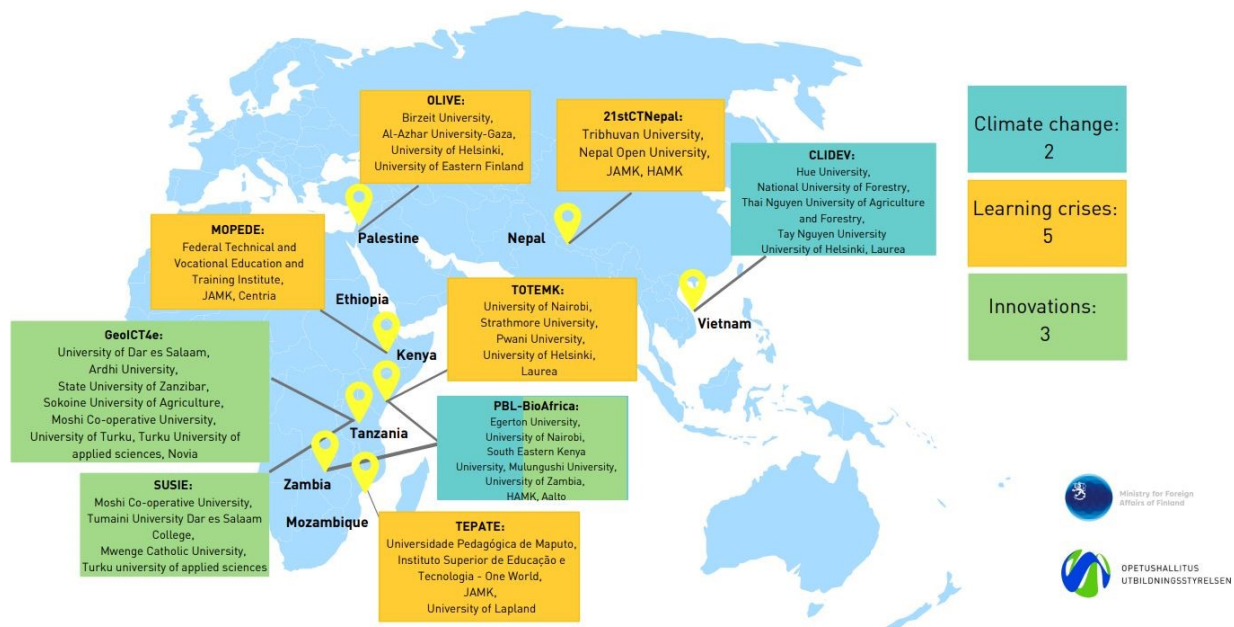


The Higher Education Institutions Institutional Cooperation Instrument HEI ICI 2020-2024

HEI ICI projects on a map



Synthesis report 2022: Programme level results and progress

The Finnish National Agency for Education EDUFI 2023

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Introduction

The year 2022 for HEI ICI projects was characterised by post-COVID context and returning or initiating the on-site meetings and trainings. After finding and utilizing flexible solutions for their implementation during the challenging context characterized with COVID-19 restrictions, the projects have been very active and have been able to accelerate the implementation of their activities resulting in good progress.

This is a summary report of third round of annual reports of the HEI ICI 2020-2024 projects (the 4th HEI ICI programme period). All nine projects funded by the HEI ICI programme submitted their reports by the end of March 2023. The reports were analysed and in May 2023 and all projects were provided written feedback with the main findings and recommendations.

During 2022, EDUFI conducted several monitoring visits both in the partner countries as well as in Finland to the coordinating institutions. This has supported the follow-up of the projects in addition to annual reporting.

Background of the programme period

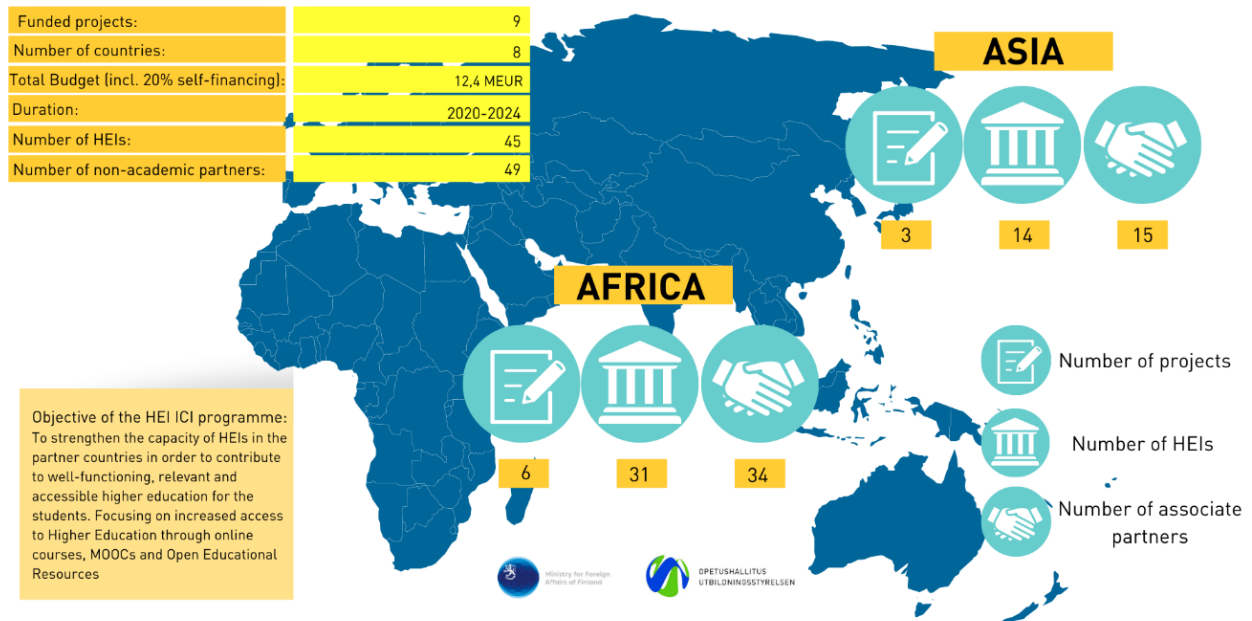
Ministry for Foreign Affairs granted 11,2 million euros for the HEI ICI programme 2020-2024. The total budget including the self-financing share of the HEIs (20%) is 12,4 million euros. The aim of the cooperation is to support capacity to develop distance learning and improved access of higher education for students in the global south. One of the main objectives of the HEI ICI programme 2020-2024 is an improved capacity of open and distance learning in partner countries. In terms of the COVID-19 pandemic, the objective was timely, and supported well higher education institutions in the changing operational environment.

