

Opetusministeriö

Ministry of Education

Education



Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015

Publications of the Ministry of Education, Finland 2009:23

“There is a structural development of higher education system currently underway in Finland. The reforms aim to streamline the higher education institution network in order to develop increasingly stronger and more high-quality higher education units. During the strategy period, many higher education institutions will either be merged or will develop their cooperation in other ways. The aim is that the new higher education structures will as far as possible be in place by 2012.”

Universities in 2008

STUDENTS

Attending first-degree students, total	126 000
Attending postgraduate students	19 000

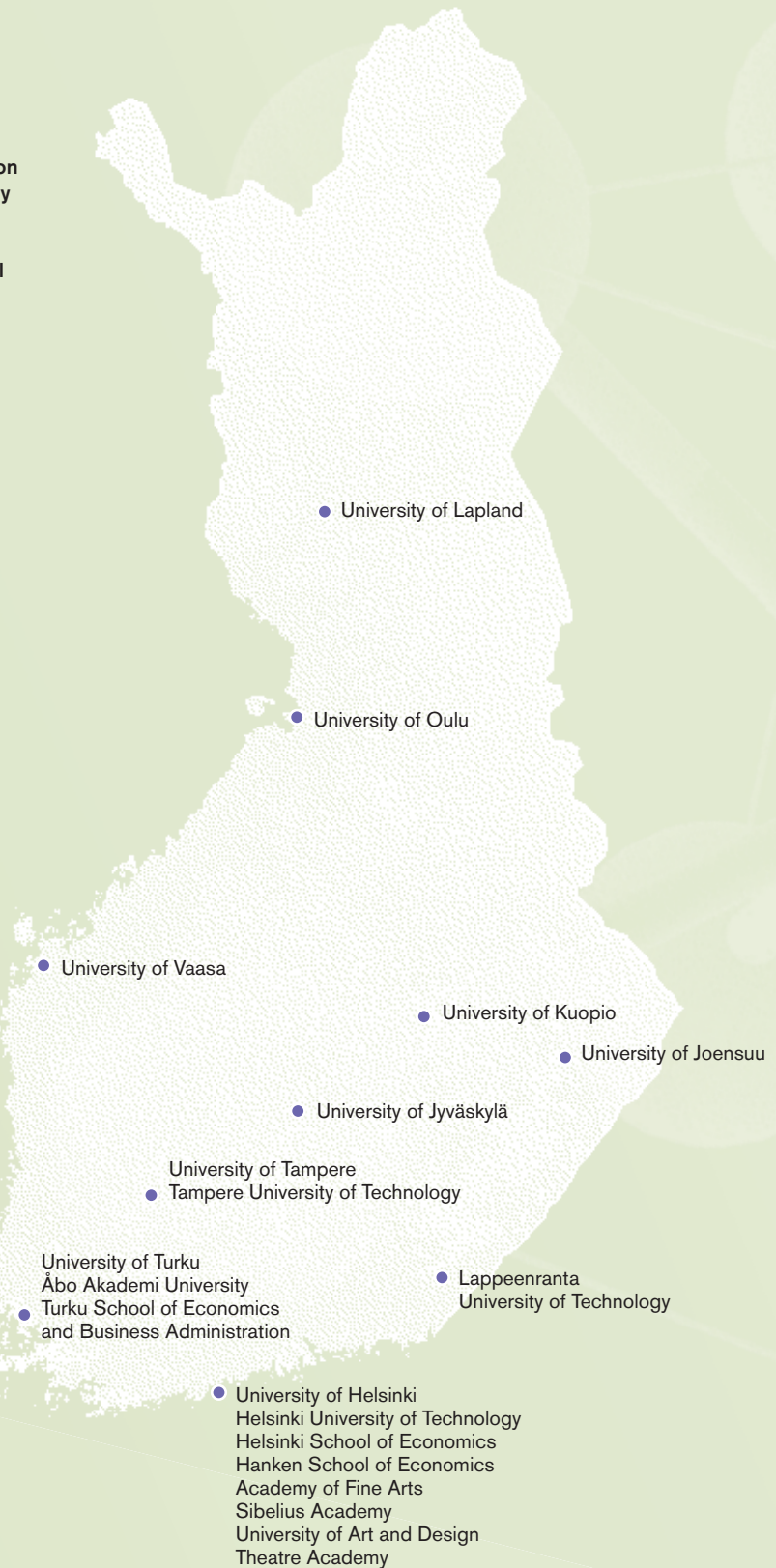
DEGREES

Bachelor's degrees	13 876
Master's degrees	21 825
Licentiate degrees	425
Doctorates	1 526

STAFF

Teaching and research staff*	13 317
Other staff*	17 548

*The number of teaching and research staff does not include person-years in calculated teaching hours nor graduate school posts; these are included in the number of other staff.



Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015

Publications of the Ministry of Education, Finland 2009:23

Opetusministeriö • Koulutus- ja tiedepolitiikan osasto • 2009

Ministry of Education • Department for Education and Science Policy • 2009



OPETUSMINISTERIÖ

Undervisningsministeriet

MINISTRY OF EDUCATION

Ministère de l'Éducation

Ministry of Education
Department for Education and Science Policy
Higher Education and Science Policy Division
P.O. Box 29,
FIN-00023 Government, Finland

www.minedu.fi

Layout: Station MIR Oy
Printed by: Helsinki University Print, 2009

ISBN: 978-952-485-719-2 (pbk)
ISBN: 978-952-485-720-8 (PDF)
ISSN: 1458-8110 (Print)
ISSN: 1797-9501 (PDF)

Publications of the Ministry of Education, Finland 2009:23

Contents

Foreword	4
Preparation of the strategy	6
The strategic choices for internalisation of the reformed higher education system	9
Challenges and opportunities of internationalisation	12
Internationalisation and higher education reforms	23
1. A genuinely international higher education community	26
2. Increasing quality and attractiveness	33
3. Export of expertise	39
4. Supporting a multicultural society	44
5. Global responsibility	49
Implementation and monitoring of the strategy	52

Foreword



Investment in knowledge and competence is the sustainable core of Finland's national success strategy. International comparisons and evaluations have shown that a high-quality education and research system affords us significant strength and a competitive edge. The higher education institutions have contributed positively to the renewal of society and the development of the economy and productivity. The significance of higher education institutions is emphasised in a global operating environment. In addition to market position and capital, competition is increasingly based on an educated workforce and on research resources. Production of new knowledge and competence as well as their versatile utilisation will remain the basis of our success also in the future.

Owing to the uncertainty of the world economy, it is increasingly important to take care of these basic factors of our well-being and affluence. The Government has launched the most comprehensive reform in decades of the higher education, research and innovation system. The finances, administration and steering of universities will be reformed and the structure, researcher education, research career system, infrastructures and financing of the higher education system will be developed. The status of higher education institutions in the innovation system will be consolidated. All these projects have a common goal. The aim is to ensure that the well-being of the citizens increases, the competitiveness of our economy improves and the status of culture, creativity and education is improved.

In the circumstances created by globalisation, Finland has to ensure the development of national

strengths through international cooperation. Finland is an active player in the European higher education and research cooperation; however, several studies and comparisons demonstrate that scarcity of internationality is among the weaknesses of the Finnish higher education, research and innovation system. There is a paucity of foreign students, researchers and teachers in Finland; neither is there much in the way of foreign research or development funding. The mobility of students and researchers abroad has decreased. Finland's attractiveness as a work environment for industrial production, high-end technology and top experts is insufficient. On the other hand, the good reputation enjoyed by our education and research system abroad proves that there is a great deal of untapped opportunities in globalisation and internationalisation. This is why the creation of a national strategy for the internationalisation of higher education was entered in the Government Programme. The Government Programme emphasises increasing the international mobility of students, teachers and researchers. The higher education institutions must increasingly take into account global change factors and be able to exploit the opportunities afforded by them.

The strategy now completed shows the direction of the internationalisation of higher education institutions in the near future. The strategy defines the will and aims until 2015 as well as the key means and policy measures needed to attain these goals. The strategy is spearheaded by a genuinely international higher education community, increased quality and attractiveness, export of expertise, sup-

port for a multicultural society and the promotion of global responsibility. The strategy comprises over 30 concrete measures. Together with the higher education institution reform they form a mutually consolidating whole. The ambitious mobility goals are attained by simultaneously developing services, study processes, researcher careers, recruiting, information, infrastructures as well as study and research environments for mobile individuals. For their part, attracting foreign experts and research funding to Finland, making a breakthrough in educational exports, improving the status of immigrants and developing service structures require cooperation between ministries, the business community, regional actors and financing organisations. Internationalisation of higher education institutions is a national project.

Creative and innovative individuals provide the foundation for success. The higher education reform gives higher education institutions a great deal of responsibility and operational freedom. The Ministry of Education is committed to providing the higher education institutions with the operational framework that will enable their increasingly active operation in global value networks and international educational and research cooperation.

Helsinki, 27 January 2009

Henna Virkkunen
Minister of Education and Science

Preparation of the strategy

Preparation of the higher education institution internationalisation strategy is included in the Government Programme of Prime Minister Matti Vanhanen's second cabinet. The Development Plan for Education and Research for the period 2007-2012 provides added focus to the Government Programme and sets priority areas for the internationalisation of higher education institutions.

The Ministry of Education was responsible for the preparation of the higher education institution internationalisation strategy. The strategy was drawn up using an open and interactive methodology. Views on the subject were invited from higher education students and personnel as well as from the business community and other stakeholders for the preparation of the strategy. In spring 2008, a web-based open consultation was implemented, in which over 1,200 respondents shared their views on the internationalisation of higher education institutions.⁽¹⁾ In addition, six thematic workshops discussing key issues in internationalisation were organised and in these brainstorming sessions proposals for measures to be taken were invited and discussed. A total of 130 experts participated in the workshops. In the latter stage of the strategy process in autumn 2008, a circulation for questions was organised, in which approximately 80 parties requested to submit their comments presented their views on the strategy. During the strategy process, two seminars on the subject were organised. In addition, the project's website, kansainvalistymisstrategia.fi, published material and news on the progress of the strategy work. The strategy was prepared by an internal project group of the Ministry of Education.

