. Gender balance should be respected in the selection of individuals. Also, individuals involved in the programme at all level feel the need to contribute to the development of their home institutions and countries. Those involved in the Programme have a positive attitude towards development aid and developing countries.

When it comes to actual exchange: each exchange has been **sufficiently planned and prepared** in order for the individuals to gain full benefit (for example, credits are recognized). As well economic risks for participating individuals should be minimized. The language competence of the participating individuals may cause problems; therefore it is assumed that language skills are viewed and supported if a need arises. All individuals taken part in exchanges should be prepared to make known their valuable individual mobility experiences to a broader audience.

Participating countries do their utmost to reduce **formal barriers** to mobility (for example visa practices).

Programme management issues can smooth the mobility programme if programme **management structures are in place at the time of the launch of the programme**. During the implementation of the Programme funding allocated to specific actions should be adequate and timely. CIMO reporting guidelines should be followed by the projects. Projects should report orderly and punctually in order for CIMO to report to the AG and the MFA. Implementation of the Programme is adjusted based on annual reports/AG/MFA recommendations and MTR. AG members are committed to the Programme. Also, the Programme related information should be readily accessible for the general public.

It is vitally important to ensure the **safety** of all those participating in the programme. CIMO needs to ensure that safety issues are an important component of the orientation programmes for all the participants, and that programme information materials also draw attention to safety as a special concern.

5. Compatibility and sustainability

5.1. Compatibility with the strategic goals for Finnish development cooperation – MDGs and ODA instruments

The North-South-South confirms with the strategic goals set for the development cooperation in the Government's resolution of 2004. It confirms with the assumptions of need to strengthening the global partnerships not only at the institutional level but also at the individual level. The Finnish development cooperation is committed to United Nation's Millennium Development Goals (MDGs), which include the aims at eradicating extreme poverty, enhancement of democracy and human rights and developing partnerships for development.

Support to higher education bears fruit in the other levels of education as well. A well-functioning university system is key to sustaining and advancing the level of policy development, research and teacher training needed to achieve universal primary education (MDG 2) and gender equality in primary, secondary and tertiary education (MDG 3), and foster achievement of the other MDG targets related to e.g. literacy and share of women in wage employment or in parliament, to name but a few.

At the practical level, the North-South-South programme complements other Finnish ODA in many respects. Bilateral Finnish development cooperation targets only a few developing countries, and education sector is among the three priority sectors in even fewer countries. The education-sector support to the Finnish long-term partner countries in turn targets either specifically the primary sub sector and/or teacher training, or in few countries the whole education sector in the form of a full-fledged Sector Wide Approach Programme (SWAP). Whatever the case, the focus lies heavily on primary education, and little support is directed to higher education. Therefore, the North-South-South programme is both fully complementary and compatible with the strategic goals of Finnish development cooperation.

5.2. Policy environment

The North-South-South finds itself in a policy environment where Finnish education related policies and strategies support further internationalisation of the education sector in Finland. The education efforts related to the developing world are seen valuable, but the means to implement them in practice are very limited.

5.3. Economic and financial feasibility

The economic feasibility of the Programme is important; the economic benefits each participating institution and partner country may experience will take time. There are hardly any activities related to the programme implementation which would contribute economic value immediately. The economic benefits may be available only on the long run when the knowledge and experiences gained for example in the student or teacher exchanges bear fruit. When planning for new courses or curriculum in their own universities, the partner country HEI staff may use the knowledge they have gained either while visiting their Finnish or their developing country HEIs. For example, they might learn about new methods to grow better crops or plant trees in a more productive way, or they may learn about how to better treat their sick people and provide them with cures that are better and more efficient than the ones they have used before.

The financial aspects of the Programme are many fold. The Programme itself would not be realised without the MFA support from ODA funds. It would be unlikely that the HEIs would manage networking with their partner country HEIs or exchange their students or teachers at the same level as they do as a part of the North-South-South without external funding. Furthermore, the Programme funding provides increased opportunities for south-south cooperation. The individuals in exchange are provided with more efficient financial solutions than the pilot programme did. Now all projects are given a possibility to prepare an individual budget for each exchange activity within the limits of the funding provided for a project by the North-South-South. The risk at the project level is that the participating HEIs do not seek enough funding from alternative sources to ensure sustainability for networks to survive after North-South-South funding is over.

5.4. Institutional capacity

The HEIs are expected to manage the North-South-South mobility and networking workload as a part of their daily routines. It is expected that by providing the necessary staff to manage the projects the HEIs in question show their genuine commitment for the Programme. There are funds available in the Programme budget to assist the network administration to function both in Finland and in partner country HEIs. It is expected that by cooperation of the administrative staff from all participating HEIs, it will be possible to build institutional capacity both in Finnish and partner country HEIs. The better understanding of each others' administration and management policies and structures is one of the keys to make the networks more sustainable and better run.

The North-South-South central level institutional capacity is placed mainly in the CIMO and the AG which represents all relevant stakeholders in Finland. The AG has strong representation from the policy-making bodies, i.e. ministerial level representation; from the HEIs highest decision making bodies as well as from the student unions. These people are providing knowledge and experience as well as the expectations from the viewpoint of all participating actors. Therefore it is expected that the opinions presented in the AG meetings are balanced and represent a wide spectrum of decision-making bodies.

