

A group of five diverse university students walking outdoors. From left to right: a man with glasses and a beard wearing a white patterned scarf, a woman in a yellow top, a man in a grey shirt with a backpack, a man in a white hoodie with a backpack, and a woman in a grey hoodie with a backpack. They are all smiling and looking towards the right, with some looking at their smartphones. The background shows a brick building and greenery.

DEVELOPING OF INTERNATIONAL COMPETENCE IN HIGHER EDUCATION

Niina Nurkka and Mira Huusko 30.9.2025

FINEEC

The Finnish Education Evaluation Centre (FINEEC) is an independent authority responsible for the national evaluation of education. The evaluations of FINEEC cover the education system in its entirety, from early childhood education to higher education.

The results of this evaluation are based on the additional analysis of the data of "Evaluation of the state and renewal of higher education pedagogy". Most of the data is gathered during the autumn 2022.



EVALUATION OF THE STATE AND RENEWAL OF HIGHER EDUCATION PEDAGOGY



ABSTRACTS 19:2023

KANSAINVÄLISYYS- OSAAMISEN KEHITTÄMINEN KORKEAKOULUTUKSESSA

The results related to international competence and development of internationalisation have been published in FINEEC's summary publication "Developing of international competence in higher education" (in Finnish).



TIIVISTELMÄT 3:2024

Evaluation data



Additional statistic data is gathered from the education administration's reporting portal Vipunen.

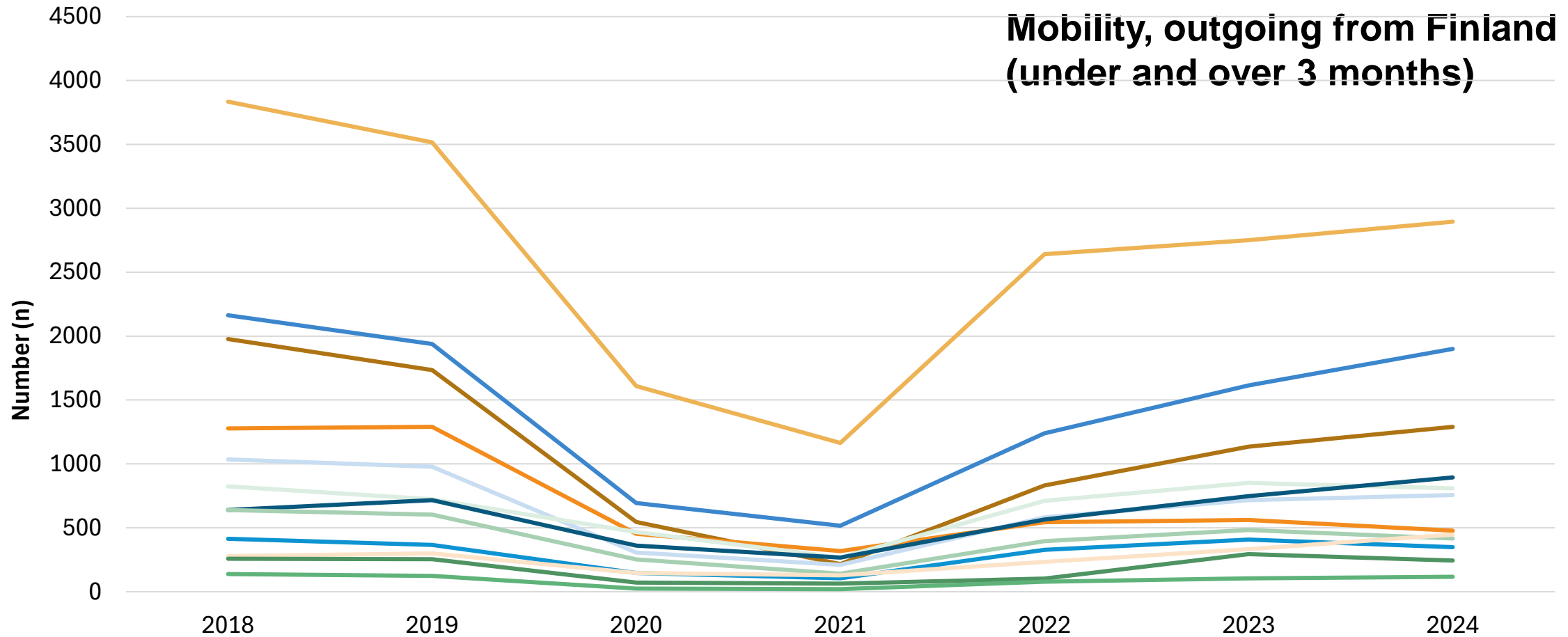
FIGURE 1. Participants in the data collection for the evaluation of the state and renewal of higher education pedagogy