⁽¹⁾ Quotations in the publication are comments received in the open consultation.





The strategic choices for internalisation of the reformed higher education system

The strategy sets the goals for the internationalisation of the higher education institution system that is currently under reform. The strategy presents concrete measures to support the attainment of these goals.

There are currently several ongoing reforms aiming at increasing the strengths, quality and attractiveness of Finnish higher education system and enhance the training and quality of researchers and research infrastructures. Changes in the international operational environment and the increasing multiculturalisation of society create expectations on higher education institutions. This strategy aims to provide answers to these challenges and to support the higher education institutions' own measures in consolidating internationalisation.

The attractiveness of Finland as a business, work and living environment must be increased. Internationalisation of higher education, research and innovation systems is at the core of societal renewal. Moreover, internationalisation of higher education institutions promotes diversity in the society and business community, international networking, competitiveness and innovativeness, as well as improves the well-being, competence and education of the citizens.

The higher education institution internationalisation strategy is linked to the wide-ranging reform of higher education and public research launched by the government, which started its term of office in spring 2007. The most important projects include reform of the universities, amendment of the Polytechnics Act, structural development of higher education institutions, the national innovation strategy, the national research infrastructure policy and the four-tier researcher career system. Changes that have taken place in the operating environment necessitate promotion of internationalisation development and the increase and allocation of resources to areas that are central to the development and profiling of higher education institutions. The aim of the higher education institution internationalisation strategy is to deal with the international dimension of government reforms pertaining to the higher education system and to launch other measures that support and supplement the development policies. Concrete measures are directed at removing obstacles to and weaknesses in the internationalisation of higher education institutions as well as facilitating international cooperation among higher education institutions.

The aim is to create in Finland an internationally strong and attractive higher education institution and research community that promotes society's ability to function in an open international environment, supports the balanced development of a multicultural society and participates actively in solving global problems. The internationalisation of Finnish higher education institutions is consolidated by improving the quality of higher education and research.

The higher education institution internationalisation strategy provides guidelines for the internationalisation of higher education institutions in 2009–2015. It sets five primary aims for internationalisation:

A genuinely international higher education community

The Finnish higher education provides the competence to work in an international operating environment. The international experience and connections of the staff of higher education institutions improve the quality of research and education and support the internationalisation of the students. The higher education institutions offer high-quality education focused on their fields of expertise, given in foreign languages. Furthermore, the higher education institutions actively utilise international cooperation opportunities, in particular, within the EU and Nordic countries. By 2015, the number of non-Finnish teachers, researchers and degree students has risen considerably and higher education institutions will have become genuinely international study and work communities.

Increasing the quality and attractiveness of higher education institutions

Finnish higher education institutions are internationally renowned and attractive study and work environments. Internationally networked higher education institutions support internationalisation, competitiveness and well-being of society. Talented non-Finnish students and researchers who choose Finnish higher education institutions are attracted by the high quality education and research as well as by the opportunities

Photo: Helena Inkeri / Gorilla



afforded by Finnish working life. Well-functioning services support coming to and staying in Finland.

Promoting the export of expertise

Finnish higher education institutions are attractive and reliable cooperation partners who engage in high-quality and mutually beneficial international research, education and cultural cooperation. Higher education and expertise are nationally significant exports.

Supporting a multicultural society

Higher education institutions actively take part in supporting the multicultural higher education community and civil society. People with immigrant backgrounds and foreign exchange and degree students, teachers, researchers and other foreign personnel of higher education institutions in Finland are a resource that promotes internationalisation at home. The share of students in higher education with immigrant background corresponds to their share of the whole population.

Promoting global responsibility

Finnish higher education institutions utilise their research and expertise to solve global problems and to consolidate competence in developing countries. The activities of higher education institutions are ethically sustainable and support students' prerequisites to function in a global environment as well as to understand the global effects of their activities.

The aims and policies of the higher education institution internationalisation strategy are linked to the whole of the higher education system. Polytechnics and universities have a slightly different internationalisation profile. The forms and means of internationalisation vary according to the fields of education and research. Higher education institutions define the focus areas of their international activities as part of their overall strategies on the basis of the aims of the national strategy. They focus on measures in the national strategy in line with their own profiles and define who they consider to be their most important strategic partners.

The implementation of the higher education institution internationalisation strategy requires cooperation between higher education institutions, several ministries, financing and support organisations, the business community and regional actors. In concrete terms the main focus will be on measures for which the primary responsibility lies with the administrative sector of the Ministry of Education. The Ministry of Education promotes the attainment of the aims of the strategy both nationally and proactively in the European Union, OECD, UNESCO and other organisations supporting the international cooperation and networking of higher education institutions.

Challenges and opportunities of internationalisation

Finnish higher education institutions and research have become international

Internationalisation has long been among the key aims of the Finnish science and higher education policy as well as at the core of higher education institutions' own strategies. Long-term investments in higher education and research and development activities have led to a rise in the level of our higher education institutions and research and an increase in international cooperation. Finland has been ranked high in international education, research, technology and innovation activity comparisons. The following observations demonstrate the internationalisation of Finnish higher education institutions and science since the 1990s:

- Finland has more top researchers, research groups and institutes linked with important international research and competence networks. Through their initiatives, universities and the Academy of Finland have promoted top research and international awareness of Finnish science. In proportion to its population and gross domestic product, Finland is one of the greatest producers of scientific publications in the world.
- Finland has participated actively in European higher education and research cooperation. The Erasmus programme has proved a great success for Finland. The Centre for International Mobility (CIMO), which is responsible for the national implementation of the EU educational programmes, has established itself as an internationally renowned and esteemed cooperation partner. The number of Finnish exchange students abroad has more than quadrupled in the last ten years. Moreover, Finland is one of the leading nations in the Erasmus teacher exchange. The amount of funding that has been channelled into Finland through the European Union educational and research programmes exceeds our share of payments. The number of joint publications with researchers in other EU countries doubled from 1995 to 2005.
- Finnish higher education institutions adhere to European cooperation structures. Our higher education institutions are among the first to have implemented the reforms required by the Bologna Process, which aims at establishing a European higher education area.
- The higher education institutions participate actively in the Nordplus mobility programmes, in the creation of joint Master's degree programmes in the Nordic countries, and in increasing Nordic research and innovation cooperation.
- Interest shown by foreign students in our higher education institutions has increased. The share of non-Finnish students studying for a scientific postgraduate degree has increased in all fields. For the most part, the higher education institutions have reached the target number of non-Finnish degree students set at the beginning of the millennium.

The situation is good in my view, but Finland has a high potential to establish an even more competitive higher education system.

- A university researcher

In the last 10 to 15 years, there has been considerable development in the fields of multiculturalism and internationalisation both in terms of thinking and attitudes.

- A university researcher



Internationalisation has progressed well and higher education institutions have developed their services.

- *University administration*

The substance competence of Finnish higher education institutions is good on average but we are still learning how to operate in an international operating environment.

- A polytechnic researcher

- Finland's success in the PISA survey and competitiveness and innovation comparisons has increased the visibility of our education and research system outside our borders. Emerging economies and developing countries have shown increasing interest in consolidating their own education and research capacity in cooperation with Finnish actors.
- Higher education institutions have increased education given in foreign languages leading to a qualification. In proportion to the size of our higher education sector, there is an exceptionally large amount of teaching available in English.
- Higher education institutions have emphasised their cooperation supporting internationalisation. This is demonstrated by, for example, the polytechnics' PINNET network, HERA cooperation in the Helsinki Metropolitan Area and numerous other national, regional and local projects.

Compared with the competition, however, Finland's relatively low level of internationalism is still one of our weaknesses

Despite our progress, the low level of internationalisation is still one of the key weaknesses of the Finnish higher education and research system when compared with our competitors. Finland has built its competence base and success very much with its own means. When compared with the speed of change in the operating environment

and the development of globalisation, Finland's internationalisation development has been slow, and has completely stopped in some fields. Our ranking in international competitiveness and development of information society comparisons has taken a downturn. The risk is that Finnish higher education institutions are losing their position as an interesting cooperation partner.

- Finland is among the minority of OECD countries suffering from a brain drain. Currently, more people with higher education degrees are moving out of than into Finland.
- Not only are we behind the large science nations in researcher, teacher and student mobility but we are also behind small developed countries.
- There are very few non-Finnish researchers, teachers and persons with a foreign educational or research background in the personnel of our higher education institutions.
- Student interest in studying abroad has decreased. Ever since the turn of the millennium, university teacher and research visits abroad have been decreasing in most fields.
- The competence and cultural know-how of Finland-based people with non-Finnish backgrounds have not been fully utilised as a resource to enrich Finnish culture and Finland's higher education system.

I do not feel there is a place for me as a teacher or a professor at the university unless I speak Finnish very well.

- A university researcher

Internationalisation is still not regarded as being sufficiently important among the personnel.

- Polytechnic management

- The share of immigrants completing higher education degrees in Finland is small. The unemployment rate of immigrants is over double that of the native population.
 - Insufficient attention has been paid to the teaching of national languages and culture to non-Finnish students and personnel.
 - Our higher education institutions have been left out of fast-growing educational markets. The export and professional marketing of competence are still in their infancy.
 - Finnish researchers and experts working abroad have not been sufficiently utilised in the promotion of Finnish science and higher education.
 - Finland is known as a country investing in education, research and innovations but it is not sufficiently profiled as an initiator in international forums.
 - There are few direct foreign investments and research activities by foreign companies and little foreign research and product development funding in Finland.
- The demand for internationalism touched increasingly all the activities of higher education institutions. Its benefits can be examined from the perspectives of students, teachers, researchers, institutes, individual higher education institutions and the whole system, as well as that of the whole nation. Internationalisation of the higher education system and science is particularly important for the following reasons:
 - Our own mental and financial resources are limited and a significant part of the information we need comes from abroad.
 - International cooperation is the best way to improve quality, remove overlapping activities and pool Finnish and foreign resources for joint projects. Our own high-level competence is a necessary condition when seeking interaction with leading global centres and actors.
 - Higher education institutions are key to the internationalisation of the economy and society. They attract a highly educated labour force and foreign investments. By international networking higher education institutions consolidate the development potential of their region, their overall competence level, available resources, competitiveness and innovation ability as well as make business life in the region more varied.