5.5. Participation and ownership

As stated earlier, the pilot phase received very strong support and ownership from the Advisory committee members as it did from the participating HEIs. The Finnish HEIs understood the meaning and the purpose of the pilot Programme well and applied for its support in all calls. The last call was restricted to the on-going projects only, thus no new project applicants were allowed in 2006. The ownership of HEIs in partner countries is expected to increase during the present phase of the Programme. The support for networking, web-site and joint training are seen as important tools to that end. Well organized project application process with transparent criteria and good information materials in English will make it easier for institutions in partner countries to get engaged in the project planning from the start.

5.6. Gender

The North-South-South needs to address gender balance at all levels of program implementation. It is important that there is balanced gender participation in the organization of the networks and the mobility, as well as in the mobility itself.

5.7. Appropriate technology

Advanced information and communication technologies are used extensively in organizing higher education in Finland. Information dissemination is almost entirely email and web based, and modern technologies are used for organizing meetings and teaching online. It is necessary to ensure that appropriate technologies are used for North-South-South arrangements: all processes need to be inclusive and cannot enhance the exclusion of certain institutions or stakeholder groups by virtue of their access to ICT infrastructure or lack of connectivity. The lowest common denominator in terms of ICT capability

needs to be identified and that needs to be used as the basis for the general information distribution basis to the partners. In some cases, the networks will be able to utilize advanced technological solutions for their work, whereas other networks may need to rely on more traditional means for communication and teaching.

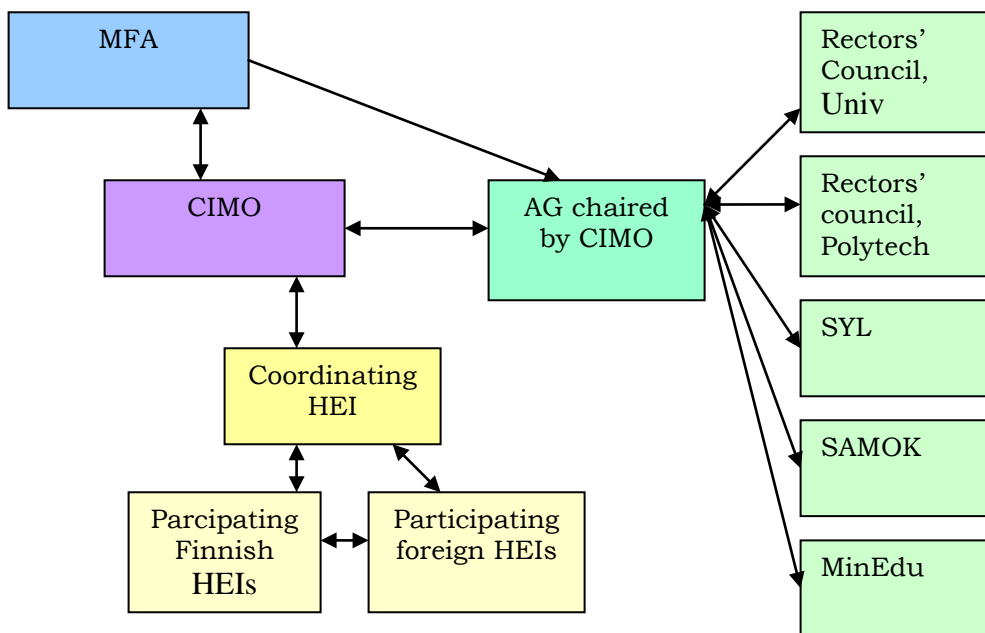
6. Implementation

6.1. Approach

The Programme approach follows the one of the pilot phase: the Programme level is the umbrella with individual projects under it. CIMO acts as the implementer at the central level while it receives support from the Advisory Group (previously called the Advisory Committee) in which all stakeholders are represented. CIMO is responsible for the central level Programme administration and Programme level planning and reporting. The projects plan, manage, implement and report their own activities. The project selection is organised by CIMO with the AG's support. The Programme funding is provided by MFA from the Government's ODA budget.

6.2. Organisation

The North-South-South programme will have the following management structure presented here as a diagram:



CIMO

CIMO acts as the implementing agency for the North-South-South. CIMO was established in 1991 with the specific task of promoting student and staff mobility in Finnish educational institutions. As an agency under the MinEd, CIMO follows and implements the formal education policies endorsed by the Ministry.

The Finnish government has identified CIMO as the agency responsible for coordinating Finnish HEIs' multilateral mobility programmes and the North-South-South falls well within this mandate. CIMO's tasks include the following:

- Organizing staff for coordination and support for North-South-South implementation
- Acting as liaison between CIMO and HEIs:
- Preparing programme guidelines and materials
- Organizing the annual programme calls
- Receiving project applications and checks project applications' eligibility
- Preparing the selection proposal to the AG together with AG sub-committee
- Announcing project selection to HEIs
- Preparing reporting guidelines based on the principles presented in this document and communicates them to HEIs with the project selection
- Organizing financial flows between CIMO and Finnish HEIs/Project Coordinators
- Monitoring project implementation based on the annual report
- Organizing meetings of project coordinators
- Preparing a North-South-South annual report based on the project reports
- Making arrangements for the North-South-South website
- Organizing pre-departure orientations and arrival orientations for students
- Organizing together with HEIs a dynamic website for the Programme with facilities for project communication.