KANSALLINEN
KOULUTUKSEN
ARVIOINTIKESKUS

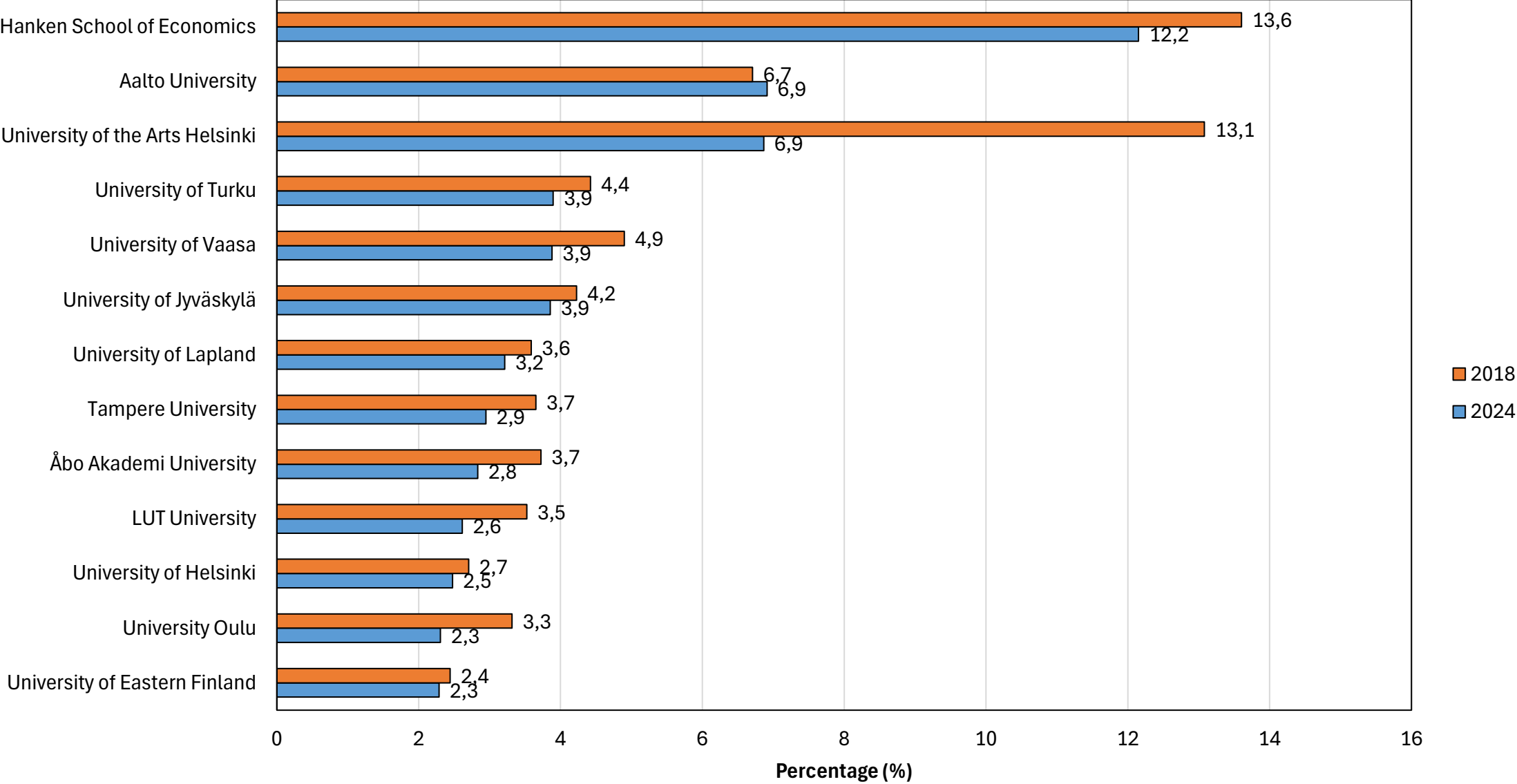
Internationalisation of students

Mobility, outgoing from Finland (under and over 3 months)

