



## Terms of Reference

# Development of Good practices training for responsible global academic partnerships

## 1. Background

In the past few years, the Finnish landscape for academic collaboration with partners from the Global South has changed: national initiatives for research, education, and innovation collaboration with the Global South have increased, encouraging higher education institutions (HEI) to develop and build new partnerships. The most prominent of the recent national initiatives is the establishment of Finnish HEIs Global pilot networks, funded from the strategic funding for internationalization by the Ministry of Education and Culture (MINEDU). The Global networks aim at developing new approaches to strengthening higher education institutions' global partnerships, as well as scale up HEIs' various initiatives in research, education, student and researcher exchange and innovation partnerships.

Six of the Global networks - namely EDUCASE platform, Finland-Africa Platform for Innovation (SDG 9) (FAPI), Finland-China Network in Food and Health, Global Innovation Network for Teaching and Learning, Africa, China and India (GINTL), India Finnish Consortia for Research and Education (INDFICORE), and Southern African and Finnish HE Institutions' Network for Health and Wellbeing (SAFINET) - focus on cooperation with partners from the Global South. This leads to the inclusion of a greater volume of researchers and other staff from the Finnish HEIs, who may not have previous experience cooperating with partners from and in the context of the Global South. Thus, in collaboration with UniPID (Finnish University Partnership for International Development), a common need has been identified among these Global networks for developing training and concrete tools related to responsible global partnership building to successfully prepare the ground for the networks to grow and flourish.

In principle, the global academic collaborations are expected to be based on equal, reciprocal, and responsible partnerships. However, despite the good intentions, North-South collaboration discourses and practices still often turn out to be fairly Eurocentric. This is related to issues such as how we understand and consider the complex global and local contexts and power relations in academic collaborations, how we engage our partners, and how we talk about and with our partners in the Global South.

This document defines the Terms of Reference for the development of an introductory training for HEIs on good practices for responsible global academic partnerships.

## 2. Aim and focus of the training

The introductory training on *Good practices for responsible global academic partnerships* aims to strengthen HEI actors' knowledge and understanding of the ethical issues that may arise when building partnerships with the Global South, to help prevent risks and develop more reciprocal and responsible research, education and innovation partnerships. The training should also seek to contribute to the wider aim of decolonizing Finland's academic partnerships with the Global South and increasing the understanding of the global and local historic, cultural, political, and economic contexts for collaboration.

The training can address, but is not limited to the following topics, identified to be relevant by the steering group for the training:

- Power dynamics, equality and reciprocity in partnerships
  - Decolonial approach to global academic collaboration;
  - Role of partnership contracts and administration in framing and enabling equal strategic partnerships;
  - Division of work and benefit-sharing: roles in partnerships, authorship issues, capacities, and means for using the results;
  - Ownership and management of data: IPR, EU regulations and GDPR, materials of historic value, natural resources;
  - Responsible and inclusive research communication, information sharing, events;
- Application of normative frameworks in the context of global south collaboration, e.g. human rights-based approach, gender equality, sustainability, inclusiveness; ethical guidelines and procedures for research in Finland and in partner countries; and
- Responsible field work, people and vulnerabilities
  - Encountering local people, respect, non-discrimination, anti-racism
  - Safety and security of staff/informants, vulnerable groups, sensitive topics.

The introductory training on responsible global academic partnerships should be relevant to and open the discussion of the topic with a wide multidisciplinary audience. This should be a general introduction to the topic, highlighting and touching upon the wider joint concerns, and engaging the participants in looking for more detailed information and further training related to responsible partnerships specific to their field.

### **3. Target groups of the training**

The principal target group of the training is the multidisciplinary academic staff (research and teaching staff, including PhD researchers) involved in the different Global networks, who are either already involved in or planning to build collaboration with partners from the global south. The training can be taken also by the coordination teams of the Global networks, to offer them tools to guide the academic staff as needed. In addition, even though not the primary target group, parts of the training can be useful also to other HEI actors, such as project personnel and administration, communications, etc.

### **4. Expected outcomes of the training development**

The training development is commissioned to an external Expert or Expert group. The expert(s)' work shall be supervised by UniPID coordination unit and guided by the steering group, consisting of representatives of the Global networks participating in the initiative.

The Expert work consists of the creation of online training, including:

- Creation of a selection of thematic training components;
- Defining the training objectives and learning outcomes;
- Defining the most suitable pedagogic methods and modality for the training;
- Developing the contents and materials of the training; and
- Offering the training to the defined target group(s), when applicable.

