ANALYSIS AND STUDY OF INTERNATIONAL PUBLICITY EXPERIENCE IN HIGHER EDUCATION

Analysis of higher education internationalisation in 5 (five) foreign states and Lithuania

September 25, 2011

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ANALYSIS AND STUDY OF INTERNATIONAL PUBLICITY EXPERIENCE IN HIGHER EDUCATION

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Abbreviations

HE Higher Education

HS Higher School

AU Australia

ARWU Academic Ranking of World Universities

GDP Gross Domestic Product

BE Belgium

CIMO Centre for International Mobility

COAG Council of Australian Governments

DAAD Deutscher Akademischer Austausch Dienst (German Academic Exchange Service)

EE Estonia

EEA European Economic Area

EU European Union

Experts JIE and VU IBS

ESF The European Social Fund Agency

ECTS European Credit Accumulation and Transfer System

EURIDYCE Education and research system organisation in Hungary

ESOS Educational Services for Overseas Students

EHEA European Higher Education Area

FI Finland
FIRST Finnish and Russian Student Exchange programme

HEIC Hungary Equivalence and Information Center

HU Hungary

JIE “Jaržemskis ir ekspertai” Joint Stock Company

LT Lithuania

Ac. y. Academic year

NQF National Qualifications Framework

OECD Organisation for Economic Cooperation and Development

Study „Analysis and Study of the International Publicity Experience in Higher Education“

CQA Centre for Quality Assessment

EESF Education Exchanges Support Foundation

VU IBS: Vilnius University International Business School
Introduction

Call for tender of Education Exchanges Support Foundation on “Analysis and study of the international publicity experience in higher education” was won by Jaržemskis and experts, a consortium of a joint stock company and a public institution Vilnius University International Business School. The contract to conduct a study was signed on August 8, 2011.

The Origin of Higher Education Internationalisation in Lithuania

Over the last decade fundamental changes were observed in the concept and requirements for higher education (HE): the preamble of HE Law (2000) states that “the objective of HE is to develop an educated personality and society, susceptible to science, new technologies and cultural values, to create, compile and disseminate scientific knowledge and cultural values, to establish a national cultural identity. As an essential background for the future of the country’s spiritual and material prosperity, HE, by means of studies, research or artistic creation promotes creation of new knowledge and cultural values.”

Furthermore, the Research and Higher Education Act (2009) states that “the mission of science and education is to help ensure the country’s social, cultural and economic prosperity, to be a full life support and incentive for each citizen of the Republic of Lithuania to satisfy the natural desire for knowledge. Science and education trends in Europe and Lithuania’s policy ensure the quality of science and education, the country’s citizens equal access to higher education and the conditions to do scientific research for the best, scientific and creative development, ensures that science and education systems respond to the public and business needs, support its openness and integration into the international research and the space of European HE.

Sustainable education and training system serves as a basis of the development of a knowledge society, enhancement of knowledge-based economy is and sustainable development of the country, the country’s dynamic and competitive economic life, social and economic well-being; fosters a creative, educated, dignified, ethically responsible, civic, independent and entrepreneurial personality, promotes civilized Lithuanian identity, maintains, develops and creates national and global cultural traditions.” The main difference between these legal documents is the increased attention to both, market needs and the internationalism of the HE system. Education system is defined as the interaction field of HE planning, regulatory and enforcement institutions as well as the participants of these activities and study processes characterized by institutional and personal aspects. Recently HE and technologies is an integral part of the economic system: the basis of social well-being for realization of the human capital - knowledge, abilities, skills and experience. According to this view one of the most important functions of the educational system is to develop human capital that is required and realized in the business system. HE has become inseparable from the labor market and the economy as a result of global processes:

- Development of a knowledge-based economy and its globalisation;
- HE market globalisation and the HE scale growth;
- Globalisation of highly skilled human resources market and company human resources policies.

Today it has been emphasized that the development of a knowledge-based economy requires more and more workers with higher education. This has a very significant impact on the growth
of higher school students not only in developed countries but in emerging countries (in Lithuania this trend is particularly strong). Another important trend is the globalisation of high-skilled labor market which intensifies migration of high-skilled specialists and transfers high-skilled jobs from one country to another. This encourages a phenomenon in which one competes for the best qualification for the lowest price. In this case, the winning countries are those that are able to offer highly-qualified human resources for a more attractive price.

Massive HE growth is favourable to this phenomenon, since it increases the competition between high-skilled labor market specialists and thus reduces the labour prices of these professionals. The globalisation of highly qualified human resources market and the globalisation of the organisations’ human resources strategies promote the emphasis of HE institutional comparative advantages, the expansion of ranking of higher schools, which is becoming an important reference for the new generation of highly skilled professionals in the field of search and recruitment. Universities are likely to attract the best academicians, teachers and students.\footnote{Vidmantas Tūtlys, Vytautas Magnus University, Jolita Butkienė, ISM University of Management and Economics http://www.smpf.lt/uploads/documents/docs/464_15f4ee6643debaaf22e49dfe1774ca.pdf}

HE reforms in Lithuania were stimulated by the Bologna process, which began in 1999, after 29 European ministers in charge of AM, met in the Italian city of Bologna and signed the Bologna Declaration. It has become a political factor and tool that triggered shifts in the countries’ HE systems in order to combine the previously separate countries’ HE systems into a single space.

The reforms carried out in education in Lithuania and the European Union seek to create a common space for HE, which could ensure the preparation of highly skilled professionals for labor markets and strong cooperation between the employment sector representatives (employers, professional organisations, trade unions) and HS.

Over the past decade, an increasingly growing competition is observed in the market of international science and education due to a steadily increasing demand for HE and academic mobility (the changes were influenced by both the Bologna process and the economic and social changes in society). These trends are visible in several areas:

- competition for students (studies are becoming an exported service);
- competition for “the brain”, namely, for the teachers, researchers and research staff (it is necessary to draw attention here to the strong agglomeration effect leading to a prestigious science and education institutions popularity among the “best minds”);
- commercialisation of knowledge and inventions;
- ranking of science and education institutions.

Although the reform of the HE has been recently given a lot of attention, but some problems in Lithuania still remain unsolved.

The Bologna Declaration has identified how and what tools will be used to develop a common European HE space – by choosing a clear and comparable degree system based on two HE cycles: introducing the credit system, promoting students’ and teachers’ mobility, ensuring the quality of HE and, in general, strengthening and expanding the idea of European HE.
The strategic documents and legislation of the Bologna Process and Lithuania emphasize the quality of HE, but the lack of attention is paid to the promotion of Lithuanian HE, as the value adding process, affecting the image of Lithuania as a country, able to offer high quality and advanced service.

**Purpose of the Report**

The purpose of this report is to present the conducted study of HE internationalisation in five foreign countries (Finland, Estonia, Hungary, Belgium (Flanders), and Australia) and Lithuania and the methodical guidelines used when conducting it. On the basis of best practices identified in this analysis, recommendations will be prepared for the development of the Lithuanian HE internationalisation. The most relevant recommendations will be used to identify and justify the policies and objectives of the Lithuanian HE internationalisation development strategy until 2020.

**Legislation**

The internationalisation of HE is being promoted at the European Union level. The implementation of project activities has been guided by the following EU programmes and international agreements:

- Structural Funds Support for Education and Science 2007 - 2013:
  - Operational Programme for Human Resources Development
  - Economic Growth Program
  - Cohesion Promotion Programme of Action
  - Technical Assistance Programme of Action
- Bologna Ministerial Conference Resolutions and Declarations

The ideas and suggestions from the discussions and reports of the higher education community have also been taken into account:

- Discussion on Society and Technology (2010-05-20)
- Discussion “Prospective trends in education policies” (2010-06-21)
- Discussion ”Science for Education Practice” (2010-11-24)
- Second readings of Meilė Lukšienė “Education in Lithuania: Search for a Happy Society” (2011-04-28)

Though in recent Lithuanian society the need and demand for HE internationalism is increasingly expressed, this area is lacking in consideration. The main legal documents defining the development of HE internationalism in Lithuania are as follows:

- Promotion of the HE internationalism Programme 2008 - 2010, approved by the Government of the Republic of Lithuania, the Resolution No. 732 of 9 July, 2008 (Žin, 2008, no. 85-3384)
• Promotion of the HE internationalism programme 2011 - 2012, approved by the Lithuanian Minister of Education, February 2, 2011, Order no. V-178 (Žin, 2011, no. 16-785)

• Support schemes for foreigners coming to study: Resolution of the Government of the Republic of Lithuania of 27 April, 2011, No. 476 “Re. the approval of the description of the assistance for foreign students admitted for studies of second level permanent study programmes at Lithuanian higher schools” and Order of the Minister of Education of the Republic of Lithuania of May 30, 2011, No. V-935 “Re. the approval of the number of scholarships and allowances of 2011 and the list of foreign countries whose citizens can apply for subsidies”.

It can be argued that there are no strategies defining long-term development trends of HE internationalisation. Considering the fact that in Lithuania this phenomenon (HE internationalisation) has comparatively recently been launched, the preparation of a long-term strategy and its implementation plan was based on:

Lithuania’s strategic documents defining the state’s activity:

  o The strategy of the Lithuanian economy:
    • Economic growth and structural development strategy;
    • External economic relations development strategy;
    • Financial sector development strategy;
    • Energy development strategy;
    • Transportation and transit development strategy;
    • Information technology and telecommunications development strategy;
    • Industry development strategy;
    • Rural and agricultural development strategy;
    • Construction sector development strategy;
    • Regional economic development strategy;
    • Small and medium business development strategy;
    • Tourism development strategy;
    • Social Security development and economic factors in engagement strategy;
    • Economic factors of environmental protection strategy.

  o Lithuania’s long-term development strategy
  o Progress Strategy project “Lithuania – 2030”
  o Lithuanian cultural policy guidelines
  o National Strategy for Sustainable Development
  o National Lisbon Strategy Implementation Programme
  o Strategic directions of Lithuania’s EU policy 2008 - 2013
  o Lithuanian State Science and Technology White Paper

• Lithuania’s strategic documents defining educational activities and policies:
  o National Education Strategy 2003 – 2012, provisions and the programme of their implementation
  o National Study Program
- Law on Higher Education and Research of the Republic of Lithuania, adopted by the Seimas of the Republic of Lithuania of 30 April, 2009 No. XI-242
- HE Development Plan 2008 – 2010
1 Analysis of Higher Education Internationalisation in 5 (five) foreign states and Lithuania

This section of the study covers the assessment of the analysed countries’ attractiveness to foreign students and that of HE system, the analysis of measures to attract foreign students and the analysis of HE presentation measures to foreign citizens.

1.1 Methodology of the analysis of higher education internationalisation

Over the past 25 years, the HE internationalisation has become a very important phenomenon for Europe and national governments, HS and their representatives, student organisations and accrediting agencies. In the analysis of HE internationalisation, it is important to define the concept of HE internationalisation, to understand the motives and the reasons for internationalisation, and what and how internationalisation is applied seeking HE development. For these reasons it is necessary to know the evaluation and research methods applicable to HE internationalisation.

The most commonly accepted concept of internationalisation was suggested by Jane Knight in 1994. She defines HE internationalisation as “the process of integrating an international, intercultural or global dimension into purpose, functions or delivery of higher education at the institutional and national levels”.

Since then, the concept evolved and in 2008 Jane Knight described the internationalisation process as “Internationalisation is changing HE world and globalisation is changing the internationalisation world”. Internationalisation in education in the past was synonymous with the internationalisation of education, and now globalisation is often synonymous with internationalisation.

Scott (2006) argues that internationalisation and globalisation are complex phenomena, and it is not possible to distinguish them from each other, because they partially overlap and are related. Jane Knight (2008) refers to the new realities of today’s HE: globalisation, growth of knowledge economy, developed information and communication technologies, alternative sources of funding, services without borders, life-long learning, diversity and expansion of new interested countries.

Jane Knight also argues that currently the two components of the HE internationalisation are being developed. One is the internationalisation “at home” – are activities that help students develop their intercultural abilities and internationality awareness.

So the activities of this category seek to encourage students to be active in a globalized world. Other activities of the components: curricula, teaching and learning processes, additional activities, links to cultural / ethnic groups, research and development activities. The other component of the transnational HE - internationalisation abroad, including all forms of foreign education: mobility of students and teachers, mobility projects, programmes and providers. Both HE internationalisation components are not separated from each other, but integrated into the HE internationalisation strategies and programmes.

The development of internationalisation has been promoted since 1980, when the educational and scientific cooperation and exchange programmes were created. Currently, the growing competition, commercialization and educational services without borders are a challenge to
ANALYSIS AND STUDY OF INTERNATIONAL PUBLICITY EXPERIENCE IN HIGHER EDUCATION
Analysis of higher education internationalisation in 5 (five) foreign states and Lithuania

traditional values of cooperation: partnerships and exchanges. Internationalisation has become a quality criterion for HE however, there is an on-going discussion about the quality of internationalisation itself.

Altbach, Reisberg and Rumbley (2009) in its report at the UNESCO International Conference on the HE said that “In the 21st century the role of globalisation has significantly increased. The use of English as a science communication tool has been unprecedented since the Latin language was dominated by academic institutions in medieval Europe. Information and communication technologies have created means of communication for a rapid contact and for scientific communication. Together, these developments have helped to consolidate the data bases, publishing facilities and other relevant resources in the hands of the strongest universities and some international companies”.

It is important that the ways of HE internationalisation change are different in Europe and around the world. There are many different aspects and ways (De Wit, 2007). Internationalisation strategies are separated and adjusted to the internal context and type of universities and how they are integrated at the national level.

The study of internationalisation strategies involves identification of the causes and motives for promoting HE internationalisation and understanding the ways how it is being developed.

The literature distinguishes four groups of the causes of internationalisation development: for political reasons, economic reasons, social, and cultural and academic incentives.

Political incentives (such as foreign policy, national security, technical assistance, peace and mutual understanding, national and regional identity), broadening of HE internationalisation dominated after the Second World War and during the Cold War period.

The second group of incentives - economic reasons, including growth and competition, the national demand for training, labor market, financial initiatives are the principal means during the period of economic globalisation.

Another group of incentives involves social and cultural reasons. Cultural reasons are associated with the role of universities in education and training, which is important for increasing the students’ intercultural awareness and competence. Social stimulus is associated with the individual, namely, students and teachers, who, when placed in the international environment are becoming less provincial.

The last group of reasons comprises academic incentives, internationalisation and intercultural aspects of scientific research, training and services, widening of academic horizons, profile and status, quality improvement and international academic standards. Profile and status are becoming increasingly important, as the value of international ratings is rising.

Different causes of internationalisation vary by country and region, and their dominance is changing over time. Currently economic incentives are dominating. The following table shows the reasons by factor.
Table 1. Motivating factors of internationalisation in studies and research.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Factors</th>
<th>Government</th>
<th>Organization</th>
<th>Researchers</th>
<th>Students</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>E.g., diplomatic relations, trade</td>
<td>E.g., global reputation or international recognition</td>
<td>E.g., access to sources of knowledge, experience and infrastructure</td>
<td>E.g., gaining high qualification</td>
<td>E.g., supply chain</td>
<td></td>
</tr>
<tr>
<td>Influences</td>
<td>E.g., international agreements</td>
<td>E.g., creation of the organization’s brand value</td>
<td>E.g., development of the theme</td>
<td>E.g., network of respectable groups and alumni</td>
<td>E.g., trade openness, security of supply</td>
<td></td>
</tr>
<tr>
<td>Cultures</td>
<td>E.g., awareness of cross-cultural differences as a basis for cooperation</td>
<td>E.g., relations between organizations</td>
<td>E.g., comparative studies</td>
<td>E.g., multinational perspectives, languages</td>
<td>E.g., awareness of consumers and competitors</td>
<td></td>
</tr>
<tr>
<td>Trade</td>
<td>E.g., earnings from export services and growth of local and economics</td>
<td>E.g., additional funding and surplus production</td>
<td>E.g., licensing of technologies</td>
<td>E.g., a competitive advantage in the labor market</td>
<td>E.g., productivity growth and profitability</td>
<td></td>
</tr>
<tr>
<td>Possibilities of detection talents</td>
<td>E.g., skills demand</td>
<td>E.g., academic posts</td>
<td>E.g., cooperation with the scientific leaders</td>
<td>E.g., learning with the group leaders</td>
<td>E.g., professional and technical competence and leadership</td>
<td></td>
</tr>
<tr>
<td>Possibilities of obtaining knowledge</td>
<td>E.g., Policy ideas, experience and analysis of innovations</td>
<td>E.g., setting guidelines</td>
<td>E.g., comparative information</td>
<td>E.g., improvement of professionalism</td>
<td>E.g., solution of commercial problems</td>
<td></td>
</tr>
<tr>
<td>Access to scientific infrastructure</td>
<td>E.g., payment of local costs</td>
<td>E.g., support and promotion of intensive research</td>
<td>E.g., creation of modern methods</td>
<td>E.g., gaining of modern skills</td>
<td>E.g., testing of product innovation</td>
<td></td>
</tr>
<tr>
<td>Access to markets</td>
<td>E.g., for local</td>
<td>E.g., for foreign</td>
<td>E.g., commercialization</td>
<td>E.g., work</td>
<td>E.g., consumers</td>
<td></td>
</tr>
</tbody>
</table>
The literature suggests that the economic causes of HE internationalisation are becoming dominant in HS internationalisation strategies (H. de Wit, 2009). In the evaluation of internationalisation, it is important to answer the following questions:

- How will the ongoing activities of the transnational achievements be measured?
- What indicators of the evaluation will be used?
- Do we evaluate the process or activities?
- Do we evaluate progress in our processes and activities or the contribution of internationalisation to the overall HE quality improvement?
- Do we apply the quantitative and / or qualitative methods in the evaluation?
- What kind of measurements do we use: *ex post* or *ex ante* evaluation, indicators, best practices, quality reviews, accreditation, certification, audits or ratings?
- Do we focus on inputs, outputs and / or results?

In order to analyse the experience of HE development internationally in Belgium (Flanders), Estonia, Finland, Hungary and Australia and compare their experiences with Lithuania, the following methods shown in Figure 1 were used.

<table>
<thead>
<tr>
<th>producers</th>
<th>students</th>
<th>n of research</th>
</tr>
</thead>
</table>
Analysis of the HE internationalisation experience:

1. Assessment of country attractiveness to foreign students.
2. Evaluation of HE systems by country
3. Assessment of experience in attracting foreign students
4. Analysis of the country HE presentation measures to foreign citizens

As shown in Figure 1, in order to assess the development of HE internationalisation in the analysed countries at a strategic level, national and international strategic, political and legal documents were investigated. Analytical work was carried out in both the data collection process and analysis of information gathered. The analysis of the documents, data content - text and content analysis were conducted.

The international development of HE in the analysed countries was assessed on the basis of secondary data obtained from international and European databases: Eurostat, OECD, UNESCO, EUROSTUDENT, EURIDYCE. Secondary data of over the last five-year period were considered.

In a qualitative study, by means of unstructured interviews, experts working with promotional HE internationalisation programs were surveyed. Interviews were conducted with the following representatives: Belgium (Flanders), Estonia, Finland and Hungary:

- Bernadette Allaert, the portal “Study in Flanders” Project Coordinator, Flanders Mobility and Cooperation in Higher Education Agency (Flanders);
• Magalie Soenen, Deputy Director, the Flemish Government, Department of Education and Training, Higher Education Policy Unit (Flanders);
• Eero Loonurm, Higher Education Communications specialist, Archimedes Foundation, Higher Education Development Centre (Estonia);
• Kaija Lindroth, Programme Director, Haaga-helium University (Finland);
• Agnes Szekely, Erasmus Coordinator, Eotvos Lorand University (Hungary).

The questionnaire of the conducted interviews is given in Appendix 1.

While analysing the countries’ HE internationalisation, priority is given to each country’s attractiveness for foreign students.

Another part of the analysis includes the evaluation of HE systems. Later the analysis of attracting foreign students is done. The last part of the analysis focuses on each country’s HE presentation tools.

1.2 Assessment of the country's attractiveness to foreign students

This section contains analysis of the attractiveness of each country in terms of its language and culture, geographical location, the country’s image, social-economic environment and the implementation of migration policies.

1.2.1 Language and culture

This section assesses each country’s attractiveness to foreign students in terms of its language and culture. Foreign language skills of the population of the countries, whose native language is not English, are presented in Table 2.
Table 2. Knowledge of foreign languages of adults (25-64 years) by percentage

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>German</th>
<th>French</th>
<th>Spanish</th>
<th>Russian</th>
<th>Average number of foreign languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>56,8</td>
<td>38,2</td>
<td>25,2</td>
<td>7,4</td>
<td>0,6</td>
<td>1,5</td>
</tr>
<tr>
<td>EE</td>
<td>46,1</td>
<td>1,2</td>
<td>14,4</td>
<td>0,7</td>
<td>57,8</td>
<td>1,7</td>
</tr>
<tr>
<td>FI</td>
<td>80,3</td>
<td>9,6</td>
<td>31,6</td>
<td>5,8</td>
<td>6,5</td>
<td>2,1</td>
</tr>
<tr>
<td>HU</td>
<td>14,5</td>
<td>0,9</td>
<td>12,1</td>
<td>0,1</td>
<td>2,6</td>
<td>0,3</td>
</tr>
<tr>
<td>LT</td>
<td>37,9</td>
<td>5,5</td>
<td>20,1</td>
<td>0,9</td>
<td>87,2</td>
<td>1,9</td>
</tr>
</tbody>
</table>

Source: Eurostat, Adult Education Survey (AES), 2007

Belgium (Flanders)
In Belgium English knowledge becomes basic knowledge that starts to be gained at primary schools. In Belgium more than half of the public speak English, the rest - German and French languages.