Why internationalise?

The internationality of science has been taken for granted. Great changes experienced in the last decades include the rapid increase of higher edu-



Internationality and knowledge of international development are the lifelines of a small nation.

- A university researcher

- Nurturing and promoting Finnish culture as part of the diversity of global cultures is among the duties of educational and research institutions.
- International mobility provides opportunities to work and network with the top experts in the field, to participate in their teaching and utilise high-quality infrastructures as well as to become acquainted with the most recent research methodologies, fields of research and ideas.
- A non-Finnish researchers and teachers bring new kinds of competence and new influences in the operation of the higher education institutions.
- Studying and working abroad improve the individual's language skills and position in the labour market and increase understanding between cultures and societies.
- A great deal of tacit knowledge is connected to diverse international networking, which is necessary for the development of education and research as well as societal renewal.
- Internationalisation promotes the mental growth and understanding of global responsibility in an individual.
- The solving of global problems requires international cooperation.
- Participation in the globalisation of education, science and technology and influencing it in the EU, OECD, UNESCO and in other international forums is in the best financial and cultural interest of Finland.

There are significant differences in internationalisation between different fields of education and science. Also, obstacles to internationalisation and opportunities afforded by it vary. However, there is a consensus among the higher education and business communities about the fact that our higher education institutions do not offer the students, researchers, teachers and other personnel genuinely international and multicultural operating environments.

Operating environment is changing and competition is getting stiffer

The international operating environment of higher education institutions is changing rapidly. Finnish higher education institutions must compete increasingly harder to retain their position as producers, conveyors and utilisers of competence and new knowledge. The status of the higher education institutions is particularly affected by changes in knowledge production, international competition for talent, demographic changes, globalising labour markets, increasing mobility of students and researchers, increased influence of policies pertaining to knowledge and competence, the ongoing Europe-wide modernisation of the higher education system, and expectations directed at higher education institutions to provide answers to global problems.

Internationality is crucial to all business activities as well as to the fields of education and culture.

- Employer/business community

- **Research and innovation activities are becoming international.** The production and wide-ranging utilisation of research information is increasingly a collective and international objective. During the last ten years, the number of internationally co-written publications in the world tripled and the share of international patents of all patents almost doubled.
- **Competition for experts is getting stiffer.** International cooperation and interaction is on the increase, and it will find new closer and deeper forms. Knowledge and new ideas are increasingly produced in global networks. Higher education institutions are channels for such networks. States and regions compete for experts and enterprises with their research and educational systems. Multinational corporations increasingly conduct their research and development activities outside their home country.
- **Emerging economies.** The rapid economic growth in populous fast developing countries, such as China and India, and their engagement with the global economy affect the direction that internationalisation takes. Industrial production is moving away from the OECD area while services and subcontracting are increasingly acquired from the emerging economies. The focus of the world economy and politics is shifting towards Asia. China and many other rapidly growing economies are increasing their investment in higher education, research and innovation. The relative weight of Finland as a higher education and science country is diminishing.
- **Significance of quality is emphasised.** Success in competition for experts requires that research and innovation environments are of high quality and are internationally well known. Quality attracts quality. High-quality teaching and research attract competent people, knowledge, enterprises, investors and make them put down their roots in the operating areas of the higher education institutions.
- **Work-based immigration.** The ageing population makes it necessary to attract a larger foreign workforce and competition for competent workers is stiffening. The share of the workforce engaged in research and development activities of the whole workforce is growing. Many countries have reviewed their policies and selection measures with the aim of promoting immigration of research and development experts and other highly educated workforce members. In Finland, the workforce will start diminishing earlier than in competing countries. Promotion of work-based immigration and education of already existing immigrants in Finland are among the most urgent tasks of internationalisation.
- **The structure of student, researcher and teacher corps has changed.** Due to the increasing number of adult students and the ageing of the researcher and teacher corps, organising work and study periods abroad has become more challenging.



- **Key competences in internationality.** Functioning in internationalising working life requires that all individuals with higher education qualifications have interaction skills, good language skills and diverse cultural competence.
- **European research and higher education policy.** The European Union, major science nations and emerging economies have set themselves ambitious goals for expanding research and development investments. Currently, a comprehensive modernisation of the higher education system is taking place in Europe, which is affected by the competition coming from the leading American universities as well as by the challenge presented by emerging science nations. The Lisbon Strategy of the European Union gives the centre stage to policies pertaining to knowledge. The EU's objectives include free mobility of competence based on a modern higher education system, top-level scientific knowledge, high-quality research infrastructures, mobility of researchers, students and higher education institution personnel, mutual recognition of qualifications, open and competitive labour markets for researchers, transfer and utilisation of competence, as well as the free availability of knowledge and open innovation environments.
- **The new European structures of research and higher education institutions.** In recent years, several new structures have been created and new initiatives launched to consolidate research, education and innovation activities in Europe. The

European Institute of Innovation and Technology (EIT) networks higher education institutions, research institutes and enterprises with the help of knowledge and innovation communities. The European Research Council (ERC) supports the improvement of the quality of basic European research. Joint Technology Initiatives (JTIs) are enterprise-driven research partnerships between the private and public sectors. The programme-based cooperation between national research financiers is supported by joint financier network projects, such as ERA-NET and Article 169 initiatives.

- **Nordic cooperation** provides higher education institutions with new means of consolidating their competence through, for example, NordForsk and the top-level Nordic research project on climate, energy and environment to be launched in 2009.
- **Student mobility and educational exports.** In three decades, the international mobility of students has quadrupled. The number of mobile students is increasing more rapidly than the overall number of students. Demand for higher education is growing rapidly in developing countries where domestic supply cannot meet demand. The sale of educational services has become an important export product for many countries. New activities have sprung up alongside traditional student and researcher mobility, such as branch campuses, franchising, made-to-order education, bilateral training agreements, twinning, joint degrees, e-learning and corporate universities.

We Finns are too convinced of the fact that only we know how to do things well. There many countries in Europe with with smaller populations whose higher education systems will be more competitive in the future.

- Polytechnic management

- **International recommendations, instructions and guidelines.** Increased mobility has made it necessary to provide international guidelines and norms. There are already approved guidelines to safeguard students in higher education and other stakeholders against low-quality educational services and erroneous information.
- **Comparisons and rankings.** International comparisons and various rankings have great significance for educational and science policies. They affect the image of higher education institutions in different countries internationally. Ranking lists and the consequent comparison between the higher education systems in the United States and Europe have also been the points of departure of the higher education communications and development proposals from the European Commission. Many industrial countries and international organisations have launched projects aiming to develop alternatives to the currently influential ranking lists, which are nonetheless seen as deficient in many respects.
- **Global responsibility.** Globalisation changes the economy and society. Higher education institutions are expected to participate within the scope of their basic duties in the analysis and presentation of scientifically grounded alternative solutions to global problems, such as climate change, infectious diseases, poverty, limited natural resources, violations of human rights, wars, and terrorism. While developing new forms of international cooperation, the higher education institutions need to consider more care-

We should move away from a self-congratulatory homogenic culture to genuine appreciation and recognition of the importance of internationality, language skills and multiculturalism.

- A university researcher

fully than hitherto the global implications of their activities.

- **Status of national languages.** The dominance of English as the language of trade, science and higher education has strengthened. Increasing attention has been paid to teaching and publication in national languages outside the Anglo-Saxon language area. It is necessary for the development of science, culture and society to ensure the availability of research-based knowledge and to support the cultural development of the whole population.



Internationalisation and higher education reforms

Internationalisation is part of the reform of the public research, innovation and higher education system in Finland. With regard to this, the Government has included strategic development policies in the Government Programme.

The activities of higher education institutions must be at a high international level so that they can engage in international cooperation and attract the top experts from Finland and abroad. There are several significant ongoing investments and reforms that aim at a more high-quality higher education system and high-quality research environments:

- **The structural development of higher education institutions** focuses the higher education institution network in order to develop stronger and more high-quality higher education units and to promote the profiling of higher education institutions. Structural development aims at making all units sufficiently versatile and capable of conducting high-quality activities. By profiling according to their strengths, higher education institutions improve their position as credible international cooperation partners in research and education.
- **Reform of the Universities Act** aims at consolidating the economic and administrative position of the universities, which would provide the universities with better prerequisites for operating in an international operating environment. Made-to-order education leading to a qualification and fee-based Master's degree programmes for students from outside the EU/EEA area are new tools for the internationalisation of higher education institutions.


- The Government aims at **raising the public and private R&D funding to 4% of GDP by 2011**. Increasing public research funding is key to strengthening research activities in higher education institutions.
- Internationally competitive research requires investment in up-to-date **research infrastructures**. The charting and development project of national research infrastructures was completed at the end of 2008. The roadmap proposals deal with research infrastructures and their needs both at national and international levels.
- **Researcher education and researcher career are developed** in accordance with the Ministry of Education action programme (2007-2011). The four-tier researcher career model renders the researcher career more transparent and predictable. One aim is to promote national and international mobility.
- **Promotion of internationality is an important goal in the activities of organisations funding research**. The increasing funding cooperation between the Academy of Finland and Tekes, the Finnish Funding Agency for Technology and Innovation and the most important European and other countries provides the preconditions for internationally high-quality research and researcher education as well as attractive research environments.
- **The Strategic Centres of Excellence in Science, Technology and Innovation (SHOK)** offer a new means of close cooperation for higher education institutions, research institutes and companies utilising research outputs. SHOKs function in fields crucial to the future of business and society (energy and environment, metals and engineering, forest cluster, health and well-being, and information and communications industry and services). **The cluster-based Centre of Expertise Programme (OSKE)** is used to gather together the actors in the centres of expertise in various fields. Internationalisation is the focus of the Centre of Expertise Programme in 2007-2013.
- In October 2008, the Government presented Parliament with its **communication on Finland's national innovation policy**. According to the basic strategic choice of the Government, Finland's engagement with and positioning in global competence and value networks requires active participation and influencing these networks, international mobility of experts and determined development of the attraction of the innovation environment. In its development policy, the Government emphasises the strengthening of the competence base, creation of incentives for the mobility and networking of researchers and teaching staff, and the promotion of multiculturalism.