In addition to the training, the developed training material will be used by UniPID to create a virtual toolbox to be available on the UniPID website, including for instance training videos, video lectures, case videos, self-learning questionnaires, checklists of good practices, etc. The ownership of the outcomes of the training development is shared between UniPID and all the participating Global networks.

## 5. Training design and expected expertise

The expert(s) is expected to propose the most suitable design for the training, according to their own pedagogic experience and thematic expertise. However, the following conditions should be taken account when designing the training:

- Since the Global networks are spread across the Finnish HEIs, the training should be offered and accessible online, and materials should be usable also offline;
- The language of the training is English;
- Considering the diversity of the target group(s) with different needs and availability, the training should preferably combine a selection of separate training components, including components for independent learning, as well as joint training events or workshops that allow for discussions and sharing of experiences;
- The duration of individual training components should not exceed 2 hours;
- The training should be practically oriented, for instance, by discussing concrete case examples of how the diverse issues related to responsible global academic partnerships can be faced and resolved in practice;
- The training should highlight the perspectives from the Global South, which should be reflected in the training materials and enabled by the training design.

The expert(s) developing the training is expected to have expertise and understanding of both Finnish and Global Southern contexts for academic and innovation collaboration, as well as pedagogic experience. Expertise on the detailed topics of training and experience from developing and offering trainings for continuous education or professional development are considered an advantage.

## 6. Schedule

The training development is expected to start in March 2022, and the training is expected to be developed and offered or be available to the target group(s) the latest in mid-May 2022.

## 7. Budget and deadline for tenders

The maximum budget for the training is 12 000 euros (+ effective VAT, when applicable). The tenders should include a budget proposal. The deadline for tenders is 3<sup>rd</sup> of February 2022. See more instructions for developing and submitting a tender in the Tender instructions document attached.

In Helsinki, 3<sup>rd</sup> January 2022  
Johanna Kivimäki  
UniPID director

ATTACHMENT

Tender instructions: Training on good practices for responsible global academic partnerships



Tender instructions

UniPID, 3<sup>rd</sup> January 2022

## Training on good practices for responsible global academic partnerships

### 1. Contents of a Tender

In the tender, the Expert(s) must present how the expected results outlined in the Terms of Reference for the development of *Good practices training for responsible global academic partnerships* will be achieved. The tender must contain or attend to the following items:

- 1) Description of the Expert(s)' relevant expertise on the training topic and their roles in the training development, including:
  - a) Description of the expertise in and relevant experience from both Finnish and Global Southern contexts for academic and innovation collaboration, as well as in the detailed topics of the training;
  - b) Prior relevant pedagogic expertise; including experience of developing and offering trainings for continuous education or professional development.
- 2) Quote, maximum 12 000 € (+ VAT if applicable), including:
  - a) The respective cost of each participating Expert's working day and the amount of working days allocated for the training development; and
  - b) Other costs, e.g. licences for online tools needed for training development.
- 3) Proposition for the schedule and work plan for the training development.
- 4) Preliminary description of the online training design, including:
  - a) Selection and thematic focus of the training components;
  - b) Estimated number of participants for each component, if limited;
  - c) Training objectives and learning outcomes;
  - d) Most suitable pedagogic methods and modalities of the training; and
  - e) Type of contents and materials of the training.
- 5) The maximum length for the tender is 5 pages (+ attachments);
- 6) Required attachments: CV's from the members of the Expert team.

### 2. Delivering a Tender

The Expert(s) must submit the tender to UniPID by 3<sup>rd</sup> February 2022. The tenders and required attachments are delivered via email as PDF documents to [johanna.a.kivimaki@helsinki.fi](mailto:johanna.a.kivimaki@helsinki.fi).

### 3. Evaluation and Selection of Tenders

UniPID will carry out a preliminary evaluation of the tenders, based on which the Steering Group makes the final decision on the Expert to whom the training development will be commissioned.

The tenders must remain effective for at least 40 days following the deadline for the commission. Changes to composition of the commission team within this time can lead to rejection of the tender.

**More information:** Johanna Kivimäki, UniPID, email: [johanna.a.kivimaki@helsinki.fi](mailto:johanna.a.kivimaki@helsinki.fi), tel: +358 (0)50 407 3681, inquiries after 10th January 2022.

