INTERNATIONALISATION OF UNIVERSITIES IN THE BSR:

REASONS, MEANS AND CHALLENGES FOR MAKING IT WORK

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- **IDEAS**: What is internationalisation and why we accept it.

- **MACRO-LEVEL CONDITIONS**: External environment and conditions of institutional internationalisation

- **MICRO-LEVEL ACTIONS**: What do the universities do to internationalise and why? A case study of student mobility.

- **CONCLUSION**: Institutional internationalisation strategies – between cooperation or competition

I. IDEAS: WHAT IS INTERNATIONALISATION AND WHY DO WE ACCEPT IT?

- A matter of definitions:
  - The term *international* refers to relations involving more than one state
  - **internationalisation** means processes leading to international activity, it may be international co-operation, international competition or international trade.

- A challenge resulting from globalisation – a *Signum Temporis*
  - internationalisation is a way for nation states, higher education systems and institutions to meet global challenges

- Dominating conviction since the 1990s:

  "internationalisation of education is inevitable, as the advancement of knowledge and understanding is a global enterprise that has no borders"*

* Knight, J., & De Wit, H. (1995). Strategies for internationalisation of higher education: Historical and conceptual perspectives, p. 13

DRIVING FACTORS OF INTERNATIONALISATION IN HIGHER EDUCATION SO FAR

- **Technological**
  - Peripheral knowledge no longer marginal as internet and mobility annihilate the distance

- **Economic**
  - Knolwedge economy provides pull-factors for students, research and researchers on international stage. Experience desired by the labour market.
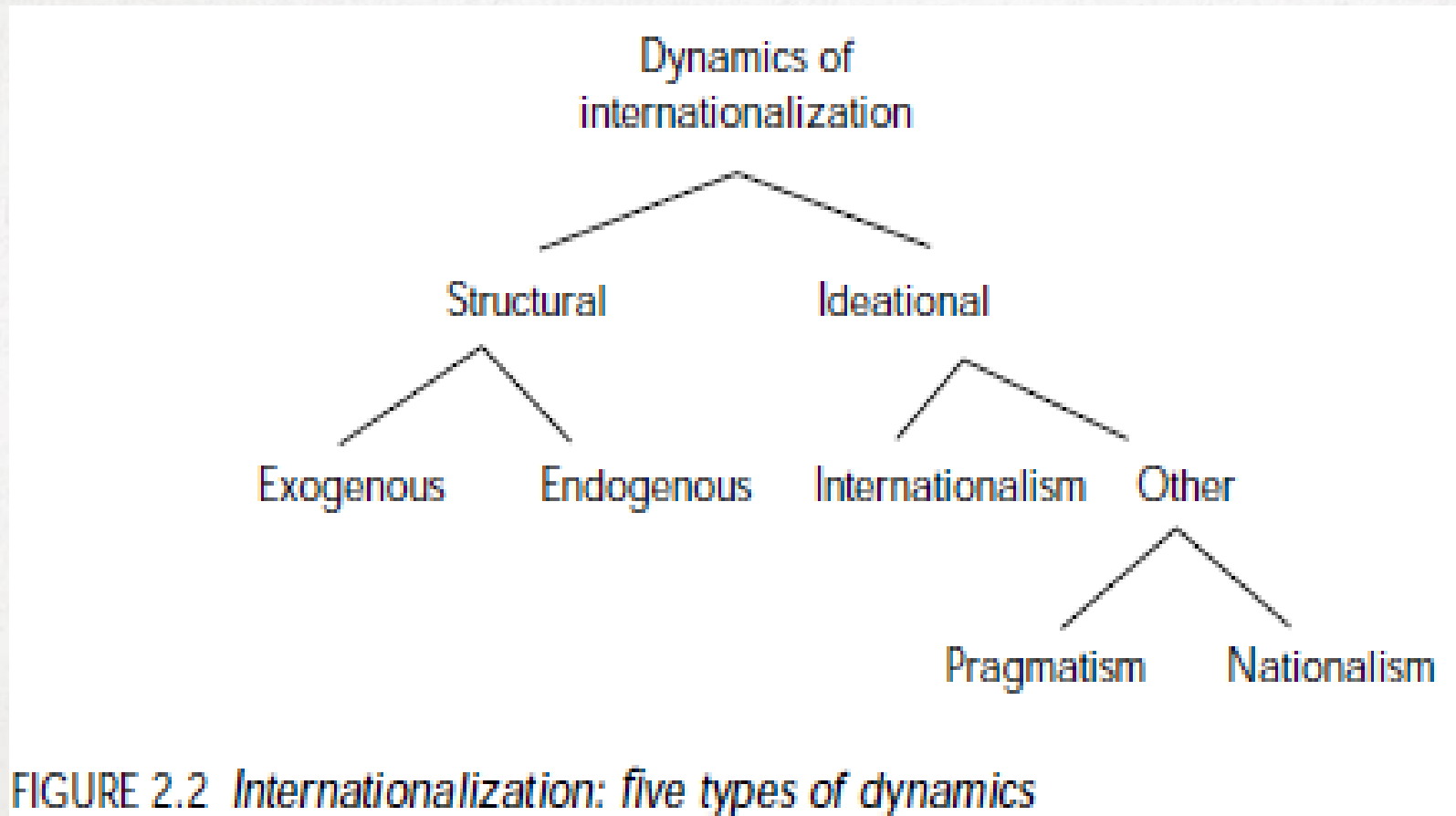
- **Political**
  - "Deboring" national knowledge systems. HE can be used as a tool of public diplomacy.