- In October 2006, the Government adopted a resolution on the **migration policy programme**, which includes several goals and policies pertaining to higher education institutions. One aim of the programme is to promote the immigration of students and researchers. The monitoring of the programme pays particular attention to activities supporting transition to labour markets, study programmes aimed at non-Finnish students and the teaching of Finnish and Swedish.
- In October 2008, the Foreign Minister appointed a high-level committee to steer the development of the **country brand for Finland**. The aim of the committee is to draw up a foundation for the creation of a strong country brand for improving Finland's international competitiveness. The high-quality educational system has significantly contributed to Finland's positive image internationally. Marketing and making the expertise of our higher education institutions more well known are an essential part of the development of a national brand.
- In December 2008, the Science and Technology Policy Council accepted the **Review 2008 report**. According to the report, international cooperation must be an intrinsic part of research and innovation activities. The report emphasises that the success of this cooperation requires that we focus on the fields of research and geographical areas most important to Finland. According to the Science and Technology Policy Council, organisations promoting internationalisation must jointly select and coordinate their support activities. Activities must be allocated on a needs basis in such a way that they support improving cooperation regardless of the location of the partner. According to the funding plan included in the *Review 2008* report, internationalisation is one of the central uses of supplementary appropriations for universities. Supplementary appropriations for polytechnics are to be used for consolidating the funding of R&D activities.

1. A genuinely international higher education community

The Finnish higher education provides the competence to work in an international operating environment. The international experience and connections of the staff of higher education institutions improve the quality of research and education and support the internationalisation of the students. The higher education institutions offer high-quality education focused on their fields of expertise, given in foreign languages. Furthermore, the higher education institutions actively utilise international cooperation opportunities, in particular, within the EU and Nordic countries. By 2015, the number of non-Finnish teachers, researchers and degree students has risen considerably and higher education institutions will have become genuinely international study and work communities.





The design of higher education institution curricula and national strategies pertaining to them should take into account the importance of internationalisation. You cannot just say “send your students abroad”, while the students are desperately trying to figure out what they are supposed to do abroad and what to do with their studies.

- *University administration*

Give immigrants an opportunity to participate in the development of higher education institution strategy and the higher education institution itself. We also have good ideas and goodwill to develop our own university if we are given a chance.

- A university researcher

Online and e-learning offer numerous opportunities but one shouldn't overlook the importance of genuinely getting to know the other culture.

- A polytechnic teacher

Teachers should be encouraged to be mobile and to establish personal connections with foreign colleagues. Without these connections, nothing is going to happen at either end.

- A polytechnic teacher

In a genuinely international higher education community, all the students, teachers, researchers and members of staff have the opportunity to achieve the competence for international cooperation and to participate in international activities.

The international competence of students is consolidated by well-executed mobility periods abroad and high-quality course selection including international elements in Finland. The creation of international competence is systematically taken into account in planning the studies at all levels. Completion of studies within the target completion period requires that the development of international competence and the mobility of students are realised in a systematic manner. The ways and means of internationalising are different in different disciplines and areas.

The mobility of students will be increased. Higher education institutions are responsible for the quality of mobility and recognition of acquired competence. The basic assumption of student mobility is at least a 3-month exchange or trainee period. Imbalance in exchange and differences between fields are corrected by supplementing traditional forms of mobility with alternative forms such as e-mobility, study visits and group mobility. The forms of internationalisation have changed in many ways in recent years and short study and research periods abroad are important ways of increasing the international mobility of adult and postgraduate students.

International trainee periods are particularly important both in polytechnics and universities in fields with little in the way of traditional student exchange. The business community and its networks as parts of the international training practices of higher education institutions could be utilised better than is currently the case.

The mobility of researchers, teachers and other personnel will be increased. The mobility of personnel promotes the internationalisation of higher education teaching and research, the popularity of exchange studies and the creation of joint and double degrees and international elements of study programmes. Moreover, mobility increases the competence needed for working in an international higher education community by improving the appreciation of other cultures, religions and languages. The prerequisites for increasing the mobility of researchers, teachers and other personnel include flexible working arrangements, career development opportunities and commitment to attaining the goal by the higher education institution administration. The mobility of polytechnic teachers can be significantly increased by active participation in international teaching and R&D cooperation projects.

The number of non-Finnish degree students, researchers and teachers will be increased. The international student corps and personnel are a key factor in Finnish higher education institutions' internationalisation at home. It is the responsibility of higher education institutions in collaboration with other actors in the area and with student organisations to integrate non-Finnish students, researchers and teachers into both the higher education community and Finnish society. Internal services, administration and communications of higher education institutions are developed in such a way as to enable the creation of genuinely international study and work environments.

Teaching given in foreign languages in Finland supports the availability of a workforce, enables reciprocal student mobility and offers Finnish students an opportunity to participate in foreign-language education in a multicultural environment in their home country. The quality of education given in foreign languages is further improved by developing

genuinely international education. The prerequisites for organising internationally high-quality study modules are created with the aid of cooperation between higher education institutions and different fields of education as well as through non-Finnish personnel and a multicultural student community. Participation in international course selection and in its organisation requires multilingualism and cultural competence from both the students and the entire personnel.

Cooperation with the world of work will be increased in international study programmes, which improves the student opportunities to find a place in Finnish working life. Improving career prospects increases the attractiveness and completion of international study programmes.

The internationalisation of higher education institutions should apply to all students and members of staff. Strategies are often regarded as matters for executive and manager levels that do not apply to regular teachers.

- Polytechnic administration

Mobility goals for 2015

Aim	2015 ¹		2007		
	Number	Share	Number	Share	
The number of non-Finnish degree students in higher education institutions ²	20,000	7 %	11,303	3,7 %	
The share of non-Finnish students in graduate schools		20 %		15,8 %	
Teacher and expert mobility in polytechnics ³ (long and short term)	incoming	3,000	47 %	1,689	26,2 %
	outgoing	4,000	62 %	3,252	50,4 %
Teacher and researcher mobility in universities ⁴ (long and short term)	incoming	4,000	29 %	1,733	12,7 %
	outgoing	4,000	29 %	1,223	9 %
Student and trainee mobility in polytechnics ⁵ (long and short term)	incoming	8,000	8 %	4,418	3,7 %
	outgoing	8,000	8 %	7,178	6,1 %
Student and trainee mobility in universities ⁶ (long and short term)	incoming	8,000	6 %	5,214	3,8 %
	outgoing	8,000	6 %	5,275	3,8 %

1 In proportional figures, the goals pertaining to students in 2015 are based on the assessment that the number of students in higher education institutions will have decreased by in total 25,000 students by 2015. In the case of personnel, the comparison is made with the situation in 2007.

2 In proportional shares, the comparison figure is that of first-degree and postgraduate students in all higher education institutions.

3 Periods of over one week. In proportional shares, the comparison figure is that of full-time teachers and R&D personnel.

4 Periods of over two weeks. In proportional shares, the comparison figure is that of person years of teaching and research personnel (all funding sources excl. computational hours of teaching and graduate school posts).

5 Polytechnic degree and polytechnic Master's degree students. Periods of over one week. In proportional shares, the comparison figure is that of attending polytechnic and polytechnic Master's degree students.

6 First-degree students. Periods of over one week. Statistics for short-term mobility are lacking at the moment. In proportional shares, the comparison figure is that of attending first-degree students.

Measures

1. The Ministry of Education will oversee the establishment of a fixed-term mobility funding programme for 2010-2015. The programme will be administered and communications handled by CIMO. The programme expenditure will be 5 million euro annually, totalling 30 million euro for the entire duration of the programme.
2. Higher education institutions will incorporate into all their degrees a module supporting internationalisation. Its realisation will be determined in personal study plans. The internationalisation module will be completed with a mobility period or high-quality international courses. When required, the higher education institutions will consolidate field-specific and regional cooperation in order to organise foreign-language teaching. International courses utilising e-learning will be added to education leading to a qualification and to open higher education comprising of its modules.
3. The higher education institutions will reserve sufficient resources for study counselling services to support the advancing of studies by students with non-Finnish and immigrant backgrounds. In collaboration with student organisations, the higher education institutions will organise counselling and support activities for non-Finnish exchange and degree students and students with immigrant backgrounds and will train tutors to give support in their studies and free time.
4. The higher education institutions will make practices of recognition and accreditation of prior learning and competence uniform so that they are unambiguous and consistent for both Finnish and non-Finnish students.
5. In order to improve the quality of education and counselling provided in a foreign language, the higher education institutions will focus on their continuing education activities for teachers and staff in language and cultural studies as well as the pedagogics of teaching in a foreign language. The higher education institutions require that teachers teaching in a foreign language demonstrate their skill in the teaching language by a language certificate or in some other way determined by the higher education institution.



2. Increasing quality and attractiveness

Finnish higher education institutions are internationally renowned and attractive study and work environments. Internationally networked higher education institutions support internationalisation, competitiveness and well-being of society. Talented non-Finnish students and researchers who choose Finnish higher education institutions are attracted by the high quality education and research as well as by the opportunities afforded by Finnish working life. Well-functioning services support coming to and staying in Finland.

Open your doors before immigrants select other nations with open doors and better policies.

- A university researcher

Important research infrastructures are abroad, not in Finland. Finland needs a flagship, so that we would be recognised also as a science country not just as a mobile phone country.

