

# More Internationalisation at Home programme: SAMOK's tools for more internationalism at home

Domestic internationalisation refers to internationalisation that takes place in the home country in various forms. For example, internationalisation can mean international learning environments and international learning content, such as learning about the linguistic and cultural diversity of your home institution or participating in an international project online. SAMOK believes that increasing home internationalisation within the higher education community is a good way to increase the accessibility of international competence. While mobility periods abroad are an important form of internationalisation, the internationalisation opportunities of the home institution should also be promoted, as not everyone is necessarily able to go abroad for an exchange or a traineeship. Internationalisation at home can also be a low-threshold internationalisation that inspires people to go on a mobility period later on.

Next, we present SAMOK's means of developing internationalism at home, both locally and internationally:

## Means at local level

- The integration of international students into the local community needs to be developed by providing networking opportunities, internships and job search services that also take into account the needs of non-native speakers of Finnish.
- Students should be introduced to internship opportunities in English in their home country.
- Intercultural integration in higher education should be developed by organising networking events, events and cultural days where students can get to know different cultures and make new friends.
- Universities should provide low-threshold opportunities to practise speaking languages and share their own language and culture with other students, for example by organising language cafés, discussion groups and language tandems. In addition, students should be offered the opportunity to gain credits by participating in language tandems.
- Universities should implement friendship activities (see, for example, the Friends Program) to support the integration 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 credits.

- Tutoring should be arranged for international degree students and exchange students.
- Higher education institutions should include courses in languages other than the home language in degree programmes.
- Higher education institutions should provide students with information on opportunities for internationalisation at home.
- All universities of applied sciences have a staff member responsible for internationalisation.
- All fields of education have equal opportunities for internationalisation, despite their different levels of internationalisation.
- The higher education institution should involve international lecturers in its teaching, for example by offering students the opportunity to participate in their courses or by bringing lecturers to visit the institution's courses.
- There should be a greater mix of local and international students on courses. Students should be offered opportunities to take courses together, especially in language courses.
- The institution should offer staff opportunities to develop their language skills and encourage them to go on an internationalisation period.

### **Means at national level**

- The objectives and content of international competences should be defined at national level.
- The funding model for higher education institutions should better direct higher education institutions to invest in internationalisation, for example by including internationalisation as part of every degree.
- Incentives should be created for higher education institutions to include courses in a language other than the home language as part of the degree.
- The expansion of the European university networks (European universities) must be promoted so that all universities of applied sciences have the opportunity to become part of the networks.
- Develop a model for higher education institutions to design and provide different opportunities and pathways for internationalisation at home.
- Ensure that all universities of applied sciences have an international student officer and that internationalisation services are made visible and accessible to students in all universities of applied sciences.
- The integration of students from outside the EU/EEA needs to be addressed, for example by easing the financial burden on international students, promoting access to jobs and traineeships, and implementing responsible and integration-friendly immigration policies.