Ministry for Foreign Affairs (MFA)

The MFA is responsible for the execution of the Government's official development policies and cooperation. The MFA has an obligation to monitor the Programme in a similar fashion it has for all activities it finances from the ODA budget. This is because it is the Government's

responsible budgetary agency for the Finnish ODA funds. Thus it has the responsibility to allocate and monitor the use of those funds. In this respect the MFA is the responsible Government agency for the use of the North-South-South programme funds, and thus it has an important role to play in monitoring of the Programme funds and their use. The MFA has also the role of ensuring that ODA funds meet the objectives set for the Finnish development cooperation.

The MFA has two members in the AG. In this manner the MFA can be a part of the actual programme monitoring and steering by participating actively in the discussion on the implementation of the Programme.

The MFA receives CIMO's central level and CIMO project collective reports on the implementation of the Programme; therefore it has a good overall picture and understanding of the Programme implementation also at the project level.

In the AG work the MFA has obtained a veto right for itself if needed. In practice this means that if the CIMO director would by any chance act against the AG's recommendations the MFA would use its veto right.

Higher Education Institutes (HEIs)

Each project is based on a network where there is at least one Finnish HEI and at least one foreign HEI active. One of the Finnish HEIs is a project coordinator whose tasks include the following:

- Prepares project related material such as applications, budget and work plans, monitoring reports and financial reports
- For reporting purposes it collects information promptly from all project participating HEIs
- organises the network meetings together with other network members
- ensures that the information flow among partners is smooth and representative
- Provides information to the North-South-South webpage
- Responsible among its own network members to liaise with CIMO, hence AG and MFA
- Coordinates the selection of individuals in exchange
- Prepares project level selection criteria for exchanges
- Provides assistance in organizing the exchanges.

Foreign HEIs as well Finnish HEIs who are not coordinators manage the North-South-South projects at the institutional level. They contribute to the network designs and plans as well as report to the coordinating HEI

about their proceedings both in qualitative and quantitative ways. They also receive North-South-South funding from the coordinating HEI to cover their exchanges. They report the use of the funding to the coordinating HEI.

Advisory Group (AG)

CIMO organises the work of the AG, and it acts as its chairman. The AG meets at least three times a year. CIMO prepares the AG's agenda and provides the needed background material for its meetings. AG members include:

- two representatives of MFA
- a representative of Ministry of Education,
- a representative from the rectors' council of universities
- a representative from the rectors' council of polytechnics
- a representative of SYL, and
- a representative of SAMOK.

All AG members have appointed alternates. In addition, the AG meetings may invite experts to participate in their meetings if necessary. The expenses related to the AG are covered from the administrative budget of the North-South-South.

The AG has an important role to play in setting the selection criteria for the projects. It has to agree with the application process of which the selection criteria are a part. CIMO has to introduce its rating of the project applicants and annual budget allocations with relevant background information to the AG before it can announce the North-South-South's annual support plan including project financing. The AG also receives for its information and discussion CIMO prepared North-South-South annual monitoring reports as well as finance reports.

The AG has a responsibility of quality checking of the North-South-South since they represent all parties involved in other international mobility programmes. Their responsibility is to advise CIMO if they recognize anything that should be reoriented in the Programme.

6.3. Tentative timetable

In autumn 2006, the MFA can according to the Finnish budgetary laws agree about the budget allocations for the calendar years 2007 -2009. The programme has been designed to cover years 2010 and 2011 as well. The continuation of those two years will be dependant on the ODA budget situation as well as on the results and recommendations of the

mid-term review (MTR) of the Programme. The MTR will be organized in spring 2009.

The Programme will continue the North-South pilot phase as smoothly as possible so that there will be no discontinuation in the implementation. The first call for projects will organized already in November 2006 in order the HEIs to select their students and teachers for exchange for the academic year 2007-2008.

The timetable for implementation of the North-South-South is presented as if the Programme would run only in 2007-2009. However, the implementation plan is built with an assumption that the North-South-South would be institutionalized as a long-term mechanism to implement Finland's development cooperation and thus would continue after 2009 with a similar annual cycle. From the implementation plan it can be seen that the annual programme cycles are alike besides the year 2007; during the first year there are a number of operational and organizational matters that have to be institutionalized.