In total of 67 applicants submitted their proposals for the first stage HEI ICI call and nine projects received funding at the second stage in the 4th HEI ICI programme period.

HEI ICI Projects 2020-2024				
Acronym	Partner countries	Project themes	Coordinating HEI in Finland	Granted funding
21stCT Nepal Developing Pedagogy for 21ST Century Skills in Nepal	Nepal	Solving the Learning Crisis	Jyväskylän Ammattikorkeakoulu Oy	986 071 €
CLIDEV Strengthening Climate Change Education for Sustainable Development in Vietnam	Vietnam	Climate Change	Helsingin Yliopisto	1 208 726 €
GeoICT4e Social innovations in Geo-ICT education at Tanzanian HEIs for	Tanzania	Innovations	Turun yliopisto	1 923 365 €

improved employability				
MOPEDE Capacity Building for Modernizing TVET Pedagogy in Ethiopia	Ethiopia	Solving the Learning Crisis	Jyväskylän Ammattikorkeakoulu Oy	986 341 €
Olive Teacher Education without Walls – New models for STEM and Teacher Education in the Digital age	Palestinian Territories	Solving the Learning Crisis	Helsingin Yliopisto	1 479 059 €
PBL-BioAfrica Problem-based-learning Bioeconomy Entrepreneurship and Capacity Building Programme in Africa	Kenya, Zambia	Climate Change, Innovations	Hämeen ammattikorkeakoulu Oy	1 478 921 €
SUSIE Sustainable Business and Employability through HEIs' Innovative Pedagogy	Tanzania	Innovations	Turun ammattikorkeakoulu Oy	959 412 €
TEPATE Theory-practice balance in teacher education	Mozambique	Solving the Learning Crisis	Jyväskylän Ammattikorkeakoulu Oy	1 024 500 €
TOTEMK Training Trainers for Teacher Education and Management in Kenya	Kenya	Solving the Learning Crisis	Helsingin Yliopisto	1 183 609 €

HEI ICI Key figures



The selected projects develop digital learning environments such as MOOCs, study modules and distance courses. They will strengthen teacher's pedagogical capacity of digital and blended learning, develop digital learning platforms, improve IT skills and working life conditions of the HEIs.

The HEI ICI programme (read more on the [web page](#)) has three main themes: **Solving the global learning crises** (5 projects), **Climate change** adaptation and mitigation (2 projects) and **innovation** development to increase employability at large scale (3 projects).

Selected projects operate in eight countries in Asia and Africa. Partner country institutions include HEIs from capital regions as well as smaller institutions from other regions. Partnerships also support thematic institutional networking between Finnish higher education institutions as in many projects, there is collaboration between universities and universities of applied sciences.

Moreover, multi-stakeholder cooperation is emphasized. In addition to academic partners, there are non-governmental organizations, ministries of education, other government organizations and private companies (for example ed-tech companies) involved from Finland and partner countries.