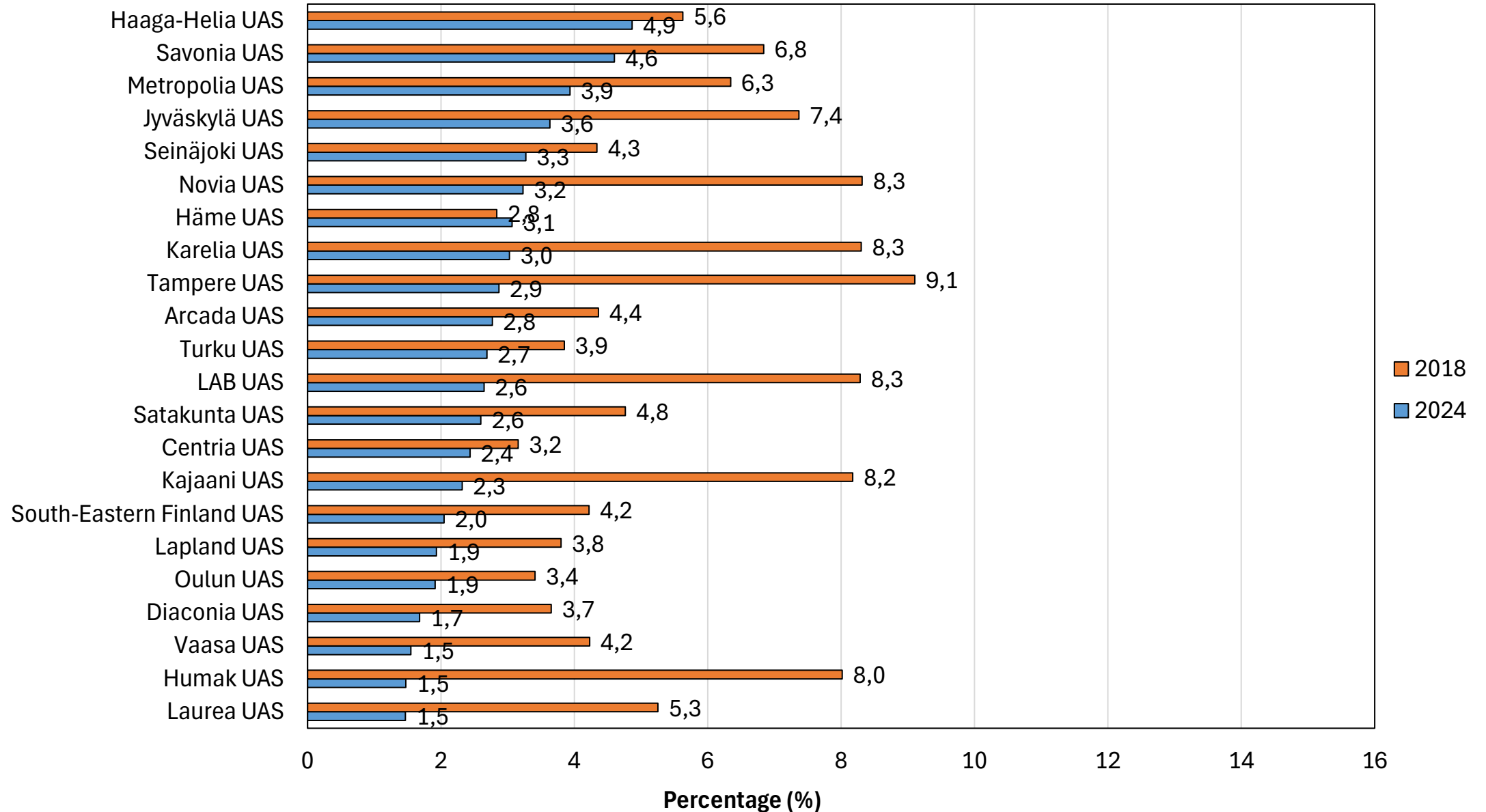


- Business, administratin and law
- Health and welfare
- Arts and culture
- Information and Communication Technologies (ICT)
- Education
- Agriculture, forestry, fisheries and veterinary
- Engineering, manufacturing and construction
- Services
- Social sciences, journalism and information
- Humanities
- Natural sciences, mathematics and statistics
- Medicine