- Employer/business community

Individual higher education institutions are often too small for significant international projects, so we need cooperation and alliances.

- A polytechnic researcher

High-level research and competence, high-quality basic and further education and competitive education and research environments create a basis for international interaction and for attracting experts. Increasing competition for producers of high-quality knowledge and top-level competence presents new challenges for research and education environments as well as for the development of innovation activities and a human resources policy. From the perspective of the attractiveness of the higher education institutions, it is essential that the services supporting entry and integration in Finland will be developed.

High-level education is based on high-quality research, which is brought about by international research cooperation. Research projects are increasingly realised in international cooperation and they require new joint, effective infrastructures and the utilisation of information technology. Strong infrastructures are also a key competitive factor in international research cooperation and researcher education. The aim, presented in the Government report on innovation policy to Parliament, is to create world-class research infrastructures and research environments in Finland in addition to a high-quality higher education system. The attainment of the aim requires making cooperation more effective both at national and international levels as well as significant investment in establishing and continuous maintenance of infrastructures. European-level infrastructures are currently being constructed as part of the European Strategy Forum on Research Infrastructures (ESFRI) roadmap project. The national research infrastructure survey presented in December 2008 gave proposals

on the development of national research infrastructures and participation in international infrastructures.

The role of the research and development activities of polytechnics in the internationalisation of the regional business community and the higher education institution system is consolidated and R&D projects are constructed in international cooperation. The role of research and development activities can be particularly consolidated with regard to utilising research outputs and competence transfer between higher education institutions and the world of work. Cooperation between higher education institutions is needed in order to create sufficiently large high-quality projects.

Services supporting research and development and innovation activities contribute to the quality and attractiveness of research environments. Cooperation in the development and utilisation of the services (such as services pertaining to information, funding, and innovation and corporate cooperation) and competence improve the opportunities for Finnish higher education institutions and enterprises to network and operate within an environment of international cooperation.

Support activities for integrating into the Finnish work and living environment have a significant role in increasing attractiveness. This requires the development of permits and practices relating to entry and living in the country as well as services supporting settling down, which take into account the individual needs of the newly arrived. Finding accommodation, organising day care and schools for



children, supporting the employment of the spouse as well as accessibility to health-care services must be flexible and organisable according to the needs of newcomers. Assistance received in taking care of practical matters helps in structuring the everyday life and enables faster immersion in studies or teaching and research. Increasing the numbers of people moving to Finland in accordance with the goals set requires that the services supporting entry and settling down in Finland are developed further and information about them is available also in the higher education institutions. Regional cooperation between higher education institutions and other actors as well as coordination of activities in creating these services is required in order to guarantee quality and to save resources.

Taking internationality into account consistently in the human resources policy of higher education institutions consolidates internationalisation. Recruitment procedures of personnel and students must support entry of non-Finnish individuals into Finnish higher education institutions. Effective utilisation of grass-root-level networks at the level of the whole higher education institution promotes the attracting of experts to Finland. After the current reform of the Universities Act, the universities will have more freedom over their own human resources policy. The reform will improve the competitiveness of the universities in recruiting both competent Finnish and non-Finnish personnel.

In 2005, the European Commission presented the European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers. Their aim is to promote the attractiveness of a researcher career in Europe. The Charter principles define, for example, academic freedom, ethics, professional responsibility as well as legal and contractual obligations. Principles pertaining to employers and financiers concern non-discrimination, a favourable research environment, stability of the employment relationship, appreciation of mobility and evaluation systems. The Code pertaining to recruitment of researchers states that employment procedures should be effective and transparent. The Code emphasises the recognition of experience gained by mobility and working in other organisations.

Student selection will be developed to assure that the admitted students are motivated and proficient in languages and have the necessary qualities to do well in studies. The fluency and effectiveness of the student selection process are important factors affecting the attractiveness of higher education institutions. Higher education institutions should utilise existing internationally recognised tests. Use of fee-based examinations will be possible after the reforms of the Universities Act and Polytechnics Act have entered into force. Higher education institutions are responsible for student selection and the marketing of the education that they offer.

When competing for talented international students and researchers, economic resources for studying and working are a significant factor in addition to the high quality of higher education institutions, brand recognition and course selection. In order to improve attractiveness, current funding instruments are improved and their funding increased. The joint Finland Distinguished Professor Programme (FiDiPro) funding project of the Academy of Finland and Tekes the Finnish Funding Agency for Technology and Innovation provides higher education institutions and research institutes with an opportunity to recruit non-Finnish top researchers – or Finnish top researchers who have worked extensively abroad – for a fixed term to engage in and promote research in Finland. For their part, the Fulbright Center programmes are crucial tools for transatlantic exchange and academic cooperation between Finland and North America.

International merits should be prioritised in appointments.

- Research institute

Measures

6. Higher education institutions will consolidate their own research infrastructures and cooperate in consolidating national-level research infrastructures and actively participate in the use and development of international infrastructures on the basis of the national road-map. The aim is to attain a leading position in the development of European-level research infrastructures in some fields in which Finland possesses internationally recognised competence. The Ministry of Education and the Academy of Finland are for their part responsible for the establishment expenditure, maintenance and participation costs on the basis of decisions made on the roadmap.
7. Universities and polytechnics will increase their cooperation in strategically significant research and development activities and ensure the appropriate and effective use of administration, expert and innovation services at regional and national levels. The Ministry of Education and the Ministry of Employment and the Economy will launch a nationwide ESF development programme Growth and Internationalisation of Competence Clusters, in which the Ministry of Education particularly emphasises the competencies of polytechnics to participate in international research and development activities.
8. The higher education institutions will ensure that there are enough international top researchers in the strategic and competence areas. Higher education institutions follow the principles of recruitment of researchers presented in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The Academy of Finland and Tekes expand the content scope and funding of the FiDiPro programme so that the programme promotes the internationalisation of higher education institutions in a more varied manner than has been the case thus far.
9. Higher education institutions, together with regional authorities and other actors, are responsible for providing centralised information on services needed for settling down in Finland, such as accommodation, health care and employment opportunities. Communications and counselling take into account the individual needs of foreigners and their families. The higher education institutions chart the service level in their region and work actively with the authorities and other actors in the region to rectify any perceived deficiencies.
10. Higher education institutions will develop student selection processes to make the recruitment of students with non-Finnish and immigrant backgrounds more efficient. The higher education institutions utilise international, standardised tests in the selection of non-Finnish students. The Ministry of Education, Finnish National Board of Education and the higher education institutions will develop national student selection systems and services to support the selection of foreign-language students.
11. The Ministry of Education will increase its annual appropriation to the Fulbright Center by 50% from 2010. The extra investment aims at directing a larger share of the Fulbright Center funding to supporting talented young researchers, teaching cooperation between higher education institutions and inviting top American researchers to Finland.



3. Export of expertise

Finnish higher education institutions are attractive and reliable cooperation partners who engage in high-quality and mutually beneficial international research, education and cultural cooperation. Higher education and expertise are nationally significant exports.

Finnish higher education institutions, researchers and teachers cooperate actively with the higher education institutions and research institutes in the world's leading higher education and science countries. Moreover, higher education institutions have established mutually beneficial cooperation relationships with emerging science countries and developing countries.

Finnish higher education institutions possess high-quality competence, the marketing of which will improve cooperation opportunities with the best international higher education institutions. The higher education institutions also have improved opportunities and legal prerequisites to utilise their competence commercially and internationally. In many of the emerging economies of Asia, the Middle

Lack of advertising! Finland has excellent education levels, world-class researchers, businesses, and products, yet who knows this outside of Finland?

- A university student

Marketing has to be realistic and based on the genuine strengths of Finnish education.

- Non-governmental organisation

East and Latin America, domestic supply is not sufficient to meet the increasing demand of higher education. Our good reputation linked with the PISA survey and success in other comparisons has gone largely unexploited.

The aim is that the export of competence and education by higher education institutions becomes a nationally significant export product and part of Finnish export promotion. The export of competence can serve to support the overall internationalisation of the higher education community, international networking and the visibility of Finland and Finnish higher education institutions abroad. The export of competence and the development of new forms of educational cooperation mean that the perspectives of the student and of the consumer in the activities of the higher education institutions are better acknowledged.

The higher education institutions themselves have a key role to play in marketing their competence. Added income derived from commercial activities is an incentive for making marketing more effective. The development of educational services must be based on a realistic analysis by the higher education institutions concerning what kinds of educational services will be in demand in the near future, what are the main market areas, and what kinds of products and forms of cooperation are most natural for Finnish higher education institutions. Research and surveys into cross-border higher education and export of education must be increased. Finnish higher education institutions are small actors internationally. Joint marketing and cooperation in developing

competence can be used for attaining added value. Moreover, the development of higher education exports requires cooperation with export organisations and enterprises as well as strengthening of marketing and export competence in higher education institutions.

Sufficient basic knowledge of the Finnish higher education system and the opportunities afforded by it are prerequisites of marketing competence and exports. Accessibility to this information internationally will be increased. It is the duty of the authorities to see to that basic information about Finnish education and research system is available and up to date. CIMO's competence and duties are especially focused on promoting mobility through national and international programmes and providing information on education opportunities.

Competence, country knowledge and networking of Finns with higher education degrees living abroad can significantly support internationalisation and increase brand recognition of Finland. Public and private organisations already operating abroad offer cooperation opportunities in increasing the visibility of higher education institutions and in networking. Many higher education institutions are networked abroad through business life. In particular, enterprises with Finnish backgrounds in emerging science countries and economies can be utilised better than has been the case thus far in creating contacts as well as for student and personnel placement-in-enterprise periods.