Overview of the progress in 2022

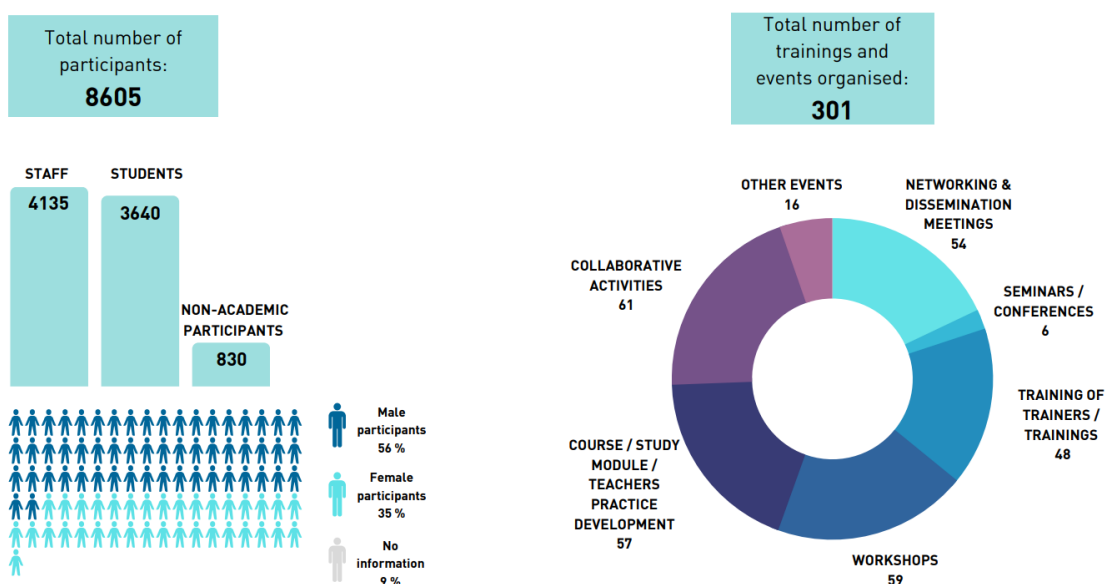
During the year 2022 the HEI ICI projects adjusting their plans to the post-covid context could increasingly implement their activities and trainings face to face and the project partners could meet in person – in some cases, for the very first time. As the project activities have been organised mostly online during the previous years of implementation, this marked as a major change in the practical level project work. Even though the HEI ICI projects have been successful in finding flexible ways to initiate and continue implementation of the planned activities and in navigating the challenging context during the pandemic, and in parts this has accelerated the developments supporting adjustment to new methods, being able to conduct the activities also in person has been extremely positive and significant change in HEI ICI project implementation. Projects report on the significance of being able to meet the partners face to face and

conduct field trips, and that this has increased the effectiveness of the project implementation as well as project management. First-hand experiences, face-to-face trainings, co-creation sessions and interactions cannot be fully replaced with online methods. This applies both to visits from Finland to partner countries, as well as to visits from partner countries to Finland.

Ability to plan the project implementation without the COVID-restrictions has resulted in acceleration of activities and significant progress was achieved in 2022 in the central HEI ICI project outputs. This also means, that at the time of reporting majority of the projects see it realistic to achieve the planned results in the remaining implementation period by the end of August 2024.

This increase in activities – be it on-site, virtual or hybrid – during the past year can be seen in the number of various trainings and events organized by the projects. The total number of organized trainings and events of 2022 was 301, compared to 232 in 2021. The graphic below shows the different types of trainings and events that took place in 2022. Compared to the implemented activities in 2021, the share of course/study module/teachers practice development, collaborative activities as well as networking and dissemination activities have clearly increased, whereas number of training of trainers activities have had less dominant role in this year’s activities.

Trainings and events by the HEI ICI projects in 2022



Even when the number of trainings and events organized in the HEI ICI project significantly increased compared to previous years in 2022, the overall number of participants involved in these activities was lower than in 2021. In 2022, overall number of participants was 8605, when in 2021 it was 10 380. One reason for this development could be the transition into post-pandemic activities with more on-site events resulting to lower potential volume of participants compared with predominantly online activities in 2021. The progress has however been good when looking at the set indicators on programme level concerning the students and teachers reached by the programme activities.

Another difference compared to the reported numbers in previous annual reporting can be noted in the gender division of participants in the trainings and events. In 2022, 56 % of the participants were male and 35 % female (see graphic below). Comparing to the gender division of participants in 2021 (male 49% and female 44% of those with information on gender available) there's a shift towards lower share of female participation. This is something to be carefully followed for the remaining project implementation period to ensure, that sufficient measures are taken to promote gender equality and especially inclusion of girls and women in project activities.

During 2022, projects have also been actively seeking synergies and wider dissemination and impact by networking with other funders and actors. To highlight a few examples, in the 21stCTNepal project two of the courses co-created in the project have been included in World Bank-funded capacity enhancement programme for wider dissemination; in MOPEDE project in Ethiopia the resources for procurements have been pooled with other international funders to ensure complementarity; GeoICT4e joining forces with the World Bank Resilience Academy in Tanzania resulting in increased awareness and long-term commitment of local actors; for PBL Bio-Africa the Regional Universities Forum for Capacity Building in Agriculture (*RUFORUM*) has functioned as a platform to reach a significant number of Sub-Saharan African higher education institutions.

Challenging aspects of the implementation of HEI ICI projects in 2022 have been quite typical for international project cooperation. Projects report for example on challenges related to changes in personnel that need to be mitigated. Also, the aftermath of the COVID-19 pandemic is still visible: as one example, partner HEIs might still struggle on workloads resulting from the pandemic and have challenges to reserve sufficient time resources for the project activities. Tackling the administrative and sometimes bureaucratic hurdles to be able to move forward the project implementation has been reported as a challenge as well, one example being that the official processes example for invitation letters can take more time than originally expected. Also, as has been the case in previous programme periods, the procurement processes can be lengthy and are still pending in some projects.

