



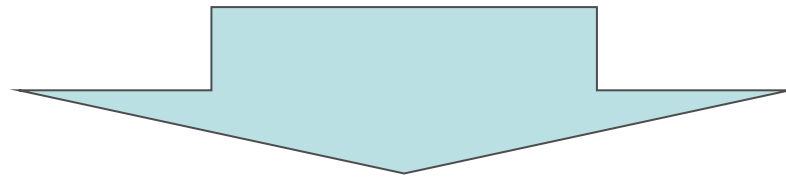
Internationalization of higher education and student mobility trends in the Baltic States

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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)

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)

Internationalization → complex of processes, determined to increase involvement of organization in international markets (Ilijns et al, 2014: 48)

Mobility will always remain central, at the heart of internationalization → 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)

Changes...

	Degree of pain	Primary motivation	Threat to survival	Clarity of outcome	Impact on mind-set	Focus of change	Orientation	How change occurs
Developmental change	1	Improvement	1	4 It is prescribed against standard	1 Little	Improvement of skills, knowledge, practice and performance	To do better in a certain area: project oriented	Through training, skill development, communication process improvement
Transitional change	2	Fix a problem	2	4 It is designed against criteria	1 Little	Redesign strategy, structure, system, process, technology/ work practices	Project oriented; largely focused on structure, technology and work practices	Controlled process, support structure, timeline
Transformational change	4	Survival: change or die; breakthrough needed to pursue new opportunities	4	1 It is not initially known; it emerges or is created through trial and error continuous course correction	4 Forced to shift: old mind-set and/or paradigm must change	Overhaul of strategy, structure, systems, processes technology, work, culture, behaviour, and mind-set	Process-oriented requires shift in mind-set, behaviour, and culture	Conscious process design and facilitation; high involvement; emergent process

Priority on policy level

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)

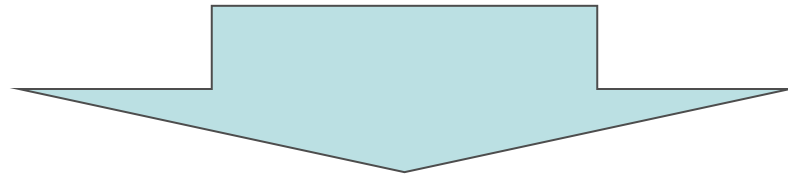
Prime version of internationalization →
successful recruitment of international students and
enhancement of international students' experience

(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:

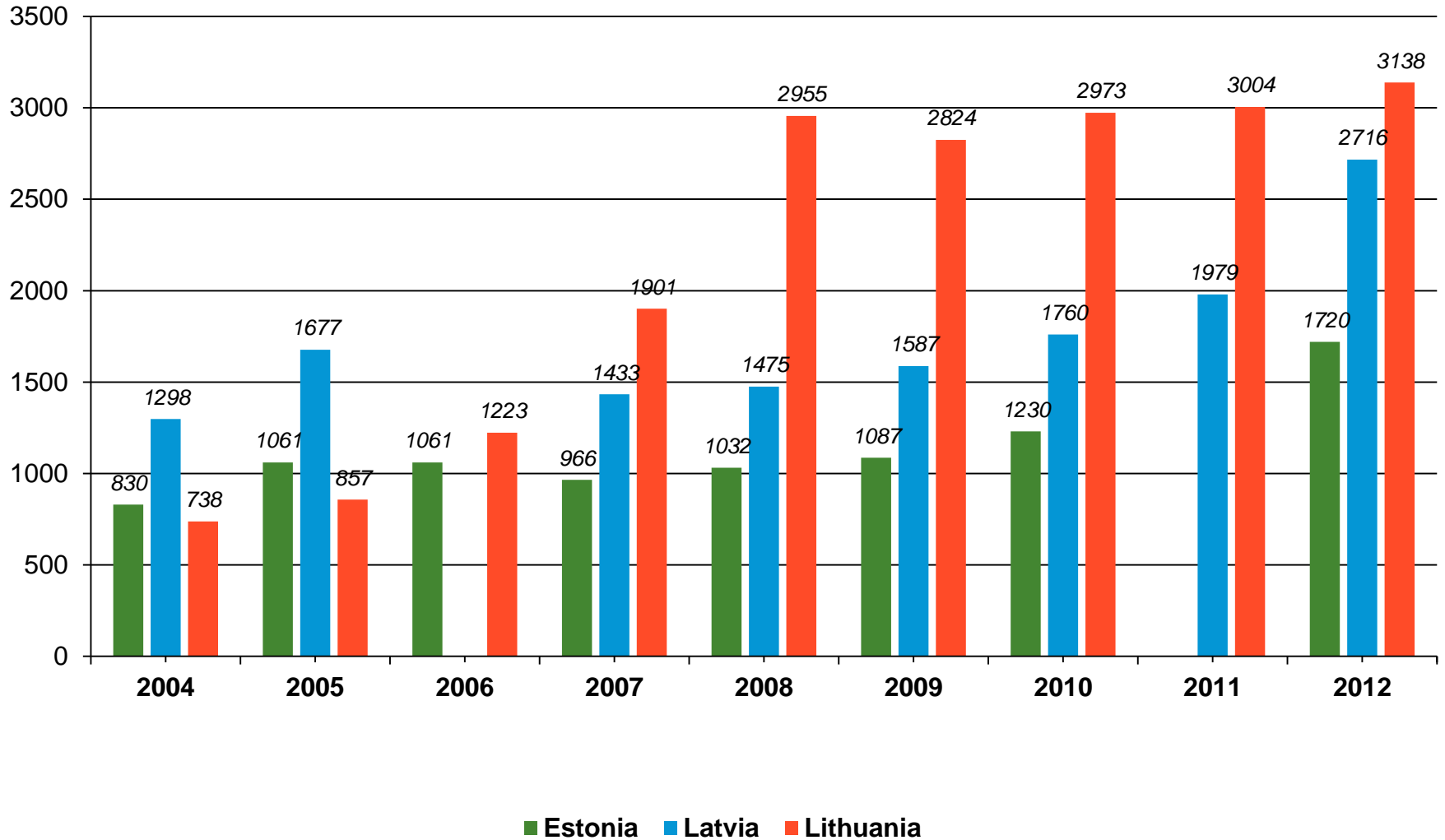
- Business
- Medical sciences
- Social sciences

