



FINNISH NATIONAL
AGENCY FOR EDUCATION

Focus on the Global South: EDUFI Programmes' Coordinators' Meeting

9-10 October 2025

Helsinki, Finland





Session 1: Responsible international cooperation and projects for developing higher education

Meet Our Next Speaker



Tiina Vihma-Purovaara is a Senior Ministerial Adviser Ministry of Education and Culture. She coordinates the Department's international activities, focusing on responsible international cooperation in research and knowledge security, and leading the Team Finland Knowledge network for Higher Education and Science Counsellors. She is also involved in European science, technology, and innovation (STI) cooperation with non-European countries, and fosters collaboration between the Ministry and key stakeholders such as higher education institutions, research institutes, the Finnish National Agency for Education, Research Council Finland, Business Finland, other ministries, and actors in the internationalisation of higher education and science. Her previous roles include Manager of EU Affairs at the Research Council of Finland.



FINNISH
GOVERNMENT

Responsible international cooperation

Tiina Vihma-Purovaara, Senior Ministerial Adviser
Ministry of Education and Culture

Higher Education Institutions and the State of Finland

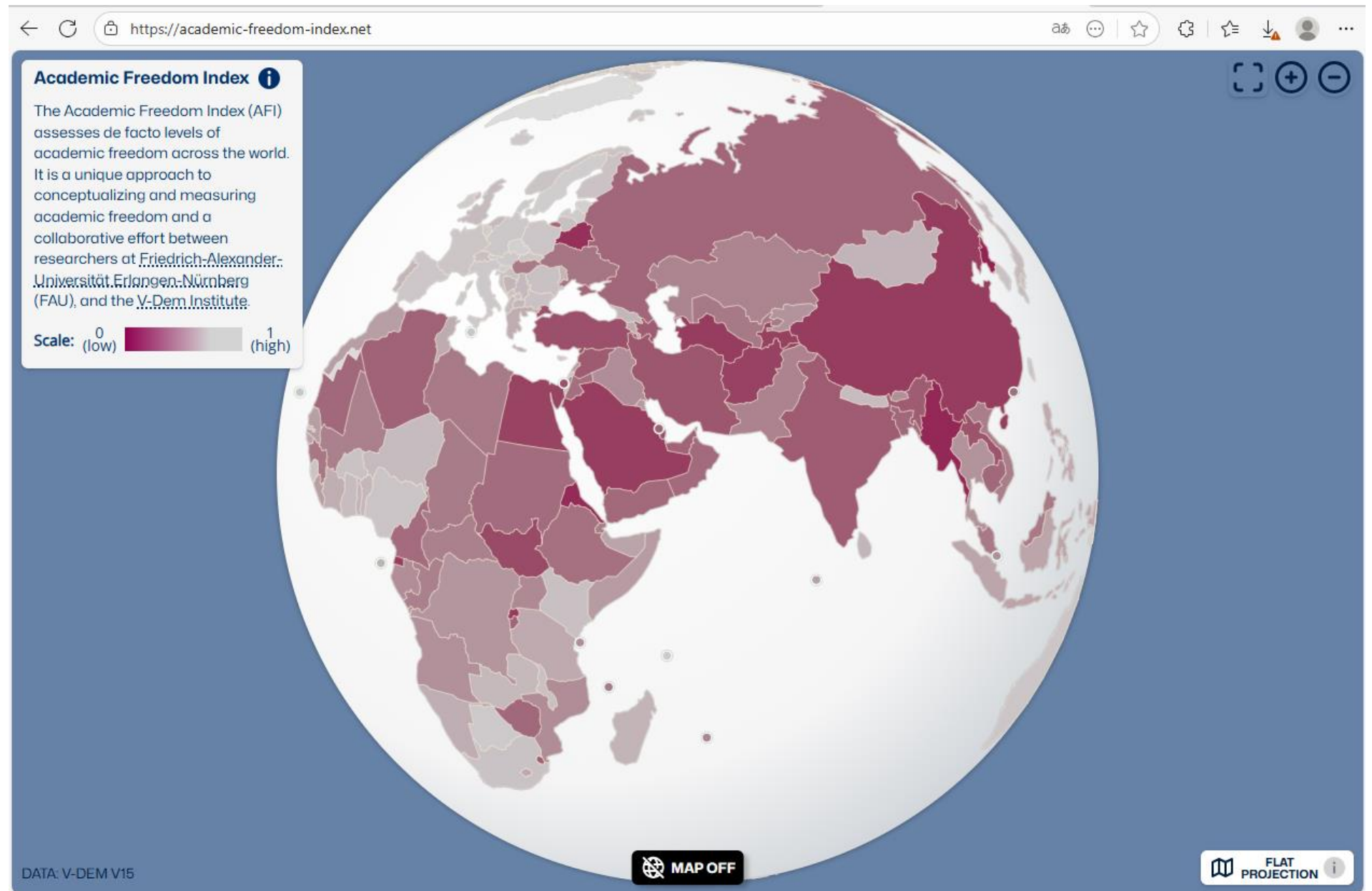


Image: www.helsinki.fi © Sampo Kiviniemi

*“The freedom of science, the arts
and higher education is
guaranteed.”*

(Section 16.3 of the Constitution of Finland)

Academic freedom Index



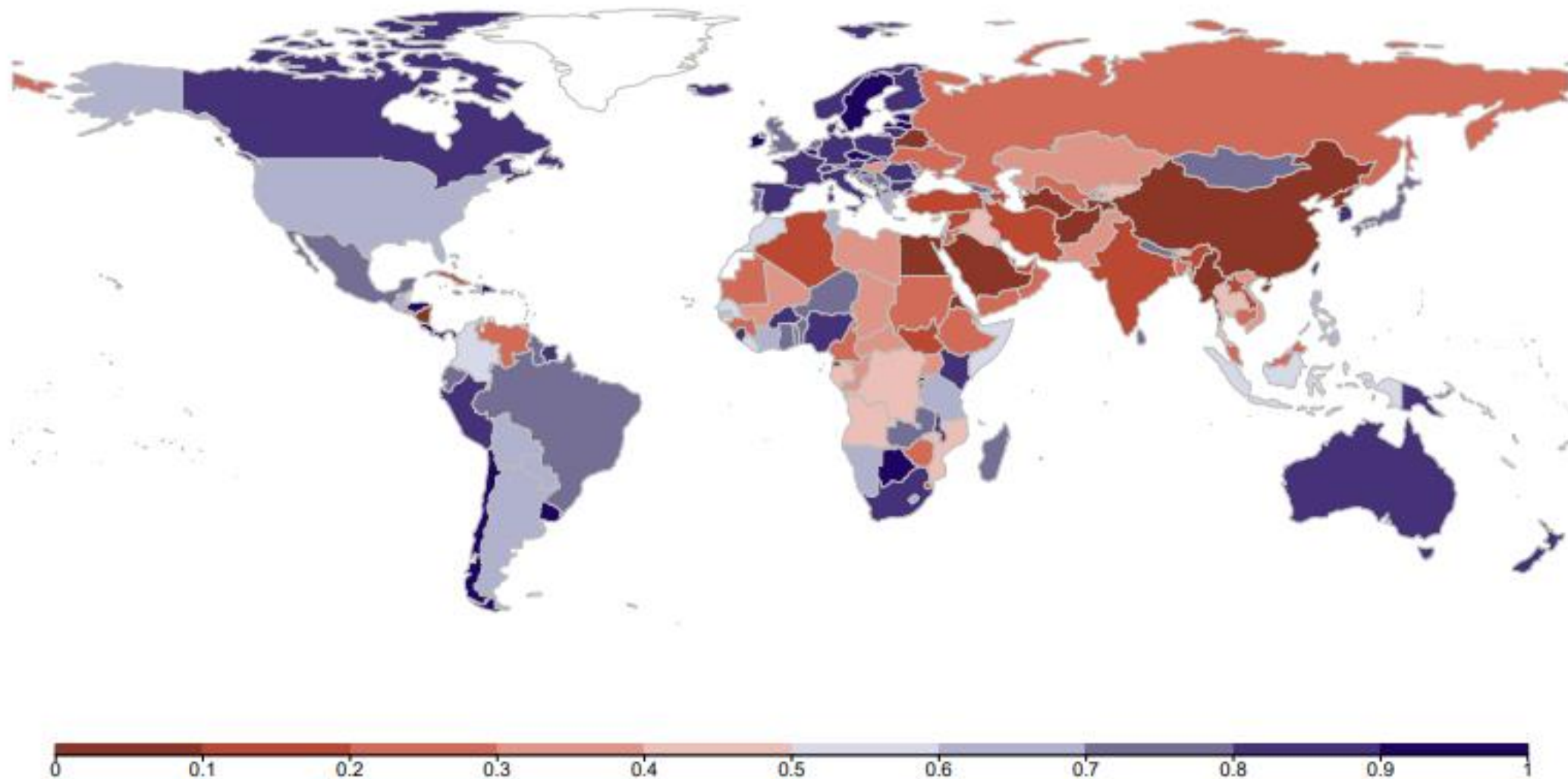
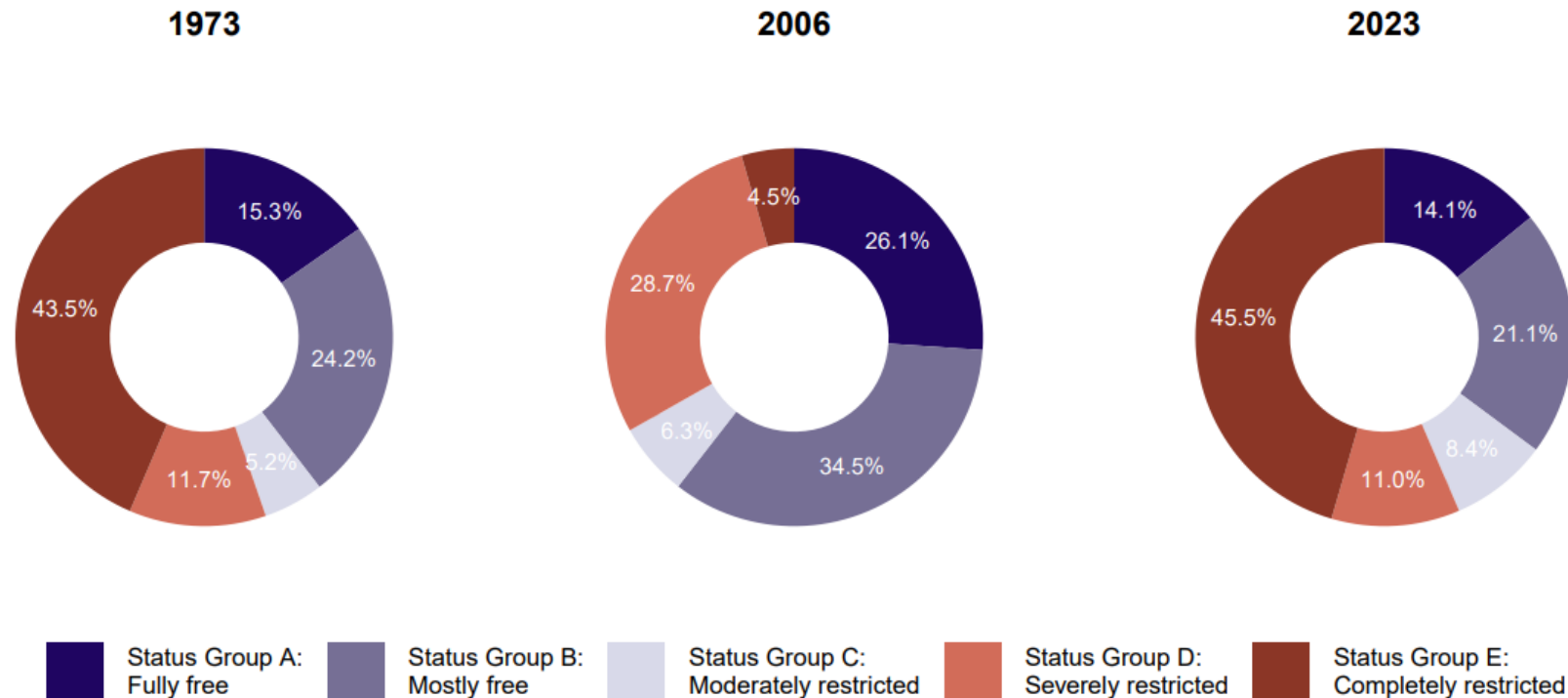


