Internationalization of higher education and student mobility trends in the Baltic States

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Contemporary era → the age of
‘knowledge economy’
Higher education → indicator of economic competitiveness of the nation state

Internationalization of HE → innovative response to external economic forces
High level of internationalization of HE → increasing global economic competitiveness

(Kim, 2009: 396)
Internationalization:

Incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study (Leask, 2009:209)

**Internationalization of HE** takes two directions: *external* – collaboration with foreign partners, projects and recruitment of international students and academic staff

*internal* – institution’s structural, cultural, curricular and other changes (Iljins et al., 2014: 48)
Key concepts

**Internationalization** $\rightarrow$ complex of processes, determined to increase involvement of organization in international markets (Iljins et al, 2014: 48)

**Mobility** will always remain central, at the heart of internationalization $\rightarrow$ strengthening the international component in every HEI (Teekens, 2011; in Odina, 2014: 121 and Getto, 2014: 147)

European higher education has always been international: students have moved for purposes of study since the establishment of the first universities (Kelo, 2008: 43)
<table>
<thead>
<tr>
<th>Changes...</th>
<th>Degree of pain</th>
<th>Primary motivation</th>
<th>Threat to survival</th>
<th>Clarity of outcome</th>
<th>Impact on mind-set</th>
<th>Focus of change</th>
<th>Orientation</th>
<th>How change occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental change</strong></td>
<td>1</td>
<td>Improvement</td>
<td>1</td>
<td>4 It is prescribed against standard</td>
<td>1 Little</td>
<td>Improvement of skills, knowledge, practice and performance</td>
<td>To do better in a certain area: project oriented</td>
<td>Through training, skill development, communication process improvement</td>
</tr>
<tr>
<td><strong>Transitional change</strong></td>
<td>2</td>
<td>Fix a problem</td>
<td>2</td>
<td>4 It is designed against criteria</td>
<td>1 Little</td>
<td>Redesign strategy, structure, system, process, technology/work practices</td>
<td>Project oriented; largely focused on structure, technology and work practices</td>
<td>Controlled process, support structure, timeline</td>
</tr>
<tr>
<td><strong>Transformational change</strong></td>
<td>4</td>
<td>Survival: change or die; breakthrough needed to pursue new opportunities</td>
<td>4</td>
<td>1 It is not initially known; it emerges or is created through trial and error continuous course correction</td>
<td>4 Forced to shift: old mind-set and/or paradigm must change</td>
<td>Overhaul of strategy, structure, systems, processes technology, work, culture, behaviour, and mind-set</td>
<td>Process-oriented requires shift in mind-set, behaviour, and culture</td>
<td>Conscious process design and facilitation; high involvement; emergent process</td>
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The increased mobility of students and staff – fostered by the policies set out at the European level - the Bologna Process → advanced quality of HE → increasing the global competitiveness of Europe

International mobility of students and staff has been a priority of the European HE agenda since the launch of the Bologna Process

(EC/EACEA/Eurydice, 2015: 209)
Prime version of internationalization → successful recruitment of international students and enhancement of international students’ experience
(Kim, 2009: 396)
Quality of education + Quality of mobility outcomes link: knowledge of language of instruction

The academic mobility requires a common language of communication for hosts and visitors

Internationalization of HE expands English rather than increase the diversity of languages used, despite the political initiative of the EU to support multilingual education (Kaša and Mhamed, 2013: 31)
Popular study programs taught in **English** in all three Baltic States are:

- Business
- Medical sciences
- Social sciences

Well attended study programs delivered in **Russian** in Latvia and Estonia

- Information technologies
- Logistics
- Business

**Most common in Lithuania → social sciences + arts**

(Kaša and Mhamed, 2013)
Total inbound internationally mobile students, both sexes (absolute numbers)

Source: Graph constructed based on data available in UNESCO Institute for Statistics
Total outbound internationally mobile tertiary students studying abroad, all countries, both sexes (absolute numbers)

Source: Graph constructed based on data available in UNESCO Institute for Statistics
Inbound internationally mobile students from Central and Eastern Europe, both sexes (absolute numbers)

Source: Graph constructed based on data available in UNESCO Institute for Statistics
The choices made by Baltic students:

- Germany
- Russia
- United Kingdom
- United States

In addition:

- Lithuanians → Poland
- Latvians → France
- Estonians → Finland

contemporary flows of academic movements
→ brain drain or brain gain

Mobility leads to flows of knowledge that benefits both sending and receiving institutions

Mobility is not a zero-sum game

brain transfer and transformation in a globalized space (Kim, 2009: 401)
For conclusion:
in the current area of globalization, global connections and networks can be more significant than the human capital stock residing in a particular country

(Wescott, 2005; in Kim, 2009:401)
THANK YOU