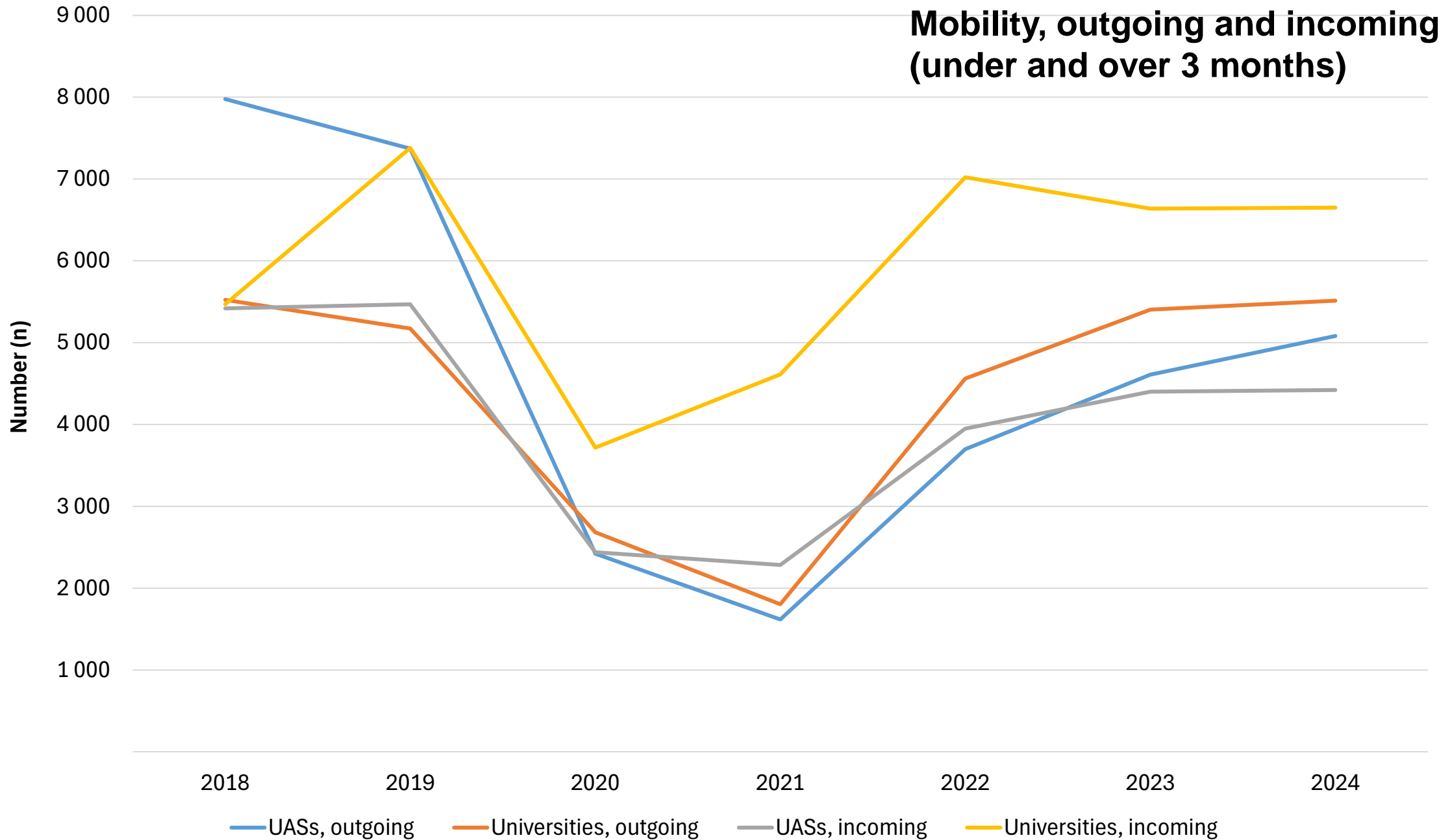
Proportion of outgoing students out of all students: Universities