Contextual factors limiting the implementation were reported for OLIVE project, in which the long strikes in schools in West Bank have led to cancellations of both online and on-site trainings as well as for MOPEDE project, in which the security situation in Ethiopia prevented visits from Finland to take place in 2022.

To adjust to the challenges, the projects have relied on the identified mitigation measures and where needed, updated their risk matrixes accordingly.

Achievement of programme level results

For the HEI ICI programme period 2020-2024 there are five programme-level indicators of which Indicators 1 & 2 measure impact and outcome of the programme. The indicators 3-5 are indicators set by the Ministry for Foreign Affairs as the MFA has been assigned to report to the minister annually and to the parliament every fourth year on the advancement of the major programmes like HEI ICI. These indicators are based on the Sustainable Development Goals and the same indicators are used also in other development cooperation instruments funded through the MFA.

Overall progress towards the set indicators has been accelerated in 2022. As the projects have been able to implement their activities without the pandemic-related restrictions, increasing progress towards the programme level impact and outcome are reported accordingly.

For the programme level impact indicator 1, measuring the benefit to students in terms of passed new training (number of students who have passed education equivalent to min. 5 ETCS), the number reported for 2022 was in total 5783, which is significantly more than in previous years (2021: 693; 2020: no results). Still, the numbers are not close to the overall programme indicator target set to over 30 000 students.

For the programme level outcome indicator 2 concerning the number of faculties, schools or equivalent in the partner universities where capacity building process has been finalized and approved by the university administration the total number reported in 2022 is 65, again with significant growth compared to previous year (15).

Concerning indicator 3 on the number of higher education institutions reached through measures aimed to increase their capacity there is significant increase from 2021. From then 99 higher education institutions reached the HEI ICI now reported on a total of 173 higher education institutions reached during 2022. In this number all partner HEIs in partner countries are calculated as well as other HEIs in the region which the HEI ICI project activities have reached even if they are not official partners of the projects.

For indicator 4 following the number of teachers and teacher education students who participated in pre- or in-service training there was a strong increase from total of 3768 in 2021 to an approximated 4800 in 2022.

For the indicator 5 following the number of Science, Technology and Innovation (STI) partnerships with education and research institutions and private sector actors there was stable progress reported as the total number was 288 in 2022, compared to 274 in 2021.

Indicator	Target	Results 2022
1: The benefit to students in terms of passed new training (number of students who have passed education equivalent to min. 5 ECTS). (IMPACT)	Over 30 000 students	TOTAL: 5783 (2021: 693; 2020: no results)
2: Number of faculties, schools or equivalent in the partner universities where capacity building process (curriculum updating, pedagogical updating, a training package equivalent to 5 ECTS credits, administrative upgrading etc) has been finalized and approved by the university administration. (OUTCOME)	Approximately 88 schools or equivalent in the partner countries	TOTAL: 65 (2021: 15; 2020: no results)
3: Number of educational institutions, incl. higher education, reached through measures aimed to increase their capacity	Approximately over 50 HEIs	TOTAL: 173 (2021: 99; 2020: 33)
4: Number of teachers and teacher education students who participated in pre- or in-service training	Over 13 000 teachers, and teacher education students	TOTAL: 4778 approx.4800 (2021: 3768; 2020: no results)
5: Number of Science, Technology and Innovation (STI) partnerships	No target available	TOTAL: 288 (2021: 274; 2020: 12)

with education and research
institutions and private sector
actors

Project management

Each HEI ICI project has a basic project management structure as a requirement from the programme level, which consists of programme board and nominated coordinators at each institution. The coordinator of the Finnish coordinating HEI is the contact point for the MFA and EDUFI.

The function of the Project Board is to monitor project progress and to support the cooperating HEIs in carrying out the activities. The Project Board takes actions if there is a risk that the stated objectives of the project are not adhered to. The Board also approves the possible significant changes in the Project Document and the annual reports before they are submitted to EDUFI. In each project the members to the board have been invited based on the needs, scope, stakeholders, and structure of the project. The chair of the board should always come from the southern partner institution.

Projects have reported that depending on the structure of the project management the project board is meeting at least once in a year. Several meetings in a year is the most common procedure. In many projects the responsibilities are divided between the members of the board and project management is supporting all activities.

In 2022 also the project management teams have been able to meet face-to-face and some project board meetings have also been organised as physical meetings.

Capacity development in project management and reporting at the partner institutions is an aspect that has been explicitly reflected by several projects in their reports. Efforts have resulted in smoother project management and increased project management capacities. Dedicated measures to support and the recognition of the capacity improvement of the administrative skills in partner institutions can be seen as a best practice on programme level and this has been highlighted for example by CLIDEV and SUSIE projects.

Internal quality management

In the annual reports all HEI ICI projects have reported several methods used for internal quality management and monitoring to follow the progress of the project and to be able to react where needed. These methods include dedicated quality working groups or teams, which follow the progress of the project against the set indicators in the agreed cycle of internal reporting. Data collection methods, feedback of project activities and open communication culture to address any detected challenges jointly are central activities of internal quality management in HEI ICI projects.

According to the rules written in HEI ICI programme document HEI ICI projects have organized and planned the data collection for monitoring purposes during the inception phase. Monitoring needs to be organised so that it feeds relevant and timely information to the decision-makers. Direct feedback from stakeholders in seminars and training sessions should be collected and the key observations discussed jointly. Use of qualitative and process indicators is recommended especially for locating changes in working methods, attitudes, and commitment.