In Flanders a strong focus is laid on the Dutch language training for foreigners. Bachelor’s studies in Flanders are not available without mastering the Dutch language. Before bachelor’s studies and during further studies foreigners are offered a training course of the Dutch language and culture.

Estonia
Estonia’s population stands out with better skills in Russian rather than in English. Estonia’s population by 8.2 is ahead of the Lithuanian population in terms of the English language knowledge. The Estonian government in 2009 allocated 204,000 kroons in for the Estonian language training of foreign students. In 2005-2010 was carried out the Estonian language and culture academic study abroad programme which aimed to introduce Estonia, its culture and language. Under this programme language courses for foreign students were organized and scholarships and support were provided for foreign students wishing to study or do research in Estonia. There is also Emigrants programme, which provides the support to expatriates of Estonia to study in the Estonian language at an Estonian HS and the Estonian language courses are organized for Estonians living abroad.

Finland
Finnish people have the best English and French language knowledge - even 80.3% of the population speaks English and 31.6% - French. Finns also stand out as a society that knows the most foreign languages.

Finland in the Studies and Education Development plan 2007, identified the need to ensure that the arriving foreigners demonstrate adequate Finnish and Swedish language skills necessary for seeking employment in Finland. The Finnish Studies and Education Development plan

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2 www.einst.ee (Accessed 2011-08-17)
emphasized the obligation for HS not only to provide the Finnish and Swedish language teaching but also the competencies of these cultures. The document also stressed that the local language courses must be related to studies and employment opportunities.\(^3\)

Finland’s HE internationalisation strategy of 2009 emphasizes continuous developing of Finnish and Swedish language skills and raising cultural competences, encouraging foreigners to remain to study, work or, on return to their country, to develop further cooperation with Finland.\(^4\) Another important challenge visible in Finland’s Studies and Education Development plan 2007 is more intensive cultural competency training by integrating foreigners into society. In Finland, for the purpose of presenting Finnish culture the international HE offices are encouraged to integrate students’ associations.

Implementing the planned strategies, the Finns began to offer a wider range of Finnish and Swedish language courses, by focusing on different levels and different language and cultural aspects, what is becoming very important to students arriving for full time studies. Also the process is consistently facilitated by integrating the language courses into study programs, for example, the intensive courses are held during the break between semesters, information technologies are used, also foreigners are encouraged to be more attentive to the surrounding environment, and so on.\(^5\)

**Hungary**

Of the analysed countries, the Hungarian population demonstrate the least knowledge of foreign languages - English skills are found in 14.5%, French - 12.1%, Russian - only 2.6% of the population. For this reason, it is difficult for foreigners to integrate into society without knowing the Hungarian language. In Hungary, foreigners are not encouraged to get involved in the local language and cultural training.

**Australia**

In Australia, foreigners do not find it difficult to integrate into society, as the native language of the country is English. Australians offers for arriving foreigners to learn or to improve English language skills. However, comparing Australia with other countries, it is noted that Australians speak the least foreign languages. Therefore, in the long-term period the English language is increasingly becoming no longer a foreign language, but the basic skill, so Australia may become less competitive.\(^6\) Thus, the development of multi-linguistic skills in society is starting to be promoted in Australia, and such foreign, especially Asian languages (Mandarin, Bahasa Indonesia, Hindi / Urdu), Spanish, Arabic, Farsi language training is encouraged.

**Lithuania**

Lithuanian population demonstrates better skills of Russian rather than English. Although in terms of the English knowledge, Estonia’s population overtakes the Lithuanian population by

\(^3\) The Finnish development plan for education and research, 2007
\(^4\) The international strategy of higher education institutions 2009-2015, 2009
\(^5\) CIMO, 2009 m., pp. 42-48
\(^6\) Graddol, 2007
8.2%, the residents of Lithuania outnumber Estonia’s population by even 29.4 % according to their Russian language proficiency.

Lithuania’s Universities offer incoming students study modules in a foreign language, most of the study programme content is related to international issues and knowledge is presented in the context of European and world experience and practice. In the Lithuanian higher school students must know at least one foreign language, so they learning a foreign language is mandatory during the first year of study, students are particularly encouraged to develop a professional foreign language usage. One of the possibilities for foreigners is choose to study the Lithuanian language.

All the analysed countries offer for incoming foreigners to study the country’s language courses in their mother tongue, in order to effectively integrate them into society. EUROSTUDENT periodically conduct a survey of students in Europe, which values the social dimension of the HE.

Figure 2 shows the survey results that show how foreign students are getting involved in activities related to their studies in the relevant European countries.

Figure 2. Foreign students’ experience related to their studies in European countries.

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7 Euridyce, Lietuva, 2010, p.253
Of the countries analysed EUROSTUDENT study includes Finland, Estonia and Lithuania. When comparing these countries we observe that in Finland and Estonia 5% of surveyed students involved in courses, while in Lithuania, foreign students did not enlist to language courses.

European Community identifies three areas that need improvement in order to increase the involvement of foreigners in the country’s native language and culture learning: increasing the number of language courses offered at different levels, integrating language courses into the study programs and training language competences, including the country’s cultural studies.8

Overall, one can identify that in Belgium and Finland, English is the principal foreign language knowledge, which starts to be gained at primary schools. Meanwhile, better Russian rather than English language skills are characteristic to the population of Estonia and Lithuania in particular. The Hungarian population of the countries analysed show the least knowledge of foreign languages, whereas the Finns stand out as a society with the most distinguished proficiency of foreign languages (although Lithuania, Estonia and Belgium, compared with Hungary, lags slightly). Australians attract foreign students by means of their English-speaking environment and offered English language courses.

1.2.2 Geographical Location

This section aims to assess attractiveness of each of the analysed countries for foreign students in terms of its geographic location. The geographic information of the analysed countries is provided in Table 3.

Table 3. The geographical information of the analysed countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Area</th>
<th>Population</th>
<th>Density</th>
<th>Geography</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>13.522 km² (44.29% of the Belgian territory)</td>
<td>625 million</td>
<td>462 inhabitants / km²</td>
<td>Is bordered by Wallonia (southern part of Belgium), the Netherlands, France, North Sea.</td>
<td>Marine, humid and variable. Mild winters, warm summers.</td>
</tr>
<tr>
<td>EE</td>
<td>45.226 km²</td>
<td>1.3 million</td>
<td>29.28 inhabitants / km²</td>
<td>Is bordered by Latvia, Russia, the Baltic Sea, Gulf of Finland, Gulf of Riga.</td>
<td>Marine, humid. Average cold in winters, wet, cool in summer.</td>
</tr>
<tr>
<td>FI</td>
<td>338.145 km²</td>
<td>5.2 million</td>
<td>15.47 inhabitants / km²</td>
<td>Northern European country is bordered by Norway, Russia, Sweden.</td>
<td>Cold winters and warm summers.</td>
</tr>
</tbody>
</table>

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8 European Community, 2004 m.
JARŻEMSKIS IR EKSPERTAI

ANALYSIS AND STUDY OF INTERNATIONAL PUBLICITY EXPERIENCE IN HIGHER EDUCATION
Analysis of higher education internationalisation in 5 (five) foreign states and Lithuania

<table>
<thead>
<tr>
<th>Country</th>
<th>Area (km²)</th>
<th>Population</th>
<th>Inhabitants/km²</th>
<th>Environment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU</td>
<td>93.030</td>
<td>10 million</td>
<td>107</td>
<td>Central European, bordered by Austria, Slovakia, Ukraine, Romania, Serbia, Croatia and Slovenia.</td>
<td>Continental climate: cold winters and hot summers.</td>
</tr>
<tr>
<td>AU</td>
<td>7.686.850</td>
<td>20.3 million</td>
<td>2.64</td>
<td>Is bordered by New Zealand, Indonesia, Papua New Guinea and East Timor, in north-east by the Solomon Islands and Vanuatu.</td>
<td>Tropical regions: two seasons - rainy and dry. Dry regions, where desert covers most of the territory. Temperate climate regions.</td>
</tr>
<tr>
<td>LT</td>
<td>65.300</td>
<td>3.2 million</td>
<td>52.00</td>
<td>Is bordered by Latvia, Belarus, Poland, Russia.</td>
<td>From marine to continental, in cool temperate climate zone, with warm and medium cold winters.</td>
</tr>
</tbody>
</table>


Belgium (Flanders)

Flanders example shows how to make use of the advantages of geographical location when presenting the country. Flanders is presented as the heart of Europe - from its capital city Brussels such cities as London, Paris, Rotterdam, Amsterdam, Cologne, Bonn and Luxembourg are reached within 300 km radius.9

Flanders is distinguished in that they have a million more people than Finland, but the area it is less than 25 times. This country is one of the most populated regions in Europe (see Table 3).

Estonia

Interviews revealed that Estonia like Finland, associate themselves with the Nordic region, emphasizing the role of mediator between Russia and Scandinavia. From Estonia such major cities like Helsinki, St. Petersburg, Riga and Vilnius are easily accessible.

Finland

Finland, a Scandinavian region country, underlines its position as that of the Nordic country and the bridge between the East and the West, as an advantage. During the interview it was stressed that this geographical feature and Finland’s harsh climate are presented as an advantage to foreign students.

9 www.flanders.be (Accessed 2011-08-17)
Hungary
Hungary is a country in Central Europe, which is currently actively cooperating with neighboring countries (Romania, Slovenia and Ukraine). This country is the most attractive to its neighboring countries outside the EU and Hungary is seen as an opportunity to enter the EU market.

Australia
Australia’s geographical position is significantly different from the other countries analysed. This country is the 6th state according to its size. A large area of the country influences a temperate climate change in different parts of it, which makes it possible to enjoy good weather in all seasons. Australia is surrounded by the recently fast-growing Asian economic zone (see Figure 3).

Lithuania
Lithuania’s geographical position allows combining the experience of western countries with the growth potential of eastern countries. As well as Hungary, Lithuania, being part of the EU, is an attractive country to its neighboring countries. Unfortunately, the potential of Lithuania has not been fully exploited, as in the case of Hungary, where HS cooperation with neighboring states is promoted via a variety of programmes.

![Projected growth of GDP in 2010-2015](image)

Figure 3. The projected growth of global wealth in 2010-2015, the GDP (PPP) map of changes.

Source: Benjamin David Hennig, SASI Research Group, University of Sheffield (2011).

* Country size is changed according to their absolute GDP (PPP) growth rate during 2010-2015.

As shown in the illustration above, the analysed countries fall into the category of low (Belgium) and medium (Estonia, Finland, Hungary, Australia, Lithuania) economic growth areas. In the
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global HS market emerging economies are becoming highly attractive, as following the forecast, by 2025, the number of students seeking to study abroad will triple.\textsuperscript{10}

At the same time, in the HS market competition is increasing, for example, countries rich in oil (Middle East, Singapore) invest in the HE infrastructure, attracting top international universities. China to stop the “brain drain” to the U.S., Western Europe and Australia, is actively investing in the development of HE infrastructure, which not only increases the competition in HE market, but also provides opportunities for Western universities to invest in setting up their representative offices in the country.

Thus, traditional universities are forced to change, for example, in Finland university reform is currently being carried out, which aims to increase Finland’s HE attractiveness and competitiveness in the world. In Finland and Australia, the emphasis is laid on the problems how to attract students from the growing countries. These countries are also actively looking for cooperation opportunities with the HS of growing countries.

The development of joint study programmes, implementation and development of students and teachers exchange programs and setting up of HS branches in the growing economy countries – are the main instruments of cooperation between faster and slower expanding economies.

In summary, we observe as follows:

- Flanders has 1 million more people than Finland, but its area is 25 times smaller. Flanders emphasizes its favorable geographical location - the heart of Europe, from which all the major Western European cities are within easy access.

- Estonia and Lithuania have a similar geographical location, yet they use different ways to present themselves to the international market. Estonia puts more emphasis on its competitive advantage as a northern country and makes use of close ties with Finland. Lithuania presents itself as a member of the EU community, but is limited in emphasizing the uniqueness of its geographical situation and relations with neighboring countries.

- Finland is based on its reputation as a Scandinavian country. Meanwhile, Hungary takes the advantage of its geographical position in developing close relations with neighbouring countries and does not forget to emphasize its advantages of the EU membership.

- Australia stands out among the analysed countries by the largest area and population. It is worth noting that the country is surrounded by fast-growing Asian economic zone.

1.2.3 The country’s image

This section aims to assess each analysed country’s attractiveness to foreign students by the country's created image.

\textsuperscript{10} Newsweek, August 18/25, 2008
The country's image is influenced by many factors, some of them have already been discussed—the language, culture and geography. Thus, the image of the country depends on both external factors that are out of the country’s direct control, such as economic and social situation and on the country’s own efforts to determine the strategic trends of the country’s image building.

The image of the country is presented annually by the nation brand perception ranking worldwide (East West Global Index), where countries are assessed in qualitative terms, i.e. what aspect (negative or positive) is the country referred to, and in quantitative terms, i.e. how many times in the international media the country has been mentioned. (See Table 4).

Table 4. Nation Brand Perception Ranking of countries by the East West Global Index 2008-2010

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Qualitative rating</td>
<td>Mentions</td>
</tr>
<tr>
<td>BE</td>
<td>104</td>
<td>51</td>
<td>37.329</td>
</tr>
<tr>
<td>EE</td>
<td>134</td>
<td>49.6</td>
<td>4.118</td>
</tr>
<tr>
<td>FI</td>
<td>24</td>
<td>58.3</td>
<td>13.392</td>
</tr>
<tr>
<td>HU</td>
<td>43</td>
<td>55</td>
<td>11.087</td>
</tr>
<tr>
<td>AU</td>
<td>4</td>
<td>69.3</td>
<td>319.420</td>
</tr>
<tr>
<td>LT</td>
<td>129</td>
<td>50</td>
<td>7.354</td>
</tr>
</tbody>
</table>

Source: http://eastwestcoms.com/global.htm (referred 17-08-2011)

Belgium (Flanders)

In the nation brand perception ranking carried out worldwide Belgium took the highest place in 2009, but with the rise of negative information in 2010 its rating dropped. If we compare Belgium to other European countries analysed by our study, we can identify there is much more information on this country in the international media. This is due to the fact that Belgium is the location of the headquarters of some international organisations (EU, NATO). Belgium takes an advantage of this fact and creates the country’s image as that of the heart of Europe. Belgium is distinguished as having the best communication with the major Western European cities, however, alongside with Finland, is perceived by students as an expensive country to live.

Estonia

Estonia’s image in the world ranking during 2008 – 2010 was gradually rising from rank 134 to 45. Although during this period the amount of the information about Estonia in the international media did not increase significantly, the dissemination of information about the country was consistently emphasizing the positive aspects, in particular highlighting the strong links with the neighbour - Finland. Thus, the country’s image of Estonia is associated with a positive reputation characteristic to the Nordic region which is within the EU.
**Finland**

Due to the increasing amount of positive information about the country, Finland in the global nation brand perception ranking during 2008 - 2010, rose from rank 24 to 13. Despite the high cost of living, the state has created a positive image of a transparent country, offering free high-quality studies. Academically, socially and culturally, Finland is perceived as a Western European country that combines the Scandinavian way of life and promotes a reliable partnership and collaborative environment. During the interview emphasis was laid that the harsh climate of Finland for foreigners is presented as the uniqueness. Also, focus is visible on the availability of courses in English as well as the opportunity to learn the local language and gain awareness of environmental culture.

**Hungary**

In the global nation brand perception ranking over a period of 2008 – 2010 Hungary dropped from rank 43 to 133, when the amount of negative information about the country increased. Even though the amount of information about Hungary and Finland is similar but information about Hungary has more negative aspects. This may be a consequence of the fact that Hungary does not create a targeted country’s image. During the interview it was singled out that the students identify Hungary as an EU country with low costs of life and an active social life and entertainment.

**Australia**

Australia’s rank in the global nation brand perception ranking is the highest. However, during 2008 – 2010 Australia’s rank fell from rank 4 to 11, due to the increased amount of negative information about the country. Australia’s image is most associated with its multicultural environment where the players with strong economic ties are constantly offering new opportunities. Following the Act of Education services for international students, Australia’s image in the field of education is associated with high quality. However, in recent years, foreign students are increasingly beginning to doubt about their security in Australia, as the amount of negative information increased. This is reflected in the global nation brand perception rankings.

**Lithuania**

In the global nation brand perception ranking over a period of 2008 – 2010 due to the reduction of negative information about Lithuania, our state’s rank rose from 129 to 119. However, Lithuania has been less successful than Estonia, even though a similar amount of information is disseminated about both the countries. This may be due to a lack of continuity and direction in creating the image of Lithuania.

An overview of several recent initiatives in this field reveals a chaotic approach of the country’s image building: in 2008 the English name of the country “Lithuania” was considered to be changed to another, more resonant and easier to be pronounced. In 2009 consultants from London “Saffron Consultants” were hired to create a Lithuanian state brand strategy, in 2010, based on that strategy, the film representing Lithuania was developed, in 2011 Lithuania

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11 ESOS review, 2010.
introduced to the world a perfume “Smell of Lithuania”. The ideas are sufficiently innovative and unique, but they can only be called one-off initiatives. Some attempts were visible to improve the situation by establishing national committees and working groups. However, the activities did not achieve tangible positive results: the strategy of Lithuania’s image has not been confirmed so far, common goals of image building have not been defined, there is no plan of actions, the evaluation criteria to assess the Lithuania’s image building results are missing.

In the State Audit report of March 31, 2009 “The formation of Lithuania’s image” conclusions are provided: the funds for creating the image are allocated to programmes of individual institutions, it is unclear under what criteria the authorities are guided for assigning measures to form the country’s image, there is no analysis of the information on the achieved / not achieved results and consumed funds. Lack of continuity and direction - are the main obstacles to form a sound image of Lithuania.

To summarise, we can state that the most important issues in the formation of the image of the country are consistency and continuity. Belgium locating the international organizations (EU, NATO) headquarters is consistently forming the country’s image as that of the heart of Europe.

Estonia communicates the information that is consistent and emphasizing the positive aspects, in particular highlighting the strong links with neighbour Finland. Finland is perceived as a Western European country that combines the Scandinavian way of life and promoting a reliable partnership and collaborative environment.

Although the amount of information spread from the international media about Hungary and Finland is similar, but the information about Hungary has significantly more negative aspects. This is due to the lack of consistence in forming Hungary’s image.

Australia’s rank in nation brand perception ranking is the highest. This country is associated with a multicultural environment, which offers many possibilities. In recent years, Lithuania has risen by rank in the global nation brand perception ranking, but Lithuania has been less successful than Estonia, even though the amount of the information spread about both the countries is similar. This is due to the lack of continuity and direction when creating the image of Lithuania.

1.2.4 Socio-economic environment

This section aims to assess each analysed country’s attractiveness to foreign students from the perspective of the social-economic environment. World Economic Forum publishes an annual world competitiveness index, which consists of 12 interrelated indicators of competitiveness (see Figure 4). Competitiveness is understood as a whole of the institutions, political systems and the factors influencing the country’s productivity. Table 5 presents the analysed countries’ competitiveness index and rank in the world rankings.

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12 World Economic Forum, 2011, p.4
Figure 4. Competitiveness indicators.


<table>
<thead>
<tr>
<th>Country</th>
<th>GDP (PPP), share in global GDP (%)</th>
<th>Overall national competitiveness index</th>
<th>Key requirements</th>
<th>Productivity factors</th>
<th>Innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment</td>
<td>Rank</td>
<td>Assessment</td>
<td>Rank</td>
<td>Assessment</td>
</tr>
<tr>
<td>BE</td>
<td>0.53</td>
<td>5.2</td>
<td>15</td>
<td>5.6</td>
<td>22</td>
</tr>
<tr>
<td>EE</td>
<td>0.03</td>
<td>4.6</td>
<td>33</td>
<td>5.4</td>
<td>27</td>
</tr>
<tr>
<td>FI</td>
<td>0.25</td>
<td>5.5</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>HU</td>
<td>0.25</td>
<td>4.4</td>
<td>48</td>
<td>4.7</td>
<td>55</td>
</tr>
<tr>
<td>AU</td>
<td>1.19</td>
<td>5.1</td>
<td>20</td>
<td>5.7</td>
<td>14</td>
</tr>
<tr>
<td>LT</td>
<td>0.08</td>
<td>4.4</td>
<td>44</td>
<td>4.8</td>
<td>49</td>
</tr>
</tbody>
</table>

Rank of HE by country and training held in competitiveness is shown in Figure 5.
Figure 5. Rank of HE by country and training held in competitiveness in 2011.


Although the relationship of HE system and the economic competitiveness is difficult to determine, but it is clear is that the HS contributes to the country’s development of the socio-economic environment in two ways - the development of human resources and generation of innovations. As Europe is singled out the strategy of 2020, the main prerequisites for the welfare of Europe are a skilled workforce and a well-functioning innovation system.

As shown in Figure 6, the economic downturn had a slight impact on Europeans with higher education, yet the highest unemployment level of people with higher education of the countries analysed is found in Lithuania, Estonia and Hungary.
Figure 6. The annual unemployment rate by highest education attained in 2010. 
Source: European Commission, 2011

Measuring the productivity of the country’s HE, the correlation is observed between these values: acquired higher education and GDP per capita (see Figure 7).

Figure 7. Higher education and GDP per capita in 2010. 
Source: European Commission, 2011.
Another socio-economic environment challenge for HE in Europe is the aging population and decline in the number of young people that will have the greatest impact on the analysed countries to Lithuania, Estonia and Hungary (see Figure 8).

**Belgium (Flanders)**

The competitiveness rankings of Belgium and Australia are similar, but Belgium is ahead of Australia in the field of innovations. HE competitiveness in Belgium is estimated similarly as in Australia, but is lower than the result achieved in Finland. The unemployment rate of people with higher education in Belgium does not exceed 5% of the amount of people with higher education in the country meet GDP per capita. By 2050 in Belgium the number of people in the group aged 20-24 will increase, while in all other analysed European countries the decline is observed in this group of the population.

