

# 23 APRILE, SABATO

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09:00 - 10:30

SALA BIANCA

PALAZZO DU MESNIL

## NET-6 (2)

### THE CONTRIBUTION AND CHALLENGES OF CAPACITY-BUILDING INITIATIVES FOR ACHIEVING AGENDA 2030 GOALS

Laura Fantini, Università degli Studi di Roma "La Sapienza", INDIRE

#### CONTRIBUTI

Supporting Libyan municipalities through capacity building: the role of international actors and local universities

S. Rossi

Il Progetto ResearchCult: processi e competenze per la progettazione e la realizzazione di azioni strategiche a supporto della ricerca universitaria

F. Deriu, Università degli Studi di Roma "La Sapienza"

Developing a Master Degree in Industry 4.0 in Malaysia, Cambodia and Indonesia

I. Chatzigiannakis, Università degli Studi di Roma "La Sapienza"

The role of capacity building in international development cooperation: evidence from the CIMA Foundation experience on disaster displacement risk reduction in the IGAD region

E. Panizza, G. Casano, Università degli Studi di Genova - Fondazione CIMA

Virtual Exchange to Tackle Wicked Problems: The Case of the VAMOS Project"

F. Jonsson, Uppsala University; J.R. Ferreira Guerra, Universidade Federal De Pernambuco; Y. Eguigure, Universidad Pedagógica Nacional Francisco Morazán

## ABSTRACTS

# SUPPORTING LIBYAN MUNICIPALITIES THROUGH CAPACITY BUILDING: THE ROLE OF INTERNATIONAL ACTORS AND LOCAL UNIVERSITIES

S. Rossi

Libya is going through a complex process of decentralization which started in 2012, intended to promote the role of municipalities as a central actor of local development. Local development can be considered as a genuine, multi-actor bottom-up process characterised by leverage of site-specific resources through enabling political and institutional mechanisms of governance and administration. Local authorities can promote local development and well-being of its inhabitants as they are close to the ground and needs of its territory and people. In order to do so, municipalities need to have the conditions for properly conducting such a role. These conditions comprise a legal framework, competences and resources. The proposed contribution to the CUCS Congress intends to explore the role of an international project coordinated by a local authority, which aims at strengthening the competences on Libyan municipalities through a capacity building process coordinated by a training organisation and implemented by ten Libyan universities. REBUILD (Research and Education Building Urban Institutions for Local Development) is a project financed by the European Union through the "Call for Proposals 2020 Local Authorities: Partnerships for Sustainable Cities". The partners (co-applicants) are ten Libyan municipalities (Azzawiya, Benghazi, Beni Walid, Gharyan, Sabha, Sirte, Tobruk, Tripoli Centre, Zintan, and Zliten), two European local authorities (the Autonomous Province of Trento-coordinator and the Autonomous Region Friuli Venezia Giulia) and an affiliated body, the International Cooperation Centre.

REBUILD is a decentralised cooperation project aiming at strengthening local public services in Libya through a permanent training mechanism delivered by Libyan universities to Libyan municipalities. It started in April 2021 and will run for four years. The training curriculum aims to strengthen the capacity of Municipalities to work in the direction on making cities and communities more sustainable (SDG 11) through participatory, accountable and inclusive governance and urban planning.

The REBUILD training activities are structured around three main pillars:

1. Capacity building to Libyan municipalities on the basis of a curriculum based on a Territorial Approach to Local Development (TALD) through:
  1. a training of trainers (TOT) addressing 10 Libyan Universities;
  2. training delivered by Libyan universities to Libyan municipalities (local administrators, civil servants).
2. Establish and facilitate a community of practices, whereby municipalities can exchange and share good practices with each other and with other national and international actors.
3. Implementation of two pilot projects (in the field of fishery and waste management) to test the theoretical and practical skills acquired in the capacity building activities.

The presentation will address:

- A) Challenges And opportunities in structuring a training process adapted to the local context which is built by two components:
  - A blended TOT addressed to Libyan universities, focusing both on technical and methodological training;
  - a training delivered by Libyan Universities to Libyan Municipalities
- B) Opportunities to be seized by promoting the role of Local Authorities in achieving SDG 11.