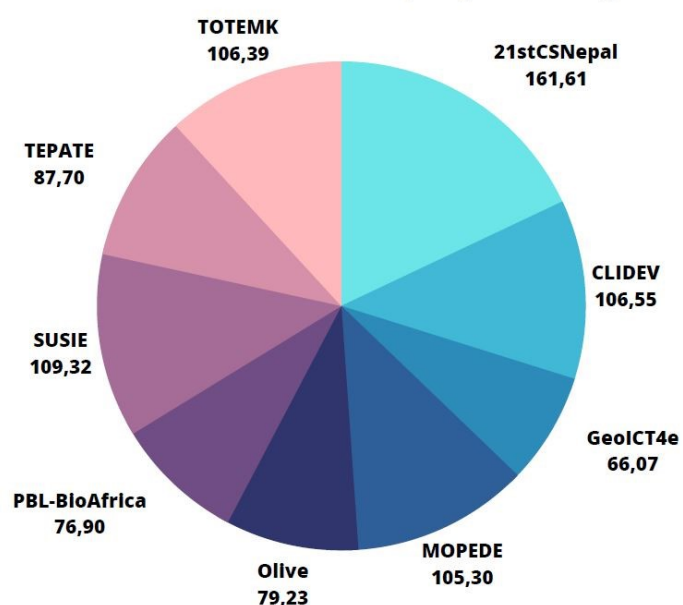
Risk Analysis Matrixes of HEI ICI projects are one central tool for quality assurance and risk management, and these have been updated when needed.

Financial management

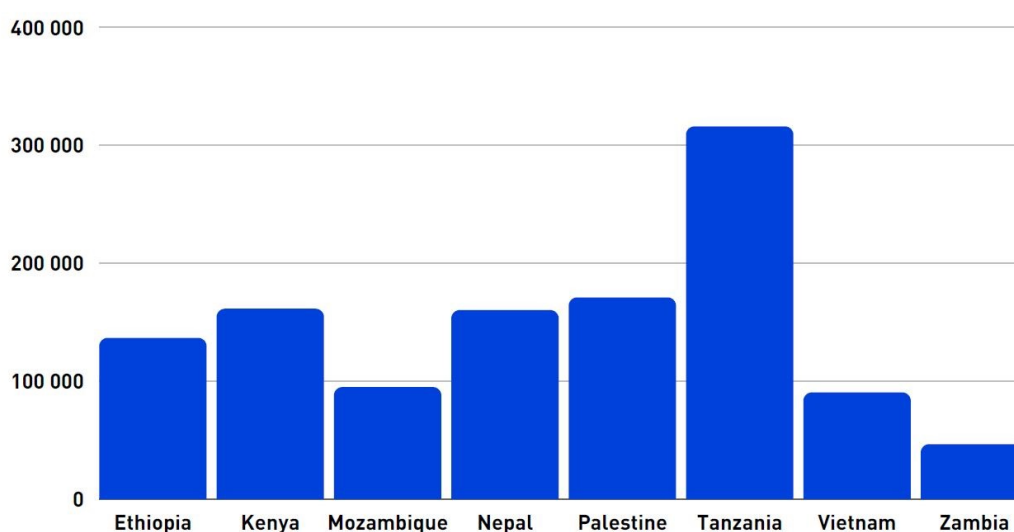
In 2022, all the projects speeded up their activities and this has been reflected also in the use of the annual budgets. The average use of the budget 2022 was about 99,90 % while last year it was about 70 %. The graphic below shows the project-specific budget utilization percentages in 2022.

The second graphic shows the allocation of funding per partner country in 2022. There are two projects in Kenya and Tanzania and one project in other countries.

Use of the annual (2022) project budget (%)



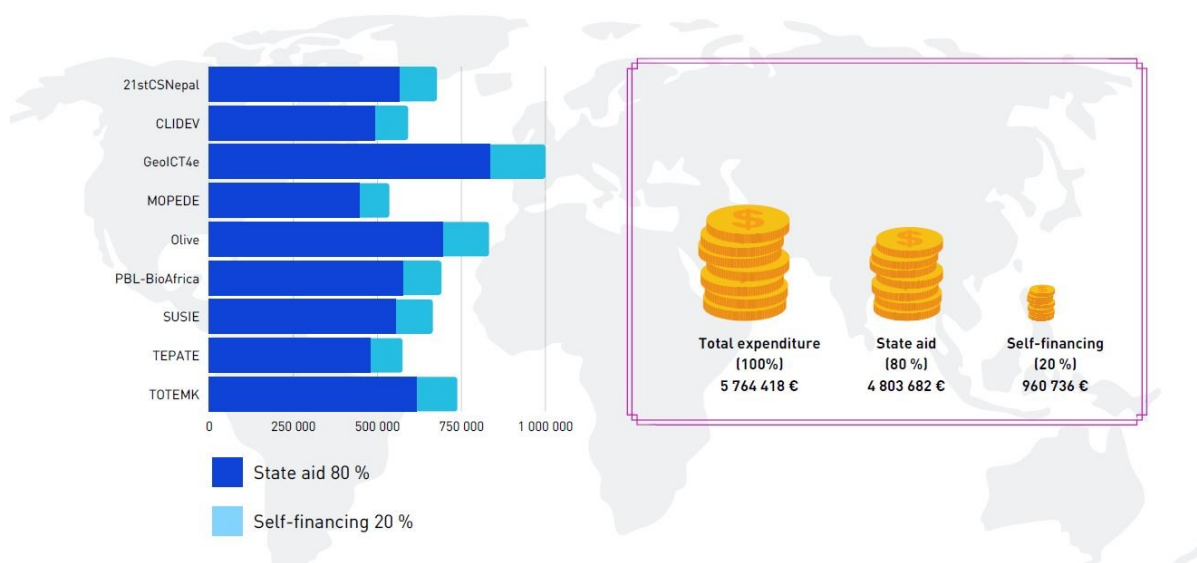
Allocation of funding by country in 2022



