



Funded by the Horizon 2020
Framework Programme of the
European Union

Building Resilience Through Education (BRTE): MSCA RISE Project



Outline

- The BRTE RISE project: impacts of the excellent exchanges, training and research
- Interdisciplinary and intersectoral aspects of these exchanges: the benefits across sectors and disciplines
- Benefit of a RISE/Staff Exchange project: why should people apply?
- Tips for success for future applicants



BRTE RISE project: impacts of the excellent exchanges, training and research

- The BRTE project:
 - **Composition:** Six partners (3 HEIs, 1 INGO, 1 private company, 1 Network of universities);
 - **Exchanges:** 466 months mobility (planned- €2,097,000) – 381 months (realised - €1,714,500)
 - **Objectives and associated months:** *Education as the vehicle to emancipate communities in Wolaita by expanding their livelihood base to reduce their exposure and vulnerability to climatic extremes*
 - Build **critical infrastructure** to enable sharing of education and research between consortium partners – 26 months;
 - Establish an **educational platform** that will build human capital and transform livelihoods – 231 months; and
 - Develop **research and innovation capacity** that will radically promote social and economic well-being – 209 months.

BRTE Research Goal, Outcomes and Outputs (deliverables)

- BRTE shapes a **novel strategy** for universities to engage in the internationalisation of higher education and research based on mutual gain
 - Reports on alignment of registry/ ICT/ Library/ Estates
 - Shared modules on business innovation/ building resilience/ Gender Based Violence/ Localisation;
 - 14 PhD studies;
 - 39 peer reviewed joint publications, conference participation;
 - Institutional partnerships between academic staff across institutions;
 - Platform for further research proposal development for funding; and
 - From 'brain drain' to 'brain gain' – searching out complementarity.



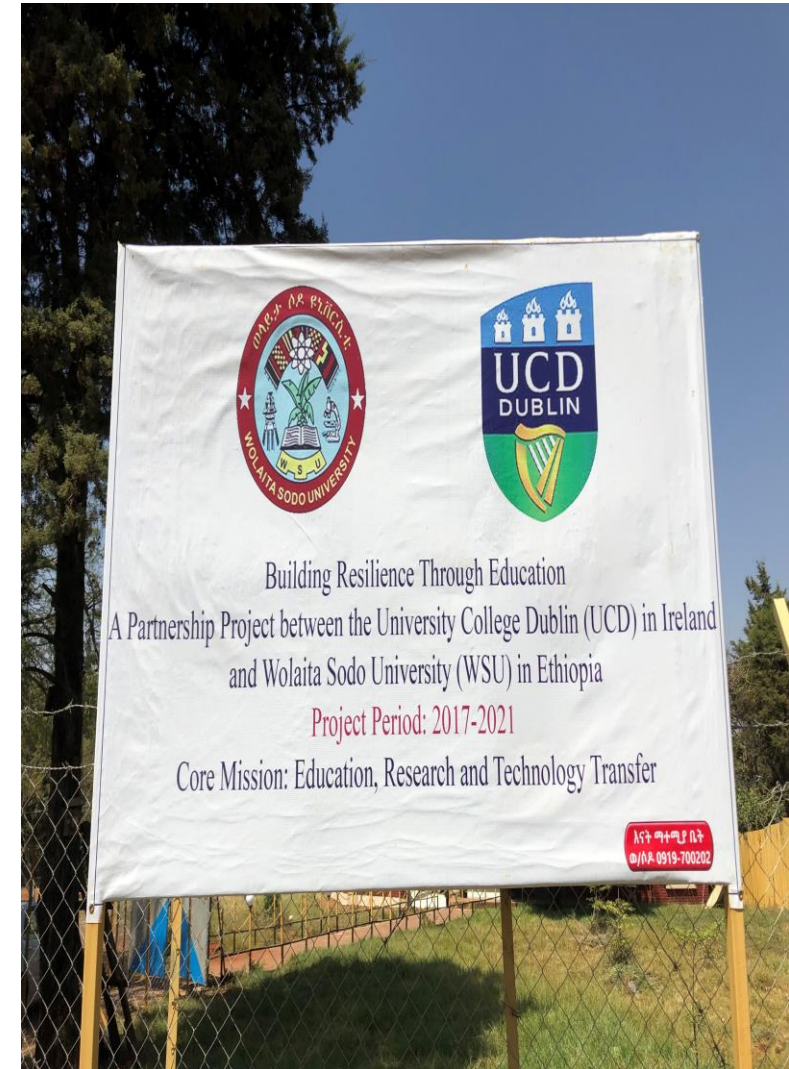
Impact: changes attributed to and affecting BRTE