**Estonia**

The competitiveness results achieved in Estonia are significantly higher than those in Lithuania and Hungary. In the field of HE Estonia is ahead of Lithuania, although according to the quality of mathematics and science, Lithuania, Estonia and Australia were evaluated similarly. Estonia ranks first in the rating of Internet access.

However, the unemployment rate of people with higher education in Estonia, of the EU countries analysed, remains one of the highest (more than 6%). Estonia creates a lower GDP per capita than it should be with such amount of people who had attained higher education. This is typical of countries that have moved from a centralized economy to a market economy. In the process of
restructuring economics, the added value produced by highly skilled workforce is not fully reflected in GDP. The number of people in the age group of 20-24 in Estonia by 2050 will reduce by 45%, so in the future it may be difficult for the country to ensure a skilled workforce demand and to maintain an adequate number of people with HE.

**Finland**

Of the countries analysed, Finland shows the best results in the global competitiveness ranking. Finland is also a leader in the global HE competitiveness ranking. In Finland, the unemployment rate of people with higher education does not exceed 5%, and the number of people with higher education conforms to GDP per capita. The amount of people in the age group of 20-24 in Finland by 2050 will decrease slightly - by 1.6%.

**Hungary**

In Hungary the achieved competitiveness results are the worst among the countries analysed. Also, Hungary lags behind the most in HE competitiveness. Meanwhile, in this country the unemployment rate of people with higher education does not exceed 5%, and the number of people with higher education conforms to GDP per capita. The number of people in the age group of 20-24 in Hungary by 2050 will decrease by 33% and in the future will create a shortage of a skilled workforce and people with higher education.

**Australia**

Australian general and HE competitiveness rates overtake Belgium (except the area of innovations), but do not reach the Finnish results. In the area of HE competitiveness Australia stands out as the country attracting the largest number of foreign students.

**Lithuania**

The competitiveness results achieved by Lithuania are slightly better than those of Hungary. In the area of HE competitiveness by the number of entrants, Lithuania is ahead of Belgium and Estonia. In other areas Estonia is ahead of Lithuania, although by the quality of mathematics and science, Lithuania, Estonia and Australia are assessed in a similar way. The rate of unemployment of people with higher education, in the EU countries analysed, remains the highest in Lithuania (over 6%). As in Estonia, Lithuania creates a lower GDP per capita than it should be with such amount of people who received higher education. This is due to the fact that in the restructuring process of economics, the added value produced by highly skilled workforce is not fully reflected in GDP. By 2050 the number of people in the age group of 20-24 in Lithuania will decline until 49.5%, what in the future can create serious problems in ensuring a skilled workforce demand and to maintain the amount of people who have acquired HE.

Due to the existing demographic conditions it is becoming increasingly important to attract foreign students who would stay in the country and complement the necessary demand of skilled workforce. The attractiveness of the socio-economic environment to foreign students can be assessed by the quality of life index found in the *International Living* magazine, issued for more than thirty years. It involves the assessment of 9 criteria: cost of living, culture, economy, environment, freedom, health care, infrastructure, security and climate. Thus, the overall quality of life index of living in the country is found as the difference between the benefits received and costs made (see Table 6).
Table 6. Quality of life index in the countries analysed, 2011

<table>
<thead>
<tr>
<th>Country/Index</th>
<th>Belgium</th>
<th>Estonia</th>
<th>Finland</th>
<th>Hungary</th>
<th>Australia</th>
<th>Lithuania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living expenses</td>
<td>65</td>
<td>76</td>
<td>57</td>
<td>79</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>Culture</td>
<td>80</td>
<td>81</td>
<td>73</td>
<td>87</td>
<td>83</td>
<td>78</td>
</tr>
<tr>
<td>Economics</td>
<td>60</td>
<td>35</td>
<td>52</td>
<td>48</td>
<td>66</td>
<td>36</td>
</tr>
<tr>
<td>Environment</td>
<td>42</td>
<td>52</td>
<td>69</td>
<td>60</td>
<td>55</td>
<td>59</td>
</tr>
<tr>
<td>Freedom</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Health care</td>
<td>95</td>
<td>69</td>
<td>85</td>
<td>72</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>66</td>
<td>73</td>
<td>68</td>
<td>57</td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td>Security</td>
<td>100</td>
<td>86</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Climate</td>
<td>86</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>94</td>
<td>80</td>
</tr>
</tbody>
</table>

Source: www.internationalliving.com (accessed 2011-08-17)

Following the International Living rating, Belgium with its 75 out of 100 possible points is in the top rank 6, Australia - with 73 points – ranks 13, Hungary with 72 points is in the following sequence, which, together with Norway, Argentina and Slovenia shares ranks from 16 to 19. Estonia and Finland with 69 points rank from 31 to 35 along with three European countries (Sweden, Latvia, Bulgaria). Lithuania with 68 points, along with Croatia ranks 36 to 37. Lithuania is lowest rated on its economy, while the country’s security and health care are assessed higher.

Summing up the social - economic environmental conditions of the countries analysed, it is visible that Finland, Australia and Belgium are leading countries in the global competitiveness ranking and HE competitiveness ranking published by the World Bank. According to the world’s quality of life index, published by the International Living which shows the difference between the benefits gained and costs incurred, the leading countries are Belgium and Australia. Meanwhile, Finland is lagging behind and together with Estonia takes a lower position. Hungary, providing foreign students with better ratio of benefits and costs incurred, is slightly ahead of them. However, in the global competitiveness ranking Hungary is the worst rated of the countries analysed.

Lithuania is not far behind Hungary although in the area of HE competitiveness, Lithuania by the number of entrants to the HS is ahead of Belgium and Estonia. In other areas, Estonia is ahead of Lithuania, only in the area of mathematics and sciences, Lithuania, Estonia and Australia are treated similarly. Estonia is in first place in the competitiveness ranking of HS Internet access.

The rate of unemployment of people with higher education of the EU countries analysed remains the highest in Lithuania and Estonia. However, Lithuania and Estonia create a lower GDP per capita than it should be with such amount of people with higher education. This is typical of countries where the added value produced by a highly skilled workforce is not fully reflected in GDP. In the future, Lithuanian, Estonian and Hungarian HS may face problems in providing a skilled labor force, and maintaining an adequate number of people with higher education, since by 2050 the number of people in the age group of 20-24 in these countries will drop significantly.
1.2.5 Migration Policy

This section aims to evaluate each of the analysed countries attractiveness to foreign students in terms of migration policy. The country’s migration policy defines the procedures necessary to obtain the visa and/or residence or work permit: complexity (the number of the country’s authorities to be addressed, how many times, how many and what documents must be submitted), duration and other requirements. In the European Union countries the procedures become more complicated for citizens of non-EU countries. Table 7 shows the comparison of procedures for receipt of residence and work permit in 5 EU countries and Australia.

Table 7. The comparison of the countries’ procedures for receipt of residence and work permit for students studying in HS.

<table>
<thead>
<tr>
<th>Country</th>
<th>A student visa / residence permit</th>
<th>Number of institutions involved in the procedures / number of decision-making institutions (for a visa, residence and (or) work permit)</th>
<th>Number of documents to be submitted for a visa and (or) a residence permit</th>
<th>Duration of the process</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>Non-EU citizens - a student visa.</td>
<td>3/1</td>
<td>6</td>
<td>3 – 8 weeks</td>
<td>180 EUR</td>
</tr>
<tr>
<td>EE</td>
<td>Non-EU citizens must obtain a student visa.</td>
<td>2/1</td>
<td>7-9</td>
<td>15 or more days</td>
<td>64 EUR</td>
</tr>
<tr>
<td>FI</td>
<td>Non-EU citizens must obtain a residence permit, where the course lasts longer than 3 months. EU citizens – registration at the police department upon arrival. For citizens of Nordic countries (Sweden, Norway, Denmark, Iceland) residence permit is not required.</td>
<td>3/1-2</td>
<td>7 or more</td>
<td>2 months</td>
<td>250 EUR</td>
</tr>
<tr>
<td>Country</td>
<td>Procedure</td>
<td>Number of Institutions</td>
<td>Number of Documents</td>
<td>Duration of the Process</td>
<td>Fees</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td>------</td>
</tr>
<tr>
<td>HU</td>
<td>A student visa / residence permit</td>
<td>3/3</td>
<td>5</td>
<td>From 4 weeks to 60 days</td>
<td>50 USD (37 EUR)$^{13}$</td>
</tr>
<tr>
<td>AU</td>
<td>A student visa is issued.</td>
<td>2/1</td>
<td>9$^{14}$</td>
<td>From 14 days to 3 months $^{15}$</td>
<td>565 USD (417 EUR)$^{16}$</td>
</tr>
<tr>
<td>LT</td>
<td>Non-EU citizens - a temporary residence permit for one academic year. EU citizens must declare their place of residence if they arrived to live longer than 3 months.</td>
<td>3/1</td>
<td>5</td>
<td>-</td>
<td>60 EUR / 207 LT</td>
</tr>
</tbody>
</table>

Source: www.dofi.fgov.be (accessed 2011-08-17); www.politsei.ee (accessed 2011-08-17); www.migri.fi (accessed 2011-08-17); www.bmbah.hu (accessed 2011-08-17); www.migracija.lt (accessed 2011-08-17); www.immi.gov.au (accessed 2011-08-17);

More detailed descriptions of the procedures for obtaining a student visa, and (or) residence permit and appropriate documents are presented in Annex 2.

$^{13}$ Calculated by the official U.S. dollar rate of 2011-09-24 of the Bank of Lithuania.

$^{14}$ It is subject to change due to additional requirements for the assessment levels in obtaining a visa. In case of change of visa assessment levels, the requirements are changing.

$^{15}$ It depends on the visa assessment levels.

Belgium (Flanders)

The conducted interviews and secondary data analysis revealed that the Belgian visa procedure as in the case of Finland, is quite complex and takes a similar time frame. Also, students who have completed their studies find it not simple to be employed in Belgium (Flanders).

Estonia

In Estonia a visa application procedure has become simpler since 1 January 2011, when the Police and Border Protection Department started its activities after having consolidated the activities of the Police Department, the Central Criminal Police, Security Police, Border Guard Department and the Department of Citizenship and Immigration Department. So the one who wants to get a visa, must apply to single institution. During the interview, the following disadvantages of the Estonian migration policy were identified: no access to an application for a student visa electronically and a lack of consulates, for example, a student from Nigeria who wants to study in Estonia, to get a visa must travel to Egypt.

Finland

During the interviews with representatives of Finland it was emphasized that it is rather hard for non-EU citizens in Finland to obtain a visa, the procedure is long and complicated. Some institutions organize the entrance exam, which takes place in Finland. The aim of the exam is not just to check student knowledge and skills, but also the opportunity for students to get acquainted with the institution, higher education system and the environment. Also, it is used as one means of selection of motivated students. Another Finnish immigration policy disadvantage - even if the study duration is longer than one year, the residence time is limited to one year. Finland does not require a work permit, but for students during their study period, the working time is limited.

Hungary

Hungarians during the interviews highlighted that they do not see big hindering obstacles in their migration policy. In August of 2006 the Ministry of Interior Affairs and Justice Ministry merged thus, the Ministry of Justice and Law Enforcement formed. The Department of migration policy and migration management was established at the Ministry. The visa is issued only for 30 days, whereas a residence permit procedure has drawbacks: a short time of residence registration, the residence permit is issued after entry into the country.

Australia

The procedures of issuing Australian visas are complicated, it is necessary to submit a number of additional documents. However, the number of procedures varies from the degree of risk of the country the student arrives from. The documents must be translated into English and legally approved. A preliminary assessment is conducted, leading to a decision on the visa issue. The advantage is that the visa application is submitted along with all the documents in electronic format.

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17 www.politsei.lt (accessed 2011-08-17);
18 Except for the citizens of the Republic of China, Pakistan and Afghanistan who have to apply by mail or courier to the address given in the visa issuance procedure.
**Lithuania**

In Lithuania, the foreigners’ arrivals and departures, and the presence of life, their integration— are regulated by the Law of the Republic of Lithuania “On Legal Status of Foreigners” (Žin. 2004, no. 73-2539).

Under this law, to a foreigner who comes to study, for internship, training courses or vocational training, a residence permit shall be granted if he is admitted to study at higher education institutions in full-time study programmes or received an invitation for training. Foreign citizens coming to study independently or aiming to study only certain subjects or their cycles, i.e., willing to learn in selective programs of study do not fall into the category of students defined by the law. This implies the need for additional documentation and increased time consumption needed to obtain a temporary residence permit.

This document focuses on the attraction of foreigners of Lithuanian origin to study in Lithuanian higher schools and aid to Lithuanian cultural and linguistic education abroad or promotion of cooperation between Lithuanian scientists working abroad and the Lithuanian research and higher education institutions. Aid for the mobility of students, teachers and researchers is organized and provided following the Resolution No. 1752 of the Government of the Republic of Lithuania of December 23, 2009, “Re. the state aid provision for Lithuanian teachers, professors, cultural and art specialists who travel to foreign countries to work in Lithuanian educational and cultural institutions of higher education or in Baltic philology centers and Lithuanian communities” (Žin., 2009, no. 158-7138) and state aid provision and payment of funds procedure description for the studies of the emigrants and children of foreigners of Lithuanian descent, their grandchildren, great-grandchildren in Lithuanian schools of higher education, of the Republic of Lithuania approved by the Minister of Education and Science, in 2009 September 22, Order no. ISAK-1899 (Žin., 2009, no. 152-6859).

The objectives and targets raised in the referred documents are unilateral and the migration process is assessed from only one perspective without taking into account the input of foreign students, professors or researchers to the Lithuanian higher education system. The situation with the absence of the development of the integration of foreigners, the absence of their financial support system leads to worse results of the Lithuanian HE attractiveness to foreigners in comparison with other nations.

In summary, the migration policy of the analysed countries shows that in Belgium, Finland and Australia visa procedure is quite complicated. However, Australia differentiates countries according to the degree of risk and offers an opportunity to deal with documents electronically. Finland stands out as that where foreign students do not need a work permit. In Estonia and Lithuania visa application process is getting facilitated, but the lack of consulates and the inability to manage documents electronically create obstacles for foreigners. Hungarian interviews highlighted that their migration policy is not hindered by big obstacles. However, in Hungary the obstacles are caused by a short residence registration time and the conditions that a residence permit is issued after entry into the country.

1.2.6 **OVERVIEW: Similarities and Differences**

The analysis of the attractiveness of the countries in terms of the country’s language and culture, geographical location, the country’s image, social - economic environment and the
implementation of migration policy highlighted the below discussed similarities and differences of the analysed countries.

**Language and culture**

In Belgium and Finland more than half of the public speak English. The Finns stand out as a society that can speak most foreign languages, while Lithuania, Estonia and Belgium, compared with Hungary, are not far behind. Meanwhile, residents of Estonia and Lithuania single out as those who can speak better Russian than English. The Hungarian residents have the worst foreign language knowledge of the countries analysed. Australians are at the most favourable status and attract foreign students by their English-speaking environment and offered English language courses.

Finland stands out in preparation of language courses by highlighting the importance of building Finnish and Swedish language and cultural skills as an incentive for foreigners to stay for studies, work or on return to their country to develop further cooperation with Finland. Estonia seeks to engage in their own language and culture as well, by providing support not only for foreigners studying in Estonia, but for Estonian immigrant studies in the country in Estonian. In Flanders, the Dutch-oriented language training is offered for foreigners. Meanwhile, in Lithuania and Hungary, foreigners are less encouraged to be involved in the country’s native language and cultural training.

**Geographical Location**

Geographical location is also used in forming the country’s image:

- Flanders emphasizes its favourable geographical location - the heart of Europe, from which all the major Western European cities are within easy access;
- Estonia, through close contact with the neighbour, Finland, is stressing the North country’s advantage as that of an intermediary - between Russia and Scandinavia;
- Finland concentrates on the Scandinavian country’s reputation, stressing an advantage of being the bridge between East and West;
- Hungary takes an advantage of its geographical position by developing close ties with neighbouring countries, putting an emphasis on the strengths of the EU membership; Australia is surrounded by the growing Asian economic zone, with the players demonstrating strong economic relationships and constantly offering new opportunities;
- Lithuania presents itself as the EU community member, insufficiently emphasizing the uniqueness of its geographic position and relations with neighboring countries. The potential to link the experience of western countries to the growth potential of eastern countries is not enough emphasized.

Since the countries concerned are in geographical areas of a low or moderate economic growth, HS of the analysed countries are looking for cooperation opportunities with the HS of fast-growing countries in the areas of the development of joint programs, the student and teacher exchange programs and the establishment of HS units in emerging economies.
Image of the country

Consistency and continuity are the most important in forming the image of the country. Belgium, being the location of international organizations (EU, NATO) headquarters, forms a consistent image of the country as that of the heart of Europe. The dissemination of information in Estonia is consistent and with an emphasis on strong relationships with its neighbor Finland. Finland is positioned as a reliable Scandinavian country. Although the amount of information disseminated in the international area of Hungary and Finland are similar, but the information about Hungary has significantly more negative aspects. Such a trend is influenced by the absence of consistency in forming the image of Hungary.

According to the global rankings of the image, Australia is associated with multicultural environment and is rated the best. In recent years, Lithuania’s rank in the world’s image ratings has risen, but Lithuania has not achieved as good results as Estonia, although a similar amount of information is disseminated about both countries. This situation is affected by the lack of continuity and of consistency in creating the image of Lithuania.

Socio - Economic Environment

In the overall World Bank and HE competitiveness ratings the leaders are Finland, Australia and Belgium. According to International Living world’s quality of life index, which shows the difference between the benefits gained and costs incurred, the leaders are Belgium and Australia. Meanwhile, Finland and Estonia are lagging behind and take a lower position. Hungary is slightly ahead of them providing foreign students with better ratio of benefits gained and costs incurred. However, according to the global competitiveness ranking, Hungary is ranked lowest. Lithuania does not lag much behind from Hungary. Meanwhile, Estonia’s competitiveness results are significantly better than those of Lithuania and Hungary. Estonia is in first place by the HE Internet access ranking.

The unemployment rate of people with higher education, of in the EU countries analysed, remains the highest in Lithuania and Estonia (more than 6%). HE productivity in Lithuania and Estonia are the lowest since in the economic restructuring process, the added value produced by highly skilled workforce is not fully reflected by the country’s GDP.

Due to the aging population and decreasing number of young people in the EU countries (especially Hungary, Estonia, Lithuania) it is becoming increasingly important to attract foreign students who will stay in the country and complement the necessary skilled labor demand.

Migration policy

In Belgium, Finland and Australia a visa obtaining procedure is quite complicated. However, Australia differentiates countries according to the degree of risk and offers an opportunity to deal with documents electronically. Finland is highly unusual in that foreign students do not need a work permit. In Estonia and Lithuania visa issuance process is being facilitated, but the lack of consulates and the inability to manage documents electronically create obstacles for foreigners. While in Hungary, obstacles for foreigners are caused by a short residence registration time and a condition that the permit is issued after entry into the country.
1.3 Evaluation of the national higher education system.

This section assesses the countries’ system by analyzing the internationalisation of national strategies and their implementation measures, international rankings, HE quality assurance and options for recognition of qualifications and study funding.

1.3.1 Internationalisation of the national strategy and its implementation measures

This section aims to identify the priority areas of internationalisation strategy and their implementation measures in Belgium (Flanders), Estonia, Finland, Hungary, Lithuania and Australia and to perform a comparative analysis of the countries.

Belgium (Flanders)

From other countries analysed in this report, Belgium stands out as the one that after the Second World War participated actively in Europe’s reconstruction and creation of political and legal environment. In almost all cases Belgium performed and is currently performing a pilot country’s role in the implementation of new policies or programmes. For example, at the end of 1980’s appeared European academic community mobility programs (Erasmus, Leonardo da Vinci and others), where Belgium (Flanders) participated from the beginning. This activity had a significant impact on the Belgian (Flemish) HE internationalisation. Participation in these European programs led the Belgian (Flemish) HS to create services that had an impact on the development of a network of international contacts.

Currently, Belgium is actively involved in bilateral programs and initiatives (e.g. it cooperates with the Netherlands (since 1980), is involved in cooperation with neighboring countries (1995), in cooperation with Russia (since 1991), in cooperation with South Africa in (1996), in multilateral programs and initiatives (the Council of Europe, OECD, UNESCO, UNICEF, the European program), and other programs and initiatives which appeared in the context of development and cooperation policy.

As a result, the Belgian HE internationalisation strategic directions are the same like in the above-mentioned programs and initiatives: for example, in 2003 a new system of international bachelor’s, master’s and doctoral degree studies was approved, which complies with the requirements of the Bologna process. In 2009, experts confirmed that the Flanders system of higher education is in full compliance with these requirements.

In accordance with the internationalisation handbook prepared by the HS and government representatives, which is based on the principles of the Bologna process and the implementation measures, Flanders HS internationalisation strategy is currently being prepared, so it is not possible to identify specific strategic directions.

Still, analysed the literature leads to the following assumptions regarding Belgium (Flanders), higher education priority areas:

20 Organisation of the education system in the Flemish Community of Belgium (EURYDICE)
The Bologna process priority directions will become the strategic directions of higher education in Belgium (Flanders);

- To develop transparent mechanisms for providing detailed information about the HE institutions in European Higher Education Area (EHEA) (taking into account the fact that in 2009, Science Minister ratified the Declaration of Leuven);
- By 2015 - 2016 to achieve the 15% of university graduates would have spent abroad at least three months during their years of studies.
- To strive for automatic recognition of HE diplomas obtained in Bologna declaration member countries (taking into account the fact that in 2009 the Lisbon Recognition Convention (Lisbon Recognition Convention) was ratified).
- To encourage the development of cooperation in research;

To seek to attract foreign talents;

- To offer high quality educational programs.