Figure 1: The State of Academic Freedom in 2024 (0–1, low to high)

Academic freedom

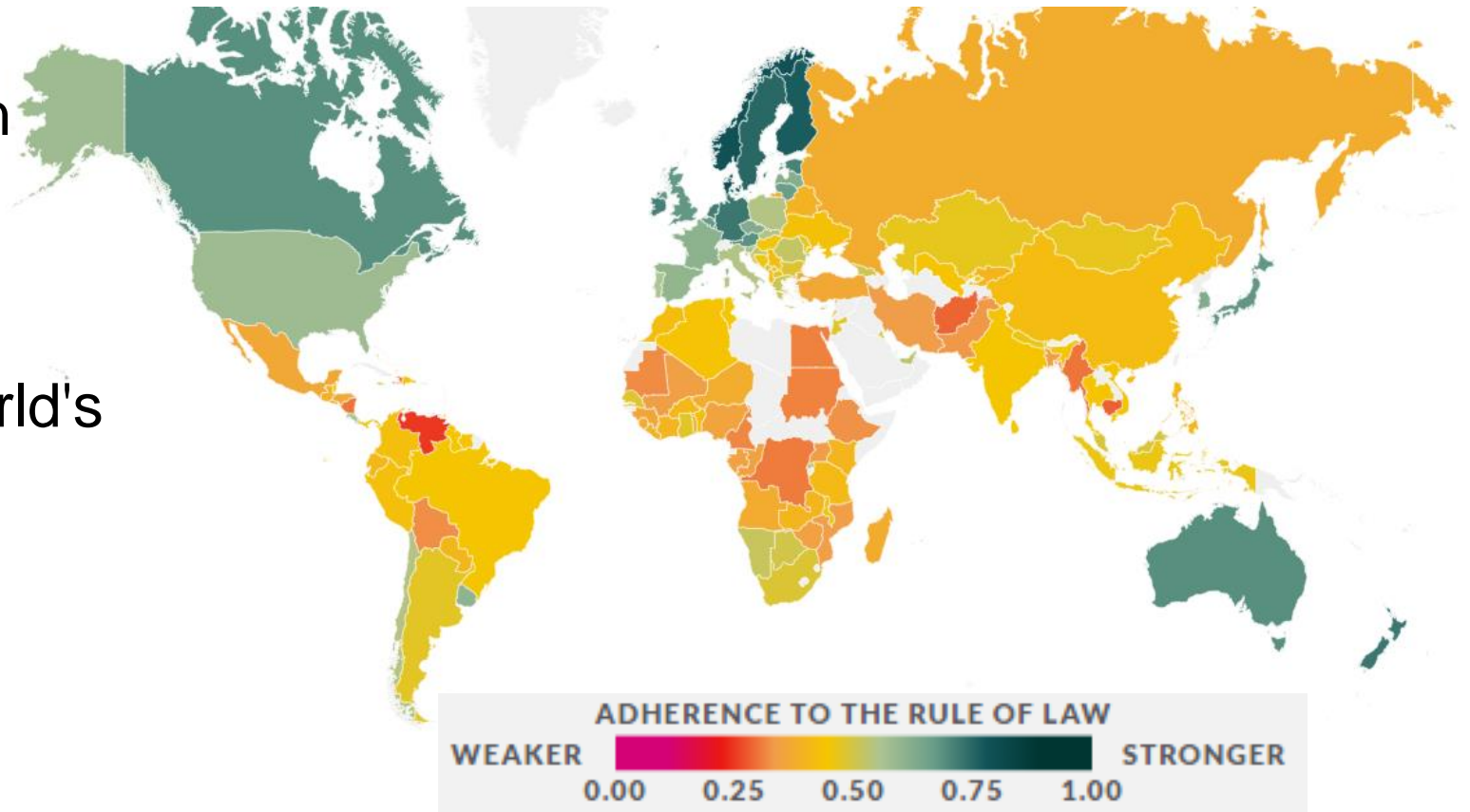


Today's share of the world's population without academic freedom is comparable to 50 years ago.

Article 27 of the UN Universal declaration of human rights: Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