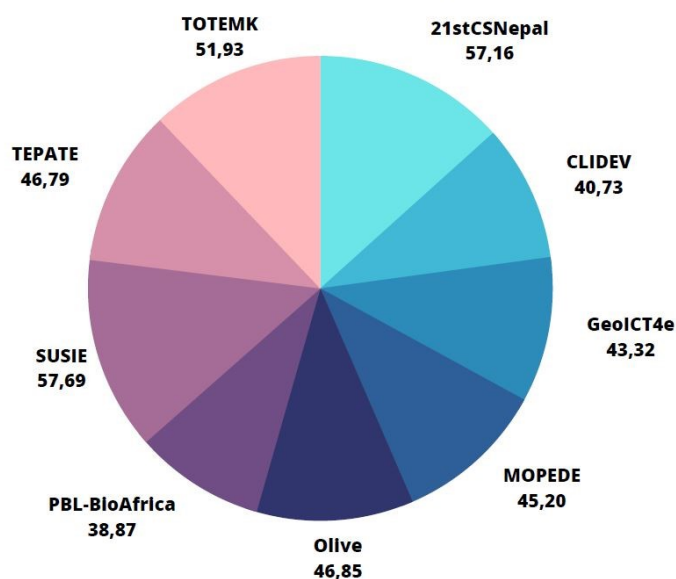
The total expenditure of the HEI ICI projects in 2020-2022 has been about 5 766 418 euros of which 80 % was covered by the MFA funding and 20 % by self-financing. The average usage of the total budget is about 43,30 %. The use of the total budget by 2022 per project is presented in the graphics below.

In the first years, the projects were slowed down by COVID-19 and travel restrictions. Therefore, all projects have unused money for the first years. So far only one project has applied for non-cost extension and others have reported that they are able to catch up the schedule and finish the projects as planned. Many projects have updated their budgets during this year and allocated unused costs to other activities. The programme’s funding schedule has also planned backward oriented so that the payments will increase year by year towards the end of the programme.

Use of the projects budgets (€) 2020-2022



Use of the total project budget (%) by 2022



Monitoring

The reporting year 2022 was also active when it comes to project monitoring, conducted by EDUFI. Several monitoring visits were conducted by EDUFI both to the Finnish as well as to the Southern project partners.

The purpose of the HEI ICI monitoring visits is to assess the implementation and impact of the HEI ICI programme in the Finnish and southern higher education institutions. Monitoring is a complementary and supporting measure to the annual reporting procedure and so called everyday “desk monitoring” and advising.

During the field visit the project progress is discussed, the development policy relevance analyzed, and the relevance and possible impact of the project analyzed. Also, the appropriate use of funds is always monitored. Furthermore, EDUFI interviews project staff and beneficiaries from all project partner universities. According to the monitoring plan for the HEI ICI programme period of 2020-24 all coordinating institutions in Finland and part of the institutions in partner countries will be monitored. Focus during this programme period is monitoring the partner institutions in the newly established partnerships.

During the reporting period EDUFI team visited Mozambique to monitor TEPATE project and monitored also the Finnish coordinators of 21st Century Nepal ja CLIDEV. The team did not find any significant concerns but gave the projects comments on issues that should still be paid attention in the final stages of the project. For example, TEPATE project was encouraged to discuss with the partners on their workload and also pay attention to changes of key personnel. For 21st Century Nepal project the EDUFI team suggested that the objectives for output 2 could be clarified in more detail. When focusing on teachers of rural areas without proper access to transportation and women living in villages with domestic responsibilities, the feasibility of this project needs to be clarified and the rural areas need to be defined clearly so as to provide a clear understanding of the implementation context. CLIDEV project was partly monitored in 2022 as the EDUFI monitored the Finnish coordinator. The monitoring continued in 2023 with the monitoring of the southern partners. EDUFI suggests that towards the end of the project the sufficient support for implementing online courses is secured for the participants. This may be organized, for example, by arranging extra courses. Separate monitoring reports have been prepared for all monitoring.

Consistency with development policy

The main goal of Finland’s development policy is to eradicate poverty and reduce inequalities. Finland’s development policy and development cooperation are guided by the 2030 Agenda for Sustainable Development, adopted within the UN in September 2015. The 2030 Agenda includes 17 different goals and Finland is committed to reaching them both at home and in its international cooperation. Finland’s development cooperation supports this commitment. In accordance with the above-mentioned principles, the HEI ICI Programme supports Finland’s development policy, cooperation objectives and guidelines.