Intended	Unintended
Localised research with strengthened relevance and appropriateness	Partnership for the establishment of agricultural research facility in Ethiopia
Improve visibility and impacts of HEIs in their respective systems: PhDs, publications, scholar mobility, relationship building.	UCD's global engagement strategy – strengthened relations to feed into module delivery and broadened curriculum – relationship building across schools and colleges
Build research skills of early stage researchers: PhD researchers got exposure and access to resources and job opportunities.	Expanded curricula and PhD programmes in Ethiopia with significantly strengthened gender appreciation
Build the human and institutional capacity of WSU to drive societal resilience building in Ethiopia	Reduced mobility owing to the global COVID 19 pandemic and the conflict in Ethiopia and Sidama in particular
Widen the contextual understanding of experienced researchers by proving opportunities to visit resource constrained contexts	Restricted engagements because of the changed financial circumstance between 2017 and 2022 that has made mobility all the more challenging



BRITE Inter-disciplinary Projects

- WSU is an **applied university mandated to deliver tertiary education and research in Wolaita and neighbouring zones** – immediate catchment area is similar in population to Ireland.
- The BRITE aims to support WSU to be a **key stakeholder in strengthening its adaptive and transformative capacities** to address current and future societal risks, shocks and stressors.
- Research projects **span the breadth of academic disciplines**, however there is a focus on:
 - Agriculture and rural development as 80% of the population are dependent on agriculture SDG 1, 2, 12, 13;
 - Future industrial and service developments can be linked to agriculture products and services SDG 2, 7, 8, 9;
 - Strengthening health and other social services which are severely limited and vulnerable to environmental, political, social and economic risks SDG 2, 3, 4, 5, 15, 17.
- While **incremental adaptations are welcomed**, there is a need to **support transformation** in Wolaita to exploit the richness of its society and to improve the quality of life for its people.



Researches to Strengthen Adaptive Capacities

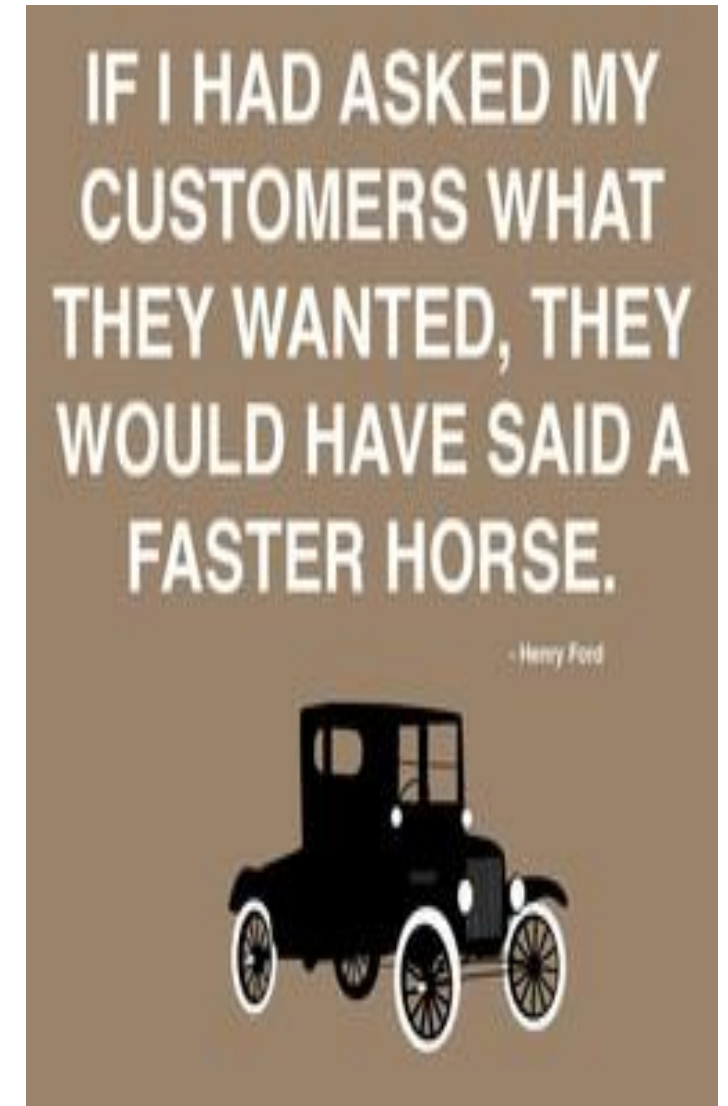
- Many of the current PhDs studied build on improved **adaptations** to existing systems in the bid to strengthen individual, community and societal resilience, including:
 - Impact of Climate Change on Farm Households' Livelihoods, Vulnerability and Adaptation Strategies SDG 2 (target 4), 13 (targets 1 and 3);
 - A methodology to track livelihood adaptation in response to recurring vulnerabilities SDG 1, 2 (targets 1 and 4);
 - The Role of Communication in Ensuring Sustainable Development in Ethiopia: Agricultural Communication in Focus SDG 1, 2 (target 2a);
 - Characterization of *Campylobacter* associated with Childhood Diarrheal Diseases in Wolaita Ethiopia SDG 2, 3 (target 3 and 3d);
 - Fattening Practices and Feeding Pattern on Muscle Composition, Meat Quality and Consumer Preferences of Beef SDG 1, 2 (target 3 and 5);
 - Integrating National Development initiatives with local needs: The case of Gibe III Hydro Electric Dam Project in the Omo River valley SDG 2, 7 (target 7b);
 - Beyond Number of Visits: Quality of Antenatal Care Services at Wolaita Zone Public Health Facilities SDG 2, 3 (target 2).