2006	2007	2008	2009
<p>November</p> <ul style="list-style-type: none"> • Call for applications 	<p>January onwards</p> <ul style="list-style-type: none"> • Website planning and design starts • Reports from the pilot phase <p>January</p> <ul style="list-style-type: none"> • Dead-line for project and pre-project applications <ul style="list-style-type: none"> • Annual work plan/Umbrella level by CIMO to AG &MFA • North-South Annual work plan and financial plan <p>March</p> <ul style="list-style-type: none"> • AG selection meeting • Project selection announced by CIMO <p>April onwards</p> <ul style="list-style-type: none"> • Selected projects may start networking and using Website applications <p>May</p> <ul style="list-style-type: none"> • Projects select teachers and students for exchange 	<p>February</p> <ul style="list-style-type: none"> • AG meeting • Annual progress reports, financial reports/Umbrella level by CIMO to AG and MFA • Annual work and financial plan/ Umbrella level by CIMO to AG &MFA <p>March</p> <ul style="list-style-type: none"> • Project selection by AG • Project selection announced by CIMO <p>March onwards</p> <ul style="list-style-type: none"> • Networking commences by newly selected projects • Website use may include the newly selected projects <p>May</p> <ul style="list-style-type: none"> • Projects select teachers and students for exchange <p>August</p> <ul style="list-style-type: none"> • New projects start mobility activities 	<p>February</p> <ul style="list-style-type: none"> • AG meeting • Annual progress reports, financial reports/Umbrella level by CIMO to AG and MFA • Annual work plan and financial /Umbrella level by CIMO to AG &MFA <p>March</p> <ul style="list-style-type: none"> • Project selection by AG • Project selection announced by CIMO <p>March onwards</p> <ul style="list-style-type: none"> • Networking commences by newly selected projects • Website use may include the newly selected projects <p>April - June</p> <ul style="list-style-type: none"> • MTR conducted • AG discusses about MTR and recommends about the programme future

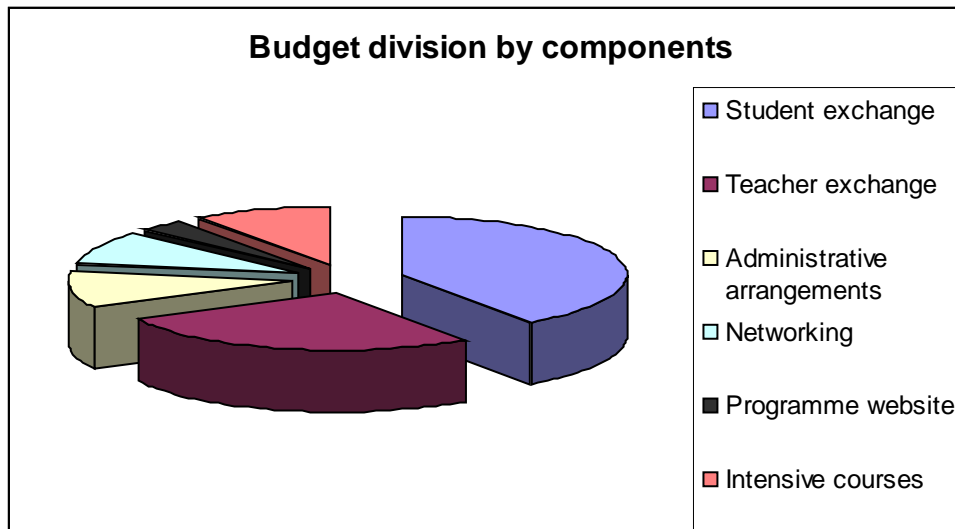
	<p>June</p> <ul style="list-style-type: none"> • Website design available for CIMO& North-South-South projects <p>August</p> <ul style="list-style-type: none"> • Mobility commences • Intensive courses commence <p>September</p> <ul style="list-style-type: none"> • AG meeting for launching the call for 2008 <p>October</p> <ul style="list-style-type: none"> • Call for pre-projects and projects <p>December</p> <ul style="list-style-type: none"> • Dead-line for project and pre-project applications • Annual progress reports, financial reports/pre-projects and projects to CIMO • Annual work plans/projects to CIMO 	<ul style="list-style-type: none"> • Intensive courses commence <p>September</p> <ul style="list-style-type: none"> • AG meeting for launching the call 2009 <p>October</p> <ul style="list-style-type: none"> • New call for projects, pre-projects and projects <p>November</p> <ul style="list-style-type: none"> • AG discusses & launches MTR <p>December</p> <ul style="list-style-type: none"> • Dead-line for project and pre-project applications • Annual progress reports, financial reports/ pre-projects and projects to CIMO • Annual work plans/projects to CIMO 	<p>May</p> <ul style="list-style-type: none"> • Projects select teachers and students for exchange <p>August</p> <ul style="list-style-type: none"> • New projects start mobility activities • Intensive courses commence <p>September</p> <ul style="list-style-type: none"> • AG meeting for launching the call 2010 <p>October</p> <ul style="list-style-type: none"> • New call for projects, pre-projects and projects <p>December</p> <ul style="list-style-type: none"> • Dead-line for project and pre-project applications
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6.4. Budget

The budget is based on an annual budget planning cycle; the assumption is that North-South-South will receive annually, on average, approximately 1.5 million euros from the MFA's ODA budget. The North-South-South budget is indicative, since the funding for years 2010 and 2011 cannot be confirmed at this point in time. The North-South-South is expected to start its activities in full already in the beginning of 2007; therefore, the budget figures for 2007 have been set as high as they would be in the consecutive years also. In the year 2007 some projects from the pilot phase may continue and some new projects may commence.