- **Cultural**
  - Reduced significance of national and local identities

AN OLD FIGURE – BUT THE DYNAMICS STILL THE SAME (WITH A NEW TENDENCY)

Dynamics of internationalization

- Structural
  - Exogenous
  - Endogenous
- Ideational
  - Internationalism
  - Other
    - Pragmatism
    - Nationalism

National interest of a competition state

FIGURE 2.2 *Internationalization: five types of dynamics*

INTERNATIONALISATION SCENARIOS IN THE BSR NEED TO RECOGNIZE AND ACCEPT TWO DRIVING FORCES

- **National interest**

  - return of realism in IR

    leads to

  - dominating "competition state" paradigm

    produces

  - needs to position oneself on a global arena

- **Regional interest**

  - internationalized HE systems in the BSR contribute to enhancing regional cohesion

  - thanks to: using epistemic communities towards synergies in regional knowledge-based economy

  - pulling resources for enhancing regional competitiveness – eg. EUBSR

IMPORTANT FOR regional HE → Universities may be key agents of internationalization because the intellectual capital that they produce is a strong asset - especially for the peripheries

II. MACROLEVEL FRAMEWORK OF INTERNATIONALISATION IN THE BSR UNIVERSITIES

- Global external environment and conditions

- National policies and ambitions – mobile students should become „brain gain" in the future – e.g. Danish Growth Strategy 2014
  - **Vækstpakke: Forskning, innovation og uddannelse skal løfte Danmark helt ud af krisen**
  - **Danmark - et attraktivt uddannelsesland**

- HE becomes a tool for a competition state

- HE discovered as a tool of national public diplomacy endeavour

- Language policy – will English grow to be a *lingua franca* – what are the consequences?

Danmark
– et attraktivt uddannelsesland

Sådan tiltrækker og fastholder Danmark talenter fra udlandet

COMPONENT OF THE DANISH GROWTH STRATEGY 2014

LESSONS AND DOUBTS ABOUT THE DANISH HE INSTERNATIONALISATION

- HE becomes a tool for the „competition state"

- HE discovered as a tool of national public diplomacy endeavour

- Language policy – will English grow to be a *lingua franca* – what are the consequences?

  Is the cognitive colonisation a fair price to pay?

CURRENT APPROACHES TO INTERNATIONALISATION IN THE BSR HIGHER EDUCATION INSTITUTIONS - DIVERSIFIED

- **Active and strategic approach**
  - Nordic countries → D (central and systemic)
  - Estonia (moving from C → D)