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

- Information technologies
- Logistics
- Business

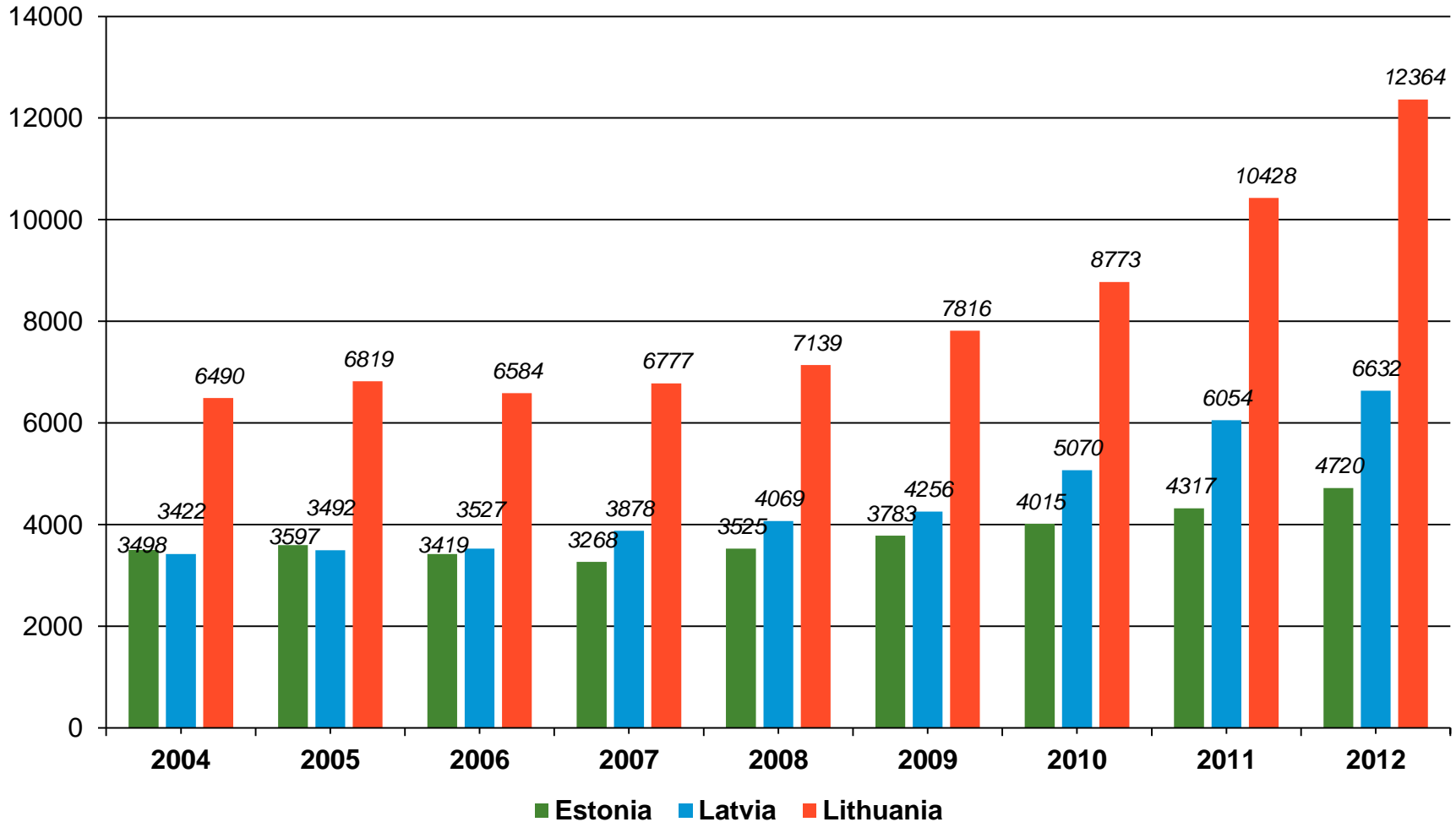
Most common in Lithuania → social sciences + arts