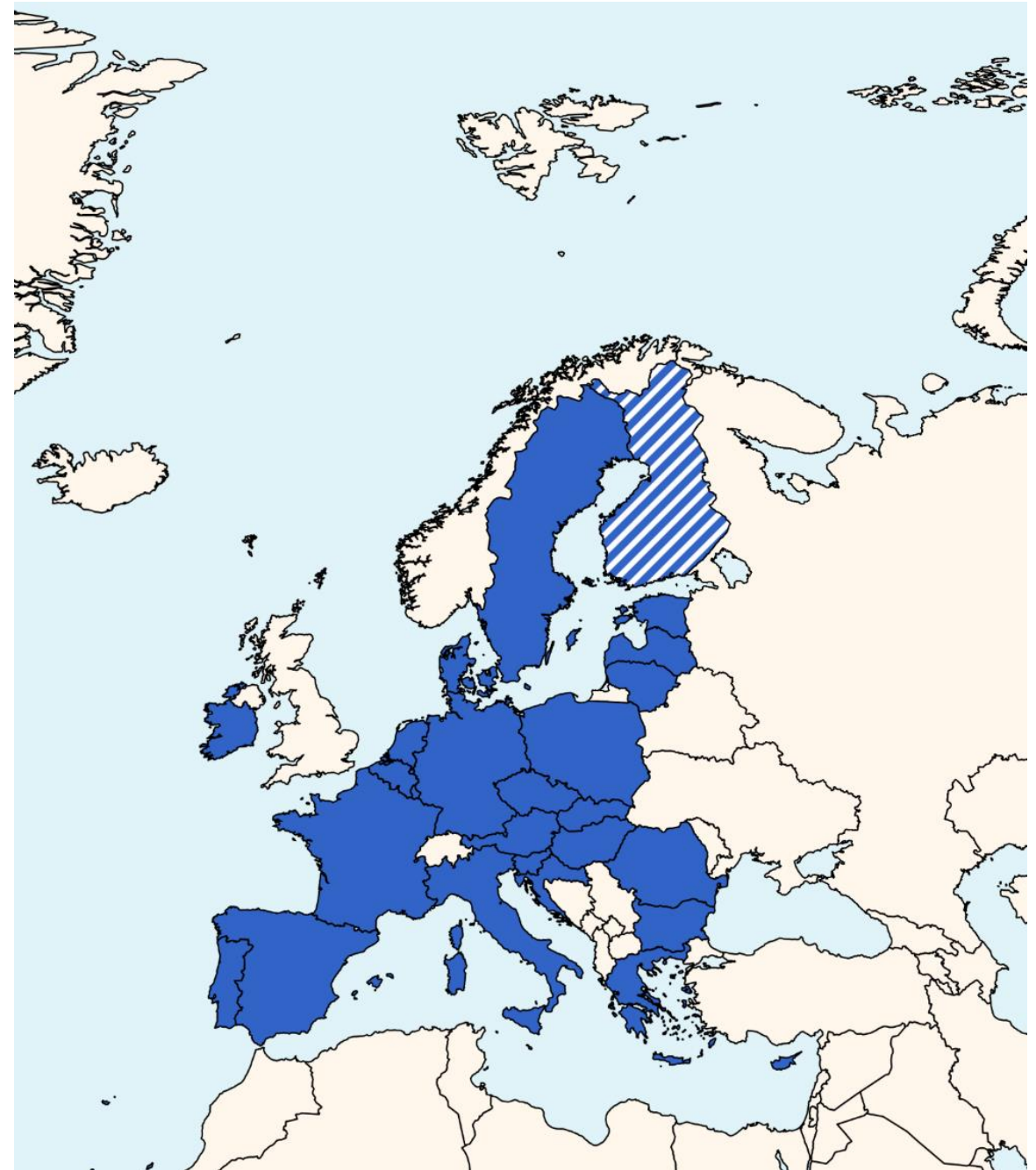
Rule of law on the decline

- Rule of law weakened in most countries between 2023 and 2024
- Less than half of the world's population live in democracies



Finnish geopolitics

- At 1 340 kilometres, Finland has the EU's and NATO's longest border with Russia.
- Despite a tumultuous history, the countries had maintained a working relationship for decades.
- Russia's invasion of Ukraine in 2022 caused a suspension on cooperation across sectors. E.g.:
 - Higher education and research cooperation with Russian state actors



A multipolar world

- Alongside the western democracy model, there are other societal models that must be understood, even if we do not accept them.
- Deepening cooperation with countries sharing the same values.
- Trust basis for sharing expertise and technology.
- Bilateral and multilateral cooperation to promote responsible international cooperation and research security.
- Democratisation of knowledge and expertise (e.g. responsible artificial intelligence)



Delicate balance between security and academic freedom

Awareness
raising



Academic
integrity,
ethical
standards

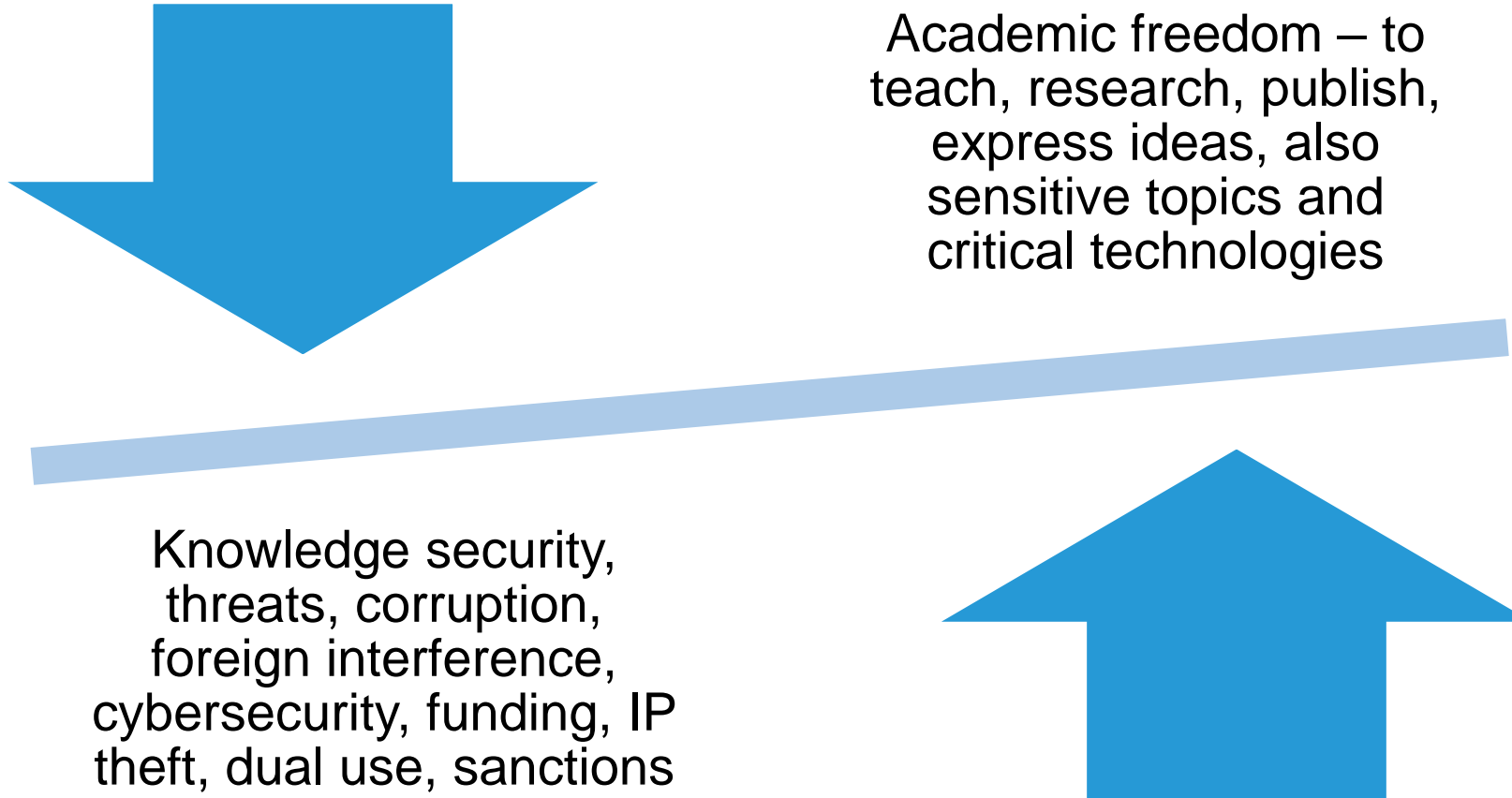
Due
diligence and
know your
partners

Risk tools

Open –
closed
structures

Academic freedom – to
teach, research, publish,
express ideas, also
sensitive topics and
critical technologies

Knowledge security,
threats, corruption,
foreign interference,
cybersecurity, funding, IP
theft, dual use, sanctions



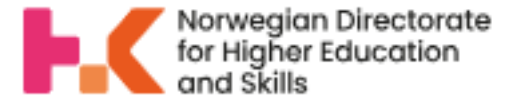
EU Member States adopt recommendations to enhance research security

🏠 Contact Point for Knowledge Security



Government of the Netherlands

Guidelines and tools for responsible international knowledge cooperation



What is knowledge security?

G7



SECURITY AND INTEGRITY OF
THE GLOBAL RESEARCH
ECOSYSTEM

G7 Virtual Academy: Research Security & Integrity

Considering research security is part of responsible research funding



Research Council of Finland

Council Recommendations on Research Security – in a nutshell

- General Call to Raise Awareness
- Guidance for risk assessment and enhancing research security. Especially in the context of international research collaboration with global partners.
- The Document is divided into three parts:
 - Recommendations addressed to both the Commission and Member States
 - Recommendations specifically for Member States
 - Recommendations specifically for the Commission.
- [Council recommendations](#)

The Council recommends that

The Commission and Member States take into account the **key principles of responsible internationalization** when planning and implementing policies to enhance research security.

These principles include, for example **academic freedom and institutional autonomy**. The approach should follow the principle of “As open as possible, as closed as necessary,” while respecting applicable restrictions.

Other principles to be considered include proportionality of protective measures, non-discrimination and respect for fundamental rights.

Measures taken to ensure research security **should avoid protectionism and unjustified political instrumentalization**.