- **Less active, Bologna-based and economic motif**
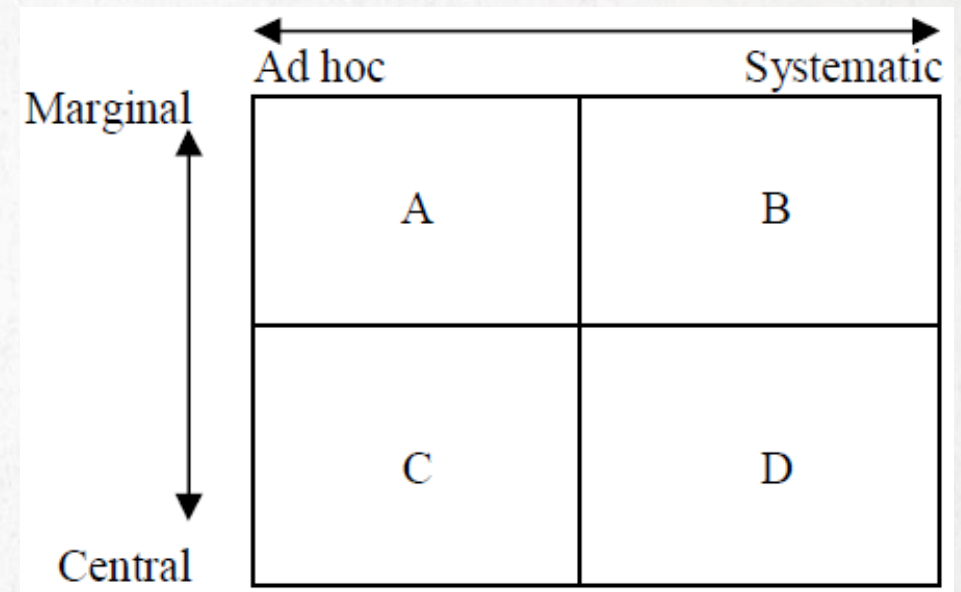 - Germany (moving from A → B → D)
  - Lithuania & Latvia (moving from A → C → D)

- **Slow changes based on Bologna**
  - Poland (slowly moving from A to B and perhaps D)

- **Instrumental random approach or academic & political**
  - Russia (mostly A – planning to move to C (starting with Academy of Sciences))
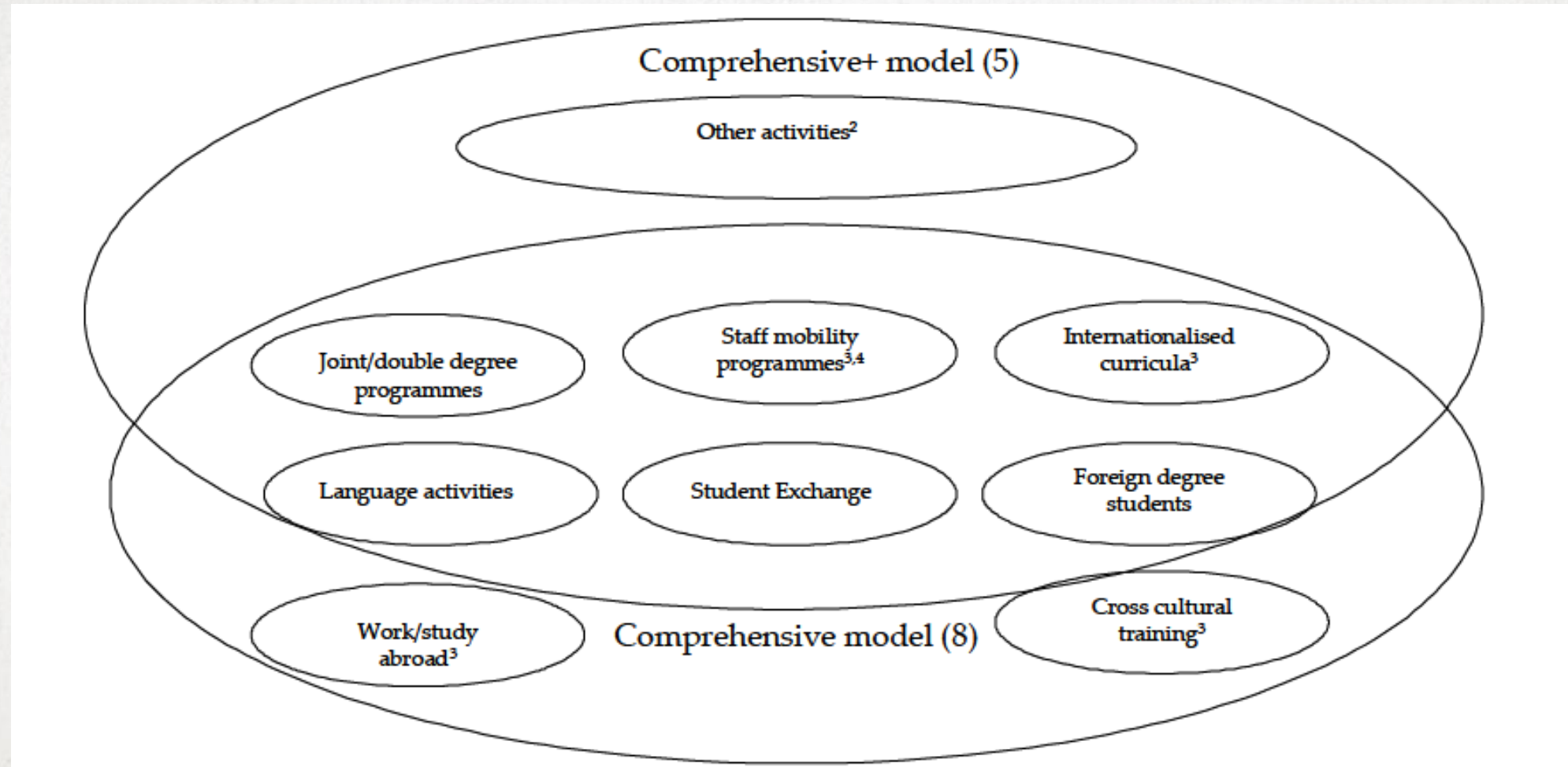
III. MICRO-LEVEL ACTIONS:

WHAT DO THE UNIVERSITIES DO TO INTERNATIONALISE AND WHY?

UNIVERSITIES SHAPE INTERNATIONALISATION STRATEGIES IN LINE WITH STRONGER NATIONAL EXPECTATIONS

Some examples:

- HEIs adhere to national strategies and policy framework for internationalisation – a competition state needs HEIs as a proof of success – **rankings** matter

- States improve national policy coordination – HEIs get a task to fulfill – cutting edge research from international environment provides competitive advantage – economy matters

- HEIs create structures to promote the national tertiary education system in an international environment – public diplomacy matters

- HEIs develop on-campus internationalisation – multicultural and international competences matter

A PACKAGE FULL OF INSTITUTIONALISED TOOLS TO INTERNATIONALISE HE INSTITUTIONS

Source: Luijten-Lub, A. (2007). *Choices in internationalisation: how higher education institutions respond to internationalisation, europeanisation, and globalisation*. Enschede: CHEPS.

WHAT ARE THE UNIVERSITIES GAINING FROM INTERNATIONALISATION?

- bringing back the traditional idea of university to the institutions

- enabling the university/college community to have the ability to understand, appreciate and articulate the **reality of interdependence** among nations (environmental, economic, cultural and social) and to prepare faculty, staff and students to function in an international and intercultural context.

- Creating a learning university:

"Internationalisation strategies such as curriculum innovation, study abroad programmes, faculty/student exchanges, area studies/centres, foreign language study, joint international research initiatives and cross-cultural training are important activities which require **serious review and reflection** as to their greatest impact on the student and faculty experience".*

* Knight & de Wit 1995, Strategies for internationalisation of higher education: historical and conceptual perspectives, p. 13

UNIVERSITIES RECEIVE IMPETUS FOR ORGANISATIONAL CHANGE

- Internationalisation can strengthen the core structures and activities of an institution, and may enable initiatives to be taken that would not otherwise be possible on the basis of local resources and/or expertise.

- Incorporation of an international perspective and international issues into existing research centres and programmes;

- Increasing collaboration with international partners;

- A comparative approach, especially given the increasing emphasis on the application of research;

STRATEGIES FOR INTERNATIONALISING RESEARCH

- Participation in international R&D programmes and funds;

- Individual international mobility of researchers; International sabbatical leave opportunities for faculty;

- Research-related training of postgraduates and PhD students;

- International quality control and review of research;

- Research directed to topics that are intrinsically international, such as regional and global environmental issues, international relations, international business and international law;

- Cooperation between researchers and research institutes and international business;

STRATEGIES FOR INTERNATIONALISING EDUCATION

- Changes in the **curriculum**, leading to the comprehensive infusion of disciplines with international content, comparative approaches, area studies and civilisational approaches;

- Foreign language studies, international studies, intercultural studies;

- Recruitment of foreign students for full degree programmes and/or special programmes;

- Study abroad and international exchange opportunities for students and staff;

- International cooperation agreements and community partnerships;

- International guest lectures; Joint and/or double degree programmes;

- International summer courses and programmes;

ORGANISATIONAL STRATEGIES FOR IMPLEMENTING INTERNATIONALISATION

- Make internationalisation a part of the overall mission of the university

- Support of senior administrators - crucial to successful internationalisation.