## IL PROGETTO RESEARCHCULT: PROCESSI E COMPETENZE PER LA PROGETTAZIONE E LA REALIZZAZIONE DI AZIONI STRATEGICHE A SUPPORTO DELLA RICERCA UNIVERSITARIA

F. Deriu, Università degli Studi di Roma "La Sapienza"

Il progetto "Enhancing Research Culture in Higher Education in Kosova-"ResearchCult" (<https://researchcult.net>) è un progetto capacity building del Programma Erasmus+ finanziato dalla Commissione europea e coordinato dalla IBC-M (International Business College of Mitrovica). Il consortium vede la partecipazione della Sapienza, insieme alla University of Zagreb (Croazia) e alla University of National and World Economy (Bulgaria) in qualità di coordinatori locali, oltre a 7 università kosovare, beneficiarie delle azioni. Tra i country partners il progetto annovera il Ministero dell'Istruzione, della Scienza, delle Tecnologia e dell'Innovazione del Kosovo, e l'Institute for Research, Education and Social Development. Il principale obiettivo del progetto consiste nella promozione della cultura della ricerca nelle università kosovare, attraverso il potenziamento delle politiche e le pratiche già in atto, l'istituzione e l'attivazione di nuove norme e procedure per il miglior funzionamento dei servizi a supporto delle attività di ricerca accademiche. Il progetto, avviato nel febbraio del 2020, ha risentito solo in parte delle restrizioni e dei vincoli imposti dalla pandemia. In questo contributo si cercherà di discutere criticamente i risultati finora conseguiti, soffermandosi in modo particolare sui processi innovativi che si sono innescati con: a) la condivisione di modelli organizzativi diretti alla redazione di 7 Piani strategici per la ricerca nonché all'istituzione di 7 uffici a supporto della ricerca; b) la collaborazione alla costruzione di reti utili alla istituzione di 7 nuove riviste scientifiche; c) lo scambio di esperienze per la individuazione e realizzazione di un sistema di raccolta e organizzazione dei prodotti della ricerca (Modello KRIS sul modello IRIS); d) la co-progettazione di percorsi formativi diretti a dottorandi e giovani ricercatori in 5 domini scientifici (dalla medicina, all'ingegneria informatica, fino alle lettere e alla giurisprudenza, passando per l'economia e le scienze sociali), per accrescere le conoscenze necessarie per la scrittura e la pubblicazione di un paper di successo. Per ciascuno di questi punti, si svilupperà una discussione critica dei metodi adottati e dei processi innovativi innescati localmente nell'attuazione degli obiettivi del progetto. Tuttavia, ci si soffermerà anche su tutte quelle iniziative che si sono sviluppate a latere del progetto e che hanno consentito di rafforzare la cooperazione tra i partner di progetto: dalla co-progettazione del Progetto Horizon di successo (non finanziato ma molto ben valutato 13/15); all'attivazione di accordi bilaterali nell'ambito del Programma Erasmus+ per favorire scambi tra studenti e docenti e rafforzare la reciproca conoscenza e collaborazione; l'inserimento di alcune università kosovare nelle schede paese della ICM (International Credit mobility) e l'avvio di scambi in questo ambito; la progettazione e il finanziamento di alcuni progetti di cooperazione internazionale. In conclusione, nel contributo ci si propone di mettere in luce come i progetti capacity building presentino un elevato valore aggiunto, legato alle preziose risorse attivate, generatrici di nuove forme di collaborazione nel cui ambito prendono forma progettualità innovative che superano l'occasione originaria dalla quale sono sorte.

# THE ROLE OF CAPACITY BUILDING IN INTERNATIONAL DEVELOPMENT COOPERATION: EVIDENCE FROM THE CIMA FOUNDATION EXPERIENCE ON DISASTER DISPLACEMENT RISK REDUCTION IN THE IGAD REGION