In summary, the Belgian (Flemish) HE internationalisation policy could be used as a reference (benchmarking) policy, because it reflects the latest European and global HE policy-making trends.

**Estonia**

Having regained its independence, Estonia has been a long time subject to non-interference ("laissez faire") policy, which was characterized by HS quantity growth, which had both positive and negative consequences.

Estonian HE Strategy of 2006 - 2015 highlighted the need to raise the quality of HE AM and international cooperation, to promote academic mobility.

Estonian HE Strategy 2006 - 2015 foresaw by 2014 to appoint 3% of permanent academic posts for professors from abroad, have 10% Doctoral and Post-Doctoral students from abroad, to send PhD students in Estonia for at least one semester of internship abroad, to provide scholarships to 5% of graduate students for master’s studies abroad.

In order to promote the HE internationalisation in the Estonian HE Strategy, the Estonian HE internationalisation strategy was planned to be prepared for a period of 2006 – 2015, in 2006 it was drafted and approved. This strategy aims at increasing the competitiveness of the Estonian HE in the region, to promote the visibility of Estonian HS and to create a legal and institutional environment that promotes HE internationalisation in all aspects.\(^{21}\)

On 6 December 2007 a ”Good Practice agreement” was signed between the Estonian Rectors' Conference, the Estonian Ministry of Education and the Archimedes Foundation, which defines the basic principles for the promotion of HE internationalisation.\(^{22}\)


\(^{22}\)http://www.studyinestonia.ee/images/tekstid/headetavadelepe.pdf
Estonian HS compete for students with the Nordic countries, where every student receives significantly more investment than in Estonia. Thus, the Estonian HE may compete in the region only if IT will be able to ensure the openness and the quality of the HE system. In order to promote HE internationalisation, in Estonia’s internationalisation strategy of 2006 - 2015 it is planned to increase funding for HE (in particular, investment in infrastructure), improve the quality of services and improve training programmes.

Estonian HE internationalisation strategy of 2006 - 2015 is being implemented in accordance with the following principles:

- The assessment of international dimension;
- Estonian language development, ensuring the use of Estonian in HS;
- Equality of opportunity;
- Create added value to the public;
- Ensure the autonomy of the HS.

Creating a legal environment to support the internationalisation of Estonian HE, the Estonian authorities are led by the European higher education space, research, education and immigration policies and take account of the Estonian national interests, such as (see Appendix 3):

- Quality and quality assurance;
- Simplification of diploma recognition in order to increase mobility;
- Offering joint programmes and having studied these programs to receive recognition of diplomas;
- The right to receive education allowances and study loans when studying at a foreign university;
- The provision of international HE;
- Immigration policy.

The internationalisation of education aims to give students a competitive training, knowledge and experience that are gained working in an international environment. (See Annex 4). The main aspects of HE internationalisation and their aims:

- Mobility of students
  - The opportunity to participate in student exchanges;
  - To attract foreign students arriving for full time studies;
  - The mobility of doctoral students.

- Foreign Know-How
  - To increase the amount of academic staff from abroad;
  - To attract academic staff who has received doctor's degree abroad.

- Internationalisation of study programmes
  - Programmes in a foreign language;
  - Joint international program development and implementation;
  - Subjects and modules in a foreign language;
  - Internationalisation of studies for all students.
To make all of these measures work, it is necessary to develop the system to support the implementation measures, i.e., HS learning and working environment must be open and accessible to non-Estonian speakers in the following ways:

- The institutional environment
  - An open and supportive international environment for studies;
  - Ability to work in an international environment;
  - Cooperation by integration of foreign students and academic staff.

- Communications and information exchange
  - Presentation of Estonia, as an excellent study environment;
  - Information about opportunities to study and work in Estonia;
  - Agreement on the best practices in internationalisation.

**Finland**

HE internationalisation in Finland has become a priority direction since 1980’s. This historical period was marked by a collapse of socialism, the transformation of Eastern European economies into a market economy and Finland’s integration into Western Europe. The integration process offered a great potential, but also presented many challenges to ensure Finland’s international position and competitiveness in the international arena.

In 1987 HE internationalisation strategy was developed to increase international mobility. In 1992/93 the Erasmus exchange programme was launched, and since 1988 - the Nordic Nordplus programme. In 1991 Centre for International Mobility (CIMO) was founded that is responsible for the promotion of international mobility and cooperation. Currently CIMO is administering the support of various exchange programmes that offer international internships and promote Finnish HE.

CIMO is working with HS, enterprises, government representatives, employment agencies, youth and non-governmental organizations wishing to study or work abroad.

Thus, Finland aims to improve the internationalism of the entire education system. In 1990 it was observed that at the level of professional training there are no cross-border exchanges, a new HE form was established - University of Applied Sciences. Finland is currently implementing a university reform, which is focused on attracting talented students from around the world. The reform also promotes cooperation between universities and universities of applied sciences in order to increase the international competitiveness Finland’s HE system.

Finnish HE internationalisation strategy for the period of 2009-2015 is prepared according to the objectives of the HE system that is currently being revised. A prepared strategy includes the reform of universities, changes to the law of polytechnics, the structural development of HS, a national strategy of innovations, the national policy of research infrastructure and the system of researchers’ career.

Strategy objectives are less ambitious than those of the other Scandinavian countries, the number of international academic staff and foreign students coming for full time study in Finland is relatively small. Also, the conditions offered for foreign and local students are not equal, HE publicity actions are not intense enough (see Figure 9).
Table 9. Strengths and weaknesses of Finnish HE internationalisation created since 1990.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The expertise of researches has risen, more research groups were founded, and research institutes are being involved into international networks.</td>
<td>- The development of Finland’s internationality is relatively slow.</td>
</tr>
<tr>
<td>- Finland has the lead in number of science publications in world.</td>
<td>- “Brain drain” problem.</td>
</tr>
<tr>
<td>- Active communication in Europe’s higher education and study system.</td>
<td>- Low mobility of academicians and students.</td>
</tr>
<tr>
<td>- Finland’s HS are among the first ones which implemented principles of Bologna process.</td>
<td>- Small number of academicians from foreign countries.</td>
</tr>
<tr>
<td>- NordPlus Framework programme, development of unified study programmes and cooperation of researchers in North Europe.</td>
<td>- Interest to gain experience abroad has shrunk among academicians and student since 2000.</td>
</tr>
<tr>
<td>- The number of study programmes in English has risen.</td>
<td>- Teaching of Finnish language and culture is insufficient.</td>
</tr>
<tr>
<td>- Cooperation of HS stimulates internationality (HERA, PINNET).</td>
<td>- Small number of students coming for whole study period.</td>
</tr>
<tr>
<td></td>
<td>- Unemployment rate of immigrants is more than twice bigger than rate of Finns.</td>
</tr>
<tr>
<td></td>
<td>- Publicity of HE is insufficient, Finland’s scientists working abroad are not being used.</td>
</tr>
</tbody>
</table>

Figure 9. Strengths and weaknesses of Finnish HE internationalisation created since 1990.
Source: Developed by authors, based on Finland's HS internationalisation strategy for 2009-2015

Top of Form

Finnish researchers successfully engage in international activities, but in the process of studies internationalisation is not sufficient. Therefore, the Finnish HS internationalisation strategy of 2009-2015 outlines the following objectives:

1. **Establishment of International HE community.** The international experience and contacts of HS staff have to improve the quality of research and studies, and to promote students’ internationalism.

2. **Improvement of the quality and attractiveness of HS.** Creating an attractive study and working environment, offering the efficient operation of services to foreigners. Cooperation between HS has to promote international, competitive and social well-being.

3. **Promotion of expert knowledge and skills exports.** Finland’s HS, being active and reliable partners, within the international research, study and cultural cooperation can promote their expertise and skills exports.

4. **Promotion of multicultural society development.** Foreigners involved in HE must be considered as resources needed for internationalisation development.

23 Implementation measures are described in Annex 5.
5. **Promotion of global responsibility.** HS by means of their research should seek to address global problems and to direct their expertise to support developing countries.

The objectives set by Finland’s HE internationalisation strategy for 2009-2015 will be met, by signing agreements between the Ministry of Education, the Academy of Finland, CIMO and HS. Finnish HE Evaluation Council (FINHEEC) will evaluate international study programmes and HS services. The Ministry of Education will assess the implementation of the strategy, comparing progress with other countries (Netherlands, Denmark), applying similar internationalisation measures and operating in similar environments.

In conclusion, we can state that the Finnish HE internationalisation strategy of 2009-2015 focuses on the international mobility and specific quantitative targets are set (Annex 6). In order to increase mobility, the international aspects must be integrated into the study programmes, of e-services must be improved and cooperation must be promoted. The strategy does not indicate the specific recipients of funding in order to maintain flexibility in funding allocation that meets the objectives.

Finland’s HE internationalisation strategy for 2009-2015 and its implementation objectives are not as specific as they were before. A new step in the strategy is that the Ministry of Finance transferred the administration of projects to CIMO.

In general, the implementation of the new strategy is less centralized than that of the previous one.

**Hungary**

The first universities in Hungary were established in the Middle Ages (Pecs, 1367; Buda, 1395; Pozsony, 1467). In 1947 all HS were reorganized to the state-owned institutions. In 1993 a separate HS act adopted that legalized the possibility of setting up private HS.

In 2006, in accordance with the Bologna Declaration the three levels of higher education: bachelor’s, master’s and doctoral studies were legalized in Hungary. On accession to the European Union a new HE programme was developed which included increasing the number of students admitted to study, promotion of lifelong learning, upgrading HS network, further development of knowledge and training forms, in order to flexibly respond to market needs, and the creation of centers for regional knowledge and innovations, IT culture development, the development of colleges and others.

A new Act on Higher Education prepared in 2005, introduced a new in multi-cycle system, determined a new education and training structure and institutional framework, standardized the HS rights and obligations regardless of who its founder is. The new HE Act AM (2005) establishes guidelines for HE internationalisation, i.e., it discusses the possibility of studies at home and abroad, activities of foreign HS in Hungary, the cooperation between Hungarian HS and foreign HS in developing joint study programmes.

In 2009 the Act on HE was updated to encourage the competitiveness of the HE by introduction quality development strategies. The updated version of the new Act discusses the establishment and operation of foreign HS in Hungary, the Hungarian HS establishment and operation in foreign countries, studies of Hungarian citizens abroad and studies of foreign
citizens in Hungary\textsuperscript{24}. This Act identifies the following priorities for the promotion of HE internationalisation:

- Create the conditions necessary for the Hungarian HE integration into the European HE space, and the European Research Area, and to strengthen the regional dimension;
- Encourage the research conducted by HE and to ensure the conditions necessary to promote the unity of studies and research; to promote contacts between Hungarian HS and foreign research institutions in order to provide a framework for research development in HS.

Since 2009 HS were offered an opportunity to organize the programmes in which graduates acquire foreign HE diplomas. One of the prerequisites for this case is a contract between the Hungarian and foreign HS, stating that both sides recognize the diplomas. The literature analysed within this report suggests that currently in Hungary a lot of focus is given on the HE conversion system in order to comply with EU HE planning documents and requirements, and the Hungarian HE internationalisation strategy is integrated into the main document regulating the HE - Act of Higher education. The Hungarian Universities Programme mentions certain internationalisation aspects of the universities in Hungary. The programme also includes improving Hungary’s HE competitiveness in international markets and the discussed Act on HE. The Hungarian Act on HE could be an example of a document ensuring the autonomy of HE.

To summarize the analysed information could be argued that the internationalisation of Hungarian HE system is associated with the HE space and mobility programmes \textsuperscript{25}, and the Hungarian HS good results in the field of internationalisation can be influenced by a well-established HS autonomy.

**Australia**

The dimension of internationalism in the Australian education emerged in 1950 in Colombo Plan, which provided funding for thousands of Asian students to come for studies in Australian HS. From 1980 to 1990 the number of foreign students greatly increased. Also, a unique Australian HE position was created, which clearly reflected the Australian HE strategy to create a link between Western and Asian economies.

Over the past two decades, Australia’s international education sector has been expanding rapidly. In 1990, 47 000 foreign students studied in Australia, in 2000 this figure rose to 188,000, in 2009 - up to 500,000, of which 360,000 – first year students. In 2009 foreign students accounted for about 60 percent of all Australian students. Education in Australia is the third largest sector of export industry, generating 18.6 billion USD (2009 data) and created about 125,000 jobs in Australia. Foreign students who have gained the competencies and skills necessary for the Australian market, are encouraged to remain in county or return to work in Australia.

With a rapidly growing Australian HE internationalism, for the sustainable education sector development, the government policies and programmes must ensure high quality education,

\textsuperscript{24} Act of Higher Education (2008).
\textsuperscript{25} Internet access: \url{http://www.nefmi.gov.hu/letolt/nemzet/naric/act_cxxxix_2005.pdf}
\textsuperscript{25} Organisation of the education system in Hungary (EURYDICE)
living and working conditions, good enough for students. International education services are governed by the 2000 Education Services to Overseas Students (ESOS) Act, including consumer protection, service quality assurance and support for students.

According to the law, Australia’s foreign student strategy for 2010 -2014 was prepared (See Figure 10).

**PURPOSE**

Strategy for 2010-2014 is oriented to the experience of international students gained during study period as well as to secure the steady HE quality.

**EXPECTED RESULTS**

<table>
<thead>
<tr>
<th>International students have to:</th>
<th>Australia has to ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>be well informed about life and studies;</td>
<td>steady HE development;</td>
</tr>
<tr>
<td>gain positive life and study experience;</td>
<td>high quality reputation of studies;</td>
</tr>
<tr>
<td>develop necessary skills for successful future.</td>
<td>quality ensuring regulation;</td>
</tr>
</tbody>
</table>

**MEANS OF IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Welfare of students</th>
<th>Quality of HE</th>
<th>Security of consumers</th>
<th>Development in providing information</th>
</tr>
</thead>
</table>

Figure 10. Main elements of Australia’s foreign student strategy for 2010–2014. Source: Australian foreign policy for students in 2010–2014

Australia’s foreign student policy for 2010-2014 is developed in partnership with the government, national and territorial government representatives via the set up Council of Australian Government (COAG), which ensures the responsibility of separate governmental authorities for the strategy implementation. In the context of changes in the market it is important to coordinate and improve government programmes and start new initiatives. Australia’s foreign student strategy for 2010-2014 will be implemented in cooperation between the government, foreign students and HS.

As seen in Figure 10, the Australian foreign student strategy for 2010-2014 is oriented to the safety, health protection of foreign students, their integration into Australian society through the language and cultural training. In order to ensure the quality of studies, more stringent requirements are applied for the qualification of the staff, the financial position of educational institutions, the security increase for tuition fee collection system, the creation of new educational institutions. The strategy aims to protect the students’ rights as consumers, providing...
the opportunity for assistance in case of the interruption of education services or other problems. Also, the strategy plans to enhance the presentation of information for international students about their personal safety (e.g. brochures with recommendations on how to behave), provided services and employment rights and responsibilities.

**Lithuania**

In Lithuania HE internationalisation development regulations have not been clearly defined. Key documents providing basis for HE internationalisation, its major directions of development are the promotion of HE internationalisation programmes for 2008 - 2010 and 2011 - 2012, respectively adopted by the Government of the Republic of Lithuania on July 9, 2008, Resolution No. 732 (Žin., 2008, no. 85-3384) and the Minister of Education of the Republic of Lithuania, on 2 February 2011, Order no. V-178 (Žin., 2011, no. 16-785).

Other documents, such as the Law on Science and Studies adopted by Seimas of the Republic of Lithuania on 30 April 2009, No. XI-242 (Žin., 2009, no. 54-2140), the Lithuanian Higher Education System Development Plan for 2006 to 2010, approved by the Government of the Republic of Lithuania on 5 April 2006, Resolution No. 335 (Žin., 2006, no. 39-1394) only indirectly regulate the Lithuanian HE internationalisation.

The national programme of HE internationalisation promotion for 2008 - 2010 sets out the following Lithuanian HE internationalisation guidelines:

- Increased state role in promoting HE internationalisation;
- Prioritizing Lithuania’s international cooperation in the field of HE;
- Adjusting HE system in line with the provisions of the Bologna Process;
- Improving the State delivery system of student loans;
- Providing support to Lithuanian citizens emigrants;
- Development of modern study methods and forms;
- Increasing of foreign language skills building;
- Participation in the development of transnational HE;
- Dissemination of Lithuanian HE on international scale.

In Lithuania’s second programme (2010 - 2012) of the internationalisation promotion the main ideas and directions of development of HE internationalisation remain similar. Since these are the first documents aiming to structure the activities that promote the development of this sector, key trends are general, not sufficiently developed. The internationalisation program of 2010 - 2012 focuses on the development of Lithuanian language (Baltic) centers and maintaining the relations with the Lithuanian researchers in the world.

Actually, this area is a priority of this program - to attract foreign people with Lithuanian roots and preserve their national identity. This document raises a narrower and more specific scope of HE tasks, while the first programme defines the general trends in the development of internationalisation. However, the main goals remain the same - to improve the quality of HE, stressing the importance of support for the emigrated Lithuanian citizens. In order to achieve goals, the following internationalisation promotion measures were identified:

- Promotion of joint study programmes, improvement of legislation, introduction of modern methods of study in the learning process, study programme renewal and
• adaptation of teaching for foreign students, cooperation with the foreign HS by student and teacher exchanges (securing the competitiveness of Lithuanian HS).

• Development and improvement of qualification assessment and recognition system and the creation of national concept of the European Credit Transfer (ECTS) and Accumulation System and its adaptation to Lithuanian HS, the creation of the international evaluation system for the national scientific and educational institutions.

• Concluding and implementing international agreements with foreign HS, developing state loans for studies abroad, preparing the program of state scholarships for studies of foreign students in Lithuania, legal implementation of support for the emigrated citizens of Lithuania, studying at Lithuanian HS, improving the legislation of issuing visas for a temporary residence permit in Lithuania for foreign students and teachers, improving the legislation of the state study loan provision for foreigners, facilitating an international practice / internship for the national the Lithuanian HS students and teachers (internationalisation of Lithuanian HS by establishing closer links with foreign research and study institutions, increasing the extent and quality of foreign exchange of students and teachers).

• HS funding when implementing HE programmes (Erasmus, Nordplus and others), participation in the activities of international networks and international organizations (international academic partnership of higher schools).

• Funding of teacher in-service training at foreign institutions, funding of foreign language courses to Lithuanian teachers (teachers’ competence improvement).

• The establishment of a system to inform about the Lithuanian HS and to attract foreign countries of Lithuania, the creation of the Lithuanian HE brand, the concept of its presentation and implementation measures at international level, the creation of the web site to introduce Lithuanian HS, the organization of Lithuanian information days at Lithuanian diplomatic missions and consular posts to provide information about study opportunities in Lithuania, the dissemination of the study and research internship opportunities in Lithuania and its funding for international events (attracting foreign students to study in Lithuania).

• Promotion of the cooperation between foreign centres of Lithuanian philology (Baltic philology) and Lithuanian research and higher education institutions, funding of foreign specialists of the Lithuanian philology research stays in Lithuanian institutions, funding of in-service teacher training of teachers working at foreign institutions of Lithuanian philology and so on (promotion of the activities of Lithuanian philology (Baltic) centers overseas).

• Organising the nomination of Science Prizes for scientists of Lithuanian descent living abroad, participation in organizing in Lithuania the world’s XV Lithuanian Symposium on Arts and Sciences (promotion of cooperation between Lithuanian researchers working in foreign countries and Lithuanian scientists).