In Finland 1/2

- [MUISTIO_Recommendations of the working group on responsible .PDF](#)
- Actors in the administrative branch of the Ministry of Education and Culture will strengthen their awareness and understanding of responsible international cooperation and take measures to manage risks
- The higher education institutions, the government agencies in the administrative branch and the Ministry will promote the EU recommendations on research security, including as part of the vision work of higher education and research
- Formulating organisation-specific policies
- Strengthening responsible international cooperation in international cooperation networks

In Finland 2/2

- The Ministry of Education and Culture/Department of Higher Education and Science Policy will act as part of cross-administrative processes to coordinate roles, contents and responsibilities.
- Responsible international cooperation will be monitored as part of the dialogue and steering process between the sector and the Ministry of Education and Culture
- National workshops and events, next on DEC 9th, 2025

Thank you!

Tiina.vihma-purovaara@gov.fi



FINNISH
GOVERNMENT

Panelists



Dr. Mari-Anna Suurmunne is the Vice President for Education at LAB University of Applied Sciences since August 2024. Mari-Anna has years of experience in leading change and managing internationalization in higher education. Previously, she has worked as a director of international relations in three Finnish universities, served as a counsellor of education and science at Finland's embassy in China and worked as a lecturer in Romania and in Canada. Topics related to responsible internationalization have been on her agenda for the past 30 years.



Riina Subra is a Senior Manager for Global Engagement at Aalto's Leadership Support Services. She is responsible for several university-wide strategic partnerships and develops institutional best practices for internationalisation and science diplomacy. While leading the Aalto Global Impact team, she facilitated Aalto's education, research, innovation and capacity building partnerships with universities in the Global South, and coordinated EDUCase Platform, one of the MEC pilot networks for collaboration with African and Asian HEIs. Subra has over 20 years' experience in international relations and diplomacy, global development policy and academic co-creation and innovation.



Session 3: The transformative role of higher education and TVET partnerships for skills and societal development

Meet Our Next Speaker



Luisa Bunescu is Education Policy Officer at the Directorate-General for International Partnerships (DG INTPA) of the European Commission, where she leads on the higher education portfolio and the Erasmus+ programme. Before joining DG INTPA, she worked as Programme Coordinator of the Higher Education Initiative at the European Institute of Innovation and Technology (EIT) and as Policy Analyst at the European University Association (EUA).

HIGHER EDUCATION AND TVET IN GLOBAL GATEWAY INVESTMENTS

Luisa Bunescu
Policy Officer, Higher education
DG INTPA, European Commission



Engagement in education



Levels of intervention

Country level

Erasmus+

Regional level

Global level



EDUCATION
CANNOT
WAIT

GPE
Transforming
Education

 **Global
Gateway**

A New Approach

Global Gateway reflects a change in the EU's external action

Balancing **partner countries' needs** with **EU strategic interests** to strengthen its global position in an increasingly competitive world.



Education & Research: Global Gateway Pillar



Democratic values
and high standards



Good governance
and transparency



Equal
partnerships



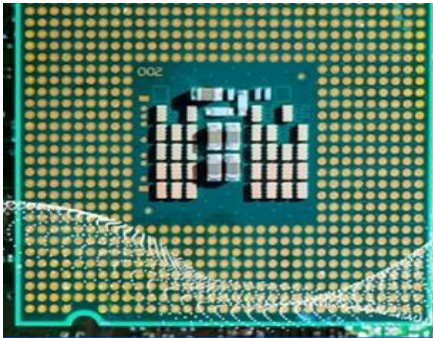
Green
and clean



Security
focused



Catalysing private
sector investment



Digital

The EU will support
open and secure
internet



Climate and energy

The EU will support
investments and rules
paving the way to the
clean energy
transition



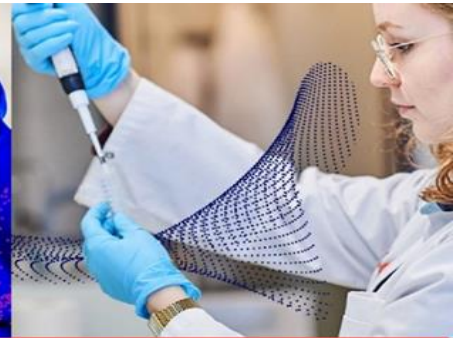
Transport

The EU will support all
modes of green,
smart and safe
transport



Education and research

The EU will invest in
high quality education,
with a focus on girls
and women and
vulnerable groups



Health

The EU will help
strengthen supply
chains and local
vaccines production



EXAMPLE

Youth Mobility for Africa: umbrella flagship initiative covering ongoing and new programmes:

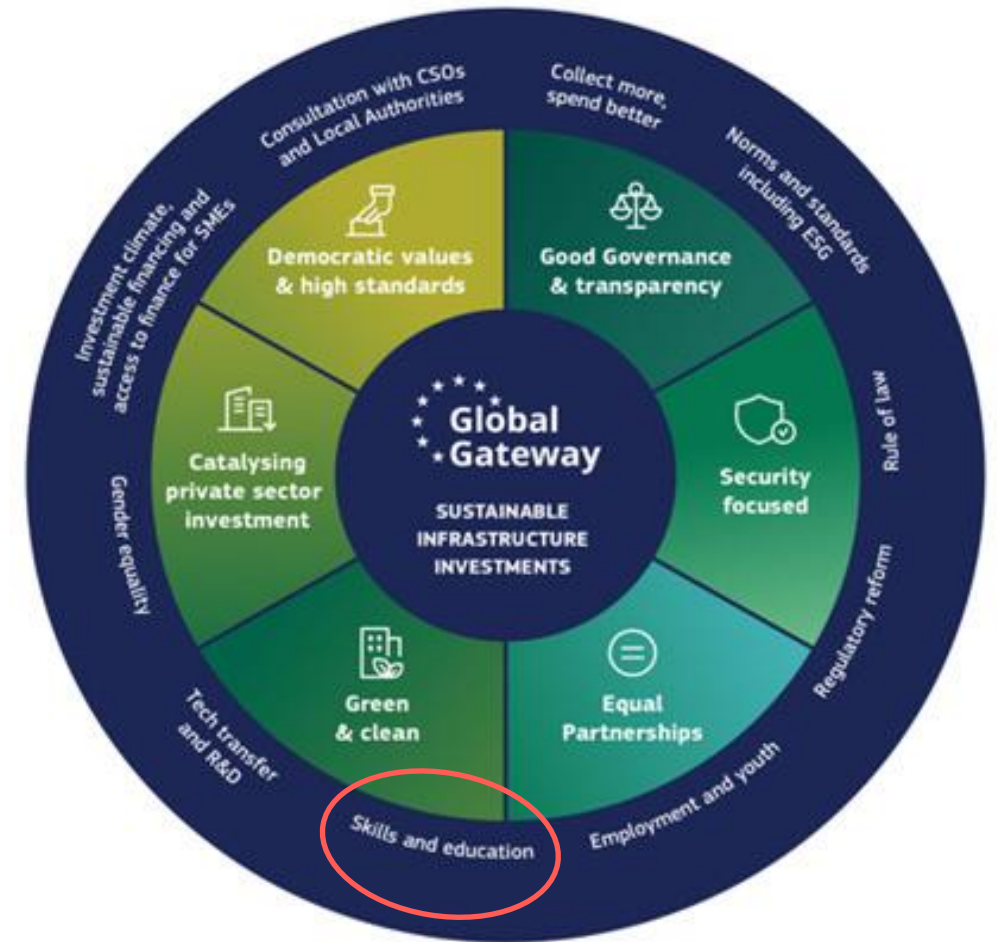
- Erasmus +
- Intra-Africa Academic Mobility Scheme
- Harmonization of African Higher Education Quality Assurance and Accreditation - HAQAA III
- African Continental Qualifications Framework - ACQF II
- Africa-Europe Youth Academy
- Study and Research in Africa



Education in the Global Gateway: a 360-degree approach

Education is also an **enabler** of broader Global Gateway investments

Role in providing education and training, skills for employability, entrepreneurship for more sustainable investments



EXAMPLES

HEALTH SECTOR: Team Europe Initiative on Manufacturing and Access to Vaccines, Medicines and Health technologies (MAV+):

- In Rwanda, while the first mRNA facility was opened in Kigali in December 2023, MSc and PhD programmes in biotechnology were also set up at the University of Rwanda
- Centre of Pharmacovigilance in Southern Africa (CEPSA), located at the University of Western Cape, South Africa, in partnership with the Institute of Tropical Medicine, Antwerp, Belgium

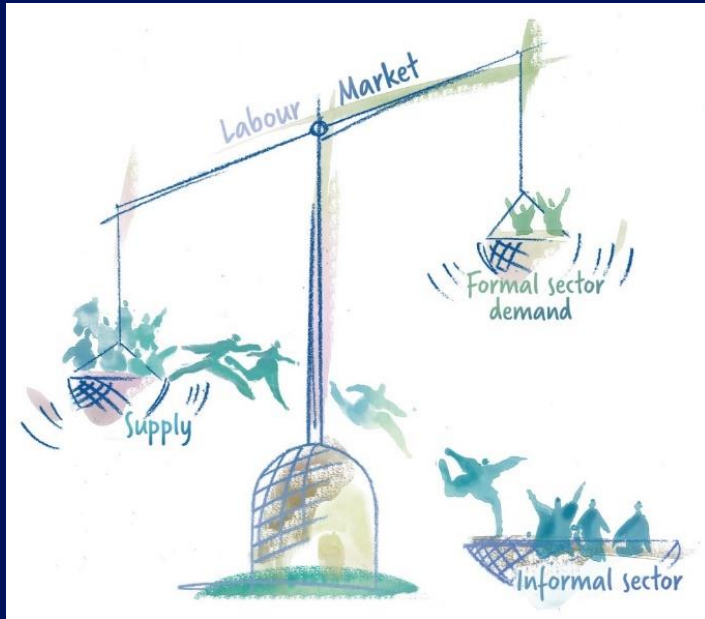
CLIMATE AND ENERGY:

In Cambodia, as part of a new water treatment plant built under the Global Gateway, a training centre on water has been also established, as well as 30 MSc and PhD scholarships offered to Cambodian students to study at European universities



TEI Opportunity-driven skills and VET in Africa (TEI OP-VET)

Why?