All Programme components have their own individual budget lines, programme level, in the annual budget. The division of the total annual budget in 2007 between the components is the following: 67 per cent (two-thirds) for mobility; 10 per cent for intensive courses; and 23 per cent for administration, networking website creation and management. The annual work plans play an important role in designing each year's detailed expenditures within the budget components and budget lines.

The budget lines are as follows: student exchange; teacher exchange; administrative arrangements, networking, North-South-South website; and intensive courses. The transfers between the budget lines during a year are allowed at the central level by AG's agreement and confirmation, but at the project level by CIMO's agreement and confirmation.



Component 1

Inside the mobility component the division between the financing of student and teacher mobility is the following

- 60 per cent for student mobility
- 40 per cent for teacher mobility

In the North-South-South budget allocation, each project will receive 4 000 euros on average for each exchange activity, both for students and teachers. The amount allocated per an exchange of 4 000 euros will be used for both travel and living expenses in the country of visit as a basic figure for calculating. The following expenditures are eligible costs from the mobility grant:

- travel expenses
- living expenses
- necessary insurance costs for the foreign students
- visa expenses
- residence permits when necessary

It is difficult to judge one exact figure for living expenses in any given location since the living arrangements, distance from the university etc all affect the total budget of a teacher or of a student.

The figure of 4 000 euros is calculative: the HEI in question may spend less for an individual exchange, thus creating savings which can be used for another exchange, which might be, for example, longer in duration. The amounts spent for the mobility are expected to be reported very clearly and precisely in the annual report of each project. The supporting paperwork should be arranged and kept by the HEI coordinator in question.

The exact annual number of exchanges under the mobility component can be calculated only after annual reports from the coordinating HEIs have been received by CIMO. The total number of exchanges is at the minimum x ($x = \text{annual budget line} / 4000 \text{ euros}$).

It is expected that both universities and polytechnics receive their annual allocations of the North-South-South from CIMO in the beginning of each academic year which is in September of each year. The coordinating polytechnics receive the actual amounts; while the universities receive a permission to allocate the amounts which then will be reimbursed by CIMO at the end of each calendar year based on the coordinating universities' progress and detailed financial reporting.

Component 2

Component 2, Intensive Courses, will receive 10 per cent of the total budget. Each network has to define in its project application its individual intensive course budget if the network chooses to apply for funds for that activity. The cost of each intensive course may vary depending on the course location, if it is held physically in one geographical place or if it is taught virtually, or on the number of participants as well as on the home country of the participants and of the lecturer(s). The cost structure of each intensive course has to be presented and monitored by the coordinating HEI. The component is new, therefore there is no prior experience gained by the Programme on how much one course either virtually conducted or traditionally taught may cost. The maximum cost for one course covered from component 3 is 15 000 euros. It is expected, however, that various networks organize at least 15 intensive courses annually. Eligible costs include:

- Travel (student and staff)
- Accommodation
- Living expenses
- Meeting arrangement related costs
- Teaching materials (for example photo copying costs), and
- Organization of on-line delivery.

Component 3

Inside the administration and management component, which is 23 per cent of the total budget, the division between administration, networking and webpage arrangements is the following:

- Circa 40 per cent administration, i.e. central level administration
- Circa 40 per cent networking, and
- Circa 20 per cent webpage arrangements.

The administration budget line is meant to cover the expenses faced by CIMO² by arranging the management and monitoring of the North-South-South including CIMO's overhead. It is foreseen that the CIMO input is equal to 1.5 persons full time equivalent (FTE). However, when staff costs for the website are included this is likely to be higher. The budget line covers also CIMO's overhead (including rental costs) and training CIMO provides for the people in exchange and its related material. It also covers the promotional material needed for the North-South-South implementation and costs for creating and arranging project reporting in an orderly manner.

The budget line covers also CIMO's monitoring visits and audit visits to the projects. These visits will be proposed in detail in the North-South-South annual work plans and approved by the AG. Each year CIMO will include in its financial annual report a detailed description of the use of the administration budget as well as information on the audits conducted during the subsequent year, thus also all visit related expenses are declared against the relevant budget lines. CIMO financial staff audit visits will take place in the coordinating HEIs, i.e. be domestic only. The monitoring visits, which may include CIMO staff and AG members, have to be connected with relevant network meetings in the spirit of the harmonization efforts of the donor community. The results of monitoring visits are reported in the subsequent North-South-South annual progress report.

The administration budget line will cover the expenses related to the AG and monitoring including the Mid Term review in 2009.

The budget line for networking includes visits of the HEI management and administrative staff required especially in the launch of each project, but also along the project implementation when necessary. These visits include the preparatory visits as well as monitoring visits of HEIs. Networking covers also meetings and seminars arranged by the networks, financed by the North-South-South as described earlier in this document including South-South networking. The meetings and

² CIMO has provided the finance estimates

seminars are included into each project's annual work plan. In these work plans the agenda with objectives, the location, participants and expenses are presented clearly. The projects report in their annual financial reports the use of the funds in detail. The project reporting has to follow the overall budget lines in order to enhance CIMO's annual financial reporting.

The budget line for the website arrangements is indicative for the years 2008 onwards, since in January 2007 CIMO will initiate a feasibility study which is to assess whether the existing CIMO website could be used as a platform for the North-South-South website or if a new platform should be established. Also At the same time the contents of the site will be outlined. The website will be built based on decisions taken by the AG with a tight schedule so that the website is operational by June 2007. The implementation, however, is incremental: the website content will be developed gradually as project implementation progresses. The basic framework is ready by June 2007.

