

GINTL “LESSONS LEARNED” KICK-OFF

Online meeting 24 January 2024



AGENDA

- Concept, process, and timeline (15 mins.)
- Results of lessons learned survey (20 mins.)
- Discussion on 3-6 themes (30 mins.)
- Thematic breakout rooms (20 mins.)
- Next steps (10 mins.)

LESSONS LEARNED CONCEPT AND PROCESS

CONCEPT

Identify and "package" key realisations from GINTL funding

Focus: HEI internationalisation in the field of teaching and learning (especially educational sciences and adjacent fields)

Output: Brief written document

PURPOSE

- Inform future work by funders, planners and implementers
- Generate self-understanding as HEIs and understanding among stakeholders

DEVELOPMENT PROCESS

- Done: Survey (results will be shared in this meeting)
- This meeting
 - Decide on 3 – 6 broad themes
 - Participants sign up for a theme group of their interest
 - Each group has a 20 minute breakout room to discuss how they will proceed
- Between now and 17 June
 - Theme groups work on a draft document
 - Each group has a facilitator from GINTL coordination
 - Work is done online. There are also two workshops where those who have time can gather to work together. (14 Feb in HKI, 14 March in JKL)
 - Estimate of working hours required from you depends on your availability (anything between 2 and 30)
- 17 June: Drafts discussed in a stakeholder meeting organised as a preconference for Unesco conference in Helsinki
- August 2024: Documents finalised by GINTL coordination
- Autumn 2024: Wider dissemination

HOW WE SEE GINTL LESSONS LEARNED

What are they not	What are they
<p>TYPES OF QUESTION(S) ANSWERED. "How did GINTL do", "what works and what not", "what is the best way to..."</p>	<p>TYPES OF QUESTIONS ANSWERED: What have we learned / realised that could be useful for those doing something similar in the future? (Useful for coordinators, funders, policymakers, implementers of activities.)</p>
<p>DATA FROM. Rigorous research, extensive consultations with stakeholders</p>	<p>DATA FROM. Self- and stakeholder reflection of actual, lived experiences during GINTL.</p>
<p>TOPIC. International collaboration in general.</p>	<p>TOPIC. Focus on Finnish HEIs as actors in international collaborations, specifically in the field of education sciences / teaching and learning.</p>
<p>USES. Formal evaluation for evidence-based programming; internal use only.</p>	<p>USES. Inform future work; generate understanding among stakeholders; advocate for continued funding for something similar</p>