Competition for the best experts and high-quality cooperation partners emphasises the need to develop



**With regard to educational export,
we need cross-administrative
cooperation and activating of
existing export promotion bodies.**

- University administration

flexible agreement and cooperation procedures. The most important thing is to agree directly between the actors on the goals, content, procedures and funding of the cooperation. However, in many countries – in addition to expression of intent between organisations – a memorandum of understanding or other form of expression of support from ministry level is needed for cooperation between higher education institutions. The Ministry of Education provides flexible and appropriate cooperation documents for ensuring that Finnish higher education institutions have good preconditions for succeeding in increasingly stiff international competition.

The development of international cooperation and brand recognition of higher education institutions is also supported by the action programmes and strategy documents pertaining to individual countries and areas drawn up by the Ministry of Education. The most important of these have been the Russia programme that was completed in 2007 and the Asia action programme completed in 2006, the implementation of which is continued. A survey of presence is connected to the Asia programme, on the basis of which the Ministry of Education will send in early 2009 a liaison officer to the innovation centre in Shanghai to assist on higher education institutions' China cooperation. During the two-year pilot stage, the feasibility and relevance of the operating model will be evaluated.

Taking into consideration Finland's geographical location, Russia's increasing role as a market area and its importance as a country of culture and science require special attention. The Government Programme

has committed to the promotion of Russia competence. Many polytechnics and universities have adopted Russia cooperation as one of the focus areas of their activities. There is a good basis for Russia competence in Finnish higher education institutions. The Aleksanteri Institute – the Finnish Centre for Russian and Eastern European Studies, established in 1996 – has quickly become a well-known centre of Russia research and expertise. The Cross-Border University has been an important initiative on the field of educational cooperation. Despite increased Russia cooperation and Russia-related research and teaching in many higher education institutions, Finnish investment in Russia cooperation and competence is still inadequate.

Increasing commercial cross-border educational activities requires responsibility and measures to ensure the quality of education by the providers of education. In 2005, the OECD and UNESCO adopted common guidelines for quality provision in cross-border higher education. The guidelines cover all forms of mobility. They include recommendations concerning both the home countries of service providers as well as the countries receiving the services. New forms of cross-border higher education will be a significant part of the international activities of Finnish higher education institutions. It is possible also that non-Finnish actors will start marketing their educational services on a wider scale in Finland. On the basis of recommendations by the OECD and UNESCO, it is possible to develop a tool promoting the quality of internationalisation and educational services for Finnish actors in the field.

Measures

12. In order to support the export of educational services by higher education institutions, the Ministry of Education will appoint a cross-administration committee to prepare a development programme, which will support networking of higher education institutions and export organisations and the consolidation of structures and a knowledge base of educational exports.
13. CIMO, the Academy of Finland and Tekes are responsible for the availability of information on the Finnish higher education and research system and study opportunities by developing their online services while taking into account what other actors are offering. The online services support also the settling down in Finland of non-Finnish students, researchers and other personnel as well as the mobility of Finns abroad. Research.fi, an information portal on Finnish science and technology, supports internationalisation by offering up-to-date information on Finnish science, technology and innovation activities.
14. The higher education institutions, CIMO and the Academy of Finland will invest in developing the alumni activities of students, teachers and researchers with foreign backgrounds. Experts familiar with Finland will be utilised in increasing the visibility of Finnish higher education institutions. The alumni activities also offer an informative and influential channel to Finnish researchers and experts living abroad.
15. By 2010, the polytechnics and universities together with the Finnish Higher Education Evaluation Council (FINHEEC) and the Finnish National Board of Education will draw up recommendations for cross-border quality provision for Finnish actors on the basis of the UNESCO and OECD guidelines.
16. The Ministry of Education will promote the creation of cooperation networks for the higher education institutions with the emerging economies and developing countries through memorandums of understanding and other flexible arrangements between national authorities. The presence and visibility of Finnish higher education and research will be increased based on expertise of Finnish missions, culture and science institutes, the FinNode network and other existing public and private organisations.
17. The Cross-Border University (CBU) project and the Barents Cross-Border University project will be developed into an internationally renowned and attractive concept. By 2012, the University of Eastern Finland will establish a CBU unit. CBU will expand its activities to researcher education and research and innovation cooperation.
18. The Aleksanteri Institute will be developed as a national unit of Russia research and competence on the basis of international evaluation to be completed in October 2009.
19. The Ministry of Education will increase the funding of the Finnish Russian Student Exchange Programme (FIRST) to 500,000 euro annually.

4. Supporting a multicultural society

Higher education institutions actively take part in supporting the multicultural higher education community and civil society. People with immigrant backgrounds and foreign exchange and degree students, teachers, researchers and other foreign personnel of higher education institutions in Finland are a resource that promotes internationalisation at home. The share of students in higher education with immigrant background corresponds to their share of the whole population.

The higher education institutions support the development of Finland into a multicultural society, which provides opportunities for intercultural interaction in which the relationship between various population groups is balanced and different social groups can co-exist in equal conditions. The increase in the number of foreign citizens and Finnish citizens with immigrant backgrounds¹ is reflected in higher linguistic and cultural diversity. Immigration based on family relations and work has increased while the number of refugees and

¹ A person with an immigrant background here refers to first-generation immigrants who have entered the country primarily for reasons other than study or for short-term employment. In addition, a person with an immigrant background can refer to second- or even third-generation immigrants who form a group somewhat differing from the majority population.



Photo: Mäntton

89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
Pr	Nd	Pm	Sm	Eu	Gd	Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir
87	88	89	90	91	92	93	94	95	96	97	98	99	100	101
Ra	Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No
85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
At	Po	Bi	Pb	Tl	Pb	Bi	Po	At	Rn	Fr	Ra	Ac	Th	Pa
83	84	85	86	87	88	89	90	91	92	93	94	95	96	97
Tl	Pb	Bi	Po	At	Rn	Fr	Ra	Ac	Th	Pa	U	Np	Pu	Am
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
Hg	Tl	Pb	Bi	Po	At	Rn	Fr	Ra	Ac	Th	Pa	U	Np	Pu
79	80	81	82	83	84	85	86	87	88	89	90	91	92	93
Au	Hg	Tl	Pb	Bi	Po	At	Rn	Fr	Ra	Ac	Th	Pa	U	Np
77	78	79	80	81	82	83	84	85	86	87	88	89	90	91
Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	Fr	Ra	Ac	Th	Pa
75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	At	Rn	Fr	Ra	Ac
73	74	75	76	77	78	79	80	81	82	83	84	85	86	87
Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	At	Rn	Fr	Ra	Ac
71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	At	Rn	Fr	Ra
69	70	71	72	73	74	75	76	77	78	79	80	81	82	83
Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi
67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
Er	Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb
65	66	67	68	69	70	71	72	73	74	75	76	77	78	79
Gd	Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb
63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
Sm	Eu	Gd	Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
Pm	Sm	Eu	Gd	Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir	Pt	Au
59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
Pr	Nd	Pm	Sm	Eu	Gd	Tm	Yb	Lu	Hf	Ta	W	Re	Os	Ir
57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tm	Yb	Lu	Hf	Ta	W	Re

Whiteboard content:

- Top right: **PROFF**
- Top center: **TRIS**
- Left side: $x_{max} = 6$, $y_{max} = 10$, and a graph of a parabola opening downwards.
- Center: $(x/2)^2 (x/2) (x/2) = 1$
- Right side: $8R^2 = 3 + 4/y \times 2^B$, a graph of a curve, and $y = 1^x$, $6 \pm 9 \times x$, $x = 6$.

A great potential is lost on people with an immigrant background, if they are not trained for the labour market.

- A university student

Things are handled differently in different cultures. Mere language skills are not enough, one also has to understand cultural differences.

- A polytechnic teacher

We need encouragement and positive models for a young immigrant person to choose to go to upper secondary education and university.

- Public administration

other immigrants entering the country on humanitarian grounds has decreased proportionally. The Finnish immigration policy has emphasised integration into society while retaining the special features of the immigrants' own culture. Realisation of equality and development of attitudes are preconditions of multiculturalism.

Higher education institutions actively provide students and personnel with the competencies to function in a multicultural higher education community, society and in global education, research and labour markets as well as promote positive attitudes towards multiculturalism. Multiculturalism and plurality are two-way processes that require understanding and an appreciation of people's diversity. In higher education communities this means that people working within them promote equality and equal opportunities to participate. People with immigrant backgrounds and foreign exchange and degree students, teachers, researchers and other foreign personnel of higher education institutions in Finland are an important resource in promoting internationalisation at home.

People with immigrant backgrounds should have equal opportunities for education as the rest of the population. The share of people with immigrant backgrounds in higher education institutions is low when compared with the overall number of people with immigrant backgrounds in Finland. Partly, this is due to the low attendance level of people with immigrant backgrounds in upper secondary education. It is crucial that immigrants' entry into higher education is supported as early as in comprehensive

school and upper secondary education by developing communications and other focused measures in collaboration between various actors. By improving the availability of open higher education and preparatory training for higher education, the threshold for participating in higher education can be lowered for immigrants and people speaking foreign languages as well as provide them with the content and language skills needed in studies.

The higher education institutions promote the smooth progress of studies and access to employment of non-Finnish and immigrant experts by taking into account the effects of various linguistic and cultural backgrounds when organising the education and required support services, and by developing well-functioning practices for the recognition and further development of competence acquired elsewhere. The placement in working life and the integration into society of immigrants and people with non-Finnish backgrounds require sufficient skills in national languages and knowledge of Finnish society and culture. E-learning materials for language teaching are being developed with ESF funding.

Together with working life actors, the higher education institutions develop training practices supporting integration into the world of work, which also promote the transition of people with non-Finnish and immigrant backgrounds into the service of Finnish business and industry and the public sector. The training model developed in cooperation with the business and industry community supports students' equal training opportunities.