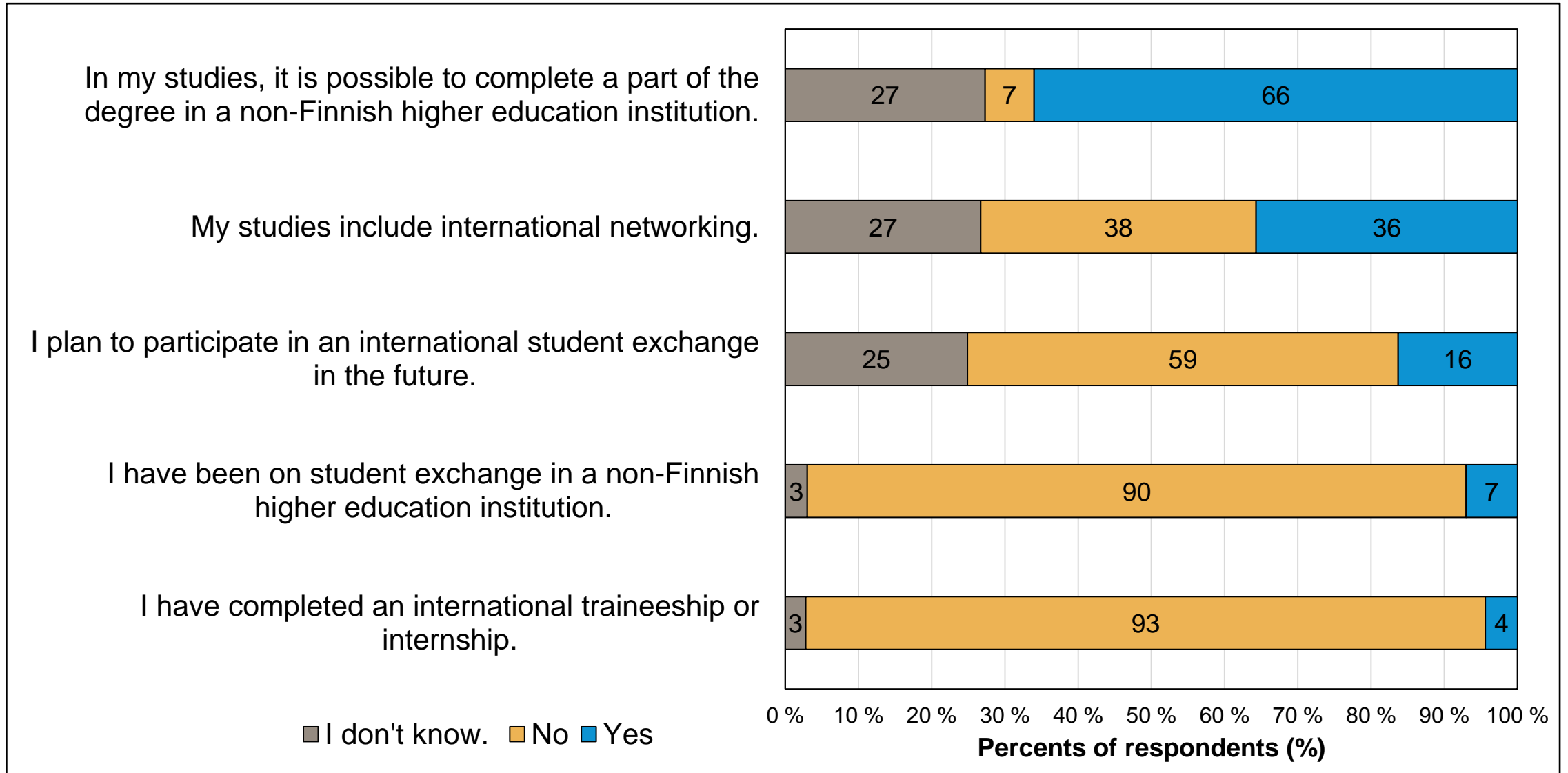
Proportion of outgoing students out of all students: Universities of Applied Sciences