SURVEY RESULTS

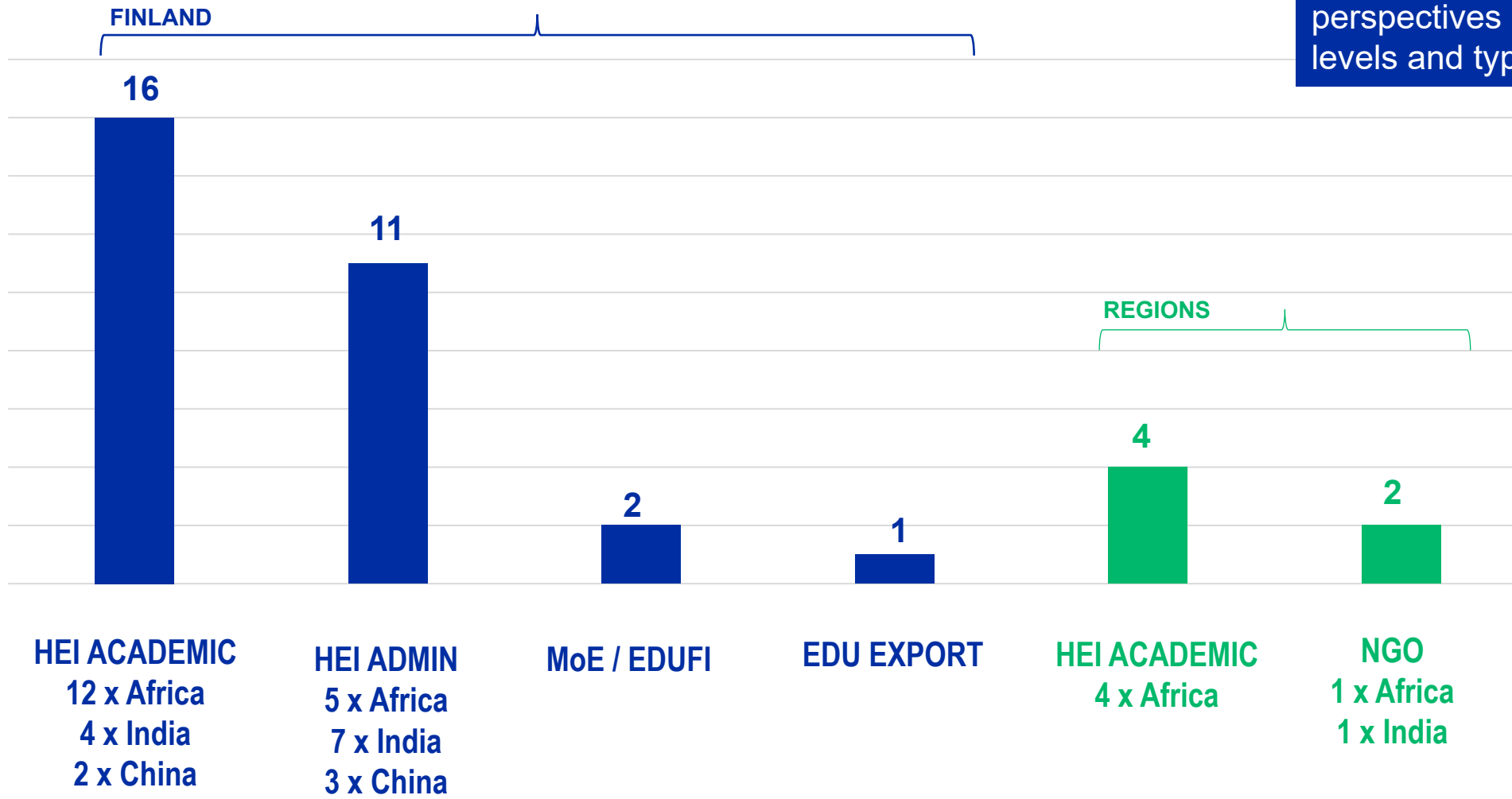
**Questionnaire on lessons learnt from GINTL
funding**

QUESTIONS, FORM ADMINISTRATION AND ANALYSIS

- Announced 13.11,2023 closed 12.1.2024. Advertised via GINTL mailing list (221 email addresses) and social media channels. Follow-up email to key contacts.
- 3 background questions and 4 open-ended questions
 - Q1 - 3: Type of respondent (institutional affiliation, region worked with, intensity of involvement)
 - Q4: What worked well?
 - Q5: What should be changed in the future?
 - Q6: Any other observations?
 - Q7: Anything else to share?
- Prompt to focus specifically on educational sciences / teaching and learning
- Analysis: Inductive thematic analysis (taking into account HEI agreements with MoE and GINTL goals)

36 RESPONDENTS

Small number of respondents responding from a broad range of perspectives on very different levels and types of activities.



FINNISH HEIs 27 RESPONDENTS (11 ACADEMIC, 16 ADMINISTRATIVE)

→ N=108 RESPONSES (OUT OF WHICH 20 WERE BLANK)

GOOD

FUNDING MODALITY

- Has resulted in projects, which are meeting their goals and have provided experiences of mutual interest, sharing and learning (n = 15 of which 10 with ref to bilateral projects and 5 to joint project with several Finnish HEIs).
- Allows academic freedom and possibility to try out different things and to do internationalisation work that falls outside projects (n=3)
- Work opportunities for international students (n=1)

GOOD

HEI PRACTICES

- Open calls used by some HEIs to allocate part of their funding to staff with partners. (n=6)
- Hiring an administrator (n=2)

GOOD

NETWORK COORDINATION

- Activities and communication by GINTL coordination (n=13)
- Concrete collaboration cases (n=2)
- Advocacy for HEIs among other stakeholders in Finnish edu. dev. & edu export scenes (n=2)

BUT

FUNDING MODALITY

- Lack collaboration between Finnish HEIs (n=13).
- Lack of continuity (n=7)
- Overlap with other global networks (n=2), narrow geographic scope as LAC and most of Asia are missing (n=1), no India funding for UASs (n=2), wish for an independent instrument like FinCEAL (n=1)

BUT

HEI PRACTICES

- Short funding spans, admin issues with grants (n=5)
- Staff workplans have no allocation for internationalization > activities need to be planned very early on (n=3)
- Difficulty in budgeting for partners (n=3)
- In some HEIs, staff does not feel sufficiently engaged (n=1)