It is foreseen that the website management is done in coherence with the programme information thus a part of the budget line will be used

. Tentative budget

	units	2007	2008	2009	2010	2011	Total
Component 1							
Student exchange	750	597000	597000	597000	615000	615000	3021000
Teacher exchange	500	398000	398000	398000	410000	410000	2014000
<i>Component total</i>		995000	995000	995000	1025000	1025000	5035000
Component 2							
Intensive courses		150000	150000	150000	150000	150000	750000
<i>Component total</i>		150000	150000	150000	150000	150000	750000
Component 3							
Administrative arrangements		150000	150000	180000	150000	150000	780000
- out of which CIMO							
FTE 1.5		85000	87000	88000	89000	90000	439000
- out of which MTR				30000			30000
Networking		135000	135000	135000	135000	135000	675000
North-South-South website/information		70000	70000	40000	40000	40000	260000
<i>Component total</i>		355000	355000	355000	325000	325000	1715000
Total		1500000	1500000	1500000	1500000	1500000	7500000

7. Monitoring

Monitoring is a continuous process which enables all stakeholders to review the progress and to propose actions to be taken to achieve the objectives set for the Programme.

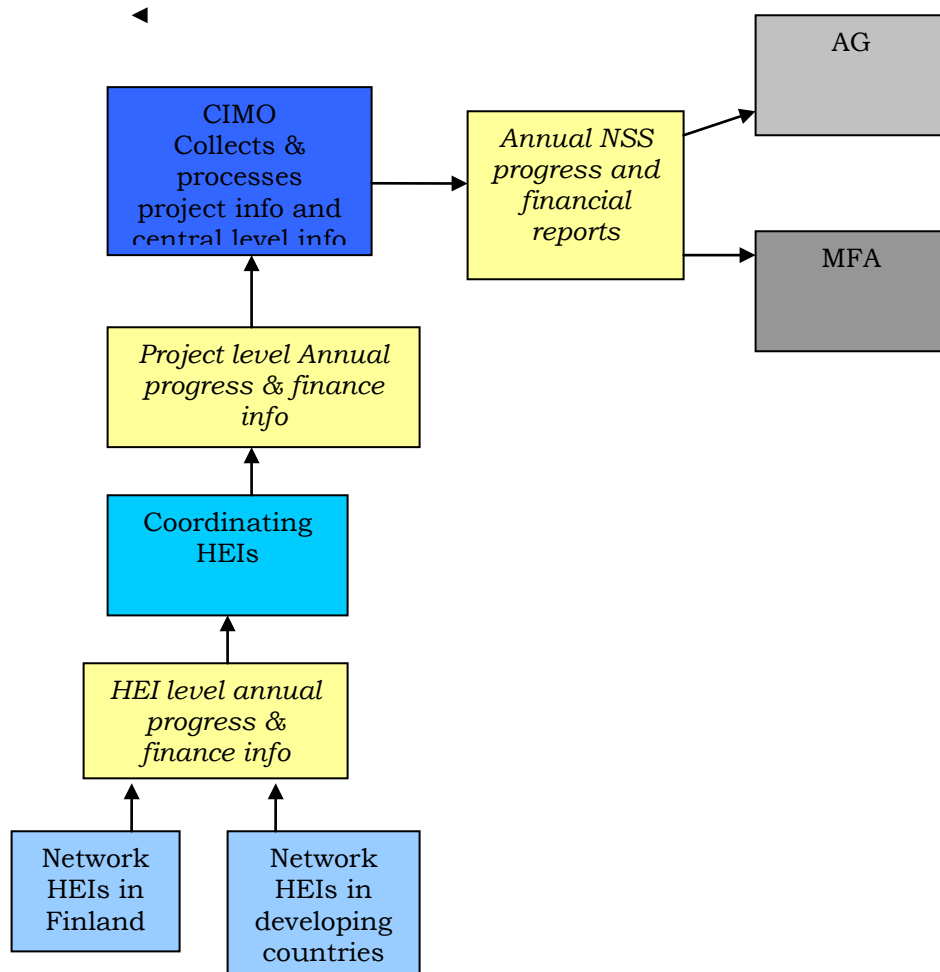
Annual work plans are prepared by CIMO for the beginning of each year. The annual work plan is discussed and reviewed by the AG together with the North-South-South **annual financial plans**. These two plans are submitted as one package. The annual work plans describe how the Programme aims to achieve objectives set for the Programme. The work plans describe in detail the activities to be taken during the year to reach the expected results. Financial plans outline the means needed to realize the activities to be taken. The detailed financial breakdown follows the overall budget structure.

Annual progress reports and **financial reports** are prepared by CIMO and submitted as one package to the AG for its discussion and review. The AG discusses the previous year's progress and financial reports in the connection with the plans for the upcoming year to ensure that the planned activities and financing are in line and adequate to meet the North-South-South objectives. The annual progress reports inform how well the Programme objectives and results have been met by using the indicators for each relevant item described in this document.