Promotion of joint study programmes, the introduction of ECTS credits, development and implementation of international agreements with foreign HS, funding of HS that implement HE programmes, improvement of legislation that establish procedures of providing state loans to
foreigners, improvement of legislation for permits for temporary residence in Lithuania and
the issuing of visas for foreign students and professors, the establishment of qualifications
assessment and recognition system and its development - that was implemented in 2008 -
2011, i.e., during the implementation period of the first and second programmes of the
promotion internationalisation. Information communication tools are also used in the study
process more widely: higher school are improving their information systems, developing
electronic information exchange between teacher and student networks, preparing distance
learning programmes (according to the data of Lithuanian Distance Learning Network, in
2011 more than 1,070 distance learning courses were provided, only a very small percentage
of which were delivered in English. International exchange programmes such as ERASMUS
or Nordplus, are attracting growing attention of higher education community, the increase in
the number of not only outgoing but also incoming students is visible (in the academic year
of 2008/2009, the number of incoming students was 1217, outgoing - 3000, in 2009/2010 the
number of arriving students - 1374, outgoing - 3002). Based on these data, we can say that
the proposed measures involved in the national HE internationalisation support programmes,
are effective to ensure the competitiveness of the Lithuanian HE. Apart from the above-
mentioned internationalisation promotion programmes of 2008 - 2010 and 2011 – 2012, more
manifestations of Lithuanian HE internationalisation ideas can be found in other state
governing documents. The “Legislation” section of this study presents a list of documents
that raise the need for the Lithuanian HE internationalisation development, or refer to the
measures related to HS internationalisation development.
Table 8. The comparison of the objectives set by the countries’ internationalisation strategies

<table>
<thead>
<tr>
<th>Belgium (Flanders)</th>
<th>Estonia</th>
<th>Finland</th>
<th>Hungary</th>
<th>Australia</th>
<th>Lithuania</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Bologna Process priorities will become Belgian (Flemish) HE strategic directions;</td>
<td>- Quality and quality assurance;</td>
<td>- Creation of fully international HE community;</td>
<td>- To create the conditions necessary for the Hungarian HE integration into the European Higher Education Area and European Research Area and to enhance regional dimension;</td>
<td>- Ensure sustainable development of HE;</td>
<td>- Increased role of the state in promoting HE internationalisation;</td>
</tr>
<tr>
<td>- To develop transparent mechanisms of presenting detailed information about the HE institutions in the European HE Area (EHEA);</td>
<td>- Simplification of the recognition of diplomas in order to increase mobility;</td>
<td>- Improvement of HS quality and attractiveness;</td>
<td>- To promote the research carried out by HE and ensure the necessary conditions to promote the unity of studies and research;</td>
<td>- Provide reputation of high-quality study;</td>
<td>- Identification of priorities of Lithuania’s international cooperation in the field of HE;</td>
</tr>
<tr>
<td>- By 2015 – 2016, to achieve that 15% of university graduates would have spent abroad at least three months of their studies;</td>
<td>- Offering joint programmes and the recognition of diplomas;</td>
<td>- Promotion of expert knowledge and skills exports;</td>
<td>- To promote contacts between Hungarian HS and foreign research institutions in order to provide a framework for research development in</td>
<td>- Ensure the regulation of quality assurance;</td>
<td>- Adjustment of HE system with the provisions of the Bologna Process;</td>
</tr>
<tr>
<td>- To seek for recognition of HE diplomas obtained in HE Bologna declaration member states;</td>
<td>- The right to receive education allowances and study loans if they are studying at a foreign university;</td>
<td>- Promotion of a multicultural society;</td>
<td>- To promote contacts between Hungarian HS and foreign research institutions in order to provide a framework for research development in</td>
<td>- To inform foreign students about the life and studies;</td>
<td>- Developing the system of providing national student loans;</td>
</tr>
<tr>
<td></td>
<td>- Provision on International HE: to create the favourable legal conditions of the Estonian HE institutional development in foreign markets;</td>
<td>- Promotion of global responsibility.</td>
<td></td>
<td>- Foreign students must obtain a positive experience of life and study;</td>
<td>- Support to the emigrated Lithuanian citizens;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Foreign students must develop the skills necessary for a successful future.</td>
<td>- Attract people with Lithuanian roots residing in foreign countries and maintain their national identity;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Development of modern methods and forms of study;</td>
</tr>
<tr>
<td>- To promote cooperation in research;</td>
<td>policy.</td>
<td>HS.</td>
<td>- Improving competences of foreign languages;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- To seek to attract foreign talent;</td>
<td></td>
<td></td>
<td>- Participation in the development of transnational HE;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- To offer high-quality study programs.</td>
<td></td>
<td></td>
<td>- Expanding the dissemination of Lithuanian HE worldwide.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Belgium (Flanders) the strategy for the EU seeks to take over the regulation principles of European HE and to facilitate mobility within the EU area for HE, to promote the quality of the activities conducted by HS and international co-operation, studies of Belgian students abroad and attracting talent from abroad. Estonia’s strategy provides similar priorities, as well as Belgium’s strategy, i.e., quality assurance and facilitating international cooperation conditions in promoting student mobility in both directions, and opportunities of Estonian HS to expand into foreign markets. Finnish HE internationalisation strategy communicates the message that Finland’s HE environment is multicultural environment as part of the global HE environment. Hungary stands out as the country where HE is not discussed in separate internationalisation strategy documents and the opinion is held that a well-designed environment for the development of HE and HE integration into the European space and European research area in itself creates preconditions for the international development of Hungarian HE. Australia’s internationalisation strategy is distinguished by its wording: it was prepared with an emphasis on non-priorities rather than intended outcomes. This formula can be applied to many HE systems in the world, because it serves as a basis to ensure HE quality of service. For example, in today’s Lithuania this formula is being taken over by introducing Tuning methodology. Australian HE internationalisation strategy emphasizes ensuring a positive experience of foreign citizens in Australia.

The Lithuanian HE internationalisation strategy is characterized not by non-priority areas, but by identification of specific activities. It highlights the particular focus on improving the mobility conditions of its nationals and the promotion of HE international publicity.

Belgium (Flanders), Estonia, Finland and Australia emphasizes the goal of quality as a priority activity. Integration into the EU area of HE and the EU Research Area are among the priority activities in Belgium (Flanders), Hungary and Lithuania, whereas Finland’s, Estonia’s and Australia’s priorities of HE internationalisation strategies do not emphasize any specific regional policy. In Finnish and Estonian HE internationalisation strategy, HE regulation is seen as a supplementary aid in the realization of national interests. Such differences in the approaches may be influenced by the country’s geographical position, because Estonia and Finland are the EU countries bordering to third countries. These countries are interested in the international development of HE not only within the EU, but also in non-EU countries.

1.3.2 International ratings and HE quality assurance

This section aims to analyse the impact of international ratings and HE quality assurance for the international development and to make recommendations on the possible use of the ratings and HE quality assurance system, designed to promote the international development Lithuanian HE.

With the growing competition in the global HE services market, HS takes an important position in international rankings. The international ratings era began when in 2003 the initial results of Shanghai Jiao Tong University were published, called Academic Ranking of World Universities (ARWU). This ranking was solely dominated by the U.S. and British universities, so soon - in 2004 - Times Higher Education Ranking was created, as the response of European universities to ARWU.

Later appeared numerous other ratings of national and regional significance, as the “World’s Best Universities Ranking (U.S.), the Global University Ranking (Russia), “Webometrics Ranking of World Universities”, and others. Given the fact that there are currently about 17,000 universities in the world, currently the most popular ratings evaluate (i.e. within the top lists) not more than 3% of world universities. If the
university does not fall into the 3 %, it is not able to evaluate itself in the context of these rankings, because the ranking methodology does not allow this. Table 9 shows three global ranking criteria that are most commonly used and have the greatest impact.

Table 9. ARWU, THE, QS ranking criteria of world universities

<table>
<thead>
<tr>
<th>Academic ranking of world Universities (ARWU)</th>
<th>THE The Times Higher Education World University Ranking</th>
<th>THE-QS Quacquarelli – Symonds Ranking of World Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Education - 10%</td>
<td>Teaching: teaching/learning environment – 30%:</td>
<td>Academic peer review – 40%.</td>
</tr>
<tr>
<td>Academic staff - 40%</td>
<td>• Experienced academic peer review;</td>
<td>Employer review – 10%.</td>
</tr>
<tr>
<td>Research Output- 40%</td>
<td>• Doctoral degrees awarded;</td>
<td>Citation – 20%.</td>
</tr>
<tr>
<td>Academic staff per Capita Performance - 10%</td>
<td>• Number of first-year students per faculty member;</td>
<td>Student and faculty ratio- 20%.</td>
</tr>
<tr>
<td></td>
<td>• Proportion of doctoral and bachelor degrees awarded;</td>
<td>Proportion of international students – 5 %.</td>
</tr>
<tr>
<td></td>
<td>• Total income per one faculty member</td>
<td>Proportion of international faculty – 5 %.</td>
</tr>
<tr>
<td></td>
<td>Research: volume, income, reputation – 30%:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Experienced academic peer review;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Total research income per research staff member;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of papers per research staff member;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ratio of research income to total income.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Citation: research impact – 32,5%.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research income from industry: innovation – 2,5%.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Public research income per academic staff member.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International mix: staff and students – 5%.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Proportion of international faculty;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Proportion of international students.</td>
<td></td>
</tr>
</tbody>
</table>

27 http://www.shanghairanking.com/
http://www.topuniversities.com/
ANALYSIS AND STUDY OF INTERNATIONAL PUBLICITY EXPERIENCE IN HIGHER EDUCATION

Analysis of higher education internationalisation in 5 (five) foreign states and Lithuania


Strategic documents of Lithuania provide that Lithuanian HS should seek access to ARWU academic ratings. Table 10 presents the analysed countries’ ARWU academic ranking positions in 2011.

Table 10 . ARWU academic ranking of universities 2011.

<table>
<thead>
<tr>
<th>Number of Universities</th>
<th>Top ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE Flanders</td>
<td>4</td>
</tr>
<tr>
<td>EE</td>
<td>-</td>
</tr>
<tr>
<td>FI</td>
<td>5</td>
</tr>
<tr>
<td>HU</td>
<td>3</td>
</tr>
<tr>
<td>AU</td>
<td>20</td>
</tr>
<tr>
<td>LT</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: http://www.shanghairanking.com/

As can be seen from Table 10, neither Lithuanian nor Estonian HS are currently not included in ARWU academic ranking, because the ranking requirements are very high and are focused on the scientific potential of HS. We recommend that the Lithuanian AMO primarily focus on the THE - QS world ranking. Currently the THE - QS rankings include Vilnius University. THE - QS world ranking requirements are more focused on the applicability of the research outcomes than ARWU rating requirements. As it has been already mentioned, the ARWU ratings are more focused on the scientific potential of HS, therefore it could be achieved over a longer period of time and require greater financial investment than the THE - QS ranking.

Despite much criticisms of international ratings for the lack of transparency, they play an important role in the choice of study and research institution, thus they should not be disregarded in shaping the country's HE environment. It is important to note that the international rating criteria are constantly changing, therefore the monitoring of the rating criteria should be carried out.

The analysis of the above mentioned rating criteria makes it obvious that the ratings mainly analyse the institutional factors. The formation of Lithuanian HE environment attention should be paid to the fact that the right conditions should be created country-wide allowing HS to improve some of the criteria used in the ratings: the proportion of international students, the proportion of international faculty, international recognition of research output, entrepreneurial environment of HE.

Thus, another important factor affecting the internationalisation of HE is HE quality assurance, which is becoming especially important in developing partnerships with foreign HS. The analysis of the current criteria for HE quality assurance is presented in Table 11, where the comparison of the institutional and curricula accreditation assessment areas in each country is provided.
Table 11. HE **quality assurance** criteria

<table>
<thead>
<tr>
<th>Flemish Region</th>
<th>Institutional accreditation assessment areas</th>
<th>Curricula accreditation assessment areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE</strong></td>
<td>1. Institutional vision of quality.</td>
<td>1. Study programme objectives.</td>
</tr>
<tr>
<td></td>
<td>2. Vision implementation policy.</td>
<td>2. Teaching-learning environment.</td>
</tr>
<tr>
<td></td>
<td>3. The results achieved.</td>
<td>3. Study programme content.</td>
</tr>
<tr>
<td></td>
<td>4. Quality improvement policy.</td>
<td>4. Evaluation of study programme</td>
</tr>
<tr>
<td></td>
<td>5. Responsibilities and decision-making</td>
<td>implementation.</td>
</tr>
<tr>
<td></td>
<td>system.</td>
<td>5. Financial resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Services and facilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Quality assurance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. The results achieved.</td>
</tr>
<tr>
<td><strong>EE</strong></td>
<td>1. Organizational management and performance</td>
<td>1. Quality: national cooperation, action</td>
</tr>
<tr>
<td></td>
<td>results.</td>
<td>plan, the structure of curricula,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessment results.</td>
</tr>
<tr>
<td></td>
<td>2. Teaching and learning.</td>
<td>2. Resources: information about academic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>staff, international cooperation, study</td>
</tr>
<tr>
<td></td>
<td>3. Research activities.</td>
<td>environment, student and staff services,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IT, library, finances.</td>
</tr>
<tr>
<td></td>
<td>4. Services to the public.</td>
<td>3. Sustainability: implementation of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>quality education, adequate resources,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>information about students, HS objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and strategies.</td>
</tr>
<tr>
<td><strong>FI</strong></td>
<td>1. Quality assurance objectives, roles and</td>
<td>1. National qualification requirements.</td>
</tr>
<tr>
<td></td>
<td>responsibilities.</td>
<td>2. Staff.</td>
</tr>
<tr>
<td></td>
<td>2. Quality assurance completeness and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>efficiency:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- scientific degree;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- R &amp; D activities;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Impact on society and regional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>partnerships;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Services (library and information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>services, career and recruitment services,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>international services)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Staff recruitment and development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Quality assurance, management and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>monitoring interface.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Involvement of staff, students and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other interested parties in quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assurance of HS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Information availability and relevance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Quality assurance monitoring, evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and improvement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. The overall quality assurance system.</td>
<td></td>
</tr>
<tr>
<td><strong>HU</strong></td>
<td>1. Quality of the diploma.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The process of teaching: competencies,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>staff, teaching materials, teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>practices, responsibilities, research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities.</td>
<td></td>
</tr>
</tbody>
</table>

JARŽEMSKIS IR EKSPERTAI
Table 11 presents the comparison of the areas of accreditation assessment, where Australia and Finland stand out as countries linking institutional and curricula accreditation into overall assessment.

Other countries carry out institutional and curricula accreditation assessment. EU countries’ HE quality assurance standards are being harmonized and the comparison makes it obvious that Belgium, Finland, Estonia and Lithuania have implemented more common EU standards than Hungary. Hungary generally applies national qualification requirements.

In recent years the use of external HE quality assurance mechanisms has increased. EU countries have started to work closely together to ensure quality standards of HE. The analysis of the countries’ involvement in cooperation for ensuring the quality of HE is described in Table 12.

Table 12. HE quality assurance in EU countries

<table>
<thead>
<tr>
<th>Number of recognised schools of higher education</th>
<th>Membership of European quality assurance agencies in European Association for Quality Assurance in Higher Education – ENQA</th>
<th>List of quality assurance agencies that are members of European Quality Assurance Register – EQAR</th>
</tr>
</thead>
</table>
| BE Flemish Region 38                          | 1. VLHORA – Flemish Council of University Colleges (www.vlhora.be)  
2. VLIR – Flemish Interuniversity Council (www.vlir.be)  
3. NVAO – Accreditation Organisation of the Netherlands and Flanders (http://nvao.net) | 1. VLHORA – Flemish Council of University Colleges  
2. VLIR – Flemish Interuniversity Council  
3. NVAO – Accreditation Organisation of the Netherlands and Flanders |
EU countries are bound to a common quality assurance system for HE and begin to apply the same standards of quality, but each country still remains a different approach to HE quality assurance system, which is shown in Figure 11.

Figure 11. Approaches to HE quality assurance 2009/10.
The picture above shows that Estonian, Hungarian and Lithuanian authorities responsible for quality assurance of HE mostly perform supervisory function to ensure that HE is in compliance with the minimum quality requirements. HE quality assurance system in Belgium, Finland is advisory in nature and is focused on continuous quality improvement of HS.

To sum up, it can be claimed that in the process of internationalisation of HE both the role of international rankings as well as the system of quality assurance of HE have a significant impact on the choice of HS and HE quality assurance is becoming important when entering into partnerships with foreign HS.

In the long run, Lithuanian HS could focus on ARWU rating requirements related with the increase of research capacity, but in the short run – on THE-QS ranking requirements relating to the application of research output. Thus, in shaping conditions for Lithuanian HS the rating requirements in the following areas should be taken into consideration: the proportion of international students, the proportion of international faculty, international recognition of research output, entrepreneurial environment of HE.

Finland and Australia stand out in the area of quality assurance of HE because it combines institutional and curricula accreditation to one overall assessment. HE quality assurance system in Finland, Australia and Belgium is advisory in nature and focused on continuous quality improvement of HS. The remaining countries supervise if HS is in compliance with the minimum quality requirements. EU countries are attempting to harmonize quality standards. From the analysed EU countries Hungary currently applies the least of common EU standards to ensure the quality of HE.

1.3.3 System of qualification recognition

The aim of this section is to analyse the system of qualification recognition and its attractiveness to foreign students in each country under the analysis.

In EU countries the system of qualification recognition is based on the Bologna Process, which had an impact on the assimilation of national HE system structures. The following measures of the Bologna Process can be distinguished:

- The European Credit Transfer and Accumulation System (ECTS).
- Diploma Supplement - a standardized document, which describes the nature, the level, terms and conditions, content and reputation, as well as the mode of study. The goal - to increase the transparency of HE system to ensure employability and academic recognition of the additional studies.
- The National Qualifications Framework (NQF) - a measure that describes the differences between the HE qualifications in all cycles and levels.

Table 13 shows the evaluation of each analysed country's regulation and implementation of the qualification recognition systems of the EU countries - the Bologna implementation process.
Table 13. Comparison of qualification recognition systems of HE.

<table>
<thead>
<tr>
<th>Country</th>
<th>Regulation of recognition of learning outcomes</th>
<th>Status of recognition of learning outcomes</th>
<th>National qualification system</th>
<th>System of credits</th>
<th>Diploma Supplement</th>
<th>Priority regions of the attraction of foreign students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>Law on Flexible Learning Paths (2004) provides that the HE may grant exceptions to the previous qualifications and / or prior learning.</td>
<td>Validated/ enacted</td>
<td>Implemented</td>
<td>ECTS and national system are enacted by legislation</td>
<td>Issued for free, for the graduates in the language of teaching and / or English</td>
<td>EU and non EU countries, the USA / Canada, Latin America, Asia</td>
</tr>
<tr>
<td>EE</td>
<td>Universities Act, Vocational Higher Education Act, The Standard of Higher Education</td>
<td>Allowed, not validated/ enacted</td>
<td>Implemented</td>
<td>ECTS</td>
<td>Issued for free, for the graduates in the language of teaching and English</td>
<td>non EU countries, Asia</td>
</tr>
<tr>
<td>FI</td>
<td>Polytechnic Resolution 2003/352 and Universities Act 2009/558</td>
<td>Validated/ enacted</td>
<td>Being implemented</td>
<td>ECTS</td>
<td>Issued for free, for the graduates in the language of teaching only in English</td>
<td>All countries and regions</td>
</tr>
<tr>
<td>HU</td>
<td>Act CXXXIX of 2005 on Higher Education provides for the recognition of prior learning outcomes (Art. 58).</td>
<td>Allowed, but not validated/ enacted</td>
<td>Being implemented</td>
<td>ECTS</td>
<td>Issued for free, for most of the graduates in the language of teaching and English (although it is compulsory to issue for all, statistical data show</td>
<td>EU and non EU countries, Middle East, Asia</td>
</tr>
<tr>
<td>Country</td>
<td>Description</td>
<td>Validation/Enactment</td>
<td>Implementation</td>
<td>Issuing System and ECTS</td>
<td>Countries Recognized</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>All the qualifications acquired in Australia are combined by Australian Qualifications Framework (AQF). Assessment of overseas qualification – National organization that assesses overseas qualification (NOOSR).</td>
<td>Validated/Enacted</td>
<td>-</td>
<td>National system and ECTS</td>
<td>Asian region, the United States, Latin America, EU.</td>
<td></td>
</tr>
<tr>
<td>LT</td>
<td>Recognition of prior learning is regulated by the Law on Science and Studies of the Republic of Lithuania („Valstybės žinios“ 2009, art. 54-2140, 2009) and by the Law of Minister of Education and Science „Procedure for Recognition of Study Results“, (2003 11 12, Nr. ISAK-1603), „Valstybės žinios“, art. 109-4899, 2003)</td>
<td>Validated/Enacted</td>
<td>Being implemented</td>
<td>Issued for free, for all in most of the curricula in the language of teaching and English</td>
<td>EU and non EU countries (Ukraine, Belarus, Moldova, Russia, Armenia, Azerbaijan, Georgia), USA, Australia, Latin America (Argentina, Brazil), Asia (China, India, Japan)</td>
<td></td>
</tr>
</tbody>
</table>


**Belgium (Flanders, Flemish Region)**

In Belgium qualification recognition function is performed by the National Academic Recognition Information Center (NARIC). Recognition of qualifications is carried out by each HS individually. To get admitted to undergraduate programmes, the Dutch language knowledge is compulsory. Universities offer one-year-length Dutch language courses. All the three Bologna Process measures are implemented in Belgium (Flanders, Flemish Region).
Estonia
In Estonia the recognition of qualifications is carried out by the Academic Recognition Information Center ENIC / NARIC. ENIC / NARIC provides advisory guidance for the conclusions, but the final decision on recognition of qualifications is made by HS. ENIC / NARIC assessment service is free of charge, evaluation reports are submitted within 30 days from the date of receipt of all the required documents for assessment. Qualification assessment may be carried out by universities, but often the state institution that carries out overseas academic qualifications assessment is addressed. Two of the three measures of the Bologna Process are implemented in Estonian HE.

Finland
In Finland qualification assessment is performed by each HS. Finland enacted two of the three measures of the Bologna process. Finland also stands out from the analysed countries by allowing the Diploma Supplement in English only, and by focusing on attracting students from all countries and regions, namely Finland does not prioritize any regions.

Hungary
In Hungary the recognition of qualifications is carried out by the Hungarian Equivalence and Information Center (HEIC). Qualification recognition for studies is carried out separately by each HS. One of the three measures of the Bologna process is implemented.

Australia
Australian education has a national qualifications system developed - Australian Qualifications Framework (AQF), which combines all the qualifications acquired in Australia. There is also a system of recognition of overseas qualifications – the National organization that assesses overseas qualification (NOOSR).

Lithuania
In Lithuania qualification assessment is carried out by the Centre for Quality Assessment in Higher Education (CQAHE). In contrast to other EU countries HS do not exercise the right to assess qualifications in Lithuania cannot. Two of the three measures of the Bologna Process are implemented in Lithuanian HE.

To sum up it could be pointed out that qualification recognition system in EU countries is based on the Bologna measures: ECTS, Diploma Supplement, NQF, which promote the common European Union HE area and increase student mobility. All three of the Bologna Process measures are implemented in Belgium (Flanders, Flemish Region), two measures – in Estonia, Finland, Lithuania and one measure - in Hungary. While assessing the flexibility of qualification recognition systems it could be highlighted that in almost all countries (except Lithuania, where the qualification assessment can be performed only by CQAHE) HS is authorized to decide on the acquired qualifications.

1.3.4  Study funding and support
The aim of this section is to analyse study funding and support opportunities for international students in each of the countries concerned.
Belgium (Flanders, Flemish Region)

Flemish scholarship may be extended to the international students who meet the following conditions:

- Has lived with his family in Belgium for at least 2 years or is a recognized political refugee;
- does not repeat the academic year;
- is a full-time student

A part of Flemish HS offers a limited number of grants. International students can apply in their home country for an opportunity to participate in international exchange programmes for government grants. The Flemish Study and Practice Department offers a limited number of grants, but further information is not available on the Internet.