What is key:

Engaging the private sector to address concrete employment opportunities

What do we intend to achieve?

Ensure that VET provisions in Sub-Saharan Africa are **responsive to concrete and decent job opportunities** created by (EU) investments, trade, (regional) value chain developments and other market dynamics in partner countries.

➔ Reverse engineer VET starting from concrete employment opportunities

Participating EU Member States



France



Germany



Belgium



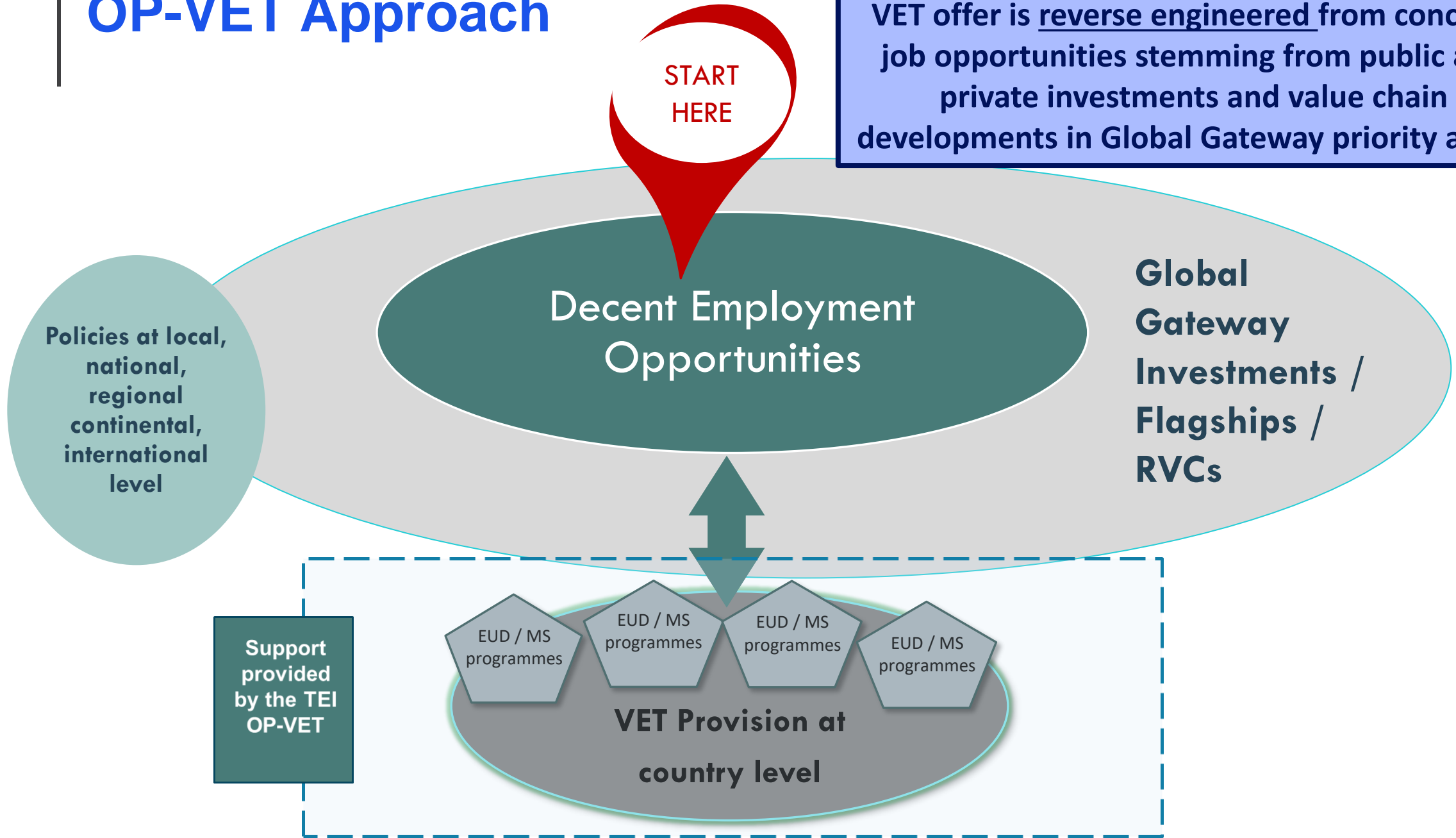
Finland



OP-VET Approach

Paradigm shift:

VET offer is reverse engineered from concrete job opportunities stemming from public and private investments and value chain developments in Global Gateway priority areas.



TEI OP-VET: 3 pillars

1) Request-based Technical Assistance Facility

- Identification of employment opportunities & related skills profiles in targeted value chains and sectors
 - Recommendations for VET provision responsive to identified employment opportunities
-

2) Regional exchange/exposure on Public-Private Partnerships to stimulate partnerships for opportunity-driven skills and VET at country & regional level

3) Opportunity-driven VET and skills development projects fostering partnerships between private sector actors, VET providers and the public sector in support of specific GG priority areas



GLOBAL GATEWAY & ERASMUS+

Erasmus+ is a key instrument to enhance educational capacities and to ensure a well-prepared workforce in the EU's partner countries

ALIGNMENT: Goal is to fund projects that supplement Global Gateway initiatives at country or regional level

Regional/country priorities (value chains):
[ERASMUS+ Capacity Building in Higher Education - priorities - European Commission](#)



4	BENIN	Transport	Green infrastructure Context: -sustainable ports - Abidjan-Lagos strategic corridor -Rehabilitation of the Allada-Dassa road on the Cotonou-Niamey strategic corridor
5		Climate and energy	Renewable energies, with a focus on photovoltaic Context: Upgrade of large-scale solar power plant and photovoltaic minigrids by the West African Power Pool (WAPP) in Benin
6		Health	Waste water management Context: Treatment plant for waste water in the west of Cotonou Construction of a waste water treatment plant.



How to get involved?

- Erasmus+ calls
- Team National
 - Ensure that universities and VET providers are part of your Team National
 - Global Gateway Investment Hub





THANK YOU! QUESTIONS?

LUISA.BUNESCU@EC.EUROPA.EU



Meet Our Next Speaker



Annika Sundbäck works at the Higher Education Unit at EDUFI and spent 2022-2024 as education policy officer at the European Commission's DG for International Partnerships (DG INTPA). With over 30 years of experience in EU HE and external action policy, development cooperation and Africa, international higher education, transnational knowledge-creation and quality assurance, Annika has contributed to various EU projects. She has held several expert roles, e.g. for the European University Association, the Norwegian, Belgian and Czech national authorities, the Nordic Council of Ministers, and the Swedish Foundation for Internationalization.



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*Higher education as catalyst for
innovative, multi-stakeholder
partnerships for skills development and
employability in Africa*

HEI ICI programme 2020-2024
HEP programme 2024-2026

*Focus on the Global South:
EDUFI Programmes' Coordinators' Meeting 2025
Annika Sundbäck, 9.10.2025*



HEI ICI and HEP (Higher Education Partnership)



The HEI ICI programme 2020-2024 improved the quality of higher education, the distance learning capacity, as well as access to higher education:

- Digital learning environments
- Teachers' pedagogical capacity for digital teaching and their IT skills
- Connections between higher education and working life

The HEP partnerships 2024-2026 develop the methodological, pedagogical, and administrative capacities of higher education institutions.