- Support and involve a critical mass of faculty/staff
  - Secure through incentives and rewards for faculty and staff

- An international office or position with experienced personnel to provide advisory, coordination and communication support is of key importance.

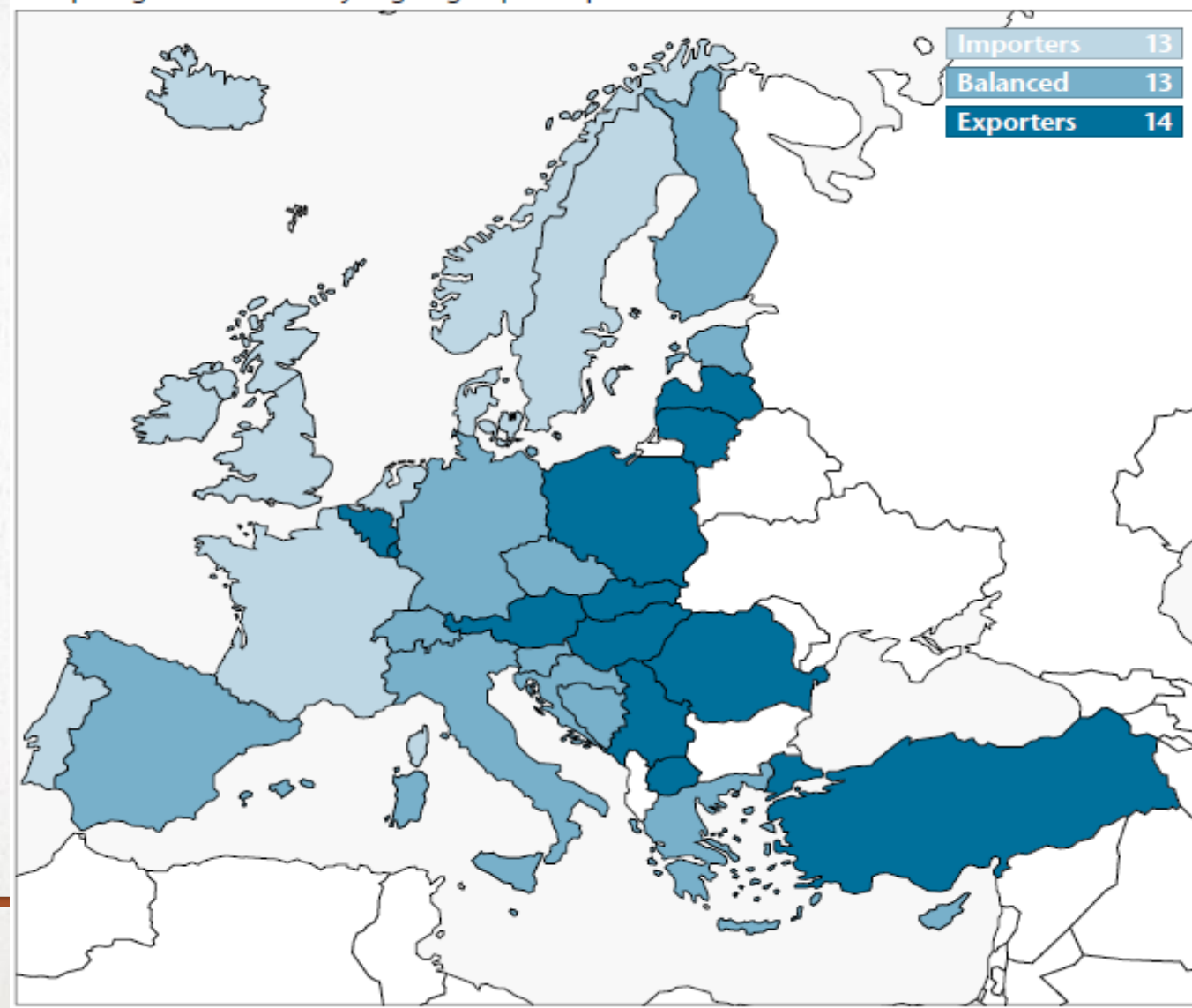- Adequate funding and support both internally and externally

STUDENT MOBILITY – A SYMBOLIC CASE OF THE UNBALANCED BSR INTERNATIONALISATION

- **Examples of student mobility – showing the direction by their feet**

INTRA-EHEA STUDENT FLOWS (TRENDS 2010)

Map 13 — Trends 2010 (2010)
Comparing students flows by largest group of respondents

Importers	13
Balanced	13
Exporters	14

WHERE DO THE STUDENTS COME FROM /GO TO?