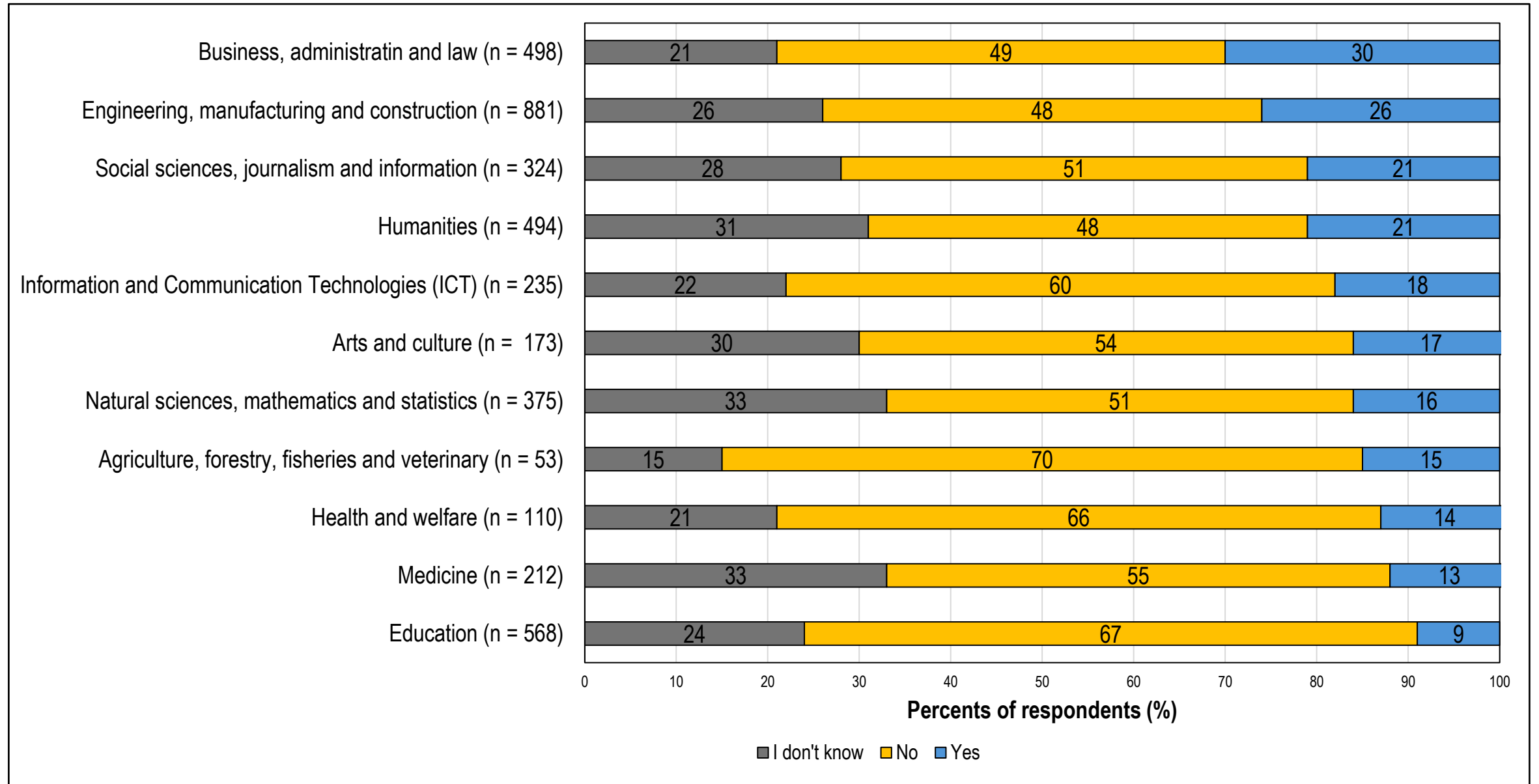
Mobility, outgoing and incoming (under and over 3 months)