The Human Rights Based Approach (HRBA)

Respect for human rights and their promotion is a principle that guides the planning and implementation of Finland’s development policy and development cooperation to ensure that even the poorest know their rights and are able to act for them. It is equally important that the authorities are aware of their human rights obligations and have the capacity to implement them (<https://um.fi/goals-and-principles-of-finland-s-development-policy>).

The Human Rights Based Approach (HRBA) entails the systematic integration of human rights as a means of development cooperation. Human rights principles are considered and applied in all phases of the project cycle. The minimum level is that all Finnish development interventions are human rights sensitive, which requires a basic assessment of human rights to ensure sufficient awareness of them. It also seeks to ensure that the intervention does not contribute to discriminatory structures, norms and practices. Human rights progressive interventions usually require cooperation with different stakeholders including state authorities as well as inclusion of right-holders in the process.

The HEI ICI projects are advised to screen their project cycle based on the human rights principles, in particular ensuring possibilities of beneficiaries to participate on equal manners, with a gender sensitive lens. This is to ensure that all processes and information on the projects are transparent and the activities do not contribute to any indirect or direct discrimination.

The Human Rights Based Approach (HRBA) has been embedded in HEI ICI programme as a guiding principle from the very beginning, reflected in the selection requirements where the strategic choices of the projects made to address HRBA and cross-cutting objectives have been included as part of their project document. The commitment to adhere to the principle of participation and inclusion has been demonstrated in all projects through a joint planning process since the very beginning, contributing to accountability and strong ownership in the administration at the partner universities. In the annual report of 2022, all nine HEI ICI projects reported various activities demonstrating how human rights principles have been applied in the project and how they guide the implementation of HEI ICI projects. Most HEI ICI projects report at least on the level of human rights sensitive approach in their implementation, as according to the definition provided by the Ministry of Foreign Affairs in their guidance documents.

In their reporting, the HEI ICI projects have for example reflected on the aspects of promotion of inclusion and equal opportunities to participate in project activities and trainings, adopting open communication and transparency in project management and leadership methods, advancing wide access to project meetings, as well as ensuring accountability in all project activities.

Projects have reported several good practices to ensure participation and inclusion of rural, vulnerable, and socially excluded communities. For example, digital technology has supported in several projects to improve access to education. Addressing the operational environments with challenging aspects to human-rights based approach has been on the agenda of several projects. This can include navigating hierarchical working environments, oppressive social environment, as well as addressing sensitive human rights related topics as part of trainings and workshops.

The human rights principle of transparency in the HEI ICI projects is described in several ways in the reports. All the projects emphasize wide and equal access to the project documentation, development work, goals and activities. Virtual meetings and shared online platforms are considered significant online tools to ensure open and transparent communication between all the HEI ICI partners as well as availability and access to information. The previous cooperation phase that took place only virtually has proved the value of joint online project management tools and procedures in providing equal and wide access to project information to all relevant actors, even when the possibility for face-to-face meetings has been highly valued in building trust and mutual understanding between partners.

When reporting on accountability in projects, projects emphasize shared leadership as well as differentiated levels of responsibility and authority. Projects also ensure that everyone has their own role in certain activities and that they are part of a team. All the partners are also accountable for certain activities or assignments by mutual agreement.

Cross-cutting objectives: Gender, reduction of inequality, climate sustainability

All development cooperation activities take into account the cross-cutting objectives of Finland's development policy. Gender equality is one of the values and principles guiding Finland's long-term action in the development. By integrating a gender perspective into all development interventions, it is possible to identify different roles and responsibilities for women and men as well as access to, for example, information, resources and decision-making.

All the HEI ICI projects have considered the gender equality throughout the whole project cycle from the joint planning to the inception phase. The projects are requested to provide annual gender-disaggregated data on trainings and events organised in the framework of the project implementation and the expected results of the projects are gender-disaggregated. The projects have set targets for women's participation in training and project activities. Some projects aim for more active participation of female students, others have set gender quotas and others pursue gender equality goals by choosing female junior staff members for training.

As examples of good practices on programme level the GEoICT4e project has launched LULU group to proactively facilitate networking and peer support between the female members of the project. PBL-BioAfrica project has compiled a comprehensive gender report and guidelines for conducting a gender analysis in close cooperation between the project partners.

However, as seen in the statistics of the trainings and events above, the gender balance has deteriorated in the project activities to some extent in 2022 activities and this should be further monitored.

Concerning climate sustainability, the projects have reported activities which link in some cases directly to the project's main focus area (CLIDEV and PBL-BioAfrica), as well as embedding climate change perspective to courses as explicit topics to raise awareness and understanding. Most project report that the climate sustainability is affecting the ways of operating the activities on practical level, even when the possibility to travel and organise meetings has caused increase in emissions caused by the project activities. HEI ICI projects' measures contributing to climate sustainability will be a specific focus to be elaborated in greater detail in the 2023 reporting period.