HEI ICI projects on a map



Climate change:
2

Learning crises:
5

Innovations:
3



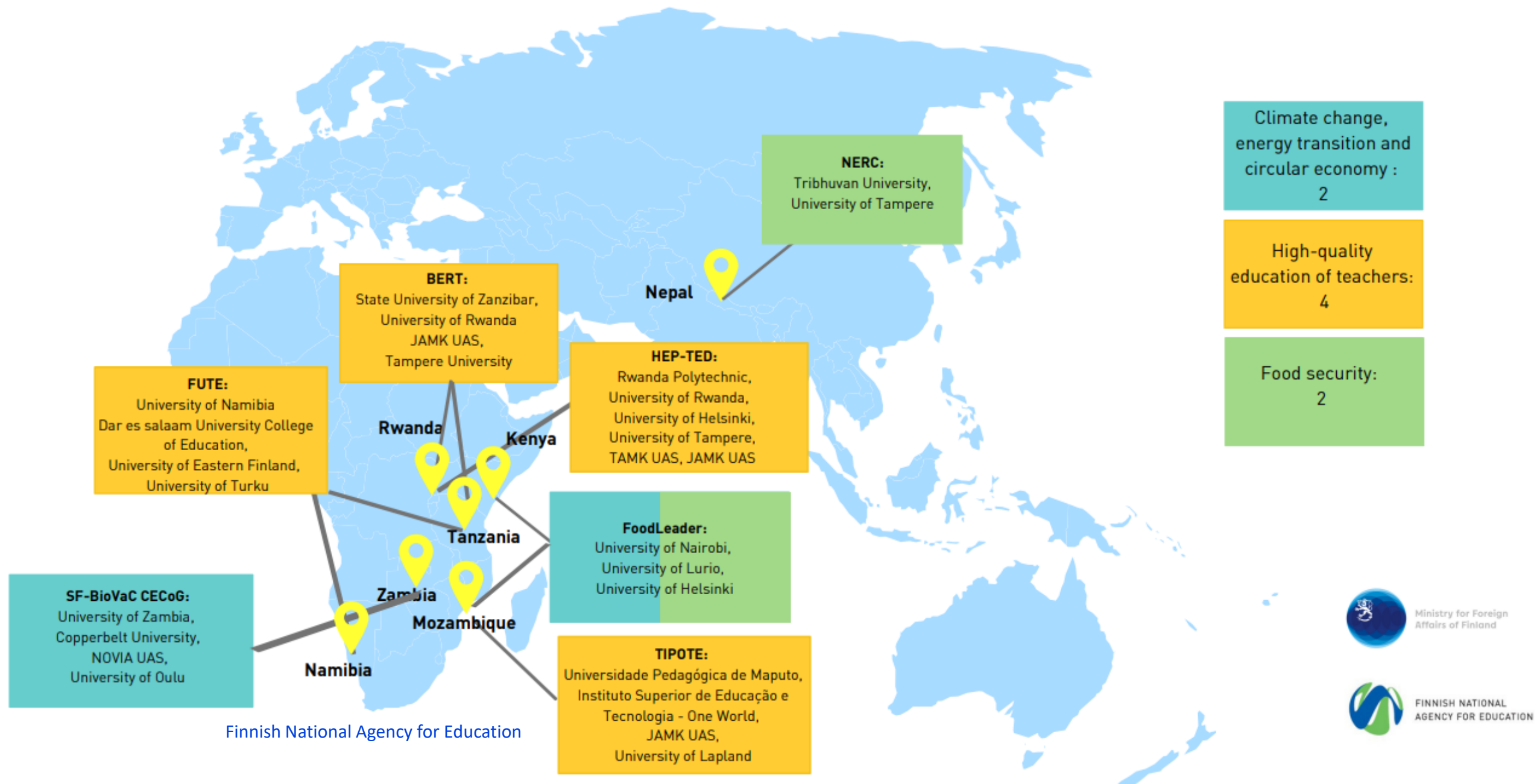
Ministry for Foreign
Affairs of Finland



OPETUSHALLITUS
UTBILDNINGSSYRELSSEN

Finnish National Agency for Education

HEP projects 2024-2026 on a map



Main questions

- Impact and effects
- Multi-stakeholder collaboration
- Follow-up funding

The evaluation was based on two surveys (N=49, N=41), 12 expert interviews, project materials, and four case studies

Builds on the HEI ICI Synthesis Report: [Results of HEI ICI projects 2020-2024 | Finnish National Agency for Education](#)

Higher education as catalyst for innovative, multi-stakeholder partnerships for skills development and employability in Africa

Evaluation of HEI ICI and HEP programmes

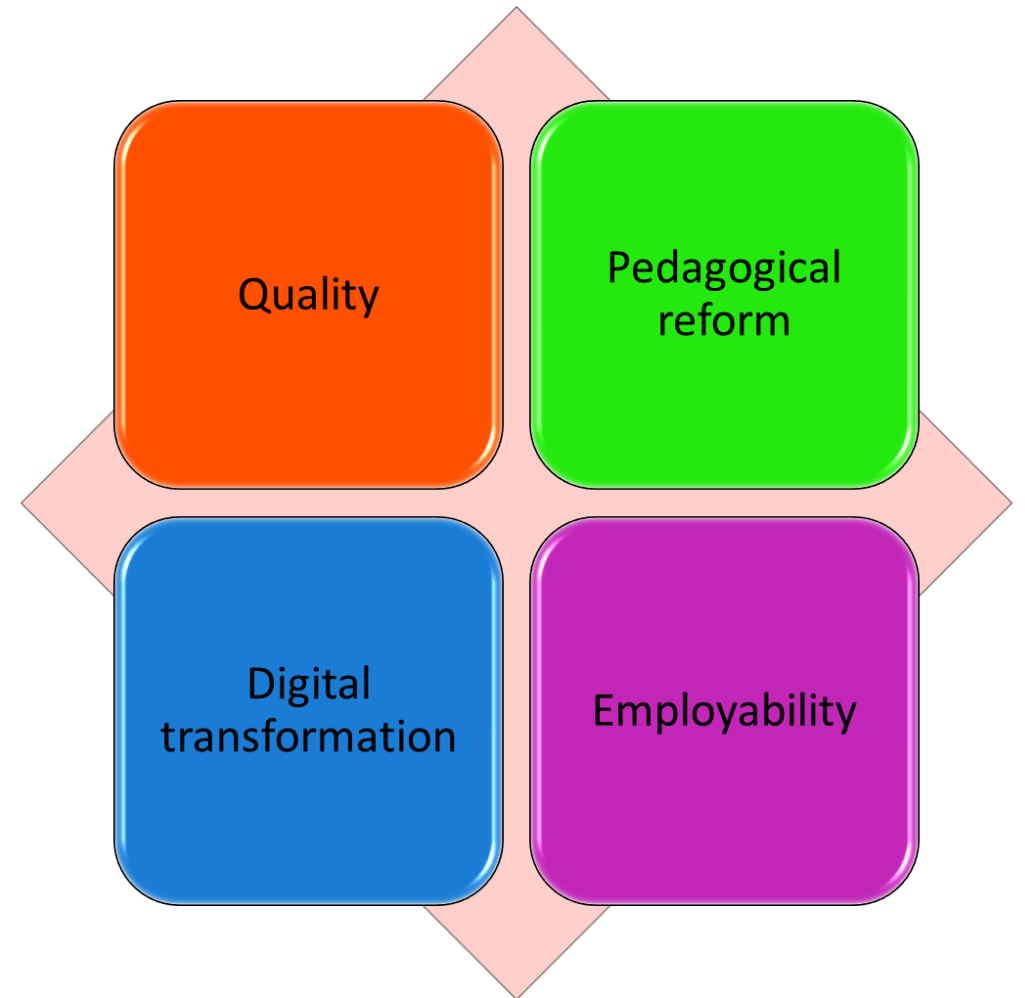
Minna Mayer, Kristiina Lähde & Heidi Uitto

Limitations

Impact on higher education

Strengthening the quality of higher education

- HEI ICI: 40 degree programmes, over 300 courses, and 40 digital courses
- 86% adopted new pedagogical methods
- 83% confirmed that changes had been piloted or implemented outside of the projects
- 85% emphasized the integration of sustainability and social responsibility into teaching



BioVac for shifting national energy and skills needs

Novia UAS, University of Oulu, University of Zambia, Copperbelt University, Rural Electrification Authority (REA). HEP 2024-2026.

Reforming higher education on biogas production. Waste management → biowaste for biogas, biogas plants in rural schools.