In 2006 Flanders started a five-year Odysseus programme, whose goal is to attract the best European minds to Flanders. The programme budget, which amounted to about 57 million, was dedicated to experienced and leading researchers in their field as well as promising scientists, making first steps in their career. Donations help scientists to carry out projects that will increase internationalisation of the Flemish Science.

More than half of Odysseus programme funds were spent on biological and medical sciences, but scientists from other areas could also apply. Those wishing to participate in the programme first had to apply to one of the five Flemish universities that had applied for funding to the Flemish Fund for Scientific Research.

Estonia

Foreign students in Estonia have a possibility to get "DoRa" programme scholarship for master and doctoral studies not in the Estonian language exclusively. "DoRa" programme period lasts seven years, that is from 2008 till 2015. The programme budget amounts to 33.49 million. EUR, 76.18% of which is covered by the European Social Fund, 8.96% is financed by the Estonian government and 14.86% by high schools.

The main aims of the programme:

- to increase the competitiveness of Estonian higher education in the Baltic Sea region, to increase internationalisation of HS, thus making studying and working in Estonia internationally attractive;
- to increase the number of researchers and engineers with doctoral degree, particularly in the fields, which play a crucial role in improving the quality of life and economic competitiveness of Estonia;
- to seek active participation of universities in Estonia in the international circulation of knowledge;
- to increase the quality of Estonian higher education and research by attracting highly skilled foreign specialists;
- to promote cooperation between universities and businesses in research and development, thereby increasing the intensity of business research, development and innovation.

Students wishing to receive a scholarship must meet the following conditions:

- a student's place of residence is outside Estonia;
- Over the past three years, a student has not lived in Estonia for more than a year, in total of all the visits over the period;
A student will study full-time and will be in Estonia during the study period from September to June. Scholarships amounts to 287 EUR per month and it is paid from September to June. The application and selection process is carried out by universities. Students who receive a scholarship, cannot leave the country for more than a month. Subsequent academic year scholarship is granted provided that the student has successfully completed the first year of the study programme and has collected no less than 54 ECTS credits. Information about scholarships is available in a separate booklet published on the Internet.

**Finland**

All undergraduate studies and a part of graduate programmes in Finland are free of charge, the studies are funded by the Finnish government. Students who have joined the graduate programme that is financed by students themselves, have a possibility to get a HS grant, which depends on the institution.

The Finnish government under CIMO scholarship programmes award scholarships to young researchers and PhD students from all countries and areas of study. Scholarships range from 3 to 12 months period, the scholarship is 900-1200 EUR per month. The scholarship is granted to cover living expenses in Finland. There is a separate CIMO scholarship programme for postgraduate students and researchers from India. Scholarships amount to 900-1200 EUR per month, but it is possible to obtain an additional 500 EUR grant to cover travel expenses. To obtain scholarship applicants must apply to the selected Finnish universities.

The Finnish government also offers 3-9 months’ grants for doctoral studies and research at Finnish universities under government contracts, the grant is 1200 EUR per month. To obtain grant students must first apply to the responsible institution in their country. Studyinfinland.fi website describes the extensive funding and training opportunities in Finland under the Erasmus Mundus programme, provides systematic information about the participation of Finnish HS in Erasmus Mundus programme as well as presents study programmes of HS. The website can also provide information for incoming students from the U.S. under the Fulbright programme.

**Hungary**

Hungary offers scholarships under the government contract to foreign students coming to study in various modes of study:

- semester / partial studies of undergraduate and postgraduate students (3-10 months);
- postgraduate studies and research (3-21 days or 3-10 months);
- full third cycle studies (36 months);
- a part of doctoral study programmes (1-12 months);
- postdoctoral study and research (1-10 months);
- research (3-21 days or 3-10 months);
- summer courses (1-4 weeks)

Submission terms and conditions are published on the portal www.scholarship.hu
Australia

Australian scholarships for international students are allocated by the government, research institutions and many other organizations. Scholarships are available to eligible students in various educational sectors including vocational training, practice, and student exchanges, undergraduate and postgraduate studies and research.

Studinaustralia.gov.au portal presents scholarship search by country, the field of study, the Australian states and universities, where the studies are intended.

The Australian Government provides assistance to foreign students through scholarships, which are awarded to students from priority regions. Thus, while funding the studies the Australian Government seeks to get foreign students from an appropriate region interested in the studies. Australia has clearly envisaged the priority geographical regions, which are changing over time depending on trends of state policies.

The Australian Government does not provide grants to foreign students for the English language studies, but grants are offered by a part of academic institutions.

Lithuania

Studies in Lithuania can be financed in several ways: loans, state-sponsored loans, scholarships, social grants and special grants. In 2011 April 27 the Government of the Lithuanian Republic confirmed the description of the procedure of support to foreign students for the full-time second cycle permanent mode of studies at Lithuanian HS. To implement the Government Act of 2011 May 30 Minister of Education and Science issued the law approving the list of 2011 for scholarships and the number of payments and foreign countries whose citizens can apply for subsidies for studies in Lithuania. According to this law the appropriations were allocated to no more than four Ukrainian citizens who were admitted to the second cycle full-time study programmes in Lithuanian HS – a grant and the allowance to cover the cost of study and no more than four citizens of the Republic of Azerbaijan, who were admitted in 2011 to the second cycle of full-time study programmes in Lithuania HS - only scholarship.

By and large, Australia could be pointed out as the country that relies heavily on the possibilities of financing studies to attract foreign students from the respective geographical regions. Among the EU countries Estonia stands out that has created a special "DoRa" programme, which offers funding opportunities for foreign students in master and doctoral studies. Flanders, Finland, Hungary and Lithuania have limited opportunities for foreign students to obtain grants and funding is mostly concentrated on advanced studies and to attract foreign researchers.

1.3.5 OVERVIEW

Having assessed the systems of HE, the section provides insights into the internationalisation of national strategies and implementation measures, the international ratings, HE quality assurance and recognition of qualifications as well as study funding opportunities for foreign students.

National strategy of internationalisation and its implementation measures

Belgium (Flanders) strategy provides for the adoption of the regulations of EU HE and to simplify the conditions of mobility in EU HE, to promote HS quality performance and international cooperation, Belgian students’ studies abroad and attraction of talents from
foreign countries. Estonian strategy provides for similar priorities as Belgium strategy, i.e.
quality assurance and international cooperation in promoting conditions for student mobility
in both directions as well as Estonian HS opportunities to expand into foreign markets.
Finnish HE internationalisation strategy communicates the message that multicultural
environment of Finnish HE is an integral part of the global environment. Hungary is
exceptional in the fact that the internalization of HE is not described in separate strategic
documents and it is considered that the appropriate environment of the development of HE
and its integration into the European HE and European research area create in itself
appropriate conditions for Hungarian HE international development. Australian
internationalisation strategy is characterized by the fact that it is designed with the emphasis
not on priorities but on intended outcomes. This wording is acceptable to many systems of
HE in the world, since it is based on quality assurance of services of HE. Lithuanian HE
internationalisation strategy is characterized not by priority areas but by the identification of
specific activities, with its emphasis on improving the mobility of fellow countrymen and the
promotion of international publicity of HE.

In Belgium (Flanders), Estonia, Finland and Australia the quality goal is singled out as the
priority trend of action. Integration into the EU area of HE and the EU research area is among
the priority activities in Belgium (Flanders), Hungary and Lithuania, whereas Finnish, 
Estonian and Australian HE priorities of internationalisation strategies do not specify any
particular regional policies.

Finnish and Estonian HE internationalisation strategies consider EU regulation of HE to be
an aid in the realization of national interests. Such differences in approaches may be due to
the differences between the countries’ geographical positions, as Estonia and Finland are the
countries bordering the EU to the third countries. The international development of HE in
these countries is important not only within the EU, but also in non-EU countries.

International ratings and quality assurance of HE

International ratings have a significant influence on the choice of HS, and quality assurance
of HE is important when entering into partnerships with foreign HS. Thus, rating
requirements (in the long run - ARWU, in the short run- THE-QS) should be taken in
consideration in the process of formation of conditions of Lithuania HS in the following
areas: proportion of international students, proportion of international faculty, international
recognition of research output, entrepreneurial environment of HE.

In Belgium, Finland and Australia institutions ensuring quality assurance of HE are more
advisory in nature, aiming at showing the directions of the improvement in the development
of HS. Meanwhile, Lithuanian, Estonian and Hungarian institutions ensuring the quality
assurance of the HE perform the supervising function while checking if HS are in compliance
with the minimum quality requirements. EU countries are working to harmonize quality
standards of HE. From the analysed EU countries Hungary currently applies the least of
common EU standards to ensure the quality of HE.

Qualification Recognition system

EU recognition of qualifications is based on the Bologna principles. Currently all the
analysed EU countries have implemented ECTS and the Diploma Supplement is issued free
of charge. However, the National Qualifications Framework (NQF), which describes the
differences
between the HE qualifications in all stages and levels, is fully implemented only in Belgium (stage 5), Estonia and Finland are transforming their study programmes (stage 4), Lithuania and Hungary have made a decision about the aim and implementation process of the NQF (stage 2). While evaluating the flexibility of qualification recognition systems it could be emphasized that in all countries, except Lithuania, decisions on qualification assessment are allowed to be made by HS, whereas in Lithuania qualification assessment can be performed only by the Centre for Quality Assessment in Higher Education (CQAHE).

Study funding and support

In Flanders, Finland, Hungary and Lithuania the possibilities to get support for foreign students are limited. Lithuania granted a limited number of scholarships for foreign students from the specified regions. Estonia has developed a special "DoRa" programme, which offers funding opportunities for foreign students in master and doctoral studies. Australia uses study financing options as a tool to attract foreign students from the relevant geographical regions.

1.4 Attraction of International students

This section deals with changes in the number of international students, the dynamics of students and teachers' mobility, study programmes in the English language and joint degree programmes offered, the cost of studies in Flanders, Estonia, Finland, Hungary, Lithuania and Australia.

1.4.1 The number of international students

The number of international students is one of the most important indicators of the internalization of HE institutions. Over the last decade a visible growth of international students is observed in EU: in 2008 in EU there were about 1.5 million (7.8 per cent) of the 19 million HE students enrolled outside their countries of citizenship. In 2000 this figure reached 788 000 students, 5 per cent of all students in that year. On average over eight years the number of international students grew by 8.1 per cent each year. This change has occurred due to the increasing number of international students in both the EU and in the rest of the world.

Since 1975 the number of students studying abroad around the world has increased from 0.8 million to 3.67 million in 2009 (Figure 12).

![Figure 12. Total number of international students in 1975-2007. Source: Eurostat, 2011.](image)
Figure 13. The number of international students in the countries concerned in 2000-2009.
Source: Eurostat, 2011

In all the analysed countries in Europe the number of international students was increasing since 2000 (Figure 13). Figure 13 presents the number of students who arrived from all over the world.

In some countries, the growth of such a large number of international students was influenced by individual factors, such as the establishment of European Humanities University in Lithuania in 2006, where most of the students were Belarusians. From the total number of 2,927 foreign students in Lithuanian in 2009 1,957 came from Belarus. In 2009 1,254 students came from Russia to Estonia (see Table 14).

Table 14. Countries “donors“ according to the largest number of students studying abroad 2008/2009.

<table>
<thead>
<tr>
<th>Country „donor“</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>4747</td>
</tr>
<tr>
<td>Flanders</td>
<td></td>
</tr>
<tr>
<td>Estonia</td>
<td>1254</td>
</tr>
<tr>
<td>Finland</td>
<td>1988</td>
</tr>
<tr>
<td>China</td>
<td>1320</td>
</tr>
<tr>
<td>Serbia</td>
<td>1957</td>
</tr>
<tr>
<td>Belarus</td>
<td></td>
</tr>
</tbody>
</table>

Source: Eurostat, 2011

From the analysis of the number of incoming international students from non-European continent (Figure 14) it could be noted that in 2009 In Flanders these students accounted for 42 per cent of the total number of arrivals, in Finland almost 60 per cent, in Hungary - 22 per cent and in Lithuania and Estonia only 14 and 10 per cent respectively.
Analyses of higher education internationalisation in 5 (five) foreign states and Lithuania

In Lithuania and Estonia the number of incoming international students from non-European continent changed slightly, although there was an observable growth. The number of incoming international students was increasing mostly in Finland and in Flanders compared to 2006 72 per cent and 36 per cent respectively; Hungary was lagging behind slightly - 34 per cent.

Belgium (Flanders)

In 2008/2009 most of the students studying in Flanders came from the Netherlands (4,274), China (930), Germany (492) Iran (360). The number of international students in Flanders increased by about 50 per cent from 2005 till 2009.

Estonia

During the interview the representative of Estonian Archimedes Foundation pointed out that Finland is one of the priority markets. Estonia claims to be able to offer high quality education to those students, who failed to enter Finnish HS where the number of entrants is limited.

The number of international students in Estonia from 2005 till 2009 increased by nearly three times. The most popular fields of study among international students in Estonia have been social sciences, business and law (46 per cent), humanities and arts (20 per cent), agriculture (11 per cent), natural sciences (8.5 per cent), health sciences (8.5 per cent.).
**Finland**

The most popular studies among international students in Finland are: engineering / technology and business. University studies of natural sciences, social sciences and humanities are popular as well.

**Hungary**

The Number of international students in Hungary from 2005 till 2009 increased by about 50 per cent. In 2005 4,693 applicants appealed to Hungarian agencies with the request of a temporary residence permit for educational purposes. Romania having joined the EU this figure dropped, however, in 2008 there were 8,733 applications received, 836 of which were submitted by the citizens of China. In 2009 applications for temporary residence permit for educational purposes increased up to 9,814, i.e. more than doubled since 2005.

In 2009 Hungarian international students came from 87 countries, outside the EU - 14 per cent came from Iran and Serbia respectively, the remaining students were from Turkey, USA, Ukraine, Israel, Nigeria, China and Japan. In 2009 the Hungarian immigration department issued 6,014 permits for temporary residence for educational purposes for third country nationals.

Hungarian Immigration and Citizenship Bureau conducted a study in 2010 which identified the distribution of third country nationals by fields of study (see Table 15).

Table 15. Third Country Nationals Studying in Hungarian Higher Education, by percentage.

<table>
<thead>
<tr>
<th>Country</th>
<th>Medicine</th>
<th>Engineering</th>
<th>Economics and finances</th>
<th>Humanities</th>
<th>Social sciences</th>
<th>Natural sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Korea</td>
<td>81.8</td>
<td>-</td>
<td>18.2</td>
<td>18.2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Iran</td>
<td>84.9</td>
<td>13.2</td>
<td>1.9</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Israel</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>China</td>
<td>6.3</td>
<td>-</td>
<td>75.0</td>
<td>6.3</td>
<td>12.5</td>
<td>-</td>
</tr>
<tr>
<td>Mongolia</td>
<td>33.3</td>
<td>-</td>
<td>33.3</td>
<td>-</td>
<td>-</td>
<td>33.3</td>
</tr>
<tr>
<td>Nigeria</td>
<td>45.8</td>
<td>25.0</td>
<td>16.7</td>
<td>12.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Russia</td>
<td>11.8</td>
<td>-</td>
<td>47.1</td>
<td>23.5</td>
<td>17.6</td>
<td>-</td>
</tr>
<tr>
<td>Serbia</td>
<td>17.9</td>
<td>10.7</td>
<td>7.1</td>
<td>35.7</td>
<td>10.7</td>
<td>17.9</td>
</tr>
<tr>
<td>Turkey</td>
<td>43.8</td>
<td>18.8</td>
<td>-</td>
<td>18.8</td>
<td>18.8</td>
<td>18.8</td>
</tr>
<tr>
<td>Ukraine</td>
<td>13.0</td>
<td>5.6</td>
<td>14.8</td>
<td>25.9</td>
<td>14.8</td>
<td>25.9</td>
</tr>
<tr>
<td>USA</td>
<td>26.7</td>
<td>10.0</td>
<td>16.7</td>
<td>3.3</td>
<td>30.0</td>
<td>13.3</td>
</tr>
<tr>
<td>Vietnam</td>
<td>9.1</td>
<td>45.5</td>
<td>36.4</td>
<td>-</td>
<td>-</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Source: A Research Study of Third Country Nationals Studying in Hungarian Higher Education, 2010
As it is shown in Table 15 all the international students from Israel who participated in the study chose medical studies in Hungary (in total 455 students from Israel studied in Hungary). Economics and finance programmes were most attractive to Chinese, Russian and Vietnamese students.

Australia

While analyzing Australia, it should be noted that Australia together with the United States, United Kingdom, France and Germany fall into the top five countries in the world attracting the largest number of international students (Figure 15).

![Figure 15. Countries having the largest share of international students in 2007
Source: OECD, 2008](image)

The number of international students in Australia is increasing each year (Figure 16). International studies in Australia is the largest source of revenue for the economy (in export structure), in 2006-2007 it brought 11.7 billion dollars.

![Figure 16. The number of international students in Australia in 2004-2008.
Source: OECD, 2009](image)

In 2008 more than 250 thousand international students studied in Australia, about one-fifth of whom came from China, followed by 8 per cent from South Korea and the United States, 7 per cent from Japan and 6 per cent from Malaysia.
In 2009 21.5 per cent of all the students studying in Australia were foreigners, whereas in Finland about 4 per cent, in Estonia 1.6 per cent, in Hungary and in Finland 3.7 per cent.

**Lithuania**

In the period 2005 - 2009 the number of international students in Lithuania has risen 3.5 times. The largest part of incoming students in Lithuania consists of students from neighboring countries (Latvia, Russia, Belarus, Poland) and Asian and Middle Eastern countries (Lebanon, Israel, Pakistan, China, Turkey, Jordan, etc.). The most popular among international students are medical, teacher training and technical education programmes.

**1.4.2 Mobility dynamics**

This part of the report deals with mobility dynamics of the representatives of higher education in the analysed countries using the comparative method of analysis.

Mobility of students around the world is a very important factor contributing to economic growth and reduction of unemployment. Mobility increases the flow of knowledge and provides access to the international labor market.

Only a small number of the countries of the common European higher education have a part in their HE strategy to promote student mobility. These objectives are usually vague or limited to a certain kind of mobility. For example, a part of the countries of the common European higher education area focus on the incoming students, while others, such as Flanders have a policy to concentrate more on the outgoing students, the third part of the countries support both activities. Often student mobility policies in different countries focus on one of the study cycles or only on certain programmes such as joint training programmes.
In Europe there is a lack of information on student mobility even in the countries with a clear policy on student mobility. The vast majority of the countries of the common European higher education area regularly collect information about some form of mobility, but not about all the basic forms. Even those states that have collected all the basic mobility data, present very little information about the international students coming to study full-time in the first, second or third cycle studies.
As it can be seen from Figure 18 the information about mobility presented by the EU countries is quite fragmented, and each country presents different cross sections of it, therefore the comparative analysis of the number of incoming students to study full-time in the first, second or third cycles of studies in EU countries is not possible. Therefore, the dynamics of mobility of students in international exchange programmes will be further analysed, as these programmes reflect student mobility trends in the analysed countries.
Figure 19. Number of students under exchange programmes in EU countries (percentage of total enrollment)

Source: Eurostat, 2011.

Among the analysed countries Estonia sent the largest proportion of the total number of students studying abroad. There is also a growing number of students under exchange programmes leaving Lithuania, whereas in Finland, the share of students who left their country declined compared to 2006.

It could be noted from the analysis of student mobility under Erasmus Programme in 2009/2010 (see Figure 20) that new EU countries are still having more departing than arriving students in their own countries.

Figure 20. Student mobility under Erasmus Programme in 2009/2010.

Source: European Commission, Education and Culture Directorate-General, 2011.

Estonia and Belgium maintain the best balance between the incoming and outgoing students - Estonia sent 22 per cent more than hosted, Belgium hosted 15 per cent more students than
sent to study abroad. Meanwhile, Lithuania hosts only 46 per cent of the total number of outgoing students, i.e. the number of incoming students is twice less than that of outgoing students.


<table>
<thead>
<tr>
<th>No. 1</th>
<th>No. 2</th>
<th>No. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Number of Students</td>
<td>State</td>
</tr>
<tr>
<td>BE Flanders</td>
<td>Spain</td>
<td>1626</td>
</tr>
<tr>
<td>EE</td>
<td>France</td>
<td>104</td>
</tr>
<tr>
<td>FI</td>
<td>Germany</td>
<td>1102</td>
</tr>
<tr>
<td>HU</td>
<td>Germany</td>
<td>425</td>
</tr>
<tr>
<td>LT</td>
<td>Turkey</td>
<td>229</td>
</tr>
</tbody>
</table>

Source: Eurostat, 2011.

As Table 16 shows Germany, France, Spain send most of the students under Erasmus programme to the analysed countries. Lithuania and Hungary stand out as attracting quite a number of Turkish students in Erasmus programme.

The analysis of faculty mobility revealed that Hungary and Lithuania sent more teachers than received, while Estonia stands out from the new EU countries in this respect as it takes in more teachers than sends them abroad (see Figure 21).

Figure 21. Faculty mobility under Erasmus Programme in 2009/2010.
ANALYSIS AND STUDY OF INTERNATIONAL PUBLICITY EXPERIENCE IN HIGHER EDUCATION
Analysis of higher education internationalisation in 5 (five) foreign states and Lithuania

Source: European Commission, Education and Culture Directorate-General, 2011.

North European and Baltic countries take an active part in the programme Nordplus, one of the activities that it supports in higher education is student and faculty mobility. Arrived / departed students and teachers under the Nordplus program are presented in Figures 22 and 23.

![Figure 22](image-url) Student mobility under Nordplus programme in 2008/2009.

![Figure 23](image-url) Faculty mobility under Nordplus Programme in 2008/2009.