Measures

20. The higher education institutions will increase and focus the teaching of national languages and culture so that it better corresponds to the needs of degree students, teachers and researchers with immigrant or non-Finnish backgrounds. The Ministry of Education will expand its study voucher aid system so that the focus group also includes people with immigrant and non-Finnish backgrounds studying or working at higher education institutions. The higher education institutions can apply for study voucher aid to support the study of national languages. The annual appropriation for the study voucher aid system is increased by one million euro. In addition to the higher education institution, students can choose language teaching from adult education providers.
21. The Ministry of Education and the higher education institutions develop in cooperation with the working life a training model to support integration in the labour markets. In this way, the higher education institutions also promote the employment of people with non-Finnish and immigrant backgrounds in the Finnish labour markets.
22. The polytechnics will increase preparatory training for polytechnic studies aimed at immigrants. Organisation of the training within the basic funding framework will be possible once the new Polytechnics Act enters into force. The higher education institutions will also develop the study modules of open higher education to lower the threshold for people with immigrant and non-Finnish backgrounds to enter a higher education institution as a degree student.
23. The higher education institutions will develop recognition of competence acquired from elsewhere and improve the opportunities to supplement that competence so that the competence of people with an immigrant background corresponds to the needs of the Finnish labour market.
24. The higher education institutions will improve the communications on higher education opportunities directed at comprehensive and upper secondary school students, personnel and immigrant families.
25. Multiculturalism and internationalisation are the focus areas of national ESF development programmes of the Ministry of Education in the next application rounds. The higher education institutions will fully utilise ESF funding in, for example, implementing national multiculturalism training for higher education institutions' teaching and research personnel.
26. Together with other authorities, the Ministry of Education will study the opportunities to prolong the length of the residence permit given for seeking employment to a non-Finnish person who has graduated from a Finnish higher education institution from the current six months.



5. Global responsibility

Finnish higher education institutions utilise their research and expertise to solve global problems and to consolidate competence in developing countries. The activities of higher education institutions are ethically sustainable and support students' prerequisites to function in a global environment as well as to understand the global effects of their activities.

Higher education institutions participate in solving global problems, cooperate with developing countries to consolidate competence in them and build their activities on an ethically sustainable foundation. With globalisation, the world is developing into an increasingly comprehensive system. Operating in a globalising world forces higher education institutions to take a critical look at the ethicality of their operating principles. The activities of the higher education institutions are based on responsibility, sustainable

Photo: Matton

Finnish higher education institutions cannot be developed by just gazing at our navel, we should also think of the effect our activities have in other countries.

- A polytechnic student

The question of international cooperation does not turn so much on how it benefits us but on how it benefits the various cooperation parties.

- A non-governmental organisation

development and understanding and appreciating diversity within the higher education community.

The teaching and research duties of higher education institutions provide opportunities for actively seeking creative solutions to global problems. The higher education institutions support social debate on global issues and expand the general knowledge base. Higher education institutions' national and international cooperation consolidates competence and increases the impact of the activities of higher education institutions as promoters of social, cultural and ecological development. Successful examples of closer cooperation include the projects promoting the teaching and research of sustainable development in the higher education sector and the Finnish University Partnership for International Development (UniPID).

Students in higher education institutions require competencies to understand global problems and to see their own influencing opportunities to promote worldwide equality and sustainable development. In addition to a perception of global entities, understanding the micro-level effects of one's own field is crucial in this. The higher education institutions and student organisations play a key role in supporting the development of these competencies. Teaching content must be assessed with regard to this goal.

Global responsibility also means consolidating the knowledge base of developing countries. Worldwide demand for higher education has greatly increased. Many Asian, African and Latin American countries cannot meet the national demand for education. International education supply increases availability

in developing countries. The Ministry for Foreign Affairs has at its disposal a funding instrument for development cooperation between institutions (IKI), the aim of which is to strengthen capacity based on the needs of the developing country. This instrument can be used, for example, for organising made-to-order education in the developing country. The use of the new instrument has been successfully launched in the universities. The current legislation limits the cooperation to state offices and institutions and corresponding actors in developing countries, which omits polytechnics and, after the reform of the Universities Act, also universities. Funding instruments corresponding to their administrative model must be created for higher education institutions, which would enable, for example, the organisation of made-to-order education serving developing countries.

The quality of the activities of higher education institutions in the developing countries is consolidated by increasing long-term cooperation between the higher education institutions in Finland and the developing countries. This networking has been supported by the North-South-South Higher Education Institution Network Programme funded by development cooperation funds. An evaluation of the North-South-South programme will be conducted in 2009 which will provide the basis for the policies for the next programme period.

Measures

27. The higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014.
28. The geographical cover of the North-South-South programme will be expanded and its funding will be raised in the next programme period.
29. The Ministry for Foreign Affairs and the Ministry of Education will make the necessary adjustments to funding instruments, so that they will enable participation of polytechnics and universities in publicly funded development cooperation.

Implementation and monitoring of the strategy

The higher education institutions will determine the focus areas of their international activities based on the national strategy while renewing their overall strategy by 2010. The higher education institutions are responsible for the allocation of the resources required by internationalisation and re-orientation within the framework of their overall funding.

In the 2010–2012 agreement period, the basic funding of universities includes funding based on the quality and impact of education and research. In the formula, criteria pertaining to internationalisation affect the allocation of funding. Moreover, the basic funding of universities includes strategy funding based on universities' own strategies. One of the grounds for allocation funding is the implementation of a higher education institution internationalisation strategy. Some of the criteria of the allocation of performance-based funding of polytechnics are connected with internationalisation. The project funding of polytechnics is used for funding development projects supporting the polytechnics' own strategy. One of the focus areas here is the implementation of the higher education institution internationalisation strategy.

Monitoring and development of the implementation of the internationalisation strategy require adequate knowledge base. The internationality of





higher education institutions is a complex whole. Internationality appears somewhat different in polytechnic and university sectors as well as in teaching and research. Currently, there is no entirely comprehensive knowledge base for structuring and monitoring internationalisation.

The knowledge base pertaining to internationalisation is improved in cooperation with various actors. The Ministry of Education is developing the knowledge base, statistics and indicators for monitoring and evaluating internationalisation in cooperation with higher education institutions, Statistics Finland, the Academy of Finland and CIMO as a part of the development project of higher education system information management. By improving monitoring and compiling statistics the aim is to attain the various forms of increasingly international activities. As a part of this, the Ministry of Education will develop information gathering to follow up on the number of non-Finnish personnel. In addition, compilation of statistics on international mobility is also being improved. The Ministry of Education is also consolidating the sectoral research pertaining to internationalism.

During the strategy period, it is necessary to assess the strategic goals and measures as well as their realisation. The implementation of the internationalisation strategy is monitored as a part of the steering of higher education institutions. The launch of the implementation of the strategy will be examined as part of the preparation of the government programme of the government starting its term in 2011. Moreover, it will be assessed whether the strategy or some of the measures have to be redirected in parts.

Similar goals to those of Finland regarding the internationality of the higher education system have been set in many other countries. For this reason, it is necessary to monitor the internationalisation of the higher education institutions and promote internationalisation through systematic comparisons with advanced science and higher education countries. For example, considering the size of the countries, the size of the linguistic area and the importance of internationality to the countries, it is worthwhile to make comparisons with the Netherlands and Denmark. Similar measures supporting internationalisation have been launched in these countries as in Finland.

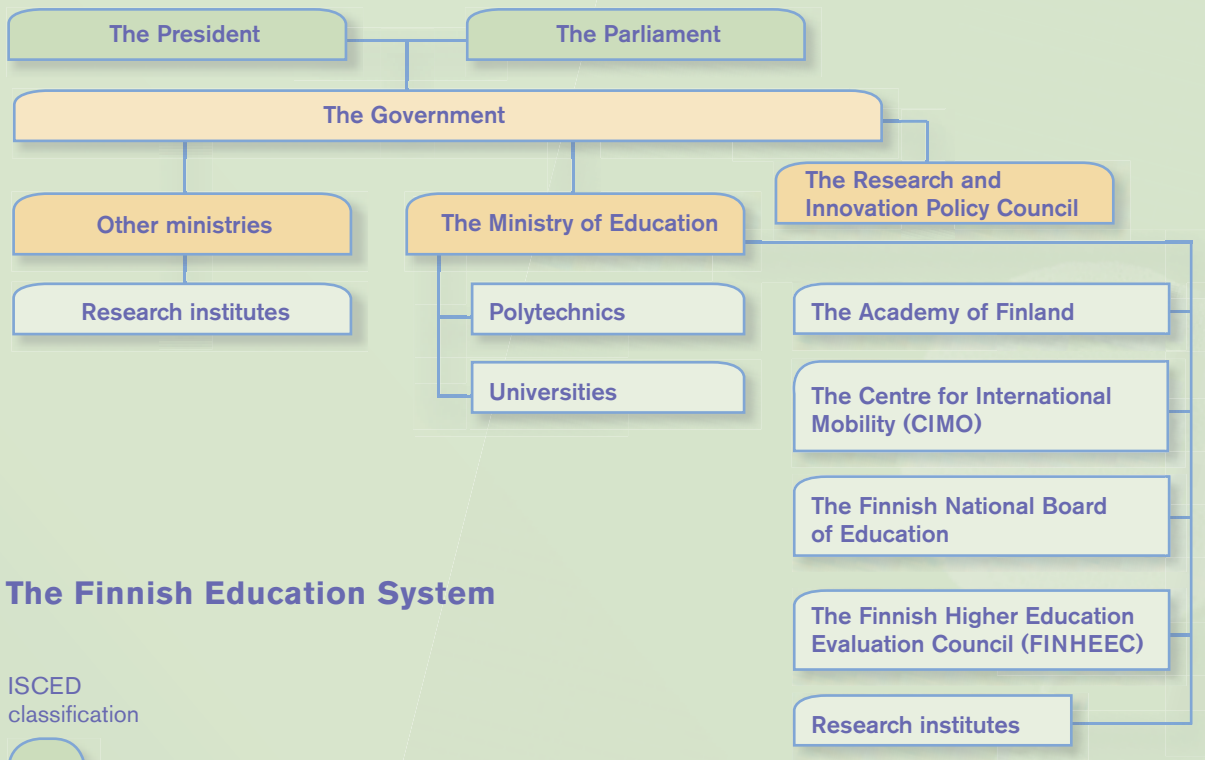
One of the key aims of the strategy is the improvement of the quality of foreign-language teaching. The Finnish Higher Education Evaluation Council (FINHEEC) will evaluate international study programmes in connection with the evaluation of the reform of the degree structure. The evaluation will also pay attention to how the services provided by higher education institutions support the studies of international students in international study programmes and their integration into the Finnish higher education community and society. The development recommendations provided by the evaluation help the higher education institutions to further develop an international teaching and study environment.