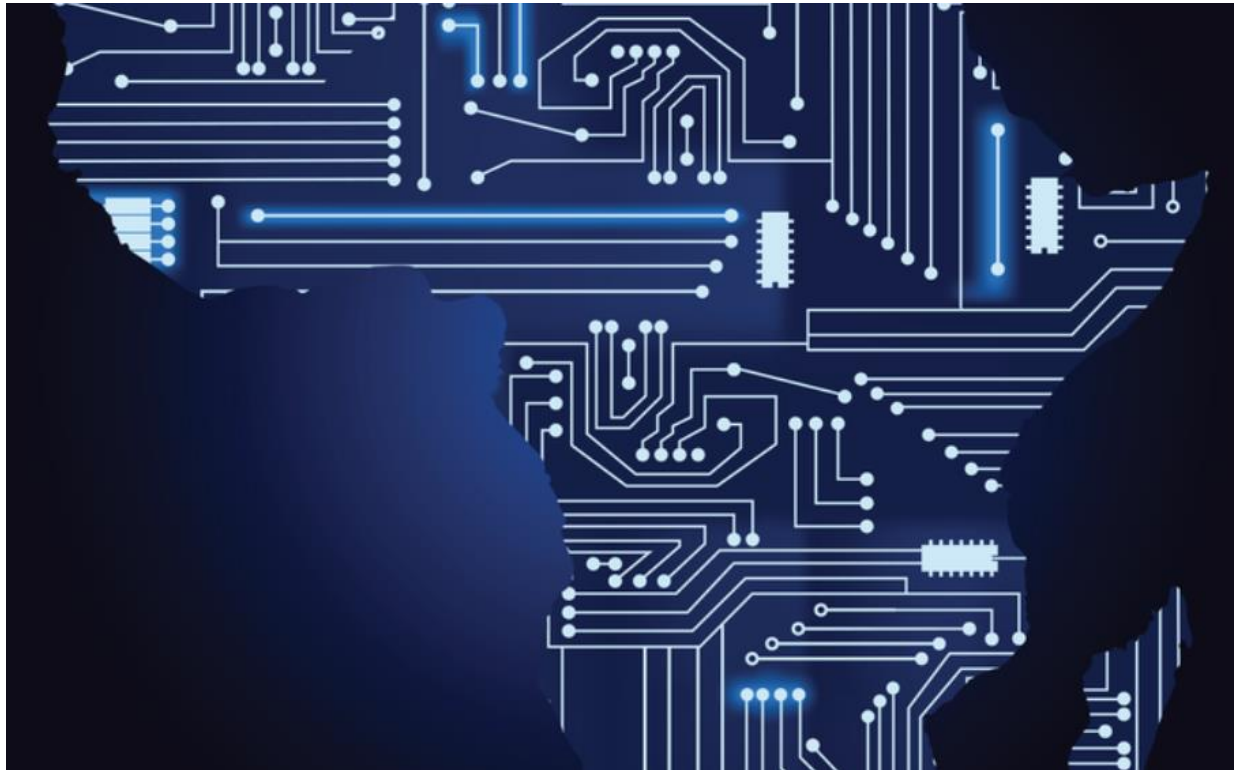
Due to drought caused by climate change, hydropower no longer possible as main energy source

Local academics have been called to national Ministry working groups as bioenergy experts



Pedagogical reform and digitalization

- Over 70% of respondents reported **improvements in curricula and teaching methods**
- 65% adopted **problem-based learning**
- Over 70% reported the adoption of **hybrid teaching** and scalable models
- 80% reported strengthened **capacity for digital learning**
- 77% stated that access to online resources improved through the partnerships



Skills development

- 91% of participants improved their **communication and teamwork skills**
- 84% strengthened their **critical thinking**
- 83% developed their **digital skills**
- 75% improved their **technical and professional skills**
- **Entrepreneurial skills** were strengthened by 53% of participants.



Higher education in a skills ecosystem

The role of higher education as catalyst for learning ecosystems.

- **35%** of the partnerships collaborated with the private sector, even though this is not a requirement in the funding programmes
- **44%** collaborated with public authorities and **29%** with civil society
- **Focus on the labour market relevance of skills**
 - the private sector was involved in the development and quality monitoring of educational programmes,
 - for example: skills needs analyses, internships, or problem-based learning where student groups solve challenges from the private sector.





HEI ICI projects: innovation, skills for employability

[PBL-BioAfrica – HAMK](#). Wide networks with NGOs and companies created a **collaborative training ecosystem** in Kenya and Zambia. Real world problems solved in international student teams, coached by teachers, co-creation and innovation with the labour market. Students created products and startups for agro-entrepreneurship, climate-smart agriculture.

[Multi-Competence Learning \(MCL\) - GeoICT4e](#).

Multidisciplinary teams tackle real-life challenges provided by external partners. Industry reps, experts, coaching. Regional socio-ecological challenges, e.g. forestry/optimal timber harvesting, eco-tourism, climate adaptation, land-ownership.



-  Environmental awareness
-  Geospatial tech familiarity
-  Spatiotemporal problem solving
-  Business knowledge and innovativeness

Added value of Finnish partnerships

Key strengths:

- Pedagogical expertise: student-centred teaching, inclusive models, digital
- Co-creation: locally applicable solutions through mentoring and peer learning, local ownership
- Value-driven approach: equality, openness and transparency, non-hierarchical structures, long-term commitment

Science and education diplomacy:

- Academic cooperation builds trust in an increasingly polarized global operating environment
- Supports the SDGs and fair internationalization

Finnish development and trade policy

Key benefits of higher education partnerships:

- Finland's priority areas: education, gender equality, and climate/green transition
- Soft power/diplomacy: Finland seen as a visible and credible actor
- Visibility of Finnish education and technological expertise in Africa
- Expansion of cooperation: successful examples of combining education and trade
- New Team Finland strategy 2025–2027 points to the importance of increased international higher education cooperation

SUSTAINABLE DEVELOPMENT GOALS



- 43% of the partnerships accessed external funding, e.g. EU, World Bank, or other national.
- Some projects generated spin-offs or regional partnerships
- Challenges: short cycles, limited fundraising

Main take-aways

Finnish-African higher education partnerships are characterized by

- A value-driven, respectful and collaborative approach
- Reforms in pedagogy, digital learning, management and labor market cooperation.
- Skills development to improve graduate employability.
- Institutionalized innovations, co-created with local actors and supported by leadership.
- Multi-stakeholder approaches (ministries, civil society, private sector)
- Strong contribution to Finland's development & trade goals



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Thank you!

Press release and link to review:

[Higher education cooperation in Africa strengthens Finland's position in the current geopolitical situation | Finnish National Agency for Education](#)

https://www.linkedin.com/company/edufi-highered/@EDUFI_HigherEd



Meet Our Next Speaker



Hanna Alasuutari is Senior Education Adviser in the Department for Development Policy in the Ministry for Foreign Affairs of Finland. She has more than 25 years of experience in the education sector covering the spectrum from early childhood education development to skills and higher education with specific focus on equity and inclusion in education, teacher education, global- and development education and education sector partnerships. Prior, she worked in the World Bank almost 9 years and served as Global Thematic Lead of Inclusive Education and Senior Education Specialist in the Education Global Practice of the World Bank. In addition, she has worked in academia and in the field of education sector partnerships and educational research in Europe, Africa and Middle East. She holds a Ph.D. in education from the University of Oulu, Finland.



Session 3

9.10.2025

Hanna Alasuutari

Senior Education Adviser

Department for Development Policy

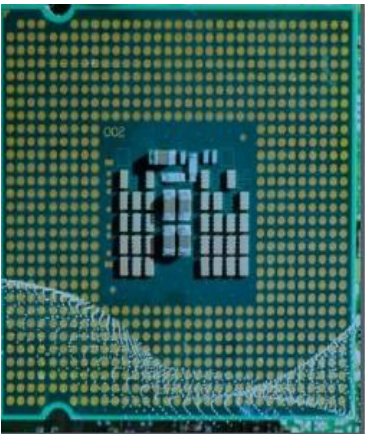
Ministry for Foreign Affairs of Finland

Finland's international role in education sector development policy is critical

Education is one of the focus areas in Finland's Development Policy

- The **international role of Finland** in education sector development policy was **strengthened** during the previous government term
- **Work continues :**
 - Based on the recommendations of the **evaluation and the response of the senior leadership of the evaluation council of the Finnish education sector**
 - With considerations of the **Finnish government policy on trade and development**
 - Through **close collaboration** with:
 - **EU and Team Europe/Global Gateway** initiatives
 - **UN organizations, development banks** and other stakeholders

Global Gateway sectors: Finland's focus



Digital

Support open and secure internet

Climate & energy

Support investments and rules paving the way to the clean energy transition

Transport

Support all modes of green, smart and safe transport

Education & research

Invest in high quality education, with a focus on girls and women and vulnerable groups

Health

Strengthen supply chains and local vaccines production

Equity

Human Rights

SDG

Climate

Results of the HEI/ICI and HEP initiatives are promising



Openings for sustainable partnerships

- Finland's role as a partner in higher education collaboration is acknowledged:
 - Trade and development
 - Importance of engagement on different levels
- Utilizing the institutional higher education and TVET partnerships in building sustainable networks
- Seeking new partnerships and funding opportunities



Meet Our Next Speaker



Niina Tenhio is an experienced development cooperation specialist, having worked with organizations such as UNDP, the Ministry for Foreign Affairs of Finland, UN Women, Fingo, and the Finnish National Agency for Education. Niina is the Head of Finnish Centre of Expertise in Education and Development since this spring. Niina holds an MA in West and South Slavic languages and cultures, as well as a Master of Music in music education. This diverse educational and professional experience supports her holistic approach to development cooperation and strategic leadership. She strongly believes in the power of collaboration and evidence-based advocacy to drive sustainable change.