Lithuania and Estonia joined Nordplus programme only in 2008, although Estonia's results are higher than in Lithuania, but the results achieved by these two countries show a significant contribution to the internationalisation development of HE.
1.4.3 *Internalisation of study programmes*

While assessing the internationalisation of study programmes, it is important to analyse the curriculum in the foreign language and the number of joint degree programmes that the countries concerned offer.

Table 17. Study programmes in a foreign language in 2011.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of study programmes in a foreign language</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE Flanders</td>
<td>116</td>
</tr>
<tr>
<td>EE</td>
<td>137</td>
</tr>
<tr>
<td>FI</td>
<td>375</td>
</tr>
<tr>
<td>HU</td>
<td>N.D.</td>
</tr>
<tr>
<td>AU</td>
<td>26,000</td>
</tr>
<tr>
<td>LT</td>
<td>N.D.</td>
</tr>
</tbody>
</table>

Source: study in portals in the countries under analysis
Flanders offers only master degree programmes, which do not require the knowledge of the Dutch language. There are 116 master degree programmes approved in the English language.

Estonian HS offer 137 programmes in English, 25 of which are bachelor, 51 master, 60 doctoral and one study integrated programme. Meanwhile Finland offers 375 programmes in English.

Hungary and Lithuania do not have systematized information available to international students about their foreign language programmes offered. Some HS have this information available on their websites.

Australian HS offer even up to 26 thousand degree programs taught in English. It is important to note that the there is high abundance of intensive English language courses offered, which amount even up to 102 thousand.

It should be noted that not all certified and registered programmes in the English language are run and admit students every year.

The analysis of joint study programmes revealed that Erasmus Mundus stands out in terms of cooperation and mobility, which in 2012/2013 offers 131 joint master programmes of higher education among EU and third countries. The programmes are open to all European students. Selected students receive a scholarship, which depends on the cycle of studies, duration and the student's nationality.

In 2011/2012 1,917 students were selected for study in Erasmus Mundus joint master programmes and in 96 doctoral programmes (A and B categories). Most scholarships for students enrolled in master programmes will be available for students from China (93), Russia (60) and India (62) (A category). Australia and Belgium - 9 students per country, 7 from Estonia, 18 from Hungary, 4 from Finland and over 31 from Lithuania (Category B) will receive Erasmus Mundus scholarship.

Most active participants in Erasmus Mundus programme are Flemish HS - 15 Erasmus Mundus joint degree programmes, Estonia HS - 2 Erasmus Mundus joint degree programmes. In Lithuania only Vilnius University participates in Erasmus Mundus programme.

During the interview HS and authorities of Finland, Estonia, Hungary, Flanders unanimously agreed that joint curriculum development is very difficult and sometimes even an impossible process due to legal regulations in their countries. Therefore, in all these countries institutions most commonly propose double degree programmes in which students study part of their studies in a partner’s HS and on the completion of their studies students are issued two HS diplomas.

1.4.4 Tuition fees

Eurostat releases the most common prices of the first-and second-cycle programmes in 2009/2010. The data is calculated using an artificial currency unit - the PPS (Purchasing Power Standard - PPS), which takes into account price differences between countries (see Table 18).
Table 18. Prices of studies in EU countries according to PPS in 2009/2010 in EUR per year

<table>
<thead>
<tr>
<th>Country</th>
<th>1 cycle of studies</th>
<th>2 cycle of studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE Flanders</td>
<td>587</td>
<td>587</td>
</tr>
<tr>
<td>EE</td>
<td>2,037</td>
<td>2,037</td>
</tr>
<tr>
<td>FI</td>
<td>No fees</td>
<td>No fees</td>
</tr>
<tr>
<td>HU</td>
<td>1,968</td>
<td>2,457</td>
</tr>
<tr>
<td>LT</td>
<td>2,646</td>
<td>3,307</td>
</tr>
</tbody>
</table>

Source: Eurostat, 2011.

Among the countries under the analysis Finland and Flanders stand out by the tuition fees. Bachelor studies in Finland are free of charge to all students in private and public HS, but currently ongoing Finnish university reform aimed at improving the competitiveness of Finnish HS will provide an opportunity to charge tuition fees for students from third countries. In Flanders the cost of bachelor studies is set by the state and is about 600 EUR per year. Students from non-EU countries may be charged a greater price.

In Lithuania, Estonia, Hungary the study price is determined by each institution individually and can vary from 1,000 to 7,000 EUR per year. Tuition fee may vary depending on the programme, for example, the cost of medical education can be significantly higher compared with other study areas. Students from third countries are also often charged a higher price for studies than the incoming students from the countries of European Union and European Economic Area (EEA).

The highest price of education is in Australia - bachelor degree programme ranges from 10,000 to 25,000 EUR per year, master studies may cost from 11,000 to 26,000 EUR per year.

1.4.5 OVERVIEW

On the basis of the analysis of changes in the number of international students, dynamics of students and teachers’ mobility, the choice of study programmes in a foreign language and joint degree programmes offered, the cost of studies in the countries concerned, the further main trends are distinguished in the countries under the analysis.

The number of international students

The biggest part of incoming students to the countries concerned consists of students arriving from the neighboring countries: in Lithuania - Belarussian students, in Estonia - Russian and Finnish, in Flanders – the Dutch, and Hungary - Serbian students. As there is no tuition fee for education in Finland, a large part of the incoming students are Chinese. In Australia 75 per cent of foreign students come from Asian countries.

Among the surveyed EU countries Hungary attracts the largest part of international students as the EU education provided in medicine, engineering, economics and finance is appealing to the neighboring countries. In terms of attracting international students Flanders is taking the second place after Hungary, as it is attractive to the neighboring countries because of low tuition fee set.
by the state and high-quality studies. Flanders offers only master studies in English, while bachelor studies are focused on students from the Netherlands. Finland offers the most of programmes of study in a foreign language and tries not to lag behind Flanders in attracting international students by the possibility to have free of charge education. However, the ongoing reform of the Finnish universities being finished, universities will be able to apply fees for tuition for students from third countries. In Estonia and Lithuania the number of international students is similar, but Estonia keeps a better balance of incoming and outgoing students. Estonia has also managed to achieve better results Nordplus programme. From the new EU countries Estonia also stands out by the fact that they host more international faculty rather than send their teachers abroad (unlike Hungary and Lithuania).

**Mobility dynamics**

The analysis of EU student mobility dynamics made it clear that relatively few countries have mobility goals as a part of HE strategy. As it has been highlighted in section 3.3.1 of the "National Strategy of internationalisation and measures of its implementation”, only Finland sets clear goals in the current HE internationalisation strategy.

Economic differences among countries create barriers to encourage mobility in poorer countries. In this case joint programmes could increase the competitiveness of countries, however, the process of drafting such programmes is very complicated. For this reason double degree programmes are more often selected in which students spend part of their studies in partner’s HS.

The presented national mobility information in the countries is quite fragmented and presented in different cross sections, therefore this study was based on information from international data bases. On the basis of the analysis made it could be recommended that in order to promote mobility Lithuanian HS should use the available Erasmus and other international programmes designed to promote mobility more actively and widely. Moreover, statistical data collection about mobility should be started that is necessary to identify the current state of mobility and to determine the impact of its policy on the dynamics of mobility.

**Internationalisation of study programmes and tuition fees**

In Hungary and Lithuania there is no systematic information available to international students on programmes of study in a foreign language offered. Some HS publish this information individually on their websites.

Australia is the most competitive of the countries concerned. Although the Australian study price is the highest, it falls into the world top five countries attracting the largest number of international students. International studies in Australia are the largest export sector. Australian HS offer even up to 26 thousand study programmes in English and about 102 thousand of intensive English language courses.

2 Analysis of presentation tools of a country’s higher education to foreign nationals

This section deals with the analysis of presentation measures/instruments of HE to foreign nationals: the countries’ portals "Studies in ...", HE brands, publicity products, instruments and partner networks used by the countries are described and analysed.
2.1.1 1.5.1 Portal „Study in..“ and HE trademarks

"Studies in ...” portal information and the use of trademarks in the concerned countries are compared in Table 19.

Table 19. Portal „study in..“ and HE trademark.

<table>
<thead>
<tr>
<th>Country</th>
<th>Portal</th>
<th>Language</th>
<th>Trademark</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE Flanders</td>
<td>studyinflanders.be</td>
<td>English</td>
<td>Small region – global vision. Flanders – European crossroads, which the intersecting lines symbolize..</td>
</tr>
<tr>
<td>EE Estonia</td>
<td>studyinestonia.ee</td>
<td>English and Estonian</td>
<td>EU country in Northern region where e-mail services are well advanced (e-voting, Skype discovery, etc.).</td>
</tr>
<tr>
<td>LT Lithuania</td>
<td>study-in-lithuania.eu; studyinlithuania.com (unofficial)</td>
<td>English</td>
<td>The logo is a graphic symbol composed of three rotating stylized human figures, which create an image of a constantly changing and moving symbol. The dynamic composition expresses...</td>
</tr>
<tr>
<td>Country</td>
<td>Website</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td>studyinlithuania.lt</td>
<td>portal is currently under construction. Now it is being redirected to the Education Exchanges Support Foundation website under “Study in Lithuania”</td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td>studyhungary.hu</td>
<td>On a waiting list: housing, diploma recognition, entrance examinations. HS in the areas of medicine, health, economics and mathematics. Admitted: transport, housing, health security, ES and non EU and non-EU citizens, books, student’s cards. About Hungary</td>
<td></td>
</tr>
</tbody>
</table>

Creative, innovation and attractive image of higher education in Lithuania.
The analysis of portals showed that their contents are consistent with the country's internationalisation strategy specified in HE direction of development (see section 2.3.1 “Internationalisation of the national strategy and its implementation measures”). HE trademark is closely related to the overall image of the country (see section 1.2.2 “The country’s image”), highlighting the country’s strengths that are relevant for incoming foreign students.

It is necessary to draw attention to the information in the analysed portals about foreign students’ feedback, which in some cases happen to be very detailed. Estonian website presents short reviews given by students from a number of countries providing the opportunity to see photographs and detailed information about students even in their native language. Finland studyinfinland.fi reviews are divided according to the study cycle and students’ participation in exchange programmes. Australian website studyinaustralia.gov.au presents students' responses according to the students who are currently studying, who have completed their studies and who are on exchange programme. The weak point of Flanders, Lithuania and Hungary is the lack of students’ feedback column in their portals.

The portal language is also important for information availability, in this case Australia stands out, which provides information in as many as 12 languages. Other countries present information only in 1-2 foreign languages. It should be noted that in Lithuania, most of the incoming students are Belarusian citizens and access to information in the Russian language would be a great opportunity not only to provide information to prospective students but their families as well.

Lithuania has two portals presenting HE system, where the phrase "Study in Lithuania: http://study-in-lithuania.eu/ and http://studyinlithuania.com/ is domineering. The websites are similar in structure: there are three main themes distinguished, which include:

- General information about Lithuania. Both portals describe the visa and residence permits and the procedure for obtaining work in detail. The website http://study-in-lithuania.eu/ presents Lithuanian HE-related news (changes in the grant distribution system, student fairs, etc.).

- Information about the educational system in Lithuania. Truly, the search engine of the portal http://study-in-lithuania.eu/ about degree programmes does not provide the possibility to choose another foreign language; the only permissible option is English. While http://studyinlithuania.com/ presents the whole list of programmes in foreign languages. The search for a specific area of study is rather inconvenient as one has to read the entire list (however, the proposed list is not so great to make the task impossible). In the future it can become problematic as opportunities to study in a foreign language are increasing.

- Information about the study of financing options. However, this topic is not sufficiently developed: the system of employability is explained in a few succinct sentences and the links to other sites with more detailed explanations about scholarships lead the user nowhere.
Although the websites presenting Lithuania HE to foreign residents provides the basic and useful information about the studies in a foreign language and the required documentation processes, the site is not sufficiently developed. The main drawbacks of unofficial sites – the links to non-existing sources and incomplete information. Studyinlithuania.lt site is being restructured and is redirected to the Education Exchanges Support Foundation website under “Study in Lithuania.”

2.1.2 1.5.2 Publicity and dissemination tools

Foreign students’ choice where to study is hardly predictable, therefore universities, countries and regions should focus on the presentation of what is best. Some students choose a particular country or region because of the language, others will look for the best training programme with the facilities at an affordable price, and so on. Many of these selection determining factors cannot be easily replaced, so the existing marketing efforts should aim at communicating the message to familiarize international students with some advantages of the country, an institution or a system.

Table 20 shows the model indicating HE publicity product branding process, which should operate on three levels: international, national, industrial / institutional. In accordance with the principles of this model strong HE brands are developed in Flanders, Finland, Australia.

Table 20. Publicity product branding at three levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Main values</th>
<th>Internal marketing</th>
<th>External marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>Image of the country</td>
<td>The authorities managing the education system</td>
<td>International marketing and top government representatives responsible for the development of the country's image</td>
</tr>
<tr>
<td>State</td>
<td>Commitment and support for students</td>
<td>Government services for students</td>
<td>State joint marketing efforts</td>
</tr>
<tr>
<td>Industrial/ institutional</td>
<td>Institutional culture and sustainability</td>
<td>Institutional management and communication</td>
<td>Marketing activities for prospective students</td>
</tr>
</tbody>
</table>


In December 2010 the German Academic Exchange Service (DAAD) presented marketing initiatives review of HS and national agencies in EU area. From the countries concerned only Finland did not take part in the survey. The largest part of the respondents were national agencies. The respondents of the survey identified aspects that play a key role in international visibility of HE (see Figure 24).

The countries surveyed in DAAD study identified the following key aspects of HE publicity: Estonia highlighted a well-developed IT infrastructure and attractiveness of living conditions, communication with other countries, especially with the northern part of Europe: Hungary pointed out the importance of the possibility for ethnic Hungarian minorities living in the neighboring countries to study in Hungarian.
Figure 24. The most important aspects of HE international publicity in EU (%)  

DAAD study also determined the most commonly used measures of publicity as shown in Figure 25.

Figure 25. HE international publicity measures in EU  
Source: DAAD, 2010 m.
Blue denotes those who responded using the measure "very often" and "often", red marks all the respondents who selected appropriate means.

The analysis of DAAD study results makes it obvious that the most commonly used measures of HE publicity are brochures, web portals, directories of universities, international exhibitions. Every year the international EAIE Exhibition takes place where all the EU countries under the analysis participate. Flemish Agency Flamenco reduced participation in education fairs in 2011 and focuses more on networks such as EAIE and NAFSA exhibitions. Flemish, Finnish “Study in ... " portals publish information on future exhibitions. This is an opportunity for prospective students to communicate directly with representatives of HS.

**Lithuanian HE publicity measures** can be divided into three main groups:

1. **Virtual tools**: websites, video materials, downloads (e.g.: university guides) can be found on the internet. Currently the measures are in the implementation stage: “Study in” portal, which has traditionally been associated with the primary source of information, is not complete, each university website presents itself in its own way and provides such information which they consider useful. Highlights of communication are focused on the publicity of specific aspects of HS, publicity measures are not commonly coordinated.

2. From the potential foreign student’s point of view it is quite difficult to find arguments why to study in Lithuania - even looking for specific information about studying in Lithuania, it is difficult to answer key questions. Sources of information contradict each other. It can be claimed that the possibility to promote Lithuanian HE on the internet is not sufficiently exploited.

3. **Presentations at exhibitions and other events**: universities usually participate in the international exhibitions at their own expense and initiative, but there are coordinated initiatives as well (e.g.: through the institutions responsible for the development of HE such as the Education Exchanges Support Foundation).

4. **Presentations by foreign partners and programmes**: Part of the Lithuanian universities carry out joint activities with foreign universities as well as participate in international exchange programmes.

The analysis of EU countries’ measures used for publicity makes it possible to distinguish the following main aspects:

- International marketing is widely used in European HE area.
- Most of HS are oriented and focus their efforts on a small number of major geographic regions.
- At the national level many of the European HE area countries have national agencies responsible for publicizing HE.
- HS use a range of publicity measures, the most popular among them being brochures / handouts, exhibitions and web portals.
- HS participate in many EU programmes that contribute to the publicity of HE.
- There is unified dissemination of information related to HE area, high-quality HE, variety, quality of living / culture.
- So far there is no common language used in relation with the publicity of European HE area. Concepts and terms have different meanings in different national contexts.
2.1.3 *HE foreign partners' network*

In DAAD study the majority of countries’ HE representatives in charge of publicity confirmed that in the process of promotion of HE they make partnership by geographic regions, types of HS, programmes and other factors (see Figure 26). Most of the respondents of DAAD survey indicated that partnerships HE market is becoming a more frequent phenomenon as it helps to remain competitive.

![Figure 26. Does your country’s HS make partnerships to publicize their services? (%)](image)


The analysis of the Flemish, Estonian, Finnish, Hungarian and the Australian partners’ networks made it clear that most partnerships are structured while signing cooperation agreements and organizing joint training programmes. In the Australian case HS has established joint support centers in strategic locations.

Thus, partnership with foreign agencies dealing with students' search takes place at the institutional level in the vast majority of the analysed countries, i.e. each HS is individually trying to establish contact with foreign agents. Sometimes HS publishes information about their representative agents in their portals, however, it is more a coincidence than a recurrent phenomenon. Australia, which has a very wide range of agents / agencies in the network, stands out as an exception. There is a separate portal established on the Internet for each country (from Japan to Portugal) accessible from the main menu studyinaustralia.gov.au portal titled "Help in your country." Other countries also have individual initiatives, such as an alumni event organized by the Belgian-Chinese Chamber of Commerce in China, seminars organized by six Estonian universities at Shanghai Expo exhibition with the aim to promote the most attractive and high-quality graduate programmes in English.

Lithuanian partners’ network for presenting HE overseas has not been created yet. Neither 2008 – 2010, nor 2011 – 2012 action plan of HE internationalisation promotion programme provide any action to change the situation.

Currently the presentation of HE abroad depends on the initiatives of HS, Lithuanian embassies and consulates. The absence of an overall comprehensive system determines the implementation of non-organized activities. HS presents its services (including Lithuania) in collaboration with foreign HS. The best known programmes of study internationalisation Erasmus and Nordplus provide information abroad about Lithuanian universities - partners through their information
network as well as through the students and teachers who participated in exchange programmes. HS publicize their services by signing international agreements.

2.1.4 OVERVIEW
Having analysed "Studies in ..." portals, HS trademarks, publicity products and tools as well as HE network of foreign partners of Belgium (Flanders), Estonia, Finland, Hungary, Lithuania and Australia, the following main trends could be presented.

Portal “study in ...” and HS trademark
The content of study portals in the countries under the analysis meet the developmental directions of the countries’ HE internationalisation strategy. In Hungary there is no formal "study in ..." portal, while in Lithuania the official site is currently under construction. The main disadvantages of informal portals - links to sources that do not exist and incompletion of the presented information.

All the countries concerned, except Hungary, have the confirmed HE brand that is closely associated with the overall image of the country, highlighting the strengths of the country, which are relevant for incoming foreign students. According to the Belgian, Finnish and Australian model, publicity products of HE brand should take into account three levels: international, national, industrial / institutional.

Publicity products and dissemination tools
DAAD study (2010) that focused on HS and national agencies’ marketing initiatives in the European HE area highlighted that one of the most important aspects of the publicity of HE is the quality of studies, the image of HS, tuition and studies in Europe. HS uses a range of publicity measures, the most popular among them being brochures / handouts, exhibitions and web portals.

HE foreign partners’ network
Most of the DAAD survey respondents indicated that the partnership in HE market is becoming a more frequent phenomenon, as it helps to remain competitive in the HE market. Usually partnerships start while signing cooperation agreements and organising joint training programmes. In the Australian case HS has established joint support centers in strategic locations. Foreign partners’ network of HE in Lithuanian has not been created yet. Currently the presentation of HE abroad depends on the initiatives of HS, Lithuanian embassies and consulates. System determines the total absence of non-organized activities is implemented. The absence of an overall comprehensive system determines the implementation of non-organized activities.
3 Recommendations to Lithuania

Having carried out the analysis of the internationalisation of HE of the five foreign countries (Belgium (Flanders), Estonia, Finland, Hungary, Australia) and Lithuania, the following recommendations for choosing a model to promote internationalisation of HE are being offered to Lithuania.

Increase of the country’s attractiveness to foreign students

1. To develop a set of measures to encourage better social and cultural integration of incoming foreign students. These measures could include intensive language and culture courses that could enable students to better perceive the country's culture and to establish cultural links. Special/professional language courses could increase employment opportunities; student associations and other similar activities could encourage more contact with local residents. These measures should be applied for the long-term benefit: established relationships increase the likelihood that a student will stay to continue their studies or work in the professional area.

2. Lithuania necessarily has to determine its geographic identity and define one or more strengths that should be communicated (such as the bridge between East and West, EU member state, connection between western experience and eastern potential).

3. To form a coherent image of the country, the main orientations and objectives of which should be reflected in the strategy and publicity of HE as well as be implemented on international, national and institutional levels: i.e. to develop values that should be focused on and communicated across consistently through the selected communication channels.

4. As a socio-economic strength Lithuania could communicate the ratio of quality and value for money: the quality of life in the country is comparable to that of the developed countries and the cost of living is relatively low compared to other EU countries.

5. The policy of migration should be specifically targeted in order to attract certain students (e.g.: priority countries or priority specialties should be targeted) immigration policies may be more stringent that could be mitigated by convenient process control system, for example, possibility to send documents via the internet. More flexible migration policies should be well thought out to ensure the safety of the country and quality of higher education.

Increasing the value of the country’s higher education

6. While preparing Lithuanian HE internationalisation strategy we recommend to take into account the experience of the analysed countries:

   a. Well-established environment of the development of HE and the autonomy of HS to make international development possible;

   b. To promote student and HE community mobility in both directions to ensure multicultural environment of the Lithuanian HE;

   c. To perceive the EU regulations of HE as a supportive tool for the implementation of national objectives rather than as a priority activity;
d. Given the geographical situation of Lithuania it is advisable not to restrict itself only to the European Science and research area but to promote the development of Lithuanian HE beyond the EU as well;

e. To use the methodology of achievable outcome formulation that is acceptable to HE community.

