

More Internationalisation at Home programme: SAMOK's means of promoting internationalisation at home in universities of applied sciences

Internationalisation at home refers to internationalisation taking place in many different forms in one's home country. Internationalisation at home may mean, for example, international learning environments and international learning contents, such as familiarizing oneself with the linguistic and cultural diversity of one's own higher education institution or participating in an international project online. SAMOK believes that increasing internationalisation at home in the university of applied sciences community is a good way to increase access to international competence. Learning mobility periods abroad are an important form of internationalisation. At the same time, the internationalisation opportunities of students should be improved at one's own university of applied sciences, as it may not be possible for everyone to go on an exchange or traineeship abroad. Internationalisation at home may also mean low-threshold internationalisation, which will inspire students to take a mobility period later.

In the following, we will present the means SAMOK proposes for developing internationalisation at home at both the local and national level:

Means at local level

- Universities of applied sciences should provide students with information on opportunities for internationalisation at home.
- All universities of applied sciences should have an employee responsible for internationalisation.
- All fields of education should have equal opportunities for internationalisation at home, regardless of the varying levels of internationalisation between the fields.
- Universities of applied sciences should include courses completed in a language other than the national language as part of their degree programmes.
- Universities of applied sciences should use international lecturers in their teaching.
- Universities of applied sciences should provide the staff with opportunities to develop their own language skills and cultural sensitivity. One way to do this may be to encourage staff members to go on an internationalisation period.



- Within universities of applied sciences, cross-cultural integration should be developed by organising networking events, events and cultural days where students can familiarise themselves with different cultures and create new friendships.
- Universities of applied sciences should provide low-threshold opportunities to practise speaking languages and get to know different cultures with other students, for example by organising language cafés, discussion events and language tandem experiences. In addition, students should be offered the opportunity to earn credits for participating in these activities.
- Universities of applied sciences should arrange Friendship activities (see, for example, the Friends Programme), which supports the settling-in process of international students and their adaptation to the Finnish way of life and culture. Voluntary local students can be motivated to participate in friendship activities by means of granting credits for them.
- The integration of international students into the local community should be developed by offering networking opportunities, internships and job search services that also take into account the needs of those who do not speak Finnish as their native language.
- Students should be presented with training opportunities in English in Finland.
- International degree students and exchange students should be provided with tutoring.
- On courses, local and international students should also be assigned into mixed groups.
- Different modes of study (on-site, multiform and online studies) should be taken into account in promoting internationalisation at home.

Means at national level

- The learning objectives and content of international competence should be defined nationally.
- In the funding model for higher education institutions, universities of applied sciences should be better guided towards investing in internationalisation, for example by including internationalisation as part of each degree.
- A model should be drawn up for universities of applied sciences for planning and offering different opportunities and paths for internationalisation at home.
- Incentives should be created for universities of applied sciences to include courses completed in a language other than the national language as part of the degree programmes.
- It should be ensured that all universities of applied sciences have an employee responsible for students' internationalisation and that internationalisation services are made visible and accessible to students in all universities of applied sciences.
- Efforts should be made to promote the expansion of the networks of European universities so that all universities of applied sciences could join such networks.
- Efforts should be made to enhance the integration of students from outside the EU/EEA Member States, for example, by easing the financial burden of international students, promoting access to jobs and traineeships, and implementing a responsible immigration policy that accelerates integration.