(Kaša and Mhamed, 2013)



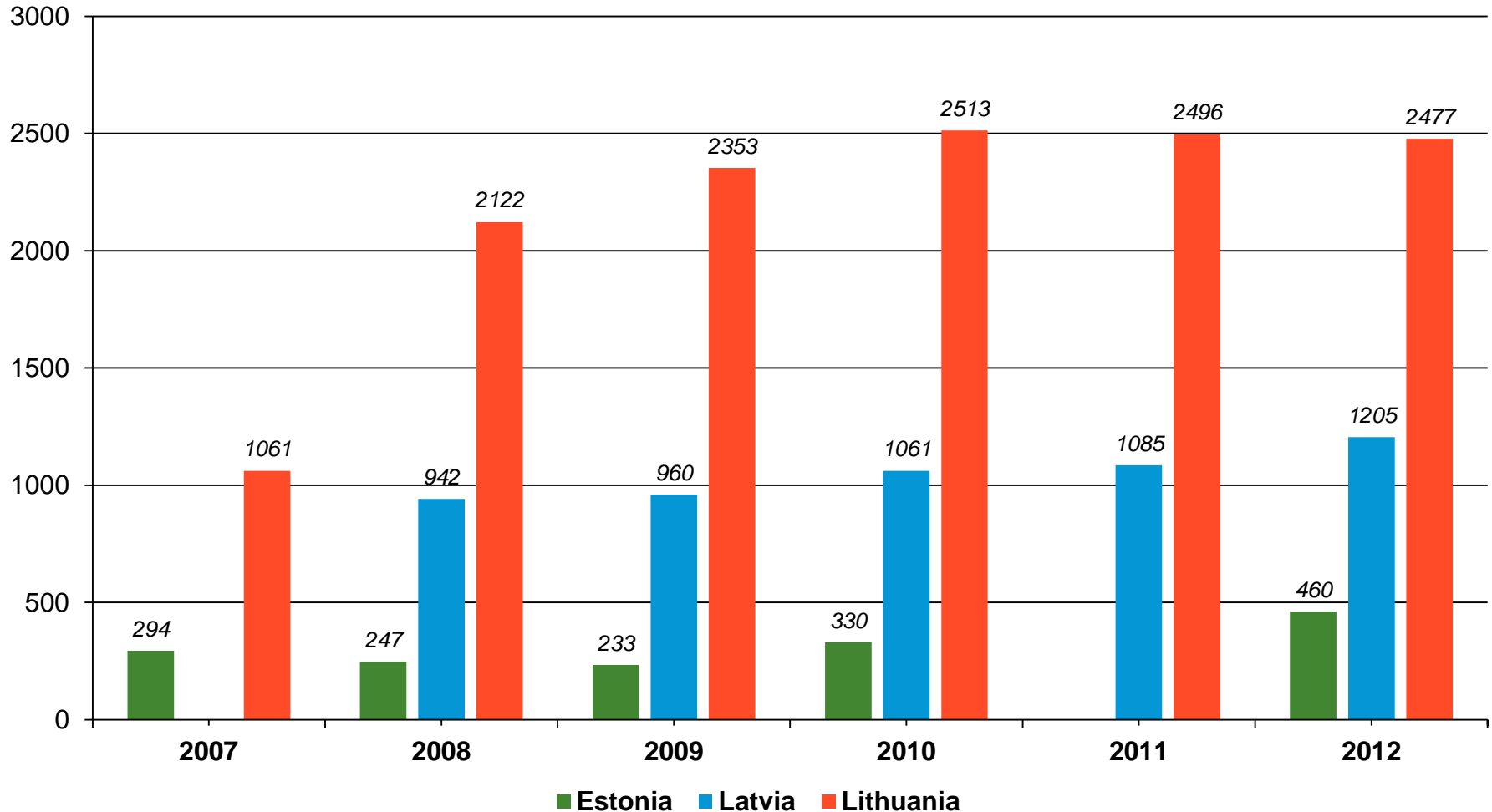
Total inbound internationally mobile students, both sexes (absolute numbers)

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:

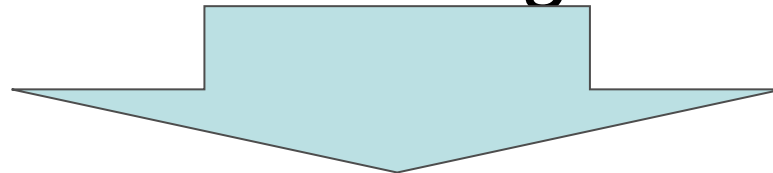
- Lithuanians → Poland
- Latvians → France
- Estonians → Finland



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)



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