Agenda 2030

As Finland's development policy and development cooperation are guided by the 2030 Agenda for Sustainable Development, the HEI ICI projects are also in line with the Agenda2030. Already in their application, the projects have listed the SDGs they have linkages with. During the 2020 reporting discussion the projects elaborated the strategies of HEIs on sustainable development/Agenda2030 and how they are visible in the HEI ICI project and the overall development of the teaching and research of the institution.

The projects are contributing and have linkages through their activities to several sustainable development goals. Naturally all projects are contributing to SDG 4 Quality Education and with its sub-goals (especially 4.3, 4.4., 4.5 and 4.7). Especially the five projects under the learning crises theme have special focus on SDG 4 but all the other projects are also strongly connected to this goal. All the HEI ICI projects have also linkages with SDG 17 (Partnership for the goals and SDG 5 Gender equality. The projects under the climate change theme contribute to SDG 13 Climate Action and the projects under the innovation theme has strong linkages with SDG 9 Industry, Innovation and Infrastructure. In addition to these goals, the picture below shows all the SDGs that the projects have linkages with.



Communication and Dissemination

All projects have created communication and dissemination plans for the programme period and have launched a project web page that functions as a main communication platform. News or blog posts are regularly posted by all projects. Also, social media channels mainly Twitter and Facebook but also Instagram, YouTube and LinkedIn are actively used to promote ongoing projects. To enhance visibility projects have participated in different webinars and conferences to disseminate information on project activities for stakeholders.

The HEI ICI projects have been active in publishing about their activities via different channels. Below the webpages of the HEI ICI projects as well as some highlights of the published content on recent activities from different projects:

Project	Links
21st CS Nepal	<p>Project website: https://www.jamk.fi/en/project/hei-ici-projects-tackling-the-global-learning-crisis/developing-pedagogy-for-21st-century-skills-nepal</p> <p>Curriculum co-creation process and digital exposure for Nepalese teachers in Finland (7.11.2022) https://blogit.jamk.fi/aokkhankkeet/curriculum-co-creation-process-and-digital-exposure-for-nepalese-teachers-in-finland</p>
CLIDEV	<p>Project website: https://blogs.helsinki.fi/cli-dev/</p> <p>HEI ICI CLIDEV project organized “Academic Writing and Conference Presentation” training at Vietnam National University of Forestry, Hanoi (24.12.2022) https://blogs.helsinki.fi/vitriblog/2022/12/24/hei-ici-clidev-project-organized-academic-writing-and-conference-presentation-training-at-vietnam-national-university-of-forestry-hanoi/#more-2924</p>
GeoICT4e	<p>Project website: https://www.geoict.org/</p>

	<p>Multi-Competence Learning (MCL) campaigns kick-off in Tanzania (18.7.2022) https://www.geoict.org/multi-competence-learning-mcl-campaigns-kick-off-in-tanzania/?_sm_pdc=1&_sm_rid=H0vHVqMjH1MMPr5VFv5jJnVrns6pQqVqptftM6q</p>
MOPEDE	<p>Project website: https://www.jamk.fi/en/project/hei-ici-projects-tackling-the-global-learning-crisis/mopede-ethiopia</p> <p>MOPEDE project partners visit Finland (3.11.2022) https://blogit.jamk.fi/aokkhankkeet/mopede-project-partners-visit-finland</p>
OLIVE	<p>Project website: https://www.helsinki.fi/en/projects/teacher-education-without-walls</p> <p>Collaborative planning and developing online and hybrid teacher education and training - the OLIVE way (10.6.2022) https://www.helsinki.fi/en/projects/teacher-education-without-walls/news/collaborative-planning-and-developing-online-and-hybrid-teacher-education-and-training-the-olive-way</p>
PBL-BioAfrica	<p>Project website: https://www.pbl-bioafrica.net/</p> <p>Radio Show, inspired by PBL Teacher Training and Student Challenges (13.9.2022) https://www.pbl-bioafrica.net/post/radio-show-inspired-by-pbl-teacher-training-and-student-challenges</p> <p>Student experiences: Learning outcomes for digitalizing cooking in rural Africa project (15.12.2022) https://www.pbl-bioafrica.net/post/learning-outcomes-for-digitalizing-cooking-in-rural-africa-project</p>
SUSIE	<p>Project website: https://susie.turkuamk.fi/</p> <p>Circular economy: The WCEF2022 Studio Turku UAS took place on 15th of December 2022 https://susie.turkuamk.fi/general/the-wcef2022-studio-turku-uas-took-place-in-15th-of-december-2022/</p>
TEPATE	<p>Project website: https://www.jamk.fi/en/project/hei-ici-projects-tackling-the-global-learning-crisis/tepate-mozambique</p> <p>Visit to Primary School and Women association at Chagalane district https://www.jamk.fi/en/article/visit-to-primary-school-and-women-association-at-chagalane-district</p>
TOTEMK	<p>Project website: https://www2.helsinki.fi/en/projects/training-trainers-for-teacher-education-and-management-in-kenya</p> <p>How a Finnish-Kenyan collaboration is transforming Kenya's teacher training and education practice (7.3.2023) https://www.helsinki.fi/en/news/finnish-schools/how-finnish-kenyan-collaboration-transforming-kenyas-teacher-training-and-education-practice</p>

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More information on the HEI ICI programme available on EDUFI website:

<https://www.oph.fi/en/programmes/hei-ici-programme>