An international end evaluation will be conducted on the attainment of the strategy goals in 2016.

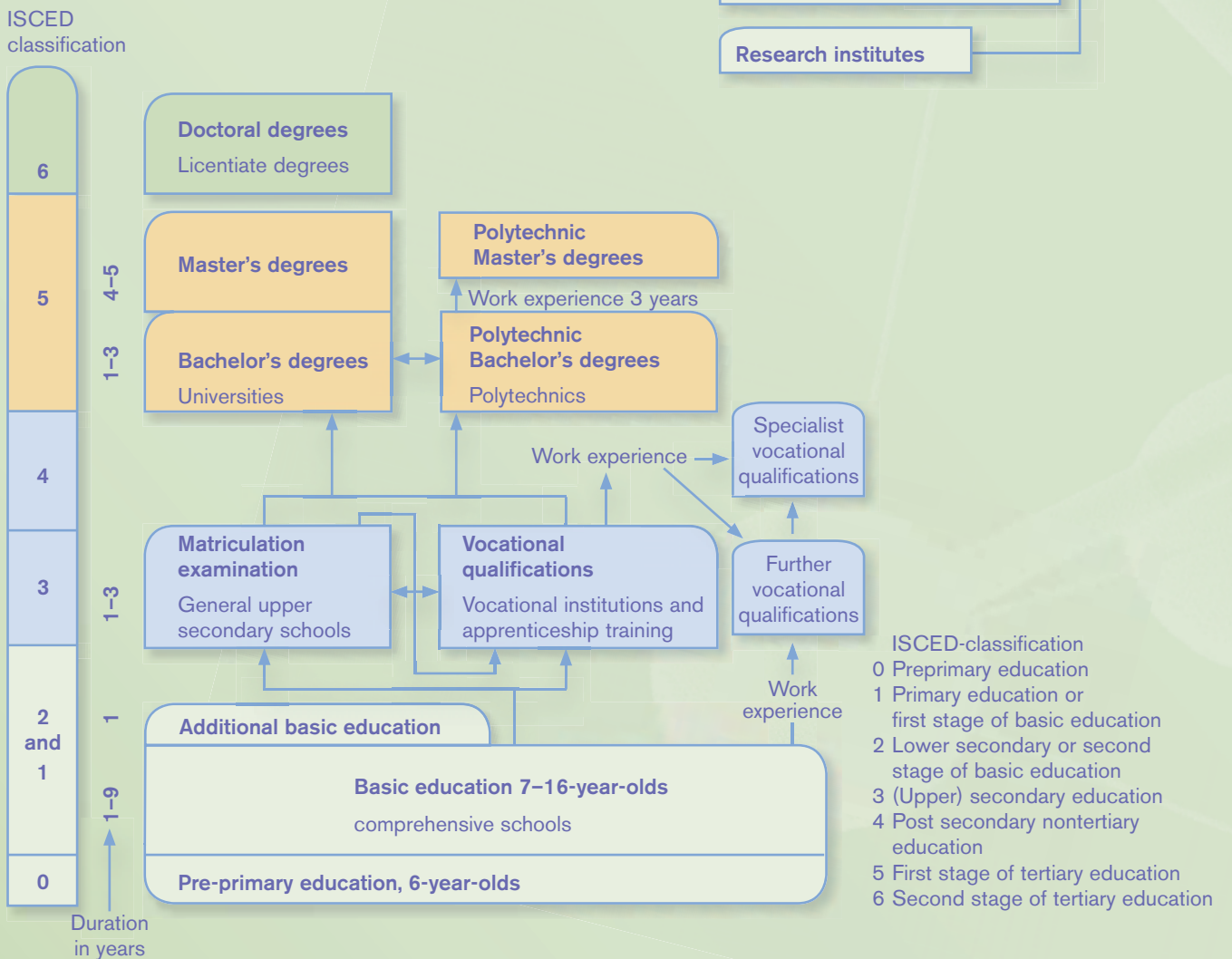
Measures

30. The objectives of the strategy will be included in the agreements between the Ministry of Education and the Academy of Finland and CIMO as well as the higher education institutions starting from the 2010–2012 agreement period.
31. The Finnish Higher Education Evaluation Council (FINHEEC) will evaluate the international study programmes in the higher education institutions and services offered to students within them in connection with the evaluation of degree structure reform in 2010.
32. The Ministry of Education will evaluate the implementation of strategy as part of the preparation of the government programme of the government starting its term of office in 2011. The attainment of the strategy goals will also be monitored through the means of international comparisons.
33. The Ministry of Education will commission an international final evaluation on the attainment of the strategy goals in 2016.

Administration of Finnish Higher Education and Research



The Finnish Education System



Polytechnics in 2008

STUDENTS

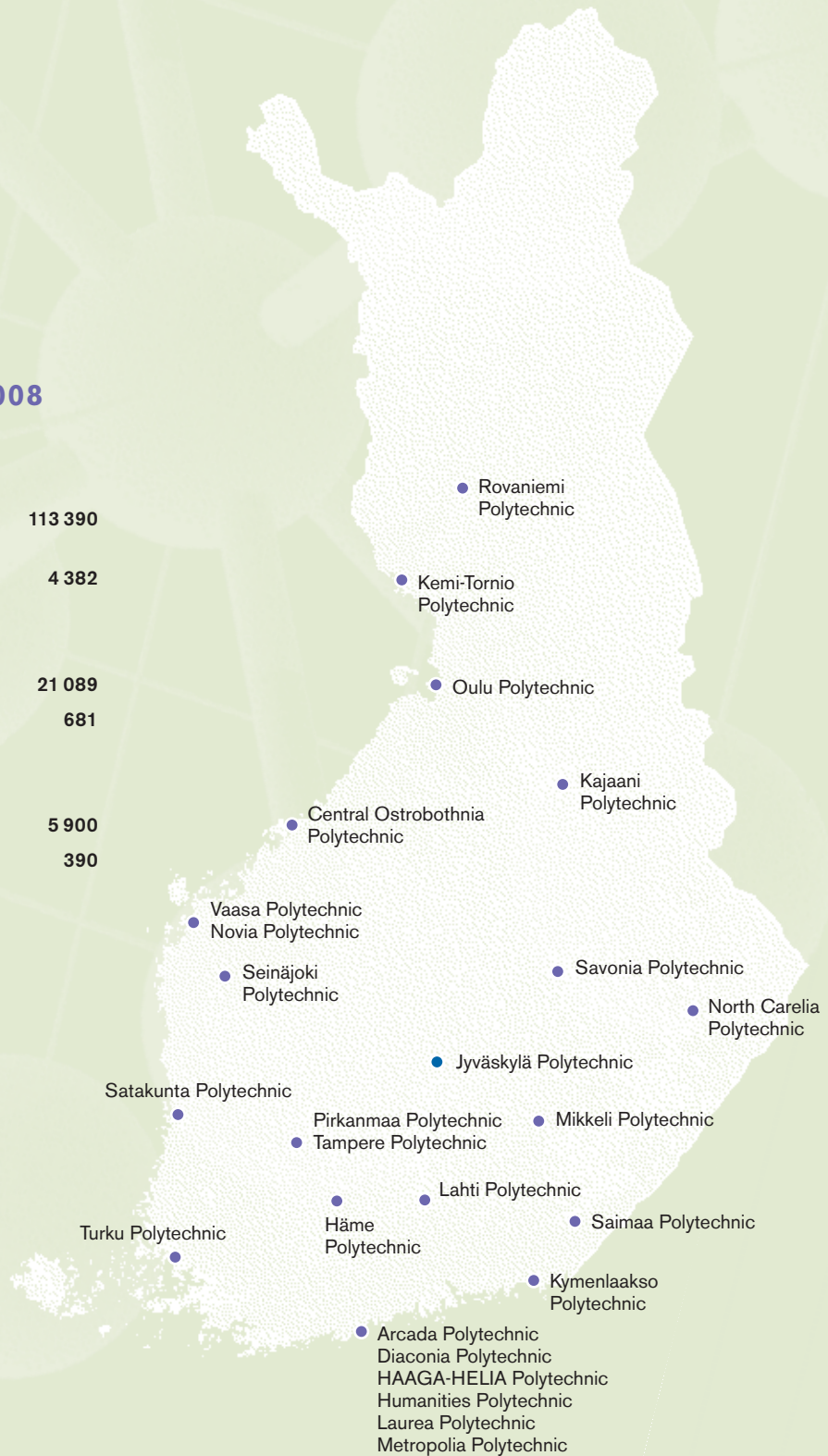
Attending polytechnic students, total	113 390
Attending polytechnic Master's degree students	4 382

DEGREES

Polytechnic degrees	21 089
Polytechnic Master's degrees	681

STAFF

Full-time teachers	5 900
Part-time teachers	390





OPETUSMINISTERIÖ

Undervisningsministeriet

MINISTRY OF EDUCATION

Ministère de l'Éducation

2009

1809–2009

Distribution and sales

Helsinki University Print Bookstore
PO Box 4 (Vuorikatu 3 A)
FI-00014 Helsinki University, Finland
Tel +358 9 7010 2363
Fax +358 9 7010 2374
books@yopaino.helsinki.fi
www.yliopistopaino.helsinki.fi

ISBN: 978-952-485-719-2 (pbk)
ISBN: 978-952-485-720-8 (PDF)
ISSN: 1458-8110 (Print)
ISSN: 1797-9501 (PDF)

Helsinki 2009

Station MIR

Photo: Femmapress Oy a Bulls Company