Poland

Country of origin		Destination country		Key Indicators	
Ukraine	6,118	United Kingdom	6,257	Students abroad:	
Belarus	2,991	France	2,611	Total number of mobile students abroad	29,263
Norway	1,510	United States	1,780	(% of total mobile students)	0.8
Sweden	1,154	Italy	1,388	Outbound mobility ratio	1.4
United States	966	Austria	1,018	Gross outbound enrolment ratio	1.0
Lithuania	942	Netherlands	1,016		
Spain	899	Denmark	865	Students hosted:	
Germany	703	Germany	826	Total number of mobile students hosted	23,525
Czech Republic	650	Portugal	811	(% of total mobile students)	0.7
Russian Federation	553	Spain	677	Inbound mobility rate	1.2
China	549	Switzerland	481		

WHERE DO THE STUDENTS COME FROM /GO TO?

Sweden

Country of origin		Destination country		Key Indicators	
China	3,246	United States	3,803	Students abroad:	
Iran, Islamic Rep.	2,440	United Kingdom	3,418	Total number of mobile students abroad	17,661
Pakistan	1,854	Denmark	2,166	(% of total mobile students)	0.5
India	1,551	Norway	1,676	Outbound mobility ratio	3.9
Finland	1,394	Poland	1,154	Gross outbound enrolment ratio	2.7
Germany	1,382	Australia	692		
Bangladesh	908	Finland	556	Students hosted:	
United States	525	Germany	521	Total number of mobile students hosted	28,629
Russian Federation	512	France	491	(% of total mobile students)	0.8
France	487	Hungary	432	Inbound mobility rate	6.3
Norway	436	Romania	413		

WHERE DO THE STUDENTS COME FROM /GO TO?

Finland

Country of origin		Destination country		Key Indicators	
China	2,129	United Kingdom	1,899	Students abroad:	
Russian Federation	2,107	Sweden	1,394	Total number of mobile students abroad	8,212
Nepal	976	Estonia	772	(% of total mobile students)	0.2
Nigeria	939	Germany	771	Outbound mobility ratio	2.7
Viet Nam	904	United States	620	Gross outbound enrolment ratio	2.5
Estonia	772	Norway	323		
Pakistan	603	France	307	Students hosted:	
Bangladesh	591	Netherlands	298	Total number of mobile students hosted	17,636
India	557	Denmark	202		
Sweden	556	Thailand	183	(% of total mobile students)	0.5
Germany	525	Austria	140	Inbound mobility rate	5.7

WHERE DO THE STUDENTS COME FROM /GO TO?

Denmark

Country of origin		Destination country		Key Indicators	
Norway	2,898	United Kingdom	1,535	Students abroad:	
Germany	2,377	United States	1,194	Total number of mobile students abroad	5,767
Sweden	2,166	Norway	861	(% of total mobile students)	0.2
Lithuania	1,573	Germany	441	Outbound mobility ratio	2.1
Romania	1,572	Sweden	240	Gross outbound enrolment ratio	1.7
Bulgaria	1,010	Australia	182		
Iceland	930	France	179	Students hosted:	
China	915	Netherlands	173	Total number of mobile students hosted	22,361
Poland	865	New Zealand	105	(% of total mobile students)	0.6
Latvia	749	Spain	71	Inbound mobility rate	8.1
Italy	551	Canada	69		

WHERE DO THE STUDENTS COME FROM /GO TO?

Germany

Country of origin		Destination country		Key Indicators	
China	18,323	Austria	25,099	Students abroad:	
Turkey	12,222	Netherlands	24,815	Total number of mobile students abroad	117,576
Russian Federation	10,007	United Kingdom	15,810	(% of total mobile students)	3.4
Austria	8,069	Switzerland	12,073	Outbound mobility ratio	4.0
Norway	7,327	United States	9,053	Gross outbound enrolment ratio	2.5
Bulgaria	6,491	France	7,661		
France	5,951	Denmark	2,377	Students hosted:	
Ukraine	5,875	Hungary	2,253	Total number of mobile students hosted	206,986
Italy	5,356	Australia	1,497	(% of total mobile students)	5.9
Cameroon	5,197	Italy	1,421	Inbound mobility rate	7.0
Spain	5,011	Spain	1,414		

WHERE DO THE STUDENTS COME FROM /GO TO?