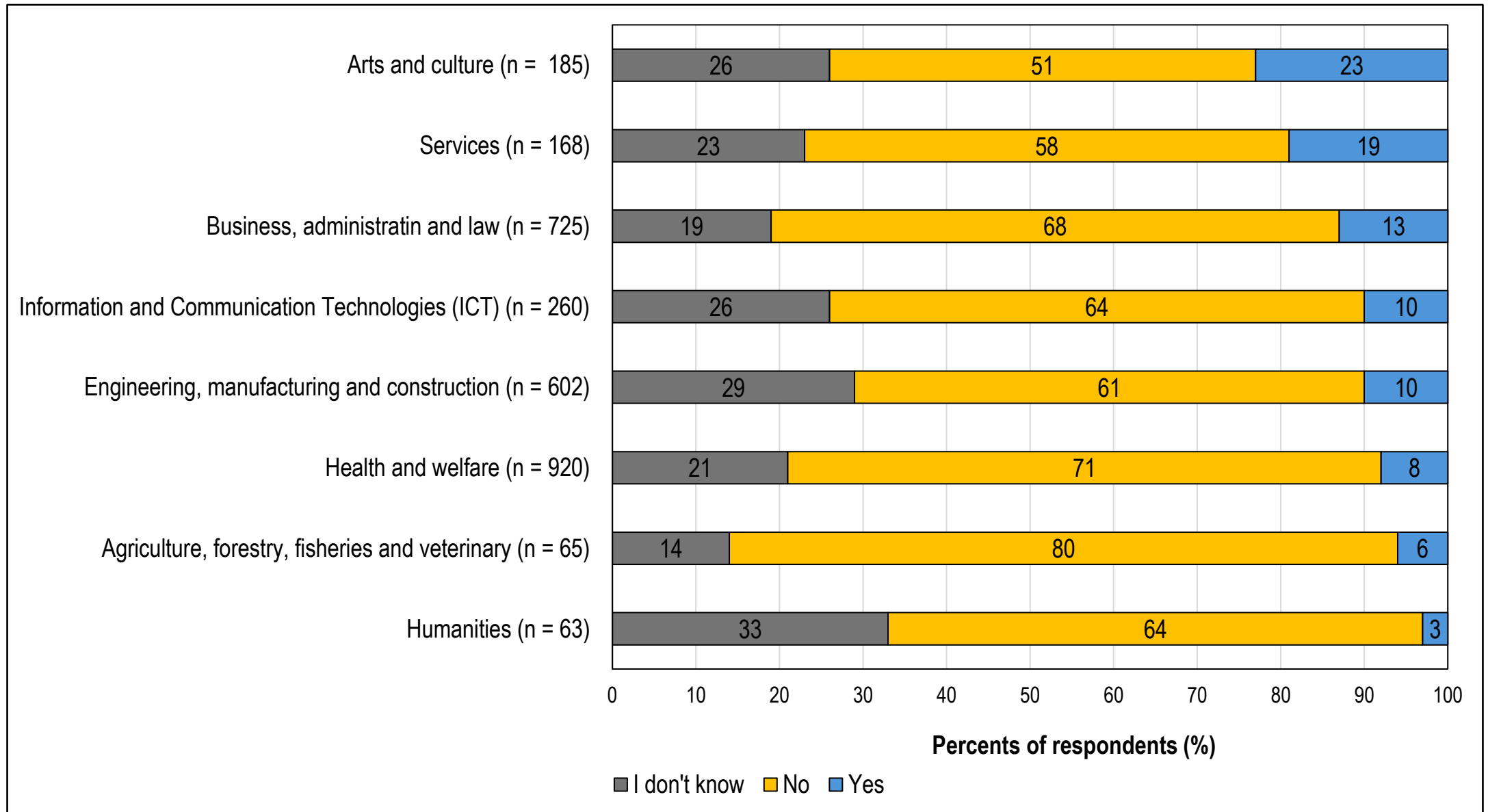
International networking and mobility during HE studies according to the respondents of the student survey (n = 7,425–7,443)



University students: I intend to participate in student exchange in the future



UAS students: I intend to participate in student exchange in the future



Reasons for low mobility

- The prolonged coronavirus pandemic and its consequences
- Improvements in digital connections and online learning opportunities
- Possible delays in graduation
- Students' tightened financial situation and working during studies
- Family reasons
- Reduced travel for ecological reasons
- Unstable global situation



Recommendations

Recommendations: students

- Every higher education student should acquire international, multicultural, language awareness and diversity competence. Students should be emphasised the importance of international competence and its articulation as a working life skill.
- Students should be encouraged, supported and provided with opportunities for international student mobility and internationalisation at their own university.
- Students should be better informed and marketed about the international networks and opportunities to complete part of their degree at a foreign higher education institution.
- Every curriculum should include space for international mobility (mobility window) and internationalisation. When renewing curricula, international competence must be taken into account.
- Students should be encouraged and finance towards overland or otherwise sustainable and responsible travel.

Recommendations: teachers

- Higher education teaching staff should be encouraged towards internationalisation related to teaching, international cooperation, language awareness, multiculturalism, and teaching and supervising international students.
- International capabilities of staff should be strengthened through international teacher exchanges, international partnerships, as well as by sharing best practices within higher education institutions.

Recommendations: HEIs

- International mobility should be supported through higher education institutions' own scholarship or grant systems, and students and staff should be informed about external funding opportunities. Higher education funding models must include more components that support international competence.
- Every higher education institution should create an internationalisation strategy. The internationalisation strategy should record the objectives for internationalisation, responsible persons and monitoring targets. The higher education institution's culture should support the internationalisation of students and staff.
- Institution-specific and field-specific differences should be reduced through learning from others and sharing good practices.

Thank you!

niina.nurkka@humak.fi
mira.huusko@karvi.fi