The progress and financial reports mirror the subsequent annual work plan and financial plan. The progress report describes what has been achieved and with what means. The financial report gives an account about how the Programme has used funds under each budget line. The financial planning and reporting has to take into account that the funds provided by MFA for example in 2006 have to be used and accounted by end of 2008, i.e. the year the MFA granted the funding plus the two next years.

CIMO has to receive all relevant information from the coordinating HEIs in a timely manner in order it to be able to plan the North-South-South annual activities as well as to report about the North-South-South progress and financial expenditures. CIMO's task in the very beginning of the North-South-South is to design functional and precise reporting guidelines for the projects. At a later stage when the North-South-South website is functional, the projects may benefit the use of it when reporting to CIMO.

The reporting can be seen in a form of a pyramid, in which the network HEIs report and discuss with the coordinating HEI, which in turn reports to CIMO who in turn reports to the AG and the MFA.



The annual planning cycle can be seen in a similar form; all projects plan their annual activities and collectively report them to CIMO. CIMO then collects all the information into one annual work plan and financial plan. If there is a need to shift funds within the budget lines, it is the AG who is in a position to confirm these shifts.

8. Evaluation

All networks will incorporate evaluation instruments into the normal implementation of the projects. Student evaluations are collected according to practises agreed upon by the projects. Project evaluations are conducted as a part of the annual reporting cycle by CIMO.

At the approval of the North-South-South Programme the MFA is allowed to allocate Government of Finland ODA budget funds for the years 2007-2009. It is proposed that an independent Mid-Term Review will take place after two years of implementation, i.e. in spring 2009. The MFA will organize the review, draft its terms of reference, select and contract the evaluators. The terms of reference are to be discussed in the AG meeting in autumn 2008. Based on the review findings the MFA in consultation with the AG will decide about the continuity of the Programme.

At the end of the North-South-South period the Programme has to be audited by an outsider appointed by the MFA. The MFA will bear the cost of the audit.

Annex 1: Evaluation recommendations

#	Observation	Conclusion	Recommendation
1	Finland is committed to support the education sector in developing countries; however, the North-South Programme is one of the rare support activities to tertiary level education	After the pilot phase further support to tertiary level education is needed	The Programme should be continued after its pilot phase
2	CIMO organised open calls for projects in 2004 and 2005 which produced more applications than it was possible to finance in the pilot phase	There is indeed a great demand for this type of programme in HEIs	The momentum of the positive experiences gained in the pilot phase should be utilised and the next phase should immediately follow the pilot phase
3	The funding applied even by the approved projects exceeded the available budget	More funding is needed to expand the Programme to either cover more projects i.e. networks, or to develop the present networks further	The budget of the next phase of the Programme should be increased; also other possible sources of funding should be explored
4	It was difficult to measure if the development goals and objectives of the pilot phase were met	The development goals set for the pilot phase were unrealistic	The objectives set for the next phase should be more realistic, but clearly follow the overall development strategies
5	The Programme should be continued	A new Programme Document with clearly defined and agreed goals, objectives, activities, tasks and roles, budget and reporting and monitoring guidelines needs to be drafted	The new Programme Document should be prepared by an outsider to the Programme in close cooperation with all stakeholders
6	The calls for projects have been organised on an annual basis	It has been difficult to plan any network cooperation with a budget horizon of one year	The finance decision for individual projects should be at least for three years
7	It was unclear in 2004 what type of projects/networks should be financed	The selection criteria was formulated only during the implementation of the pilot phase	Project selection criteria should be revisited before the first call of the new phase and shared with the open call
8	Gender balance needs to be addressed at all levels of the Programme	There is sufficient gender balance in student participation, but strong imbalance in incoming teachers from Africa	Discussion at the AC level how gender balance should be taken into account at the Programme and project levels is needed

9	The projects supported this far have been in both universities and polytechnics in Finland	Networking has been beneficial for both types of HEIs	Both universities and polytechnics should be supported in the future
10	28 HEIs in Finland participate in a total of 23 projects; some HEIs participate in several projects (total of 40 participations)	The participation is not regionally balanced in Finland	Efforts should be made to achieve regional balance in implementation in the future to involve all HEIs
11	Most of the projects supported are operational only in Sub-Saharan Africa	It is more natural to commence a project in a country where there are cooperation links already	The Programme should include all Finnish long-term partner countries
12	In many networks there are a number of participants in partner countries	There is room and possibility to increase networking and cooperation between partner institutions.	It should be ensured that networking between all partners is foreseen and sustained
13	Both Finnish and Swedish speaking Finnish HEIs are active as are Portuguese and Spanish speaking institutions in Partner countries	Networks includes also non-English speaking partners	Language training should be supported to enable smooth cooperation within the networks.
14	The content of the projects varies considerably	Some of the projects are typical mobility programmes with a traineeships aspect, some are more innovative and some cover master programmes	If the Programme supports master studies in Finland, it should be clearly define
15	The fields financed by the pilot Programme are various	The selection criteria have been open for various types of cooperation fields	The selection of fields should continue to be open-ended
16	Network clusters vary considerably	All types of networks both in Finland and abroad are eligible	All types of networks both in Finland and abroad should continue to be eligible
17	Arts and humanities have received a bigger share of funding than they typically receive with ODA funding	The Programme can support non traditional development cooperation fields and widen the scope of Finnish cooperation	An innovative approach in the selection of fields and projects within more traditional development cooperation fields should be encouraged
18	The names of individual projects vary from report to report – also the language used	How to call or name each network has been left open and it has depended on the situation	Each project should have a clear name which then should be standardised, and all terminology used in the Programme should be standardised
19	Recognition of credits is one	Clear problems with the	Strong focus on capacity