7. Lithuanian development of higher education should not be directed solely to the achievement of high rankings. High places in ratings generally require substantial funding, which Lithuania cannot afford. Identification of a specific niche and strengthening its position could ensure a more sustainable development model. Thus, in shaping conditions Lithuanian HS could take into consideration the requirements of the ratings (in the long term - ARWU, in the short - THE-QS) in the following areas: proportion of international students, proportion of international teachers, international recognition of research output, entrepreneurial environment of HE.

8. To ensure the quality of higher education in Lithuania the so-called holistic Scandinavian model could be used, which aims at involving into quality assurance system as many interested parties as possible - HS, state institutions responsible for quality assurance and policy-shaping of HE.

9. The financial incentive is an important factor in attracting students. In the Lithuanian case, it could be free of charge studies, scholarships or a system of priority grants. Paying for the selected studies a student will expect appropriate quality, therefore a very clear view is needed.

10. Lithuania should establish a clear position reflecting, if it intends to benefit in the short run, i.e. to attract as many students as possible, or in the long run – to invest in efforts to retain students in Lithuania for a longer period of time, for example, work after graduation.

11. It is necessary to ensure a smooth continuity of the implementation process of the national qualifications system, thus ensuring a better awareness of students and integration of Lithuanian higher education into international area.

Attracting foreign students

12. Lithuania should extend options to study in other foreign languages and by other methods, e.g. distance learning in foreign languages.

13. Lithuania should develop research programmes and joint research programmes while giving the priority to developing countries in cooperating with them and transferring the best practices. Wider opportunities to conduct research could attract higher study cycle students and teachers involved in scientific activities.

14. Lithuania should apply a set of publicity and marketing measures that should be targeted at: the countries from which most students arrive (the neighboring countries, Turkey) and the countries that will be selectively prioritized (e.g. emerging eastern economies).

15. With reference to the analysis presented in this part we could recommend Lithuanian higher education institutions to increase mobility by a more active use of the available Erasmus and other international programmes aimed at promoting mobility. It is also important to start collecting statistical data about mobility that is necessary for
identification of the current state of mobility and determining the impact of the current policy on the dynamics of mobility.

HE presentation to foreign nationals

16. The establishment of the network of partners should be carried in the process of cooperation (for example, with developing economies), because to set up agencies require enormous resources. The establishment of links with research fellows could be more useful in this case.

17. Lithuanian higher education publicity measures should clearly reflect the internationalisation of higher education and strategies to support them. Lithuanian position and strengths should be clearly defined and focused on building the image.
Annex 1

The questionnaire in English and Lithuanian of the unstructured interview conducted with experts working with the internationalisation promotion programmes of HS.

Lithuanian version of the questionnaire

1. Kokie Jūsų valstybės geografiniai pranašumai, pritraukiant užsienio studentus ir vystant aukštojo mokslo tarptautiškumą?
2. Koks yra Jūsų valstybės įvaizdis užsienio studentų akimis? Kokios pagrindinės stiprybės?
3. Kaip Jūsų valstybė suvokiama iš užsienio studentų perspektyvos?
4. Kokie yra pagrindiniai studentų motyvai pasirenkant studijas Jūsų valstybėje?
   - Socialinis gyvenimas
   - Ekonominė situacija
   - Socialinė apsauga
   - Apgyvendinimo galimybės
   - Pragyvenimo kaina
   - Kita
5. Ar galėtumėt įvertinti migracijos politiką užsienio studentams (atvykstantiems iš ES ir trečiųjų šalių) Jūsų šalyje? Kaip ji gali būti tobulinama? Ar užsienio studentai turi galimybę dirbti?
6. Ar Jūsų valstybė turi aukštojo mokslo tarptautiškumo strategiją? Kokios yra pagrindinės įgyvendinimo priemonės?
7. Kaip Jūsų valstybė siekia aukštojo mokslo tarptautinio pripažinimo (studijų kokybės, akademinis personal srityje ir kt.)?
8. Ar Jūsų valstybė turi strateginį tikslą būti aukštojo mokslo reitinguose? Jei taip, kokiems reitingams teikia pirmenybė?
9. Kas atsakingas už akademinės kvalifikacijos studijų tikslais pripažinimą Jūsų šalyje?
10. Ar Jūsų valstybė suteikia finansinę paramą atvykstantiems studentams?
    - Aukštuų jų mokyklų lygyje
    - Nacionaliniame lygyje
    - Paskolos
    - Stipendijos
    - Parama užsienio studentų šeimos nariams
11. Kaip portalas “study in...” prisideda prie užsienio student pritraukimo? Kokia Jūsų nuomone yra svarbiausia informacija pateikiami „study in ...“ portale? Kokių dažniausiai klausimų susilaukiate iš esamų ir būsimų užsienio studentų?
12. Kokias reklamos priemonės Jūsų valstybė/universitetai taiko siekdamai pritraukti užsienio studentus?
13. What are your country's geographical advantages for attracting foreign students and developing internationalisation of higher education?

14. What do you think is the image of your country through the eyes of foreign students? What are the main strengths?

15. How is your country perceived from foreign students' perspective?

16. What are students' main motivations to choose your country for studies?
   - Social life
   - Economic situation
   - Social security
   - Accommodation possibilities
   - Living costs
   - Other

17. Can you evaluate foreign students' immigration policy (from EU, outside EU) in your country? How can it be improved? Are there any employment possibilities for foreign students?

18. Does your country have internationalisation strategy for higher education? What are the main implementation tools?

19. How does your country seek the international recognition of higher education (in the areas of quality assurance, academic personnel etc.)?

20. Does your country have the strategic goal to be rated in international ratings of higher education? If yes, what kind of ratings does your country prefer to be rated?
9. Who is responsible for the academic recognition of qualifications for educational purposes in your country?

10. Does your country provide any financial support for incoming students?
   • On HS level?
   • National level?
   • Loans?
   • Grants?
   • Any support for students’ family members?

11. How does the portal „study in…“ help to attract foreign students? What do you consider to be the most important information in your „study in…“ portal? What kind of requests do you get most often from the current and prospective foreign students?

12. What kind of promotional tools does your country/university employ to attract foreign students?

13. What kind of communication channels are used for disseminating the information for foreign students?

14. Do you participate in international fairs like “Study abroad” or any others? What value do you see in these international fairs?

15. How was the “study in” logo developed?

16. Does your country/institution have international partners for promoting opportunities to study in your country/institution? What kind of partners are they?

17. Can you say that the number of international students is increasing in your country/institution? What are the main reasons?

18. How have the numbers of exchange students been changing in your country/institution in the last five years? What are the main reasons?

19. How many programmes in foreign languages are offered by your institution(s)?

20. Does your institution(s) offer international joint or double degree programmes?

21. What are the tuition fees for international students in your institution(s)? Are they regulated by the government? Do you have different tuition fees for students coming from outside EU?

22. Do you offer any other kinds of support to foreign students that haven’t been mentioned?

**Annex 2**

Description of countries’ visas or the residence permit procedures

<table>
<thead>
<tr>
<th>Description of the procedure for a visa / residence permit</th>
<th>Visa / residence permit papers presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE Number of institutions – 3</td>
<td>Number of documents – 6:</td>
</tr>
<tr>
<td>1. Documents are submitted to the Belgian diplomatic mission that sends the documents to the</td>
<td>1. Application, photos.</td>
</tr>
<tr>
<td></td>
<td>2. Statement of studies at higher</td>
</tr>
<tr>
<td></td>
<td>educational institution.</td>
</tr>
</tbody>
</table>

JARŽEMSKIS IR EKSPERTAI
<table>
<thead>
<tr>
<th>Description of the procedure for a visa / residence permit</th>
<th>Visa / residence permit papers presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migration Service Department 2. Migration Service Department makes a decision on the visa issue. 3. Upon arrival in Belgium, it is necessary to register within 8 days. 4. Foreign students who are temporarily staying in the country are issued an identity document by local authorities, allowing to enter and leave the country. The document states the period of stay.</td>
<td>3. Financial support approval. 4. Certificate of Good Conduct or equivalent document for the last five years, issued not later than 6 months ago. 5. Health certificate. 6. Confirmation of travel ticket reservation.</td>
</tr>
<tr>
<td><strong>EE</strong> Number of institutions – 1 1. For a temporary residence the applicant has to contact the Estonian Embassy. 2. Decision is taken by the Police and Border Guard Department.</td>
<td>Number of documents – 7: 1. Application, photos; (CV); 2. Motivation letter; 3. Financial support approval; 4. A valid travel document; 5. Health insurance; 6. Certificate in language skills; 7. Official high school invitation to study.</td>
</tr>
<tr>
<td><strong>FI</strong> Number of institutions – 3 1. An application is presented to Finnish diplomatic mission, which transmits it to the Finnish immigration service that makes a decision. 2. Citizens of EU countries, Liechtenstein and Switzerland must register with the police department. 3. Maximum duration of a Residence permit is 1 year. If studies take a longer period of</td>
<td>Number of documents – 7 and more: 1. An application for a residence permit or a visa, a photo. 2. A copy of the passport. 3. A letter of approval of high school, outlining the programme of study the person is enrolled, its duration, etc. 4. Citizens of the EU and other countries, excluding the Nordic countries (Sweden, Norway, Denmark, Iceland), provide documentation in their discretion proving that they have sufficient financial resources for life in the country.</td>
</tr>
</tbody>
</table>

28 The guarantor of financial support provides information about the last three months’ pay and ensures that will cover a student’s health, accommodation and exit from the country’s costs if necessary. The guarantor’s income in 2011/2012 had to make: 860 EUR personal expenses, 488 EUR student expenses and EUR 150 for each additional dependent person.

29 Confirmation of a temporary residence permit must be accompanied by tickets issued in the applicant’s name without the right of return.

30 Issued by educational institutions except when the student enters language courses.

31 If a person is in Finland at that time, he/she has to apply for a residence permit to the police.

32 500 EUR per month or 6000 EUR per year.
<table>
<thead>
<tr>
<th>Description of the procedure for a visa / residence permit</th>
<th>Visa / residence permit papers presented</th>
</tr>
</thead>
</table>
| time, an additional application for a residence permit extension is submitted. | 5. Health insurance.  
7. If studies have already started, additional approval of registration in the list of students provided by educational institution.  
8. The document confirming the information of their place of residence in Finland.  
9. Other documents may be requested depending on the specific situation. |

| HU | Number of institutions – 1  
1. The applicant contacts the Hungarian Embassy for a visa D, which gives the right for a single entry into the country no longer than for 30 days’ period.  
2. A student applies for a temporary residence permit after having come into the country.  
3. Having arrived in Hungary for more than 30 days, it is necessary to declare the place of residence to migration office no later than within 3 days from the date of arrival.  
4. Within 14 days from the date of arrival one must contact the municipal authorities for a temporary residence permit. | Number of documents – 5:  
1. Application, photos.  
2. Confirmation by high school that the student is exempted from tuition fees or has already paid the fee.  
3. Document about the means of subsistence.  
4. Document confirming the place of residence in Hungary.  
5. Health insurance. |

| AU | Number of institutions - 2  
1. The application is submitted by e-mail.  
2. High School.  
3. Within 7 days upon arrival one must notify the provider of educational services about your place of residence. | Number of documents – 9 (may change depending on the additional requirements):  
1. Application.  
2. Approval of the organisation that offers training or confirmation of registration to the course with the letter of invitation offering a place on the chosen course.  
3. The document confirming funding options.  

---

33 Not less than 100 000 EUR for medical treatment costs.

34 A bank statement or a parental statement ensuring to cover all costs related to living in a country or a document certifying the scholarship received.

35 A statement from the dormitory, housing rental contract etc..

36 The visa is issued if the person is registered on a full-time programme of study.
**Annex 3**

Estonian priorities of HE internationalisation in creating a legal environment

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and quality assurance</td>
<td>Integrate Estonian Accreditation Centre into the European Quality Assurance Register. Create legal documents (laws) to ensure that the Estonian HS could have access to the services of competent accrediting agencies, and the results of their accreditation to be recognized in Estonia.</td>
</tr>
<tr>
<td>Simplification of diploma recognition in in order to increase mobility</td>
<td>Develop the recognition system of qualifications obtained abroad. Establish a legal framework, which allows that the operating agencies within the recognition system are strictly regulated. The activities of these agencies must be based on transparency and the principle of quality decisions, common practice of recognition, the legal framework of Estonia and the documents of Lisbon Convention.</td>
</tr>
<tr>
<td>Offering joint study programmes and recognition of</td>
<td>Include joint study programmes into the registry of the Ministry of Science and Research aiming to legalize joint study programmes.</td>
</tr>
</tbody>
</table>
diplomas | Adjust the statute of diplomas and academic reporting. Recognize the joint degree program of study only in cases if the program meets the quality requirements and is accredited by a recognized accreditation agency.

The right to seek the allowances of study and study loans if students are studying at foreign universities. | Create legislation to ensure that students studying in Estonia and abroad have equal access to scholarship.

The provision of international higher education | Create an international HE monitoring mechanisms to expand access to HE; to increase the amount of available alternatives for both students and HE institutions, promote innovative use of forms and methods of organization of studies; to increase the competitiveness of HE of Estonia.

In order to open a foreign HE institution branch in Estonia, that institution must be recognized in its parent country, and meet quality requirements of the parent country. It is important to take into account the institution’s reputation in a parent country.

The activity of a foreign education institution or department must comply with the laws of the parent country and Estonia as well as the requirements of UNESCO Council of Europe Code of Good Practice in the Provision of Transnational Education

Create a favorable legal environment in Estonia for the integration of HE institutions in foreign markets. Firstly, by ensuring the recognition of overall qualifications.

Migration policy | AM institutions have to form an agreement which would define the minimum services and facilities that are offered for foreign students and professors coming to Estonia. Such an agreement would encourage a more favorable immigration policy. In collaboration with other ministries and agencies to create conditions to ensure the special foreign student or teacher status and talented students and teachers after graduation or the end of the contract would be allowed to stay in Estonia. Students should be allowed to carry out training activities while they are studying. The needs of foreign students and teachers must be taken into account when shaping social services, health care must be extended so as to cover the cost of the foreign students, financed by the Estonian government.
Annex 4

Estonian HE transnational priorities in the development of the internationalisation.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Mobility</strong></td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in student exchange</td>
<td>Create the conditions in the study institution for students to go abroad, and to prepare to accept foreign students. Eliminate the barriers to the mobility of the first level of study students, that arise at the organizing body, i.e., the procedure for recognition of studies abroad must be improved and the outgoing and incoming student flows must be balanced.</td>
</tr>
<tr>
<td><strong>Foreign students that come for full time study</strong></td>
<td>Create a favorable study environment that attracts talented and motivated foreign students, i.e., apply equal rules and requirements for acceptance to study, apply language placement tests that are internationally recognized. Establish minimum criteria for acceptance of foreign students at the national level. Monitor on a regular basis formal qualifications of foreign students before their arrival. Pay particular attention to attracting foreign students to PhD and Master’s studies in competitive specialties. Grant national scholarships for foreign students as well.</td>
</tr>
<tr>
<td>Mobility of doctoral PhD</td>
<td>Increase the financed number of doctoral PhD places in order to encourage foreign students to arrive. Apply to foreign students the same conditions for doctoral PhD study admission as to students from Estonia. View the social security system to ensure the same rights for doctoral students coming from abroad. By the year 2015 to achieve that each student that defends the dissertation would have spent at least one semester abroad. Provide funding for doctoral studies abroad of specific and missing specialties;</td>
</tr>
<tr>
<td><strong>Foreign Know-How</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the academic staff from overseas</td>
<td>Ads on vacancies in higher education to be published in the international media and foreign language. Involve foreign experts to selection procedures of professors. To attract to Estonia the highest level of academic staff in those areas where there is a shortage of specific skills.</td>
</tr>
<tr>
<td>Attract academic staff who attained a doctorate degree abroad</td>
<td>Create an environment to promote young scientists, who defended their thesis abroad, to return to Estonia. Establish a post-doctoral study institution and to fill post-doctoral study positions with internationally competitive specialties. Keep contacts with Estonian citizens, studying at the doctoral and post-doctoral study programmes abroad. Create a platform where Estonian citizens who study abroad could register and which would enable them to get a job offer in line with their qualifications.</td>
</tr>
<tr>
<td><strong>Internationalisation of Study Programmes</strong></td>
<td></td>
</tr>
<tr>
<td>Programmes in a foreign language</td>
<td>The Government will finance the creation of programmes in a foreign language in the area of applied sciences and the programmes that create</td>
</tr>
</tbody>
</table>
### Annex 5

Implemenation measures of Finland’s internationalisation strategy of 2009 - 2015

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Creation of fully international HE community                            | • Funding of mobility programmes for 2010-2015 by allocating 30 million EUR.  
• HS study programmes will integrate an adapted module of the internationalisation promotion. The international study programmes will include the e-learning.  
• HS shall establish a uniform system for fast recognition of foreign and local students.  
• HS, in collaboration with student organisations, is to ensure adequate resources for the foreign student counseling services.  
• To ensure the quality of the courses for foreign students, lecturers from the HS should request the appropriate language certificates or create their own system.  |
| Improving the quality and attractiveness of HS.                         | • HS must cooperate in creating a national-level research infrastructure, which will be funded by the Finnish Ministry of Education and the Academy.  
• Universities and Polytechnic schools must expand cooperation in research activities, for which the ESF programme will be targeted “Competence Cluster Growth and Internationalisation.”  
• HS must ensure sufficient number of high-level international researchers in strategic areas.  
• HS, in cooperation with local government representatives, must provide centralised information on accommodation, health care and employment. |
opportunities.

- Ministry of Education, National Education Council and the HS will develop a national system of student selection and services adapted to foreign students.
- The Ministry of Education will increase funding by 50% for the Fulbright Center, to support talented, young scientists, HS cooperation and attraction of high level American researchers to Finland.

<table>
<thead>
<tr>
<th>Promotion of expert knowledge and skills export.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Švietimo ministerija įkurs tarybą, kuri remsta AMO ir ekporto organizacijų bendradarbiavimą.</td>
</tr>
<tr>
<td>The Ministry of Education will set up a council to support the HS and export organisations.</td>
</tr>
<tr>
<td>research.fi portal, designed to promote internationalisation, by providing the latest information on the Finnish science, technology and innovation activities.</td>
</tr>
<tr>
<td>Development of ALUMNI activities of foreign students, teachers and researchers.</td>
</tr>
<tr>
<td>Quality assurance, in accordance with UNESCO and the OECD guidelines.</td>
</tr>
<tr>
<td>The Ministry of Education will support the HS cooperation with emerging economies and developing countries.</td>
</tr>
<tr>
<td>International university development project.</td>
</tr>
<tr>
<td>Development of Aleksanteri Institute for national Russian Research team.</td>
</tr>
<tr>
<td>Finnish and Russian student exchange programmes (FIRST) funding increase to € 500,000 annually.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoting a multicultural society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS will have to strengthen the Finnish language and culture training.</td>
</tr>
<tr>
<td>The Ministry of Education and HS are to support the integration of foreign students into the labor market.</td>
</tr>
<tr>
<td>Increase of preparatory courses necessary for entrance of foreign students.</td>
</tr>
<tr>
<td>Improvement of the qualifications recognition process of foreign students.</td>
</tr>
<tr>
<td>Information for the family members of foreign students.</td>
</tr>
<tr>
<td>Use of ESF allocated for the promotion of internationalisation and multicultural environment.</td>
</tr>
<tr>
<td>Together with other government representatives, the Ministry of Education will seek to extend the residence permit in Finland to students who graduated Finnish HS</td>
</tr>
</tbody>
</table>
and who are seeking employment opportunities in Finland.

| Promoting global responsibility. | • HS will be encouraged to develop international cooperation in line with the objectives set by the UN Decade of Education for Sustainable Development in 2005-2014.  
• “North-South-South” programme development.  
• Ministry of Foreign Affairs and the Ministry of Education will coordinate with the support of HS. |
## Annex 6

Finnland's targets set by HS internationalisation strategy of 2009-2015

<table>
<thead>
<tr>
<th>Target</th>
<th>2015</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of foreign students, who arrived for a full time studies at HS</td>
<td>20,000</td>
<td>11,303</td>
</tr>
<tr>
<td>The total of foreign students at HS</td>
<td>20%</td>
<td>15.8%</td>
</tr>
<tr>
<td>The mobility of lecturers and experts at polytechnical schools <em>incoming</em></td>
<td>3,000</td>
<td>1,689</td>
</tr>
<tr>
<td>(long-term and short-term) <em>outgoing</em></td>
<td>4,000</td>
<td>3,252</td>
</tr>
<tr>
<td>The mobility of lecturers and experts at universities <em>incoming</em></td>
<td>4,000</td>
<td>1,733</td>
</tr>
<tr>
<td>(long-term and short-term) <em>outgoing</em></td>
<td>4,000</td>
<td>1,223</td>
</tr>
<tr>
<td>The mobility of students and trainees at <em>incoming</em> polytechnical schools outgoing</td>
<td>8,000</td>
<td>4,418</td>
</tr>
<tr>
<td>(long-term and short-term)</td>
<td>8,000</td>
<td>7,178</td>
</tr>
<tr>
<td>The mobility of students and trainees at <em>incoming</em> universities <em>outgoing</em></td>
<td>8,000</td>
<td>5,214</td>
</tr>
<tr>
<td>(long-term and short-term)</td>
<td>8,000</td>
<td>5,275</td>
</tr>
</tbody>
</table>

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Analysis of higher education internationalisation in 5 (five) foreign states and Lithuania


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Internet


