



GINTL INSIGHTS ON Future Collaboration – Networked Action Between Finnish HEIs and Their Partners in Global Education Development

- **Networked action between 20 Finnish HEIs was piloted in 2021–2024.**
- **Multi-HEI collaboration is key for opportunities in global education development.**
- **Main benefits: mutual understanding, pooling of expertise, quality partnerships.**

The Pilot Network

GINTL was designed at a request of the Finnish Ministry of Education and Culture to support the internationalisation of Finnish higher education institutions (HEIs). The network activities were funded by the participating Finnish HEIs, from their strategic funding for internationalisation.

Each HEI retained full control of their GINTL funds and activities. The coordination team encouraged collaboration for sharing knowledge and experiences, worked to facilitate networking, and enhancing capacities around global education development. They also ensured HEIs were represented in multi-

stakeholder platforms, such as the Koulutus kehityssä maissa working group, the China Round Table at the Ministry of Education and Culture, and the Education Finland collaboration with India's NCERT.

Benefits and Potential

Internationalisation at home

- Community of practice for global education-minded professionals scattered in different HEIs.
- Cost-effective knowledge creation, sharing of immaterial resources and shared platforms (website, seminars, short courses).
- **Future potential:** Joint student events to support intellectual exchange

These insights are based on the participatory Lessons Learnt process organised for higher education practitioners active in the Global Innovation Network for Teaching and Learning (GINTL). GINTL was a 2021–2024 pilot network of 20 Finnish higher education institutions and their partners in India, China, and the African continent.

The document was compiled in November 2024 by GINTL coordination teams at University of Helsinki and University of Jyväskylä.

and learning. Opportunities for students to engage with global education issues beyond international educational sciences master's programmes. Harness the experiences and diverse perspectives of international and visiting staff to improve teaching and research at the HEIs and support smooth living in the Finnish society.

Partnerships

- Connecting diverse realities.
- Research on partnerships builds a better understanding of the partnership processes; focus on ethical partnerships and decolonisation.
- Concrete collaboration cases.
- **Future potential:** Sustained partnerships yield successful funding applications when partners understand well the different needs of and possibilities within their institutions and know their way of working. These coalitions can partner with other successful coalitions, thus strengthening existing networks. Research-based education development takes time to make change, only sustained partnerships will lead to change.

Collaboration with other stakeholders

- Identification of expertise and resources required for research projects and capacity building tenders. No one HEI has all the expertise.
- Presenting higher education institutions' expertise of and opportunities for teaching / research collaboration in global education development to other stakeholders in Finnish education development and commercial education endeavours scene.
- **Future potential:** Multistakeholder collaboration requires concerted efforts to be mutually beneficial for all partners. Like in all partnerships, these collaborations require time to flourish. Solid collaboration strengthens HEI capacity in multistakeholder collaboration in such a way, which would allow access to international large-scale projects.

Why continue collaboration

- Finnish HEIs are all too small to engage in large-scale collaborative projects.
- If Finnish HEIs want to be among the global forerunners in education development, they have to work together. Overlapping and scattered initiatives may be beneficial for individual academics or simple institutional goals, but they tend to produce less longstanding impact.
- Much expertise, resources, and knowledge are wasted on competing for limited resources instead of collaborating for mutual benefit.

Suggestions for Future

Potential focus

- Developing education (teaching, learning and teacher education) and sharing a common goal and a means of working for mutually beneficial purpose.
- Building on collaboration and sharing between higher education institutions and individuals, encouraging multistakeholder engagement. A network offers a structure and space for collaboration.

Potential activities

- Promoting a discussion around the need of educating experts for international education development in collaboration with international master's programmes in education.
- Identification of opportunities for collaboration in research and teaching through building strategic partnerships across and within regions and countries.
- Encouraging internationalisation within teaching, especially in the field of education, and sharing knowledge of and learnings from international collaboration (see Huusko & Nurkka, 2024).
- Dialogues with different stakeholders on global education development.
- Presenting higher education perspectives in international education collaboration.
- Promoting global education development topics in Finnish higher education.

OTHER REMARKS RELEVANT FOR FUTURE COLLABORATION

REGARDING FORMAT

- Coordination is needed to move things forward.
- In addition to moving things forward, coordination or a focal point is also needed to provide an easy access point to Finnish higher education institutions for other stakeholders in global education development.

THINGS TO AVOID

- A network should not determine too narrowly its functions. A certain fuzziness is important for easy participation.

OPEN QUESTIONS

- Who would coordinate activities and actions related to global education development if no one institution is named for it?
- What would be the minimum and what would be the optimal in the coordination of academic partnerships for global education development that will ensure the continuation of what has been achieved?
- Coordination is often perceived to be a burden, a duty beyond the 'business as usual'. What are the necessary incentives for institutions to take up coordination?

REFERENCES

Huusko & Nurkka, 2024, [Kansainvälisyysosaamisen kehittäminen korkeakoulutuksessa](#). Kansallinen koulutuksen arviointikeskus (KARVI)

Väyrynen, S., Virmasalo, V., Manyando, M. & Kangasvieri, T. (2024). [Suomalaisen opettajankoulutuksen yhteistyö globaalin etelän toimijoiden kanssa – mitä opimme GINTL-verkostoa koordinoiessamme?](#) eLIKSIIRI, 22.5.2024.