IT'S NOT ABOUT
IDEAS. IT'S
ABOUT MAKING
IDEAS HAPPEN.



Researches that will Transform Wolaita Society

- Studies that seek to transform Wolaita society include:
 - Artificial Intelligence for a Resilient Data center: Energy, Performance Management and Optimization SDG 2, 8, 9 (targets 9a, 9c);
 - Women Entrepreneurs' Performance on Poverty Reduction: Pathways, Determinant Factors and Empowerment Strategies SDG 1, 5 (target 5), 8 (target 3);
 - Entrepreneurial University: The Changing Role of a University in Regional Economic Development in Ethiopia Missing Gaps Goal 8 (target 6, 8a) and Goal 17 (target 5, 6, 17):
 - Early Childhood Care and Education and its Implication for Quality Education in Wolaita Zone SDG 4 (target 2);
 - The Role of Cultural Heritage in Sustainable Tourism Development: a case of *Amado/Ejajo Kella* Defensive Walls, among the Wolaita Nation SDG 8 (target 9) and 12 (target 12b)



Intersectoral: working across sectors



Benefits: project, institution and individual

- BRTE is respected in all partnering institutions for academic contribution in terms of publications, PhDs, International staff and students, and broadened curriculum
- 20 ESRs have capitalised on BRTE to further their studies and careers;
- BRTE relationships – many that are based on PhD Research Study Panels will have enduring relationships for future research
- While asymmetries persist, the BRTE Partnership promotes greater local empowerment
- Out of 14 PhDs that started 11 are approaching completion and working in Ethiopia
- Out of 72 mobility scholars – 69 scholars have brought their acquired knowledge home to Ethiopia

Tips for success for future applicants

Management perspective:

- **Strong** and **committed** 'focal point' at all partner institutions;
- **Networking** component is key and needs to be resourced;
- **Institutional commitment** is vital – consortium agreement; and
- Important to build **trust** and maintain regular contact.



Financial Perspective:



- Mobility for a short period to Ireland is uneconomical – **focus on three month plus stays** but this can be a drain on partner institutions;
- Mobility from Irish HEIs – experienced academic cannot travel for an extended periods – **ESRs are key to the success** of the programme;
- Private sector/ **industry is crucial**, but they cannot contribute to mobility
- Context has changed considerably in the last 4 years

Programme/ project issues:

- **Engagement with government** in both countries is crucial;
- 4 years seems like a long time but it only the beginning.