BUT

NETWORK COORDINATION

- Not enough face-to-face meetings (n=3)
- Sometimes not clear who messages should be forwarded to (n=1)

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VALUES

- Fulfillment of HEI core tasks (n=19, most with implied connection to research. For example, mobility featured much less often.)
- Education development (n=10)
- Mutual benefit (n=8)
- Finnish national economy and country branding through science diplomacy (n=4)

RECOMMENDATIONS EXPLICIT IN SURVEY RESPONSES

- Nothing too surprising in the data
 - Concrete cases (e.g. Rwanda) are good for multi-HEI collaboration
 - Clearly define the collaboration and note that worktime allocation and roles need to be agreed early on
 - Respect and openness to different realities is important
 - Hiring a coordinator lessens burden from academic staff and keeps collaborations alive in quiet periods
 - Planning for additional funding sources early on is a good idea
 - It is easier to start based on existing collaborations, but these should be balanced with new ones
 - Partners should be selected carefully, so that interests, needs, structures and timelines are a match
 - Building collaborations takes time, meeting face-to-face helps

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PARTNERS IN REGIONS (HEI & NGO) 6 RESPONDENTS

WHAT WAS GOOD

Activities were on topics of mutual interest, well-organized and communicated.

Visits and face-to-face meetings.

Exposure to different contexts

Realisation that HEIs can learn from each other.

WHAT SHOULD BE IMPROVED

Keep the momentum by organizing regular meetings where partners share key insights

Possibilities to visit and meet face to face.

If not possible, then smaller online groups.

Provide funding for educational events in Africa

Continue alignment to both countries' policies and interests, being receptive to cultural nuances and differences

Remember to communicate after events, too.

MOE, EDUFI & EDU EXPORT 3 RESPONDENTS

WHAT WAS GOOD

Two-way communication & updates.

GINTL was able to bring in concrete collaborative activities where we as the governmental actor had no resources.
[GINTL as a “new ‘tool’” for the governmental actor]

Networking.

Collaborative projects.

WHAT SHOULD BE IMPROVED

GINTL role in education export needs to be clarified.

Africa is too big of a continent for one network

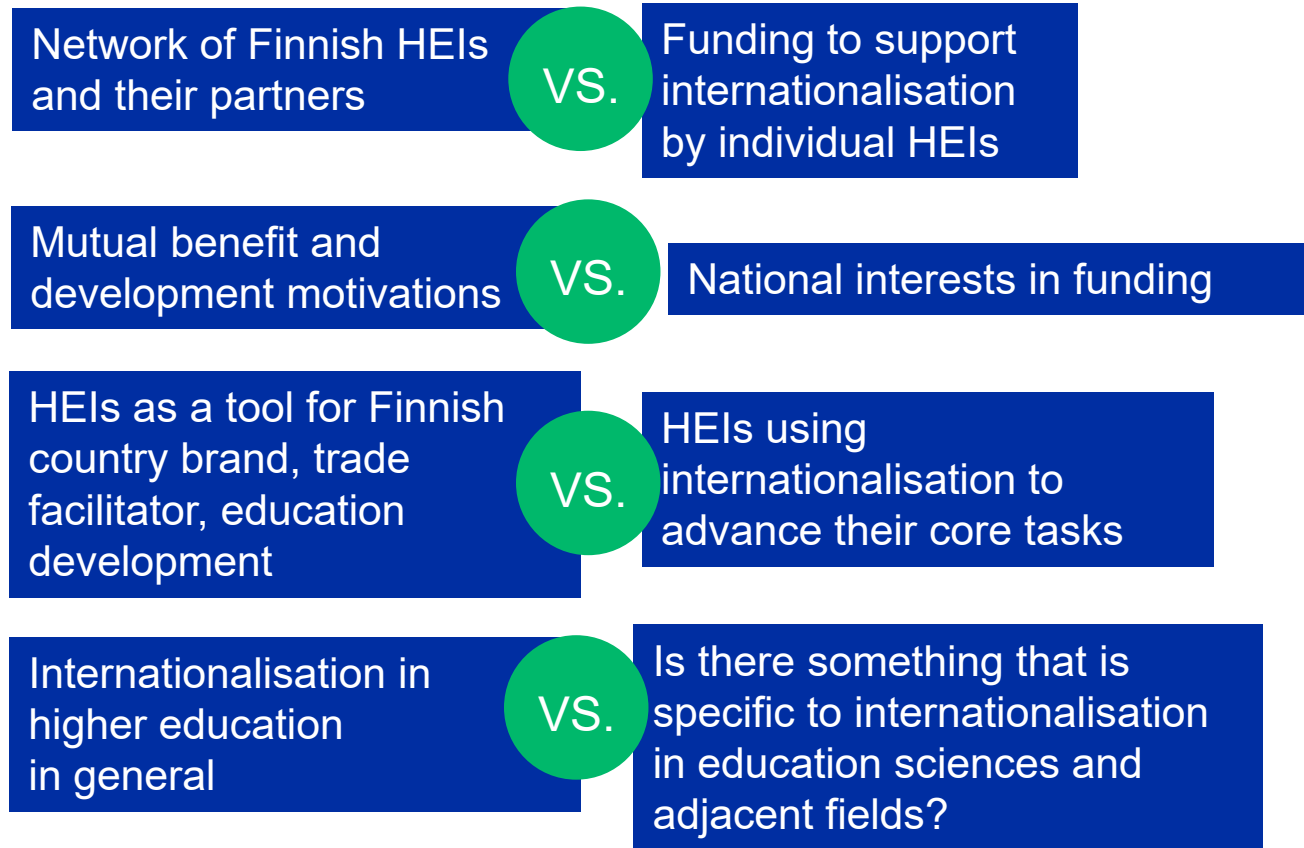
Assess China networks and their role.