FINNISH NATIONAL
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Team Europe initiatives with openings for higher education and VET providers

Niina Tenhio
Chief Specialist & Team Lead,
Finnish Center of Expertise in Education and Development
(FinCEED)



Global Education Partnerships unit at EDUFI

- 36 staff in the unit

EU-funded initiatives at current:

- RTIA: 2024-2027: app. 13 MEUR
- OP-VET: 2024-2030: app. 7 MEUR
- PEERS: 2025-2029: app. 4 MEUR
- DESTA 2025-2029: 5,8 MEUR (to be signed in October 2025)

Regional Teachers Initiative for Africa (RTIA)

46 M€ x 2



COUNTRIES : Sub-Saharan Africa



DURATION : 2 x 3 years
(2024 – 2030)



PARTNERS : public/institutional,
NGOs, CSOs



PRINCIPLES : complementarity,
synergies, on demand,
national/regional dialogue



PARTNERSHIP (FACILITY)



THE FACILITY FROM THE REGIONAL TEACHERS INITIATIVE FOR AFRICA

- › Technical support to national bodies
- › Valorization of evidence-based practices



WINDOW 1

TEACHER GOVERNANCE
AND POLICY

DEMAND-DRIVEN
TECHNICAL ASSISTANCE (TA)

WINDOW 2

TEACHER IN / PRE-SERVICE
TRAINING & PROFESSIONAL
DEVELOPMENT

TESTING & SCALING

WINDOW 3

RESEARCH AND KNOWLEDGE
PRODUCTION ON TEACHER
ISSUES

SUPPORTING CROSS
CONTINENTAL RESEARCH ON
TEACHERS

TEI OP-VET Overview

Co-funded by the European Union and the German Government (BMZ) and jointly implemented by EDUFI (Finland), Enabel (Belgium), Expertise France (France), and GIZ (Germany) – **Team Europe approach**.

€ 75 million (EU) + 1.050.000 (BMZ)

 March 2024 - February 2029



Links VET and skills development with **investments, focused on real job opportunities.**



Collaboration with the **private sector.**



Employment is the leading perspective – pursuing decent employment.



Skills component as an integral component and **enabler of investments** under the [Global Gateway](#).

TEI OP-VET – 3 pillars



Technical Assistance Facility

supporting VET (re-) orient them
towards employment
opportunities.

1

Regional exchange on Public-Private Partnerships

facilitating partnerships
and promoting OP-VET.

2

OP-VET projects

funding and
implementing OP-VET
in SSA.

3

Overall management Enabel

Implemented by



#TeamEurope
Opportunity-driven Skills and VET in Africa (TEI OP-VET)

Digital Ethiopia: Skills and TVET Action (DESTA)

Overall objective: contribute to the EU's goal of supporting the digital transformation of Ethiopia by strengthening the quality and relevance of the TVET system to meet the skills needs of the digital economy and to facilitate (digital) entrepreneurship.

1. Improving access to quality digital learning through advanced technologies and locally relevant content in collaboration with the private sector. (KfW)
2. Strengthening **TVET trainers' digital skills** and their ability to provide digitally-enabled TVET through gender-specific and disability inclusive capacity building. (EDUFI)
3. Enhancing **youth's market-relevant digital skills and entrepreneurial understanding** with a focus on female students and including students with disabilities. (GIZ)
4. Improving **employability of youth in collaboration with the private sector** by facilitating linkages to the labour market in relevant value chains and sectors (incl. in the digital economy). (GIZ)

Duration: 2025-2029,
4 years

Total funding: €21,8M
(EU €16M; BMZ €5M;
MFAFI €0,8M)

EDUFI/MFA to implement:
€M5,8

Lead organisation:
Deutsche Gesellschaft für
Internationale
Zusammenarbeit (GIZ,
Germany)

Partners:

- MFA of Finland/Finnish National Agency for Education (EDUFI, Finland)
- KfW Development Bank (separate agreement)

DPS: Expert services in education related to developing countries

The Finnish National Agency for Education has established a **Dynamic Purchasing System (DPS)** covering the provision of expertise and technical support in the education sector, with a particular focus on services related to developing countries and emerging markets. The DPS covers the years **2025-2030**, with the estimated value of **8 MEUR**.

The assignments tendered through this DPS may include, for example,

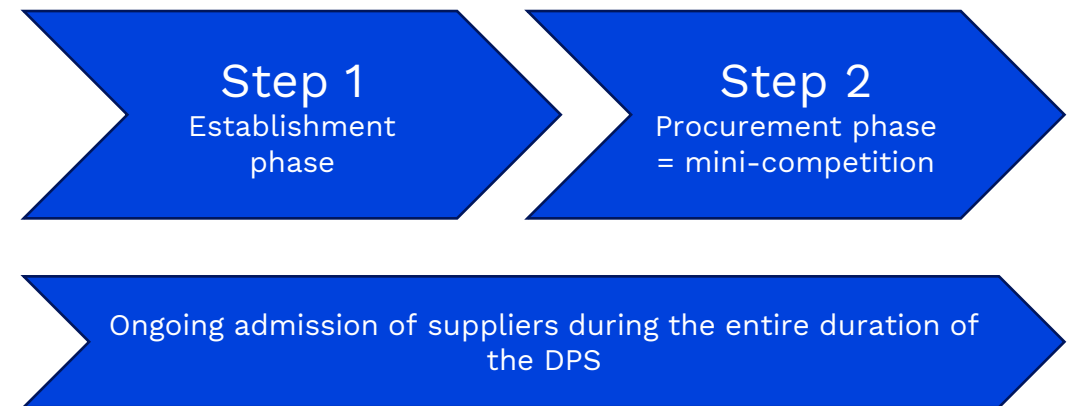
- expert advice and support to EDUFI and to developing country ministries and organizations in development of education,
- conducting analytical studies, reviews and evaluations
- drafting and updating policy guidelines and other documentation,
- designing and supporting the developing of action/project plans,
- organizing and delivering training and capacity building sessions.

EDUFI activities included in the DPS

- **Regional Teachers Initiative for Africa (RTIA)**
 - Technical Assistance
- **Opportunity-Driven Skills and Vocational Education and Training in Africa (OP-VET)**
 - Technical Assistance
- **Other EU Projects, FinCEED, and Education Finland**
 - Providing expert advice to FinCEED and Education Finland
 - Conducting reviews and evaluations of their activities
 - Supporting the development of strategic initiatives and international collaboration

What is Dynamic Purchasing System (DPS)

- DPS is a **two-stage procurement procedure** divided into pre-selection phase and detailed bidding phase.
- Anyone can ask to participate in a DPS and those who meet all the suitability criteria can be pre-selected as a DPS-supplier.
- Only pre-selected DPS-suppliers can submit tenders under the DPS.



More information

To submit a request to participate: [Hilma](#)

DPS-information on EDUFI's website: [Dynamic Purchasing System on technical support in the field of education | Finnish National Agency for Education](#)

Contact: dps-edufi@oph.fi



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Thank you – questions?

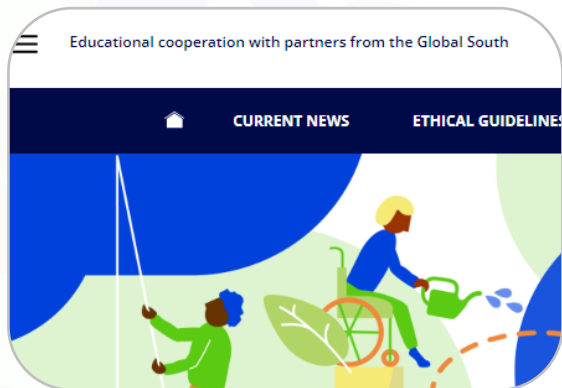
Niina Tenhio
niina.tenhio@oph.fi



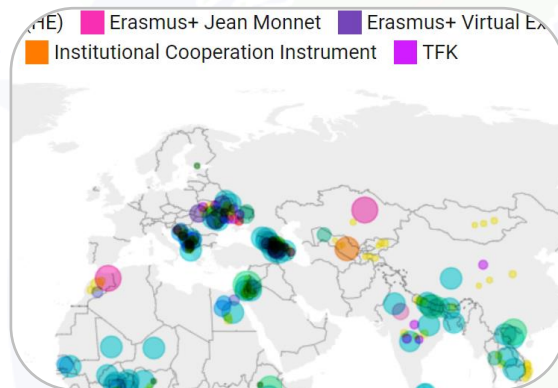
Closing Remarks

The background features abstract, flowing shapes in vibrant green and blue. A large green shape curves from the top right towards the center, while a blue shape curves from the bottom left towards the center, creating a dynamic, organic composition.

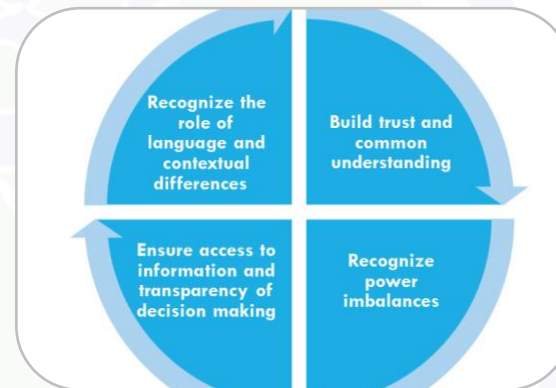
At a glance: EDUFI's support for cooperation with the Global South



[EDUFI page](#)
summarising all
actions for
developing
education in the
Global South



[Interactive map](#) of
active projects in
ODA countries with
Finnish participation



[EDUFI's Ethical guidelines](#) for
cooperation with
partners from the
Global South



Programme- and
action-specific
activities, e.g., info
sessions, support for
applicants and
beneficiaries,
networking,
training..



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Thank you, and stay in touch!

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