E. Panizza, G. Casano, Università degli Studi di Genova - Fondazione CIMA

In the Ligurian context, the CIMA Research Foundation-an international research center in environmental monitoring, founded by the Italian Department of Civil Protection, the University of Genoa, the Liguria Region, and the Province of Savona-has been active since 2007. CIMA focuses on research and development in the field of disaster risk mitigation. At the same time, it deals with cooperation, capacity building and sustainability projects, both at national and international level. Since September 2021, CIMA is involved in a United Nations project aimed at analyzing the impact of floods and cyclones on the phenomenon of human displacement in the IGAD (Intergovernmental Authority on Development) region, which includes Ethiopia, Djibouti, Kenya, Somalia, Sudan, South Sudan, and Uganda. The IGAD region is considered one of the most vulnerable to both natural climate variability and climate change, phenomena that induce an increase in the frequency and intensity of extreme events. The region is inhabited by more than 230 million people, whose livelihoods and incomes are mainly linked to agriculture, and includes both areas of economic growth and investment and areas prone to conflict, political instability, humanitarian crises and major environmental disasters. Involuntary mobility within the region is also extremely relevant, mainly due to intense floods and consequent loss of livelihood. The risk of being displaced, however, does not just depend on the intensity of extreme events, but on a complex combination of social, economic, political, and environmental factors, which affect the level of people's vulnerability. It is therefore of paramount importance to adopt a holistic and trans-disciplinary approach, aimed both at reducing the vulnerability and increasing institutional and organizational capacities to manage risk in a timely manner. CIMA, as an implementing partner of the above-mentioned UN project, operates to develop a computational model to test the impact of strategies and policies on displacement in the IGAD area, in order to support policy makers in identifying and implementing measures for reducing and managing the risk of involuntary mobility. The intervention measures for the reduction of people's vulnerability, tested in the model, are in accordance with some of the goals of the 2030 Agenda for Sustainable Development. These include assessing how measures aimed at reducing poverty (Goal 1), expanding access to basic services and livelihoods (Goals 2, 3, 6), and ensuring adequate education (Goal 4) can reduce the risk of being displaced, in the immediate aftermath of a disaster. Capacity building is at the core of the project, it aims at improving IGAD and ICPAC (IGAD Climate Prediction and Applications Centre) skills and knowledge in managing disaster displacement in the region, not only by sharing project results, but also through the design of a strong partnership and thanks to an ongoing collaboration (Goal 17). This partnership is an opportunity for all parties involved in the project and makes it possible to combine skills and experience of state and non-state actors, both European and African, in addressing the challenges and opportunities represented by human mobility in the context of disasters and climate change. This contribution therefore aims to present the activities carried out by CIMA Foundation, IGAD and ICPAC as part of this cooperation project, demonstrating how the capacity-building approach can respond to the goals of the 2030 Agenda mentioned above and contribute to reducing the disaster displacement risk related to floods and cyclones, to which a large part of the region is subjected.

## VIRTUAL EXCHANGE TO TACKLE WICKED PROBLEMS: THE CASE OF THE “VAMOS PROJECT”

F. Jonsson, Uppsala University; J.R. Ferreira Guerra, Universidade Federal De Pernambuco; Y. Eguigure, Universidad Pedagógica Nacional Francisco Morazán

Virtual Exchange to Tackle Wicked Problems: Latin American and European Collaboration on Education for Sustainable Development (VAMOS) is a capacity-building project within the framework of the Erasmus+ programme. The project gathers six Latin American universities (in Brazil and Honduras), two European universities (Uppsala and Padua), and one NGO with leading experts in virtual exchange (UNICollaboration). The aim is to co-create virtual pilots in which students from all our universities will work with the local and global (GLOCAL) Agenda 2030 (with special focus on wicked problems). The GLOCAL Education for Sustainable Development (ESD) pilots are developed in VAMOS as bottom-up initiative by an international group of teachers (from eight universities from Honduras, Brazil, Italy and Sweden). The pilots bring together teachers and students in a virtual learning environment. The aim is to facilitate a joint learning experience between students and teachers in Europe and Latin America on wicked problems through an international, multicultural and multidisciplinary exchange. A good example is for instance climate change, which is an issue without borders, yet the impacts vary locally and it is known to be a ‘wicked’ sustainability issue that does not have predetermined answers. Climate change and other wicked problems, a multidimensional world and a society in transition all challenge traditional learning methods and ideas about learning (Lehtonen A., Salonen A.O., Cantell H, 2019). Collaboration is a crucial skill for education for the future and is required of both learners and teachers (Pyhältö et al. 2014). Yet, climate change and global pandemics such as COVID19 have highlighted the limitations and fragility of the prevalent model of internationalisation. To address this inherent paradox—the need for enhanced global cooperation on the one hand, and restrictions of global mobility on the other—universities are called upon to develop more innovative and sustainable forms of internationalisation. Virtual Exchange (VE) provide frameworks and models for shaping internationalisation in a way that it uses the international differences as an asset for cross-disciplinary learning and for creating the global mind-set necessary for addressing sustainability issues. In particular, students need skills to prepare them for a world which is increasingly marked by uncertainty and complex (“wicked”) problems which are often an entanglement of local, regional and global issues. They can only be understood and solved by joining international and interdisciplinary perspectives. While there is an abundance of technology for virtual collaboration, universities are still looking for ways to develop virtual exchange initiatives together with international partners to facilitate global learning. In response to the Covid-19 crisis, all project activities in VAMOS have been adapted and changed to fit an online format. Admittedly having the project fully online brings several challenges, but also a range of additional benefits. With this abstract, we want to share our experience of collaborating & co-creating GLOCAL ESD pilots but also bring in the perspective of doing this in a non-going pandemic.

Website for the project: <https://vamos-erasmus.eu/>.