	of the Programme principles	developing country partners with recognition of credits as little prior experience and tradition for such practises	building and sharing of good practises in credit recognition practises needed for the next phase of the Programme
20	There have been difficulties to finance the exchanges due to the high flight ticket prices	The budgeted amount has been too low - Inadequate level of funding can act as a barrier to mobility	There should be more flexibility to purchase flight tickets both in budget and administrative way (less regulated, focus on most economic)
21	Strong student satisfaction to the CIMO pre-departure orientations	A need to meet with others who have participated in the Programme is strong	The pre-departure orientations should continue and upon arrival orientations should be considered; at minimum, a chat-room for students should be established
22	Exchange students have faced difficulties to cover their expenses in Finland.	The budgeted 600 € is not sufficient in all study locations – inadequate level of funding can act as a barrier to mobility.	HEIs in one location should present a standardised budget for students studying in that specific location
23	The length of the teaching period is regulated	The two week minimum requirement can be a barrier to some; on the other hand some teachers would benefit from longer exchanges	Teaching period should be flexible (one week to several months)
24	In many projects there is a research component	Research cooperation is seen important and often a prerequisite for sustainable cooperation by the partners – short teacher visits counter-productive	Research cooperation should be encouraged even if not funded from Programme funds
25	The Programme is coordinated at the Scholarships unit at CIMO	Most mobility programmes at CIMO are a part of the EU Programmes Unit	The appropriate unit in CIMO for Programme implementation should be considered carefully
26	The MFA moved the management of the Programme from the recruitment unit to the planning unit during the implementation of the pilot phase	The scope of the Programme was established to be more research and education oriented from the planned recruitment orientation	The Programme management should stay with the Planning Unit at the research desk
27	The Advisory Committee (AC) has met irregularly	The AC meets only when there is a meaningful agenda to be discussed	Clearly defined Terms of Reference and Rules of Procedure needed for AC to define its role
28	The AC consists only of members from Helsinki	There is no special budget line to cover AC	Need to ensure that there is more geographical distribution

		operations in the Programme budget	among the AC members to reflect Programme participation
29	Records from AC meetings are not signed, also the decisions made and discussions held in the AC meetings are recorded on a rather superficial level	The records kept from the AC meetings are not of an adequate level. E.g. there is no recording of the decisions concerning individual projects	The record keeping of the AC meetings should be improved. The meeting records should be signed
30	The Programme's Annual reporting varies from year to year	The 2005 annual report was significantly better and more descriptive than the previous one	Annual reporting guidelines to be agreed. The financial reporting guidelines to be agreed
31	It was difficult to monitor the expenditures by budget lines and by years	The budget monitoring is not adequate or clear. Information from budget line by budget line or expenditures from individual projects were not easily available	The budget monitoring should be improved considerably
32	Informing about the Programme ad hoc in the beginning	Modest information about the Programme available in print particularly in English	More proactive information campaign to the partner countries should be organized
33	The Programme has a website under the CIMO home page	It is difficult to locate the Programme information on the internet using a search engine	A clear strategy to make the Programme information more accessible (also linking projects to the Programme information) should be developed
34	The Programme implementation model relies heavily on strong administrative support at central and project level in all participating HEIs	The HEIs feel that the demand on administrative capacity is high	Funding to support administration at HEIs in Finland and developing countries should be explored
35	Administration of the projects varies considerably depending on the resources available	The administration resources in partner countries are scarce	The administration aspects of the networks should be supported more e.g. visits of the partner institution administration people to Finland should be encouraged

Annex 2: List of eligible countries

The list is based on the OECD/DAC information, Finnish long term partner countries are marked with bold, and transitional countries with italics

Least Developed Countries	Other Low Income Countries (per capita GNI < \$825 in 2004)	Lower Middle Income Countries (per capita GNI \$826 - \$3 255 in 2004)	Upper Middle Income Countries (per capita GNI \$3 256 - \$10 065 in 2004)
Benin Burkina Faso Burundi Cape Verde Central African Rep Chad Comoros Congo, De. Republic Djibouti Equatorial Guinea Eritrea Ethiopia Gambia Guinea Guinea-Bissau Lesotho Liberia Madagascar Malawi Mali Mauritania Mozambique Nepal Niger Rwanda Sao Tome & Principe Senegal Sierra Leone Somalia Sudan Tanzania Togo Uganda Zambia	Cameroon Congo republic Côte d'Ivoire Ghana Kenya Nicaragua Nigeria Vietnam Zimbabwe	<i>Egypt</i> <i>Namibia</i> <i>Peru</i> Swaziland	Botswana Gabon Mauritius Seychelles South Africa

Annex 3: Logframe