A long-term investment in collaboration should be underlined to achieve sustainable results and links that can be used in the future. That is also the way to profile Finnish education and Finnish academic expertise in a global context.



AGREEING ON THEMES FOR LESSONS LEARNED

QUESTIONS ARISING



Little in this survey suggests so. However, consider what is known for example about teacher student mobility and language requirements for teachers in Finnish schools.

Do Finnish HEIs need some kind of a network / umbrella body for global (South) collaborations in educational sciences and adjacent fields?

What would it be like?

Where can the funding come from?

POSSIBLE THEMES ARISING FROM THE SURVEY

NOW IS THE TIME TO AGREE ON A SET OF 3 – 6 THEMES. WHAT SHOULD THEY BE?

- 1. FUTURE ACTOR. Do we need a collaborative actor for Finnish HEI activities with focus on educational sciences and the "global South"** What alternatives exist for a network? How would this be funded? What would this actor focus on? What kinds of modalities would be useful for partners?
- 2. INTERNATIONALISATION. How do we understand internationalisation as a part of the core duties of Finnish HEIs in educational sciences?** Consider internationalisation at home and abroad. Consider both academic viewpoints and HEI revenue generation. Consider expectations that are coming from Finnish actors in the fields of education development and education export – how can these be balanced with what actually is beneficial and possible for us as HEIs?
- 3. ETHICS AND INTERESTS. Ethical concerns versus national interests.** What kinds of modalities and practices are beneficial for mutual partnerships? What is a more appropriate framework for collaboration: internationalisation or education development?
- 4. LEARNING CRISES** [this is a topic identified by the meeting].
Understanding Learning crises/SDG4 (local and global and Global South Global North)

How would you modify the proposed themes?

Are there important questions not covered?

Would you like to propose another theme?



THEMATIC BREAKOUT ROOMS

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15

PLANNING IN THEMATIC GROUP (20 MINS)

- Who is here
- Agree on how this group will work to produce a draft to be discussed on 17 June in Helsinki.
 - Meeting online
 - Opportunities to meet face-to-face (hybrid): Helsinki 14.2., Jyväskylä 14.3.
 - How much time can each one of us give to this process?
- Possible data we can use (note: survey results are just a starting point, not the “meat”)
 - Self-reflections
 - Chats with relevant stakeholders as needed
- How do we keep in touch (email addresses)



NEXT STEPS

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17

NEXT STEPS

- Communicate within your group
 - Group 1 (Future Actor) Sai Väyrynen sai.vayrynen@helsinki.fi
 - Group 2 (Internationalisation) Maaria Manyando maaria.Manyando@helsinki.fi
 - Group 3 (Ethics and interests) Veera Virmasalo veera.i.Virmasalo@jyu.fi
 - Group 4 (Learning Crises/SDG4) Tea Kangasvieri tea.s.m.Kangasvieri@jyu.fi
- If you know someone who wants to join, please ask them to write the facilitator
- Between now and 17 June
 - Meeting dates (in-person and hybrid) 14 Feb in HKI, 14 March in JKL
- 17 June (Helsinki): Drafts discussed in stakeholder meeting