Lithuania

Country of origin		Destination country		Key Indicators	
Belarus	1,989	United Kingdom	4,916	Students abroad:	
Russian Federation	135	Denmark	1,573	Total number of mobile students abroad	12,364
Ukraine	110	Germany	971	(% of total mobile students)	0.4
Israel	93	Poland	942	Outbound mobility ratio	7.1
Poland	66	Russian Federation	745	Gross outbound enrolment ratio	5.2
Turkey	59	Netherlands	496		
Azerbaijan	56	France	285	Students hosted:	
Nigeria	49	United States	279	Total number of mobile students hosted	3,138
Spain	48	Latvia	260	(% of total mobile students)	0.1
Republic of Moldova	43	Norway	214	Inbound mobility rate	1.8
Latvia	42	Italy	212		

Source: Global Flow of Tertiary-Level Students, http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx

WHERE DO THE STUDENTS COME FROM /GO TO?

Russian Federation

Country of origin		Destination country		Key Indicators	
Belarus	31,199	Germany	10,007	Students abroad:	
Kazakhstan	29,865	United States	4,654	Total number of mobile students abroad	51,171
Ukraine	12,805	France	4,300	(% of total mobile students)	1.5
Azerbaijan	12,161	United Kingdom	3,574	Outbound mobility ratio	0.6
Uzbekistan	11,343	Ukraine	2,990	Gross outbound enrolment ratio	0.5
China	9,842	Czech Republic	2,912		
Turkmenistan	6,885	Belarus	2,567	Students hosted:	
Tajikistan	6,226	Finland	2,107	Total number of mobile students hosted	173,627
Republic of Moldova	5,575	Kazakhstan	1,993	(% of total mobile students)	4.9
Armenia	4,240	Italy	1,737	Inbound mobility rate	2.2
India	3,351	Armenia	1,062		

Source: Global Flow of Tertiary-Level Students, http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx

NO ALTERNATIVE TO INTERNATIONALISATION IN ORDER TO COMPETE ON GLOBAL SCALE … BUT!

Internationalisation of HE systems and institutions in the BSR has little to do with the Baltic Sea region:

- Little awareness of an epistemic community constructing a regional knowledge-based economy

- No incentives provided for internationalisation with regional actors

- National approaches are driven by different interests

CONCLUSION: INSTITUTIONAL INTERNATIONALISATION STRATEGIES – BETWEEN COOPERATION OR COMPETITION

- **The tool of internationalisation in the BSR HE institutions is used for different purposes – not always because universities find it advantageous.**

internationalisation means processes leading to international activity, it may be international co-operation, international competition or international trade.

- Which of them do we pursue in the Baltic Sea Region higher education?

  - EUropean Bologna process aiming at **European Higher Education Area** is about cooperation, harmonisation and integration (all BSR countries included)

  - But simultaneously … Russian **concurrent** internationalisation strategy targets the **Eurasian** and **CIS countries** (based on the Russian language and commercial goals)

COOPERATION OR COMPETITION IN THE BSR?

- Cooperation possible by adhering to the Bologna Agreement of 2003 and **European Higher Education Area** from March 2010
  – maybe not an ideal product but universal in the European space where internationalisation as a tool of quality improvement

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ANITA LEHIKOINEN

Strong internationalization safeguards quality of higher education

COOPERATION OR COMPETITION IN THE BSR?

- Competition is looming due to observable diverging purposes of internationalisation in the EU and Russia.

- Situation is difficult but not hopeless!
  - Larger institutions are struggling to realise both the European and Euroasian internationalisation strategy

- Andrei Melville, Dean of the Faculty of Politics at the Moscow Higher School of Economics:

integration to European Higher Education Area has the potential of producing *"a positive impact on the perception of Russia among the Europeans"**

* Gänzle S., Meister S. and King C. (2009) The Bologna process and its impact on higher education at Russia's margins: the case of Kaliningrad, Higher Education, Vol. 57, 533-547.

THANK YOU FOR YOUR ATTENTION –

COMMENTS WELCOME

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